

School Planting Roadmap

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Discover Your School's Unique Vision

Discover Your School's Unique Vision

Jesus was the greatest influencer the world has ever encountered! As His children ambassadors, we are called to influence those around us in the same way He did: by loving and serving humanity. We are called to shine with the favor of His face so that individuals, cities, and nations can encounter His goodness.

In this hour, God is using schools of supernatural ministry to awaken generations of believers to the reality of the King and His kingdom! We believe that by equipping men and women to walk in the love and power of the Holy Spirit, the kingdom of “righteousness, peace, and joy in the Holy Spirit” will be fully revealed upon the earth (Romans 14:17).

Our BSSM School Planting team is thrilled that you are interested in starting a school that raises up revivalists who transform culture. Before you begin building your school, we want to encourage you to discover the unique vision your school is called to pursue! As you continue reading, it is our prayer that you would embrace your unique identity as a leader and uncover the heavenly blueprint God has fashioned for your community.

There Is No Place the Kingdom Cannot Reach

As a school leader, God wants to tap into all the gifts, strengths, and dreams that make you uniquely you. You're not meant to be a replica of another leader; the world needs you to be you! We encourage you to build your school with the revelation of who God has made you to be. When you walk in this confidence, you will be able to establish the unique identity of your school community.

Remember, your school doesn't have to look the same as BSSM or any other school out there. God might invite you to pioneer and build something that has never been done before, touching a geographical region or sphere of society that has not yet experienced revival.

For example, there are testimonies of lives being dramatically transformed while attending a supernatural school inside a prison! Others have designed schools that are teaching kingdom principles to government leaders. We are in awe that God is anointing leaders to train up revivalists in such a variety of places. There truly is no place that the kingdom cannot reach!

So who are you called to influence? What places do you have a passion to see transformed? What prophetic words have you received? Be led by His Spirit! He will guide you every step of the way as you build out of the specific dreams He has placed in Your heart.

If You Can Dream It, You Can Do It

One of the world's greatest imagineers, Walt Disney, once said, “If you can dream it, you can do it.” Disney was able to create the fantasy world we can experience at his theme park simply because he could imagine it. He was able to fashion plans to fulfill his vision because it was a reality in his imagination.

Disney never saw the grand opening of Disney World. However, at the theme park's official opening, Disney's brother, Roy, shared a profound statement. When someone came up to Roy and said, "It's too bad Walt couldn't be here to see this," Roy responded by saying, "He did see this, and that's why you can see it today."

A vision that expands the kingdom is formed through the eye of an individual whose imagination is partnered with God. Marked by divine wisdom, such vision unlocks the plans of heaven to infiltrate the earth. Kris Vallotton once said, "As human beings, we reach our highest potential when we harness the power of our imagination to birth the realities and purposes of God for us and for the world."

We encourage you to capture a vision for your school by spending time in God's presence and allowing your imagination to dream with Him. Dream about your school's future knowing that there are no limitations to what God is able to do in your city, nation, and beyond. Tap into the great plans He has for your students by envisioning your school's ideal future. You will be amazed when you do.

ACTIVATION

Imagine your school is fully up and running: your leadership team is assembled, you are meeting in the perfect venue, and you are seeing tremendous fruit in the lives of students. Envision that your school is moving in its unique purpose and answer the following questions.

In the ideal future of your school...

- What do you see?
- What do you hear?
- What do you feel?
- Whom has your school impacted?
- How do they feel?
- What spheres of influence and/or regions of the world have been transformed?
- How has the kingdom been expanded?
- What legacy is your school leaving for future generations?

After imagining your school's ideal future, we encourage you to create a vision statement for your school based on these answers. Work together, share what you create with students.

Tap into the Value of Core Values

Tap into the Value of Core Values

Do you want to cultivate a culture that reflects the kingdom in your school of supernatural ministry? Living out kingdom core values is the key ingredient!

When we embrace and live out the core values of the kingdom, we create a place where individuals encounter God's presence and are transformed into His likeness. In fact, intentionally demonstrating these core values helps us establish a place where heaven is experienced on earth.

Through this section, we want to help you develop core values that provide a nutrient-rich culture in your school. As you continue to read, we pray the Holy Spirit would highlight the key principles and strategies you need to create a school environment that powerfully reflects the King and His culture.

Culture Is a Powerful Force

The Merriam-Webster dictionary says culture is “the set of shared attitudes, values, goals, and practices that characterize an institution or organization.” Whether we realize it or not, our beliefs and actions produce a culture inside of us and all around us. At best, the culture we cultivate releases life and hope into an environment. At worst, it steals from the peace and prosperity we desire to create.

Culture is a powerful force! As school leaders, it is so important to pay attention to the culture you are internally cultivating, for this is what students will experience on a daily basis. Your school will have a specific culture, whether you are intentional to develop it or not. So why not be intentional to create an environment that reflects the culture of heaven?

One of the greatest ways you and your team can develop such culture is to purposefully define and live from kingdom core values! When a school environment is established upon these values, it creates a powerful greenhouse where students are fed and nurtured with truth, wisdom, and love. They develop a strong, internal operating system that aligns their behavior with the truth of their identity as children of God. As a result, they learn how to freely receive and give away the abundance of the kingdom!

Living from Kingdom Core Values

So, what exactly are kingdom core values? Kingdom core values are the biblical beliefs and principles that when we choose to live them out demonstrate the heart of our Father. Much like a tree draws nutrients and strength from its root system to thrive, we draw from core values to produce the fruit of the kingdom. In *Kingdom Culture: Living the Values that Disciple Nations*, Dann Farrelly (BSSM Dean), says that core values are like, “...the small seeds that become food-producing plants in a thriving ecosystem... They are the deepest beliefs that direct our lives and when groups share the same values, culture is created.”

As leaders, if we want to build a thriving school environment, kingdom core values cannot be values we merely aspire to demonstrate; they need to be established in our lives so we can impart to those we are leading. Indeed, what you sow into your students will be the result of the values from which we live.

And let's be real! None of us have the perfect "root system" and we certainly do not have to be perfect to lead a school. Much like our students, we are constantly being developed and refined as we invite the Holy Spirit to draw us into a greater revelation of our identity as sons and daughters. However, it is important to be mindful of the culture you and your team are cultivating. You will be the greatest influencers in your school and the culture of your school will reflect the values you uphold.

At BSSM, our core values are the root system for everything that happens in our environment. When we as leaders intentionally live from our core values, our students experience a culture full of honor, belief, power, generosity, and many other beautiful facets of the kingdom!

For example, one of BSSM's core values is "Focused on His Presence." We create a culture around this core value by infusing worship into our school environment as much as possible. In fact, we actually schedule a time of worship in our staff meetings and team retreat.

We also have corporate worship in our school schedule every day. Having a full-time schedule allows us to pursue that. This might seem excessive, but we believe everything flows from intimacy and from a lifestyle of worship. We want our students to experience the fruit of focusing on God's presence, knowing that as they behold Him, they become like Him.

What Are You Called to Shout?

So what kind of environment do you want to cultivate with your team and students? What are the values that will shape your school culture? We encourage you to develop a written set of core values for your school that reflects your unique identity and purpose! More importantly, we encourage you to be intentional in living out those values.

At BSSM, our core values are not an exhaustive list of everything we believe, but they are the ones the Holy Spirit has asked us to "shout" in our environment. They have become the foundational root system that produces lasting fruit in our lives and school.

As our core values direct our beliefs and behavior as a leadership team, we are able to create an environment where students can learn how to develop and sustain revival in their personal lives. In turn, we are able to effectively pursue our school mission: to equip and deploy revivalists who passionately pursue worldwide transformation in their God-given spheres of influence.

Below is a list of our BSSM core values. We want to share them with you to give you an idea of what your core values could look like. And we want to encourage you to take some time to ask the Holy Spirit to help you develop your own. What values you are being called to “shout?” He wants to help you put language to the principles that will cause your school to thrive!

1. God Is Good
2. Salvation Creates Identity
3. Responsive to Grace
4. Focused on His Presence
5. Creating Healthy Family
6. God’s Word Transforms
7. God’s Still Speaking
8. Jesus Empowers Supernatural Ministry
9. His Kingdom Is Advancing
10. Free and Responsible
11. Honor Affirms Value
12. Hope in a Glorious Church
13. Generous Like My Father

ACTIVATION

What core values are you living out well? What core values do you want to grow in? Take some time to reflect upon how you can better foster these core values as a lifestyle with the Core Values Assessment.

Resource: The Core Values Assessment

What are core values?

Core values are biblical beliefs and principles we uphold to live lifestyles that reflect the kingdom. Much like a tree draws nutrients and strength from its root system to thrive, we draw from core values to develop an environment inside of us and around us that produces the fruit of the kingdom. According to Mark Brookes, BSSM First Year Senior Overseer,

Core values are the standard in our lives for what we believe, and are the motivation for everything we do. Healing, prophesy, miracles and more will be the supernatural fruits on the tree of our lives if we take time to establish ourselves with a healthy, strong root system and structure of core values. In Matthew 9:17, Jesus talks about wine and wineskins, creating a perfect picture of why we need to pursue kingdom core values... If we want the supernatural fruit of revival to be lasting in our lives, we must make a new wineskin of core values that is consistent with God's kingdom. Then we can truly leave a legacy of revival for generations to come.

To produce the fruit of revival through our lives, we must learn how to be directed by kingdom values. In fact, we have to intentionally align our daily actions and behaviors according to these values. As a result, we will see the abundance of the kingdom cultivated in us and touching the lives around us.

What is The Core Values Assessment?

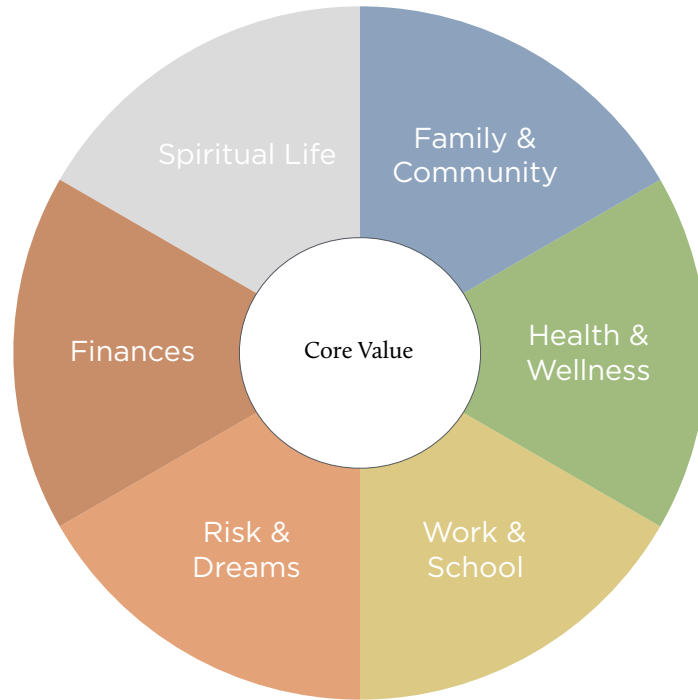
The Core Values Assessment is designed to help you intentionally develop a lifestyle that demonstrates the kingdom. This assessment will help you develop your core values in areas such as your spiritual life, family and community, health and wholeness, work and school, levels of risk-taking, and dreaming and finances. Through this assessment, you will be able to develop goals and take steps to pursue the abundant kingdom lifestyle you have been designed to live!

How does The Core Values Assessment work?

In this assessment, you will choose a kingdom core value and search its biblical foundation. You will then have the opportunity to discover and share your understanding of the biblical truth that supports that core value, what the core value personally means to you and what God is saying to you about the core value. Next, you will choose a life area from the Core Values Wheel and determine your level of satisfaction of the application of this core value to the life area. Lastly, you will have an opportunity to explore what improvement looks like in this area and create an action plan to intentionally cultivate that core value to become a greater part of your lifestyle. Below are the 4 phases of The Core Values Assessment:

- ▶ *Discover* the scriptural foundation of kingdom core values.
- ▶▶ *Reflect* upon how core values are demonstrated in your life.
- ▶▶▶ *Explore* what it looks like to grow the core value in your life.
- ▶▶▶▶ *Activate* lasting changes that cultivate the kingdom in and around you.

The Core Values Wheel



What are the life areas of the Core Values Wheel?

Spiritual Life

Your relationship with God the Father, Son, and Holy Spirit and connection through worship, prayer, study, and revelation of the Word, etc.

Family & Community

Your relationships with your family members and friends, community involvement, social life, etc.

Health & Wellness

Your state of mental, emotional, and physical wellbeing, how you care for yourself (e.g. exercise, diet, rest, recreation), etc.

Work & School

Your work environment and experience (e.g. meetings, responsibilities, deadlines) and/or your school environment and experience (e.g. class, activation, homework), etc.

Risk & Dreams

Your risk-taking to experience the fullness of the kingdom, pursuing dreams, etc.

Finances

Your income, stewardship of income, giving, etc.

The Core Values Assessment - Sample

► PHASE ONE: Discover

Choose a kingdom core value. List the Scriptures you find that further demonstrate this core value and paraphrase the essential message of each Scripture. Lastly, answer the questions below and choose a life area.

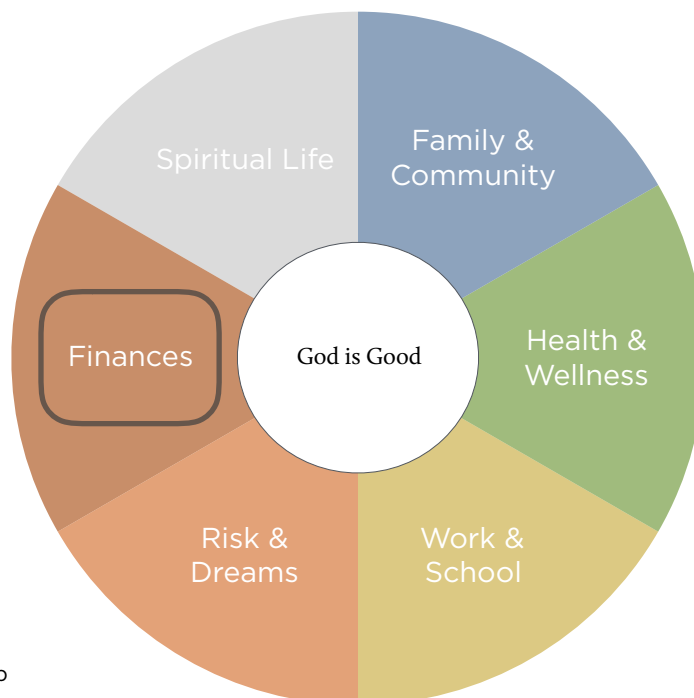
Core Value: God is Good

Scripture(s): Psalm 103:8-12 reveals that God is gracious, compassionate, slow to anger, and abounding in love towards His children. He does not hold our sin against us, but redeems us from our sin. In Matthew 7:11, Jesus reveals that the love we could receive from a parent does not compare to the love God the Father has for us.

What does this core value personally mean to you? God is not an angry Father. He is compassionate, merciful, and gracious. Jesus came to reveal the nature of the Father to me and to the world.

What is God saying to you about this core value? I heard God say that at this truth will become a foundation for my life and that there are greater levels of His goodness I will experience.

Choose a life area from the Core Value Wheel and write your core value in the center of the Core Values Wheel below.



► ► PHASE TWO: Reflect

Reflect upon how this core value is demonstrated in that area of your life and if you are believing any lies about this area. Rank your level of satisfaction from 1-10 (10 being the highest level of satisfaction and 1 being the lowest level of satisfaction) for this area. The ranking should demonstrate how satisfied you are with the application of this core value in this life area based upon your written statements in the discover phase.

Life Area: Finances

How are you currently demonstrating (i.e. thought processes and actions) your core value in this specific life area? I trust God to meet my daily needs, especially with the provision of a part-time job and home while I attend school.

Are there any lies you are believing about this area of your life? Yes, I am struggling with doubt and unbelief surrounding provision for my missions trip. I am not always sure if God will provide the funds in time for me to go on the trip. In fact, I am not always sure if I receive financial provision for the dreams in my heart.

Rate your level of satisfaction in this area: 4

► ► ► PHASE THREE: Explore

Describe what improvement in this area looks like. Refer to the Coaching Questions (see pages 20-21) under the life area you chose from the Core Values Wheel if you need help brainstorming what improvement looks like. Lastly, list the Scriptures you find that further demonstrate this core value in that life area and paraphrase the essential message of each Scripture.

What does improvement in this area look like for you? Improvement in this area looks like walking in restful confidence knowing that God will provide for the desires of my heart, including provision for my school missions trip. It also looks like cultivating a heart of gratitude, remembering and thanking Him for every time He has provided and every time He will provide in the future.

Scripture(s): *In Matthew 6:31-32, I learn that I do not have to worry about being provided for because my Father in Heaven knows exactly what I need. I can give thanks because He is faithfully good today and forever (Psalm 136:1). Philippians 4:19 reveals that He will provide for me according to His riches.*

▶ ▶ ▶ ▶ PHASE FOUR: Activate

Create an action plan (goal, steps and means of accountability) to intentionally cultivate that core value so that it becomes a greater part of your lifestyle. Refer to the Activation Steps (see page 10) if you need some ideas of what steps you can take.

My goal to further develop this life area to reflect my core value: Cultivate a greater level of thanksgiving for God's goodness in the area of my finances.

Steps:

- To further apply the truth that God is good in the area of finances I will create Thanksgiving regarding God's provision for me and declare them every morning. For example, "God is My Father and provider. As I live from the abundance of heaven, there will always be enough for me. I can live generously because I have a generous Father."
- To further apply the truth that God is good in the area of finances I will ask my friends for three testimonies of financial provision in their lives to encourage myself and ask them to partner with me in prayer for my own breakthrough.
can live generously because I have a generous Father."
- To further apply the truth that God is good in the area of finances I will write a sponsorship letter and invite my family and friends to sow into my missions trip.

