

MIRACLE ROOMS

FOUNDATION SCHOOL

FACILITATOR'S EDITION

Teaching the School

How to Run the Miracle Rooms Foundation School

"Not many of you should become teachers, my brothers, for you know that we who teach will be judged with greater strictness."

James 3:1

FACILITATOR MANUAL · VERSION 1.0

Document Control

Field	Detail
Document title	Facilitator's Manual — Teaching the School
Series	Miracle Rooms Foundation School
Companion volume	Trainee Manual, Chapters One to Twelve
Audience	Facilitators, teachers, trainers, duty leaders and school leadership. Not issued to trainees
Prerequisite to teach	Completed the school; completed apprenticeship; currently rostered; § F6 requirements met
Outstanding actions	§ F5.2 jurisdiction and legal verification; § F1.6 referral directory; both required before any cohort begins
Status	Draft for leadership review
Review cycle	After every cohort, and annually
Version	1.0

Contents

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F0 How to Use This Manual

This volume tells you how to run the school. It does not repeat the content — the trainee manual carries that, and you teach from it. What you will find here is everything the trainee manual deliberately leaves out: what to emphasise, what people consistently get wrong, what to watch for in the room, and what to do when it goes sideways.

The one thing to understand before you teach a single session

This school is not primarily transferring information. It is forming a culture.

A cohort that finishes knowing every fact in the trainee manual but has learned that admitting failure is embarrassing has not been trained — it has been made more dangerous, because it is now competent and dishonest.

Everything in § F2 exists to prevent that.

F0.1 Structure of this manual

Part	Covers
F1	Setting up: people, venue, calendar, entry, materials
F2	The culture you are building, and how it is lost
F3	Week-by-week facilitator notes — the core of this manual
F4	Assessment and moderation
F5	Safeguarding operations
F6	Selecting and supervising trainers
F7	Appendices — forms, calendar, printing schedule

F0.2 The minimum team

Role	How many	Responsibility
Facilitator	1	Owens the school. Runs the evening, holds the culture, makes the calls
Teacher	1 (may be the facilitator)	Teaches the content. Should not also be running the room during activation

Role	How many	Responsibility
Trainers	1 per 3 teams	Observe activations, give feedback, complete observation sheets
Duty leader	1, every session	Not on a team. Takes escalations. Owns any reporting obligation
Worship lead	1	The first twenty minutes. Not a performance slot
Administrator	1	Printing, records, references, clearances, follow-up

A school cannot be run by one person. If you do not have a duty leader who is free of teams, do not open the cohort.

F1 Setting Up

F1.1 Cohort size

Twelve to thirty works. Below twelve the activations lose their variety; above thirty you cannot observe practice properly, which means Chapter Nine cannot be assessed and the school stops being an apprenticeship.

The binding constraint is trainers, not chairs. One trainer per three teams during activation. If you have four trainers, your ceiling is thirty-six trainees — but run fewer teams simultaneously rather than leaving any unobserved.

F1.2 Entry requirements

1. A pastoral reference from someone who knows the applicant.
2. Regular involvement in a local church.
3. A completed application and a short interview.
4. Agreement to attend all twelve weeks.
5. Working With Children clearance, or agreement to obtain it before apprenticeship.

Who not to enrol — and how to say it

Do not enrol someone in an acute personal crisis: recent bereavement, marriage breakdown, current mental health crisis, or active addiction. Care for them instead and invite them to the next intake. Say plainly that this is about timing and load, not worthiness.

Do not turn anyone away for lack of experience, education, confidence or church seniority. Chapter Two's seventy-two settles that.

Be cautious with anyone whose application emphasises their gifting, their prophetic accuracy, or their existing ministry. Not a refusal — a note to watch (§ F2.4).

F1.3 The calendar

Twelve consecutive weeks. Do not break for school holidays if you can avoid it; the momentum matters more than the convenience, and a three-week gap in the middle costs a cohort its culture.

