



SESSION
TWO

TEACHER EDITION

GLOBAL CHURCH TRAINING CURRICULUM

Billion Soul Network® | Global Church Learning Center®

Global Church Training Curriculum

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Billion Soul Publishing
Orlando, Florida
www.billionsoulpub.com

INTRODUCTION

You hold in your hands the very first Global Church Training Curriculum. It represents the circumference of Christianity in the twenty-first century. The Gospel that has been sent to the four corners of the earth has now come back to the places where it originally was sent out. The mission field has become a mission force. We are witnessing an unparalleled move of God throughout all the nations of the world. Truly, these are the greatest days of Gospel advancement and Kingdom establishment since Jesus Christ came out of the grave more than two thousand years ago.

In January of 2002, the Billion Soul Network was launched in Orlando, Florida. More than five thousand pastors and leaders came from all fifty states, every province in Canada, and more than twenty nations around the world. We established a God-sized goal to help plant five million new churches for a billion soul harvest in our generation. The spine of this vision was to pull together the finest teachers and training and make it available worldwide through Internet technological devices. We said that this training must be online, on-ground, and on-time! We are watching today as that vision is becoming a reality. I remember, as if it were yesterday, sitting in the back of a Bangkok city bus with several U.S. pastor friends. We were watching a choppy video, *Red Sky in the Morning*, by the late Dr. Bill Bright, on a PalmPilot handheld device. At that moment I heard the Holy Spirit whisper to me, “They will study like this one day.”

As the Billion Soul Network was launched, it was released and unfolded in several different phases. The first phase is what we called the **Discovery Phase**. Dr. Elmer Towns, cofounder of Liberty University and dean of the Global Church Learning Center, has often said, “You’ll never know something new until you learn something new.” When we think of synergy being the summation of all the parts having greater value than its individual parts, we think of this in terms of the global nature of the Body of Christ. We decided to go out and host Billion Soul Summits in every major world region. More than ten thousand leaders joined us in these summits. Leaders were not invited to participate in the summits unless there were at least fifty pastors or churches underneath them. We chose not to just have summits for the sake of having meetings; rather, we invited decision makers to come so that real synergy and strategy could be developed. At Billion Soul we often say, “If your movement is not moving, it is not a movement. It’s a monument.”

On the heels of the discovery phase came the **Development Phase**. In the development phase we began to listen to key men and women as they articulated the training subject needs throughout the Body of Christ. This was not *the West going to the rest*; it was *the best around the world going to the rest of the world*. Out of this development phase

came what is called the Global Church Learning Center (www.gclc.tv). The Global Church Learning Center is comprised of five major categories: leadership development, global missions, church multiplication, evangelism and discipleship, and visionary networking. For this Global Church Training Curriculum, we chose the top thirty nonnegotiable courses that every pastor and Christian leader needs to study for effective ministry today.

But what good is great content if you don't have a channel of distribution? As we continued in the development phase, we moved into the **Distribution Phase**. The distribution phase was the streaming technology and the relationship development that took place over a long period of time, so that the training content is now made available online, on-ground, and on-time.

At the time of this writing, more than forty thousand pastors and leaders are taking courses in the Global Church Learning Center. Each course is designed to have fifteen sessions of approximately six to seven minutes each. We did not ask each of the teachers to tell us everything they knew about a particular subject, but rather to tell us the best they had learned about that particular subject. In the future, more than 100,000 pastors and leaders will take the training courses offered through the Global Church Learning Center.

In 2013, we began to execute the **Deployment Phase**. The deployment phase is what we call the *Global HUBS of Christianity*. In 2004 I was in a public park in Springfield, Missouri, with my oldest daughter, Olivia, who at the time was three years old. I remember holding her up over my head while she was laughing. It was in this divine moment, as I looked into her Asian eyes, that I sensed the Holy Spirit say, "Look at what I've raised up all over the world." If you want to know what God is up to, just look at what He's raised up! From that point until today, we have determined to seek out those leaders whom God has raised up throughout the earth and do our best to tie relational knots with them and others for the largest harvest possible. The Global Church Training Curriculum and the Global HUBS of Christianity go hand in hand as we march forward into the future.

There are three overarching outcomes for a Global HUB. First, a HUB *synergizes the best relationships*. Second, it *systematizes the best training*. Third, it *strategizes for the unreached people groups in the area*. A HUB is a real place where men and women come together to synergize, systematize, and strategize in their region. In the years ahead there will be more than eight hundred HUBS throughout the Global HUBS of Christianity. There will be one HUB for every ten million people on the planet. For example, in India we will need 130 HUBS. (This takes into account future growth.) In China we will need approximately 125 HUBS. In North America, the country that I come from, we need thirty-five HUBS.

Every two years, a new group of pastors and leaders register for the training that will be taught in the HUB. Every six months, they return to that location to be taught ten courses from the top thirty courses in the Global Church Learning Center. In less than twenty-four months, they will have been taught thirty courses and will be empowered to go and start their own HUB in their village, town, or city.

Never before in the history of the Global Church has there been such a willingness to synergize efforts together, moving beyond egos and logos, to help finish the Great Commission. I'm often asked, "James, do you really believe that we can finish the Great Commission in the twenty-first century?" My response is always the same: "It is the only century I have!" Let's believe our beliefs and doubt our doubts, instead of doubting our beliefs and believing our doubts. Together we can make it a lot harder for people to live on this planet and not hear the glorious Gospel of our Savior, Jesus Christ!

A handwritten signature in black ink that reads "James O. Davis". The signature is written in a cursive style with a large, stylized initial 'J'.

Dr. James O. Davis
Cofounder/Billion Soul
Founder/Cutting Edge International

TEACHING STRATEGIES

- ❖ **Preview:** Always preview the course as a whole with the students. This means reading through the explanations of the course features and giving a simple outline of the course.
- ❖ **Activator:** Use activator questions to activate students' prior knowledge. Asking a question at the *beginning* of teaching elicits the natural wonder that leads to good concentration. Due to the uniqueness of your environment, altering the activator questions might be necessary.
- ❖ **Interaction:** There are many opportunities for students to do listening, writing, and speaking tasks, as well as small and large group discussion. Minimal teacher direction has been given, to allow for the variety of settings in which these courses will occur. Whenever time allows, and whenever appropriate, encourage discussion, either between partners or in the whole group.

Important: Always give a time limit for discussion or a limited number of responses you will take from the group.
- ❖ **Questions:** Ask questions as the Holy Spirit leads, during the course. Be clear about the response you are looking for. Do you want students to write it in their personal notes? Do you want a certain number of individuals to respond? Do you want a showing of hands? Is it a rhetorical question that requires no immediate response?
- ❖ **Fill in the Blanks (Knowledge for Insight):** Some of the "Knowledge for Insight" boxes have blanks for students to fill in. *Always* have students guess before you tell them the answer.
- ❖ **Share Your Stories:** Your own narratives and examples will bring value to the experience. Whenever appropriate, and time allows, share from your heart as the Holy Spirit leads.
- ❖ **Effects:** Use this for written responses, oral responses, or both. Sometimes students are explicitly asked to write something down. However, it is ultimately up to your discretion, depending on the environment and time available.

- ❖ **Review:** Always summarize what has been taught. For increased interaction: build an oral summary as a group by asking students what important points were discussed.
- ❖ **Time:** Skipping some of the longer narratives may be necessary to finish the course on time. In most cases, they should be considered optional. It should be understood that their purpose is to enhance a main idea with a personal story or example. Read them ahead of time, to determine which ones you will read during the course.

Explanations:

- ❖ **Objectives (The Purpose):** The learning objectives are not specified, but left open, to be determined by the teacher in each environment. For example, in a lecture environment, learning objectives would differ drastically from potential learning objectives in a small group environment. “The Purpose” is intended to replace objectives, by communicating what will be *provided for* the student, not *expected of* the student.
- ❖ **Narratives:** (In italics) You may notice these are much more conversational in nature. This is meant to keep the quotes authentic, and as close to the original oral narrative as possible. Narratives not included in the student book (included only in the teaching notes) are optional.

Expansion Activities:

- ❖ **Problem Solving:** Relay a challenging scenario (related to the topic) from your ministry experience. Ask students to get into groups, or partners, and decide how they would respond. Then, share how you responded. Note: there will generally not be only one right answer, but this will serve to promote useful thought for future experiences.
- ❖ **Feedback Groups:** Ask students to get into groups and discuss: what was most valuable about the course, what they found most practical, and what points they will be teaching to others. Have the group report on one—three in each category. (This is one way to get quick feedback, and to help students remember what they learned.)
- ❖ **Developing homework, practical assignments, or reflection assignments:** Teachers with experience are encouraged to use their own ideas, by the leading of the Holy Spirit, to develop subsequent teaching and learning experiences out of this content.

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THE GLOBAL CHURCH TRAINING CURRICULUM

LEADERSHIP DEVELOPMENT

1. Character Formation *by Stan Toler*
2. How to Cast Vision *by Elmer Towns*
- 3. Strong Families *by Paul Cole and Joann Cole Webster***
- 4. Winning My Race *by Ben Lerner***
5. Becoming a Kingdom-Minded Leader *by Eddy Leo*
6. Stewarding Your Life's Mission *by Jack Hayford*

GLOBAL MISSIONS

1. Unreached People Groups *by Alex Abraham*
2. Developing a Christian Worldview *by Philip Jenkins*
- 3. Funding the Mission *by Kenneth Ulmer***
4. The Making of a Missional Church *by Leonard Sweet*
5. The Strategic Church *by Frank Damazio*
6. Turning Members into Missionaries *by Ronnie Floyd*

CHURCH MULTIPLICATION

1. Principles of Church Planting *by Ed Stetzer*
2. How to Plant a Church in a Village *by Alex Mitala*
- 3. The Healthy Church *by David Dykes***
4. How to Plant a Church in a Global City *by David Sobrepeña*
5. Doing Church in Multiple Locations *by Greg Surratt*
6. The Five Core Commitments *by Mark Balmer*

EVANGELISM & DISCIPLESHIP

- 1. How to Share Your Faith *by John Sorensen***
2. Understanding the Great Commission *by James Hudson Taylor IV*
3. Prayer and Fasting *by David Mohan*
- 4. How to Study the Bible *by Howard Hendricks***
5. Everyone in Ministry *by John Ed Mathison*
6. Knowing the Whole Bible *by Walter Kaiser*

VISIONARY NETWORKING

1. Essentials of Networking *by James O. Davis*
2. **Developing a Synergy Plan** *by Doug Beacham*
3. **Crafting a Global Networking Church** *by Suliasi Kurulo*
4. Synergizing Apostolic Movements *by Glenn Burris*
5. Climbing Visionary Mountains *by Peter Mortlock*
6. Synergizing Across Generational Lines *by George Wood*

ELECTIVES

1. How to Lead a Church *by Joel Hunter*
2. The Seven Organizational Shifts *by Jo Anne Lyon*
3. Conflict and Resolution *by Ademola Ishola*
4. How to Preach to Any Audience *by James Merritt*
5. How to Coach a Winning Team *by Tom Mullins*
6. Godly Women Who Helped Shape the World *by Kimberly Tibbs*

STRONG FAMILIES

Paul Louis Cole and Joann Cole Webster

Paul Louis Cole and Joann Cole Webster built the Christian Men's Network, based in Southlake, TX, with their father, the late Edwin Louis Cole. Spanning five decades, the ministry of CMN is now thriving in 130 nations. Paul is a pastor, church planter, and noted expert on men's issues. Joann, an accomplished author, has written more than fifty books and has edited and published her father's best sellers.

Course Summary

Developed from a video teaching by Paul Louis Cole and Joann Cole Webster, this course explores how to maximize family, so that each family member fulfills God's purposes in their lives. In doing this, we will consider the roles of the parents. We will also draw connections between the principles applied in raising a family, to the principles applied in raising a strong church.

Course Content

This course was developed from a video course from the Global Church Learning Center (www.globalchurchlearningcenter.com). The core of the content contained in this course originates from the original videos. As much as possible, the instructor's voice, passion, and flow of thought are maintained. Any differences are intended to be for the benefit of those taking the course in the Global HUB environment, or other training-related setting.

Course Features

Guiding Passage:

In Him we have redemption through His blood, the forgiveness of sins, in accordance with the riches of God's grace that He lavished on us. With all wisdom and understanding, He made known to us the mystery of His will according to His good pleasure, which He purposed in Christ, to be put into effect when the times reach their fulfillment—to bring unity to all things in heaven and on earth under Christ. (Ephesians 1:7-10, NIV)

This passage refers to the heart of the Global Church Learning Center, and the Global Hubs of Christianity: the work of salvation by His grace, the pursuit of His will and good pleasure, and the resulting unity of all things under Christ Jesus.

In this passage we can identify powerful terminology for the basis of the main features of this course: "Wisdom," "Understanding," "Known" (Knowledge for Insight), "Purpose," and "Effect." These terms are most fitting for the training of global leaders to expand the Kingdom across all denominations, borders, cultures, and languages.

Part: Unless otherwise noted, each “Part” is numbered to correspond with the original video session on the Global Church Learning Center website.

Activator: Engages and focuses your thinking before instruction. Often accompanied by a quote from the original instructor or a Bible verse.

The Purpose: Communicates the intent of the instruction in that “Part,” and whenever possible, the objectives of the original video instructor.

Term: Provides understanding for a term that is specific to the topic, and therefore may not be easily understood, or is used in a unique way during the course.

Key for Understanding: The main organizing principle for the course content. The Keys may be represented by one word, a phrase, or a useful generalization. (Seen as “Key” “Key One,” “Key Two,” etc. in the course).

Narrative: Printed in *italics*, this is an example or story from the original instructor. As much as possible, the original wording has been maintained, and has not been significantly edited for syntax (word order) or word choice, to maintain the voice of the original instructor. If significant editing has occurred, it is marked [Edited Version].

Knowledge for Insight: Explanations, helpful facts, and conclusions based on the original instructor’s vast ministry experience.

Wisdom: Spiritual wisdom passed on from the original instructor.

Effect (Outcome): Promotes thought about the potential effect of the ideas presented when applied in real life. Occasionally it includes a prayer.

Review: Connects main ideas from the previous section, or the entire course.

In Conclusion: Provides a space for identifying valuable insights, reflecting, and writing questions that have emerged as a result of the course.