Accountability:

- I will complete these steps towards my goal by the end of the month.
- I will ask my school intern to keep me accountable to complete these steps.
- I need to set aside time in my calendar in order to complete these steps.
- I will assess my progress by looking over my core values assessment in 3 weeks and rating my level of satisfaction.
- I will share the progress I have made with my revival group intern by the end of the month.

The Core Values Assessment - Worksheet

► PHASE ONE: Discover

Choose a kingdom core value. List the Scriptures you find that further demonstrate this core value and paraphrase the essential message of each Scripture. Lastly, answer the questions below and choose a life area.

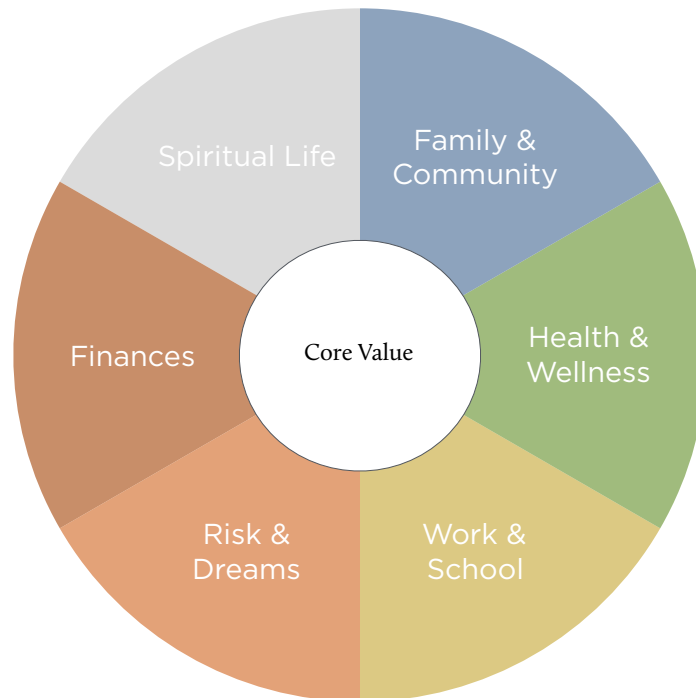
Core Value: _____

Scripture(s):

What does this core value personally mean to you?

What is God saying to you about this core value?

Choose a life area from the Core Value Wheel and write your core value in the center of the Core Values Wheel below.



▶ ▶ PHASE TWO: Reflect

Reflect upon how this core value is demonstrated in that area of your life and if you are believing any lies about this area. Rank your level of satisfaction from 1-10 (10 being the highest level of satisfaction and 1 being the lowest level of satisfaction) for this area. The ranking should demonstrate how satisfied you are with the application of this core value in this area based upon your written statements in the discover phase.

Life Area: _____

How are you currently demonstrating (i.e. thought processes and actions) your core value in that specific life area?

Are there any lies you are believing about this area of your life?

Rate your level of satisfaction in this area: _____

▶ ▶ ▶ PHASE THREE: Explore

Describe what improvement in this area looks like. Refer to the Coaching Questions (see pages 20-21) under the life area you chose from the Core Values Wheel if you need help brainstorming what improvement looks like. Lastly, list the Scriptures you find that further demonstrate this core value in that life area and paraphrase the essential message of each Scripture.

What does improvement in this area look like for you?

Scripture(s):

▶ ▶ ▶ ▶ PHASE FOUR: Activate

Create an action plan (goal, steps and means of accountability) to intentionally cultivate that core value to become a greater part of your lifestyle. Refer to the Activation Steps (see page 10) if you need some ideas of what steps you can take.

My goal to further develop this life area to reflect my core value:

Steps:

- To further apply the truth that _____ in the area of _____
I will _____
- To further apply the truth that _____ in the area of _____
I will _____
- To further apply the truth that _____ in the area of _____
I will _____

Accountability:

- I will complete these steps towards my goal by _____
- I will ask _____ to keep me accountable to complete these steps.
- I need to _____ in order to complete these steps.
- I will assess my progress by _____
- I will share the progress I have made with _____ by _____

Coaching Questions

Spiritual Life

- What is your relationship with God like?
- What are some ways you best connect to God (e.g. in nature, worship, prayer, reading the Word)?
- What are some new ways you can connect to Him?
- How do you think God wants to meet you or relate to you?
- What do you want your relationship with God to look like?
- What are some ways you can pursue greater intimacy with God?

Family & Community

- How are you experiencing your family?
- What is your favorite aspect of your family life?
- What would you like to see change in your family life?
- How do you pursue greater connection with your family?
- How do you draw from your community of friends?
- How do you serve your community of friends?
- How can you pursue a greater sense of connection with your friends?

Health & Wholeness

- How is your spiritual, emotional, and physical health?
- How do you care for your mind, soul, and body?
- What are some things you do that are restful or fun for you?
- How much time do you allocate for rest and recreation?
- What obstacles prevent you from pursuing rest and recreation?
- What are some ways you can pursue greater levels of health and wholeness in your life?

Work & School

- What do you like about your work?
- What do you want to improve in your work environment?
- How can you change your experience at work?
- What growth have you experienced through school?
- What are your favorite aspects of school?
- What are the most effective ways you learn and apply what you receive through school?
- How can you further grow during your time in school?

Risk & Dreams

- How are you pursuing a supernatural lifestyle?
- How have you taken a step of risk and experienced success? What have you learned from taking risks?
- What dreams are you currently pursuing?
- How does the fulfillment of your dreams benefit others?
- What are some ways you can further pursue those dreams?

Finances

- What would you like to see change in your finances?
- How do you manage your finances?
- What are some ways you demonstrate generosity?
- How can you become a better steward of your finances How is your core value re finances in your finances?

Activation Steps

Write a list of declarations.

Declarations are a powerful way to build up your faith and align your beliefs with the truth. Take time to write out declarations that will activate your faith and speak them over yourself.

Give thanks.

At the end of your day, write down how you experienced God's goodness that day and give thanks. Do this for seven days. Invite God to reveal more of His kind nature to you and ask Him to bring breakthrough your life.

Study and meditate upon Scripture.

Dive into a deeper study of the Scriptures you listed in the discover and explore phases. Invite the Holy Spirit to give you deeper revelation of their truth and how they directly apply to you.

Listen to messages.

Find and listen to sermons that will encourage you with greater truth and application of your core values. Take time to write your own message about your core value.

Connect with a trusted peer.

Share about your journey cultivating a kingdom lifestyle by being intentional to live from your core values. Ask him or her for feedback, encouragement, or prayer support.

Soak in God's presence.

Turn on soaking music and invite Jesus to show you what it looks like to be internally motivated by your core values versus externally motivated by circumstances. Journal what He shows you.

Do a prophetic act.

Ask the Holy Spirit what prophetic act you could do to release breakthrough over an area over your life. Also, take time to prophesy truth into your next season. If you feel led to, invite a peer to do the activation with you.

Build a Powerful Leadership Team

Build a Powerful Leadership Team

Kris Vallotton once said, “I believe that everybody has a purpose in life. But what I’m learning is that, more importantly, everybody has a people. Until you find your people, you actually don’t have a purpose, because your purpose is divinely connected to your people.”

Before you launch your school of supernatural ministry, we encourage you to find your people! God desires to bless you with a leadership team that will support your school vision. He is ready and able to gather people who will help develop a thriving culture, establish order and efficiency, and fiercely love and empower your students.

We encourage you to take time to pray and discover which individuals would be the best fit for your environment. It is essential to creating a solid foundation for your school! To help you in this process, we want to share some insightful keys, structures, and roles that could serve your team.

Revival Culture Starts with Leadership

What culture do you want to create in your school? What do you want to reproduce in your students? Culture will be the most significant influence in your school, and it is your leaders who will first create, model, and impart it to your students. Indeed, your school environment will be a reflection of your team’s strengths and core values.

Pursue revival in your school by intentionally inviting leaders on your team who are powerful builders, influencers, and caretakers of hearts. They should be individuals who exemplify, teach, and freely give away the revelation and manifestation of God’s kingdom. If you want to create a supernatural environment, you will want individuals on your team that know how to partner with the Holy Spirit! It is extremely valuable to have catalytic activators in your school who will teach and impart how to walk in His power and love with your students.

The team members you choose should also be those with whom you share relationship and trust. BSSM First Year Overseer, Mark Brookes, always strongly recommends to, “Choose someone you have raised up, who has your heart, who is not just trying to do their own thing, but keep true to the vision that is in the heart of their leader.”

As Mark shared, it is so important to invite leaders to be part of your team who share and honor your heart and vision. They should be individuals in whom you trust and share a strong sense of loyalty. In the end, your school environment will be a reflection of the leaders you choose!

To help you create specific roles that will your serve your school, see the School Leadership Roles resource to see what type of leadership roles we utilize at BSSM. We recommend reading over these and developing roles that meet the needs of your school.

Preparing for Growth and Expansion

Schools that continually grow are a great blessing! However, growth also increases the workload on your leadership team. It is, therefore, necessary to be prepared for growth by creating new leadership roles or redistributing responsibilities. These changes will add to the stability and strength of your leadership team.

As BSSM has grown over the years, we have created additional levels of leadership to provide greater oversight of our school's departments and personnel. For example, when we needed more administrative support in our school, we promoted our school administrator to administrative director. In this role, she oversees a team of administrators.

This allows us to create and implement new systems and processes to retain order and efficiency. We add these team members to also protect crucial components of our school's structure such as our budget, application process, monitoring of attendance, and more.

Adding more pastoral leaders to our team protects the connection and mentoring our students receive during their school experience. These leaders are the shepherds in our environment that lead students to experience transformation and a rich sense of community. During times of growth, we encourage you to protect opportunities for your students to be pastored by adding pastoral leaders to your team. These pastors can invite interns and volunteers to assist them in their roles.

When it comes time to expand your team, we also recommend thinking about the areas you would like to develop in your school. For example, if you want to encourage your students to grow in evangelism, invite a leader onto your team that carries a passion to see the lost saved and a gift to equip students in evangelism! Perhaps you desire to cultivate a stronger passion and love for the Word in your school? Find and empower a leader to teach the Bible in such a way that hearts will be hungry to encounter God through the Word!

To help you think through ways you can expand your team, see the [School Leadership Roles](#) resource to see what type of leadership roles we utilize at BSSM.

ACTIVATION

As you develop a structure for your leadership team, we recommend you to start building your team with a few key roles (see School Leadership Roles Sample). These leaders can help with the quality, flow, and direction of your school. Also, to maximize the value and strength that the leaders on your team bring, we encourage you to build a structure that supports their unique anointing, gifts, and skills.

To create team roles and a leadership structure to support your school, answer the following questions:

- What are the main leadership roles needed to serve your school vision?
- What qualities are required for those roles? And what are their responsibilities?
- Who will fill the leadership positions?
- Who will hire/fire school staff?
- Who will make the final decisions about the school?
- What other leadership roles do you need to support your school?
- What will individuals need (e.g. resources, training, salaries, etc.) to carry out those roles?

Resource: School Leadership Roles

As you begin to build your leadership team, we recommend starting with three key roles: Director, Pastor, and Administrator. The leaders in these main roles are crucial to the development of your school! They carry the responsibility of governing the daily course of school as well as evaluating its progress. Carrying the strongest level of influence within your school's environment, their leadership gifts and skills can work together to create a cultural and administrative infrastructure that serves your school's mission.

Below, we have included a list of responsibilities for each leadership role. These are based upon the leadership structure we have created for BSSM. We encourage you to evaluate and adjust these roles based upon each leader's gift-mix and the needs of your school. If you are starting your school with these main roles, these leaders may need to take on additional responsibilities. At the right time, we recommend expanding your leadership team and redistributing responsibilities. Also, keep in mind that you will want to make changes with the support of your spiritual covering (e.g. church, ministry, board, etc.)!

Director

- Oversees the entire school and its direction.
- Casts vision for the school and ensures the school stays in alignment with the school's spiritual covering (e.g. church, ministry, board, etc.).
- Directs the school's leadership structure.
- Manages the school leadership team and volunteers.

Note: We do not recommend that a church's senior leader serves as a school director. It is important to protect his/her time and efforts towards serving the church community. However, a senior leader can provide a strong spiritual covering to a school.

Pastor

- Pastors the school leadership team and students (e.g. manages disciplinary issues, facilitates connection, etc.).
- Depending on gifting, pastors may oversee some structures of the school or help develop school systems and processes.

Administrator

- Organizes and supports the school's administrative structure, systems, and processes.
- Oversees admissions, finances, scheduling, homework, attendance, etc.

After defining the roles of your main school leaders, we encourage you to evaluate if your school needs additional leadership oversight. Depending upon your school's current needs, it may be beneficial to create more pastoral or administrative roles or invite volunteers to support your school. If your school experiences a rise in student enrollment, we highly recommend adding more roles to your leadership structure to provide greater levels of leadership support, organization, and accountability to help your school thrive.

Below is a sample of some additional leadership roles we use at BSSM and our leadership structure. We share these with you so that you can have an idea of how you can expand your leadership structure as your school grows.

Program Overseers (First, Second, and Third Year programs)

- Oversee the direction of and operation of their program.
- Manage the staff and students in their program.
- Provide regular feedback to protect quality, flow, and direction of the school.

Revival Group Pastors

- Pastor and develop groups of students by leading small and large group discussions, teaching, and activation.
- Mentors and trains Third Year students and volunteers.

Volunteers

- Support school leaders in their specific roles through pastoral and/or administrative responsibilities.

Draw from the Gift of a Pastor

Draw from the Gift of a Pastor

One of the greatest gifts students can receive from a school of supernatural ministry is to be powerfully loved and supported as they step into the fullness of their destinies! We believe this starts with pastors, those who live with a passion to champion students as sons and daughters of God. Pastors are marked by their ability to shepherd students' hearts, create a sense of belonging, and lead them into connection with God and others.

While preparing for the launch of your school, we encourage you to tap into the anointing and gift of pastoral leaders! Strategically placing pastors in your school will allow your students to be cared for and supported as they go on the journey of experiencing the freedom, power, and love of the Holy Spirit. We believe taking this step will bring lasting transformation to your students' lives!

As you continue to read, may you receive greater vision to empower pastors in your school. Doing so will create a life-changing, family-oriented environment for your students that will draw them into their destiny as revivalists.

The Gift of a Pastor in a School

In a school environment, pastors create an atmosphere that ignites personal transformation! They are effective community builders and catalysts in a school. They are also connectors who carry a powerful revelation of God's love and create a place of acceptance and belonging. While pastors care for believers on an individual level, they also equip them to love and care for one another, teaching the Body of Christ to walk as a united family.

In a school environment, pastors look after the hearts of students through encouragement and loving correction. They are also leaders who empower and activate students to walk in greater measures of risk-taking! Whether it is helping students practice vulnerability in relationships or activating spiritual gifts, pastors provide a safe place for students to dramatically grow.

Pastors Cultivate Family

Students experience the greatest levels of transformation when they feel like they are connected in a safe, family unit and are covered by their leaders. To develop a sense of trust and security for your students, we recommend having pastors offer support through one-on-one mentorship as well as connection groups (e.g. Small Groups, Revival Groups, Home Groups, etc.).

Under the leadership of pastors, connection groups can create a place for students to be known, take risks, and apply what they are learning in school. They also provide opportunities for leaders to share and impart personal breakthroughs to support students' relational and spiritual growth.

As you continue to plan for the launch of your school, we encourage you to dream of ways your students can experience rich community and activation through connection groups. To learn more about connection groups, check out the resources below.

ACTIVATION

Learn more about connection groups by reading *3 Ways to Develop Community in Your School*. Also, take some time to pray and ask the Holy Spirit to highlight the leaders who carry an anointing to pastor, and could lead times of connection and activation in your school.

Resource: 3 Ways to Develop Community in Your School

To cultivate a strong sense of community, we encourage you to provide meaningful opportunities for your students to build relationships throughout the year! Below are a few ways you can invite students to invest in community. As you read the ideas below, invite the Holy Spirit to show you creative, fun ways for your students to experience rich connection in your school environment.

1. Retreat

One of the greatest ways you can help jump start connection within your school is taking a school retreat. Whether it is a week, weekend, or a day retreat, we have discovered that this is one of the most powerful ways to “break the ice” and foster community at the beginning of the year. In fact, retreats often set a positive tone for connection in a school environment.

As you plan retreat, don't forget that a key to building connection is having fun! Fun and play uniquely connect people to their hearts, activate childlikeness, and ignite their dreams and passions. While it could seem a waste of time to schedule in fun activities, it is a key ingredient to developing an engaging school environment. We encourage you to discover ways your leadership team and students can have fun!

2. Connection Groups

Another way you can support the sense of community in your school is facilitating weekly or monthly connection groups. They are a place for students to feel known, valued, and supported in the context of community. These groups create opportunities for students to develop meaningful relationships and experience personal transformation through the application of classroom topics and activation of spiritual gifts. Depending upon their size, these groups can provide intimate or corporate levels of connection for students.

At BSSM, connection groups (e.g. Revival Groups, Small Groups, Home Groups) are a vital part of our students' school experience. With the support of pastoral leaders, these groups facilitate some of the greatest transformation in our students' lives. For example, our students experience connection group meetings on a weekly basis where they minister to one another, share personal testimonies, and discover how to live from kingdom core values. These meetings also provide time and space for our pastors to facilitate powerful activations!

Below are some of the types of connection groups we offer at BSSM to encourage our students' relational and spiritual growth. We encourage you to learn from our structure and create the best forms of connection for your school.

- *Revival Groups*: In our First and Second Year programs, our student body is divided into Revival Groups. A school pastoral leader facilitates a Revival Group meeting every week with the help of selected Third Year students and volunteers. These groups provide a more corporate setting that focuses upon building student connection, activation, and more. Revival Groups range between 60-70 students.

