

LOCAL CHURCH EXPERIMENT  
for  
INCLUSIVE GALACTIC AUXILIARIES

Operations Manual  
Quarter Two  
Weeks 5-13



[illegible]

Tertiary Timeline  
Quarter Timeline

[illegible]

# WEEK ONE CONSTRUCT FOR THE WEEKNIGHT LOCAL CHURCH SODALITY

Weeks 5-8

WEEK	WEEK FIVE	WEEK SIX	WEEK SEVEN	WEEK EIGHT
SODALITY ARENA	Timeline Forging	Timeline Forging	Timeline Forging	Timeline Forging
7:00 Opening	Songs Accountability Absolution Rite/Prayer Meal Spirit Chart Convers Solitaries Celebrations Continental Report	Songs Accountability Absolution Rite/Prayer Meal Spirit Chart Convers. Meditation Celebrations Continental Report	Songs Accountability Absolution Rite/Prayer Meal Spirit Chart Convers. Contemplation Celebrations Continental Report	Songs Accountability Absolution Rite/Prayer Meal Spirit Chart Convers Prayer Celebrations Continental Report
8:00				
8:10 Break	Clear	Clear	Clear	Clear
Weekly Time-line Task Workshop II	Review Context: tactical lecturette  Assignment Workshop N. III for 12 tertiaries of week 6	Review Context: tactical lecturette  Assignment Workshop No. III for 12 tertiaries of week 7	Review Context: tactical lecturette  Assignment Workshop No. III for 12 tertiaries of week 8	Review Context: tactical lecturette  Assignment Workshop No. III for 12 tertiaries of week 9
9:30				
Reflection	1. New activities 2. Old activities 3. How address contradiction	1. New activities 2. Old activities 3. How address contradiction	1. New activities 2. Old activities 3. How address contradiction	1. New activities 2. Old activities 3. How address contradiction
10:00				
Bullies	Enablement Structure Other	Enablement Struct. Other	Enablement Struct. Other	Enablement Struct. Other
10:30	Solitary Office	Solitary Office	Solitary Office	Solitary Office



WEEK ONE CONSTRUCT FOR THE WEEKNIGHT LOCAL CHURCH SODALITY

Week 9-12

Time	WEEK	WEEK NINE	WEEK TEN	WEEK ELEVEN	WEEK TWELVE
	SODALITY ARENA	Timeline Forging	Timeline Forging	Timeline Forging	Timeline Forging
7:00	Opening	Songs Accountability Absolution Rite/Prayer Meal Spirit Chart Convers Journles Celebrations Continental Report	Songs Accountability Absolution Rite/Prayer Meal Spirit Chart Convers Knowing Celebrations Continental Report	Songs Accountability Absolution Rite/Prayer Meal Spirit Chart Convers. Doing Celebrations Continental Report	
8:00					
8:30	Break	Clear	Clear	Clear	
	Wkly Time-line Task Workshop No. III	Review Context: tactical lecturette Assignment: Workshop No. III	Review Context: tactical lecturette Assignment: Workshop No. III	Review Context: tactical lecturette Assignment: Workshop No. III	
9:30	Reflect	1. New Activities 2. Old Activities 3. How address contradiction	1. New Activities 2. Old Activities 3. How address contradiction	1. New Activities 2. Old Activities 3. How address contradiction	
10:00	Busines				
10:30	Sol. Off Send out	Solitary Office	Solitary Office	Solitary Office	

GALACTIC  
CELEBRATION  
OF  
SPRING  
QUARTER

WEEK ONE CONSTRUCT FOR WEEKNIGHT SODALITY week 13		
time	week	WEEK THIRTEEN
7:00	SODALITY ARENA	Timeline Forging
	Openin	Songs Accountability Absolution Rite/Prayer Meal Spirit Chart Conversation Being Celebrations Continental Report
8:00	Break	Clear
8:30	Wkly Time-line Task Workshop No. III	Review Context: tactical lecturette  Assignment: Workshop No. III
9:30	Reflect	1. New Activities 2. On-going Activities 3. How address contradiction
10:00	Business	Enablement Structures Other
10:30	Sol. Of Send	Solitary Office