*Not all of the features are present in every course.

Part One: Introduction & Overview – Getting Wisdom for Your Family

I believe one of the great issues we face in our culture today is not fatherlessness in the pew, but fatherlessness in the pulpit. —Paul Cole

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What do you think are the main issues that families in ministry face?

The Purpose: To highlight the biblical foundations and essential considerations for having a maximized family.

🔑 **Key One:** Biblical Foundations

- In Genesis, the first thing God ever created was family. That is the model for us in the church.

So God created mankind in his own image, in the image of God he created them; male and female he created them.

God blessed them and said to them, “Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground.”(Genesis 1:27-28, NIV)

- Even before God created the earth, He was living in community. He was living with God the Father, God the Son, and God the Holy Spirit.

In the beginning was the Word, and the Word was with God, and the Word was God. He was with God in the beginning. Through him all things were made; without Him nothing was made that has been made. (John 1:1-3, NIV)

- God places us to be in relationships in the earth.

“God places the lonely in families and gives the desolate a home in which to dwell.” (Psalm 68:6, NLT/AMP)

🔑 Key Two: Essential Considerations

- Character
 - Faithfulness being the cornerstone of character
 - How character plays out in the home
- Outcome-based parenting
 - How to look for the gifts and the destiny of your children so that you can be a good parent
- Getting Wisdom

“By wisdom the Lord founded the earth.” (Proverbs 3:19, NLT)

“Wisdom is the principal thing; therefore get wisdom.” (Proverbs 4:7, KJV)

“The Lord formed me [Wisdom] from the beginning, before he created anything else.” (Proverbs 8:22, NLT)

 - Wisdom produces a strategy which brings victory.

Wisdom → Strategy → Victory
- Problems in the home:
 - Sins of commission
 - Sins of omission
 - Sins of “no mission”
- Not sacrificing your family on the altar of your ministry.
- Seeing your family as your primary mission field
Read more: Acts 1:8

Wisdom: You can have great crowds with great sermons, but you'll never change the nation until you disciple the men.

- The core of a man is formed in the breath of his father.
 - God created everything with a Word, but when He created mankind, He created us with His hands.
- There is no such thing as a perfect family, but we can have a maximized family.
- When ministry is about family first, then family becomes about ministry.

Main principles:

- Build strong men to build strong families.
- Build strong families to build strong churches.
- Build strong churches to transform culture and establish the kingdom of heaven on the face of the earth.

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

Which of these considerations resonate with you the most?

What do you want to be able to learn from this course? (Refer back to these notes at the end of the course.)

Notes:

Part Two: The Father's House

One of the things that they did in the Jewish culture, and they still practice it today, was called "the father's table." The father's table was that time when the family would gather to have a meal, and then the father would begin to tell them their stories, and out of the stories, the Old Testament. Those are their stories. They said, "This is who you are." And out of the father's table, family, came such a strong sense of identity that they had, if you will, a strong start on the rest of culture. —Paul Cole

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: Where do you think the average person in your country gets his or her identity? How involved are the fathers? What does your society value in a man?

The Purpose: To highlight the importance of a strong family, define fatherlessness, and identify the attributes of a man of God.

🔑 **Key One:** Creating Identity

- Strong families give children a sense of identity.
 - God placed Jesus himself in the context of a nurturing and loving family.
 - Jesus' mother was a woman of God, and his father taught him and trained him.

"Jesus grew in wisdom, in stature, and in favor with God and men."
(Luke 2:52 NIV)

- Affirmation, not just tolerance, happens within a family; you can make mistakes, but you are still loved.

Wisdom: People want to be where they are celebrated, not where they are tolerated.

🔑 **Key Two:** Fatherlessness

- Fatherlessness is the curse of our day.

TEACHER: Students fill “disengaged” in the blank as you read below.

Knowledge for Insight: A research study out of Columbia University revealed that a _____ father who lives in the home is actually worse than if there's no father in the home at all.

- Fatherlessness is when a father is present, but disengaged.
- True fatherhood is not just about being in the family. It’s about being actively engaged.

Key Three: Attributes of a Real Man of God

Today, in many parts of the world, there is not only a lack of fathers, but also a lack of masculinity. —Joann Webster

- God wants from men: consistency, decisiveness, and strength.
 - Women want consistency, decisiveness, and strength, in their husbands.
 - Children need consistency, decisiveness, and strength, in their fathers.
- Consistency comes from maturity.
- Strength comes from the inside out, not from the outside in.
 - A weak man has to prove external strength.
 - A strong man can be gentle and full of grace.

A mother and a father engaged in the family is the most powerful tool to establish the kingdom of heaven on the face of the earth. —Paul Cole

“Listen, my son, to your father’s instruction, and do not forsake your mother’s teaching.” (Proverbs 1:8, NIV)

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

Based on the descriptions in this section, in what areas do you need God's grace to grow?

In your ministry or church, how engaged are the fathers with their families?

What percentage of the men exhibits the attributes of a man of God?

How could you help the men in your church to become the men they were meant to be?

Notes:

Part Three: Character

The characteristics of the kingdom emanate from the character of the king.

—JoAnn Webster

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: In your society, how much responsibility do parents take for their children's behavior?

The Purpose: To highlight the importance of having good character, faithfulness, and consistency both at home and in ministry

🔑 **Key One:** Parent's Character Is Reflected in Their Children

- You cannot punish your children for something you are doing in your own life.
- Your children may not always listen to you, but they will always imitate you.

Wisdom: If you are puzzled by your child's behavior problems, you need to look inside yourself first.

- Your children can only do what you have trained them to do.
- You cannot punish a child for something you haven't taught them to do well.
- Remember: Training takes time, repetition, and patience.

🔑 Key Two: Faithfulness Is the Cornerstone of Character

- Parents must be consistent.
 - Faithfulness and consistency are the traits that will permeate the home and make a difference.
 - It's important to treat your children the same.
 - It's important that the rules don't change.
- Pastors must be consistent.
 - Your consistency shows those who follow you what to expect.
 - You can't be perfect at everything. You can't even be good at everything, but you can be consistent at what you do.

The reason we can have faith in God is because His Word never changes. It doesn't waiver. It doesn't move with whatever is happening at the moment.
—Paul Cole

- God commits to character, not talent.

“Commit thou to faithful men who shall be able to teach others also.”
(2 Timothy 2:2, KJV)

 - The anointing and the power and the presence of God can shift hearts and give people abilities they did not previously have, because they are faithful.
 - Your talent can take you to a place that your character cannot sustain.
- Your character is what initiates trust in your family and in others.
- Private philosophy determines public performance.
 - Don't make discipleship someone else's responsibility.
 - Disciple your own children with the Word.

What you live privately will come out publicly in your spirit and in your character.
—Paul Cole

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

What kind of character would you like to see your children exhibit in their lives?
Write down your vision for the kind of character you want to have in private and public life. Take time to pray and ask God to work those qualities in you.

Notes:

Part Four: The Father, The Mother

*My son, hear the instruction of your father,
And do not forsake the law of your mother.
(Proverbs 1:8, NKJV)*

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What effect do you think the perspectives and aspirations of a mother and father have on a child's identity?

The Purpose: To define what it means to be a father and to highlight the influences of both parents in the home.

🔑 **Key One:** What It Means to Be a Father

“For though you might have ten thousand instructors in Christ, yet you do not have many fathers.” (1 Corinthians 4:15, NKJV) That is a core issue in our culture today. —Paul Cole

- An instructor tells you what he knows. A father gives you who he is.

- A father provides:
 - LOVE
 - VALUE
 - ACCEPTANCE
 - INTIMACY
 - DISCIPLINE
 - SECURITY

TEACHER: Students fill “acceptance” in the blank as you read below.

Knowledge for Insight: Gangs are surrogate families for young men and women who are looking for _____.

TEACHER: Tell students that this list was as true in Jesus’ time as it is today.

- A father should:
 - Make sure his child knows Christ
 - Make sure he leaves a legacy
 - Teach his child faith
 - Find his child the right spouse

“Jesus said to them, ‘If you were Abraham’s children, you would do the works of Abraham.’” (John 8:39, NKJV)

“I have singled him out so that he will direct his sons and their families to keep the way of the Lord.” (Genesis 18:19, NLT)

- Oftentimes when Christian women are ready to get married, they are asking, “Where are all the men?” Ask yourself if you are you raising up men to marry your daughters.
- God established his fatherhood for us in Scripture. He affirms us as His children.

“Behold what manner of love the Father has bestowed on us, that we should be called children of God!” (1 John 3:1, NKJV)

“When you pray, say: Our Father....” (See Luke 11:2, NKJV)

*When we help men become strong fathers, it puts everything into order.
—Paul Cole*

Key Two: Both Parents Form the Future

- In the home there is the role of the authority, and there is the role of influence.

My son, hear the instruction of your father,
And do not forsake the law of your mother. (Proverbs 1:8, NKJV)

- The best thing parents can do for their children is not to make all their decisions for them, but to allow the children to watch the parents make theirs.

TEACHER: Students fill “aspirations” in the blank as you read below.

Knowledge for Insight: Studies have shown that the greatest factor that will determine a child's aspirations is the parents' _____.

- Where there is not a father in the home, more children will succeed when they have loving, creative mothers with great expectations for their children.
- When there is a father in the home, most children do not tend toward the illicit, immoral, and illegal.

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

Which points in this section are significant for you personally? Why?
Which points would you like to make sure to pass on to your church family?

Notes:

Part Five: Maturity

Maturity doesn't come with age just because someone gets older. Maturity doesn't come with age. It comes with the acceptance of responsibility. You can have children when you're immature, and we see many people trying to be leaders who are immature in their own lifestyle. —Paul Cole

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: How would you describe maturity? At what age do men typically reach true maturity in your culture?

The Purpose: To explore the development and application of maturity in home life and in ministry life.

🔑 **Key One:** Maturity Is a Choice

- Maturity does not come with age. It comes with the acceptance of responsibility.
- Maturity is the ability to make the right decision even when the emotions of the moment would cause you to do something different.

Wisdom: You can only be young once. But you can be immature for a lifetime.

🔑 **Key Two:** Maturity at Home Should Lead to Ministry

- Maturity is a qualification for leadership. (1 Timothy 3)
 - Reputation
 - Ethics
 - Morality
 - Temperament
 - Habits
 - Maturity
- Maturity needs to be exercised in the family before a man is qualified for leadership in ministry.
- When you have your family in order, it's time to get out and minister!

“He must manage his own family well, having children who respect and obey him. For if a man cannot manage his own household, how can he take care of God’s church?” (1 Timothy 3:4-5)

- The good church man takes his family to church every Sunday to get disciplined. But the mature and “maximized man” disciplines his family all week and takes them to church to minister to others.
- Ask yourself: Are you only going to be responsible for yourself and for your own family, or will you accept responsibility for others?

Your care for others is the measure of your greatness. (Luke 9:48, TLB)

“Whoever wishes to be most important and first in rank among you must be the servant of all.” (Mark 10:44 AMP/KJV)

🔑 **Key Three: Maturity, Consistency, and Leadership**

- Maturity is inner stability. Maturity is consistency.
- When you’re inconsistent, it breeds contempt for your leadership.
 - True in your family
 - True in your church.

TEACHER: Students fill “12” in the blank as you read below.

Knowledge for Insight: In some cultures today, maturity isn’t reached until age thirty. In Jesus’ time, you were considered mature at age _____.

- Leaders need to be consistent in their personal lives.

Reasons Pastors Don’t Disciple Men:

- Don’t know how
- Don’t have a system or track
- Intimidated by men’s lives
- Inconsistent in our own life

- To take people from immaturity to maturity:
 - Become consistent in your own life.
 - Adopt a system for discipling men.

Resource: ChristianMensNetwork.com

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

How would you describe your maturity, based on the descriptions in this section?
How are you demonstrating your maturity and consistency in your family and in your church?
How could you help the men in your church to practice and lead with maturity?

Notes:

Part Six: Finishing Strong

Being a male is a matter of birth, but being a man is a matter of choice...most men don't make that choice. As fathers in our families, we need to help our children make the choice of being followers of Jesus Christ. Raising Christian children is what will change the world. —Paul Cole

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: Gideon was a man of great leadership and faith. What do you know about what happened to his sons?

The Purpose: To show the results of Gideon's approach to fatherhood, and to highlight important considerations for raising strong families.

🔑 Key One: Gideon's Life

- Gideon started strong, but did not have a strong finish.

“Now Gideon had seventy sons born to him.” (Judges 8:30, AMP)

TEACHER: Tell students to keep in mind the earlier points made about the importance of consistency, as they consider the life of Gideon.

“As soon as Gideon was dead, the Israelis began to worship the idols Baal and Baal-berith.” (Judges 8:33, TLB)

- Gideon did not father well. Not one of Gideon's sons came against the return to idol worship.
- Gideon had become comfortable in his victories and blessings, and was not intentional enough about passing on his faith to his sons.

It wouldn't have been easy to father seventy young men; to train them, to teach them, to disciple them, to corral them, or to even get them in one place at the same time. But here's the key. Gideon didn't even have one. Gideon didn't even start; he didn't even try.

Wisdom: A man without a vision for his future will always return to his past.

🔑 Key Two: Raising a Strong Family

- Raising a strong family isn't a result of getting everything right every time. It is a result of loving the way God loves, and having the power of the Holy Spirit dwelling in us.
- What you do in life becomes history. What you put into motion becomes legacy.
 - A true father puts something into motion in the life of his children.
 - Gideon didn't leave a legacy. He lived a great history.
 - Remember, a great start does not mean a great finish.

- Victory is always found on the other side of a fight.
 - Start where you are, with what you have—the power and anointing of God.
 - Until you start, you won't get anything accomplished.

TEACHER: Ask students to consider practical ways that a father who has been out of contact with his children might begin on his journey to reconnect, and eventually begin to share his faith with his children.

- No matter what your past with your family looks like, begin today.
- Fight for the faith of the young men and women in your family, and fight for the faith of the young men and women in your church.

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

“What you do in life becomes history. What you put into motion becomes legacy.”
How are you leaving a legacy of faith for your children? What changes is God prompting you to make today?

How can you inspire the men in your church to leave a legacy?