- *Small Groups:* In our First Year program, each Revival Group is divided into Small Groups. After a period of getting to know students in the group, a school pastoral leader selects a student to lead the group. The Small Group leader facilitates his/her Small Group under the direction of the school pastoral leader every week. Small Group leaders receive weekly training from the pastoral leader. These groups provide a more intimate setting that focuses upon building student connection, reviewing classroom topics, incorporating school core values, and more. Small Groups range between 5-7 students consisting of all men or all women in the group.
- *Home Groups:* In our Second Year program, each Revival Group is divided into Home Groups. For the first half of the school year, selected Third Year students lead a Home Group every week under the direction of a pastoral leader. For the second half of the school year, the pastoral leader and Third Year students select 2-3 students to lead the Home Group every week. These groups provide a more intimate setting that focuses upon building student connection, activation, leadership, and more. Home Groups can range between 15-25 students.

3. Ministry Opportunities

Your students can develop valuable friendships and create lasting memories as they minister together! Whether it is through outreach or ministry or mission trips, we encourage you to create opportunities for your students to serve in groups. By providing outlets for them to apply what they are learning in school together, they will grow in courage and boldness to take risks and develop strong spiritual muscles.

At BSSM, we create opportunities for our students to be activated in groups through an outreach program we call City Service. This program facilitates weekly outreaches that are geared towards loving and serving our city. We also facilitate ministry and missions trips. These trips provide a place for our students to be more activated in ministry and leadership and to draw from our leaders' gifts and experience. They are also a great way for our students to grow as a family!

Resource: Keys to Pastoring Students

As a school pastor, you have a crucial role in creating a strong sense of community in your school environment. Your students get to directly receive from the blessing of who you are as a spiritual father or mother. When you invite students to build connection with you and other members of your school, you allow them to experience God's design for community.

Below, we have provided some of our favorite keys to pastoring students in revival in both individual and corporate settings. We believe these strategies will help you develop a sense of family within your school! They will also help you lead students to experience greater measures of freedom and step into their identities as children of God.

As you read the tips below, we encourage you to ask the Lord to highlight the specific ways you are called to build trust with your students and support their growth journeys. Most of all, trust the Holy Spirit operating through you! Believe that lives will be transformed as you freely love the ones He places in front of you and make room for Him to move.

- *Pray for your students.* Ask the Lord for prophetic insight and wisdom as you support your students to grow in intimacy with Him and one another. Prayer will also help you discern how to lead students on encounters with the Holy Spirit, activate them in spiritual gifts, and apply what they are learning in school.
- *Know what you carry.* As a leader, it is important for students to experience your unique anointing and gifts. When you lead from your unique identity, you will encourage your students to discover their own. We encourage you to teach and activate students from your personal encounters and breakthroughs as they carry impartation to foster growth in their lives.
- *Lead with vulnerability.* To create an environment where students feel known and valued, they need to experience healthy levels of vulnerability. Set the tone for your school environment by first demonstrating vulnerability. When you convey your heart to your students and invite them to know who you are, you build trust. By first practicing vulnerability, you invite students to also share vulnerably, opening them up to the support your community has to offer.
- *Demonstrate sincerity.* Students need to know you are genuinely concerned about them. We encourage you to check in with your students and provide space for them to verbalize their needs. This allows your school community to care for and champion them. For instance, if a student's family is experiencing difficult circumstances, you can take time to pray and prophesy over the student and his/her family. If you feel led, you can also invite students to provide for any practical needs (e.g. meals, donations, etc.).
- *Lead from core values.* As a leader, you hold a key role in establishing the culture within your school environment. We encourage you to develop your school's culture by pastoring students in light of your school core values. Also, create opportunities for students to practically incorporate core values into their lives. For example, if one of your school core values is, "God is good," invite students to share how they are experiencing His goodness.

- *Capitalize teaching moments.* Ask students for permission to share about any prior conversations that revealed areas of growth or breakthrough. You can also invite those students to share and impart revelation they receive during class or other group settings. This will create greater levels of vulnerability and opportunities for activation.
- *Encourage risk-taking.* Create a safe place for students to take risks without being punished. Developing this safe environment requires connection through relationship. Make sure to intentionally connect with students so that they feel known and safe to step out and take risk. As you encourage students to step into new levels of the supernatural, take time to disciple them on how to take risk in a way that demonstrates honor for others.
- *Cultivate an atmosphere of faith.* When you set a high expectation for how the Holy Spirit can move in your school, students' experiences will rise to that level of expectation. You can raise the ceiling of belief by sharing testimonies of breakthrough, releasing individual or corporate prophetic words, or declaring bold statements of faith that speak to how God desires to move in your students' lives.
- *Include the entire group.* Create a plan to connect with students who do not approach you or share in a group setting. At times, these students need some one-on-one connection to feel known and more confident to share with the entire group. You can also ask volunteers to check in with those students who need more group inclusion.

Resource: Pastoring Different Personality Types

In a school of supernatural ministry, differences in students' personalities can sometimes create friction and disconnection within a group. In fact, you may come across a student with a personality trait or behavioral tendency that seems to oppose your efforts to create a sense of community amongst students. If you have one of those students in your school, don't be alarmed! Through some specific strategies rooted in love, you can invite this student into the process of developing greater levels of connection within your school.

Below are some tips to pastor several personality types that you may come across: the silent observer, the dominator, the person who always has a problem, and the opposer. While these personality types are common, remember that you cannot put a student in a personality "box!" They will all carry different traits and qualities. As you get to know your students, we encourage you to always approach them and pastor with a heart full of love.

May the Holy Spirit grant you eyes of faith to see your students according to their destinies, not their behavior, as well as wisdom to speak truth into their lives. As you invite Him to lead you, you will see abundant fruit in the lives of your students!

The Silent Observer

A common personality type you could come across within a group is one we call the "silent observer." This student is often quiet, not as eager to express himself/herself, and tends to hide when there is opportunity to take risk and be activated in the supernatural.

While it is okay for a person to have a reserved personality, such reservation should not come at the expense of the group not being able to receive from his/her anointing, gifting, and experience. True community is created when everyone contributes because we are designed to receive edification and encouragement from one another.

Discover the Why

Before we jump into how to interact with a "silent observer," it is important to become aware of some reasons why this student may not feel comfortable sharing openly or participating in the context of a group. We will call a student with this personality type, "Lauren."

- *Lauren may not know how to express herself.* Perhaps she just needs to see an example of what it looks like or getting more practice sharing in front of a group.
- *She may not trust leadership and/or the group.* Perhaps she experienced rejection or hurt from leaders or peers and needs healing from the past.
- *She may be afraid of what others think.* Again, Lauren may need healing and to experience acceptance and love from leaders and peers.

Build Trust

The key to help this student overcome any of these or other internal challenges is to first build trust! This student needs to know that she is valued, accepted, and loved by you and others. As you convey to the student that she is an important member of your school community, you can create a greater sense of belonging for this student as well as others who need to experience inclusion.

Draw in the Silent Observer

Here are some ideas about how you can draw Lauren, the “silent observer,” into a contributing role within a group:

- *Ask the group to prophesy over Lauren.* Call out the greatness in Lauren, which creates trust, value and belief in her relationships within your school.
- *Connect with her one-on-one.* Find out how Lauren is doing and ask open-ended questions about her school experience. For example, “How is school going for you? How is connecting with our group? What can I do to help you grow this year?” This will help the student feel known and valued.
- *Invite her to share her testimony with the group and impart breakthrough.* You can also ask students to share positive feedback by having them highlight what parts of Lauren’s testimony impacted them the most. This will create a greater level of ownership for the student and again, help her feel known and valued (Note: Make sure to ask the student prior to a meeting and give her ample time to prepare).

More Important Keys

When pastoring a “silent observer,” it is also important that you:

- *Don’t become discouraged or frustrated.* Lauren may need to go at a slower pace to build comfortability in a group setting. We encourage you to look for and celebrate the students’ areas of growth!
- *Avoid shaming, threatening, or forcing her to take risk too quickly.* This will take away from the students’ feeling of safety and trust.
- *Be sensitive to the Holy Spirit is leading.* As you lead, invite the Holy Spirit to help Lauren build greater levels of connection and take risks in group setting. As you remain open and responsive to what the Holy Spirit reveals to you, you open up the opportunity for her to step into greater measures of growth!
- *Invite Lauren to participate.* Make sure you invite the student into an opportunity versus telling her to participate. In fact, you can start the conversation by saying, “I felt the Holy Spirit share [xyz] with me. Is that something you want to do?”

As you pastor a “silent observer,” or any student for that matter, remember, fear or punishment should not be the driving force behind creating a community within your school! Students should support and receive from one another because they are aware of the perfect love of God that accepts them and fuels them to love one another. They will experience a sense of family when they are accepted, celebrated, and loved for the authenticity of who they are and what they add the group.

The Dominator

While there is nothing wrong with a student being eager to share, participate, or lead in a school environment, a student with a dominating personality can sometimes tend to take away opportunities from other students. In fact, this personality can knowingly or unknowingly decrease the sense of inclusion and connection within a group. This happens when a “dominator” is allowed too much room to share, is forceful with words and behavior, or perhaps overly opinionated.

Create Healthy Boundaries

To pastor this personality type, create healthy boundaries for participation that will protect a sense of inclusion for the group and for the “dominator.” We will call a student with this personality type, “John.” Here are two steps you can take to create those boundaries for John:

- *Communicate guidelines.* It’s important to communicate your expectations for group meetings and other forms of connection in your school. Tell the entire group that each student is valuable and should have the opportunity to contribute. Also, tell them that if a student is sharing too much, you will ask to move onto the next person out of consideration for the other students. This can especially help John, the “dominator,” become aware of communication boundaries within the group that he/she needs to honor.
- *Take advantage of the pause.* When John is not aware that he is taking too much time to share during a group meeting, as soon as he pauses, you can say something like, “Sorry to interrupt. That’s great what you are sharing, but I wanted to make sure that we give others the opportunity to contribute. Who else has something to share?”

Encourage the Dominator to Adapt and Include

As you pastor John, help him develop the desire and tools to include and build others up during his group interactions. Like others with this personality type, John can often be so focused on accomplishing an end goal that he becomes less mindful of others’ needs. It’s important not to shut him down! Instead, funnel his personality to support connection and development within a group by encouraging him to become a champion of others.

You can support John by helping him develop vision and skills to include and encourage others to take risks as well as the discernment to recognize when he can capitalize on opportunities to shine. As a result, he can be a strong influencer and catalyst in your school environment!

Also, it is crucial that you do not assume that John is aware of how his actions are affecting others! In fact, the student probably just needs help to become mindful of how others are experiencing him. If John does not abide by the meeting guidelines you create (tries to dominate a conversation or activity), here are some steps you can take to help the student adapt and grow:

- *Explain to John how you and others experienced him.* Invite the student to share what was in his heart in those moments when he wants to dominate. For example, you can begin your conversation by saying, “When you did [BLANK], it felt like [BLANK]. What was going on in your heart in that moment?” Seek to understand John and avoid accusing him of having a wrong intention, which could cause him to become defensive. In fact, if you ask the student an open-ended question, you can discover John’s heart posture that instigated his action. Often times, negative, dominating behavior is triggered by fear. Creating this space to discuss the student’s behavior will allow you to address any lies or fears he may be believing that drove his negative actions.
- *Invite the student to become an influencer and connector within the group.* As previously shared, you can encourage John to positively influence others to contribute to the group. Convey to the student that he can encourage others to step out in new ways or new levels of risk. Also, help John develop discernment to understand how the Holy Spirit is moving during a group meeting and what individuals He is highlighting.
- *If needed, ask the student to take a break.* If you discover that John does not want to change or honor the needs of the group, ask the student to take a break from the group in order to heal. A group will be negatively affected if John does not try to change his negative behavior. It’s important to remove the student from the group and ask him to seek inner healing. If John does not want to receive such support and does not demonstrate a teachable heart, you may need to let him leave your school.

We have a saying at BSSM: “We don’t work harder on your problems than you do.” A student will change as much as he/she wants to change; it cannot be forced. If you experience this scenario with a “dominator,” it is important to let the student remove himself/herself from your school environment to protect a sense of community amongst your students.

It’s important to remember that a student’s experience at your school is a chapter in his/her life. It’s not the entire book! If you invite a student to experience greater levels of transformation and do not see immediate fruit in his/her life, trust that the Holy Spirit will nurture the seeds you planted. He is faithful to complete what He ultimately started (Philippians 1:6)!

The Student Who Always Has a Problem

While pastoring your students, you may come across “the person who always has a problem.” Within a group setting, this student always seeks to be the center of attention by over sharing his/her problems. To help this student overcome potential feelings of victimization, he/she needs your support to learn how to draw encouragement, truth, and love from the Holy Spirit.

Support and Empower

We will call a student with this personality type, “Jamie.” While the student’s behavior is rooted in neediness, she needs to be empowered with the truth that she is powerful and has full access to God, who is the true source of provision for all her needs. When you encounter Jamie, you can help her overcome unhealthy mindsets by activating her to an encourager and minister of truth and love. In fact, we encourage you to use discernment to invite her to encourage others through the gifts of the Spirit. It will bring empowerment to her life.

While leading groups, it is important not to allow Jamie to take away from the group setting. In fact, she needs your support to learn that a group is a place for her to share and get support, not a place for her to solve her problems. Here are some tips to help you facilitate group meetings with Jamie, “the person who always has a problem,” and support her growth journey:

- *Direct questions to other members of the group.* It’s best not to ignore Jamie completely if she has a tendency to overshare her problems. However, it is important to protect the group setting by not presenting every opportunity to share to her.
- *Stop Jamie if she is oversharing.* If Jamie is seeking attention and taking away from the group, you can stop her by saying, “Thank you for sharing. Let me talk to you more and pray with you after our meeting.”
- *Talk to Jamie privately about her need for attention.* Jamie may not be aware of how others are experiencing her or the guidelines for communication in the group. Take time to talk to Jamie about her needy tendencies. Jamie’s actions reveal that she has a legitimate need for attention and support, but needs to discover how to get those met outside of the group setting.
- *Direct Jamie to sources of support.* Find out if she is feeling disconnected from the Lord or from community. If Jamie needs more consistent support to overcome her neediness, direct her to extra pastoral, counseling, or coaching support that will help her heal from any past hurt, get needs met in healthy ways, and develop the mindset of an overcomer.
- *Empower Jamie to encourage others.* As previously shared, it is important to help this student develop a powerful mindset and lifestyle by teaching and empowering her to operate in truth and love. Help Jamie develop strong spiritual muscles in her life by supporting her to bring strength and encouragement to others.

The Opposer

Another personality type you may come across as you lead your school is one we call the “opposer.” This student likes to “rock the boat” by asserting an opposite opinion or idea. While different outlooks are great and healthy to cultivate an empowering environment, the attitude and actions of an “opposer” does not bring life to a school environment.

Confront the Opposer

We will call the student who likes to oppose, “Billy.” In a group setting, Billy will often share an opinion from a poor heart attitude that seeks to disrupt the flow of a group or undermine authority, rather than add to the group or support leadership. It is crucial to protect your school’s environment by addressing Billy’s behavior.

The key to confronting Billy or any student that demonstrates desire and action to oppose you, others students, or your school, is to communicate that they need to take ownership for their heart posture. Here are some practical tips on how to confront Billy, the “opposer” student:

- *Talk to Billy about how you and others are experiencing him.* Create a space for Billy to share by asking about his school experience. Communicate how you and the group are experiencing his actions. Also, invite him to share what is going on in his heart while opposing others.
- *Look for repentance.* See if Billy is repentant for his actions that are opposing your leadership and school. If he demonstrates a repentant and teachable heart, give him keys to be successful in your school environment. Also, take time to check-in with Billy to continue to support his growth.
- *Protect your school environment.* If Billy does not have an immediate change of heart, it is important to determine if he can remain in your school. Lack of honor towards authority will undermine your school’s purpose and environment. It’s important to protect your school environment and the journeys of your students by removing a student who does not seek to change. While it can be heartbreaking and difficult to let a Billy go, you cannot help him change if he is not seeking it. The best thing you can do for Billy is to share the truth in love, release him to choose to receive it, and trust the Holy Spirit to bring him breakthrough.

As you lead your school, you will encounter differences in students’ personalities, experiences, ages, and other unique facets of who they are that have the potential to create disconnection within a group. However, when you invite the spirit of love and truth into your meetings with students, discord and division cannot stand! Lean into Holy Spirit to guide you as you pastor and lead your students into the fullness of life God has for them.

Design a Curriculum Plan that Transforms Lives

Design a Curriculum Plan that Transforms Lives

Transformative curriculum is more than just a series of lesson plans. It includes many important components such as activation, group activities, and more, all designed to encourage students to be authentic, take risks, and form a partnership with the Father that brings heaven to earth.

Indeed, curriculum is one of the core components of a school of supernatural ministry! And as a school leader, you are charged with the task of fashioning a curriculum plan that encourages your students to cultivate a revivalist's lifestyle.

While no two schools will have the same curriculum design, we believe there are specific things you should keep in mind to create a plan that catalyzes transformation in students' lives. We want to provide some practical steps to help you tailor curriculum to serve your school's unique purpose!

As you follow these steps, we pray the Holy Spirit rests upon you, for He is the great source of wisdom, understanding, counsel, and knowledge (Isaiah 11:2)! He will help you create a structure that best supports your school, leading individuals to experience the life-changing renewal.

Create Learning Goals for Your Curriculum

To design your curriculum plan in preparation for the launch of your school, we encourage you to first identify long-term and short-term learning goals for your students! For example, at BSSM, we develop curriculum goals based upon our mission to raise up revivalists, which we define as believers who are, "focused and passionate, willing to pay any price to live in community, purity and power because they are loved by God, whose manifest presence transforms lives and cultures."

To develop some objectives with your team, we recommend answering the following questions:

- What is our mission?
- What are we building towards?
- What do we want our students to learn?
- What outcomes do we want to produce by the end of the school year?

These are just a few questions you should consider as you jump into developing your curriculum! Your students will greatly benefit from you taking time to think through and pray about what you want them to receive when they attend your school.

