



A FACILITATOR'S GUIDE

Caring for Orphans and Vulnerable Children

A Study Guide for
Journeys of Faith



ABOUT FAITH TO ACTION

The Faith to Action Initiative was created in 2006 in response to the growing interest in orphan care within the Christian community. The Faith to Action Initiative mobilizes and educates churches, faith-based organizations, and individuals seeking to respond to the needs of orphans and vulnerable children throughout the world.

We believe children grow best in families. In the past, building orphanages has often been a first response to meeting the needs of vulnerable children. Today, there is a growing movement within the Christian community to focus instead on strengthening family-based care for children in need.

The Faith to Action Initiative celebrates this movement and works to support it. Through our publications, website, and workshops, we offer practical tools and resources, inspiring stories and examples, up-to-date research, and best practice strategies to help individuals and groups engage in care that upholds the vital importance of family in a child's life.

This series is designed to support small group study accompanying *Journeys of Faith: A Resource Guide for Orphan Care Ministries Helping Children in Africa & Beyond*. The series includes six downloadable sessions and a facilitator guide, which together equip small groups with the tools, resources, and information needed to engage participants through discussion, readings, videos, group activities, and prayer.

Caring for Orphans and Vulnerable Children
A Study Guide for *Journeys of Faith*
The Faith to Action Initiative, 2015.
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www.faithtoaction.org

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STUDY OBJECTIVES

Caring for Orphans and Vulnerable Children is a six-session study and discussion guide for *Journeys of Faith: A Resource Guide for Orphan Care Ministries Helping Children in Africa and Beyond*.

These resources are for churches, pastors, laypersons, students, mission teams, and any group seeking to respond wisely and well to the needs of orphans and vulnerable children. Together, they are designed to provide a foundation and a stepping stone to effective advocacy and action.

This study equips participants with:

- A better understanding of the scope and scale of the needs of orphans and vulnerable children around the world.
- A deeper appreciation of the opportunities and challenges surrounding ministry with orphans and vulnerable children, their families, and their communities.
- An enhanced understanding of the full continuum of options for care of orphans and vulnerable children.
- An appreciation for family-based care, including how to support it and why it is important.
- The ability to take action that is evidence based and informed by best practice principles.

We hope you and your group will be both inspired and informed as you learn together.

THANK YOU FOR LEADING THIS STUDY

Religion that God our Father accepts as pure and faultless is this: to look after orphans and widows in their distress. JAMES 1:27

Around the world, Christians are responding to the needs of the orphaned, the vulnerable, and the destitute. Whether serving directly within their communities or supporting efforts from many miles away, this faith-inspired work is part of a growing global response. *Journeys of Faith* was written to tell the story of how churches in the United States are engaging with churches and faith-based community groups in Africa to make a difference for children and families in need. Since it was originally published in 2011, it has been used by thousands of individuals, churches, and groups seeking to respond wisely and well. In response to many requests to make *Journeys of Faith* more accessible for use in small groups, we created the six-session study guide *Caring for the Needs of Orphans and Vulnerable Children*. As a study tool, it offers individuals and groups a compelling way to discover the importance of how we engage, as well as lessons learned and principles of best practice that can inform future actions.

This facilitator's guide is designed to assist you in leading an informative and engaging study group using *Journeys of Faith* and *Caring for the Needs of Orphans and Vulnerable Children*. It is presented as a toolkit you can draw on as you prepare for the study and adapt it to meet the needs of your group. Thank you for leading this study!

1. PREPARE FOR YOUR STUDY

Caring for Orphans and Vulnerable Children is the study guide for *Journeys of Faith*. Each of the six sessions in the study includes directions for navigating discussions, videos, and activities. The material in this section is designed to help you prepare for the study and to strengthen your role as facilitator.

Understand Your Role as Facilitator

The role of the facilitator is to:

- Create an inviting space for learning together.
- Share information and guide participants through the sessions.
- Engage participants and facilitate constructive discussion.
- Ask thoughtful questions and model respectful listening.
- Encourage participants to reflect on previously held ideas about orphan care.
- Affirm the passion and good intentions of the group.

Because the content in this study may strongly resonate with the perspectives and experiences of some participants, while simultaneously challenging the closely held beliefs of others, one of the most important things you can do is *listen well*. In so doing, you will create a safe and respectful space for sharing and learning.

As facilitator, your goal is to encourage thoughtful dialogue, not to “convert.” In listening well and creating a safe space for sharing and learning, remember that behavior change is often a long-term process. It is also important to note that facilitating and listening well does not mean allowing individuals to take the group off topic or to persist in nonproductive discussions. Strategies to help you navigate such issues are included in “Prepare to Troubleshoot” (pages 13–14).

Being a facilitator does not mean you are expected to know all the answers. In fact, you may find it helpful to acknowledge to the group that you, too, are engaged in a learning process. When questions arise and you don’t have an answer, that’s okay. Use difficult questions as an opportunity to acknowledge your group’s commitment to learning more about the needs of vulnerable children and their communities. Then model what it looks like to learn proactively by seeking out additional resources and guidance. A good starting place is the Faith to Action Initiative website (www.faithtoaction.org), which provides a variety of resources for digging deeper. For additional guidance on leading effective groups, we recommend *Making Small Groups Work: What Every Small Group Leader Needs to Know* by Henry Cloud and John Townsend.

Familiarize Yourself with Foundational Resources

Read *Journeys of Faith* and review the content in the six sessions of *Caring for Orphans and Vulnerable Children*, the study guide for *Journeys of Faith*. We also strongly encourage you to read *From Faith to Action*. Although it is not required to lead the study, it provides an excellent foundation for the issues related to orphan care and will notably strengthen your ability to lead your group well. These resources can be viewed and downloaded free of charge at www.faithtoaction.org. It is vitally important for you to be familiar with these essential resources and to understand the principles they present, in particular, the importance of family care for orphans and vulnerable children, and the practice of respectful partnership when engaging with churches and communities overseas. As you bring your own experiences and perspective to your role as facilitator, we hope you will connect with and share these principles in ways that are meaningful to you.

Once you are familiar with these foundational resources, consider what else you might need to lead your group with confidence—for example, support materials, activity ideas, additional background information, etc. The following pages offer suggestions and guidelines that we hope will address most of your questions and concerns. Additional resources, such as a preparation checklist and sample communications, are included at the back of this guide (pages 24–31).

Consider Logistics

Effective facilitation includes planning ahead for logistical concerns.

