
MENTORING

PARTICIPANT'S GUIDE

Welcome to the world of mentoring. In this four-session workshop, you will learn the basics of what a mentoring program should be like. Although what is taught in these four sessions can be applied in different contexts in the church, the purpose of this specific mentor training is for those who will coach church planters-in-training.



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Unless otherwise specified, all Scriptures are taken from the New International Version.

This workshop is based on the books *Masterful Mentoring* and *Why We Must Mentor Church Planters*. The first is available for free download on our website, www.multiplicationnetwork.org.

This handbook is an abridged and revised version of the original trainer’s manual on mentoring. Additional explanatory notes are found under the section titled “Notes from the Authors” in the final pages.

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SESSION ONE

WHAT IS MENTORING?

*“As iron sharpens iron,
so one person sharpens
another,” Proverbs 27:17.*



OBJECTIVES

- To discover biblical examples of mentoring
- To describe the key terms related to mentoring

BIBLICAL EXAMPLES OF MENTORING

MOSES AS MENTOR



Exodus 17:9-14; 24:13-18; 32:17-18; 33:11; Numbers 11:24-29; 14:6-9, 30, 38; 27:18-23; 32:12; 34:17; Deuteronomy 1:38; 3:21-22, 28; 31:3, 7-8, 14, 23; 32:44-46; 34:9; Joshua 1:1-18; 24:31; Judges 2:7-11.

These are important characters in the history of the settlement of the Promised Land.

1. Describe how Moses and Joshua's relationship developed.

2. What knowledge or experience did Moses possess that Joshua needed?

3. How did Moses transfer that knowledge and experience to Joshua?

4. How did Joshua develop or grow as a result of his relationship with Moses?

5. How did Moses empower Joshua?

6. What was the end result for the people of God?





BARNABAS AS MENTOR

Acts 9:27-29; 11:25-26; 15: 36-41. Colossians 4:10. 1 Peter 5:13. Acts 12:25; 13:4-5; 13:13. Philemon 1:24.

WITH SAUL OF TARSUS | PAUL

1. Describe how the relationship between Barnabas and Saul (Paul) developed.

2. What knowledge or experience did Barnabas possess that Paul needed?

3. How was that knowledge and experience transferred to Paul?

4. How did Paul develop or grow as a result of his relationship with Barnabas?

5. How did Barnabas empower Paul?

6. What was the positive outcome of Barnabas mentoring Paul?

WITH JOHN MARK

1. Why did Paul no longer want to continue working with John Mark?

2. What did Barnabas and Paul decide?

3. Who were Paul and Barnabas going to mentor?

4. What was the result of Paul and Barnabas' mentoring?

PAUL AS MENTOR



Acts 16:1-5; 17:14; 19:22; 20:4; 1 Corinthians 4:17; 2 Corinthians 1:1, 19; 7:5-16; 8:6, 16-24; 12:18; Galatians 2:1-3; Philippians 2:19-22; 2 Thessalonians 3:1-3, 6; 1 Timothy 1:2, 18-20; 2 Timothy 4:10; Titus 1:4-5.

1. Describe how Paul used relationships with young men to develop them as leaders.

2. What did Paul know and what had he experienced that Timothy and Titus needed to know?

3. What was the knowledge and experience transferred to Timothy and Titus?

4. How did Timothy and Titus develop and grow as a result of their relationship with Paul?

5. How did Paul empower his mentees?

6. What was the positive result of Paul's mentoring?

DEFINING “*MENTORING*”



WHY SHOULD WE BE INTENTIONAL?

Mentoring is “a relational experience in which one person empowers another by sharing God-given resources.” –Stanley and Clinton

1. Mentoring is a _____ process.
2. It is _____; it is not spontaneous or purposeless.
3. The mentor has experience to _____.
4. Something is transferred (resources, information).
5. The mentor _____.
6. The mentor _____.

RELATIONAL - INTENCIONAL - SHARE- FACILITATES DEVELOPMENT - EMPOWERS



1. Share an experience when you were mentored.
2. If you remember who it was, talk about it.
3. Was it spontaneous or planned?