# CORPORATE SPIRIT JOURNEY

Proprs for the Solitary Office

MAY				
wk.	5	6	7	8
M E D I T	persistent friend	expectant descendant	radiant guru	primordial ancestors
C O N T E M P	being all the other	dangerous intrusion	all that ever was	reforged transformat'n
P R A Y E R	daring embracement	particular concerns	splendid vices	painful acknowledgment

JUNE				
wk.	9	10	11	13
M E D I T	universal father	revered hero	word-bearing priest	unfailing prompter
C O N T E M P	unexplained thereness	appropriated passion	sheer re-creation	everlasting inescapability
P R A Y E R	besetting sin	unspeakable joy	representational sign	promissorial offering



## SOLITARIES

45 minutes

### Intro:

1. Review relationship of meditation, contemplation and prayer to the rest of the charts.
2. Contextualize "The Solitaries":
  - a. The Solitary is intentionality in our relationship to our given final solitude, unrepeatable uniqueness.
  - b. Contemplation is contentless, meditation and prayer particular contentful.
  - c. Contemplation radicalizes the human going on-nesses of meditation and prayer. Meditation is depth self consciousness which informs our uniqueness. Prayer is preparation to risk our death in winning a particular historical engagement. Contemplation is a racking encounter with the mystery which changes the context for self conscious meditation and self conscious prayer.
  - d. The Solitary Office is an exercise intensifying ones self-consciousness about being an utterly free solitary decision maker.

### Workshop:

Lecturette: Meditation and Prayer are common human activities.

#### Meditation:

1. List any three things which support you as, solitary individual, over the chaos.
2. List any three things that are the source of the unique individual you now are.

#### Prayer:

3. List three ways you are responsible for creating the kind of future that is coming into being this moment.
4. List three ways you plan to effect a situation you are currently involved in.

Share some of these.

### Lecturette:

Contemplation is that which shatters your operating framework, throws you over nothing, and on the other side of which, that which supports or creates you (meditative friends) is slightly shifted, and the strategic objective for which you pray is slightly different.

5. Look back at answers 1 & 2. Have your answers to these questions shifted recently? Who or what informed your life before? Who now?
6. Look back at answers 3 & 4. Have the future you are voting for with your life decisions changed lately? Are your prayers new prayers in a dramatic way these days?
7. What events mark these shifts? Where is the invisible gap? What occasioned these events? What kind of activity was that? (meditation, prayer)  
(See contemplation is occasioned by and is the cause of meditation and prayer.)

### Solitary Office:

1. How does this help you understand the exercises of the soli. office?
2. What is the value of the daily exercise of these disciplines?
3. How is it clear to you that these are the necessary categories of the solitary office?



## MEDITATION

45 minutes

### Intro:

1. Give context for meditation, use powerful images (review lectures).
2. Review Formal Categories:  
Mediator                      Prior                      Saint                      Colleague
3. Review Phenomenological categories:  
The Impact  
The Address  
The Dialogue  
The Communion

### Workshop:

1. Hava group pick a current topic of universal interest. (i.e. draft vs. volunteer army) Go around and hava each say in one phrase a basic principle or value he would want to be sure was considered in such a discussion.
2. Have each individual write down 10 other maxims, principles, values they heed in their consideration of life issues. Also, if possible put down where, when, how, or from whom did this get into their thinking.
3. Share some of these and list on board some of meditative council that gathers whenever these individuals bring their interior sociality together to work, worship or study.
4. Look at meditative council - when there is something named there other than a person, i.e. event, or inanimate object as that which inculcated a principle or maxim - push person to discover what meditative friend enabled him to verbally articulate what he learned or confirm that what he learned in a solitary event was recognizable as a universal truth. (push for persons real or fictional). To further ground the formal categories have them fill in names from their previous list, or others that come to mind. Which fit these four descriptions:
  1. Those who in agonizing moments allowed you to affirm your sit.
  2. Those who intruded on you in an illusion & forced you to face reality.
  3. Those you self-consciously refer back to for an example of how be spirit style in uncertain times.
  4. Those who refuse ever to acknowledge that there's any excuse for not doing the job you are called to do.
5. Have group reflect on the various people who've come to mind. Ask them
  - a. which are just there as part of a vast unrecognizable reservoir and
  - b. which they would choose to hold up as meditative friends. Reflect on the demand to say "no" to many meditative friends and cultivate new ones where we have gaps.