Choose your teaching format. Your group size and the duration of your study depend on the teaching format you choose: a study group format or a workshop format.

A study group format typically involves six to ten people who meet regularly (weekly or biweekly) for six 90-minute sessions. *Caring for Orphans and Vulnerable Children* is designed with this format in mind. The study group format allows for deeper engagement with the material as participants have ample time between sessions for additional learning and personal reflection. Larger groups of any size can use this teaching format by breaking up into smaller groups of six to ten people each.

A workshop format enables participants to work through most of the six sessions in one day. It provides an intensive study for small and large groups who don't have the option of meeting over several weeks (for example, student groups or mission teams). Working through the study in a one-day workshop will require adapting the material based on the needs and time limitations of your group. You may also want to create your own handouts. For general guidance on adapting the six sessions of *Caring for Orphans and Vulnerable Children* into a workshop format, see "Adapting the Study to a One-Day Workshop" (page 29).

Set a meeting time and reserve a location. You need enough space for individuals to sit together comfortably and engage in discussion. We recommend setting up the room in a circle or semicircle. If you are leading a larger group in a workshop format, you may also want to allow additional space for small group breakout discussions.

The ideal meeting space should be quiet and distraction free. If the space available to you is small, you may need to limit registration for the study. For this reason, it's important to consider your meeting room options *prior* to recruiting participants. If you need to limit the number of participants, it's a good idea to have a backup plan in place for how you will respond if more than the intended number express interest. For example, would it be possible to add another study group at a later time or on a different day of the week?

Potential meeting locations might include:

- A room at your church or ministry center
- A private home
- A meeting room on a college campus
- A conference or board room

As you research your options, you may also want to consider whether the space can accommodate any additional resources you might want to use, for example:

- Does it have a projector or monitor for showing video or PowerPoint presentations? If so, do you have the appropriate cables and know how to set it up, or will you need assistance?
- Does the room have reliable Wi-Fi for streaming video or accessing online content? If so, do you have access to any necessary passwords?
- Are there sufficient electrical outlets and/or extension cords for participants who will be accessing study materials on electronic devices and may need to recharge their devices?
- Is there a whiteboard or space for a flipchart for writing down ideas, noting follow-up issues, or tracking discussions?
- Will you need tables, additional chairs, or help with setup and tear-down?

Once you've identified the best available meeting room option, reserve the space for the full amount of time allotted for the study, for example, once a week for six weeks for a study group format, or all day for a workshop format.

Identify and Recruit Participants

Depending on your access to interested participants, this may be the most challenging part of facilitating your study! However, you can take some practical steps to launch an effective group, especially if you allow at least six to eight weeks to plan, recruit participants, and prepare for the study.

Secure the support of a trusted leader. Trust is an important factor in people's decision to participate. Whether you are recruiting from within a group of which you are already a part or recruiting a new group, it's often helpful and sometimes necessary to begin by securing the support of a trusted leader. This could be a pastor or any other trusted individual who will endorse and support the formation of your study group. It may also include asking for assistance

from your church or campus communication team and anyone else whose support you need to promote the study. Whomever you approach (pastor, faculty member, mission team committee member, or small group leader), provide that person with information about the study, such as *Journeys of Faith*, the six sessions of *Caring for Orphans and Vulnerable Children*, and *From Faith to Action*. These can be viewed and downloaded free of charge at www.faithtoaction.org. Share your hopes and plans for the study and ask for the leader's support and guidance.

Look for individuals who want to learn more. It probably goes without saying, but the most effective study groups are made up of individuals who are genuinely interested in learning more about orphans and vulnerable children, for example, individuals who:

- Sponsor a child
- Donate to a child-focused organization
- Support an orphan care ministry through their church
- Have adopted children or are foster parents
- Have previously participated in a mission trip (or want to participate in a mission trip)
- Have worked as a missionary overseas

Participants' previous experience in supporting orphan care is not as important as their desire to engage in the subject matter. And you may already be part of a group whose members you feel would be ideal for the study, such as members of your church or mission team, fellow students, or members of a club or Bible study group of which you are part.

Use a combination of personal invitations and public announcements. Personal invitations are very effective in recruiting. Initiate one-on-one conversations (or emails) with friends, colleagues, or fellow students. Share your enthusiasm for the study and why you hope they'll participate. You can also recruit by posting announcements through:

- Social media, such as Facebook, Twitter, Instagram, etc. (Creating a Facebook page or other digital forum for your group is a great way to connect and engage participants before, during, and after your study.)
- Church or campus email communications
- Church newsletters or weekend worship service bulletins
- Distributing flyers or posters at your church or campus, or on an organization's bulletin board
- Mission committee announcements
- Study abroad or short-term mission groups on campus

For a sample announcement and examples of taglines that capture the interest of potential participants, see "Sample Taglines and Announcement" (page 27).

Build on a related event. If possible, time your promotion of the study to coincide with a related event, such as Orphan Sunday or World AIDS Day. The study would also make an excellent follow-up to an annual missions Sunday, a special sermon series, or a presentation on orphans, or as preparation for an upcoming mission trip. This is another reason it's important to

engage a trusted leader and the communications team at your church or on campus—he or she can help you to choose the best opportunities to promote your study.

Enroll and Welcome Participants

Enroll participants by collecting names and pertinent contact information, such as email addresses and phone numbers. Options for enrolling and collecting information might include paper forms (in flyers or church bulletins), or digital enrollment through email or an online registration form hosted by your church or campus ministry.

In the weeks leading up to the study, welcome participants by getting to know a bit about them, sharing expectations for participation in the study, and communicating details, such as your meeting time and place and any reading participants should do in preparation for the study. For a sample, see “Sample Welcome Note” (page 28).

Get to know your study participants. You can better understand the needs, interests, and experiences of your group by sending out a brief questionnaire or engaging participants in one-on-one conversations ahead of time. Here are some questions you might ask:

- What motivated you to sign up for this study?
- Have you visited, worked, or volunteered overseas? If so, where? What was the purpose of your trip?
- What do you hope to learn from this study?
- What concerns, if any, do you have about the study or the topic?
- What do you hope to offer to the group discussion?

Understanding where participants are coming from will help you to anticipate their needs and strengthen your preparation as facilitator.