DEFINING “MENTOR”

Mentor is a character in the *Odyssey* who was in charge of the young son of Odysseus, Telemachus. *Mentor* acted as his advisor and teacher.

DEFINING “MENTEE”

1. The mentee is an _____ learner who has consciously undertaken a developmental journey.

The mentee is an active or passive participant? Why?

2. The mentee makes the effort to _____, _____ and _____ effectively his knowledge, skills, insights, perspectives, or wisdom offered.

Why is it important for the mentee to evaluate or internalize what he receives from his mentor?

DISCIPLER, MENTOR, COACH

We DISCIPLER	New _____	FOUNDATION
<i>LAYING THE FOUNDATION</i>		
We MENTOR	Emerging _____	FORMATION
<i>PROVIDING LEADERSHIP FORMATION.</i>		
We COACH	Ministry _____	FACILITATION
<i>HELPING THEM BEAR FRUIT.</i>		

CONCLUSION

What aspects of mentoring are the most exciting to you personally?

What aspects of mentoring do you find most challenging?

In your own words, what is a mentor?

In your own words, what is a mentee?

SESSION TWO

MENTORING

THE ADULT LEARNER

*“You cannot teach a man anything, you can only help him find it within himself.”
-Galileo Galilei*

OBJECTIVES



- To differentiate between pedagogy and andragogy.
- To present the church planter as an adult learner.
- To explore the styles of adult learning.
- To identify the challenges adult learners face.
- To list the benefits of mentoring, for the mentor and the mentee.

Discuss the difference between teaching adults and teaching children.



PEDAGOGY	ANDRAGOGY
Greek παιδος “paidos,” child and γωγος “gogos,” to lead	Greek άνήρ, man and άγωγή, helping or guiding.
The science and art of _____.	The science and art of _____.

CHARACTERISTICS OF ADULT LEARNERS

Our mentees are adult learners. Each one has a lifetime of experiences that is useful to process and evaluate new information and make decisions. Most, however, lack experience in church planting and pastoral ministry. Nevertheless, the mentees have chosen to enter a new phase of ministry training. They seek wise counsel to facilitate their development. Those who serve as their mentors need to enter this relationship with an understanding of how adults learn best.

1. They are _____.
2. They make _____ and accept responsibility.
3. They bring their _____ to the learning process.
4. They are _____ on the challenges they want to resolve.
5. They are _____, ready to learn.
6. They require _____.



SELF-DIRECTED - DECISIONS - EXPERIENCES - FOCUSED -
SELF-MOTIVATED - IMMEDIATE APPLICATION

WHY IS IT NECESSARY TO KNOW THE CHARACTERISTICS OF ADULT LEARNERS?

1. **ADULT LEARNERS ARE SELF-DIRECTED.** The mentor should emphasize the agenda of the mentee and not impose his own agenda. What could happen if the mentor imposes his own agenda?

2. **THEY MAKE THEIR OWN DECISIONS.** The mentor should guide the mentees in making the appropriate decision on their own instead of giving his own answer. What could happen if the mentor makes decisions instead of the mentees? Whose decision is it?

3. **THEY POSSESS A RESERVOIR OF EXPERIENCE.** This should be taken into account to enrich the mentoring. The cumulated experiences of the mentees give them the ability to evaluate and assimilate new information and experiences. How can non-ministry experience help them solve a problem in the ministry?

4. **THEY ARE FOCUSED ON THEIR CHALLENGES.** The mentor should base his mentoring on helping the mentees look for alternative ways to resolve their challenges. Searching for practical solutions, not just theories, that can or cannot be applied. How can the experiences of the mentees be a tool to find practical solution in church planting?

5. **THEY ARE SELF-MOTIVATED.** The mentor does not need to force his mentees to learn. The most powerful motivators are internal pressures to complete their own goals. When did they learn something of value? When was it from personal motivation or was it through a teacher's motivation?

- 6. **THEY REQUIRE IMMEDIATE APPLICATION.** Compared to children, adult learners need immediate application of what they are learning or it is not valuable. They will even stop participating and attending if they do not see how to apply to their lives what they are learning.