## CONTEMPLATION

45 minutes

### Intro:

1. Give context for contemplation using several powerful images.  
(Review lectures)
2. Review formal categories:

Externality	Archaism	Futurity	Depth
uncontrollable defines me by the otherness everything not reflecting myself not acculturated to	irretrievable past historical primordial ancient rootage ancestors eternal repetition	the demands to be created persistent change imaginative determined bold- ness unconnectedness unbelievable possibilities unknowable showedupness	mystery in self greatness audacity dancing with the other origin & aim universality/ particularity union of past & future unlimitedness

### 3. Review phenomenological categories:

- Encounter: 1st crashing awareness of discontinuity in your universe.
- Entrapment: lucid that there is no bottom to the abyss of irrationality.
- Collegiality: decision to commune with limiting power.
- Adoration: total and voluntary appropriation of that which introduces the chaos into life.

### Workshop:

To begin the group spinning have each person create a "bingo" card for them selves by drawing lines that create 20 boxes on their paper. Have them write down any events in their life since birth that come to mind as you read off the eight categories below:

#### Moments etched in your memory when:

1. Time seemed to stop
2. You seemed frozen in space.
3. Disconnected from all around you.
4. Utterly isolated from familiar contact
5. You seemed to be falling in darkness
6. Heard voices full of power.
7. Had vision of life not yet created.
8. Saw a familiar universe disappear.

### Reflect:

What objects, images, moods, colors do you associate with such events.  
(Option: Each choose one event and do a montage.)

Further ground categories by having them list specific events that fit in the categories: Phenomenological - describe events.

1. What is your earliest recollection of being stunned by crashing awareness of discontinuity in your seemingly well established universe.
2. Where seen self joined to all men through discovery that security is forever unattainable.
3. When have you found self uncynically amused at the attempts of yourself or others to "finally wrap up" a particular problem.
4. Have you ever joyfully turned your back on a rational and secure future? What event gave you permission to do that?

### Formal Categories:

1. What has been your encounter with the other?
2. When have you discovered your deep primordial connections?
3. When have you been broken open to appropriate a formerly unimaginable situation in your life?



4. In what event did

CONTEMPLATION - continued

4. In what event did you so surprise yourself with unsuspected gifts that you were able to give up your former self-limits?

Reflection:

What of these events stands out among all others as one which briefly left you no handles on life?

Which piece of poetry in the chart best holds the mood of that moment?

## PRAYER

45 minutes

### Intro:

1. Give a context for prayer, use several powerful images. (review lectures)
2. Review formal categories:

Confession	Gratitude	Petition	Intercession
Acknowledgement of who I am. "Lord, I don't want this sit."	Affirmation of total situation "Lord, this is exactly the one I would be."	Prayer for self as church. "Lord, keep me in the battle"	Prayer for specific objective "Lord, kill the enemy"

3. Review Phenomenological categories:

the burden: impacted by imperative.

the passion: accepting responsibility for concretion.

the intervention: deciding to move into history in this particular way.

the expenditure: joyful surrender of self in this form of dying death.

### Workshop:

1. Prayer in the first instance is deciding what to be responsible for and then brooding ahead on what must happen.
2. Have group choose a brief address and ascription to use in prayer workshop.