Notes:

Part Seven: Outcome-Based Parenting

The role of a leader is to reach into the hearts of people and pull out their future and show it to them. The role of a father is to reach into the hearts of the next generation and pull out their future, show it to them, and help them to see. Prayer is the key to that.
—Joann Webster

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What do you think “outcome-based parenting” means? How should prayer be incorporated into parenting?

The Purpose: To define Outcome-Based Parenting, and to explain how to approach it through prayer.

🔑 **Key One:** What Is Outcome-Based Parenting?

- Reproducing your faith in your children

*You share the faith that first filled your grandmother Lois and your mother, Eunice. And I know that same faith continues strong in you.
1 Timothy 1:5*

- Keeping a prayerful watch over your children to help them find their gifts and destiny
- Not imprinting on your children what you think they should do

🔑 **Key Two:** Prayer Comes First

- Prayerfully discover what God is doing in them.

Don't talk to your children about God until you first talk to God about your children. —Ed Cole

- As you pray over your children according to God's Word, it opens your eyes to things seen only in the spiritual realm.
- Sometimes you need to lay hands on your children and pray for God to give them gifts.
- By prayer, pull the giftings out of your children.
- Agree in prayer for your children.

Wisdom: The place of agreement in prayer is the place of power.

That if two of you shall agree on earth as touching any thing that they shall ask, it shall be done for them of my Father which is in heaven. (See Matthew 18:19)

When there's disagreement there is powerlessness. —Paul Cole

- Model the prayer time for your children.

TEACHER: Ask students to consider practical ways to model prayer for children. (When? How often? Where? How? Who should participate?)

- Prayer produces intimacy with:
 - the one you pray to
 - the one you pray with
 - the one you pray for

- Intimacy comes through prayer:
 - with your congregation
 - with your spouse
 - with your family
 - with God

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

Write down your plan to pray for your children. Be specific: How often? Who will you agree with? What kinds of things will you pray for?

How will you model prayer with your children? Be specific: When? Where? What will your focus be?

Notes:

Part Eight: The Minister's Home

*As a minister, you must not sacrifice your family on the altar of your ministry.
—Joann Webster*

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What factors do you think result in a minister's children wanting to go into ministry? What factors would dissuade them?

The Purpose: To highlight the importance of protecting the minister's home, and some practical approaches to maintaining healthy boundaries.

🔑 **Key One:** Protecting the Minister's Family

- Ministry is endless; you will never reach a place where everyone has been ministered to, and there are no more issues.

“You always have the poor with you.” (John 12:8, AMP)

- Sacrificing family time for ministry can lead to:
 - resentment
 - outright rebellion in children
 - children deciding they don't want any part of ministry life when they grow up
- God did not call you into ministry to sacrifice your family. As a minister, you must not sacrifice your family on the altar of your ministry.
- It is essential that you set boundaries to protect your family time.
- Practical approaches:
 - Set your personal or your family calendar before you set your ministry calendar. What are those important dates?
 - Expect God to bless your family, even if being in ministry means a lower income. Remember: When God called you into ministry, the provision was included.
 - Help your children see how the ministry provides opportunity, benefit, provision, and blessing.
 - Find creative ways to spend time with your children.

TEACHER: Ask students to consider practical ways to spend time with their children. (Example: Bringing work to a child's athletic event, rather than sitting in the office.)

Wisdom: With your words, frame the sacrifices of ministry for your children as a privilege and an opportunity to serve Christ.

🔑 **Key Two:** Preaching Rules

- Do not use your family members for an illustration without their permission.
- Do not embarrass your spouse from the pulpit. Always honor them in front of your people.
- Honor and champion your family in front of others.

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

How will you protect your family time?

How will you discuss the sacrifices of ministry with your family?

What are some ways you can think of for spending good quality time with your spouse and children?

Notes:

Part Nine: The Atmosphere of Your Home

*“The earth was formless and empty, and darkness covered the deep waters. And the Spirit of God was hovering over the surface of the waters. Then God said....”
(Genesis 1:2-3, NLT)*

The spirit of God was hovering over the deep. That means wherever there’s darkness, the spirit of God is always hovering. Waiting for what? The word of faith to pull it into that atmosphere, and the creative power of faith to change everything. I believe, in your family, that you can create an atmosphere where the Spirit and the presence of God come alive. —Ed Cole

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What factors contribute to the atmosphere in the home?

The Purpose: To highlight the importance of creating the atmosphere for the presence of God to flow in your family, and to give some practical suggestions for creating that atmosphere.

Key: Creating an Atmosphere of Life

TEACHER: Use the narrative below to begin this section (not in student book).

A minister was in his office and he was praying, "Oh, God, touch my wife's heart. Oh, God, if only my wife would catch the same vision I have." And all of a sudden, he felt the Holy Spirit stop him. He heard God say, "Your wife's singing." He said, "What do you mean?"

It happened that at the time he was praying, his wife was cleaning the house. He realized that she was not singing. He said to God, "She's not singing." And God said, "Exactly. She used to always sing when she cleaned the house." All of a sudden, he realized what God was showing him. God was telling him, "You've taken her song. You've put so many things on her, so many conditions. You've pulled on her so much...she's not singing anymore."

He went out, repented to his wife, and said, "I'm sorry."

What had happened? Out of his own heart and his own life, he had created an atmosphere in his house that was not conducive to the vibrancy of her life or the thriving of his family.

- As God's Word is to Him, your word is to be to you:
 - You can create an atmosphere where the Spirit and the presence of God come alive in your family.

TEACHER: Ask students what kinds of words would create the right atmosphere in their homes. Ask them to be specific in their examples

- By your words, you create the atmosphere in your home.

TEACHER: Ask students to think of ways a minister could acknowledge his or her family during ministry. Ask them to be specific in their examples.

- Use words to acknowledge your family even when you're conducting ministry.

- Out of a man's life (source) flows either death or life.

“Christ is the Head (kephale) of every man, the head of a woman is her husband and the Head of Christ is God.” (1 Corinthians 11:3, AMP)
(Kephale means “sustain,” “maintain,” “source.”)

Note: The role of a man is not positional but functional.

- What you put into your life will come out in your children.
- For the husband: Your wife's face is a reflection of your heart.

TEACHER: Ask students what they think it means to “use their words to frame times with their children.” (Possible answer: Acknowledge how much you enjoy being with them. Acknowledge how much you have looked forward to spending time with them.)

- Practical ways to create an atmosphere of life:
 - Use your words to frame times with your children.
 - Have fun with your family.
 - Get your children out of their normal environment—spend time as a family.

You will find out things about your children that you will never find out ordinarily when you can decompress and start listening to them....
—Joann Webster

Wisdom: Create an atmosphere for legacy, for children to grow up healthy and strong.

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

How often do you speak life-giving words to your spouse? To your children?
What are some ways you could bring more vibrancy into your home?

Notes:

Part Ten: Discipline

Jesus invested his entire ministry life in discipling a small group of men. —Paul Cole

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What is the purpose of discipline? How are discipleship and discipline related?

The Purpose: To define discipline and describe its true purpose.

🔑 **Key One:** The Definitions of Discipline

- To *be disciplined* means to have our lives disciplined.
- To *disciple others* means to help them be disciplined.
- Discipline means helping others become what God wants them to be.
- Discipline means being equipped for every good work.

All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the servant of God may be thoroughly equipped for every good work. (2 Timothy 3:16-17)

🔑 **Key Two:** Discipline Flows Out of Love

- Discipline flows out of the heart of God, which is the heart of love.

TEACHER: Ask students to explain why they think “much love” results in “little law.” (Answer: When a parent operates out of love, there is little burden of “law” that needs to be applied in the home. This is also true with God. When we understand His love for us, our behavior lines up with His purposes. We don’t need to continuously go through a checklist of “laws” we need to follow.)

- Much law = little love
- Much love = little law
- Punishing a child from your own emotions (anger, embarrassment, etc.) is an abuse of parental power.

- Discipline is never based on hate.

Example: Why do athletes discipline themselves? They don't discipline themselves because they hate themselves. They discipline themselves because they want to be excellent. They desire to be really good at what they do.

- Love-based discipline leads to excellence.

"Delight yourself also in the Lord, and He will give you the desires of your heart. Commit your way to the Lord; trust in Him and He will bring it to pass."
(Psalm 37:4-5, AMP)

"For we are God's masterpiece. He has created us anew in Christ Jesus, so we can do the good things he planned for us long ago." (Ephesians 2:10, NLT)

- Discipline a child toward what they need to become.
- When you discipline a child, use positive words:
"You're better than that."
- Don't place unrealistic performance-based expectations on your child.
- When you know you might be in error, err on the side of love. Err on the side of grace.
- Help your children to see a God who is filled with love and grace every time they mess up.

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

What is discipline like in your home?

Which points in this section may impact the way you think about discipline in the future?

Notes:

Part Eleven: Blended Families

It is a broken world; nothing's perfect. There are imperfections in us, in our children, in our leaders, in everything we see. But God said He would not fail us. —Paul Cole

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What do you think are the biggest challenges for blended families?

The Purpose: To highlight how God works through blended families, and to identify priorities for a blended family.

🔑 **Key One:** God Works Through Blended Families

- Regardless of the difficulty of the situation, God will stay with us.

For God Himself has said, I will not in any way fail you nor give you up nor leave you without support. I will not, I will not, I will not in any degree leave you helpless nor forsake nor let you down (relax My hold on you)! Assuredly not! (Hebrews 13:5, AMP)

“We are pressed on every side by troubles, but we are not crushed. We are perplexed, but not driven to despair.” (2 Corinthians 4:8-9, NLT)

- The Bible has several examples of unique family situations.

One Example: Moses spent time with his birth mother, and in the palace with his adoptive mother, Pharaoh's daughter.

TEACHER: Ask students to think of other examples of unique family arrangements in the Bible. (Other examples: Joseph was like a stepfather to Jesus; Lot lived with Abraham.)

- God works through blended families and nonblended families alike.



Illustration:

Lights in Berlin (photograph taken from space) – The lights are different colors, but from the same electricity. In the same way, blended families have a unique light, but the same Holy Spirit working in them.

🔑 **Key Two:** Priorities for a Blended Family

- In a blended family, the marriage has to come first.
 - Couples can have a tendency to neglect their marriage because they are so focused on their children.
 - There can be a temptation for a parent to feel they need to be more loyal to their child than their spouse.
 - The people in a blended family can come with “baggage” brought from the previous spouse that needs to be worked through.

TEACHER: Students fill “100-100” and “100” in the blanks as you read below.

Knowledge for Insight: Marriage is not a 50-50 proposition. Marriage is a _____ proposition. (Each spouse gives _____ percent to the marriage.)

- Focus on teaching children the Word of God; that is what will have the most impact on them. (Don't let yourself be concerned about the culture at the previous spouse's house.)

“Thy word have I hid in mine heart, that I might not sin against thee.”
(Ps 119:11, KJV)

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

(If you are in a blended family) How has this section been helpful to you?
Which points in this section will be useful as you minister to blended families in your church?

Notes:

Part Twelve: Difficult Circumstances

*God is our refuge and strength, a very present help in trouble.
(Psalm 46:1, KJV)*

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What are some unique challenges for ministers, as they move through difficult circumstances?

The Purpose: To provide principles for navigating through difficult circumstances both at home and in ministry.

🔑 **Key One:** Bringing People into Your Home

“And if you have not been faithful in that which is another man’s, who shall give you that which is your own?” (Luke 16:12, NKJV)

- When you invest in helping someone else’s child, you can reap the benefits in your own children. (You will see more fruit in them as well.)
- Practical suggestion: When blending people, use common values that everyone can agree to. (This same principle can apply when blending a congregation).
 - Trying to merge values can be chaotic.

Example: Some value expensive things, while others value being economical and saving money.

- If you can reach an agreement on core values, other issues will fade away.

🔑 **Key Two:** Difficult Situations in Ministry

TEACHER: Ask the question, “How do we as pastors and leaders help our children move through life, when they live seemingly in front of everybody? How do we help them move through difficult issues?”

- When dealing with difficult issues that are exposed publicly, remove your own emotions from the situation.
 - Don’t allow yourself to feel embarrassed.
 - Give yourself permission to move forward without shame.
 - Let the past be behind you. Go and do the best you know to do.

“Therefore if any man be in Christ, he is a new creation: old things are passed away; behold, all things are become new.” (2 Corinthians 5:17, NKJV)

- Cover others with grace; don’t expose each other’s sin.

“Most important of all, continue to show deep love for each other, for love covers a multitude of sins.” (1 Peter 4:8, NLT)

In the same way that God is our refuge, we need to be a refuge for people who are hurting. —Paul Cole

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

How could you personally be investing in people who are in difficult circumstances?
Which point in this section was most significant to you?

Notes:

Part Thirteen: Forgiveness

Those hurts and wounds of others, from others, that are held on to, those become scars...that never heal. —Paul Cole

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared. (Suggested answer: Most everything discussed in this course would be essentially impossible to attempt without forgiveness.)

Activator: To what extent can a man or woman who hasn't forgiven be used in ministry?

The Purpose: To highlight the importance of forgiveness.

Key: Forgive Everyone

- Forgiveness is the most Godlike thing we will ever do in our lives.

“And forgive us our debts, as we forgive our debtors.”
(Matthew 6:12, KJV)

- Stand in the place of forgiveness with everybody, all of the time.
 - Make a habit of forgiving.
 - Practice “instant forgiveness.”

- Forgive even the smallest things.

He breathed on them and said to them, Receive the Holy Spirit!... if you forgive the sins of anyone, they are forgiven; if you retain the sins of anyone, they are retained. (John 20:22-23, AMP)

- Forgiveness opens. Unforgiveness closes.

Example: When you're having communication problems, ask yourself, "Do I have unforgiveness?" Forgiveness will open the lines of communication.

- How you leave one place determines how you will enter the next place.

Example: When people who have been hurt in another situation don't forgive, they will create the same scenario in a new situation.

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

Consider your heart: Do you forgive everyone all the time? Do you forgive even the smallest things (annoyances that don't seem significant)? Have you left a situation with unforgiveness in your heart, and expected God to bless you? Who do you need to forgive?

Notes:

Part Fourteen: Raising Champions

When I was a child, I spoke as a child, I understood as a child, I thought as a child: but when I became a man, I put away childish things. (1 Corinthians 13:11, KJV)

To raise champions is to put away childish things in your own life first...you must build that same character in your own life first. —Paul Cole

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What kind of character issues in parents would affect their children? What factors do you think have the most impact on raising a child who is a champion for Christ?