LEARNING STYLES

- 1. _____: Auditory or oral learners excel when information is given in verbal form. They experience high levels of recall and retention for lectures and discussions.
- 2. _____: When the information is read or seen, visual learners do extremely well. They have highest recall from graphics, images and illustrations.
- 3. _____: Kinesthetic learners are also called tactile learners. They are discovery learners whose learning ability is enhanced through touch and experimentation.
- 4. _____: Ambient comfort, lighting, and proper temperature levels increase environmental learners' ability to process and retain new information.



Which of these is your learning style? Share a personal experience to support this.

How could you help your mentee identify his own learning style?

How could you adjust your mentoring style to match the learning styles of your mentee?

CHALLENGES THAT CHURCH PLANTERS FACE

1. _____ existing responsibilities

- Family
- Job
- Education, ministerial training
- Spiritual growth and health
- Other social responsibilities
- Time management

2. **Managing** _____.

- Household
- Education
- Ministry
- Work (bivocational church planters)

3. **Gaining** _____.

- Educational challenges related to classroom and outside assignments
- Fear of failure
- Ministerial competency

4. **Developing a** _____.

- Friends and relatives who will provide emotional support for family
- Prayer partners and intercessory group
- Mentor

ADVANTAGES AND REWARDS FROM THE MENTORING PROCESS

THE MENTEE WILL:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

THE MENTOR WILL:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

CONCLUSION

How does your knowledge about the nature of mentees help you to know how to help church planters learn better?

How has this session changed your approach to mentoring? How will you mentor church planters as a result of what you have learned about the characteristics of mentees?

SESSION THREE

THE MENTORING RELATIONSHIP

“After all, the trip belongs to the traveler, not the guide.” –Daloz



OBJECTIVES

- To list some qualities of a good mentor and a toxic mentor.
- To list some qualities of a good mentee and a bad mentee.
- To recognize some dangers in mentoring.
- To identify the importance of trust and confidentiality.

QUALITIES OF A GOOD MENTOR

1. A good mentor is a _____.
2. A good mentor deals with the “_____” moments in life.
3. Good mentors are like _____.
4. A good mentor helps a mentee see the _____.
5. A good mentor is an _____.
6. A good mentor is a _____.
7. A good mentor _____.



Which of these characteristics describe you? Which ones would you like to develop?

To help the mentee analyze a situation, here are some suggestions:

- Identify important information, including the background.
- Reflect on the situation objectively.
- Identify the assumptions of the mentee.
- Consider other points of views.
- Consider the impact of the cultural context on the people they are ministering to.



QUALITIES OF A TOXIC MENTOR

There are qualities in a mentoring relationship that can constrain learning. Look at the list below without given it too much time.

1. Gives _____ too freely.
2. _____.
3. _____ the mentee too often.
4. _____ the mentee inappropriately.
5. Builds _____.
6. _____ the mentee and his ideas.

Which of these behaviors are you most in danger of exhibiting and why? How can you "unlearn" these behaviors?

QUALITIES OF A GOOD MENTEE

1. A good mentee takes _____ for his own learning.
2. A good mentee is an _____.
3. A good mentee is a _____ learner.
 - Seeks helpful feedback and demonstrates appreciation for it.
 - Is not afraid to ask for whatever he needs to grow.
 - Is never afraid to ask questions.
 - Actively participates in the mentoring relationship.
 - Takes advantage of the mentor's expertise and experience.
4. A good mentee is a _____ learner
5. A good mentee is _____.

QUALITIES OF A BAD MENTEE

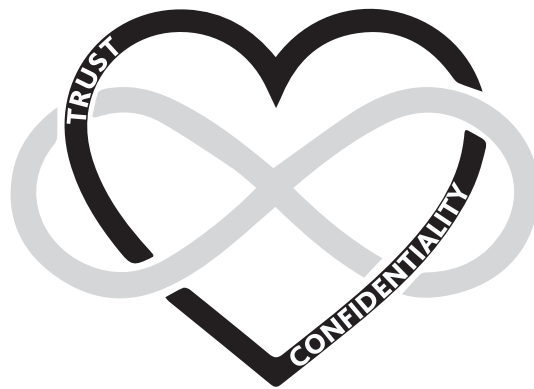
1. They are overly _____ on their mentors for answers.
2. They don't take the _____ to identify new areas that need to be covered.
3. They _____ what their mentors say or suggest.
4. They fail to _____ the reality of the present situation and envision where they could be.