Share expectations. Clearly defining expectations increases the likelihood that participants will be prepared to engage the study respectfully and thoughtfully. Expectations to set might include:

- **Attendance.** Participants commit to attending each of the six sessions—or the one-day workshop—to the best of their ability.
- **Prework.** If you are presenting the study in a workshop format, participants commit to reading *Journeys of Faith* and any other assigned readings in advance. Although no prework is required for attending Session 1 in the study group format, participants who familiarize themselves with *Journeys of Faith* before the first meeting will have a stronger foundation to begin the study.
- **Personal study.** Following Session 1, participants in a group study format commit to spending additional time between meetings in personal reading and study to prepare for each upcoming session.

- **Engagement.** During the study, participants are encouraged to share their insights and experiences as well as their questions. (If additional engagement is expected outside the group or workshop meeting—such as participation in online forums or social media—specify that expectation as well.)
- **Follow-up.** Participants might be asked to complete a poststudy survey to assess the effectiveness of the study, or to meet to discuss next-step actions, etc.

Provide web links and/or hard copies of study materials. All the materials necessary for the study are free, accessible, and downloadable online at <http://faithtoaction.org/resources/>. Prior to the first meeting, participants should access and/or download *Journeys of Faith* and Sessions 1–6 of the study guide, *Caring for Orphans and Vulnerable Children*. As noted, no advance reading is required prior to Session 1, but you may want to encourage participants to briefly review and familiarize themselves with *Journeys of Faith* as well as Session 1, “Who Are Orphans and Vulnerable Children?”

To participate in discussions, each participant will need to have his or her own a copy of the study guide for each session. Options for accessing study guide sessions include:

- Printing and distributing hard copies to participants at each session
- Asking participants to print their own hard copies for each session (be sure to have some extras on hand at the meeting for those who forget)
- Suggesting participants access sessions on an electronic device. This option saves paper, but also poses potential challenges. During the meeting, participants may be distracted by texts, emails, or other content; it may be more challenging for them to take notes; their devices may run out of battery power or experience other technical difficulties.

Decide in advance which option(s) you want to use and let participants know. Note that if you decide to offer the study in a one-day workshop format, you may want to create and distribute a customized handout tailored to your needs and time constraints.

2. CUSTOMIZE YOUR STUDY

The study is designed to be easy to use just as it is, but it can also be customized for your unique needs or constraints.

Options for Customizing the Study

When planning your study group or workshop, consider your group's priorities, needs, experiences, and schedules. We encourage you to customize the study content and presentation style to meet the needs of your group. Here are a few options you might consider for customizing the study:

- **Length of study.** The study includes six 90-minute sessions. Using the study group teaching format, you can complete the study in six meetings, or you may opt to devote two meetings rather than one to each session. In addition to allowing time for discussions to be more spacious, this has the added advantage of allowing group members more time for reading and study between meetings. Or, if studying over 6-12 weeks isn't an option, you can adapt the sessions for an intensive presentation in a one-day workshop format. (See page 29 for an overview of teaching formats, and guidance in adapting the study to a workshop format.)
- **Discussion time.** Each of the six sessions is designed to be completed in 90 minutes and includes suggested times for each segment within the session. Depending on the needs and interests of your group, you may wish to allow more or less time for various segments.
- **Added or subtracted content.** If your church or organization has teaching or information specific to a certain topic or event, you may wish to add it to the session reading list and/or include it as part of your presentation and discussion. You may also wish to skip content that isn't relevant to the needs and interests of your group.
- **Teaching and facilitation tools.** The six sessions in *Caring for Orphans and Vulnerable Children* include everything you need for a robust discussion. However, depending on the needs of your group, you may choose to supplement your study by creating a PowerPoint presentation, presenting supplemental videos, or distributing handouts specific to your ministry. Additional activity options you might develop include breakout groups for discussion, interactive games, or other hands-on activities that address the needs and interests of your group.
- **Supplemental engagement activities.** You may wish to keep participants engaged in additional activities before, during, and/or after the study. For example, you might encourage them to do additional reading or online research, establish a Facebook or web forum discussion, plan for specific follow-up meetings or activities, etc.

Strategies for Presentation and Facilitation

Rest assured that it is not necessary to be an accomplished public speaker to lead this study! The study guide itself includes virtually everything you need to facilitate an engaging discussion. The suggestions that follow provide additional techniques you can use to strengthen your facilitation, as well as field-tested strategies for handling questions that may arise.

Know your materials and know your audience. Meeting the needs of participants will be easier if you do two things:

- 1) Develop a solid understanding of the study materials.
- 2) Take time to get to know participants' interests, experiences, and reasons for participation.

For example, if you are offering the study to college students embarking on a summer mission project in East Africa, it will be helpful to give them a context for the community they will be visiting. In this case, knowing your audience means anticipating their interest in information about the people they'll meet in rural East Africa. Questions and issues you might research in advance include these:

- What are the challenges to children, families, and communities in this location?
- How are the needs of orphans and vulnerable children currently being addressed?
- What is best practice when engaging directly with children while on mission?

For this group, you might also want to devote more time to Session 5, which focuses on short-term missions (STM), or to the segments in various sessions devoted to principles of partnership when working with communities and churches overseas.

Share your personal experiences and engage participants. One of the best ways to engage participants is to share personal experiences. As you prepare, consider how your personal experiences (both positive and negative) intersect with the material you are studying and facilitating. For example:

- Why are you invested in facilitating a study group on this topic?
- Have you made mistakes? Share them!
- Have your views or perspectives changed as you've learned more about this issue? Share your journey by describing the relationships, experiences, or events that have changed you, and what has happened as a result.

You can also increase participant engagement by:

- Listening well, asking follow-up questions, and encouraging conversation.
- Acknowledging good intentions while still affirming best practice.
- Allowing the group to work through complex thoughts or new ideas with well thought out discussions or activities.
- Offering examples, sharing stories, and asking questions rather than lecturing, for example, "This is one way I have seen [insert topic or idea] done."

Be flexible. Prepare for your study, but be willing to change your plans or the focus of a session depending on the reactions, feedback, and needs of participants.

- Be willing to rethink your strategy, presentation style, or the focus of each session based on how participants respond to the content. Ask them what would be helpful to them, and incorporate their feedback into your preparation for subsequent sessions.
- Be attentive to the needs and interests of the group as a whole as well as to the needs of individuals.
- If some participants express resistance, disagreement, or opposition, decide in advance not to take it personally.
- Communicate any significant issues or concerns to your leadership and ask for guidance or intervention if necessary.