Milestone	Week	Note
Teams of three formed	1	Assigned by facilitator, never self-selected
Gospel healing study issued	2	Largest written piece; due week 4

Milestone	Week	Note
Gospel study presented	4	Twenty minutes; protect it
Rule of life written	4	Reviewed weeks 8 and 12
Written piece: God's will to heal	6	Issued week 5
Journals brought in for sorting	8	Remind twice; the session fails without them
Observed encounters begin	9	Two satisfactory required before graduation
Referral directory in use	10	Must be complete before this session
References received	11	Chase from week 8
Code signed, commissioning	12	Leadership present in person

F1.4 The venue

1. One main room for teaching, plus enough breakout space for teams of three to practise without overhearing each other. Corridors and cars do not count.
2. Chairs movable. Nothing fixed in rows.
3. Accessible entry, accessible toilet, and a chair suitable for someone with limited mobility — you will have trainees who need these, and Chapter Seven is undermined if the venue itself sorts people.
4. A quiet space where a distressed trainee can sit with a trainer, out of sight of the room.
5. First aid kit located and known. Exits known.

F1.5 Materials

Full printing schedule at Appendix F7C. The items that fail a session if missing are: Chapter Seven's observation sheets, Chapter Eight's journals (trainees bring these), Chapter Nine's scenario cards and observation sheets, and Chapter Ten's completed referral directory.

F1.6 Before the first session — hard prerequisites

- ☐ Chapter Ten § 10.9.2 and Chapter Twelve § 12.9 completed and legally verified
- ☐ Referral directory (Ch. 10 App. 10A) completed with real local services and contacts

- ☐ Duty leader identified for every one of the twelve sessions
- ☐ Trainers recruited and briefed (§ F6)
- ☐ Incident reporting process written and known to all trainers
- ☐ Grievance route written, including a path that does not run through the facilitator
- ☐ Insurance and organisational policies checked

F2 The Culture You Are Building

This is the most important part of this manual. Read it before every cohort.

F2.1 The culture in one sentence

Say this in week one, in the first five minutes

"In this school it is safe to be wrong, safe to say 'I didn't hear anything', and safe to say 'nothing happened'. We are training honest ministers, not impressive ones."

Then defend it for twelve weeks. The culture is established the first time a trainee admits nothing happened and is met with warmth. It is lost the first time that admission is met with a raised eyebrow, a pause, or a redirect.

F2.2 Where it is actually decided

Moment	What is really happening
Week 1, the twenty minutes of silence, when someone says they felt nothing	The whole cohort is watching your face to learn what this school rewards
Week 3, activation, when a trainee gets a "that doesn't"	They are learning whether being wrong is survivable here
Week 8, journal sorting, when someone's "not sure" pile is nearly everything	They are learning whether uncertainty is maturity or failure
Week 9, when a team breaches a non-negotiable in role-play	They are learning whether the rules are real
Week 11, the naming	They are learning whether the unhealed count here
Any week, in the testimony slot	Every embellishment you let pass teaches the room the actual standard

F2.3 Testimony discipline

1. Report what happened, not what you hope happened.

- 2.** No “God told me” claims (Chapter Eight).
- 3.** No naming people without consent.
- 4.** Report the nothings alongside the somethings. If a report-back contains only good outcomes, ask directly: “what about the ones where nothing happened?”
- 5.** If you hear an embellishment, do not correct it publicly and humiliatingly — but do ask a clarifying question in the moment. “When you say much better, what did she actually say?” That question, asked kindly a few times in week three, sets the standard for the whole cohort.