**Lecturette:** The writing of prayers using the chart is an exercise that revents us from dismissing prayer as mystical by forcing us to articulate our freedom.

3. Write prayers on your subject beginning with confession at level of burden and going down. Then move to gratitude at level of burden and go down phenomenological levels, and so forth til all boxes written in. Leader should allow 30 sec. for each box and mark time with a bell.
4. Reflect on what writing in this structure did to you or enabled you to see.
5. Start another page and write a prayer on your topic beginning with confession at level of burden and moving horizontally to gratitude at level of burden, etc. until all 4 boxes at level of burden filled.
6. Reflect on what this structure did to you or what it enabled you to see.

**Lecturette:** Note that having written prayers in this exercise has enabled you you to brood and make decisions in preparation for dealing with particular situation which would enable you to be prepared and unsurprisable in that situation and therefore could enable you to "win" that strategic objective. Leave with question "What if before the next church meeting you attended you had done this exercise, thinking specifically of the people and dynamics to be dealt with in that particular gathering? How would you be different as you went in to it?"



## JOURNIES

45 minutes

Intro: Review relationship of knowing, doing and being to the rest of the NRM charts. These categories are the transparent dimensions of all life, with being the transparency below the transparency.

Contextualize: "The Journeys"

1. The "journeys" is the knowing and doing of the journey of all men. The journey is transparent, that is, one looks through the particular experiences in his life as a window to the journey of man.
2. Knowing and doing are the foundational dimensions of human existence, while Being is contentless as the underlying transparency that transforms all knowing and doing.
3. Knowing is not mere intellectual endeavor, but is the knowledge of the Word which illuminates every event and experience.
4. Doing is not mere action, but is the historical deed which transforms all action into the will of God.
5. Being is the center of the charts, i.e. the journey to the center of the interior universe which radicalizes presence to life.

Workshop:

1. List 10 key events in your life.
2. Decide which 3 of these were most pivotal.
3. Draw life timeline (birth to death) and put these three on it
4. Fill in the other 7.
5. Write some phrases on the nature of the spiritual address of each of these events, beginning with the key three chronologically.
6. Write a phrase describing this journey imaginally.

Share some of these events and phrases.

Discussion:

1. What new insight was revealed as you did this?
2. Push what made this a key event for you?
3. How talk about these as a spirit journey?
4. What was revealed to you about the journey of everyman?



## KNOWING

45 minutes

### Intro:

1. Review relationship of knowing, doing and being. Context for knowing the journey. Use illustrations of the transparency of "knowing" given by the Gospel. (review lectures for helpful hints)
2. Review the Formal Categories:

Self	World	Word	Mystery
Knowing the solitary deeps broken, raw, thereness of own self.	Knowing the world as the wonder filled isness.	Contentless Word; inclusive and utterly objective; written into fabric of Being.	Grasping the final bottomlessness Neither meaning nor essence. The <u>glory</u> of the world <u>is</u> mystery.

3. Review phenomenological categories:

- Lucidity: utterly clear about the way life is.  
Logos
- Authenticity: decision to know what you know
- Immolation: embodiment of the Word - the mystery giver.

### Workshop:

1. Context: need to articulate our knowing.
2. Number off by 8
3. Give each number one of the boxes on the top two levels.
4. Assign: Write a poem, statement etc. on your experience of given category.
5. Have a couple of people from each box read what they have written.
6. Short conversation: Where were you struck?  
Where were you pushed?
7. Closing statement:  
What happens when we decide to know what we know about life?



## DOING

45 minutes

### Intro:

1. Review relationship of Doing to Knowing and Being. Doing in the context of Journeys is a style category which relates radical engagement to the historical deed. Or, transparent Doing is the manifestation of Being in midst of sheer engagement and sheer freedom.

### 2. Review Formal categories:

Person	History	League	Christ
the election of the individual Experience the calling which you manifest in "on B $\frac{1}{2}$ of" style.	Engagement in historic process. Deed <u>is</u> the deed of history. Every moment requires radical engagement.	Doing is that which is utterly related to the League. The decision to be People of God. No other vocation.	The knowing beyond all knowing. The Word transforms <u>every</u> situation. Radical expenditure is transparent doing.