The Purpose: To discuss how to raise champions out of love and a passionate devotion to Jesus.

🔑 **Key One: Love vs. Lust**

- The opposite of love is lust.
- Love is not an emotion. It is an act of the will.

“Jesus replied, ‘Love the Lord your God with all your heart, soul, and mind.’”
(Matthew 22:37, TLB)

- We are commanded to love.
- We can love on purpose.
- Love is the desire to benefit others even at the expense of self, because love desires to give.
- Lust is the desire to benefit self even at the expense of others, because lust desires to get.
- Some parents want to live their own life at the expense of their children.
- Some ministers want to have their own ministry at the expense of the congregation.
- It is wrong to lust the ministry.
- It is wrong to lust your position in your own family.
- Lust comes out of selfishness, an immature spirit.
- Lust is childishness.

“*And when I became a man, I put away childish things.*”
Put away what is childish and love your family.

🔑 **Key Two:** Put Your Children in Front of Jesus

- “Throw” your children to Jesus. (In other words, do what parents would have done in Jesus’ time: push through the crowds, do whatever it takes, to put your children in front of Jesus.)

TEACHER: Tell students: Often, in paintings, Jesus is depicted with three or four children around Him. But, in reality, children probably had to push through, and even be thrown through crowds to make it to Jesus. The same principle is applied here: Parents should put in every effort to help their children reach Jesus.

“Suffer little children, and forbid them not, to come unto me.”
(Matthew 19:14)

- Give your children every opportunity to be touched by Jesus:
 - Take them to church.
 - Sing them a song.
 - Awaken them with Christian music.
 - Put them to bed with Christian stories.
 - Pray with them.
 - Have family altar with them.
 - Send them to Christian summer camps.
- Remember, it is not always convenient, but it is important.
- Always watch for the “teachable moment.”

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

Refer back to the points about love and lust. Which points were significant for you?
Refer back to the list of ideas for giving your child every opportunity to be touched by Jesus. Which of those do you want to practice more?

Notes:

In Conclusion:

What are the three most valuable insights you gained from this course?

- 1.
- 2.
- 3.

Write down any questions you still have. Pray and ask God to reveal the answers as you seek Him.

Knowledge for Insight Answers:

Part Two: disengaged

Part Four: acceptance, aspirations

Part Five: 12

Part Eleven: 100-100, 100

WINNING MY RACE

Ben Lerner

***Ben Lerner** is the founder of *Maximized Living*, headquartered in Celebration, FL. His breakthrough strategies for total health and well-being are the foundation for his thriving local practice and the many clinics he owns and consults for around the world. Dr. Lerner is the author of the bestselling books, *Body by God: The Owner's Manual* for *Maximized Living* and *One Minute Wellness*.*

Course Summary

Developed from a video teaching by Ben Lerner, this course addresses principles of health and wellness so that a leader can have the time, energy, and discipline to be successful in ministry. In doing this, five essentials of health and wellness will be explored.

Course Content

This course was developed from a video course from the Global Church Learning Center (www.globalchurchlearningcenter.com). The core of the content contained in this course originates from the original videos. As much as possible, the instructor's voice, passion, and flow of thought are maintained. Any differences are intended to be for the benefit of those taking the course in the Global HUB environment, or other training-related setting.

Course Features

Guiding Passage:

In Him we have redemption through His blood, the forgiveness of sins, in accordance with the riches of God's grace that He lavished on us. With all wisdom and understanding, He made known to us the mystery of His will according to His good pleasure, which He purposed in Christ, to be put into effect when the times reach their fulfillment—to bring unity to all things in heaven and on earth under Christ. (Ephesians 1:7-10, NIV)

This passage refers to the heart of the Global Church Learning Center and the Global HUBS of Christianity: the work of salvation by His grace, the pursuit of His will and good pleasure, and the resulting unity of all things under Christ Jesus.

In this passage we can identify powerful terminology for the basis of the main features of this course: "Wisdom," "Understanding," "Known" (Knowledge for Insight), "Purpose," and "Effect." These terms are most fitting for the training of global leaders to expand the Kingdom across all denominations, borders, cultures, and languages.

Part: Unless otherwise noted, each “Part” is numbered to correspond with the original video session on the Global Church Learning Center website.

Activator: Engages and focuses your thinking before instruction. Often accompanied by a quote from the original instructor or a Bible verse.

The Purpose: Communicates the intent of the instruction in that “Part,” and whenever possible, the objectives of the original video instructor.

Term: Provides understanding for a term that is specific to the topic, and therefore may not be easily understood, or is used in a unique way during the course.

Key for Understanding: The main organizing principle for the course content. The Keys may be represented by one word, a phrase, or a useful generalization. (Seen as “Key” “Key One,” “Key Two,” etc. in the course).

Narrative: Printed in *italics*, this is an example or story from the original instructor. As much as possible, the original wording has been maintained, and has not been significantly edited for syntax (word order) or word choice, to maintain the voice of the original instructor. If significant editing has occurred, it is marked [Edited Version].

Knowledge for Insight: Explanations, helpful facts, and conclusions based on the original instructor’s vast ministry experience.

Wisdom: Spiritual wisdom passed on from the original instructor.

Effect (Outcome): Promotes thought about the potential effect of the ideas presented when applied in real life. Occasionally it includes a prayer.

Review: Connects main ideas from the previous section, or the entire course.

In Conclusion: Provides a space for identifying valuable insights, reflecting, and writing questions that have emerged as a result of the course.

*Not all of the features may be present in every course.

Part One: Introduction

If God has called you to win a race: you don't want to just run it, you don't want to just finish it, but you want to make sure you have won it. And it takes health to do that.
—Ben Lerner

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: How important is it to teach the Body of Christ about healthy living?

The Purpose: To address the need for the elements of wellness to be taught to the Body of Christ.

🔑 **Key:** The Need for Wellness

TEACHER: Students fill “second” in the blank as you read below.

Knowledge for Insight: Wellness is sometimes called the “_____” hand of the Gospel,” because it involves meeting the needs of the leaders and the people so that they can have energy, time, and discipline to win their race.

- Health and wellness tend to be a lesser priority in church settings.
- Many health issues experienced by the average person are caused by destructive lifestyles.
- Depression and stress are prevalent in churches today.
- Many people lack the proper life skills for a healthy lifestyle: the mind-set of success, the ability to manage time effectively, and the principles of winning.

Wisdom: If we don't have energy and longevity, we will not have the time to accomplish our race.

And it really is a Body by God; it's a Body for God; it's a Body through God; it's a Body to God.

Note: The information in this course comes from Ben Lerner’s program, “Winning My Race,” which has partnered with the Billion Soul Network to equip and train pastors to renew and transform their minds into a winning attitude in ministry.

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion, if time allows.

Effect:

How would you rate your knowledge of physical and mental health, on a scale from 1 to 10 (1 being “almost no knowledge” and 10 being “expert”)?

Explain why you chose your score.

What do you hope to learn in this course? (Refer back to this at the end of the course.)

Notes:

Part Two: The Framework

Video Sessions 8 and 9

Jesus met the needs of people physically. Health was a major part of Christ’s ministry, so health should be a part of church ministry, or any sort of ministry that you’re doing.

—Ben Lerner

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: How do you decide which diet and exercise plans to follow? How do you determine what will bring overall wellness to your life?

The Purpose: To identify the framework for a healthy lifestyle.

Key One: The Criteria for Physical Health

- Is it scientific?
 - Good health should be supported by science. God created the body and science is the study of God’s work.
 - Avoid fads that do not have a scientific basis.

- Does it follow the wisdom of God?
 - Healthy living should line up with God’s Word.
 - Your plan should be in line with Scripture, and not contrary to it.
- Is it common sense?
 - Be conscious of what you put into your body. Is it honoring to God? Is it in alignment with His intentions for our bodies?
 - Eat those foods that God designed to be utilized by our bodies.

Example: God designed an apple to be eaten. Your body knows exactly how to process the nutrients and use them for energy. But when you eat refined or overprocessed food, your body does not know how to use it, and it causes trouble.

- Use the 80-20 rule. People who are obsessed with fitness are often stressed, unhappy, and don’t live longer. There should be a 20 percent grace for what you do to your body. Eighty percent or more of what you do should move towards healthy eating and exercise.

Let’s become people of conscience as Christians, because we know that God gave us this gift. We want to honor it; we want to treasure it. —Ben Lerner

🔑 **Key Two** : Essentials of Health and Wellness

- Maximized Mind
 - The mind-set of success: Renewing your mind to think like someone who is healthy, strong, and is going to live a long time.
 - Internalizing the truth about life and health.
- Structural Component
 - Taking care of the musculoskeletal system.
 - Taking care of the nervous system.

- Nutrition
 - Developing a nutrition plan.
 - Learning the difference between food by God and food by man.
- Physical Movement
 - Maximizing oxygen through exercise.
 - Understanding muscle to fat ratio.

TEACHER: Students fill “oxygen” in the blank as you read below.

Knowledge for Insight: The most important nutrient is not anything you would get in a vegetable or fruit. The most important nutrient you need is _____.

- Minimizing Toxicity
 - Knowing where toxins are found
 - Knowing how to avoid toxins

If we were standing on top of a building and we prayed to God to catch us, and then we jumped—unfortunately, what we’re going to find...is that we’re going to run into the Laws of Physics. We’re going to find out what it means to reach a terminal velocity and hit a hard, immovable ground.

Generally, you’re going to have the opportunity actually to talk to God right after that, and ask Him personally, “Why didn’t You catch me?” He’s going to say, “Well, I gave you a physics teacher and common sense to know that you shouldn’t jump.” Now God can do anything, of course. Some people He will catch, but I wouldn’t test it.

It’s the same thing with your lifestyle. If you’re not getting the nutrients you need, if you’re not getting the exercise you need, if you’re overloading your body with toxins, then you’re simply breaking the Laws of Physics, the physical laws that God set up. That type of destructive lifestyle leads to disease. —Ben Lerner

Note: Many of the principles in this course can be found in Ben Lerner’s book, *Body by God*.

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

Evaluate your current plan for physical health. How does it line up with the criteria? Which of the five essentials for health and wellness do you know you will need to learn more about?

Which of the essentials do you understand really well already?

Notes:

Part Three: Maximized Mind – Section A

Video Session 2

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What reason might a person have for changing their lifestyle? What kinds of reasons do you think really motivate people to change?

The Purpose: To identify important steps in developing a healthier mind-set.

🔑 Key One: Stop Conforming

- A healthy lifestyle means not conforming to the habits of the world: bad eating, the sedentary lifestyle, the destructive habits, and the stress.

“Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is—his good, pleasing and perfect will.” (Romans 12:2, NIV)

- Renewing the mind is the first step to living differently and winning your race. (People can be saved and come to know Jesus, but until their minds are renewed, they may continue to conform.)
- Set your heart on being transformed.

🔑 Key Two: Identify Your “Whys”

- Identify two main reasons for wanting better health and wellness:
 - Your personal “why”: What are the personal reasons why you’re going to commit to a new lifestyle?

My father died of a heart attack when he was only fifty-two years old, leaving behind a young wife (my mother in her forties), and three children. My youngest brother was still a teenager. So that’s a big, personal “why” for me. I get up every day; I exercise, and I eat well. I don’t necessarily feel like doing it when that alarm goes off at five thirty in the morning. I don’t think, “Yes, it’s time to exercise!” I mostly don’t feel like doing it, but I think, “There’s a good reason for this.” There’s a personal “why”.... I eat the healthy stuff because I want to be there for my family if I can help it. —Ben Lerner

- Your mission-based “why”: What are your kingdom-minded reasons why you’re going to commit to a new lifestyle?

Examples:

You want to lead others to a healthy lifestyle by example.

You need to invest in your health so you can be energized and clear minded as you preach the Word and minister to others.

You need to invest in your health because you travel a lot and need to be able to recover quickly for speaking engagements.

- Guidelines: Your “whys” need to be deep enough reasons that they will be powerful enough for you to make a real lifestyle change.
- Write down your “whys” and make them your personal mission. Read them every day, so that you constantly have them at the forefront of your mind, and your commitment can override any feelings you may have at the moment.

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion, if time allows.

Effect:

Take time to write down your personal and missional “whys” or reasons for committing to a healthy lifestyle.

Notes:

Part Four: Maximized Mind – Section B

Video Session 3

We’re talking about renewing the mind, because if we don’t, we don’t transform, and we continue to conform to old patterns, to worldly patterns, that we want to get out of. We want to be living a lifestyle that’s in alignment with God’s intention that is bringing good health. —Ben Lerner

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What kind of lifestyle do most people in your area have? Do you think they see themselves as healthy people?

The Purpose: To identify important changes for developing a healthier environment and self-view.

Key One: Shifting Your Culture

- Consider your culture: Is it a healthy one?
 - Does your family live a healthy lifestyle?
 - Do your church members live healthy lifestyles?
 - Do the people you spend your time with eat right and exercise?
- Determine if you need to shift your habits, values, and practices from the norm in your culture. If your culture is typically unhealthy, be aware that it can be easy to be drawn back into it.

🔑 **Key Two:** Change Your Self-View

- The following are examples of “stinking thinking,” or misconceptions, about who you are:
 - “I’m not one of those healthy people. I don’t like to eat well.”
 - “I’m one of those people who hates to exercise.”
 - “I don’t like to get up early.”
 - “I’m just one of those people who has a lot of stress.”
 - “I’m a fat person.”
 - “I’m an ugly person.”
 - “I’m an old person.”
 - “I’m a tired person.”
 - “I’m a lazy person.”
 - “I’m a procrastinator.”
 - “I’m a big eater.”
 - “I’m just one of those people who loves sugar.”
 - “I’m a bad driver.”
 - “I’m a lousy listener.”
 - “I’m just not a great parent.”
 - “I’m just not that good of a spouse.”
 - “I’m not much of a salesman (or a boss, or an employee).”
 - “I’m not smart.”
 - “I’m not a technical person.”

- “I’m not organized.”
- “I’m not ambitious.” Or “I’m not a go-getter.”
- “I’m not one of those happy, upbeat people.”
- If you have convinced yourself of any negative statement about yourself, it is not from God.

Wisdom: God’s voice will always tell you to be in alignment with good behaviors and a good lifestyle.