Prepare to troubleshoot. One of the most challenging aspects of facilitating a study is navigating any questions or comments that have the potential to move the group off topic. Four preventative measures you can use to help keep participants focused and on topic include:

- Clearly communicating expectations before the study begins
- Acknowledging the focus and goals for each session at the start of the meeting
- Offering participants guidelines for how and when questions will be addressed and discussed during the session—for example, “Feel free to ask questions at any time. If the question is complex, we may need to write it down on the flipchart and address it at the end of the session if there’s time, or at the beginning of the session next week.”
- Encouraging the group as a whole (rather than specific individuals) to be sensitive to their degree of participation in the discussion. Those who tend to share a lot may want to step back periodically, and those who rarely share may want to step forward more often.

If difficulties still arise, here are some proven troubleshooting strategies that can help you get the group back on topic:

- Calmly acknowledge and repeat each question, regardless of whether or not you have an answer—and understand that there may not be an easy or obvious answer for many questions.
- Consider whether or not the question should be addressed within the group discussion or perhaps addressed outside the meeting if there’s not enough time, or if the person asking the question is intent on being disruptive. As facilitator, you need to discern whether or not the question being asked is one the whole group is interested in, or if the group is losing patience and you need to acknowledge the question but then move on. You don’t want to be rude but it’s okay to set boundaries for the good of the group—that’s how you serve the group well. This is another reason it’s wise to get to know participants before the study begins. If you have a sense that someone is going to be difficult from the beginning, you can restate the purpose of the group, ask if they can support that purpose, and then suggest it may not be the best group for them if they can’t support and respect that purpose.

- If you have a response to the question, answer as best you can. If you can't answer the question easily, you can "park it" for later discussion, ask the group for their responses, or simply say, "I don't know, but I can try to find out." Then commit to doing additional research by providing the group with web links or handouts to articles or other resources that address the question. Or encourage participants to think through questions on their own and report back to the group at a subsequent session.
- If a participant is confrontational or refuses to let go of an issue, use a "bridge" statement to transition the focus of the discussion. A bridge statement acknowledges the question and then moves on without being rude or dismissive. For example, you could say, "I understand what you are asking and recognize it is a concern. Here is my brief thought." Or you can acknowledge the question and use a bridge to bring the discussion back to the main topic. For example, say, "I understand what you are asking and agree that it's a difficult issue, which is why it's so important to keep our focus on family strengthening."
- Consider addressing confrontational or thorny questions after a break. The break provides an opportunity for you to collect your thoughts and to separate the tone of the question from how you respond to it.
- Refuse to be offended. Some material may impact participants in a very personal way and this has nothing to do with you.

Two Key Questions

Listed below are responses to two key questions that may arise in the course of the study.

Isn't this emphasis on family strengthening a little simplistic? After all, children are abused in families, too, right? While every child needs a family, not every family can provide a safe and loving home for a child. This is why family strengthening, as well as helping churches and communities to look out for the wellbeing and protection of children, is so important. Parent support groups, spiritual guidance and encouragement, and helping families to support children's education, medical, and other needs are all ways to ease the burden on vulnerable families.

Are you trying to say that orphanages are never needed? There are no easy answers. Children need to be protected from abuse, neglect, and the deprivation of their basic needs no matter where they live. Even with preventative services in place, residential care is sometimes needed. However, it should not be used as the first course of action or as a permanent solution (see *From Faith to Action*, pages 20–23). Although children grow best in families, there are several options for meeting the needs of orphans and vulnerable children. (Note the Continuum of Care on page 14 of *Journeys of Faith* as a reference point for a constructive discussion about the full range of responses, including residential care.) As a facilitator, it is important to help participants process evidence-based practices and support their journey toward best practices rather than staying where they may be because it's too hard to change.

3. LEAD YOUR STUDY

This section provides additional suggestions and guidance specific to each of the six sessions in the study, including what to do before, during, and after the sessions. To begin, here are some guidelines you can use for every session:

- Ask God to lead and guide you as you prepare for the study. Express any concerns you may have, surrender them, and ask God to help you serve participants well. Pray for each participant by name, or for the group as a whole if it is large, inviting God to help each one come to the study with a heart willing to learn and grow.
- Before the study, gather any necessary materials and supplies for your meeting, for example, extra pens, notepads or folders, whiteboard markers, flipchart paper, cables for computer or video monitors, etc. You may also wish to have extra print copies of the study guide session available for participants who might forget to print or bring their copy.
- During the study, read each of the discussion questions aloud, one at a time. Or invite participants to go around the group and share the task of reading discussion questions.
- If your group has just 90 minutes for discussion, you'll need to carefully monitor and adhere to the suggested times for each segment to complete the session in the time allowed. If you spend more time discussing one segment, you may need to skip subsequent questions to finish on time.
- After each meeting, research any outstanding questions or issues that came up during the session. Send a follow-up email to the group with your findings or make a note to briefly address these issues at the beginning of your next gathering.

Session 1: Who Are Orphans and Vulnerable Children?

Before the Study

- Read through Session 1, "Who Are Orphans and Vulnerable Children?" Review the discussion questions, read or watch the resources listed in "On Your Own" (page 11), and familiarize yourself with the list of additional resources (page 11).
- Review participant questionnaires or any notes you may have taken in one-on-one conversations as part of getting to know study participants. Note any adjustments you may need to make to the session to meet the needs or interests of your group.
- As an option, use the list of fictional orphans depicted in classic books and popular culture from question 1 (page 3) to create a PowerPoint or video presentation. You might list the names in a creative way or find available images of these characters on the Internet. Allow the presentation to play before your gathering as participants are arriving. Briefly comment on the images as you open the discussion with question 1.

During the Study

- Question 5 (page 7) invites participants to share the personal connection they have to learning more about the needs of orphans and vulnerable children. Consider sharing your own response to this question first. The degree of vulnerability and transparency in your response is a model participants will follow.
- Question 6 (page 8) invites participants to be aware of how God might be at work within the group itself. This is a chance for individuals to identify how they would like to be challenged, encouraged, and supported throughout the study. In the process, some participants might choose to dwell on personal issues unrelated to the study. Briefly noting personal issues is fine, but if the individual begins to monopolize the discussion by focusing on problems unrelated to the study, you may need to step in. Acknowledge the concerns he or she expresses, perhaps offering to meet with the person after the session, and then gently redirect him or her to considering his or her response to one of the sentence starters.
- After the closing prayer, remind participants to read through “Make Prayer Your First Action” and “On Your Own” (pages 10–11) before your next meeting. Encourage them to also explore the additional resources listed on page 11.