### 3. Review Phenomenological Categories:

Mission  
Venture  
Election  
Exaltation

### Workshop:

1. Have group recall times in their lives in which they saw themselves called to totally create a situation; events which demanded all they had.
2. What roles did you play in those situations?
3. How would you talk about your deeds being related to all history?
4. When have you been broken open to see your everyday doing as profoundly related (relatable) to the deeds of the League. (election to People of God)
5. How talk about doing as creation of the face of God? (sheer invention of history)

### Reflection:

What would you see as necessary to live your doing.

What would enable constant presencing of the sheer role-playing that transparent Doing is?

## BEING (Odyssey)

1. Initial statement: Context of the journey the group has been on.
2. Short course formal categories.
  - Knowing: psychotic poet (image) knows heavenly secret.
  - Doing: Wonder worker of miracles.
  - Being: Enduring figure.
3. Doing: Short course roles relative to action irrelevant.
  - Where have you found yourself doing the impossible possibility?
4. Being: Short course inventing humanness, sheer creativity.
  - One area where you are struggling with inventing humanness. (several examples.)
5. Flagellating incoherency on boxes that struck you.
  - How is humanness transformed when you invent humanness?
  - Saving the Mystery - How talk about that? (category of eternal is helpful)
6. A few words about journey, imperatives, etc.



In actualizing the data interchange we are including, for your consideration, a copy of the 3 workshops as laid out by the Boston Galaxy. Whether you reduplicate this one or redo it, it will probably be helpful to make a copy of the methodology available for each member of the galactic auxiliary. In a short period of time the tertiary actualization methodology (from strategic objectives to Time Lines) will become internalized, however, the process needs to be available for reference and for those who are working for the first time.

April 1971

Boston Galaxy

## WORKSHOP I. STRATEGIC OBJECTIVES

- I. Set context for Objective by studying tactical materials to set context for complex.
  - a) Master Index
  - b) Rational Chart
  - c) Contextual Chart
  - d) Read prose on charts

Study Inclusive Strategic Objective Chart

- a) Trace tactic thru Contextual Chart (both levels)
- b) Trace tactic thru Complex and Sub-complex levels
- c) Read sentence for tactic

- II. With this context in mind, Brainstorm contradictions in the cadre and congregation in complex, sub-complex, and primary tactic arena.

Brainstorming question: What is blocking humanness in this area?  
(Primary Contradiction)

- III. Gestalt to the primary contradiction in each complex, sub-complex, and primary tactic arena.

Write prose statement at each level on prose statement form.

Gestalt to key phrase for Inclusive Strategic Objective Charts.

- IV. Rewrite prose on contradiction and begin work on statement of Inclusive Strategic Objectives.

- V. Articulate prose statement of Inclusive Strategic Intent by flipping primary contradiction as related to system strategic objective in complex and sub-complex arena.

Record these on prose statement form.

Gestalt into key phrases for Inclusive Strategic Objective Charts.

- VI. Re-articulate inclusive strategic objective of complex and sub-complex arenas in relation to primaries which show up during the quarter under consideration.

- VII. Examine location and number of each primary's tertiaries on timeline. Articulate in a prose statement inclusive strategic objective (the flip of the contradiction as it relates to the system strategic objective in the primary tactic arena).

- VIII. Gestalt strategic objective statement to phrase and record on Inclusive Strategic Objective Chart for Quarter One.