- Start to replace your old labels with new labels that are in line with what God says about you. Write them down and read them three times every day.
 - “I’m one of those healthy, fit people.”
 - “I’m one of those people who likes to exercise.”
 - “I like getting up early in the morning, doing my prayer time, and getting my workouts in.”
 - “I’m one of those people who really feels better when I’m eating the vegetables and the fruits and the things that God made that are good for my body.”
 - “I’m somebody who sleeps peacefully at night.”
 - “I’m somebody who gets along with people.”
 - “I’m somebody who allows stress to move on to God and roll right off my back.”

TEACHER: Students fill “three times” in the blank as you read below.

Knowledge for Insight: Research shows that if you read positive statements about yourself _____ a day, within thirty days, you actually start to physically change brain matter to have a new way of thinking about yourself and about your life.
(As cited by Ben Lerner)

I used to say, “I’m not good with teenagers.” Then when my son became a teenager, I realized that’s a bad thing to say about yourself. I’ve got to become good with teenagers.

I’ve got two little ones who aren’t teenagers yet. I’m in training now. I now say to myself, “I’m great with teenagers. I’m somebody who can really relate with a teenager. I’m somebody who can really remember what it’s like to be a teenager.” —Ben Lerner

- Teach your congregation to transform their self-view so they can be transformed to be in alignment with God’s view. Remember, a self-view that is in alignment with God’s view will be much more usable and effective in the kingdom.

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

How does your culture affect your lifestyle?
What would you like your new culture to look like?

(Refer back to the list of misconceptions. Mark the ones that apply to you.
Refer to the list of positive labels. Mark the ones that you want to see manifested in your life. Write down additional labels you want to be part of your new self-view.)
Make a commitment: When will you read these aloud?

Notes:

Part Five: Maximized Mind – Section C

Video Sessions 4 & 5

For a new lifestyle, you need life skills. Ephesians 5:15 goes into the fact that we want to make sure to live as wise, not as unwise, because the days are evil. Some versions say “Redeem the days.” In other words, trade in the days and the way you’re living now for better, more Godly days. —Ben Lerner

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: Do you think most people have well-defined goals? What are some ways a person can ensure they accomplish their goals?

The Purpose: Provide suggestions for identifying and accomplishing goals for a healthy lifestyle.

Key One: Identifying Goals

- Write down specific goals for a healthier lifestyle. Those will be the goals you use to organize and plan your day.
- Try this exercise on yourself, and then with your congregation: First, determine three goals for each area, called the “Six Fs.”
 - Faith
 - Family
 - Fitness
 - Finances
 - Future
 - Fun

Then, take a piece of paper and make two columns. On the left side, write down everything you did yesterday, from morning until nighttime. On the right side, write down your goals for the six Fs: faith, family, fitness, finances, future, and fun.

Compare what you did yesterday to the goals on the right. Answer this question: Did you do anything at all on the left that would have any chance of helping you achieve the goals on the right?

Wisdom: If there's no goal, there's no target.

When it comes to exercise, my wife and I actually sit down at the beginning of the week, because we have three children and...we have to plan that out: where she'll exercise and I'll watch the kids; where I'll exercise and she'll watch the kids. We actually do an exercise date every week when the kids are at school and we meet and exercise. But there's a plan to make sure we get our fitness in. Part of stress management is, of course, for me primarily, how I'm getting along with my wife and how well our family is working out.

We have time we've mapped out so that we can live wisely and so that we know that if we pray together and we do a Bible study together, that's when we are doing best in our relationship. We find that time of communication is always when stress is at its least, the relationship is at its best and communication is at its highest. —Ben Lerner

🔑 **Key Two: Create a War Plan**

- Rationale: Jesus came to give life and to give it more abundantly. The thief comes to steal, kill, and destroy.
- Leaders need a war plan, because the days are filled with evil. Our time management is part of the strategy for winning the war between good and evil.
- You need two documents:
 - To-Do List: All the action steps in your strategy to accomplish your goals in the Six Fs of life.
 - The War Plan itself: All to-do items are laid out and scheduled in your day.

Example: On your daily schedule, make solid yellow boxes around each item of your war plan. You might have a box for prayer from 5-6 a.m., a box for exercise from 6-7 a.m., a box for breakfast with your family from 7-8 a.m.

- Creating a plan and strategy reduces stress about the future and allows for more focus on the task at hand.
- Blocking out segments of time for your goals should create consistency. You should no sooner miss those blocks of time than you would an appointment.

Get that written to-do list in place, translate it into a war plan, and teach others to do it. Now you'll not only be giving people the information they need to thrive, but also the life skills, the lifestyles, they need to thrive. —Ben Lerner

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. If there is not enough time for students to write three goals for the Six Fs, ask them to write just one goal for each of the Six Fs and compare those to how they spend a typical day. (If your time in class is really short, encourage students to complete this section on their own time.) Encourage discussion.

Effect:

Refer back to the exercise in the beginning of the section. Take time to write down your goals for the Six Fs. Then compare them to how you spend your days.

What are some goals that need to be scheduled into your War Plan?

Notes:

Part Six: Maximized Mind – Section D

Video Session 6

These principles of winning come from my work with the U.S. Olympic teams. I've been a doctor for them. I've been somebody who has trained them, helped them with their nutrition, and helped them with their physical fitness and preparation for competing. So much of this has to do with mind-set. —Ben Lerner

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What principles do you think an Olympic athlete would hold?

The Purpose: To identify principles of winning as they relate to developing a healthy lifestyle.

Key: Principles of Winning

- Find your unique talent proposition.

Example: Olympic swimmer Michael Phelps has very long arms and legs, fingers like webbing, and flexible feet. His perfect talent is swimming. If he had decided to become a wrestler, he would not have won any gold medals.

- Operating outside of your unique talent can cause stress and frustration because you are trying to run a race you were not designed to run.
- Finding your unique talent means you run the race you were designed to run.

- Stay focused on the right things.
 - Stay focused on your goals.
 - Stay on your war plan.

“Winners have simply formed habits of doing things losers don’t like to do.” —Olympic saying.

- Get in the game.
 - Don’t be afraid to go for your goals.
 - It’s better to be in the wilderness with trial and error than not to try, because you will be developed and prepared through those experiences.

“It’s better to be 1 in 20 than 0 in 0.” Sign at Olympic training center

- Life takes no excuses, only results.

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

Which of the principles of winning do you need to cultivate?

Notes:

Part Seven: Maximized Mind – Section E

Video Session 7

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: To what extent do you think the people around you affect your success?

The Purpose: Highlight the importance of your environment as you pursue a healthy lifestyle.

Term: Strong Room – an environment with a great leader who has an optimal plan and others who will push you to a higher standard.

🔑 Key: Training in a Strong Room

When I went to one of my very first Olympic games as one of the team doctors, we were discussing with the coaches who would have been the best team. Did we really bring the best athletes to this particular Olympics in Atlanta in 1996?

They said, “Actually, no, there are two or three guys who are actually better wrestlers out there who didn’t make the team.” I asked them, “What made them fall short of their potential?” They said, “They didn’t train in a strong room.” I asked what a “strong room” was. How would you define it? They said, “One, it has a great coach who had the optimal plan. Two, it has other athletes who were also at an elite level and also trying to make an Olympic team, trying to be the best.”

So guys with great potential, who could have even been Olympic gold medalists, end up not even making the team because they came from a weak room.

—Ben Lerner

- What does your faith room look like?
 - Are you plugged into a great church with a great leader?
 - Are you surrounded by: people who really live the lifestyle a Christian should live, and people who want to see Christ as the center of their lives?
- What does your marriage and family room look like?
 - Are you being mentored by someone who has a great marriage?
 - Are you surrounding yourself with people who have healthy marriages and families?
- What does your fitness room look like?
 - Do you and your spouse have the same goals for fitness?
 - Are you surrounding yourself with people who have a fitness mentality and will help you stay on track?
- What does your financial room look like?
 - Are you being taught by someone who is successful in their finances?

- Are you surrounding yourself with people who are good stewards and give tithes and offerings?
- There are two kinds of people in the strong room: those who you can learn from, and those who you can teach.
 - Let those who are more mature motivate you to become a better person.
 - Mentor those who need help. You can learn even more by teaching and holding yourself more accountable.

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion, if time allows.

Effect:

Refer back to the questions pertaining to the strong room. Take time to answer each one.

How would you describe your “strong room” right now?

Notes:

Part Eight: The Structural Component

Video Session 10

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: How prevalent is muscle and joint pain in your part of the world?

The Purpose: To identify some causes of structural ailments and the spiritual principle to experiencing healing.

🔑 **Key:** Structural System (Bone, Muscle, Connective Tissue)

- The spinal cord is essential for the function of the nervous system.
 - The nervous system is the lifeline to the body.

- The brain sends messages down the spinal chord and out to nerves to control all the muscles and organs.
- Building strength in muscles holds up the structural system.
- Effect of stress on the structural components:
 - Physical stress – can be caused by poor posture, slips or falls, bad sleeping positions. Physical stress can affect spine, joints, and nervous system.
 - Emotional stress – can cause tightened muscles or the breakdown of muscles. If muscles are broken down, they can no longer support joints, bones, spine, and nervous system.
 - Chemical stress (chemicals we take in) – can cause pain, inflammation in areas such as back, knees, neck, and elbows.
- Healing Prayer

What I've found is that generally, God has not cursed somebody. Generally, once we come to know Christ, we should expect that the curse is gone. We should expect that we will be healed in the Name of Jesus. So we should expect things to go away, but also expect that God will walk you down a path to do so in many cases. —Ben Lerner

- Perfect prayer: Pray and expect God to act supernaturally. And also pray and expect Him to show you the right steps to take towards health. (He moves in the Spirit, and you move physically to take the right actions and do the right things.)

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion, if time allows.

Effect:

How would you describe your health in this area (bones, muscles, connective tissue)?
Have you considered the perfect prayer?

Notes:

Part Nine: Nutrition

Video Session 11 -13

We live in a world now where food has become so modernized, so commercialized, so refined, that most people are overfed—too many calories, too many bad fats, too many bad nutrients...but they are actually undernourished. It's a weird spot, where there's the obesity epidemic that is worldwide. (And all the conditions that go with that: high cholesterol, high blood pressure, diabetes, and joint issues.) It's a global epidemic that's really killing people. —Ben Lerner

Those same people who are eating plenty of calories are actually vitamin D deficient and vitamin C deficient. In many cases they're protein deficient, at least with quality protein. Their amino acids are out of balance; their fatty acids are out of balance. —Ben Lerner

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What kinds of foods are typically eaten by those around you? Is natural or organic food easy to buy?

The Purpose: To identify foods and nutrition plans for developing a healthy lifestyle.

Terms:

Key One: Macronutrients

- Consider macronutrients “Food by God.” These are foods that God intended you to eat, that will be absorbed and used effectively (and oftentimes allow you to eat more without weight gain).
- Good fats:
 - Found in completely natural unrefined foods
 - Anti-inflammatory – reduce incidence of diseases caused by inflammation: arthritis, heart disease, arteriosclerosis, and cancer

Note: Nutritionists promoted low-fat diets in previous decades, but have since discovered that good fat is essential to good health.

- Examples:
 - Avocados
 - Olive oil, coconut oil, fish oil
 - Nuts and seeds
 - Animal products from naturally raised animals
 - Beef, chicken, fish, *not pork*
 - Milk, eggs, butter
- Note: Many of these foods are prominent in the Mediterranean diet, which has been found to fight cancer.
- Good proteins (follow the same rule as for the good fats)
- Good Carbohydrates:
 - Found in grains that have not been refined or genetically modified.
 - Examples:
 - Quinoa
 - Millet
 - Amaranth
 - Unrefined Oats
- Fruits and vegetables – provide essential nutrients and can be consumed in large quantities.

🔑 **Key Two:** Nutrition Plans for Better Health

- The Core Plan
 - Eliminate:
 - Refined sugars (any sugar that is not completely all natural)

- Refined grains (white flour, white bread, refined pasta, refined cereals)
- Bad fats (Trans fats – vegetable, nut, and seed oils that have been refined and heated, fats from commercially raised animals, and pork fat.)
- Eat macronutrients:
 - Good fats, good proteins, good carbohydrates, and fruits and vegetables
 - Natural sugars

It's not deprivation; it's just living consciously. It's putting things in your body that God intended. That's the core plan. —Ben Lerner

- Advanced Plan (to eliminate inflammation, pain, sicknesses, and typical issues of aging)
 - Increase good fats
 - Moderate protein intake (focus on eating only high-quality proteins)
 - Focus on eating fruits and vegetables.
 - No Grain Intake (Note: Almond or coconut flour works well to replace refined flour)

Benefits:

- Gets rid of toxins
- Reduces inflammation
- Hormones become regulated and balanced
- Weight loss

Very often we feel that we are stuck with age, with the curse of disease, with symptoms for the rest of our lives. It doesn't have to be that way. We can turn our body around by turning our lifestyle around, simply by living as God has intended. —Ben Lerner

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion, if time allows.

Effect:

How would you describe your health in this area?
Have you considered the perfect prayer?

Notes:

Part Ten: Physical Movement

Video Session 14

“Exercise” is a word that’s become such a bad word in today’s society, I’m not sure you can even say it in church. —Ben Lerner

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: Do most people in your church have a good amount of activity in their daily routine? What percentage of your members lives a sedentary lifestyle?

The Purpose: To identify the need for physical activity and to outline the most effective type of exercise.

Key One: The Need for Fitness

- To run our race, we must be fit and healthy.
- Sedentary lifestyles work against health :
 - Loss of muscle mass causes a higher fat-to-muscle ratio. This causes health to deteriorate.
 - Slower metabolism causes a boost in bad hormones and a loss of good hormones.
 - Premature aging

🔑 Key Two: Duration of Exercise

- Long duration, low-intensity exercise:
 - Examples: long walks, jogging, etc.
 - Benefits: improved circulation, improved cardiovascular function, calorie burning, some fat burning
 - Disadvantages: increases bad hormones, increases inflammation, a decrease in the good hormones
- Short duration, high-intensity workouts:
 - Example: Doing intense exercises, such as push-ups, for twenty seconds, thirty seconds, or one minute at a time.
 - Twelve minutes of intermittent high-intensity activity
 - Benefits: improved circulation, calorie burning, fat burning, boost in metabolism, increase good hormones (which also build muscle), decreases bad hormones

*As you get your muscle-to-fat ratio back where you want it, as the aerobic system, your cardiovascular system, becomes more efficient and healthy again, you'll see your body becoming more of what you need to be to win the race.
—Ben Lerner*

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

What changes would you like to see in your body for it to become what you need to “win your race?”