After the Study

- You may wish to email the group after the meeting, thanking them for their engagement in the first session and encouraging them to read and watch the resources listed in “On Your Own” as preparation for Session 2, “The Impact of Poverty and Separation from Family Care.”

Session 2: The Impact of Poverty and Separation from Family Care

Before the Study

- Read through Session 2, “The Impact of Poverty and Separation from Family Care.” Review the discussion questions, read and watch the resources listed in “On Your Own” (page 13), and familiarize yourself with the list of additional resources (page 14).

During the Study

- Question 1 (page 3) invites participants to share what stood out most to them from their additional reading and study. Be prepared to make a brief comment of your own or to ask questions about specific articles and videos in case the group needs help getting started.
- Question 2 (page 4) describes a fictional scenario that might compel a parent to give up a child. Some participants may choose to focus on whether or not the scenario is realistic rather than the larger issue, which is imagining oneself in the position of a desperate parent, whatever the circumstances. If questions arise about the scenario, redirect the

focus of the discussion by noting that although the circumstances may be different, many parents around the world routinely face this kind of wrenching decision.

- Question 8 (page 11) asks participants about how they sense God may be beginning to lead them as a group. Be mindful of this closing question throughout the discussion, looking for any ways in which the group experiences shared interests, ideas, or direction. Share your observations when you discuss question 8.
- The goal of this study is to help you put your faith into action—individually and as a group. Session 6 is designed to bring together everything you’ve learned throughout the study so you can take action wisely and well. However, by the end of this session, some participants may be eager to “do something right now.” If so, affirm these individuals for their desire to take action and let them know that Session 6 is devoted to identifying next steps. If they still want to take immediate action, here are three options you could suggest:
 - **Pray.** Continue to anchor yourself and your efforts in reliance on God through daily prayer. Open yourself to God’s leadership and direction by prayerfully asking, “Lord, what is mine to do?”
 - **Commit to learning more.** Use the resources listed at the end of the session to deepen your knowledge about the complexities of both poverty and orphan care around the world. Seek out organizations that strengthen families in one or more of the following ways: livelihood and material support, education support, day care, and parent support groups. Visit the Faith to Action website (<http://faithtoaction.org/start-here/>) and Facebook page for up-to-date stories, blogs, news, and other resources that illustrate strategies for strengthening vulnerable families.
 - **Sponsor a child.** Many Christian organizations and denominations provide aid that seeks to keep children in families through holistic child sponsorships. Examples include World Vision and Food for the Hungry. Sponsorship makes an immediate difference in the life of a vulnerable child.
- After the closing prayer, remind participants to read and watch the resources listed in “On Your Own” (page 13) before your next meeting. Stress the importance of reading the two partnership stories in *Journeys of Faith*, which will be discussed in depth in Session 3. Encourage participants to also explore the additional resources listed on page 14.

After the Study

- You may wish to email the group after the meeting, commenting on any highlights or positive observations you have about the discussion, and encouraging them to read and watch the resources listed in “On Your Own” as preparation for Session 3, “Key Strategies for Strengthening Families and Community-Based Care, Part 1.”

Session 3: Key Strategies for Strengthening Families and Community-Based Care, Part 1

Before the Study

- Read through Session 3, “Key Strategies for Strengthening Families and Community-Based Care, Part 1.” Review the discussion questions, read and watch the resources listed in “On Your Own” (page 17), and familiarize yourself with the list of additional resources (page 17).

During the Study

- Question 1 (page 3) invites participants to share what stood out most to them from their additional reading and study. Be prepared to make a brief comment of your own or to prompt responses by asking questions about specific articles and videos in case the group needs help getting started.
- Question 3 (page 5) involves a partner activity as well as a group discussion. The larger group breaks up into smaller groups of two or three. You’ll then divide the 12 strategies among the small groups for discussion. If your group is especially large or especially small, you may need to make adjustments to the time allowed or to the number of strategies you can discuss. To avoid confusion during the meeting, it’s best to decide in advance how to adjust this activity, if necessary, to meet the needs of your group.
- Question 3 asks participants to make notes on a chart (pages 8–9). If any participants in your group are accessing the study guide on an electronic device, you may want to make printed copies of the chart available to them for this activity.
- Questions 4 and 5 (page 10) include reading summaries of two stories of partnership. Ideally, participants will have read these stories on their own prior to the meeting. The summaries are designed to refresh everyone’s memories and to provide an overview for any participants who may not have read the full stories on their own. We encourage you to read the summaries in the group, but if you sense your group is already very familiar with the stories, you may choose to skip reading the summaries to allow more time for discussion.
- By the end of this session, some participants may be eager to “do something right now.” In addition to the suggested action items noted above for Session 2, you might also suggest the following:
 - **Use our church [ministry or group] as a case study.** Identify a recent or ongoing outreach effort devoted to helping the poor and vulnerable within or beyond your community. Use the lens of the 12 strategies to evaluate and identify where it reflects those principles and where it might need to be adjusted. Or apply the same process to a potential partner organization, or an organization you might consider donating to or volunteering with. Note the ways in which their efforts and philosophy align or fail to align with the 12 strategies. You can briefly share what you learn with the group at our next meeting.
- After the closing prayer, remind participants to read and watch the resources listed in “On Your Own” (page 17) before your next meeting. Stress the importance of reading the three

partnership stories in *Journeys of Faith*, which will be discussed in depth in Session 4. Encourage them to also explore the additional resources listed on page 17.

After the Study

- You may wish to email the group after the meeting, commenting on any highlights or positive observations you have, and encouraging them to read and watch the resources listed in “On Your Own” as preparation for Session 4, “Key Strategies for Strengthening Families and Community-Based Care, Part 2.” Since this is the halfway point in the study, you might also consider asking individuals or the group as a whole for feedback about what’s working well or not so well for them in the study. Use their suggestions to make adjustments so that the remaining sessions continue to be compelling and relevant.

Session 4: Key Strategies for Strengthening Families and Community-Based Care, Part 2

Before the Study

- Read through Session 4, “Key Strategies for Strengthening Families and Community-Based Care, Part 2.” Review the discussion questions, read and watch the resources listed in “On Your Own” (page 20), and familiarize yourself with the list of additional resources (page 21).