Also, we encourage you to identify how your goals relate to each other, which will help you order lessons strategically. For example, at BSSM, we believe our students knowing their identity as God's children is foundational to their journey to develop supernatural lifestyles that expand the kingdom! When they first come to our school, we want them to learn how to walk in spiritual gifts from a revelation of love, and not perform for love. Therefore, we teach our students about their identity before we activate and empower them to minister with the Holy Spirit.

Determine Your Students' Needs

Once you have identified your learning goals, we recommend pinpointing where your students are in their spiritual journey. In fact, you can maximize your time with your students by assessing what they specifically need in order to develop kingdom lifestyles. This will help you decide the depth of teaching and activation you will need to offer while covering a topic!

For example, if you are training young adults, you may need more time to teach how they can walk in a lifestyle of purity than you would with a group of seasoned pastoral leaders. As you develop your curriculum, we encourage you to consider these other important questions:

- What are our students coming to receive?
- What do they need from our team to be set up to succeed?
- What are our students' spheres of influence?
- What is their spiritual maturity level?
- How can we take them to the next level spiritually?
- How long should we spend covering each topic?

Again, taking time to assess these areas will help you brainstorm the best curriculum plan for your students, helping you determine what topics you should cover, classes you should offer, best ways to activate students, and more!

Create a Game Plan

After thinking through learning goals and your students' needs, you are ready to begin creating a curriculum outline. We encourage you to create a curriculum outline that maps out the sequence of topics that will be taught throughout the school year. This will serve as a great teaching guide for your team!

To give you an idea of what your curriculum outline could look like, here is a sample of the topics we cover at BSSM:

1. Identity in Christ
 - We are a Royal Priesthood
 - We are the Sons and Daughters of God
 - The Pauper and Prince Mentality
 - God Sees Us as Righteous
2. Developing a Kingdom Culture
 - The Culture of Honor and Revival
 - A Culture of Empowerment versus Control

3. History of Revival and Revivalists
 - Spiritual Inheritance
 - Roadblocks to Revival
 - Re-digging the Wells of Revival
 - Leaving a Spiritual Inheritance and Legacy
4. Healthy Relationships
 - Brave Communication
 - Walking in Purity

After figuring out the topics you want to cover, we encourage you to create a weekly calendar that shows what students will be doing each day of class. As you develop this schedule, discuss these questions amongst your team:

- What topics need to be covered to meet our learning objectives?
- What core classes will we provide and what topics will be covered through these classes?
- Will we provide electives for our students (e.g. advanced ministry training such as prophetic art, worship leading, theology, preaching, etc.)?
- What will be our teaching format (e.g. live speakers, BSSM Curriculum, etc.)?
- What messages can our leaders teach and impart to students?
- Besides teaching, what other components do we want to include in our curriculum (e.g. worship, activation, connection groups, outreach, etc.)?
- Will we assign homework and book reading?

While developing your schedule, you may find that you cannot include teaching, worship, activation, or connection groups each day that you meet – that is ok! However, it is important to make sure each of those four components does exist in the overall school schedule. There is grace to create a schedule that best serves your school's needs and purpose. To learn more about creating a school schedule, see the School Schedules resource.

Assess and Improve with Feedback

Every year will offer opportunities to grow and change! It is healthy and wise to take a look at what worked well and what needs to be adjusted. We encourage you to receive feedback about your curriculum plan so that you can continue to develop and improve it. In fact, we encourage you to assess and revamp your plan with each new class of students.

To help you assess and improve your school curriculum, here are some ideas of how you can receive feedback and implement positive changes:

- *Receive feedback from your team.* Take time to discuss what is being produced in your school's environment and what transformation is taking place in your students' lives. As a team, discover if these observations align with your curriculum's learning goals.
- *Gather student evaluations.* Invite students to share their thoughts about what and how they are learning throughout the year. We recommend using questionnaire forms to gather students' perspectives. At the end of the school year, have students reflect on what went well and what could be improved. This information is a powerful way to help shape the next school year.
- *Discuss your curriculum outline.* As a team, ask yourselves: "Was the order of the topics effective? Should they be rearranged, added to, or should some be taken out? Should we spend more or less time on a topic?" These questions will help you improve the content you are teaching and the order in which it is presented.

We bless your planning, structuring, and scheduling with grace and joy as you move through the four stages of developing transformative curriculum!

Resource: BSSM Book Lists

BSSM1 Book List

	Title	Author
1	When Heaven Invades Earth	Bill Johnson
2	Kingdom Culture	Dann Farrelly
3	Defining Moments	Bill Johnson
4	30 Days to Understanding Your Bible	Max Anders
5	Experiencing the Father's Embrace	Jack Frost
6	A Practical Guide to Evangelism Supernaturally	Chris Overstreet
7	Moral Revolution	Kris Vallotton
8	Basic Training for the Prophetic	Kris Vallotton
9	The Supernatural Power of Forgiveness	Jason Vallotton
10	The Supernatural Ways of Royalty	Kris Vallotton
11	The Supernatural Ways of Royalty Workbook	Kris Vallotton
12	Happy Intercessor	Beni Johnson
13	Keep Your Love On	Danny Silk
14	Strengthen Yourself in the Lord	Bill Johnson
15	Spirit Wars	Kris Vallotton
16	God's Generals	Roberts Liardon
17	Christian History Made Easy	Timothy Jones
18	Grasping God's Word	Duvall & Hayes

BSSM2 Book List

	Title	Author
1	John G. Lake	Lake & Copeland
2	Face to Face with God	Bill Johnson
3	God Is Good	Bill Johnson
4	The Pursuit of God	A.W. Tozer
5	God's Generals	Roberts Liardon
6	Developing the Leader within You	John C. Maxwell
7	Heavy Rain	Kris Vallotton
8	Dreaming with God	Bill Johnson

BSSM2 Sample Book Report

Assignment

Book Report #1: *Face to Face with God* by Bill Johnson

Date Due: _____

Date Turned In: _____

Student Name: _____

Revival Group: _____

Format & Instructions

2 pages typed, double-spaced and stapled. Include name, revival group, date and book title at top. In your book report, please describe how the book impacted you and how you would apply what you gained from it to your life. Below are some sample questions to help stir your thoughts for the report, if you'd like to use them in your report (not required).

Chapter 1

- What does the Spirit of Wisdom and Revelation do? How have you experienced this in your life?
- What is the process of getting the realities of God get burned into our hearts that is also the center of the New Testament?
- What has been your process of being transformed from performing for God to communing with Him?

Chapter 2

- What happened in your life to go from the presence of God being a concept to an experience?
- Pastor Bill shares that to host the presence we must obey the commands “Do not grieve the Holy Spirit” (Eph. 4:30) and “Do not quench the Holy Spirit” (1 Thess. 5:19). He later shares that Jesus did this perfectly making Him trustworthy of the presence of God to rest upon Him. What steps in your own life have you taken to host the presence of God?
- What are the two aspects Pastor Bill mentions at the heart of growing in favor?

Chapter 3

- What is the lesson that Pastor Bill mentions every person marked by the favor of God has to learn?
- What is the fundamental difference between authentic Christianity and religion? How do we do our best to be in authentic Christianity?
- What is the importance behind honoring the favor of God on others? How have you found yourself responding to the favor of God on others?

Chapter 4

- How does Pastor Bill describe the difference between the indwelling presence of God and the outpouring of the Spirit?
- Share an encounter with God that filled you with the power to authentically demonstrate Jesus.
- What does Pastor Bill explain as the measurement for fullness?
- How are you positioning yourself for an encounter with God?

Chapter 5

- How does Chapter 5 describe John the Baptists assignment?
- What does it mean when the scripture says “He remained upon him” in reference to the Holy Spirit and Jesus?
- What does Jesus teach us about God?

Resource: Sample Advanced Ministry Training Classes

First Year AMT Sample List

Intimacy

Developing Intimacy and Growing in Prayer
Intercession: Changing Cities and Nations
Prophetic Worship
Spontaneous and Prophetic Worship
Union with God

Personal Health & Growth

Coaching Skills for Kingdom Life
Destiny Finder
Global Response and Recovery
Family Reconciliation
Homosexuality and the Church
On Earth as it is in Heaven
Loving Yourself Well
Preaching
Preparation for Leadership
Unlocking Inspiration, Imagination and Innovation

Tracks

Introduction to Inner Healing and Counseling
Evangelism
Kingdom Creativity

*Tracks run throughout the entire year.

Supernatural

Basic Dream Interpretation
Cultivating the Presence and the Miraculous
Healing
Hearing God
Ministry of Angels
Prophetic
Supernatural Ways of Discipleship
How to be a Giant Slayer and Live Victoriously
St. Francis

Spheres of Society

Faith and Politics
Heaven in Business
Introduction to Long Term Missions
Kingdom in the Classroom
Marketplace Prophetic
Songwriting
Worship Leading and Pastoring
Writer's Eye
Youth Pastors

Second Year AMT Sample List

Personal Development

Becoming a Wholehearted Woman
Emotional Health
Head to Heart
In it to Win It
Parenting Young Revivalists
Prosperous Home
Walking off Your Map and Into Your Destiny

Leadership Development

Influential Leadership
Leadership Coaching (also a Track)
Leading from the Heart

Supernatural Ministry

Advanced Prophetic
Discerning Spirits
Dream Interpretation
Encounters
Lifestyle of Healing and Miracles
Sensing Holy Spirit

Practical Ministry

Homosexuality and the Church
Pastoral Ministry 101
Preaching and Teaching Workshop
Road to Transformation
Supernatural Missions

Worship

Creating a Worship Culture
Lifestyle of Prophetic Worship
Worship and Leadership
Worship Leading through Dance

Creativity

The Dream Circle

Fathering Artists
Mastering Social Media
Recording Studio

Society, Business, & Government

Cultivating Kingdom Culture Outside of the Church
Faith and Government
Social Justice
Faith and Government
Heaven in Business

Bible

Exploring the Holy Spirit
Life of Jesus
Pursuing Wisdom
Rethinking the End Times
The Manifestation Gifts of the Spirit
Women in Ministry
Acts of the Holy Spirit
Colossians – The Supremacy of Christ

Bible (cont)

Exploring Ephesians – Understanding Your Identity, Authority, and Destiny in Christ
Majoring on the Prophets
New Testament Overview – Pattern for Ongoing Revival
Romans – Living in God's Righteousness
The Epistle of 1 John – Keys to Intimacy with God
The Gospel of John – Living from Heaven to Earth

Tracks

Leadership Coaching
Children's Pastors
Church Leadership
Transformation

School Planting
Youth Pastors

Kingdom Creativity
*Tracks run throughout the entire year.

Choose the Best Schedule for Your School

Choose the Best Schedule for Your School

Before the launch of your school, one of the last important components you need to design is your school schedule. We recommend choosing a schedule that will best serve your target audience and include important components such as worship, teaching, activation, and connection groups.

Most importantly, we encourage you to create a schedule that is purposeful, but flexible so that you can make space to follow the flow of the Holy Spirit. It is important to always plan and prepare, but is most important to engage with what He is doing in your students' lives! Always be willing to scrap your original plan for the day when it is time to invite Him to move in a new, powerful way in your school environment. As you read this, may you receive wisdom and insight to create a class schedule that best supports your school, leading individuals to experience the life-changing encounters that release heaven to earth.

Choose a Schedule for Your Target Audience

As you design your class schedule, our strongest encouragement is to choose a schedule that serves your target audience! What type of schedule can those individuals commit to throughout the week? What days and times would work best? There are other important things you will want to consider such as how the weather in a season will affect transportation or the schedule availability for the facility where the school meets.

To help you consider all of these factors and choose the best class schedule, we encourage you to read through the questions below. They will help you and your team brainstorm and determine the times to meet as a school!

- Will you teach and equip pastors, university students, business professionals, farmers, educators, mothers, general church members, etc.?
- What is the typical work schedule for your target audience? What kind of schedule is feasible for them?
- Can your target audience pay tuition for a full-time or part-time school?
- Will there be other attendance requirements besides class (e.g. connection group, outreach, church service)?
- What months will your school meet?
- What are the best days and the best times (e.g. morning, afternoon, evening, weekday, or weekend) to have school for your target audience?
- Is your school in an area where certain seasons (i.e. fall, winter, spring, summer) will make it difficult or impossible to attend school or participate in other activities?
- What is the ease or difficulty of travel in your city?
- What other school calendars (primary school, secondary school, or university) should you consider?

- What is the schedule availability for the facility you are using?

Build in Transformative Components

While no two schools will have the same schedule, we believe there are key areas every school should include: worship, teaching, activation, and connection groups. Incorporating these components create a transformative school experience for students; they provide opportunities for them to grow in spiritual maturity, develop meaningful relationships, encounter the heart of God, and more.

As you think about incorporating these components in your school schedule, we encourage you to be true to your school's identity! Seek the Holy Spirit's guidance and include these areas in a way that serves your school's purpose.

- *Worship:* Times of corporate worship invite students to develop a strong, intimate connection with the Lord. They unite students to encounter the Lord together and experience breakthroughs as a community. We encourage you to prioritize and protect this component of your school's schedule, creating space for students to receive revelation about God's nature in a unique way that is only attainable through spending time in His presence through worship.
- *Teaching:* Create space in your schedule for students to receive powerful teaching and revelation on how to develop a revivalist lifestyle! If your school utilizes video curriculum, make sure to also schedule opportunities for students to hear from live speakers, especially from the leaders on your team. By providing these opportunities, your students will be able to receive from the anointing and gifts that are unique to your school.
- *Activation:* Students will experience exponential growth when they are given space to practice what they are being taught! Add times of activation to your school schedule so that your students can apply what they are learning in class, ask questions, and receive feedback. Incorporating activation into your school schedule will richly support students developing confidence and precision as they put gifts and truth into practice.
- *Connection Groups:* Creating space for students to meet and build relationships through connection groups is a crucial aspect of school! Students experience an even greater level of learning when they have the opportunity to share testimonies or ask for prayer from one another. We recommend creating a time in your schedule for your students to experience the safety and community that connection groups offer, allowing them to discover and live out the reality of their identity as co-heirs with Christ.

As you prepare for the launch of your school, remember that you won't have the "perfect" schedule in your first year of running of a school. Design the best schedule you can, make adjustments as you can, and then reevaluate at the end of the year! Remember, you can always make improvements. We bless you as build a schedule to equip and empower this generation of revivalists!

ACTIVATION

With your leadership team, answer the questions from Choose a Schedule for Your Target Audience. After going through the list of questions, we encourage you to look over the BSSM Sample Schedules. This resource shares about some of the benefits of a full-time and part-time school schedule and provides some weekly schedule examples, which will help you determine whether a part-time or full-time schedule would best serve your school!

Resource: School Schedules

There are several benefits to having a full-time or part-time class schedule! A full-time schedule invites students to be immersed in a kingdom culture on a daily basis. With this type of schedule, you can fit in plenty of time for worship, weekly activations and connection group meetings. This creates strong momentum in building a sense family in your school and gives students lots of opportunities to grow spiritually.

Full-Time Schedule

If you choose a full-time schedule, it is important to remember that this schedule does require a strong level of commitment from students. Keep in mind that is often difficult for students to work a full-time job and attend a full-time school at the same time. In fact, they may need to raise money to cover their living expenses or work a part-time job if you choose this schedule.

Below is a sample full-time schedule that we use in BSSM First Year. This schedule includes a variety of both corporate and elective classes (see “Definitions” below for more details).

	Monday	Tuesday	Wednesday	Thursday
Morning Sessions	Revival Groups 10:30 - 12:00pm	AMTs & Tracks 10:30 - 12:00pm	Revival Groups 10:30 - 12:00pm	City Service 8:30 - 11:00am
	Corporate Prayer 12:00 - 12:30pm	Corporate Prayer 12:00 - 12:30pm	Corporate Prayer 12:00 - 12:30pm	Corporate Prayer 12:00 - 12:30pm
Core Sessions	Bible 12:30 - 1:30pm	Bible 12:30 - 1:30pm	Bible 12:30 - 1:30pm	Staff Speaker 12:30 - 1:30pm
	Worship 1:30 - 2:30pm	Worship 1:30 - 2:30pm	Worship 1:30 - 2:30pm	City Service Speaker 1:30 - 2:00pm
	Staff Speaker 2:30 - 3:45pm	Staff Speaker 2:30 - 3:45pm	Staff Speaker 2:30 - 3:45pm	Worship 2:00 - 2:30pm
Afternoon Sessions	Break 3:45 - 4:15pm	Break 3:45 - 4:15pm	Break 3:45 - 4:15pm	Break 2:30 - 3:00pm
	Revival Groups 4:15 - 5:45pm	AMTs & Tracks 4:15 - 5:45pm	Revival Groups 4:15 - 5:45pm	City Service 3:00 - 5:45pm

Part-Time Schedule

The majority of schools meet on a part-time basis because this schedule is more ideal for most students. These schools meet in the evenings, on the weekends, or sometimes both. Part-time schools can sometimes be challenged with the task of developing community with so limited connection points during the week. However, with intentionality and creativity, students can absolutely still develop meaningful connections and transformation with this type of schedule!

For example, you can schedule a retreat day or weekend at the beginning of school to foster deeper connections and relationships. You can also create opportunities through social media where students can stay connected throughout the week by sharing testimonies or encourage them to meet with another student to pray together.

One benefit to a part-time schedule is that you can encourage students to take what they learn each week and apply it to their day-to-day lives immediately! For instance, if your school is part-time and your students work full-time jobs, you can encourage them to take the kingdom principles they learn each week, apply it their work, and see powerful fruit in their work environments!