How many minutes can you schedule into your day for short duration high-intensity exercise? What time could you exercise?

Notes:

Part Eleven: Minimizing Toxicity

Video Session 15

If you read labels, you'll find there are so many different chemicals, toxins, and preservatives in our foods. —Ben Lerner

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What toxins are you aware of in your environment?

The Purpose: To identify the sources of toxicity and give guidelines for minimizing toxicity for a healthy lifestyle.

🔑 **Key One:** Toxicity Is Everywhere

- Toxins have become pervasive in many societies.
- Toxins are often present in small amounts in products and foods. They will not cause immediate damage, but can cause toxic accumulation over time. This leads to a variety of health problems.
- It is not possible to completely avoid toxins, but you can minimize exposure.
- Toxic Top Five:
 - Medication: While some are life saving, all medications are toxins because they are designed to create an unnatural change in the body. This is why medications often carry with them long lists of side effects.
 - Home: Toxins are often present in floorings, wall paints, furniture, towels, cleaning chemicals, personal care products, and cookware. These chemicals can lead to cancer, depression, and inflammation.
 - Tap water: Chemical toxins are present both in tap water and bottled water.
 - Plastics: Contain cancer-causing chemicals.
 - Metal exposure: Metals are present in water, medications, fillings, and certain processed foods.

Key Two: Avoiding Toxins

- Buy all-natural foods.
- Read labels.
- Buy “green” household cleaners.
- Use a water filter.
- Use reusable glass or stainless steel water bottles.
- Avoid anything with Teflon (which is illegal in many countries).

We know now that the body really is a body by God. It’s to be honored because it’s the vehicle we have for carrying out His purposes. If we simply follow common-sense guidelines and look at these Five Essentials, we will have the time, energy, and discipline to win our race. —Ben Lerner

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion, if time allows.

Effect:

What are some areas in which you may need to minimize toxicity in your life?

Notes:

TEACHER: Challenge students to fill in the blanks from memory. Encourage them to refer to their questions from the beginning of the course, to see what questions might still remain. Allow time for them to complete the section below.

Review:

The Five Essentials of Health and Wellness are:

1. _____
2. _____
3. _____
4. _____
5. _____

In Conclusion:

What are the three most valuable insights you gained from this course?

- 1.
- 2.
- 3.

Write down any questions you still have. Pray and ask God to reveal the answers as you seek Him.

Knowledge for Insight Answers:

Part One: second

Part Two: oxygen

Part Four: three times

FUNDING THE MISSION

Kenneth Ulmer

Dr. Kenneth Ulmer is the Senior Pastor-Teacher at Faithful Central Bible Church in Inglewood, CA. Since his arrival in 1982, the church has grown from less than three hundred people to more than 13,000. Dr. Ulmer is also the Presiding Bishop over Macedonia International Bible Fellowship based in Johannesburg, South Africa, an association of pastors representing ministries in Africa and the United States.

Course Summary

Developed from a video teaching by Kenneth Ulmer, this course explores the topic of funding the mission of spreading the gospel to the ends of the earth. In doing this, essential perspectives, theological principles, biblical examples, practical payoffs, and the role of the missional pastor will be presented.

Course Content

This course was developed from a video course from the Global Church Learning Center (www.globalchurchlearningcenter.com). The core of the content contained in this course originates from the original videos. As much as possible, the instructor's voice, passion, and flow of thought are maintained. Any differences are intended to be for the benefit of those taking the course in the Global Hub environment, or other training-related setting.

Course Features

Guiding Passage:

In Him we have redemption through His blood, the forgiveness of sins, in accordance with the riches of God's grace that He lavished on us. With all wisdom and understanding, He made known to us the mystery of His will according to His good pleasure, which He purposed in Christ, to be put into effect when the times reach their fulfillment—to bring unity to all things in heaven and on earth under Christ. (Ephesians 1:7-10, NIV)

This passage refers to the heart of the Global Church Learning Center, and the Global Hubs of Christianity: the work of salvation by His grace, the pursuit of His will and good pleasure, and the resulting unity of all things under Christ Jesus.

In this passage we can identify powerful terminology for the basis of the main features of this course: "Wisdom," "Understanding," "Known" (Knowledge for Insight), "Purpose," and "Effect." These terms are most fitting for the training of global leaders to expand the Kingdom across all denominations, borders, cultures, and languages.

Part: Unless otherwise noted, each “Part” is numbered to correspond with the original video session on the Global Church Learning Center website.

Activator: Engages and focuses thinking before instruction. Often accompanied by a quote from the original instructor or a Bible verse.

The Purpose: Communicates the intent of the instruction in that “Part,” and whenever possible, the objectives of the original video instructor.

Term: Provides understanding for a term that is specific to the topic, and therefore may not be easily understood, or is used in a unique way during the course.

Key for Understanding: The main organizing principle for the course content. The Keys may be represented by one word, a phrase, or a useful generalization. (Seen as “Key” “Key One,” “Key Two,” etc. in the course).

Narrative: Printed in *italics*, this is an example or story from the original instructor. As much as possible, the original wording has been maintained, and has not been significantly edited for syntax (word order) or word choice, to maintain the voice of the original instructor. If significant editing has occurred, it is marked [Edited Version].

Knowledge for Insight: Explanations, helpful facts, and conclusions based on the original instructor’s vast ministry experience.

Wisdom: Spiritual wisdom passed on from the original instructor.

Effect (Outcome): Promotes thought about the potential effect of the ideas presented when applied in real life. Occasionally it includes a prayer.

Review: Connects main ideas from the previous section, or the entire course.

In Conclusion: Provides a space for identifying valuable insights, reflecting, and writing questions that have emerged as a result of the course.

*Not all of the features are present in every course.

Part One: Introduction – Essential Perspectives

Video Sessions 1

Funding the mission: Resources, money, income, is not a God problem. God does not have a money problem. —Kenneth Ulmer

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: In your experience, has it been easy to get funding for mission projects? Are most people interested in giving towards mission projects?

The Purpose: To identify some essential perspectives for funding the mission.

🔑 **Key One:** God Does Not Have a Money Problem

- God is the Creator of everything, and all that exists belongs to Him. (See Psalm 50.)

Wisdom: Where God guides, He provides.

- The challenge lies in getting the money God has released into the earth realm to be deposited and invested back into the Kingdom.
- God has called His people with a very clear call to missions, and missions need funding.

Example: Taking this course requires funding: lights, supplies, etc.

- God is Jehovah-jireh, the Lord who provides. He sees our need before we see the need.

TEACHER: Lead into the next Key by asking, “What does our mission look like? Where did it come from? What’s it all about?”

🔑 **Key Two:** God Calls Us to Send Us Out

“And He went up on the mountain and called to Him those He Himself wanted. And they came to Him. Then He appointed twelve, that they might be with Him and that He might send them out to preach” (Mark 3:13,14)

- Jesus called the disciples “to Himself,” to “be with Him.”
 - He called them so that He could invest in their lives for the next few years (the principle of discipleship).
- Jesus also called the disciples “that He might send them out...” (Verse 14)
- The pattern: God calls His people to Himself and then sends them out for the purpose of sending the Gospel out into the world.

🔑 **Key Three: Funding Is a Requirement for the Mission**

- The ministry of Jesus was funded:
 - The gospel of Luke says that two women named Joanna and Susanna and “many others” provided out of their own means. (See Luke 8:3.)
 - The ministry of Jesus had a treasury (Judas was the treasurer).
- God divinely and providentially positions people to be part of funding the mission of the Kingdom.
- The mission of the Kingdom of God, which is in the spirit realm, functions in the earth realm, and functioning in the earth realm requires *funding*.

TEACHER: Lead into the next Key by asking, “How do you get funding?”

🔑 **Key Four: Funding Means Asking**

- Make an appeal; put it forward as a priority of the people of God.
 - “...you do not have because you do not ask.” (See James 4:2.)
- Don’t back away from the idea of asking for money.
- It is the leader’s responsibility to call people to the opportunity to sow into the Kingdom of God.
- God gives seed to the sower: both for food and for sowing. (Isaiah 55:10)
- The greatest danger for believers is to eat all of their seed.

- Prepare the people for the truth of the principle of the seed: There is a life force in that seed that does not come forth until the seed is planted and brings forth a harvest.

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

How comfortable are you making an appeal for the funding of missions?

How involved is your church in sending people out for missions locally and internationally?

What questions do you have about funding the mission? (Refer back to these at the end of the course.)

Notes:

Part Two: Funding and the Theological Principle

Video Sessions 2 and 3

The funding of the ministry begins with a theological principle. —Kenneth Ulmer

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: How would you define the mission of the Church of Jesus Christ?

The Purpose: To identify the foundational theological principles for funding the mission.

Key One: Defining the Mission

- To glorify God as Jesus glorified God:

“I have glorified You on the earth. I have finished the work (some translations say “completed the assignment”) which You have given Me to do.” (John 17:4)

- To complete the assignment that Jesus gave us:

- Jesus' final instructions before His ascension to the Father:
 - The Great Commission: "Go therefore and make disciples"(see Matthew 28:19), and "Go into all the world and preach the gospel to every creature." (Mark 16: 15)
 - The Greater Commission: "Wait" for power, because believers cannot make disciples on their own power. (See Acts 1:4,5.)
 - The Greatest Commission: "Be witnesses" so the world can see who Christ is, and become disciples as well. (See Acts 1:8.)

Note: The assignment is not to "get more members in your church."

- The Mission: to glorify God by *going* and making disciples.

🔑 **Key Two:** The Necessity of Funding

- "Going" is the essence of ministry.
 - The Gospel is never to be sedentary. It is to be fluid, always moving: going—being sent and being released.
 - Disciples are made when we go into the world and testify as witnesses.
- "Going" requires resources.
 - Resources were needed for disciples to minister in biblical times.
 - Resources are needed today for the church to go.
- Salvation is free but it's not cheap.
 - "Going" out with the Gospel costs money; it is a reality of economy and the world we live in.
- The movement of the Gospel must be funded.

The purpose is not to come to church; it is to be deployed, or released, into the world. That's the principle of discipleship; that's the principle of missions: to send the Gospel, to release the Gospel in the lives of men and women back out into the world. —Kenneth Ulmer

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

What is your church's mission? Does it fit with the mission mentioned above?
How is your church planning on "going" out with the Gospel? Who is your church sending out to release the Gospel?

Notes:

TEACHER: Lead into the next part by asking, "Where in Scripture is there a picture of how this funding of missions works?"

Part Three: Biblical Picture – Paul and the Church at Philippi

Video Sessions 4-6

The spiritual dynamic of the Gospel is free to all but it's not cheap. It cost Jesus his life. It cost the Father His Son. And in the earth realm, it costs the resources to get the truth of the Gospel, of the Father and the Son, out to a dark and dying world. That's what missions are all about. —Kenneth Ulmer

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What do you know about Paul's relationship to the Church at Philippi?

The Purpose: To highlight a biblical picture of funding the mission.

Key One: Koinonia

TEACHER: Point out the dynamics of prayer and joy along with fellowship as you read the Scripture reference below.

- Paul defines his relationship with the church using the word "koinonia" (which can be translated either *fellowship* or *partnership*).

“I thank my God upon every remembrance of you, always in every prayer of mine making request for you all with joy, for your fellowship in the gospel from the first day until now....” (Philippians 1:3-5, NKJV)

“I thank my God every time I remember you. In all my prayers for all of you, I always pray with joy because of your partnership in the gospel from the first day until now....” (NIV)

- Koinonia was first used in Acts 2 in reference to believers in the first church. After they had received the power of the Holy Spirit (to become witnesses for Christ), they enjoyed fellowship (partnership), the Apostle’s doctrine, breaking of bread, and prayers. (See Acts 2:42.)
 - Acts 1 – Jesus tells the disciples they will receive power and will become witnesses in Jerusalem, Judea, Samaria, and the outermost parts of the world.
 - Acts 2 – the Holy Spirit comes on the disciples with power.
 - Acts 3 – the church has grown to over 3,000 people—and unrelated people come together and enjoy a Spirit-led bond.
- “Koinonia” is the word that attempts to describe the indescribable bond and knitting together of hearts between believers in the spirit realm. This bond began on the day of Pentecost and became the very foundation of the interaction dynamics of the Body of Christ.
- Paul felt the “koinonia” and was thankful for that deep bond with the church at Philippi.
- Paul’s description of his deep bond with Philippi could also be translated as “partnership.”

“I thank my God every time I remember you. In all my prayers for all of you, I always pray with joy, because of your partnership in the gospel from the first day until now....” (Philippians 1:3-5, NIV)

- Paul’s relationship to the church in Philippi tells us that in order to develop an atmosphere that places a high value on missions we must create an atmosphere based on the principles of fellowship and partnership.
 - There must be a Kingdom partnership between those who are sent and those who send them.

- There needs to be a unique bonding, a knitting together of hearts in the Spirit, just as there was after the day of Pentecost.

🔑 **Key Two: Partnership in Giving and Receiving**

- In Philippians 4:15, Paul defines his relationship with the church at Philippi as a partnership of giving and receiving with the church:

“Now ye Philippians know also, that in the beginning of the gospel, when I departed from Macedonia, no church communicated with me as concerning giving and receiving, but ye only.” (Philippians 4:15, KJV)

- The word “communicated” indicates a mutual relationship regarding giving and receiving: Paul had given and the church had received; the church had given and Paul had received.
- When Paul set out from Macedonia, the only partners who sowed into his life, who funded the ministry, were the Philippians.
- Paul was thanking the church at Philippi because his ministry would not have been possible without their partnership.
- Paul’s partnership with Philippi included both a practical and spiritual dynamic.
 - Paul did not go by prayer alone, but by practical funding and resources.

“...when I departed from Macedonia no church communicated with me as concerning giving and receiving, but ye only.” (KJV)

 - Paul began in Macedonia and went from there to Athens, Corinth, and Thessalonica.
 - None of the salvations in those locations would have been possible without the church of Philippi. No other churches were supporting Paul.
- Lives were changed and people were touched by the power of God because of the gifts of the church of Philippi.