ADVICE - CRITICIZES - RESCUES - SUPPORTS - BARRIERS - DISCOUNTS
 RESPONSIBILITY - ACTIVE LISTENER - PROACTIVE - LIFELONG - TRANSPARENT
 DEPENDENT - INITIATIVE - DISCOUNT - ANALYZE

WARNINGS ABOUT MENTORING

1. _____. Do not devalue others. (Galatians 5:13; Ephesians 5:21; Romans 12:10)
2. _____. Do not intervene.
3. _____. Don't discourage. (1 Thessalonians 5:11; Romans 4:13, 15:7; Ephesians 4:32)
4. _____. Do not be arrogant. (Philippians 2:3)
5. _____. Be slow to speak.
6. _____. Don't assume.
7. GIVE _____ TIME. Don't take shortcuts.
8. _____. Do not fail to build them up.
9. GIVE _____. Do not look everything up for them.
10. PROVIDE _____. Don't give easy answers.

IMPORTANCE OF TRUST AND CONFIDENTIALITY



- Mentoring is built on a base of trust and confidentiality.
- Without trust, there can be no confidentiality. Without confidentiality, all trust is lost.
- No mentoring relationship will be effective or will last if what is said in confidence is not kept in confidence, or if the mentee feels that confidentiality will not be kept.
- Even when mentors do maintain confidentiality, if their mentees believe this is lacking, the mentees will quickly cease to share openly.
- Without transparency, the mentoring relationship will never get to the heart issues.

CONCLUSION

What most impacted you from this session?

Based on the lists of what make a good mentor and a bad mentor, which ones do you need to work on?

SESSION FOUR

BEGINNING A MENTORING RELATIONSHIP

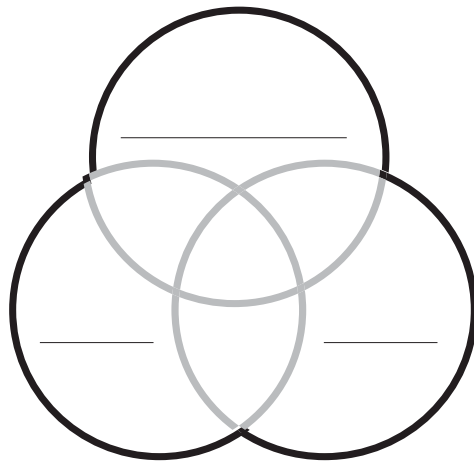
“Jesus provides the very best model of a mentor.”
–Teja & Osterhouse



OBJECTIVES

- To describe the Mentoring Covenant.
- To provide an example of the agenda for a mentoring session.
- To formulate questions the mentor can use.
- To explain the importance of Action Points.
- To learn how to use the Mentor Record.

THE MENTORING COVENANT

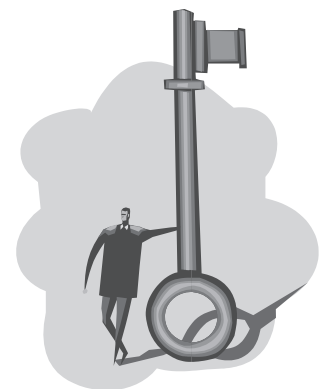


COMPONENTS OF A MENTORING COVENANT

1. When and where shall we meet?
2. How long of a meeting shall we have?
3. How often shall we meet?
4. What will be the topics of our sessions together?
5. What topics, if any, will be taboo?
6. What are the rules for confidentiality?
7. How will we know when we have accomplished what we set out to do?*

*For the mentees in the MNM training, this point will be discussed in the last module of the church-planting program.

When the mentor and mentee have accomplished the goals of their mentoring relationship, they can decide whether they want to continue meeting together. If so, they should then create a new mentoring covenant.