Monday	Tuesday	Wednesday	Thursday	Saturday
	Worship 6:00 - 6:30pm		Worship 6:00 - 6:30pm	Outreach Teaching 10:00 - 11:00am
	Teaching 1 6:30 - 7:45pm		Teaching 1 6:30 - 7:45pm	Outreach 11:00 - 1:00pm
	Break 7:45 - 8:00pm		Break 7:45 - 8:00pm	Break 1:00 - 2:00pm
	Teaching 2 8:00 - 9:00pm		Teaching 2 8:00 - 9:00pm	Testimonies 2:00 - 3:45pm
	Revival Group/ Small Group 9:00 - 9:30 pm		Revival Group/ Small Group 9:00 - 9:30 pm	

Definitions

- *AMT (Advanced Ministry Training):* Shorter elective courses that give students training in a variety of areas (e.g. missions, prophetic art, evangelism).
- *Bible:* This time is divided up between our Bible teachers. We cover Bible exegesis, Kingdom Foundations, and Survey of the Bible.
- *Break:* Students are released for a 10-20 minute break.
- *City Service:* Students are sent out to do community outreach; activating the supernatural gifts they have learned throughout the week and transforming our city.
- *Corporate Prayer:* Before class starts, students gather to pray and worship.
- *Revival Groups:* Due to the limitation of room availability, we now have a Morning and Afternoon schedule for Revival Groups.
- *Staff Speaker:* Main speakers, guest speakers or our 1st year staff take this time to speak.
- *Tracks:* Year-long, career oriented classes (e.g. church planting, school planting, youth ministry) that students can take instead of AMTs.
- *Worship:* A scheduled worship team leads in corporate worship.

Pursue Revival through Your Admissions Process

Pursue Revival through Your Admissions Process

Your school admissions process can be designed to gather a class of students that pursues revival! Through some strategic planning, the process can reveal the men and women who desire to challenge and support one another in your school's environment to develop lifestyles that expand the kingdom.

Before the launch of your school, we encourage you to develop an efficient system to receive applications, conduct interviews, and admit applicants. By taking time to create the best practices and structure, you can discover the individuals that God has handpicked to receive from your school!

We want to impart some specific keys to help you develop an effective admissions process! It is our prayer that they will help you discover the individuals that are called to join your school community.

Know Who You Are Called to Equip

Who do you want to attend your school? Who are you called to develop? When you know your audience, you can start putting together an application and interview questions that will help you draw in the men and women you are called to equip! Even more, it will help you design an admissions process that serves your school's mission. So whether you feel called to train church leaders, business owners, artists, or perhaps college students, we encourage you to keep your school's purpose and intended audience in mind as you build out your school's admissions process.

At BSSM, we feel called to equip and deploy revivalists! We look for believers who are focused, passionate, willing to pay any price to live in community, purity, and power; those who love God, and believe His manifest presence changes lives and cultures. We believe revival is multi-generational and for every nation, and feel called to seek out students of all ages and backgrounds.

So is your school geared towards raising up and activating a specific group? Are you running a program that is geared towards leadership or discipleship? Who are you looking for? Again, we encourage you to answer these questions to shape your admissions process in light of the mandate you are called to pursue!

Create an Efficient System

Before receiving applications and conducting interviews, we encourage you to create an organizational structure that will make you and your team successful. Here are some specific steps you can take to put together an efficient system:

- *Choose a method to receive applications.* Whether it is a paper or online application, we encourage you to find the method that will work best for your team to receive and review applications. Make sure to tell prospective students the deadline for application submission and if there is a required application fee.
- *Ask for recommendations.* We recommend requesting both pastoral and personal recommendations from applicants. It is important to have someone who knows the applicant give insight into the student, their history, and their ability to serve.

- *Pick a structure to interview applicants.* Take time to think about ways you could conduct interviews, such as through Skype or phone. At BSSM, we like to do in-person interviews as much as possible because it provides easier interaction and connection between an interviewer and an interviewee. However, we do use Skype or phone calls to interview applicants who are not currently living in our city.
- *Choose a way to schedule interviews with applicants.* There are great tools available to help you and your team stay organized and on top of interview appointments. Some tools, such as Google Calendar and Doodle, offer a means to schedule meetings online and receive electronic notifications (for interviewer and interviewee).
- *Determine how applicants will receive a notification of admission (or denial).* After receiving applications and conducting interviews, you will need to notify applicants of their acceptance (or denial) to your school. Determine the best way to share that information with applicants. Also, define and communicate what further steps they will need to take to secure their spot in your school.

Define Your Admissions Criteria

After putting together the key components of your admissions process, it is almost time to start receiving applications and admitting students! Before you start this process, we recommend defining your admissions criteria. To develop these guidelines, we encourage you to think again about who you are called to equip and the mission of your school!

As a team, we have developed specific admissions requirements because we want to make sure we are receiving the individuals we are called to train! During our school's early years, we didn't have strong criteria for admissions and allowed the majority of our applicants to come. This approach created good enrollment numbers. However, our staff spent the majority of their time disciplining students to overcome issues of brokenness.

Consequently, we didn't have enough time to focus on training students in supernatural gifts and leadership gifts and skills, a crucial component of our school's mandate. So we created an admissions process and criteria to help us recognize applicants that are ready to take on the demands of our school and will thrive in our environment. Some of our criteria include:

- Applicants are not struggling with areas of sin (e.g. addictions, sexual sin, etc.) or are able to pursue freedom in community before school begins (Note: our team addresses each individual on a case-by-case basis. For more information, check out *3 Keys to Conducting Admissions Interviews*).
- Applicants have the physical, emotional, and mental capacity to engage in our full-time program.
- Applicants have the finances or a financial plan to cover the cost of school.
- Applicants have the time to participate in core classes, electives, connection groups, outreach, and other required activities.

- Applicants demonstrate a desire to be connected to community, to grow, and receive from our school.

We also accept international students, which means our system has to meet certain immigration requirements. Our admissions criteria allow us to screen applicants and make sure they can legally attend our school. We share this part of our school's journey to encourage you to develop guidelines for admission to your school; they will support you to pursue your school's unique purpose!

May the Lord richly bless you with even greater strategies to design your admission process! We also pray that you would know and trust that He will highlight the individuals that are called to be part of your school's journey.

ACTIVATION

Take some time to pray and ask the Holy Spirit to highlight the people He has called to your school equip. With your leadership team, begin to develop a list of application questions that will help you learn about the individuals that desire to attend your school. If you need some ideas for questions, take a look at the BSSM Sample Application.

Resource: BSSM1 Application

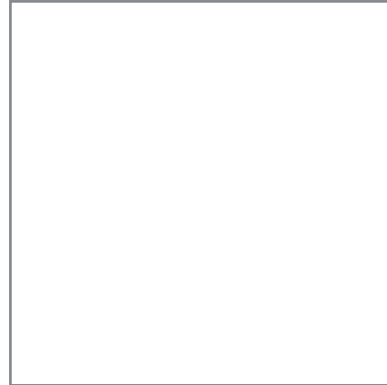
Bethel School of Supernatural Ministry

First Year Application

*This is not an actual application for the Bethel School of Supernatural Ministry; our school applications are online at bssm.net. We do accept paper copies of the Pastoral and Personal Recommendations, but preferably not of the main application. We wanted to give you a resource to design your own school applications, so this is a copy of our online application questions.

Photo

Attach a 2x2" photo of yourself here:



Basic Information

First Name: _____

Middle Name: _____

Last Name: _____

Email Address: _____

Phone Number: _____

What year of school are you applying for (circle one)?

- Graduating Year of 2017
- Graduating Year of 2018

About You

Address: _____

City: _____

State: _____ Zip/Postal Code: _____

Country: _____

Gender: • Male • Female

Citizenship & Language Proficiency

Country of Citizenship:

Which visa will you be using to attend school?

Is English your first language?

Will this be your first time living in an English-speaking culture?

Please rate your ability to understand spoken English in a lecture-type setting.

- I need assistance understanding.
- I can understand simple concepts if they speak slowly
- I generally understand most English at a conversational level
- I can understand perfectly

Please rate your ability to speak the English language.

- I have trouble communicating in English
- With effort on my part and the speaker, I can usually be understood
- I can easily hold a conversation in English
- I speak fluently

Please rate your ability to read the English language.

NOTE: There is a large amount of reading (2,000 pages or more) as a part of the BSSM curriculum.

- I need assistance understanding.
- With effort and extra time I can read and understand most English
- I have read and understood English books in the past.
- I can read and understand fluently

Please rate your ability to write in the English language.

NOTE: There are many written assignments as a part of the BSSM curriculum.

- I need assistance writing English.
 - With effort and extra time I can write well enough to communicate basic ideas
 - I can write in a way that is easily understandable
 - I can write fluently
-
- I understand that there are no translators at BSSM and take full responsibility for my learning.

Education

Have you graduated from High School? Yes / No

Graduation Date _____

Have you attended College/University? Yes / No

Please give details (including area of study, years attended & graduation date if applicable)

Have you attended any other ministry schools or programs? Yes / No

If yes, please explain

What is your highest level of education?

What was your main field of study?

What Industry area do you have the most experience in?

How many years experience do you have in this area?

Employment

Are you currently employed? Yes / No

Occupation

Current Employer

Can we contact your employer? Yes / No

Employer Phone Number

Country

City

State/Province

Finances

For USA Citizens:

We highly encourage students to pay their tuition in full by September 1st. If you are unable to do so there is an installment plan you can apply for. Please refer to the summary of fees for more information.

For Internationals:

In order to obtain an M1 Visa, you must have all of the money for your tuition and expenses for a whole school year. Please refer to the summary of fees for more information."

Will be able to pay your tuition in full by September 1st? Yes / No

If yes, please explain

How do you plan to pay for your school fees and living expenses?

Are you currently behind or late on any payments? (Credit cards, loans, monthly bills, other debts) Yes / No

If yes, please Explain

Family

Current Marital Status

- Married
- Single
- Divorced
- Widowed

What is your spouse's name?

Is your spouse attending BSSM? Yes / No

Is your spouse in full agreement with your decision to attend BSSM? Yes / No

Please explain:

If you're not married, are you in a relationship? Yes / No

If yes, please explain

Have ever been separated and/or divorced? Yes / No

Please provide an explanation of each marriage and separation and/or divorce.

Do you have children? Yes / No

Will any of your children be living with you while you attend BSSM? Yes / No

Names & Birthdates of children

How do your children feel about you attending BSSM?

For any dependent children, what is your plan for their care during BSSM hours?

Do you have a child, sibling or parent who is also attending BSSM at the same time? Yes / No

Family Member(s) FULL Name

What is your father's name?

What is your mother's name?

Is your father living? Yes / No

Father's phone number:

Is your mother living? Yes / No

Mother's phone number:

Health

Do you have any illnesses?

Please list and describe them.

Have you received treatment for any diagnosed physical, emotional or mental conditions in the last 5 years?

Please list them

Please list any medications used for the above conditions and when they were last used.

Do you have any physical, emotional or mental limitations you might experience while attending BSSM?
Please list them

Revivalist Lifestyle

"A revivalist is a believer who is focused and passionate, willing to pay any price to live in community, purity and power."

We are asking you to "pay the price" of transparency and trust as you answer the following very personal questions. We don't mean to highlight sin, as we know believers are forgiven and are new creations in Christ, but it is helpful for you to seriously consider our expectations in order to know if you will thrive at BSSM.

The freedom of the BSSM environment demands a high level of self-control and it works best when this sort of self-management is already being demonstrated before you come as we are not a recovery or a discipleship school. If you are still trying to figure out your commitment to Christ or to personal holiness and wholeness, we are not the school for you. If this is the case, God has a different assignment for you at this stage of your life.

Please read the following excerpt from our handbook concerning our expectations to determine if you should continue in your application to BSSM.

Revivalist Lifestyle

A revivalist is a believer who is focused and passionate, willing to pay any price to live in community, purity, and power.

If you are in agreement with our expectations, then continue to fill out the application below. We have found that honest answers to these questions are mutually helpful in deciding if BSSM is a fit for you at this time; and leads to a more effective application interview. Having had setbacks or struggles in these areas does not automatically disqualify you from being accepted as a student.

NOTE: Answering YES to the following questions will NOT automatically disqualify the applicant from acceptance.

I verify I have read and agree to follow the Revivalist Lifestyle Guidelines during my time at BSSM.

Have you used tobacco within the last 12 months?

Please explain

Have you consumed alcoholic beverages within the last 12 months?

Please explain

Have you used illegal drugs within the last 24 months?

Please explain

Have you been involved with pornography within the last 12 months?

How often and how recently?

If yes, please explain where you are in your process of pursuing freedom.

Have you been sexually active in the last 2 years? Singles (with anyone) marrieds (with anyone other than your spouse). We define sexually active as including intercourse, oral sex, foreplay and sexting.

Please explain

Have you struggled with homosexual behavior or same sex attraction in the last 5 years?

Please explain where you are in your process with this.

Have you exhibited any self-destructive behavior or habitual problems with the last 5 years? (i.e. eating disorder, cutting, compulsive lying, etc.)

Please explain

Have you ever been arrested?

If yes, please provide a brief explanation of when and why.

Have you ever been involved in the occult, witchcraft, or cults?

Please explain

Spiritual History

When did you accept Christ as your personal Savior?

Have you been baptized in the Holy Spirit according to Acts 1:8 and Acts 2:4?

If yes, how do you know you were baptized in the Spirit?

Please tell us about this

Do you have a home church?

Are you a member? Yes / No

Are you directly connected to your pastor at your home church?

Home Church _____
Pastor's Name _____
Church Address _____
Church Address _____
Church Phone Number _____
Church City _____
Church Country _____
State (county/province) _____

Do you attend church regularly? Yes / No

How long have you been regularly attending there? _____

In what capacity are you currently serving your local church?

If you do not currently serve in your local church, please tell us about this.

Have you recently left another church? Yes / No

Was it a good parting or are there unresolved issues?

Please give a brief description of any Christian service you've done (i.e. ministry experience, volunteer work, etc.)

Please give a brief description of your Christian journey (i.e. how you came to know the Lord; your present walk with the Lord).

BSSM & You

How did you hear about BSSM?

Briefly explain why you want to attend BSSM.

What are you passionate about?

What is your greatest strength?

What do you hope to do with the things you learn at BSSM?

Have you read any books by Bill Johnson or Kris Vallotton?
Please list them

Have you been exposed to any other teaching material (i.e. audio or video teaching, conferences, etc.) from a leader at Bethel Church?

Please list them

Have you previously applied to BSSM? Yes / No

Please explain

If yes, were you previously accepted or denied? Yes / No

If yes, for what school year did you previously applied? _____

Resource: Pastoral Reference

Student's Name: _____

Your Name: _____

Date of Birth: _____

Phone Number: _____

Email Address: _____

Country: _____

Gender: Male / Female

Address Line 1: _____

Address Line 2: _____

City: _____

State/Province: _____

Postal Code: _____

Do you highly recommend, recommend, or not recommend this student? Please provide additional comments as well.

How long have you known the applicant? _____

In what capacity?

How well do you know him/her?

To your knowledge, has the applicant made a personal commitment to Jesus Christ? Yes / No

To what extent is the applicant engaged in the activities of your church?

In what form of Christian service has the applicant participated in regularly(Sunday School Teacher, Youth Leader, Nursey Worker, etc.)?

What do you consider to be the applicant's strengths?

Do you know of any weaknesses of which we should be aware of?

To your knowledge, does the applicant use tobacco Yes / No

If yes, please explain

To your knowledge, does the applicant drink alcohol in excess Yes / No

If yes, please explain

To your knowledge, does the applicant use illegal drugs Yes / No

If yes, please explain

Please describe home factors which might affect the applicant's success at Bethel School of Supernatural Ministry:

For the following, rate the applicant on a scale of 1 – 10, with 1 being the weakest and 10 being the strongest. Please provide any additional information necessary.

The applicant's influence on his or her peers:

1 2 3 4 5 6 7 8 9 10

Response to authority

1 2 3 4 5 6 7 8 9 10

Reliability: dependability, responsibility

1 2 3 4 5 6 7 8 9 10

Maturity: personal development, ability to cope with life situations

1 2 3 4 5 6 7 8 9 10

Emotional Stability: reaction to stress, poise, mood stability

1 2 3 4 5 6 7 8 9 10

Motivation: genuineness and depth of commitment

1 2 3 4 5 6 7 8 9 10

Judgement: ability to analyze a problem

1 2 3 4 5 6 7 8 9 10

Oral expression: clarity, coherence

1 2 3 4 5 6 7 8 9 10

Interpersonal relations: rapport, cooperation, attitudes toward supervision

1 2 3 4 5 6 7 8 9 10

Empathy: sensitivity to the needs of others

1 2 3 4 5 6 7 8 9 10

Work Habits: stamina, conscientiousness, perseverance, resourcefulness, initiative

1 2 3 4 5 6 7 8 9 10

Leadership: creative thought, curiosity, self-confidence

1 2 3 4 5 6 7 8 9 10

Personal appearance: cleanliness, grooming

1 2 3 4 5 6 7 8 9 10

Integrity: honesty, moral character

1 2 3 4 5 6 7 8 9 10

Please add any further comments you may have which would help in our evaluation

Resource: Personal Reference

Student's Name: _____

Your Name: _____

Date of Birth: _____

Phone Number: _____

Email Address: _____

Country: _____

Gender: Male / Female

Address Line 1: _____

Address Line 2: _____

City: _____

State/Province: _____

Postal Code: _____

Do you highly recommend, recommend, or not recommend this student?

Other Comments?

Please describe any physical or emotional conditions or special attention needed that this person might require.

How long have you known the applicant? _____

Relationship to applicant

How well do you know him/her?

To your knowledge, has the applicant made a personal commitment to Jesus Christ? Yes / No

To your knowledge, does the applicant use tobacco Yes / No

If yes, please explain

To your knowledge, does the applicant drink alcohol in excess Yes / No

If yes, please explain

To your knowledge, does the applicant use illegal drugs Yes / No

If yes, please explain

In what form of Christian service has the applicant participated regularly (Sunday School Teacher, Youth Leader, Nursery Worker, etc.)?

What do you consider to be the applicant's strengths?

What do you consider to be the applicant's weaknesses?