Wisdom: In funding missions there is spiritual dynamic and a practical dynamic, and those two must come together.

- Application:
 - Create the kind of synergy that Paul had with the church of Philippi: the going out with the Gospel and the giving of the people.
 - Teach people that missions and the spreading of the Gospel emerge from a partnership between those who go and those who give so that those who go may go.

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

Has your church experienced the “koinonia,” the partnership that the church at Philippi had with Paul?

Have you developed a deep bond with someone you support on the mission field—or with someone who supports you?

Which points in this section are most meaningful for you and your ministry?

Notes:

Part Four: Practical Payoff

Video Sessions 7-10

In theory, the church [at Philippi] could go to Corinth and see churches, see believers, see house churches and places where people gathered. They could go to Thessalonica...and see places where people gathered. In a very real way, they could say, “That’s where my mission money went. That’s the result of my sowing.” —Kenneth Ulmer

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What are some ways that a church can show concrete results of seeds that have been sown into a mission’s project?

The Purpose: To identify practical payoffs for funding the mission.

🔑 Key One: Visual Reinforcement

- When your church helps to fund a particular mission or project, be intentional about providing a visual experience of the “fruit.”
 - Take some of your members to go see the project.
 - Take pictures to be displayed for members to see.

During the tsunami several years ago in India, our church helped build twenty-two homes for people who were homeless. When I went over there to dedicate and pray for it, I took a lot of pictures, because when I came home I wanted the people to see in a very practical way, “This is where the seeds and the money that you gave [went]; this is where those mission funds went.”
—Kenneth Ulmer

- Keep people connected to the mission of “going and making disciples” in every visual way possible.
- Give those who sowed into the mission the opportunity to feel a “humble pride” in their participation:
 - Seeing the changed lives that resulted from the mission.
 - Seeing the places the Gospel went because of their gifts.
- Create an atmosphere that clearly communicates that the fluid movement of the Gospel is your mission from Jerusalem out to the ends of the earth.

“... and you shall be witnesses to Me in Jerusalem, and in all Judea and Samaria, and to the end of the earth.” (See Acts 1:8)

- Note: Show the impact of the mission in your “Jerusalem” first.
- Consider: How are you communicating and displaying a love for your own city?

I have never, ever, ever, met a successful pastor with a missions mind and a growing ministry...who did not love their city. —Kenneth Ulmer

- Be intentional about creating a global perspective.

Wisdom: The people of God must never see ministry as being self-contained.

🔑 Key Two: “God Shall Supply All Your Needs”

- Paul shared this message with the Philippians:

TEACHER: Ask students to underline the word “But.” Ask them why they think the word is there.

“But my God shall supply all your need according to His riches in glory by Christ Jesus.” (Philippians 4:19, KJV)

TEACHER: Students fill “context” in the blank as you read below.

Knowledge for Insight: A verse that begins with the word “but” should be studied in _____ with the previous verses.

- The context for this verse begins in verse 15:

TEACHER: Ask students to read the passage below for the overall meaning of verse 19. Ask them to share with you, or with a partner, if time allows.

Now ye Philippians know also, that in the beginning of the gospel, when I departed from Macedonia, no church communicated with me as concerning giving and receiving, but ye only.

For even in Thessalonica ye sent once and again unto my necessity.

Not because I desire a gift: but I desire fruit that may abound to your account.

But I have all, and abound: I am full, having received of Epaphroditus the things which were sent from you, an odor of a sweet smell, a sacrifice acceptable, well pleasing to God.

But my God shall supply all your need according to his riches in glory by Christ Jesus. (Philippians 4:16-19, KJV)

- Explanation:
 - Paul wants the Philippians to know that he is not begging but desiring that “fruit” will abound in their account.

- The partnership is three ways, not two. God is taking account of the seeds the Philippians have sown and their partnership with Paul in the Gospel. Because they have met Paul’s need, God will meet their need.
 - Paraphrase: “I can't repay you. The people of Thessalonica can't repay you. Those whose lives that were touched and changed—these people cannot repay you. But because of your generosity in funding this Kingdom, my God shall supply all your needs.”
 - Paul uses the word “need,” not “needs,” to communicate the word in the broadest sense. God will supply for their “need” in ways that money can't buy, according to His inexhaustible riches.
 - God has committed to blessing them because they have chosen to be a blessing to others.
- Note: Paul is *not* saying that God is counting pennies. He is saying that God has noted the attitude and manner in which the Philippians had given.
 - God is faithful to take care of His people when they sacrifice for the sake of the furthering of the Gospel and the salvation of souls.

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

What kind of visual reinforcement for global missions do you have at your church?
 What kind of financial sacrifices are you making for the sake of the Gospel?

Notes:

Part Five: Missional Pastor

Video Sessions 11-12

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What characteristics come to mind when you think of a missional pastor?

The Purpose: To describe the essential role of a missional pastor in funding the mission.

🔑 **Key One:** Set the Mind-set

- The pastor is crucial to the establishment of missions-minded ministry.
- Mission mind-sets do not happen within a church in the absence of leadership (they will not happen automatically).
- The priority must be clear.
 - Missions must be seen as an essential part of the vision for the church.
 - Missions cannot be seen as an additional, optional extra.
- Establish an atmosphere in which people recognize that the church is a “launching pad” for missions.
- Write the vision (Habakkuk 2:2).
 - Make your vision clear enough that it can be easily understood.

Example: Faithful Central Bible Church in Inglewood, CA, pastored by Kenneth Ulmer, created the mandate, “Building Champions (Disciples) for Divine Deployment.”
 - Make the vision comprehensive enough to include missions as a priority.
 - Make sure the vision includes the partnering of those who will go out and those who send them (just as with Paul and the church at Philippi).

🔑 **Key Two: The Burden Births the Vision**

- The writing of the vision in Habakkuk 2:2 begins with the burden in Habakkuk 1:1.

“The burden which the prophet Habakkuk saw.” (Habakkuk 1:1)

“Then the Lord answered me and said: ‘Write the vision, and make it plain on tablets, that he may run who reads it.’” (Habakkuk 2:2)

TEACHER: Students fill “vision” in the blank as you read below.

Knowledge for Insight: _____ is a product of burden.

- A better question than “What is your vision?” is “What is your burden?”.
- If the sending of the Gospel is a part of your burden, it will be in your vision.
- Vision is what you’ve seen in your mind; burden is what you carry in your heart.

TEACHER: Point out that it is possible to have a burden without a vision. Sometimes there is a period of time when a person can recognize the burden but not know how it will be fulfilled.

- The vision is adjustable and can be fine-tuned. It changes with seasons.

Example: Moving from relief efforts to sending missionaries.

- The visions may not always be clear, but the burden remains constant.
- Remember, you cannot take every missions project. Let other ministries receive the blessing of those projects.

TEACHER: Check for understanding on this point, because being involved in missions really results in blessing the participant as well (remember how Paul said God would bless the church at Philippi for funding his mission). One ministry cannot take all of the blessings (all of the projects).

- The Word tells us that God pours out so many blessings we don't have room to receive them all:

...And try Me now in this,"
Says the Lord of hosts,
"If I will not open for you the windows of heaven
And pour out for you such blessing
That there will not be room enough to receive it." (See Malachi 3:10)

- The burden you carry will help you to be selective.
- Your church budget should reflect your priorities in missions:
 - Tithe corporately to the mission field: Give at least 10 percent to missions.

God gives you burden that leads to vision, and that vision must be funded. But it begins with you as the pastor. It must be a priority in that house [of God]. It cannot be an additional, optional extra. It must be woven within the fabric of the philosophy, the vision and mission of that house. And when you do that, "know that my God shall supply all your need, according to His riches and glory." —Kenneth Ulmer

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

How are you setting the mind-set for global missions?

What points from this section will you plan to implement in your church?

What is the burden you carry in your heart? What is your vision to go with that burden?

Notes:

In Conclusion:

What are the three most valuable insights you gained from this course?

1.

2.

3.

Write down any questions you still have. Pray and ask God to reveal the answers as you seek Him.

Knowledge for Insight Answers:

Part Four: context

Part Five: Vision

THE HEALTHY CHURCH

David Dykes

Dr. David Dykes is senior pastor of Green Acres Baptist Church in Tyler, TX. With more than 15,000 members, Green Acres is recognized as one of America's leading churches for missions and evangelism. Annually, Green Acres invests over \$3 million into global missions and sends out over one thousand volunteer missionaries. Dr. Dykes has personally led missions' teams to twenty countries.

Course Summary

Developed from a teaching video by David Dykes, this course explores the ten characteristics of healthy churches based on the early church as described in Acts 2:42-47.

Course Content

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Course Features

Guiding Passage:

In Him we have redemption through His blood, the forgiveness of sins, in accordance with the riches of God's grace that He lavished on us. With all wisdom and understanding, He made known to us the mystery of His will according to His good pleasure, which He purposed in Christ, to be put into effect when the times reach their fulfillment—to bring unity to all things in heaven and on earth under Christ. (Ephesians 1:7-10, NIV)

This passage refers to the heart of the Global Church Learning Center, and the Global HUBS of Christianity: the work of salvation by His grace, the pursuit of His will and good pleasure, and the resulting unity of all things under Christ Jesus.

In this passage we can identify powerful terminology for the basis of the main features of this course: "Wisdom," "Understanding," "Known" (Knowledge for Insight), "Purpose," and "Effect." These terms are most fitting for the training of global leaders to expand the Kingdom across all denominations, borders, cultures, and languages.

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Wisdom: Spiritual wisdom passed on from the original instructor.

Effect (Outcome): Promotes thought about the potential effect of the ideas presented when applied in real life. Occasionally it includes a prayer.

Review: Connects main ideas from the previous section, or the entire course.

In Conclusion: Provides a space for identifying valuable insights, reflecting, and writing questions that have emerged as a result of the course.

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Part One: Introduction

Video Sessions 1 and 2

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What makes a church grow? How do you know if your church is healthy?

The Purpose: To establish the role of the pastor in church growth, and to identify the ten characteristics of a healthy church based on Acts 2:42-27.

🔑 **Key One:** The Church Belongs to God

- The church belongs to God and only God can build it.

“...I will build My church, and the gates of Hades shall not prevail against it.”
(Matthew 16:18)

- The pastor cannot build a church or make it grow.
- *What is the pastor’s role?* Create a healthy environment for the church to grow.
 - Paul said, “I planted the seed, Apollos watered it, but God has been making it grow. So neither the one who plants nor the one who waters is anything, but only God, who makes things grow.” (1 Corinthians 3:6, NIV)

Illustration: You can’t cause tomato plants to grow. But you can plow the soil, plant the seeds, keep the weeds out, water, and fertilize until there is an environment where growth happens.

Wisdom: Instead of focusing on church growth, focus on church health.

🔑 **Key Two:** The Characteristics of a Healthy Church Found in Acts 2:42-47

Context:

Jesus was crucified, buried, and after three days and three nights rose again. He then spent forty days with his disciples before He ascended into Heaven. He told

His disciples that He would send them the Holy Spirit, the “Paraclete” (one called alongside). Jesus said the Holy Spirit would be *in* them, not just *with* them. He instructed them to wait in Jerusalem until they received the power from the Holy Spirit.

For ten more days, 120 of the disciples prayed in the upper room. Then there came a sound like a mighty rushing wind. Flames and flickers of fire appeared above their heads.

They were all filled with the Holy Spirit and began to speak in other tongues. Because it was the feast of Pentecost, the city was filled with people from different nations and different languages. All of a sudden, these people started hearing them declare the praises of God in their own language. So they were interested in what was going on.

Then suddenly, Peter, filled with the Holy Spirit, began to preach. (The same cowardly Peter who had denied Jesus fifty days earlier.) After he preached a magnificent Pentecostal message, the people said, “What should we do?” In Acts chapter 2:38, he said, “Repent and be baptized, every one of you, in the name of the Lord Jesus Christ, for the forgiveness of your sins. You will receive the gift of the Holy Spirit.” Three thousand people came to Christ that one day. (They grew from 120 to three thousand in one day.)

They devoted themselves to the apostles’ teaching and to fellowship, to the breaking of bread and to prayer. Everyone was filled with awe at the many wonders and signs performed by the apostles. All the believers were together and had everything in common. They sold property and possessions to give to anyone who had need. Every day they continued to meet together in the temple courts. They broke bread in their homes and ate together with glad and sincere hearts, praising God and enjoying the favor of all the people. And the Lord added to their number daily those who were being saved. (Acts 2:42-47, NIV)

Healthy Churches:

- Offer consistent Bible truth
- Have loving fellowship
- Make prayer the priority
- Trust God to do supernatural things
- Maintain unity

- Develop a culture of generosity
- Offer excellent large group worship
- Create nurturing small groups
- Impact their community in positive ways
- Welcome new people into their fellowship

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

Which of the ten characteristics are present in your church body?

Which do you want to learn more about?

What questions do you have about growing a healthy church? (Refer back to these at the end of the course.)

Notes:

Part Two: Consistent Bible Truth

Video Sessions 2-5

The number one thing you can do to create a healthy atmosphere in your church is to ensure that the congregation is fed a steady diet of the Word of God. —David Dykes

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What made the apostles' teaching effective? What makes your teaching effective?

The Purpose: To identify the source of effective teaching and practical ways to communicate the Word of God.

🔑 **Key One:** Learning from the Apostles' Teaching

TEACHER: Read the key verse for this characteristic of a healthy church: "They devoted themselves to the apostles' teaching..." (Acts 2:42) Ask the students, "What was the basis of the apostles' teaching? Where did they get their doctrine?"

- The early church is the best model of healthy preaching and teaching for a healthy church.

TEACHER: Ask students how we know the early church had the best model of healthy preaching and teaching. (Salvations; huge amount of church growth.)

- The apostles' teaching would have come from two sources:
 - The Old Testament Scriptures they had memorized (which were used to reveal how Jesus fulfilled prophecies of the coming Messiah).

TEACHER: Students fill "Scripture memorization" in blank as you read below.

Knowledge for Insight: _____ was a big part of the Jewish upbringing in biblical times.

- Every experience they had with Jesus: His teaching, His stories, His miracles.

TEACHER: Ask, "How did the apostles remember everything Jesus said?"