During the Study

- Question 1 (page 3) invites participants to share what stood out most to them from what they learned about the 12 strategies. Be prepared to make a brief comment of your own or to prompt responses by asking questions in case the group needs help getting started. You may also want to refer participants to page 8, which summarizes the 12 strategies.
- Question 2 (page 6) offers five questions you can choose from to discuss the video. Knowing the needs and interests of your group, choose two or three to focus on unless you can allow more than 15 minutes for this discussion.
- Question 3 (page 7) requires dividing into three smaller groups, each of which will review and discuss one of three stories of partnership. These smaller groups should have no fewer than two and no more than six people each. If your group is especially large or especially small, you may need to make adjustments to the time allotted or to how the stories are distributed for discussion. To avoid confusion during the meeting, it’s best to decide in advance how to divide the group and/or to adjust the activity to meet their needs.
- As with previous sessions, some participants may be eager to “do something right now.” In addition to the suggested action items noted above for Sessions 2 and 3, you might also suggest the following:
 - **Interview missionaries or others who have spent extended time in communities with vulnerable children and families.** Contact missionaries (active or retired) or others who have worked in communities with vulnerable children and families. If they

are local, ask if you can meet with them. Otherwise, set up a phone interview or ask to correspond via email. Explain that you are interested in learning more about how to help vulnerable children by supporting and strengthening families. Draw on what you've learned from the 12 strategies and stories of partnership to ask about their work with vulnerable families. What worked well? What didn't work well? What additional resources might they suggest? What guidance might they provide to help you discern next steps? Write up a brief bullet point list (10 to 12 items) summarizing what you learn and share it with the group at the beginning of our next meeting.

- **Identify partnership strengths.** A key principle of partnership is that everyone has unique strengths and resources to contribute. On your own or in partnership with another member of the group, spend some time reflecting on the unique strengths and resources you might bring to a partnership on behalf of orphans and vulnerable children. You might consider your personal strengths and resources, those of the group, and also those of our church or organization. Strengths might be spiritual gifts, talents, experience, or knowledge, as well as access to financial and material resources. Document your findings and keep them on hand because we'll use them in Session 6 when we identify the next steps we want to take on behalf of orphans and vulnerable children.
- After the closing prayer, remind participants to read and watch the resources listed in "On Your Own" (page 20) before your next meeting. Stress the importance of reading the content from *Journeys of Faith*, which will be discussed in depth in Session 5. Ask them to review the partnership story about Mission Community Church in *Journeys of Faith* (pages 28–29), as it will be discussed again in Session 5. Encourage them to also explore the additional resources listed on page 21.

After the Study

- You may wish to email the group after the meeting, commenting on any highlights or positive observations you have, and encouraging them to read and watch the resources listed in "On Your Own" as preparation for Session 5, "Short-Term Missions."

Session 5: Short-Term Missions

Before the Study

- Read through Session 5, "Short-Term Missions." Review the discussion questions, read and watch the resources listed in "On Your Own" (page 12), and familiarize yourself with the list of additional resources (page 15).
- Question 5 (page 7) refers back to the story of Mission Community Church, one of the partnership stories discussed in Session 4. You may find it helpful to go back and reread this story prior to the group meeting (*Journeys of Faith*, pages 28–29).

During the Study

- Question 1 (page 3) offers three questions to give participants a chance to check in with each other about what they've learned since the last session. Consider choosing

one question to focus on unless you have a longer meeting and can allow more than 10 minutes for this discussion.

- Question 6 (page 8) addresses the important but difficult topic of well-intentioned but misguided motives. Be aware that this could be a discouraging conversation for some participants who might feel like giving up for fear of doing more harm than good. Affirm their caution but also encourage them not to give up. Doing partnerships and mission trips well is possible! The important thing is to allow self-awareness, respect, and key principles of partnership to guide our efforts.
- Questions 8 and 9 (pages 9–10) use a parable and a scenario to explore the complexities of partnership. Many groups find these stories lead to compelling discussion. If you have more than 90 minutes for your meeting, consider allowing additional time to discuss these questions.
- After the closing prayer, remind participants to read and watch the resources listed in “On Your Own” (page 12) before your next meeting. Point out the Head Start Worksheet included on pages 13-14 and ask them to set aside time to review each of the sessions and to make notes on the worksheet summarizing what they’ve learned and discovered. Encourage them to also explore the additional resources listed on page 15.
- As an option, you may wish to distribute the study guide for Session 6 at the close of the meeting and ask participants to review it ahead of time, focusing especially on questions 4 and 5 (pages 6–7). These questions provide the foundation for discerning next steps, which is the focus of Session 6, and some participants may find it helpful to have additional time to consider their responses.

After the Study

- You may wish to email the group after the meeting, commenting on any highlights or positive observations you have, and encouraging them to read and watch the resources listed in “On Your Own” as preparation for Session 6, “Identifying Your Next Steps.” Since the next session is the last in the study, remind participants to complete the Head Start Worksheet on pages 13-14 of Session 5. Ask the group to pray for God’s guidance as you anticipate identifying next steps in Session 6.

Session 6: Identifying Your Next Steps

Before the Study

- Read through Session 6, “Identifying Your Next Steps.” Review the discussion questions, read and watch the resources listed in “On Your Own” (page 13), and familiarize yourself with the list of additional resources (page 14).
- Question 5 (page 7) includes a summary of four approaches to engagement (page 9). Review the four approaches in advance and try to identify examples of how your church or group has used each approach. It’s okay if you can’t identify examples for all four approaches. Refer to these examples when you discuss question 5.

- Question 7 (page 11) asks participants to identify their strengths and resources. Some may find this difficult or feel like they don't have much to offer. Prepare for this possibility by identifying at least one or two strengths or resources you recognize in each member of the group. Then identify any additional strengths and resources evident in the group as a whole as well as in your church or organization. If you sense someone is struggling with this, share the strengths you see in that person, or name the strengths you see in each member of the group at the start of the discussion.
- If you have time and want to do a more in-depth discussion of strengths and resources with your group, you may wish to use the "Identifying Your Strengths and Resources" activity (pages 34-36) instead of question 7. You'll need to print a copy of the activity for each member of the group. Allow about 20 minutes to complete this activity. Because the focus of this session is identifying actions and next steps, consider making a list of potential actions individuals could take right away so that you can make these available during the discussion or as a follow-up after the meeting. Actions might include anything from volunteering for church initiatives to attending a next-step planning meeting, starting another study group, or participating in a fundraising campaign, etc.