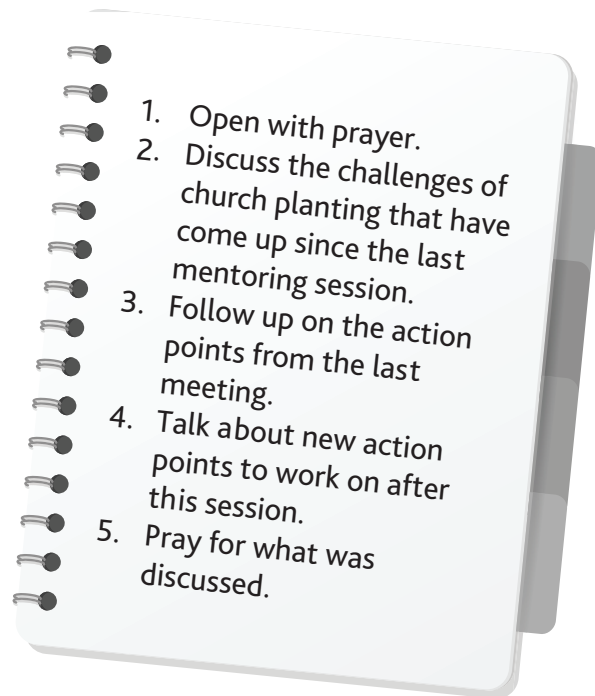


QUESTIONS TO ASK BEFORE SIGNING A MENTORING COVENANT

The following are some questions you can ask your mentee that are based on andragogy.

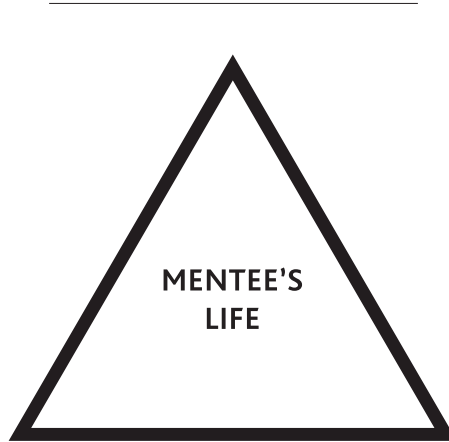
1. Why are you involved in the mentoring process?
2. What skills or information would you like to learn?
3. What characteristics would you like to develop in the next five months?
4. What characteristics would you like to change in the upcoming months?
5. What are some experiences you've had and how can God use them in your ministry?
6. What problems or challenges are you currently facing in your ministry, in your relationship with God or with your family?

AGENDA FOR A MENTORING SESSION



THREE TYPES OF QUESTIONS FOR MENTORING

The mentor should be concerned about three areas of the mentee's life.



1. The mentee's spiritual life.
2. His relationship with his family.
3. The mentee's ministry life.

SPIRITUAL LIFE

Questions for the mentors to ask their mentees about their spiritual life:
<ul style="list-style-type: none"> • What is God saying to you at this time? How do you know this? • What has God taught you since our last session? • How would you evaluate your walk with God at this moment: close, mediocre or distant? • Do you have a daily quiet time with God? Describe it for me. • How are you incorporating the disciplines of prayer and fasting into your life as you plant this church?

- What is God saying to you at this time? How do you know this?
- What has God taught you since our last session?
- How would you evaluate your walk with God at this moment: close, mediocre or distant?
- Do you have a daily quiet time with God? Describe it for me.
- How are you incorporating the disciplines of prayer and fasting into your life as you plant this church?

Note: If mentees confess a sin in their life, it is at the discretion of the mentors how to handle this, both from the point of confidentiality and in counseling the mentees with the purpose of restoring them. Mentors should encourage their mentees to confess the sin to God, renounce it and make restitution if possible as a sign of their repentance.

Additional questions about the mentee's spiritual life:

FAMILY LIFE

Questions for the mentors to ask their mentees about their family life:

- How much time are you giving to your family?
- Do you and your spouse have a special time weekly when you go off by yourselves to reconnect? Please share with me what you do.
- How do your children feel about the time you have for them?
- What things do you do to make your home a safe haven for your family? How do you prevent your home from becoming a public house, with constant visits from those you are ministering to?
- Are you dealing with any family issues that are hindering your ability to be effective in planting a church?