## WORKSHOP II. ACTUALIZATION SHEETS

- I. Fill out the top line of the Tertiary Actualization sheet:  
Primary #, Secondary #, Tertiary #, Year \_\_\_\_ Qrtr \_\_\_\_ Week \_\_\_\_  
Names etc.
- II. To fill out the TERTIARY STRATEGIC INTENT:
  - a.) Fill in System Tertiary Objective by writing the Secondary for this particular tertiary.
- III. To fill out the Inclusive Tertiary Objective:
  - a.) Study strategic objective of primary
  - b.) Research contradiction of this complex
  - c.) Review tertiary (subtactics, supplementaries, and relevant prose)
  - d.) Review strategic intent
  - e.) Write in Inclusive Tertiary Objective  
The inclusive tertiary objective is the articulation of how this tertiary addresses the local situation contradiction as seen for this particular primary tactic.

To fill out Procedural Form

- a.) Study procedures for tertiaries' Secondary
  - b.) Select ones that more accurately describe tertiary actualization
  - c.) Decide what must be done in order to get tertiary spinning to meet strategic intent and write a descriptive sentence of tertiary actualization.
- IV. Having built this context, select a minimum of three supplementaries which best address the procedural form and the inclusive tertiary objective.

(DO THE ABOVE STEPS FOR ALL 16 TERTIARIES WITHIN A PRIMARY TACTIC)

- V. Study the tertiary to be actualized relative to the other 15 tertiaries of the same primary by filling out the chart "Modification of Tertiaries Relative to Primary Tactic Arena."
  - a.) Fill out the top box of the chart (inclusive Strategic Objective for any one primary, etc.)
  - b.) List the 16 tertiaries of the primary ordered by weekly priorities timeline across top of the 2nd row in small boxes. Continue the vertical line from 2nd row to supp. chosen row after listing tertiaries within any one week.
  - c.) Look at tertiary actualization sheet and transfer data of supp. chosen to the chart.

Then ask these questions:

1. Should battleplan be modified to more closely weave it into common thrust with another tertiary of week?
2. Should BP be modified to more adequately hold common thrust of primary tactic, in view of order of all its tertiaries?
3. Should BP be modified in view of impact of this tertiary on other tertiaries?

Then reconsider supp. chosen & write the modified supp. after considering the above.



### WORKSHOP III. MODIFICATION AND TACTICAL ACTUALIZATION

- I. To fill out the "Weekly and Local Supplementary Modification Sheet."
  - a.) Fill in the left five columns from data on Inclusive Strategic Objective for the quarter and the Tertiary Actualization charts.
- II. To fill out the "Weekly Supplementary Modification" ; ask these questions:
  - 1.) Should Battleplan be modified to more closely relate it into thrust of other tertiaries of the week?
  - 2.) Should the Battleplan be modified to more closely relate it to total thrust of complex for quarter?
- III. To fill out the "Local Supplementary Modification"; ask these questions:
  - 1.) What are the correlated activities that might be used in tertiary actualization?
  - 2.) What troops are available, when?
  - 3.) What is immediate manifestation of primary contradiction as stated for the primary tactic of these tertiaries?  
(If instruments are needed that are not already available, build their creation into the battleplan)
- IV. After cross-checking, build the tertiary battleplans and timelines for that primary.
  - a.) Final Selection. Now fill out the final selection box under supp. activity on the tertiary actualization sheet. The information will come from the 3rd column (3rd refinement) of the chart, "Weekly Local Supplementary Modification Sheet."
  - b.) Determine what four areas of work (not content but action) will accomplish the inclusive tertiary objective, as pulled through the tertiary, and list as 1,2,3, & 4.
  - c.) Decide under number 1 what four things need to be done to cover that arena of work, and list as a,b,c, & d.
  - d.) Do step c. for numbers 2,3, & 4.
  - e.) Fill out bottom row (tertiary battleplan timeline) from the battleplan just built.
- V. To fill out the chart "Tactical Actualization," which places each battleplan timeline on master timeline.
  - 1.) In the fourth column from the left write the 12 tertiaries for the week.
  - 2.) Then continue the horizontal lines to the left in the Primary Tactics column, which organizes the tertiaries into primary arenas.
  - 3.) Take the 12 tertiary timelines for the week and integrate them onto the weekly timeline.