Which characteristics best describe the applicant? Please check all that apply.

- Christian Commitment
- Social Adaptability
- Cooperativeness
- Integrity and Honesty Responsibility
- Mental Ability
- Physical Health
- Initiative
- Christian Character
- Personal Appearance
- Leadership
- Reliability

Other Comments:

Resource: Revival Starts with Admissions Interviews

One way to discover the applicants who are ready to step out of their comfort zones to grow spiritually and receive from your school is to conduct in-person interviews. While a submitted application will tell you a lot about an individual, it cannot replace the value of a face-to-face interaction. In fact, an interview can provide insight into an applicant's character, spiritual and emotional maturity, sense of responsibility, and desired level of commitment to your school.

We would like to provide you some keys to prepare for and facilitate your admissions interviews. Drawing from BSSM's process for interviews, we want to specifically give you some ideas of how you can organize your interview process, be prepared with questions, and use these meetings to communicate your school's culture and requirements. We pray these strategies you and your team gather individuals who are truly ready to be part of your school's journey!

Prepare Questions for Interviews

As your team prepares for admissions interviews, it's important to create a list of questions to ask applicants. We encourage you to draw from the list of questions created for your school application as it's always beneficial to hear an applicant share a verbal response. This will give you an opportunity to further discover why an applicant has applied to your school, what he/she is looking for in this season, if he/she can fully commit to your school's program, and more.

We also recommend that each interviewer reads through an applicant's submitted application before the interview. In fact, it is help for an interviewer to take notes of an applicant's responses, especially those that are unclear and need to be discussed during the interview. The interviewer should also make note of any potential hindrances to the applicant thriving in the school environment (e.g. character issues, lack of emotional or spiritual maturity, etc.).

To help you form questions for your school's interviews, here is a sample of questions our staff members ask BSSM applicants:

- Why do you want to come to BSSM?
- What do you want God to do in your life?
- Is there any one area in your life you need God to touch or change?
- If married, is your spouse and/or children in agreement with your attending BSSM?
- How do your spiritual leaders feel about your attending BSSM?
- What do you think your gifting includes?

Set Expectations During Interviews

We encourage you to use interviews to communicate your leadership team's expectations and goals for students in your school environment. By communicating important pieces such as your school's mission and requirements, you will draw in applicants who are prepared to commit to the journey. Furthermore, it will help you form a class of committed students that will be fully present with your school's leaders and students.

As you prepare for interviews, be ready to share with the applicants more about your school culture, such as your core values, your mission, and your passion to equip and deploy revivalists. Sharing this information will give applicants the opportunity to posture their hearts for transformation by submitting to leadership's authority, demonstrating character that aligns with the core values, and fulfilling specific requirements.

To help you determine the areas of your school's expectations that should be highlighted during an admissions interview, here are a few that we share with our BSSM applicants:

- School mission
- School culture
- Expectations of students (character, teachable, submission to authority, etc.)
- Cost of school (deposit, payment plans, etc.)
- School schedule and attendance requirements (connection group meetings, church services, activation, etc.)
- Academic requirements (booklist, homework requirements, etc.)
- Ministry opportunities (outreach, missions, etc.)

As you develop your school's interview process, may the Lord guide you in all wisdom to create a structure, questions, a list of important items to share with applicants, and more, that will serve your school's purpose. Most of all, we encourage you to be led by His Spirit during the process. He wants to partner with you to invite men and women to your school who are ready to express the revelation of their identity as sons and daughters of God!

Resource: 3 Keys to Conducting Admissions Interviews

Creating a transformative school environment starts with the admissions process! We want to provide you with some keys on how to discover whether or not an applicant is ready to be immersed in your school's environment. To help you with this aspect of the admissions process, we asked Melissa Casey, a BSSM Revival Group Pastor, to share some of her experience interviewing applicants for our 2nd Year program.

We asked Melissa, "How do you get to know applicants during an interview? How do you determine if their level of spiritual and emotional maturity is suited for our school's environment?" She shared powerful wisdom on how leaders can posture their hearts towards applicants when confronting areas of growth in their lives, and how to equip them with an action plan to experience freedom. Her responses are included intermittently throughout this post.

Here are three keys to conducting admissions interviews. We pray God would show you how your admissions interviews can reveal the hearts of applicants, drawing in the ones that are ready to join your school!

1. Invite Authenticity

While interviewing applicants, it's important to invite them to be authentic and share who they truly are. We encourage you to create a place of safety for them to freely share and convey value for their responses to your questions. By inviting authenticity, you will be able to truly see an applicant's character, spiritual and emotional maturity, sense of responsibility, areas of growth, and more. Again, this will allow you to assess if an applicant is ready to join your school in pursuit of revival. Here are some specific ways you can encourage applicants to fully be themselves during an interview:

- *Create a safe environment for interviewees.* While conducting interviews, make sure you are fully present by turning off your phone, providing ample time in your schedule to hear responses, maintaining eye contact, etc. If you are doing in-person interviews, we encourage you to find a private space to conduct interviews so that applicants feel safe to freely share about themselves, even current areas of struggle.
- *Demonstrate and communicate value for authenticity.* Before starting an interview, tell the applicant about yourself, your role, your passion for what you do, or what the Holy Spirit leads you to share in order to reveal your authentic self. This allows an applicant to get to know you better, develop trust, and experience you genuinely. Also, communicate to the applicant your value for authenticity. For example, Melissa often starts interviews by telling an applicant, "You've already answered application questions technically, so I don't want information. I want you. So I'm going to ask some similar questions, but I want you to come out. I don't want information. I want to get to know you."

2. Get to the Heart of the Matter

As you and your team meet with applicants, we encourage you to ask direct questions that will reveal their hearts' desires and needs. Furthermore, use interviews to set them up to be successful in your school environment. For instance, when you discover an area of growth for an applicant, you can partner with the Holy Spirit to reveal steps towards breakthrough for him/her, even before school begins. During interviews, you can also get a sense of who on your leadership team carries specific anointing, gifts, and strengths to support that individual's journey in your school.

When you encounter areas of growth in applicants' lives, we encourage you to consider if your school's structure and environment will provide what they need to experience support and breakthrough. Furthermore, it's important to consider if applicants need to take steps into greater levels of freedom before being invited to attend your school. At BSSM, we cultivate an environment full of freedom that demands a high level of self-control. We have discovered that individuals cannot receive the full benefit of our school if they consistently struggle with a lack of self-control that leads to unhealthy cycles. However, there are times when we admit students that demonstrate a desire and commitment to pursue freedom and invite them to experience breakthrough before they come to school.

For example, sometimes we interview an applicant who is working through issues of sexual purity. In this situation, we take time to discover more about why the applicant is dealing with this issue. We believe it's important to not disqualify an individual based upon his/her current struggle. Instead, we seek to use discernment and ask Holy Spirit-inspired questions to discover what's going on inside the applicant's heart and if he/she is willing to walk through a process of transformation.

Melissa shared that when she meets with BSSM applicants, she is looking to see if our school is the right fit for an individual based upon his/her willingness to grow and invite trusted mentors and friends into the process. She does not expect students to be flawless or fully demonstrate our core values when she meets them. However, she looks for ones that are willing to come under leadership covering to grow and change their lifestyles.

To get to the real heart issues an applicant is experiencing, Melissa is direct with her questions, but she does it with love and faith that God desires and is able to bring complete freedom to the individual. During our meeting with Melissa, she shared more about what she communicates when addressing an applicant's current struggle during an admissions interview:

When someone has a character issue, I am very direct in asking how long they have been struggling [with the issue] and who is in their life to provide accountability. We [BSSM staff] are very direct and this is why: we expect freedom. Most people with character issues, if they are believers, want to be free. Most people just don't know how to be free. So the character issue itself is not that threatening...Messing up is far less scary to me than secrecy, than hiddenness, than withholding. That is ten times harder to work with than purity issues.

When we run into purity issues, like someone's had addiction to porn for years, it probably means it started when they were young. I have a lot of compassion that they struggled with this the whole time. So when I bring it up, I am expecting freedom and I am expecting some hard work [from the individual]. During an interview, I will set them up to feel safe by saying, 'I am going to be pretty direct with you. You're recommendation said something to me about purity [issues]. Talk to me about that.'

I am not afraid of sin because Jesus heals people and washes them clean. An attitude of being independent... that [is what] I am afraid to work with. I also set huge expectations. For freedom's sake, Christ set us free. So we expect freedom [in individuals' lives]."

3. Create an Action Plan

When you encounter applicants who need breakthrough in areas before attending your school, we encourage you to create an action plan to help them encounter freedom (note: make sure to only offer this to applicants who demonstrate a strong willingness to be transparent and accountable for their actions). Also, it's crucial that you provide applicants with goals to fulfill before they are invited to attend your school. Here are some ideas of how you can develop a structure of accountability and steps that applicants can take to experience wholeness:

- *Create a timeline and require communication.* Provide a timeline to applicants with set goals so that they can pursue growth before the start of the school year. It's also wise to require them to check-in with their interviewer to communicate what growth or struggle they are experiencing. For example, at BSSM, we sometimes offer a conditional acceptance to an applicant with a 30 to 60-day probation period to determine if he/she will benefit by being in our school. In this case, the applicant is required to email the interviewer a biweekly update. This allows the interviewer to continue to support the applicant along the journey and determine if he/she is ready to attend BSSM.
- *Encourage applicants to pursue other forms of accountability and counsel.* To help applicants learn how to invite greater levels of community into their journey, encourage them to find support groups or counseling that can bring them greater levels of healing and encouragement. At BSSM, we sometimes recommend that students pursue inner healing through our Transformation Center or through other trusted churches/ministries before coming to school.
- *Expect freedom.* While creating an action plan for applicants, communicate an expectation that they will be walking in freedom before the school year starts. This encourages applicants to partner with faith and receive the fullness of life God has for them. In fact, Melissa will often convey the following to applicants: "We are going to start a freedom journey by having you take these steps. I am going to go after areas where you feel bound, where you don't trust yourself, so that [you have breakthrough] before you go to school."

As you conduct admissions interviews, remember that God is willing and able to bring freedom to any individual you encounter! We encourage you to constantly live with the expectation that an applicant can overcome any and all areas of struggle through the power of Jesus Christ. With this heart posture, you and your leadership team will setup your applicants for success as they follow God's leadership and pursue revival in their lives.

Get the Word Out About Your School

Get the Word out About Your School

You have built your leadership team, developed a curriculum plan, and put together other major components of your school. Now it is time to get the word out to prospective students!

There are so many creative, fun ways to invite individuals in your city and region to be part of your school family! We want to offer some of our favorite ideas about how to share your school's vision and draw those who are ready to be equipped as revivalists.

As you create strategies to market your school, know and trust that the Holy Spirit will grant avenues and resources to encourage prospective students to go on an exciting journey of transformation. When you use these tips, they will catch the vision!

Host a Sneak Peak

Before launching your school, we encourage you to consider running a “sneak peak” event that gives individuals a taste of what your school will offer. We have seen many schools use this advertising method and successfully gather a class of hungry, eager students.

Through a sneak peak, prospective students will get to experience powerful teaching and activations. Whether it is a day, weekend, or week long event, this sort of “teaser” will also give them an opportunity to get to know you and your leadership team. Use this time to share who you are, your heart to see believers' lives transformed, and how individuals can join your school family!

During a sneak peak event, we also recommend inviting individuals to share testimonies of how they were impacted by the event. This will create excitement and expectation surrounding the launch of your school. You will find that individuals are eager to attend your school when they hear about the fruit of what you have built.

A Transformed Life Speaks Volumes

Again, there is incredible power and encouragement released when individuals share how a school experience transformed their lives! Over the years, we have discovered that testimonies of transformation are the most successful form of advertisement.

At BSSM, we have seen time and time again that hearts are stirred with hunger when they hear about students' encounters with God's goodness and transformation through our school. When they hear these testimonies, they realize that they were not made to live an ordinary life. They were made to live a life a full of the revelation of God's love and power; a life that is extraordinary and supernatural.

We encourage you to share stories from your students' lives as you advertise your school! They will move and inspire believers to apply. For examples and inspiration of effective transformation testimonies, check out the My Story series by BSSM!

Part of what makes this a successful testimony is that this student shares the following key points: who she is, how God transformed her life, and the role the school played in facilitating this change!

Other Advertising Outlets

Video testimonies are just one way to communicate with potential students, but there are many others. Consider the options below and select the methods that best fit your time and budget:

- *Facebook*: Facebook is a great way to reach potential students of all ages.
- *Instagram*: Instagram is especially effective in reaching a younger audience. Make sure to post pictures and share Instagram Stories to gain followers!
- *Website*: Create a free WordPress website or blog to direct prospective students to. Include testimonies, inspiration, admissions information, and more.
- *Promo Video*: A promo video is a great way to share the vision of your school in 1-2 minutes.
- *Word of Mouth*: Make announcements about your school at conferences, churches, small groups, or other social gatherings.
- *Print*: Create and print flyers to hang in church foyers, local businesses, community centers, and more. Share these flyers with other local churches or ministries in which you share a relationship.
- *Ads*: Advertise in local papers, magazines, or websites to get the word out.
- *School Planting Network*: Create a school profile on our School Planting Network! We often direct others to the map that are looking for a school community outside of Redding.

Additionally, include this important information in your advertising:

- Leadership team
- Mission statement
- School schedule (important dates)
- Main curriculum topics
- Application information (link to application and deadlines)
- Tuition (financial information)
- Contact Information (email address, website, phone number)

Now you have the basics! Having figured out who you are as a school and what you're offering, we recommend using multiple opportunities and channels to communicate about your school. Also, we encourage you to continually record and share testimonies of the impact your school is having; this is one of the most effective ways to invite students to join your school family. Remember, there's no bad time to talk about the good thing God's doing through your school!

Resource: Quick Tips for Creating a School Profile

As you prepare the launch of your school, we encourage you to create a school profile to feature on the [BSSM School Planting Network](#). This free form of advertisement will allow prospective students, other school leaders, and our BSSM School Planting team to learn more about you. In fact, when we are contacted by individuals looking for a school of supernatural ministry in their region, we like to direct them to the Map of Schools on the BSSM School Planting Network.

When you create your school's profile, here are some quick tips to keep in mind! They will help you effectively and strategically share what your school offers with prospective students.

Make a Good First Impression

The first thing prospective students see when they visit your school's profile is the picture box. We encourage you to make a good first impression by uploading your school's logo or an inviting picture. This demonstrates to prospective students that your school is legitimate and gives them insight into your school's identity. Remember, first impressions go a long way. Encourage prospective students to learn more about your school by adding an eye-catching image!

Inspire Students by Casting Vision

Under the "About" section, inspire prospective students to join your school community by sharing your vision and what makes your school unique! Students will be more eager to connect with your school when they can learn about your vision and identity through your school's profile. You can also upload a promo video or video testimony that demonstrates what your school community is about.

Provide Information about Your School's Structure

Take time to share how often your school meets and the specific ministry areas upon which your school focuses. If your school is using the BSSM Video Curriculum or any other curriculum teaching, make sure to indicate that on your school's profile. Students will also be interested to learn what topics you will cover, if you provide avenues for activation, how they will develop relationships with other students, and more!

Don't Forget to Include Contact Information

Make it simple and clear for people to contact you by adding your school email, website, and phone number. You can also encourage prospective students to stay up to date on what's happening at your school by providing links to your social media pages (e.g. Facebook, Instagram, Twitter).

As you create your school's profile, remember, the more information you can provide to prospective students, the better! But also keep in mind that you don't want to overwhelm or confuse them. Keep the information on your school profile clear, simple, and direct so that your readers stay engaged. Lastly, if you have any questions about designing your school's profile or using the network, feel free to email schoolplanting@bethel.com.

Set the Mark for Growth through Activations

Set the Mark for Growth through Activations

To raise up revivalists through a school of supernatural ministry, we as school leaders must first embrace our own call to live as revivalists! To see our students grow, it is our responsibility to first model the lifestyle of risk-taking and accountability that we desire to see cultivated in our students' lives. By cultivating our personal connection to Holy Spirit, we are able to freely share the abundant fruit of our supernatural lifestyles corporately.

We want to share how your school can be a safe, nurturing place for students to exercise new spiritual muscles. Below, you will find ideas on how to create an environment that invites students to partner with the Holy Spirit. We also want to provide ways you can activate your students inside and outside the classroom. As you continue reading, may you be filled with expectancy to see God use your school to raise up fearless risk-takers that expand the kingdom!

Be the First to Take Risk and Even Fail

A school culture that celebrates risk-taking will catalyze your students' growth and intimacy with the Lord! When you celebrate risk as a school leader, it removes the fear of failure from your students, which often prevents them from stepping out in the first place. Show your students that it's okay to take risk (and even make mistakes) by being willing to live that out in your own life. We cannot lead others to a place that we have never been! Therefore, we as leaders must be willing to take risk and even make mistakes in front of our students if we want them to do the same. By practicing such authentic vulnerability, you will create freedom for your students to take risk without the fear of having to always get it right.

It is equally important to create a school culture where feedback and accountability are normal and safe. A risk-taking culture works when there are leaders that will provide honest feedback, guiding students in the right direction. We encourage you to give your students honest and loving feedback as they step out and take risk. This combination of risk-taking and healthy accountability is a powerful force that will activate your students in the supernatural!

At BSSM, we attribute our supernatural environment to our leaders' value and willingness to demonstrate risk-taking, even if it leads to failure. We know our students cannot fulfill their destinies if they remain in their comfort zones, and so we first model and encourage them to take risks, even if it is extremely uncomfortable. BSSM Director, Kris Vallotton, shared more about this aspect of our school's environment:

In our school of supernatural ministry, we require our students to fail three times before they can graduate. If someone is not failing, then it is obvious that they are not taking risk. Robert F. Kennedy once said, "Only those who dare to fail greatly can achieve greatly." Making mistakes requires risk. Taking risk mandates mistakes—failure. Paul gave similar instruction to the leaders of the Corinthian Church when he advised them to carefully weigh/evaluate/judge each prophetic word, implying that mistakes were expected (1 Corinthians 14:29). Interestingly, Paul didn't advise to discontinue the use of the gifts because of the potential mistakes that would inevitably be made. Rather, he hoped that everyone

would prophesy (1 Corinthians 14:1,31). We must be willing to make mistakes if we are going to reach our God-given destiny as world changers and history makers.