F2.4 Four trainees to pastor personally

The trainee	What you will see	What to do
The one who wants a platform	Volunteers to lead constantly; steers activation towards themselves; mentions results	Do not confront publicly. Give them the watcher role repeatedly. Meet them privately around week six
The one who is certain about everything they hear	High confidence in impressions; uncomfortable with “I’m not sure”; may be genuinely accurate	Chapter Eight is your lever. Watch their journal sort at week eight and follow up privately
The one carrying unhealed grief	Goes quiet in Chapters Five, Ten or Eleven; leaves early; cries in an activation	Notice, do not name publicly. Have someone sit with them. Contact within 24 hours
The one drawn to deliverance early	Raises demons repeatedly; wants the advanced module now	Slow it down without shaming. Chapter Twelve § 12.7 is written for this conversation

F2.5 When something happens in a session

- 1.** Stop. Clear the space. Do not let it become a spectacle.
- 2.** Two leaders stay with the person. Everyone else continues or breaks.
- 3.** Do not interpret it spiritually in front of the room.
- 4.** If someone collapses, treat it as a medical event first. Chapter Three § 3.6.3.
- 5.** Follow up within twenty-four hours, by a named person.
- 6.** Record it (Appendix F7D) whether or not it seemed serious.

How you handle that moment teaches more than any module. The room will remember it for the rest of the twelve weeks.

F3 Week by Week

Each week below gives: the aim, what to emphasise, what trainees consistently get wrong, notes on running the activation, and what to carry forward. Session timings are in the trainee manual at § x.0.2 of each chapter.

Two standing rules for every session

The first twenty minutes is worship and waiting. Never cut it to make time for content. If you are short of time, cut content.

Never end a session on an upbeat note that undoes what you just taught. This applies especially to weeks 5, 10 and 11.

Week 1 — Presence First: Who Is God?

Element	Notes
Aim	Establish the culture, form the teams, and settle the picture of God before any technique is mentioned
Emphasise	The three ministers in § 1.1.1. Trainees recognise themselves in one of them, and it reframes the whole school
Emphasise	The two ditches (§ 1.6). Name that most Australian churches are in Ditch One, so the cautious trainees know they are being addressed too
Common error	Trainees expect week one to be exciting. Some will be disappointed by a chapter about God's character. Say openly that this is deliberate
Activation	Twenty minutes of silence is much harder than they expect. Do not rescue it with music or instruction. Debrief honestly — several will have felt nothing
Watch for	Anyone who cannot sit in silence at all; anyone who reports a dramatic experience in week one and looks for a reaction
Carry forward	The standing rule — nobody interprets anybody else's experience — is introduced tonight and enforced for twelve weeks

Team assignment

Assign teams yourself. Friends choosing friends produces comfortable teams that never tell each other the truth.

Mix by age, sex, church background and confidence. Avoid putting two dominant personalities together, and avoid isolating the quietest trainee with two talkers.

Announce that teams are fixed for twelve weeks and through apprenticeship. Do not renegotiate.

Week 2 — Jesus the Healer

Element	Notes
Aim	Build the theology from the Gospels, and issue the largest written assignment
Order matters	Issue the Gospel study before you teach § 2.4. The findings land far harder discovered than received
Emphasise	Column 8 of the study sheet — what is NOT said that we usually assume is there. Most bad healing doctrine is built from assumed material
Emphasise	Jesus never accused a sick person of lacking faith. Say it slowly; several trainees will have been on the receiving end of the opposite
Handle carefully	Wigglesworth. Some trainees revere him. Present the record whole — the expectation and the violence — and let them do the work
Activation	Three minutes of listening without praying. Time it strictly; trainees stop at ninety seconds believing three minutes have passed
Watch for	Teams that begin praying during Part B. Interrupt them
Carry forward	Gospel study due week 4. Remind at weeks 3 and 4

Week 3 — The Holy Spirit

Element	Notes
Aim	Meet the Spirit as a Person; establish that manifestations prove nothing; open the listening journal
Before you teach	§ 3.4.4 must be completed by leadership. Do not teach this session with a blank position box
Emphasise	John 16:14 as the master test. Write it up. Return to it in weeks 6, 8 and 12
Emphasise	Seven of the eight items in the job description are character, assurance, truth and testimony. One is gifts