MISSIONAL SYSTEMS LECTURETTES - Weeks indicated are week before initial implementation occurs

MISSIONAL FAMILY #3			LITURGICAL LEADERSHIP #1			WEEKDAY SCHOOL #14			CONGREGATIONAL MINISTRY #11		
cadre training unit			cadre training unit			congregation program unit			cadre training unit		
tactical system context	internal discipline new family	tactical system context	tactical system context	external mission	tactical system context	tactical system context	emerging church rising/initiate	tactical system context	external mission	tactical system context	external mission
	continuing nurture			local church			spiritual remotivation		local church		local church
	spiritual remotivation			structural reformulation			developing personal images		structural reformulation		structural reformulation
	re-designing family style			revitalize worship & symbolic life			imaginal education program		pioneer new ministry model		pioneer new ministry model
primary tactic gestalt	re-imagining family roles			dev. liturgical leadership skills			licensed pre-school		sign as corporate clergy		sign as corporate clergy
	structures/models for mission			study traditional worship forms			enabling your children		serve congreg. as spiritual leaders		serve congreg. as spiritual leaders
	symbolic life/spirit care			experiment with contempor. forms			forging basic life images		enable congreg. as nurturing teachers		enable congreg. as nurturing teachers
	strong corporate missional units			basic education fundam. liturgies			primal education		create new pastoral model		create new pastoral model
tactical thrust	re-image family relation to soc.	tactical thrust	tactical thrust	development of spirit deeps	tactical thrust	tactical thrust	frees mothers for mission	tactical thrust	training in fundamental pract.		training in fundamental pract.
	on B $\frac{1}{2}$ global style			experiment with traditional forms			imaginally educate children		deepening the spirit life		deepening the spirit life
	sustained by decision			training in liturgical pract.			train teachers in imaginal educat.		developing a congreg. ministry		developing a congreg. ministry
	family signs and symbols			comprehensive study models			pre-school structures		congreg. leadership roles		congreg. leadership roles
arenas of action	renewal of interior life	arenas of action	arenas of action	liturgical ldrsp assignments			curriculum construct	arenas of action	spirit exercises		spirit exercises
	mission beyond the family			worship/office service construct			community relationships		symbolic life practices		symbolic life practices
	family prep. through study			context/rational for symbols, story			physical facilities and staff		training in models/methods		training in models/methods



TACTICAL SYSTEMS LECTURETTES - Weeks indicated are week before initial implementation