Additional questions about the mentee's family life:

MINISTRY LIFE

Questions for the mentors to ask their mentees about their ministry life:

- Questions for the mentors to ask their mentees about their ministry life:
- Can you tell me about a recent visit you've had with a new contact? How did it go and why?
- Is there a struggle you're having right now in planting the church? Please tell me about this.
- How many visits have you made since our last meeting and how many of these have been follow-up visits?
- What are you doing to get to know the area better?
- What new thing have you learned about your target area?
- How successful have you been in starting a small group?
- Have any conflicts surfaced? If so, how did you handle them?
- Do you see any people in your small group who are potential leaders? Tell me about them.
- How comfortable do you feel with the rhythm at which the church is being planted?
- Is there any area in ministry in which you are discovering yourself to be uncomfortable or in need of help?
- Whom have you asked to be prayer supporters for you as you plant this church? How often do you communicate prayer requests and answers to them?

Additional questions about the mentee's family life:



Why do you think this training puts the issues about spiritual and family life before ministry life?

ACTION POINTS

The mentoring session is not complete without mentors having asked the question, "So, what are your next steps?" Mentees need to be challenged to consider and determine what they will do next, whether this has to do with their spiritual, family, or ministry life.

Questions for the mentor:
<ul style="list-style-type: none"> • What next steps will you take regarding this situation? • What do you want to accomplish between now and the next time we meet? • What do you see as the next thing you need to do regarding this situation? • How do you hope to resolve the conflict between [name] and [name]? • How do you hope to get beyond this obstacle? • What three things do you feel you need to do to advance the church plant between now and the next time we meet? • What will you do next week with [name] in order to open up the lines of communication? • Where (or to whom) will you turn for help with the particular problem you have just mentioned?

Additional questions related to action points:

THE USE OF EXPERTS

1. Mentors need to recognize their _____.
Few mentors have sufficient training to do more than just minimal counseling and so they need to recognize their limitations particularly in the area of counseling. Mentors must know when to refer a mentee to a professional counselor. Failure to do so could harm the mentee as well as rendering the mentor liable to a lawsuit, in certain contexts.
2. Mentors need to bring in _____ in areas in which they feel uncomfortable or inadequate. This allows mentees to expand their network of support.
One of the people a mentor suggests might even become the mentee's next mentor when the current mentoring relationship has finished.

THE MENTOR'S LOG

In a mentor's log, the mentors record when they met with their mentees, what was discussed, and what action steps were agreed on. Mentors should not write in the log during the mentoring meeting, but rather as soon after the meeting as possible.

Prior to the next mentoring session, mentors should review what happened in the previous session. They should also refer to the questions on the second page of the mentor's log, which can serve as suggestions for what to ask their mentees during the upcoming session. The mentor's log is included in the next section.

CLOSING

Write down something you will do as a result of this session that you had not thought of previously.

MENTOR'S LOG

Mentee's Name _____

Date of meeting ____ / ____ / ____ Time of meeting ____ : ____ Place _____

INITIAL QUESTION: What did you learn in the previous module? How have you been able to apply it?

SPIRITUAL QUESTIONS (Examples of questions on the back of this page.)

QUESTIONS ABOUT THE FAMILY (Examples of questions on the back of this page.)

MINISTRY QUESTIONS (Examples of questions on the back of this page.)

ALWAYS ASK: Have you brought your ABC Report to your ministry leader?

ACTION STEPS: (Fill this part out with your mentee.)

SPIRITUAL QUESTIONS

- What is God saying to you at this time? How do you know this?
- What has God taught you since our last session?
- How would you evaluate your walk with God at this moment: close, mediocre, or distant?
- Do you have a daily quiet time with God? Describe it.
- How are you incorporating the disciplines of prayer and fasting into your life as you plant this church?
- Are you taking time alone to listen for God's voice? Describe it.
- If you want to share, tell me of some area where you are struggling spiritually.

FAMILY QUESTIONS

- How much time are you giving to your family? What percentage of time is dedicated to your family?
- Do you and your spouse have a special time when you go off by yourselves to reconnect after a busy week? Please share with me what you do.
- How do your children feel about the time you have for them?
- What things do you do to make your home a safe haven for your family? How do you prevent your home from becoming a public house, with constant visits from those you are ministering to?
- Are you dealing with any family issues that are hindering your ability to be effective in planting a church?