During the Study

- Question 1 (page 3) offers three questions to give participants a chance to check in with each other about what they've learned since the last session. Consider choosing one question to focus on unless you have a longer meeting and can allow more than six minutes for this discussion.
- If you were able to identify examples of how your church or group has used one or more of the four approaches to engagement, share those as part of your discussion in question 5.
- Question 7 (page 11) includes a discussion about strengths and resources. Capture the group's ideas on a flipchart or whiteboard where everyone can see them.
- As you work through the process of identifying actions and next steps, the group may be looking to you to tell them what to do. In the spirit of *Journeys of Faith*, it is important to encourage each person and the group as a whole to identify how to engage. They must do the hard work to understand which next steps are best suited to their resources and passions. However, as part of helping them to formulate a plan, here are some things you might consider:
 - **Engage local agencies.** Brainstorm organizations or churches with international mission projects. List them with the group and discuss what they do and how they do or don't align with the principles and practices learned in the study. Discuss which ones might be good candidates for future engagement by individuals in the group or the group as whole.
 - **Continue existing commitments.** Encourage participants not to abruptly drop any existing missions support activities that may not align with the principles and practices in the study. Instead, ask them to engage in respectful dialogue with missions leaders to see how these principles and practices already are or can be more fully integrated

into the mission work. Perhaps they can invite mission team leaders or members to read *Journeys of Faith* and to share their thoughts and reflections.

- **Connect with other churches and groups.** Reach out to other churches or groups who might be interested in working together on a specific project: to raise awareness, fundraise, or partner with a church or ministry overseas.
- **Explore options for individuals to make a difference.** If your church or organization doesn't provide a way for you to engage as a group, consider other ways individuals can make a difference, such as sponsoring a child, joining with another group or organization with an existing initiative, or perhaps facilitating another group through the study.
- As you identify the actions(s) you want to take, try to narrow the potential options down to three ideas. Post each idea on its own large sheet of paper taped to the wall. Ask each participant to write on the sheets, ranking the ideas from 1 to 3 (1 highest, 3 lowest) for how they would prioritize each option. As a group, review the responses to identify which actions the group as a whole has prioritized. Discuss which option(s) the group wants to commit to and then identify next steps, for example, to meet again within the next few weeks, check in on progress, etc.
- After the closing prayer, encourage participants to explore the Faith to Action Initiative website for more engagement ideas and to stay connected by signing up for our newsletter at <http://faithtoaction.org/category/news-updates/>.

After the Study

- Email the group after the meeting, thanking them for their participation in the study and for their commitment to helping orphans and vulnerable children. Communicate any details or information about next-step actions and encourage participants to continue their learning and study with the additional resources listed at the end of each session in the study guide.
- We want to hear from you! At Faith to Action, we're constantly working to make our resources as effective and relevant as possible. We'd love to hear from you about your experiences facilitating this study. What worked well for you? What could be improved? Are there issues you wish we had addressed more? Less? What actions did the study lead your group to take? What questions do you still have? Stop by our website and drop us a line: <http://faithtoaction.org/about-us/contact/>. And don't be a stranger! Stay in touch by visiting our blog and signing up for our newsletter. Any time you have an idea, story, or question, we'd love to hear from you.

ADDITIONAL RESOURCES & FACILITATION TOOLS

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Study Group/Workshop Preparation Checklist

✓	Weeks Prior to Study Group/Workshop
	<p>Familiarize yourself with foundational resources. Read <i>Journeys of Faith</i> and <i>From Faith to Action</i>, and review the six sessions in the study guide, <i>Caring for Orphans and Vulnerable Children</i>.</p>
	<p>Consider logistics. Choose your teaching format, set a meeting time, and reserve a location.</p>
	<p>Identify and recruit participants. Secure support from leadership and communications, look for individuals who want to learn more, and begin to promote the study.</p>
	<p>Enroll and welcome participants. Collect names and contact information, get to know participants, share expectations, and provide web links or hard copies of study materials.</p>
	<p>Customize the study to meet the needs and interests of your group. (See pages 11–14 for guidance.)</p>
	<p>Secure any additional equipment and materials needed for meetings. For example, obtain projectors, monitors, name tags, extra pencils, flipchart paper, etc.</p>

Study Group/Workshop Preparation Checklist (continued)

✓	Day(s) of Study Group/Workshop
	Review the facilitator notes for the session, the session itself, and any notes you may have taken during preparation.
	Arrive at least 60 minutes early to set up your meeting space.
	Consider using music, food, and/or decorations to set the atmosphere and make participants feel welcome.
	Confirm that equipment is set up properly and is functional (projector, laptop, laser pointer, remote slide advance, Wi-Fi, etc.) Test audio and video, including the links to any online videos.
	Lay out supplies, such as pens or pencils, notebook paper, hard copies of the session, or any other participant materials that will be used.
	If desired, tape a page of flipchart paper to the wall to record “parking lot” questions for later research and follow-up.
	Start the session by introducing yourself, welcoming participants, and thanking them for their commitment to the study. Open with prayer and have participants introduce themselves if they don’t already know one another.

Sample Taglines and Announcement

Here are some examples of taglines you can use in emails, tweets, or other announcements that might capture the interest of potential participants.

- “Join us on a journey to learn about orphans and vulnerable children.”
- “Do you have a heart for orphans and vulnerable children?”
- “Engaging in orphan care ministry overseas: How can we help without hurting?”
- “Did your last mission or volunteer experience leave you wondering...?”
- “How can we help keep children out of orphanages?”
- “Who are orphans, and what makes a family?”
- “Did you know 8 out of 10 orphans in the world have at least one living parent?”

Here is a basic sample announcement that can be adapted to fit your needs to promote your workshop or study group:

Responding to the Call of James 1:27...

As Christians, we are called to respond to the needs of the orphaned and the vulnerable, but what does this really mean today? How can we make a difference in the lives of children in need around the world? And how do we help without hurting?

If you have a heart for children and these questions interest you...

Please join us for *Caring for Orphans and Vulnerable Children*

We will meet in room 360 every Monday evening from 7:00 p.m. to 9:00 p.m. for six weeks, beginning October 1.

This study is an inspiring and practical resource for anyone who wants to learn more about best practice in caring for orphans and vulnerable children. Through prayer, selected readings, small group activities, and discussion, this study provides a stepping stone for sharing, learning, and taking action together.

For more information or to register for the study, contact Facilitator’s Name at facilitatorname@email.com.

Sample Welcome Note

Dear [Name],

You are receiving this email because you signed up for the *Caring for Orphans and Vulnerable Children* study group [or workshop]. I want to welcome you and to say how much I am looking forward to this opportunity to learn together about orphans and vulnerable children.