To encourage and inspire our students to step out in risk, we model risk-taking during class times or Revival Group meetings (a connection group). For example, our leaders have shared words of knowledge connected to our students (e.g. names, cities of origin, phone numbers, etc.). Several times, they received accurate words that led to healing or emotional breakthrough in students' lives. On the other hand, there were instances when students' didn't respond to their words of knowledge.

When our leaders step out in risk, we celebrate their willingness to partner with the Holy Spirit no matter the outcome. This communicates to our students that we value risk-taking that leads to spiritual growth! We also use these moments as opportunities to offer feedback and help our leaders to grow. In our environment, we make sure to partner accountability and risk-taking to help both leaders and students grow in their spiritual maturity.

Activate, Activate, Activate

Teaching partnered with activation is a powerful catalyst for transformation in students' lives. Studies have shown that if students can practice or apply what you teach, they will retain 98% of the content you share. When you are helping students develop a revivalist lifestyle, they need opportunities to put truth and revelation into action. With that being said, activate, activate, activate your students!

As you prepare for the launch of your school, we encourage you to think about how you can create opportunities for students to take action daily and apply what they are learning. As you activate them in kingdom principles and spiritual gifts, remember how important it is to first model what you are teaching! To help you activate your students in the supernatural, here is a great step-by-step model you can use:

1. Provide teaching and training on a spiritual gift.
2. Ask an experienced leader to demonstrate the gift.
3. Invite students to ask any questions.
4. Ask a bold student to take risk to demonstrate the gift in front of the class.
5. Ask the entire class to demonstrate the gift with a partner or small group.
6. Provide time to hear testimonies and feedback.
7. Ask questions that encourage further reflection and learning.
8. Celebrate what God did through the activation.

As you lead your school, keep in mind what Kris Vallotton says, "If you try something new there is a chance you could fail. But if you don't try it, there is a 100% chance that you will fail." Cultivate a culture of risk-taking in your school by first being willing to take risk in your personal life. Moreover, allow the Holy Spirit to lead you into greater encounters with His presence and power as you live out your identity as a revivalist. The result has the potential to spark growth in your students' lives!

ACTIVATION

Read through the list of activations from 10 Ways to Be Activated in the Supernatural. Take time to think about the personal breakthroughs you have received through activations and how you can impart those to students. With your leadership team, brainstorm creative ways your students can be activated in the supernatural through your school! Below are some reflection questions to help get your creative juices going:

- What are some of your favorite activations?
- What activations would you like to try or invite students to practice?
- How can you incorporate those in classroom sessions or outreach? Could you assign them as homework?

Resource: Keys to Leading Student Activations

Activating your students inside and outside the classroom will help them develop a supernatural lifestyle! We recommend consistently providing several forms of activations that will support your students growing stronger spiritual muscles. Below are some types of activations you can offer. We encourage you to read through the list and brainstorm ways you can incorporate activations into the school experience!

- *In-Class Activation:* During classroom sessions, you can provide opportunities for students to hear teachings, view demonstrations, and participate in activities that empower them to practice spiritual gifts. For example, while teaching on the prophetic gift, share the scriptural foundation of the prophetic, model the spiritual gift, and create opportunities for students to practice what they have learned. This could include asking students to turn to another student and give him/her a prophetic word.
- *Outreach Activation:* Take students into public environments to teach them what a naturally supernatural lifestyle could look like when ministering to others outside a church setting. For example, you can take students on an activation called “treasure hunts.” During this activation, students ask the Holy Spirit for specific clues (e.g. locations, names, physical, emotional or spiritual needs, etc.), and use them find individuals He is highlighting for ministry. See the Treasure Hunts resource for more information about Treasure Hunts.
- *Personal Activation:* Give students homework assignments that will encourage them to develop greater communion with the Holy Spirit and sensitivity to His presence. For example, ask students to complete Bible reading assignments and provide reflection questions about the passages they read. Encourage your students to seek revelation about Scripture through pursuing an encounter with the Holy Spirit and then impart the blessing to their fellow students.

One of the most effective ways to activate students through your school is to create a safe environment and consistent structure that supports their development. In fact, we believe you can help foster greater levels of transformation by intentionally providing spiritual covering, celebrating breakthrough, creating plenty of opportunities to practice, and more! Below are some of our favorite keys for leading activations with students that we have learned while leading BSSM.

- *Equip students.* We encourage you to equip your students for success during times of activation by providing a model of what it looks like to step out in risk. In fact, we believe it is important to teach the scriptural foundation for operating in the supernatural and demonstrate how to minister in a way that communicates love and value for others. Also, remember to take time to prepare students for any unforeseen circumstances that could occur during an activation. For example, you could create space to discuss how to honor others when they are not receptive to ministry or what to do when an individual does not experience physical, emotional, or spiritual breakthrough.
- *Create a safe and empowering atmosphere.* It is so important that students experience safety and empowerment from leadership while taking risks. We encourage you to cultivate an activation atmosphere that creates freedom for students to take risk without being punished. It is important

that you act as a covering for your students during an activation by praying for your students, providing necessary feedback or correction, and being available for any questions or concerns. Also, risk taking and breakthrough should be met with equal celebration and encouragement. When you see students experience success during an activation (e.g. stepping out in risk, overcoming fear, etc.), take time to affirm them and celebrate their breakthrough. This will help develop students' confidence and sense of safety amongst your school community.

- *Celebrate testimonies.* We recommend that you create space for students to share testimonies of breakthrough at the end of an activation. During this time, invite students to share what physical, emotional, or spiritual breakthroughs they saw others experience during ministry time. Also, encourage students to share personal breakthroughs during the activation such as overcoming fear or doubt or receiving a correct word of knowledge. Record the testimonies students share from an activation so that students can recall such breakthroughs and share them with others.
- *Provide a consistent structure.* It is important to provide activations that allow students to gain confidence in partnering with the supernatural consistently. Therefore, we recommend you create activations that provide ongoing training, mentorship, and opportunities for students to be activated in ministry. We also encourage you to create activations that invite students to learn how to build relationships in the community outside of school. For instance, you can create various outreach activations that are purposed to serve and minister to those in your city throughout the year.

Resource: Treasure Hunt Map

Instructions

1. Each person writes down Words of Knowledge in the spaces allowed for each category.
2. Form groups of three (3) or four (4).
 - Combine the Words of Knowledge from the group to make your “Treasure Map.”
 - Note: Each member keeps their own list – do not combine lists on a separate sheet.
3. Choose a beginning location.
4. Start looking for the treasure.
5. When you find something on the Treasure Map (taken from the individual maps in the group):
 - Approach the person and say something like... “This may seem a little odd, but we’re on a treasure hunt, and we think you’re on our list.”
 - Show them your list (it may be one or two things from each list, or just one thing from one list).
 - Build a rapport (make friends, ask questions about them to get to know them).
 - Let them know that God has highlighted them, and wants to bless them.
 - Ask if you can pray for them.
6. If they say “No”:
 - Build more rapport (common ground – friendship)
 - Ask the Holy Spirit what He wants to highlight about the person.
 - Give them some encouraging words (prophesy).
7. Ask again if you can pray for them.
 - If they say “No,” bless them and proceed to the next treasure (person).
 - If they say “Yes,”
 - o Ask for the presence of God to come (release His presence on them)
 - o Command the pain to leave (bones to be set, back to be realigned, tumor to shrink, etc)
 - o Ask them to test it out – “Do something that you couldn’t do before we prayed.”
 - o Repeat if necessary
8. When they are healed:
 - Explain what just happened (God’s goodness revealed, He knows you and cares about you, etc)
 - Ask them if they would like to know Jesus personally (have a relationship with Him)
 - Have them ask Jesus into their life
 - Connect them with a local church to follow up with
9. Go to the next Divine Appointment on the Treasure Map!

Treasure Map

Location (stop sign, bench, digital clock, Target, WalMart, etc). Note: please honor any businesses you may visit and do not disrupt their business. Try to purchase something if possible.

_____	_____	_____
_____	_____	_____
_____	_____	_____

A person's name:

_____	_____	_____
_____	_____	_____
_____	_____	_____

A person's appearance (the color of their specific articles of clothing / hair / etc.):

_____	_____	_____
_____	_____	_____
_____	_____	_____

What they might need prayer for (knee brace, cane, kidneys, tumor, left ankle, marriage, etc):

_____	_____	_____
_____	_____	_____
_____	_____	_____

The unusual (lollypop, windmill, lime green door, dolphins, etc):

_____	_____	_____
_____	_____	_____
_____	_____	_____

Resource: 10 Ways to Be Activated in the Supernatural

You are a light to the world! You are “a city that is set on a hill [that] cannot be hidden” (Matthew 5:14). Indeed, you are not called to hide the love, power, and freedom that is inside you. Instead, you are destined to shine brightly so the world can see your good works and bring glory to your Father in heaven.

Today, we want to share ten activations that will help your students grow in their relationships with the Holy Spirit and reveal the light of the kingdom. These activations will challenge them to develop spiritual gifts and usher them into powerful encounters with God.

As your students step out in risk, remind them that nothing is impossible with God (Matthew 19:26). May they be led to shine brightly in your city!

10 Activations

1. *Drive-Thru Prayer:* Set up a prayer station with a group of friends near a gas station or mall. Make signs inviting people to come receive free prayer from your group, all while sitting in their cars. Be led by the Holy Spirit to pray for individuals' needs, receive words of knowledge, or share the gospel.
2. *Telephone Prophecy:* Gather a group of friends and pick one person to prophesy over. Have one person write down a prophetic word for the person without showing it the rest of the group. Ask a different person in the group to read the prophetic word and dance it over them. Next, have another person write down an interpretation of the dance without showing the rest of the group. Ask a different person to draw the person's written interpretation of the dance. Finally, have someone in the group write down an interpretation of the drawing. Review each phase of the activation and have each person share their part. Take time as a group to reflect and share how the Holy Spirit built upon the original word.
3. *Tattoo Interpretation:* Take a friend to the beach, a park, or the mall and look for people with tattoos. When someone is highlighted to you, ask if you can interpret the meaning of their tattoo. Without making the person uncomfortable, take a few seconds to ask the Holy Spirit for the prophetic meaning of the tattoo and a word of encouragement to share with them. Share what you hear, using language they can relate to. If the person is open, ask if you can pray for them.
4. *Receipt Acronym:* The next time you are at a restaurant, find out the name of your waiter or waitress. When you receive your receipt, write down that person's name vertically on the back. Ask God for a word or phrase for each letter in the person's name that represents their unique identity, personality, gifts, passions, etc. While being sensitive to the person's work time, share what you felt like God was saying about them as a word of encouragement.
5. *Song of Breakthrough:* With a group, pick one person to be activated. Stand in a circle around the person. Invite them to sing a song of breakthrough over another person in the group that the Holy Spirit is highlighting. The song could be a prophetic word, prayer, or whatever He highlights. After that person sings their song, have the recipient stand in the center and sing a song of

breakthrough over another person in the group. Continue this activation until each person has an opportunity to sing and receive. Take time as a group to share what each person experienced and received during the activation.

6. *Mirror Ministry:* Grab a tall mirror in your house and a group of friends. Invite each person to look directly at themselves in the mirror. If there are any areas (e.g. physical quality, personality, etc.) that the person doesn't like about him/herself, invite the person to share that struggle with the group. Encourage them to ask the Holy Spirit what the truth is about that area. Then ask the person to declare the truth over that area. For example, if a woman doesn't think she is beautiful, have her look in the mirror and declare, "I am beautiful." Invite others in the group to share positive declarations about the person, releasing freedom and wholeness.
7. *Prayer Tracking:* Ask God to highlight a leader in your city that He wants you to pray for. Also, ask for words of knowledge about them (e.g. birthday, background, hobbies, passions, prayer needs, etc.). Write down what He shares with you and then take time to research to see if your words of knowledge are correct. Record what the Holy Spirit highlights to you about the leader as you research and begin praying for the leader. Watch news or social media for reports on the leader over the next six months and see God answer your prayers and confirm what He showed you. If you feel led, write the leader an encouraging letter or send them a gift.
8. *Giving Gifts:* With a group, write down each person's name on a piece of paper and put the names into a bowl. Tell the group to ask the Holy Spirit what "gift" He wants them to give to someone else in the group. The gift could be a word of encouragement, a healing testimony, financial breakthrough, specific anointing, etc. Have each person pick a name from the bowl, give their gift to that person, and pray over the recipient. Each person should have the opportunity to give and receive a gift. Take time as a group to share what each person received.
9. *One-Minute Preach:* With a group, ask each person to write down a random object. Place the pieces of paper into a bowl. Using a timer, have each person pick a paper and quickly develop a one-minute message to preach that involves the object on the paper. After 30 seconds of preparation, invite the person to share their message with the group. Celebrate each person as they step out to share a powerful word!
10. *Healing Drawing:* Invite your friends on a city outreach. Before the outreach, collect paper and utensils to use for drawing and then ask the Holy Spirit what physical problems He wants to heal. Draw pictures of Him healing those specific problems. Also, ask Him for clues to recognize the person that needs that specific healing. As you go on your outreach, use your drawings and clues to find the people God wants to touch. Share your drawing with them what you felt God was saying. Ask if you can pray for them. Watch God use your creativity to bring healing to them.

Design Outreach to Impact Your City

Design Outreach to Impact Your City

As school leaders, we don't want to just teach our students about ministry; we want to create hands-on ministry opportunities for them to practice what they're taught! We also want to give them the tools they need to bring revival to public settings in a way that is honoring.

School outreach is a powerful means to support students to develop a revivalist lifestyle and empower them to take the kingdom everywhere they go! Through various opportunities, students are also challenged to take risks and they develop vision for what it looks to serve a city well. Some of these opportunities could include mentoring children at an elementary school, sharing encouraging prophetic words with a local business, or evangelizing through treasure hunts in a mall.

To help you create outreach opportunities that raise up your students as influencers, we have provided some keys and resources below. They will support you to develop goals, structure, and training that empower your students to effectively love and minister! We have also included examples of outreach opportunities at BSSM that will help you brainstorm ways for your students to serve individuals and groups within your city.

Develop Outreach Goals

The first step we encourage you to take to develop outreach opportunities for your students is to define your goals. This will help your students capture a heart for your city and understand how to root their actions in value and honor for their community. Also, your city should never be viewed as a project for your students or a means to attain the most powerful testimonies. By communicating clear goals for outreach, your students can learn how ministry extends from a lifestyle of loving people well.

At BSSM, we have created a program called City Service that provides hands-on ministry opportunities for our students. This program allows students to apply what they learn in school on a weekly basis. Our passion is that as students participate in local outreaches, they begin to learn how to bring revival wherever they go.

Our goals for students who are participating in City Service include:

- Students learn how to share their personal testimony and lead someone to Christ
- Students confront fears while meeting and ministering to strangers
- Students learn how to pray for the sick
- Students learn how to give an encouraging word to the downhearted
- Students capture a passion for city transformation

Create a Structure for Outreach

We believe it is important to build a structure for school outreach because it will help you achieve your goals! Structure creates stability, consistency, and accountability, supporting students' growth throughout the school year.

To support our BSSM students taking part in City Service, each team is led by a BSSM leader, Third Year student, or trusted volunteer. Each team consists of both First and Second Year students. By combining students from both programs, our Second Year students develop leadership skills and experience as they are empowered to provide additional leadership oversight over the First Year students. In fact, they support our First Year students as they step out in new levels of risk-taking.

We invite our students to sign-up for the City Service opportunity they would most like to participate in through an online form. We communicate to students that we will do our best to place them based on their preferences. However, there are no guarantees because we place students based upon needs, numbers, skills and experience, and how we are prayerfully led.

We equip our students by teaching them specific tools and conveying our outreach goals before they serve on a team. Also, each team leader facilitates any additional training that is specific to the outreach he or she is overseeing. These teams serve together for two hours each week throughout the school year. Consistency is a crucial part of this program to demonstrate faithfulness to our city and to create a lasting impact.

As you prepare for the launch of your school, may the Holy Spirit begin highlighting specific ways for your students to powerfully operate in the spiritual gifts and passionately love your city! As the salt of the earth, He desires to use your students to reveal His kindness to the people they encounter.

ACTIVATION

To develop goals for your school's outreach, we encourage you and your leadership team to sit down together and answer the following questions:

- How is your school called to love your city?
- What are the needs of your city?
- What organizations or individuals can your school partner with?
- How can you activate your students outside of school?
- What does it look like for your students to bring the kingdom into your city?

To develop a structure for your school's outreach, consider the following questions:

- Which school leaders, volunteers, or interns could lead an outreach team?
- How will we create outreach teams (i.e. place students ourselves or ask for their preference)?
- What training and tools do our students need to be successful?
- What type of schedule will we use?

Resource: Preparing Students for Public Ministry

Tools for Public Ministry

Before you empower your students to minister in public through a city outreach, mission trip, church service, or another opportunity, we encourage you to equip them with the tools they need to be successful. We believe this begins with instilling beliefs into your students that reflect kingdom culture. At BSSM, we have developed core values and guidelines to equip our students to minister with love, honor, and power. We want to share those with you to help equip your students to minister effectively. This resource also provides models for salvation, the prophetic, and healing that we believe are helpful for beginners. As you empower your students to be activated in public ministry, we encourage you to provide covering and ongoing instruction.

Core Values

Below are the five core values we draw from when we train our BSSM students for public ministry. We believe that when our students embrace these truths in their lives, they will reveal the King and His kingdom. As you draw inspiration from our core values for public ministry, we encourage you to discover your own based upon the culture you live in and the needs of your community.