Element	Notes
Handle carefully	Doctrinal disagreement. State in the first five minutes that every position will be described fairly and nobody is second-tier. Then hold that line in the activation, where it is actually tested
Activation	Praying for filling. State the opt-out and the “feelings are not the measure” line BEFORE you begin, not after
Watch for	Trainers who pray a second time for someone because “it didn't take”. Stop it immediately
Carry forward	The listening journal starts tonight. Say clearly it is brought to week 8. Remind every week

Week 4 — Transformation

Element	Notes
Aim	Establish that ministry flows from relationship; produce a written rule of life
Protect	The Gospel study report-back is twenty minutes and will overrun. Let it. Three weeks of reading deserves to be heard
Emphasise	§ 4.7.1 warning signs. Give them two silent minutes to read it before discussing
Emphasise	Pruning happens to fruitful branches. Several trainees are in a reduced season and reading it as failure
Activation	Two failure modes: the unsustainable rule, and the vague one. Correct both. “Write the smallest rule you will keep on your worst week”
Watch for	The trainee who writes ninety minutes of daily prayer. Ask gently what they managed last Tuesday
Carry forward	Rules of life reviewed weeks 8 and 12. Teams ask each other weekly from now on

Week 5 — Is Healing God's Will?

Element	Notes
Aim	Build a theology that survives the hard passages; state the school's position
The cardinal rule	Teach § 5.2 and § 5.4 with equal energy. If the case for bold prayer is preached and the hard passages are merely mentioned, the chapter has failed and the trainees will notice
Do not resolve it for them	A trainee who has wrestled it into a position they can defend will hold it under pressure. One handed a conclusion drops it the first time a prayer fails
Emphasise	§ 5.8.3 medical treatment table, stated aloud, not referenced. Including the child row
Handle carefully	This session surfaces grief. Watch during § 5.4. Have a trainer free throughout
Activation	Listen for two failure modes: over-promising (easy to spot) and paragraphs so hedged they offer nothing (more common in cautious trainees)
Do not	End on a healing testimony. It undoes the chapter
Carry forward	One-page written answer due week 6

Week 6 — The Authority of the Believer

Element	Notes
Aim	Settle whose authority it is; establish quiet prayer as the standard
Two kinds of trainee	The timid will under-ask all evening. The attracted will get louder, longer and more theatrical. Watch the second group
Correct immediately	Volume, every occurrence, kindly. Far easier to establish a quiet room in week six than to un-teach performance in week nine
Emphasise	§ 6.7.1 — the recorded words are two or three long. Read them aloud one after another; the effect is cumulative
Emphasise	Luke 10:20. Jesus corrected them on day one, preventatively

Element	Notes
Activation	The thirty-second constraint requires a timer or it will not be observed. Feedback question: did that sound confident, or did it sound loud?
Do not skip	Part B, the refusal drill. It is the most practically useful two minutes in the chapter
Carry forward	Appendix 6A audit revisited at week 9 against observed practice

Week 7 — Compassion

Element	Notes
Aim	Turn the school from theology to the person in the chair
Emphasise	The reframe: not how do I get this person healed, but how does Jesus want me to love them. Everything after week seven depends on it
Emphasise	§ 7.1.2 — never name a person by their condition. Enforce it in your own speech from tonight, including in debriefs
Activation	Three minutes, timed strictly. The observation sheet does most of the teaching
Watch for	The trainee who listens well but whose face is already composing a prayer. Name it gently; the person in the chair can always tell
Watch for	Real material surfacing. This exercise produces more disclosures than any other. Have a trainer free
The key debrief question	“What did you learn in minute three that you would have missed if you'd prayed at ninety seconds?”
Carry forward	The second question — “can you tell me more about that?” — becomes standard practice