Our first study group meeting [workshop] is scheduled for [time and date] at [location]. In the meantime, I would like to find out more about you and why you signed up for the study. This will help me as I prepare for our time together. Would you take a moment to answer a few questions about your needs and interests, either by email, or if you prefer, we can talk briefly by phone? I'd love to learn more about you.

- *What motivated you to sign up for this study?*
- *Have you visited, worked, or volunteered overseas? If so, where? What was the purpose of your trip?*
- *What do you hope to learn from this study?*
- *What concerns, if any, do you have about the study or the topic?*
- *Are there any sources of information about orphans and vulnerable children that you have found particularly helpful (for example, books, videos, websites)?*

Our study relies primarily on two resources: *Journeys of Faith* and *Caring for Orphans and Vulnerable Children*, which is a six-session study guide for *Journeys of Faith*. Although it is not required, I encourage you to also familiarize yourself with *From Faith to Action*. All three resources are available free of charge and can be accessed online and downloaded at <http://faithtoaction.org/resources/>. Please print a copy of Session 1, "Who Are Orphans and Vulnerable Children?" and bring it with you to our first meeting. [If you will instead be providing hard copies, note that]

To maximize the impact of the study for everyone in the group, we ask that study participants commit to the following:

- **Attendance.** Attend all six sessions to the best of your ability. If something comes up and you are unable to attend a session, please let us know ahead of time if possible.
- **Prework.** Although no prework is required for attending Session 1, familiarizing yourself with *Journeys of Faith* and Session 1 of *Caring for Orphans and Vulnerable Children* before the first meeting will give you a strong foundation to begin the study.
- **Personal study.** Following Session 1, we ask that you spend additional time between meetings in personal reading and study to prepare for each upcoming session.

I think that covers all the details for now. Please let me know if you have any additional questions or concerns. And thank you very much for your participation!

[Your name]

Adapting the Study to a One-Day Workshop

Facilitator Preparation

As a six-session study, *Caring for Orphans and Vulnerable Children* includes approximately nine hours of content. To present the study in an intensive, one-day format, it is necessary to trim 90 minutes from the study as a whole. You can do that by eliminating an average of 15 minutes from each of the six sessions, or by eliminating more or less from each session depending on the needs of your group.

Each participant will need a handout for the workshop. Options include:

- Printing all six sessions and including them in a notebook (or asking participants to print the sessions on their own and bring them to the workshop)
- Printing selected pages from the six sessions and including them in a notebook
- Creating your own handout (or a mix of your own pages and pages from the study guide sessions)

Participant Prework

In preparation for the workshop, ask participants to read and study *Journeys of Faith* and to familiarize themselves with *From Faith to Action*.

Schedule

The following schedule provides a framework for the workshop with suggested content as well as times for breaks and lunch. As you customize the content for your group, you may need to adjust the suggested schedule and content covered to accommodate your needs.

Morning (8:00 a.m.–10:00 a.m.)

- Registration and welcome
- Session 1: Who Are Orphans and Vulnerable Children?
- Session 2: The Impact of Poverty and Separation from Family Care (covering approximately half of the session)

BREAK (10:00 a.m.–10:30 a.m.)

Midmorning (10:30 a.m.–12:30 p.m.)

- Session 2: The Impact of Poverty and Separation from Family Care (covering the remaining content of the session)
- Session 3: Key Strategies for Strengthening Families and Community-Based Care, Part 1

LUNCH (12:30 p.m.–1:30 p.m.)

Afternoon (1:30 p.m.–3:30 p.m.)

- Session 4: Key Strategies for Strengthening Families and Community-Based Care, Part 2 (covering approximately half the session)
- Session 5: Short-Term Missions

BREAK (3:30 p.m.–4:00 p.m.)

Midafternoon (4:00 p.m.–5:30 p.m.)

- Session 6: Identifying Your Next Steps

Identifying Your Strengths and Resources

A key principle of partnership is that everyone has something to contribute. As you consider what your actions and next steps might be, it's important to identify the unique strengths and resources you and your group can use on behalf of orphans and vulnerable children.

Individual Activity

- a. On your own, briefly consider the unique strengths and resources you, your group, and your church or organization possess or have access to. If you have a hard time getting started, simply focus on what you have, no matter how humble or small it might seem. Keep in mind what one of the members of CapChurch said in the video, "Poverty is thinking that you can't"; the way out of poverty is believing that you can. Through the gifting of God, everyone has something to contribute!
- b. Use the chart on the following page to write down one or two strengths and resources in each of the three categories: me, my group, my church or organization.

Group Brainstorming and Discussion

Go around the group and have each person summarize the strengths and resources they came up with in each of the three categories. As each person shares, update your chart by taking additional notes. After everyone has shared, use the following questions to continue your discussion.

- Drawing on what you've already noted on your chart, what additional strengths and resources can you identify? Brainstorm ideas or explore the ideas you've already identified in greater depth. Use your chart to document what you come up with.
- Focusing on the "my group" category, brainstorm three to five ways you are drawn to use your strengths and resources—together and as individuals—to advocate for and support orphans and vulnerable children and help them to remain in family care. (Note that you're not making commitments to a plan of action at this point. You're simply using your strengths and resources as a launch pad to generate options.) Write your ideas in the space provided below.
- An important principle stressed throughout this study is that local communities, churches, individuals, and even vulnerable children themselves possess important strengths and resources. How does this principle shape the ways you might utilize the strengths and resources you just identified? In other words, what principles or safeguards might you need to assure you use your assets to support vulnerable children and communities without unintentionally harming or undermining them?

Our Strengths- and Resource-based Options

Three to five ways we can use our strengths and resources to advocate for and support vulnerable children and families:

<p style="text-align: center;">WHO</p>	<p style="text-align: center;">STRENGTHS</p> <p style="text-align: center;">Examples: spiritual gifts, talents, character qualities, experience, knowledge, influence, leadership roles, etc.</p>	<p style="text-align: center;">RESOURCES</p> <p style="text-align: center;">Examples: social media platforms, existing relationships/partnerships, financial/material resources, technical expertise, availability/time, etc.</p>
<p>Me</p> <p>What strengths and resources do I possess or have access to?</p>		
<p>My Group</p> <p>What strengths and resources does my group—as a whole or the individuals within it—possess or have access to?</p>		
<p>My Church or Organization</p> <p>What strengths and resources does my church or organization—as a whole or the individuals within it—possess or have access to?</p>		