1. God Is Always Good

God is a loving Father who desires good things for His children. He is not angry with us nor seeks to punish us. We share a new covenant with Him that was made available through the death and resurrection of Jesus. Therefore, we can be confident that He is pleased with us and gives us full access to His presence. When we recognize that only good things come from our Father, the supernatural begins to invade both our personal lives and the world around us. Our revelation and experience of the Father's true nature leads us to invite others to encounter His goodness when we minister to them (See Romans 8:28).

2. Nothing Is Impossible

When we realize the truth that nothing is impossible with God, we become aware of how He wants to shift circumstances supernaturally in lives, cities, and nations. We can most clearly see this core value in the life of Jesus, who demonstrated a lifestyle of dependence on the Father and performed miracles, signs, and wonders. Indeed, every impossible circumstance Jesus confronted was shifted supernaturally! He healed the sick, restored the broken, and raised the dead. Jesus is our model for ministry, and as His ambassadors, we have been given authority to do even greater works than He did (See Matthew 19:26).

3. *We Have Complete Victory in Jesus*

Jesus' victory on the cross gave us so much more than just freedom from sin. In fact, the cross grants us total freedom and wholeness in every area of our lives, including our bodies, hearts, relationships, finances, and more. This core value gives us a deep confidence that nothing is too big for our God. It helps us stay anchored in truth, even in the face of the most trying circumstance. When we minister to others, we pray from the place of victory we have in Jesus. We pray knowing that nothing can separate us from the fullness of the life and love He has for us (See Romans 8:31-32).

4. *We Love, Honor, and Empower*

When we operate from the love of God, we reveal His nature to the world. We might heal the sick, prophesy with accuracy, or speak in tongues, but apart from love, we will not cultivate the true fruit of the kingdom in our lives. A supernatural lifestyle that is rooted in the love of God and produces abundant fruit starts with abiding in intimacy with Him. Through connection to His heart, we learn how to honor and empower those around us, revealing the greatness and value He has placed inside of them. Our ministry out of love sets us up to succeed because love never fails (See Ephesians 5:1-2).

5. *We are Saints, Not Sinners*

Our old, sinful nature was crucified with Jesus and we are no longer slaves to sin. We have become God's chosen sons and daughters who have been fully justified. We are righteous in His eyes. It's important that we view ourselves as God sees us because our lifestyles will reflect such revelation. When we embrace the freedom He offers us, we can invite others to experience the same. It was for freedom's sake that Jesus set us free (See 1 Peter 2:9)!

Guidelines for Public Ministry

To help our students approach individuals with the right heart posture, we provide the following guidelines for public ministry. They are a helpful baseline for those who are learning to minister to others in public and growing in spiritual discernment. These guidelines especially support students to minister in a way that is honoring and respectful.

- When we minister, we are seeking to bring people into an encounter with the Holy Spirit. We are not using it as an opportunity to display our gifts or discernment.
- When we minister, we do not seek to counsel, correct, or point out a negative thing in someone's life. Instead, we declare what God wants to do. We don't focus on the problem. Rather, we bring encouragement and solutions.
- When we minister, we do not pray with the opposite sex one-on-one, unless we have permission from our leader. We either pray for the same gender or pray in pairs. For example, two women can pray for a man.

- When we minister, we take our hands off a person if we start to physically manifest because of the presence of the Holy Spirit. We can keep praying, but we want to be respectful of those we minister to. We also do not push, grab, blow in the face, or pray in tongues loudly when ministering to others.
- When we minister, we treat each person with love and respect, especially through our words. We create a pleasant and inviting environment. This includes using breath mints and deodorant.
- When we minister, we keep our eyes open and pay attention to the person in front of us. This helps to prevent them from getting hurt if they fall and helps us see if they are still receiving.
- When we minister, we release the freedom we have received through Jesus. If we are struggling with our identity or a lifestyle of sin, it's important that we first seek support and freedom in that area before ministering to others.

Ministry Models

Below are several models we use to train our students for public ministry. The models provide additional guidelines that are helpful for those who are just beginning to step out in taking risks to minister in public settings. While these models provide a solid framework for salvation, the prophetic, and healing, we encourage you to continue to teach and demonstrate to your students what it looks like to minister in these areas.

Salvation Model

Salvation starts with embracing the belief that Jesus, the Son of God, died on the cross to take the punishment for our sin, and then rose from the dead to give us new life in Him. When we share the Gospel with others, we invite them to experience freedom in Jesus as they repent from their sins and choose to follow Him.

Here are some key points of the Gospel you can share when leading someone to receive salvation:

- God has created you and loves you (John 3:16). He has a plan for your life (Jeremiah 29:29).
- All of us have sinned (Romans 3:23) and no one is perfect (Isaiah 53:6).
- When we confess our sins to Jesus, He is faithful to forgive us (1 John 1:9).
- Jesus died so that we could live free from sin (Romans 10:9-10) and have abundant life in Him (John 10:10). We are saved by grace alone, not by our own works (Ephesians 2:8).

When leading someone to the Lord, it's important to share that receiving salvation is a voluntary act. God is pursuing the person's heart. He or she has the choice to enter into a personal relationship with Him. When you are sharing the Gospel, make sure to communicate that God's grace is His undeserved love that gives us power to be changed. His grace brings us into right relationship with Him and sets us free from all that hinders us from experiencing the fullness of His love.

Before you lead someone in a salvation prayer, make sure these three things are in place:

1. The person knows that Jesus loves them and died on the cross so that he/she would experience freedom.
2. The person wants to ask forgiveness for his/her sins and enter into a personal relationship with Jesus.
3. The person has a desire to embrace God's plan for his/her life.

When the person is ready, lead him/her in a simple prayer. Invite the person to share with Jesus whatever is on his/her heart. After praying, ask the person to describe what took place. Take time to celebrate the person's decision and that he/she is now part of God's family. Also, take time to share any other words of encouragement.

Next, share with the person about the access he/she has to the Holy Spirit. He is a gift that enables believers to hear God's voice and experience His presence every day. Pray for the Holy Spirit to come dwell in that person. When it's time to leave, make sure to make plans to reconnect with the person to see how he/she is doing. Also, offer your support to help the person find a church community.

Prophetic Model

God is always speaking to His sons and daughters. Since He continually invites us to experience greater levels of intimacy with Him, we have access to His voice. He has given us the gift of prophecy so that we can share messages from His heart that draw others closer to Him. We are called to use this gift to build up and comfort believers so they may fulfill their destinies (1 Corinthians 14:3).

There are many ways we can hear from God when we prophesy. Here are some of the unique ways He speaks to us through our senses:

- Pictures and images we receive in our minds.
- Visions we see in our minds, or with our physical eyes.
- Dreams we have as we sleep.
- Scriptures that come to mind.
- Colors, which have different meanings in the Bible.
- Numbers, which have different meanings in the Bible, or could be specific to a person.
- Impressions, emotions, or feelings.
- Words that come to mind or that we can physically hear.
- Smells or other sensations in the body.
- Words of knowledge that include specific information about a person.

To release life and encouragement to others through our prophetic words, we use the following guidelines for prophetic ministry:

- When we prophesy, we don't prophesy mates, dates, or babies. We don't prophesy about these intimate areas when we don't have a close relationship with someone, accountability for the word, or authority to share the word. A wrong prophetic word in this area could be potentially damaging to a person.
- When we prophesy, we don't share negative news. We don't want the person to feel exposed or embarrassed. If we see something negative, we declare the opposite.
- When we prophesy, we don't correct others or try to convince them that we heard from God. We demonstrate honor by letting people make up their own minds.
- When we prophesy, we encourage them to talk to God about the truth of the word we shared and whether or not it was from Him.
- When we prophesy, we use language that people will understand.

Healing Model

We believe that pain, sickness, and disease are not from God! He desires for every individual to be well. As it is God's will for all to experience fullness of life, we have the opportunity to partner with Him to bring healing to those in need of physical healing. It is His great delight to see others restored to health through us. We know that we are called to heal because:

- Jesus is our model (Luke 4:18-21)
- Jesus instructed the disciples to heal the sick (Luke 9:1-6)
- Jesus commanded us to fulfill the Great Commission (Matt 28:18)

When we pray for healing for a person, we use the following guidelines:

1. Introduce yourself to the person in need of healing and ask if you may pray for him/her. Do a quick interview by asking the person to briefly explain what he/she is physically experiencing. If the person is in pain, ask him/her the pain level he or she is experiencing on a scale of 1-10 (1 being the least amount and 10 being the highest amount).
2. Ask for permission to lay your hand gently on the place where he/she is experiencing pain, sickness, or disease. However, don't place your hand on an inappropriate place. Remember, you don't have to lay hands on a person for him/her to get well.
3. Invite the Holy Spirit to come and minister to the person. Remain sensitive to His direction and use the authority God has given you to release the reality of heaven (which is free of all pain, sickness, and disease). While ministering, remember to use a normal tone of voice and to keep your prayers short and simple. Also, use language that the person will understand.

4. Encourage the person to test out his/her body. Ask if there is any progress of healing.
5. If the person received full healing, praise God! Tell him/her that He demonstrates His love for us by setting us free from all pain, sickness, and disease. Ask if the person knows Jesus. If not, ask the person if he/she wants to receive salvation and enter into a relationship with Him.
6. If the person did not get fully healed after you prayed, ask him/her if you can pray again. If there's been any change, thank God for what He is doing and continue to pray. Remember, you are not striving for healing. It's not dependent upon you because it has already been accomplished through the cross! Also, continue to ask questions and be aware if the person still wants to continue to receive or if he/she is ready to leave.
7. If nothing has happened, explain to the person that something always happens when we pray, whether we are aware of it or not. Sometimes healings come gradually after we pray. Also, make sure that the person knows that it is not his/her fault if there is no physical breakthrough. It's important to leave the person feeling loved and encouraged.

Resource: BSSM City Service Opportunities

To help you develop your school's outreach opportunities, here is a sample list of some of the ways our students serve our city.

Youth Mentorship

- *Foster Care:* BSSM students mentor and teach life skills to individuals (ages 18-21) who are preparing to leave the foster care system.
- *Accelerate Youth Leadership Program:* At a local YMCA and high school, BSSM students teach high school students character, life skills, and leadership principles.
- *Heritage Hub:* At a local coffee shop, BSSM students mentor middle school and high school students. Students support their education as well as their emotional and physical wellbeing by participating in games, tutoring, and other activities.

Community Outreach

- *Adopt-a-Block Program:* Teams of BSSM students adopt regions within a city, specifically neighborhoods. Students build relationships within these communities by hosting block parties.
- *Benevolence Department:* BSSM students serve Bethel's Benevolence Department by answering phones and interacting with individuals in need.
- *Drug Rehab:* BSSM students teach and minister to groups of individuals in recovery.
- *Sunday Morning Breakfast:* BSSM students help the Bethel Church team make and serve breakfast for the homeless and low-income individuals in our city.
- *Abundant Life Discipleship Class:* At Sunday morning breakfast, BSSM students serve as table hosts for this class, helping equip new believers.

Ministry to Men

- *Manter House Future Story:* BSSM students partner with a program in a neighboring city to facilitate an adult mentorship program that teaches men life skills and how to move beyond a negative past.
- *Men's Rehab:* BSSM students teach and minister to individuals in recovery.

Ministry to Women

- *Beautiful You:* BSSM students provide women with low self-esteem and income makeovers, haircuts, and a closet from which to pick clothes. The women also receive prophetic words, have their self-portraits drawn and their photos taken.
- *Local Women's Shelter:* BSSM students serve on a reception team, while others go through a full certification process to become advocates for women.

Evangelism

- *Friday Night Strikes:* BSSM students go on treasure hunts throughout the city, including high school football games, malls, and the streets of downtown.
- *Bar Ministry:* BSSM students go and minister to individuals at local bars.
- *Shasta College Evangelism:* In partnership with an existing on-campus ministry, BSSM students share the Gospel on the campus of this community college.
- *Out of Town Ministry:* BSSM students take overnight trips to surrounding cities (e.g. Chico, San Francisco, Reno) to partner with local churches and do street ministry.

Healing

- *Healing and Pastoral Care:* BSSM students visit homes of invalids to encourage them and pray for their healing.
- *Healing Rooms:* BSSM students serve in the Bethel Healing Rooms on Saturday mornings.
- *Pastoral Care Creative Team:* BSSM students volunteer under a hospital chaplain to bring healing through music and arts to hospital residents.

Creative Arts

- *Dance Team:* BSSM students partner with other City Service teams to provide dance classes and presentations. They also create atmospheres of worship through dance.
- *Skilled Artists Team:* BSSM students partner with other City Service teams to provide art classes, self-portraits, paintings, murals, and more.
- *Drama Team:* BSSM students partner with other City Service teams to provide drama classes and presentations.
- *Children's Story Hour:* BSSM students read to children who attend "Story Hour" at the city library.
- *Arts in Healing:* BSSM students bring healing through the arts to individuals in hospitals and rehabilitation centers.

- *Culture of Thankfulness*: BSSM students intentionally build relationships with and celebrate businesses or people in our city.

Other City Service Opportunities

- *Asian Ministry*: BSSM students partner with a local Asian church to reach the Asian population, specifically in restaurants and massage parlors.
- *City Project*: BSSM students provide landscaping and manual labor to the city.
- *CareNet Pregnancy Center*: BSSM students help with the administrative functions of a pregnancy care center.
- *Iris Ministries*: BSSM students write handwritten thank you notes that are sent to missionaries around the world.
- *Kingdom Expansion*: BSSM students serve alongside the Kingdom Expansion team that follows up and encourages new believers.
- *Prophetic Sessions*: BSSM students prophesy to visitors that sign-up for the Prophetic Sessions on Sundays.
- *Single Parent Ministry*: BSSM students adopt a single parent and their family, blessing them in both practical and spiritual ways.

Resource: School Leaders Revival Chat with Angelo Jeanpierre

Through schools of supernatural ministry, students can be trained to impact the world around them! By providing outreach opportunities, they can learn how to share the gospel, minister with the power of the Holy Spirit, and release the transforming love of God.

We invited BSSM Outreach Pastor, Angelo Jeanpierre, to share his insight on how to create outreach opportunities that encourage your students to take risks and serve the needs of your city. Angelo has over 15 years of experience equipping and leading outreach and evangelism teams. His passion to empower others to reach their city is contagious!

As you read this section, may you be encouraged to develop opportunities for your students to shine as beacons of hope in your community.

Casting Vision

As you lead your students on outreach, it is important to cast vision! Demonstrating God's heart should always be the motivation behind any outreach activity. We encourage you to remind your students that the people they come across are not projects, they are people. God wants to personally encounter and bless them. From this posture of love and care, outreaches are effective and expand the kingdom in a city.

Designing Outreach Opportunities

To create outreach opportunities for your students, Angelo recommends finding passionate people who carry a vision for transformation and build outreaches around them. For example, at BSSM, one of the outreaches that students participate in is a program called Beautiful You. This program was birthed from a woman who carries a passion to reveal and celebrate beauty.

She eventually designed an outreach that ministers to women struggling with self-esteem or have encountered difficult life circumstances. She and a team of students provide hairstyling, makeup, and self-portraits and family photos for women in Redding, connecting them to the love of God.

To discover more ideas of ways your students can serve your city, check out [Keys to Developing School Outreach](#).

Developing Core Values

During the Revival Chat, Angelo highlighted how important it is to create and define core values for outreach. By reviewing these values, students are reminded of what it looks like to minister in a way that reflects the King and His kingdom. In fact, they are guidelines that will help them operate in love and honor as they encounter people in your community.

Here are some core values Angelo shared and how they may manifest practically during outreach:

- *Supernatural:* Activate students in the gifts of the Spirit! Prophecy, healing, preaching, and leading people to the Lord can become supernaturally normal for each one. Remind your students that God's love and power transform. Encourage them to make space for Him to move and they will experience abundant fruit.
- *Risk:* We have a popular saying in our environment: "Faith is spelled R-I-S-K." Stepping out and trying something new is a powerful way to grow in being led by God's voice. As you lead outreach, encourage students to step out in faith using wisdom and following His voice. It's important that students are challenged to step out of their comfort zones in some way through outreach!
- *Honor:* If students are going into local businesses as part of their outreach, they should be prepared with ideas of how to honor them. For example, you may want to ask students to sow into a business God highlights to them. Whether it's a coffee shop, grocery store, or the local mall, it's important to bless the business by making a purchase. This communicates value for the store and helps build trust and relationship between your school and the community.
- *Love:* The purpose of all ministry is to demonstrate God's love, which can take on many forms. Be creative and develop outreaches while listening to the heartbeat of God. There is no one way to love people. His love can be expressed through stopping to pray for a stranger, hosting a block party, or tutoring a student.
- *Presence:* Your students are living, breathing encounters waiting to happen! As sons and daughters, they carry the heart of the Father and release heaven wherever they go. Encourage students to be mindful of this truth and to rely on their connection with God as they minister. Remind them that in His presence is fullness of joy, and His joy is their strength!

Pastoring Students

Outreach can often bring issues of the heart to the surface. Some students may feel nervous or fearful, while others may be fighting through performance. There are even times when students don't carry a value for this type of ministry and are reluctant to participate. Remember, pastoring students through these emotions can lead to great victory! As a leader, don't underestimate the influential role you have in your students' lives. God can powerfully use your encouragement and support as keys to their breakthroughs!

Drawing from his experience pastoring students, Angelo reminded us that students can benefit from seeing a more experienced leader handle specific situations during outreach. He recommends partnering with your students and leading from a place of "let's take risk together!" Students don't need a leader with perfect experience. They need a leader who will back them up as they step out in faith.

Another aspect of pastoring students in outreach is making sure every student can clearly and simply present the gospel to those they encounter. When students share an encouraging word or release healing to an individual, he or she may be ready to enter the kingdom of God! In those moments, students should

be ready to share the gospel and lead a person to Christ. Create training opportunities for your students to practice this skill!