MINISTRY QUESTIONS

- Can you tell me about a recent visit you've had with a new contact?
- Is there a struggle you're having right now in planting the church?
- How many visits have you made since our last meeting, and how many of these have been follow-up visits?
- What are you doing to get to know the area better?
- What new thing have you learned about your target area?
- Have any conflicts surfaced? If so, how did you handle them?
- Do you see any people in your small group who are potential leaders? Tell me about them.
- How comfortable do you feel with the rhythm at which the church is being planted?
- Is there any area in ministry in which you are discovering yourself to be uncomfortable or in need of help?
- Whom have you asked to be prayer supporters for you as you plant this church? How often do you communicate prayer requests and answers to them?

ACTION POINTS

- How do you hope to get beyond this obstacle?
- Where (or to whom) will you turn for help with the particular problem you mentioned?
- What do you want to accomplish between now and the next time we meet?
- What do you see as the next thing you need to do regarding this situation?

SCENARIOS

FOR A MENTORING SESSION

THE PURPOSE

The goal of this exercise is to give the participants the opportunity to practice a mentoring session. We present three distinct scenarios. Ten minutes should be given to each. Every scenario needs a mentor and mentee. After describing the scenario to the mentor and mentee in private, give them a few minutes to prepare before having them act it out in front of the others. After the "session," ask the rest of the participants how they would evaluate the effectiveness of the mentor. What did he do well? How could he do better?

SUGGESTIONS

Pay special attention to the percentage of time the mentor talks. It should be minimum. Furthermore, his interaction should be more asking instead of giving his own ideas or comments. The mentor should:

1. Ask questions to clarify the situation.
2. Repeat what he hears from his mentee to be sure he understands the situation.
3. Ask questions that will help the mentee look for options or answers to the problem.
4. Show empathy for the mentee or show interest in what he is saying.

Note: It should always be men mentoring men and women mentoring women.

SCENARIO 1

The mentee comes to his mentor very worried and agitated. Two members of a small group the week before had a very loud verbal disagreement. The mentee is afraid that if the argument continues, it could destroy the small group and all

the work of making contacts, creating the group, and beginning to share the gospel with them. He is afraid the negativity is affecting not just the two who are in disagreement but also the whole group.

SCENARIO 2

When the mentor asks about the church planter's family, the mentee confesses that his wife does not agree with him that they

should continue planting the church. The mentor wants to help the church planter find out why and how to change the wife's mind if possible.

SCENARIO 3

The mentor asks about the mentee's spiritual life. The mentee shares that he has been very busy with the church and his

devotional life has suffered. As a result, he does not feel very close to God.

ABC CHURCH PLANTING REPORT

MONTHLY REPORT

GENERAL INFO

MONTH OF REPORT		MENTORING MEETING ATTENDED	YES	NO
PLANTER'S NAME				
PLANTER'S ZONE				
ZONE COORDINATOR				

INDIVIDUALS

NEW CONTACTS <small>PEOPLE CONTACTED IN THE CHURCH PLANTING CONTEXT TO PRESENT THE GOSPEL</small>	
NEW CONVERSIONS <small>FOLLOWERS OF JESUS</small>	
NEW PERSONS BAPTIZED <small>PEOPLE PARTICIPATING IN THE SACRAMENT OF BAPTISM</small>	
NEW LEADERS IN TRAINING <small>PEOPLE THAT THE PLANTER IS TRAINING FOR LEADERSHIP</small>	

SMALL GROUPS | Minimum 2 new disciples and one leader

NEW SMALL GROUPS <small>GROUPS INITIATED THIS MONTH</small>	
NEW PARTICIPANTS IN SMALL GROUPS <small>NEW PEOPLE PARTICIPATING IN SMALL GROUPS THIS MONTH</small>	
NEW LEADERS WITH A GROUP <small>NEW LEADERS WITH A GROUP UNDER THE SUPERVISION OF THE PLANTER</small>	

PRAYER REQUESTS

- _____
- _____
- _____

TESTIMONIES