Week 8 — Hearing the Holy Spirit

Element	Notes
Aim	Sort the journals; install the language discipline
Session fails without	The journals. Remind at weeks 6 and 7, and again by message the day before
Say at the start	A large “not sure” pile is the healthy result. Say it before they sort, not after
Protect	Twenty minutes for sorting. Do not compress it to fit more teaching
Watch for	The trainee whose journal is almost entirely “probably the Spirit”. Note privately; follow up in the week. Do not raise it in the room
Watch for	The trainee who marks everything “probably me”. That may be discounting rather than discerning. Also worth a private conversation
Emphasise	§ 8.1.2 — the more certainty you claim, the less freedom the other person has. This is the load-bearing idea of the chapter
Activation	Being wrong safely is the skill. A trainee who receives three “that doesn't” and stays relaxed has passed
Watch for	Anyone who defends, rephrases or apologises after a “that doesn't”. Correct it in the moment
Also tonight	Rule of life, first review

Week 9 — The Healing Encounter

Element	Notes
Aim	Teach the ten steps and run the first full observed encounters
Structure	Longest activation, shortest discussion. The steps are learned by doing them badly a few times in a safe room
Non-negotiable	Every team observed by a trainer for at least one full encounter. If you lack trainers, run fewer teams at a time
Three common failures	Praying before listening; forgetting to ask permission; leading the check-in question. Correct all three in the moment

Element	Notes
Card G is compulsory	Every trainee meets it at least once. A trainee who prays for card G and sends them home has failed the exercise — say so plainly rather than softening it
Emphasise	“Or nothing” in the check-in. A room that only hears good answers has taught its visitors to be polite
Emphasise	Non-negotiable four is written in one woman's death. Do not rush that paragraph
Introduce	The duty leader by name — teams will practise escalating to them
Protect	Five minutes of debrief per round. Do not skip it to fit another round in
Carry forward	Two satisfactory observation sheets required before graduation. Track from tonight

Week 10 — The Mind and Relationships

Element	Notes
Aim	Introduce inner healing at entry level with the boundary drawn hard
Prerequisite	Referral directory complete with real services. A blank directory makes the activation meaningless
Say at the start	Nobody must share anything personal; support is available; name the person providing it
Emphasise	§ 10.12 — sincere Christian ministries manufactured false memories in people who trusted them. Warmth is not a safeguard; restraint is
Emphasise	Forgiveness is never reconciliation, and never requires returning to someone who is harming them
Handle carefully	Some trainees have been through the practices this chapter warns against. A few have been harmed by them
Do not let it become	A group therapy hour. Notice, be kind, follow up privately, keep teaching
Activation	The handover is what is assessed. Right decision delivered coldly is a failure

Element	Notes
Watch for	Tone change after “I'm not ready” in Part B. Trainees handle a yes well and a no badly

Week 11 — When Healing Doesn't Happen

Element	Notes
Aim	Build Room B. This is the most important evening in the school
Tone	This is the heaviest evening and it should be. Do not lighten it with reassurance
Emphasise	§ 11.4.1 — blaming the person is the only explanation that costs the minister nothing, which is why it gets reached for
Emphasise	The most common harmful response is not a sentence. It is a face
Emphasise	Hebrews 11:39 — commended through their faith, and did not receive what was promised
Activation A	Expect poor first attempts. Watch for the trainee who says nothing wrong but whose face and pace end the conversation. That failure most often survives the school undetected
Activation C	The naming. Ten minutes, protected, not compressed
Do not	End on a testimony or an upbeat song. Ending on a healing story would undo the entire chapter
Aftercare	Support person named and available. Some trainees are carrying an unhealed person of their own
Introduce	Appendix 11B debrief sheet — used at every shift from now on