Week 7

Week 8

Week 8

Week 11

occurs

GLOBAL MOVEMENT #10				QUARTERLY RETREATS #6		WEEKNIGHT SCHOOL # 15		REGIONAL TEACHING #8	
tactical system context	cadre training unit	tactical system context	cadre training unit	cadre training unit	tactical system context	congregation program unit	cadre training unit	tactical system context	cadre training unit
	external mission world-wide	internal discipl. cadre organization	internal discipl. cadre organization	internal discipl. cadre organization	internal discipl. cadre organization	emerging church rising/initiate	external mission world-wide	external mission world-wide	external mission world-wide
	inclusive church	basic training	basic training	basic training	basic training	contextual re-education	inclusive church	inclusive church	inclusive church
	contextual re-education	structural reformulation	structural reformulation	structural reformulation	structural reformulation	broadening intent, arenas	contextual re-education	contextual re-education	contextual re-education
primary tactical gestalt	create lucid churchmen	evaluation machinery	evaluation machinery	evaluation machinery	evaluation machinery	enable parent involvement	regional courses	regional courses	regional courses
	comprehend universal church	basic planning	basic planning	basic planning	basic planning	inclusive imaginal program	enabling weekend courses	enabling weekend courses	enabling weekend courses
	necessity of global involvement	spirit nurture	spirit nurture	spirit nurture	spirit nurture	eliciting social responsibility	practical cadre training	practical cadre training	practical cadre training
	unmistakable loc. renewal commitment	discontinuous celebration	discontinuous celebration	discontinuous celebration	discontinuous celebration	school age children	spirit movement collegial relat'n	spirit movement collegial relat'n	spirit movement collegial relat'n
tactical thrust	deals with reduced context	experience own unique wisdom	experience own unique wisdom	experience own unique wisdom	experience own unique wisdom	provides care structures	theological clarity	theological clarity	theological clarity
	push comprehens'v in congregation	participate in new fellowship	participate in new fellowship	participate in new fellowship	participate in new fellowship	depth growth curriculum	train local future pedagogs	train local future pedagogs	train local future pedagogs
	continental involvement	develop common memory	develop common memory	develop common memory	develop common memory	builds family missional involvement	instill common methodologies	instill common methodologies	instill common methodologies
	vision of new humanness	enabling distance from immediacies	enabling distance from immediacies	enabling distance from immediacies	enabling distance from immediacies	develops youth & adult leadership	advance pedagogical style	advance pedagogical style	advance pedagogical style
arenas of action	world-wide movement	corporate spirit life	corporate spirit life	corporate spirit life	corporate spirit life	staff assignments	movement courses	movement courses	movement courses
	local/regional contacts	common symbolic life	common symbolic life	common symbolic life	common symbolic life	staff assignments	arenas of action	arenas of action	arenas of action
	regional courses	missional study life	missional study life	missional study life	missional study life	church participation	enablement skills	enablement skills	enablement skills
	continental assignments	care through enablement life	care through enablement life	care through enablement life	care through enablement life	community engagement	individual training/study	individual training/study	individual training/study



PRIMARY TACTICS  
6,8,15

BACKGROUND LECTURE FOR THIRD WEEKEND COUNCIL

7th WEEKEND  
WEEKS 9-13

THIRD MONTH		TRAINING UNITS (cadre)		PROGRAM UNITS (cong.)		CONTINUING COMPLEXES	
CONTEXT	rehearsal of operative tactics	FUNDAMENTAL THRUST	pedagogical involvement	FUNDAMENTAL THRUST	capturing one night/ week	SCHOOLING	forging methods skills
	awareness of congre. now		extended time participation		seeing importance all schools		building corporate formats
	preparation for summer		designing corporate life together		recruitment continuation		imaging new family
	point toward celebrative climax		continued spirit dimension push		plan for summer schools		sensing internal discipline
CADRE CONTINUATION	deepening the spirit life	QUARTER RETREAT #6	corporate model building	WEEK-NITE SCHOOL #15	developing formal plan	TRAINING	enabling compreh. engagement
	re-prioritizing family life		spirit dimension emphasis		training potential leadership		intensifying lay awakening
	globalizing movement training		mood of celebration		arranging effective logistics		demanding new style
	re-tooling the corporate ldrshp		envisioning & charting journey		smoothing external relats.		envision. relevant external mission
CONGREGATION CONTINUATION	designing children's academics	REGIONAL TEACHING #8	educating potential tchrs.	"SCHOOL" CONGREG. PROGRAM UNITS 14,16	curriculum appropriation	PREPARING	forming early consciousness
	forging enablement machinery		acquiring pedagogical methods		extra-formal methods		giving meaning to sociality
	coordinating children's faculty		developing teaching style		pupil engagement techniques		intentionalizing all of life
	continuing necessary recruit		polishing pedagogical skills		developing covenantal disc.		providing new self-images
EMPHASIS THIS MONTH	visioning for future: retreats	OTHER CADRE TRNG UNITS 1,2,3,10,11	continuing recovery. liturgical herit.	RECRUITMENT CONGREG. PROGRAM UNITS 18	continuing propagation	IMPACTING	shifting estab. world-views
	underscoring celebrational ret.		continued development common memory		structured "informal" commth		new vigor to church dynamic
	envisioning total participation: tch.		rehearsing on B's global responsib.		cruciality of follow-up		calling-out sentinel troops
	trng/enablement week/white school		further grounding corp. pastorate		continued elimin. of blocks		reprogrammed to global