Week 12 — Character, Safe Ministry and Sending

Element	Notes
Aim	Sign the code, complete assessment, commission into apprenticeship
Leadership present	In person, for the reading, the signing and the commissioning. Not delegated
Read the code aloud	All fourteen clauses, out loud, with the room responding. Do not summarise or hand out to read later
Emphasise	§ 12.11.4 — Voliva removed the man and kept the machinery. Then ask the room what machinery we are building

Element	Notes
Emphasise	Clause 14. A ministry in which nobody ever steps back is one where clause 14 is decorative
Before tonight	Markers assessed by two trainers; references received and read; clearances verified
Do not commission	Anyone without two satisfactory observation sheets, a reference, and a verified clearance. No exceptions for enthusiasm
Before the room empties	Apprenticeship supervisors allocated by name and first debrief dates in diaries
Part C	The team word is frequently what trainees remember longest. Give it proper time

Telling someone they are not ready

Do it privately, before the session, never on the night in front of the cohort.

Be specific about which marker, and specific about what would change it.

Name a timeframe and a route back. "Repeat the school next intake and we'll look again" is a plan; "not yet" on its own is a wound.

Say plainly that this is not a judgement on their calling or their walk with God. Most of the time it is genuinely about load, season or practice hours.

F4 Assessment and Moderation

F4.1 Who assesses

Two trainers, independently, plus the trainee's team of three. The facilitator moderates. No single person decides a trainee's outcome — including you.

F4.2 How to assess character without guessing

Character is the hardest marker and the one most often fudged. Do not assess it from impressions. Assess it from observed moments.

Marker	Where you will actually see it
Humility	Week 6 refusal drill; whether they take the watcher role without complaint; week 12 team word
Discernment	Week 8 journal sort proportions; whether they say “I'm not sure” unprompted
Compassion	Week 7 observation sheets; whether they name people or conditions in debriefs
Practice	Week 9 observation sheets. This is the objective one
Accountability	How they received their week 9 feedback. Watch the first thirty seconds
Faith	Week 5 activation — did they ask for something specific, or hedge?
Knowledge	The three written pieces and the week 4 presentation
Character	The reference, the team review, and twelve weeks of ordinary conduct

F4.3 Moderation questions

1. Would I be comfortable with this person praying for my own mother, unsupervised, in eight months?
2. If this person breached a non-negotiable, would their team feel able to report it?
3. Have I marked anyone up because they are enthusiastic, well-liked, or the pastor's relative?
4. Have I marked anyone down because they are quiet, awkward, or theologically different from me?
5. Is there anything in the reference I have not followed up because it was uncomfortable?

The reference

A reference enthusiastic about gifting and silent about character has answered a question we did not ask. Telephone the referee.

A non-response is information. Do not commission without one.

F5 Safeguarding Operations

F5.1 The duty leader

1. Named aloud at the start of every session, including teaching sessions.
2. Not on a team and not teaching.
3. Present for the whole session.
4. Takes every escalation. Owns any reporting obligation.
5. Has authority to stop any activity, including the facilitator's.

F5.2 Legal prerequisites — TO BE COMPLETED

MUST BE COMPLETED AND LEGALLY VERIFIED BEFORE THE FIRST COHORT

Jurisdiction; who is a mandatory reporter and on what grounds; reportable grounds and timeframes; the agency and contacts; the organisation's own reporting policy; Working With Children clearance requirements and verification process; record retention and privacy rules; insurance position.

This mirrors Chapter Ten § 10.9.2 and Chapter Twelve § 12.9 in the trainee manual. Complete all three together.

Date of last legal review: Next review due:

F5.3 What holds regardless

1. Any concern about a child or vulnerable adult is escalated immediately, without the trainee first deciding whether it is serious enough.
2. Escalated even if the person asked you not to tell anyone.
3. Escalated regardless of who the person of concern is, including a leader.
4. Never investigated internally. Record what was said, in their words, and pass it on.
5. Never resolved by prayer alone.

F5.4 Incident recording

Record every incident on Appendix F7D, whether or not it seemed serious at the time. Categories: distress in a session; disclosure; non-negotiable breach; medical event; concern about a trainee; concern about a trainer or leader; complaint.

Records are held securely by leadership, reviewed after each cohort, and used to improve the school — not to build cases against people.

F5.5 Concerns about leadership

The structural requirement

There must be a written route by which a concern about the facilitator, a trainer or a leader can be raised without passing through the person concerned.

It must be named in week one and printed in the materials every trainee receives.

Chapter Six's standing instruction applies to us: find out who is permitted to contradict the leader, and make sure that person exists, is known, and is protected.

F6 Trainers

F6.1 Who can be a trainer

1. Completed the school and completed apprenticeship.
2. Currently rostered and actively ministering — not a graduate who has stopped.
3. Signed and current Code; verified clearance.
4. Demonstrably able to say “I don't know” and “nothing happened” in front of others.
5. Willing to be observed and corrected themselves.

F6.2 Trainer briefing — before every session

- ☐ This week's aim and the three things to watch for
- ☐ Which trainee is being watched for a specific reason, and by whom
- ☐ Duty leader identified
- ☐ Who is free of teams to sit with anyone distressed
- ☐ Reminder: correct in the moment, kindly, every occurrence
- ☐ Reminder: stop any encounter immediately on a non-negotiable breach

F6.3 How trainers give feedback

Do	Don't
Name one thing to keep and one thing to change	List everything you noticed
Be specific about a moment: “at two minutes you started composing”	Give general impressions
Give the feedback to the trainee, not about them to the room	Use anyone as a public example
Ask what they noticed first	Lead with your assessment
Correct non-negotiable breaches immediately and plainly	Save a safety breach for the debrief

F6.4 Trainers get supervised too

Every trainer is observed at least once per cohort by the facilitator, and receives feedback on the same terms they give it. A school where the trainers are not themselves corrected is teaching something it does not intend to teach.

Appendix F7A — Twelve-Week Master Calendar

Wk	Chapter	Issued	Due	Prerequisite
1	Presence First	Teams formed; goodness log; worksheet	—	Referral directory; duty leader
2	Jesus the Healer	Gospel healing study; study sheets	Ch.1 worksheet	Study sheets printed
3	The Holy Spirit	Listening journal begins	—	§ 3.4.4 position completed
4	Transformation	Rule of life	Gospel study presented	Rule of life templates
5	Is Healing God's Will?	Written: God's will to heal	—	Trainer free for § 5.4
6	Authority	Authority language audit	Written piece	Timers
7	Compassion	—	—	Observation sheets ×3 per trainee
8	Hearing the Spirit	—	Journals; rule of life review 1	Journals reminded twice
9	The Healing Encounter	Observation sheets; consent logs	—	1 trainer per 3 teams; scenario cards
10	Mind and Relationships	Referral directory issued	—	Directory completed with real services
11	When Healing Doesn't Happen	The letter; debrief sheets	—	Support person named
12	Character and Sending	Code; assessment records	References; rule of life review 2	Leadership present; clearances verified

Appendix F7B — Session Running Sheet

One per session. Completed by the facilitator.

Week: **Date:** **Facilitator:** **Duty leader:**

Check	Done
Duty leader named aloud at the start	
First aid kit located; exits and accessible facilities confirmed	
Trainers briefed (§ F6.2)	
Materials printed and distributed (App. F7C)	
Trainer free of teams for pastoral care	
Grievance route restated (weeks 1 and 12 minimum)	
Worship and waiting ran the full twenty minutes	
Report-back included the nothings, not only the somethings	
Activation observed; feedback given in the moment	
Anyone affected identified and follow-up allocated	
Incidents recorded (App. F7D)	
Next week's prerequisites confirmed	

Notes	
Attendance / absences to follow up	
Trainees to contact within 24 hours	
Trainees to watch (§ F2.4) and who is watching	
What did not work tonight	

Appendix F7C — Printing Schedule

Week	Print	Quantity	Critical?
1	Ch.1 App. 1A self-check; goodness log; “What is God actually like” worksheet	1 per trainee	No
2	Ch.2 App. 2A study sheet	1 per passage per team (est. 15 per team)	YES
3	—	—	Journals: trainees supply
4	Ch.4 App. 4A rule of life	1 per trainee plus spares	YES
5	Ch.5 App. 5A hard passages; 5B script builder	1 each per trainee	YES
6	Ch.6 App. 6A authority audit	1 per trainee	No
7	Ch.7 App. 7A observation sheet	3 per trainee	YES
8	Ch.8 App. 8A journal sort; 8B weighing checklist	1 each per trainee	YES
9	Ch.9 App. 9A steps card (laminated); 9B observation; 9C consent log; scenario cards A-G	9A: 1 per room. 9B: 4 per trainee. 9C: 2 per team	YES
10	Ch.10 App. 10A directory (completed); 10B escalation table; 10C scenario cards	10A and 10B: 1 per room and per team	YES
11	Ch.11 App. 11A letter; 11B debrief sheet	1 each per trainee	YES
12	Ch.12 App. 12A code (good paper, x2); 12B assessment record; 12D checklist	As stated	YES

Laminate: Chapter Nine Appendix 9A (both pages, double-sided) and Chapter Ten Appendix 10B. These live in the room permanently.

Appendix F7D — Incident Record

Complete for every incident, whether or not it seemed serious. Held securely by leadership.

Field	Entry
Date and session	
Recorded by	
Duty leader present	
Category (distress / disclosure / breach / medical / concern / complaint)	
What happened — factual, in sequence	
What was said — in their words where relevant	
Immediate action taken	
Was the activity stopped?	
Escalated to whom, and when	
External report made? To whom, when, by whom	
Follow-up owner and date	
Outcome	
Reviewed by leadership — date and signature	

Recording standards

Facts, in sequence, in plain language. No interpretation, no diagnosis, no speculation about motive.

Where a disclosure was made, record what the person actually said rather than your summary of it.

Never delay a report in order to complete the form. Report first, record afterwards.

Appendix F7E — End-of-Cohort Review

Completed by the facilitator with the trainers within two weeks of week twelve. Feeds the next cohort.

Question	Notes
How many started, finished, were asked to repeat?	
Which sessions ran short of time? What was cut?	
Was the twenty minutes of worship ever cut? Why?	
Did every trainee get two observed encounters? If not, why not?	
How many incidents, and in which sessions?	
Did anyone raise a concern? Was the route used, and did it work?	
Which of the four watch-for trainees appeared, and how was it handled?	
Was the culture held? Give one example where it was, and one where it slipped	
What did trainees say was most and least useful?	
What will we change next cohort?	

The question that matters most

Ask the trainers directly: did anything happen this cohort that you did not report at the time?

Ask it every cohort, expect an awkward silence, and wait through it.

A school that never surfaces anything in this review is not a school without problems. It is a school where people have learned not to say.

Facilitator's Summary Card

Read before every cohort

You are forming a culture, not transferring information.

Say it in week one: safe to be wrong, safe to say “I didn't hear anything”, safe to say “nothing happened”.

The culture is decided by your face, not your teaching — in weeks 1, 3, 8, 9 and 11.

Teach the hard passages with the same energy as the easy ones, or the trainees will notice.

Correct volume, embellishment and forbidden language in the moment, kindly, every occurrence.

Never cut the twenty minutes. Cut content instead.

Never end weeks 5, 10 or 11 on an upbeat note.

Protect the naming in week 11. Ten minutes, uncompressed.

Do not commission anyone without two observations, a reference and a verified clearance.

Make sure someone is permitted to contradict you, and that everyone knows who.

End of the Facilitator's Manual