- The apostles had supernatural assistance for their teaching:

"But the Helper, the Holy Spirit, whom the Father will send in My name, He will teach you all things, and bring to your remembrance all things that I said to you."
(John 14:26)

- Application: Don't just preach sermons; preach the Word of God.

🔑 **Key Two:** Effective Preaching and Teaching

- Preparation:
 - *Don't:* start with a topic, then look in the Bible to find passages to support your message.

- Always start with the Word of God. Let the Bible drive your preaching and teaching.
- Utilize expository Bible preaching; preach through the books of the Bible, section by section, verse by verse.

Wisdom: The source of your preaching should always be the Bible; the subject of your preaching should always be Jesus.

- Jesus said we would find Him in the Scriptures. (John 5:39)

Take a text anywhere in the Bible, and go straight from there to Jesus. —Charles Spurgeon (paraphrase)

- Expository preaching provides freedom to dig deep into Scripture instead of wondering where the message will come from.

- Tips to provide direction when studying a passage for preaching:
 - What was the message to the original audience to which it was written?
 - What are the general spiritual principles that we can learn from this passage in Scripture?
 - What is God saying to me through this passage?
- Organizational tip: Make three sections for every preaching point—Explanation, Illustration, and Application.
 - Explanation: Describe what the passage is saying.
 - Illustration: Bible stories, historical illustrations, current events, and other stories.

TEACHER: Tell the students that “illustrations are like windows in a house. You need plenty of them to let the light in, but you don’t need a house made of glass. You need to have some structure for it.” (David Dykes)

- Application: “So what?” How are we going to respond to what God said?

Model:

You are the light of the world. A city that is set on a hill cannot be hidden. Nor do they light a lamp and put it under a basket, but on a lampstand, and it gives light to all who are in the house. Let your light so shine before men, that they may see your good works and glorify your Father in heaven. (Matthew 5:14-16)

- Explanation: Jesus gave this message on the hill above the Sea of Galilee. Nearby, there was a city, as there is today, called Svat. It was actually a city on a hill with white buildings that would shine in the sunlight during the daytime. There was no way to hide them. It is likely that Jesus was pointing to that city.

Also at that time, people used small oil lamps with cloth wicks. They didn't set them under a bowl or under a table. Instead they had little niches built in the walls where they would set them to give light to the house.

- Illustration: Think about a pitch-black room. How much light does it take to drive away the darkness? Even the tiniest light can drive away darkness.
- Application: We are living in a world that is becoming more and more spiritually dark. The place where we need to let our light shine for Jesus is not a church where everybody has a light. We need to go into the places where there is a great deal of spiritual darkness; that is where we need to let our lights shine for Jesus.

(Talk about ways we can let our lights shine and glorify the name of Jesus.)

Jesus said we glorify God by doing good works, but that we should not do them to be seen or being seen will be the only reward we will get. We should always do good works to glorify God only.

We should reflect the light of Jesus. We ourselves cannot radiate light, but rather, we reflect the light of Jesus like the moon reflects the sun.

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

How do you prepare to preach the Word?

Which points in this section might be useful to improve your effectiveness in teaching and preaching?

Notes:

Part Three: A Loving Fellowship

Video Session 6

The church is not an organization. It's an organism. It's alive. The church is not an institution. It's a family. It's a relationship of brothers and sisters. The healthiest churches I know offer this sense of fellowship and community. —David Dykes

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What does it mean to have a sense of community?

The Purpose: To identify the biblical basis for community, and to identify ways to create a sense of community in a church body.

TEACHER: Read the key verse for this characteristic of a healthy church: “And they continued steadfastly in the apostles’ doctrine and *fellowship*, in the breaking of bread, and in prayers.” (Acts 2:42)

Key One: Biblical Community

- A healthy church offers fellowship: a sense of community and belonging.

Note: The word fellowship used in Acts 2:42 comes from the word “koinonia,” which means, “to share together.”

- God exists within community: Father, Son, Holy Spirit.

“And God said, Let us make man in *our* image, after *our* likeness...” (Genesis 1:26)

- God created the first community:

“And the Lord God said, ‘It is not good that the man should be alone; I will make him a help meet for him.’” (Genesis 2:18)

- God created His community, His nation of Israel, from Abraham’s family.

“And through your offspring all nations on earth will be blessed.” (Genesis 22:18a)

- Jesus chose to live in community with the disciples.

🔑 **Key Two:** Creating A Sense of Community

TEACHER: After reading the list, ask students to identify for themselves which points need more attention and which points are strong in their churches.

- Carry one another’s burdens.
- Pray for each other.
- Forgive each other.
- Be kind to each other.
- Encourage each other.
- Be accountable to each other.
- Love each other.
- Serve each other.

And let us consider how we may spur one another on toward love and good deeds, not giving up meeting together, as some are in the habit of doing, but encouraging one another—and all the more as you see the Day approaching. (Hebrews 10:24,25, NIV)

The Bible says that we ought to be more active in encouraging each other as we see the DAY approaching. What does that mean? That means Jesus is coming back. He’s coming back soon. We need to be more active than ever before in creating a sense of community and fellowship in the churches we serve.

—David Dykes

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

What are your plans to intentionally create a sense of community in your church?

Notes:

Part Four: Make Prayer a Priority

Video Session 7

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What did the prayer life of the early church look like?

The Purpose: To highlight the prayer model of the early church and to identify different types of prayers.

Key One: The Prayer Model of the Early Church

TEACHER: Read the key verse for this characteristic of a healthy church: “They devoted themselves to the apostles’ teaching and to fellowship, to the breaking of bread and to prayer.” (Acts 2:42. NIV)

- Pray in times of crisis:
 - In Acts 4, the early church prayed together and received boldness after Peter and John were arrested, threatened by the Sanhedrin, beaten, and released.

And when they had prayed, the place where they were assembled together was shaken; and they were all filled with the Holy Spirit, and they spoke the word of God with boldness. (Acts 4:31)

- Pray in times of opposition:
 - In Acts 12, the early church prayed together for Peter’s release after he was put in prison. James had just been killed by Herod. (Most scholars believe that Herod planned to execute Peter the same way he had James.) God sent an angel to release Peter from the prison.

TEACHER: Remind students that when Peter returned to the house where the church was praying, they all thought he was an angel or a ghost—they were surprised by how quickly their prayer was answered! That tells us that it truly only takes a mustard seed of faith to see the miraculous.

- Pray for God’s direction:
 - In Acts 13, the church in Antioch gathered together, fasted, and prayed when they were considering sending out missionaries:

As they ministered to the Lord and fasted, the Holy Spirit said, “Now separate to Me Barnabas and Saul for the work to which I have called them.” Then, having fasted and prayed, and laid hands on them, they sent them away. (Verse 3)

Key Two: Praying Different Kinds of Prayer

- Paul’s letter to the Philippians shows us that there are different kinds of prayer:

“Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God.” (Philippians 4:6, NIV)
- Helpful method for praying different kinds of prayer in your personal prayer time: A.C.T.S
 - **Adoration:** Praise God for who He is.
 - **Confession of sins:** Ask the Holy Spirit to shine a spotlight on your heart to see if there is any unconfessed sin; then confess it to the Lord.
 - **Thanksgiving:** Thank God for what He does.
 - **Supplication:** Ask God to supply for needs (intercede for the needs of others first, and then pray for your own).

Note: We are most like Christ when we intercede for others before we pray for ourselves. The Bible says Jesus is seated at the right hand of the Father making intercession for us.

If you'll use that little acrostic (ACTS) in your church and in your personal prayer time—adoration, confession, thanksgiving, supplication—you'll become a praying believer and your church will become a praying church. —David Dykes

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

How will you incorporate the different types of prayer into your prayer life?
Does your church pray in the ways the early church prayed? Why or why not?
How could you incorporate the different types of prayer in your church's prayer times?

Notes:

Part Five: Trust God for the Supernatural

Video Sessions 8 and 9

*One of the things that Jesus said to the disciples before He returned to Heaven was, "The works that you see Me do.... Greater works than these you will do." How in the world could that come true? Because Jesus was God in the flesh. Very simply, Jesus could only be at one place at one time when He was living here in the flesh. But He said this to a group of people and He knew they were going to spread out. They were going to share His supernatural power and authority with those that they came in contact with.
—David Dykes*

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What does it look like when the power and authority of Christ are manifested in a church? What kind of supernatural experiences can the church expect to have today?

The Purpose: To highlight why and how the church should trust God for the supernatural.

🔑 **Key One:** Signs and Wonders in the Early Church

- Jesus gave His disciples both authority and power:

“Jesus called his twelve disciples to him and gave them authority to drive out impure spirits and to heal every disease and sickness.” (Matthew 10:1, NIV)

“But you will receive power (“dunamis” in the Greek language) when the Holy Spirit comes on you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth.” (Acts 1:8, NIV)

- The book of Acts records many instances of the supernatural (power and authority) being manifested in the lives of the disciples.

Examples:

“Everyone was filled with awe at the many wonders and signs performed by the apostles.” (Acts 2:43, NIV)

Now a man who was lame from birth was being carried to the temple gate called Beautiful, where he was put every day to beg from those going into the temple courts. When he saw Peter and John about to enter, he asked them for money. Peter looked straight at him, as did John. Then Peter said, “Look at us!” So the man gave them his attention, expecting to get something from them.

Then Peter said, “Silver or gold I do not have, but what I do have I give you. In the name of Jesus Christ of Nazareth, walk.” (Acts 3:2-6, NIV)

TEACHER: Point out the boldness Peter exercises in the book of Acts compared to before he received power and authority; it is evidence of Jesus’ promises manifesting in their lives.

🔑 **Key Two:** The Roles of Power and Authority

- Authority means operating and ministering in the name of Jesus.

An illustration:

An 18-wheel truck is driving down the highway at sixty miles an hour. There is a man standing in the road ahead who weighs two hundred pounds. Which has more *power*, an 18-wheel truck going sixty miles per hour, or one two-hundred-pound man standing in a road?

Consider the scenario if the two-hundred-pound man standing in the road is a police officer in uniform. He holds up his hand and says, “Stop in the name of the law.” What is the driver going to do?

The driver will submit to the *authority* of the police officer.

TEACHER: Point out that the police officer is not standing in the road on his own authority, but with the authority of the law. Ask students how this relates to them as followers of Christ. (In the same way they stand in the authority of Christ.)

- Having power means operating and ministering with the power of Jesus Christ:

Illustration:

A government man is traveling to different parts of the country taking soil samples. He arrives at one farm and says to the farmer, “I need to go out in your field and take some soil samples.”

The farmer replied, “You can’t go out in my field.” The government man said, “Yes I can. I have authority from the government to go anywhere I want to. I won’t disturb anything.” Once again, the farmer said, “You can’t go out in my field.” So, the government man pulls out his official papers and says, “You see, I have here authorization from the government that permits me to go anywhere I want to, to take these samples.” Once again, the farmer said, “You can’t go out in my field.”

The government man climbed over the fence, ran out in the middle of the field, set up his equipment, and started taking his samples. All of sudden he felt the ground shaking. He looked up and there was a mean old bull running toward him with his head lowered. The government man forgot about his equipment and started running as fast as he could toward the fence, yelling, “Help me! Help me!” The farmer leaned on the fence and said, “Show him your papers.”

TEACHER: Check with students for understanding. Ask them what this story is trying to convey. (Authority must be accompanied by power.)

🔑 **Key Three:** Believing for the Supernatural

- God’s power is released by faith. In order to experience God’s power, we need to believe for something outside of human ability.

Example: When Peter walked on water, it wasn’t until he stepped out of the boat and put his weight on the surface of the water that God’s power was released.

As long as we are trying to do things we can do in the strength of our own flesh we don't need the power of God. It is only when we step out in faith and we really need God's power that it is released. —David Dykes

- When we step out, believe God, and obey by faith, He will provide power at just the right moment.

TEACHER: Share David Dykes' testimony with students: Years ago David Dykes was diagnosed with cancer. He felt God had led him to wait six months before having surgery so he could fast, pray, and trust God for his health. In that time his church prayed and fasted with him. The elders anointed him with oil and prayed for him. He went before God and examined his heart, confessing any sin he knew of in his life. At the end of six months he returned to the doctor and no cancer was found in his body!

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

When was the last time you attempted something in ministry that was impossible?

Notes:

Part Six: Maintain Unity

Video Session 10

God wants unity in the church and the devil wants to divide churches. So we must maintain this sense of unity. —David Dykes

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: Why is unity so important to the church?

The Purpose: To describe and define the role of unity and to highlight ways to maintain it in the church.

TEACHER: Read the key verse for this characteristic of a healthy church: "All the believers were together and had everything in common." (Acts 2:44, NIV)

🔑 **Key One:** The Opposition to Unity

- We have an adversary who wants to divide and conquer followers of Christ.
- In the Garden of Eden, the devil waited until Eve was alone to tempt her. He has used that same tactic against believers to this day.

🔑 **Key Two:** Defining Unity

- Unity is not uniformity; it does not mean everyone looks and acts the same.
- Unity is not unification; it is not man's effort to bring different groups or religions together.

TEACHER: Point out that many have been in error in trying to bring religions together under a belief that they could attain unity and still believe in "different ways to God."

I could take two cats and I could tie their tails together. That would be unification, but I promise you it wouldn't be unity. —David Dykes

- Unity is when the Holy Spirit binds people's hearts together.

🔑 **Key Three:** Maintaining a Spirit of Unity in the Church

- Unity is created by the Holy Spirit:

"Make every effort to keep the unity of the Spirit through the bond of peace."
(Ephesians 4:3, NIV)

- Though we cannot create unity, we can create disunity:

Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen. And do not grieve the Holy Spirit of God, with whom you were sealed for the day of redemption. (Ephesians 4:29,30, NIV)

TEACHER: Ask, "How is disunity created?"

- Speaking words to hurt people and tear them down grieves the Holy Spirit.

- Speaking words to build people up and encourage them maintains unity.

Is there unity in your church? Well thank God for it, and do everything you can to maintain it because unity is one of the marks of a healthy church. —David Dykes

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

How would you describe the level of unity in your church?

What are some ways you could encourage others to protect the unity in your church?

Notes:

Part Seven: Develop a Culture of Generosity

Video Session 11

If you're going to nurture a spirit of generosity, you've got to understand the foundations of God's economy. —David Dykes

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What factors hinder generosity? What factors help?

The Purpose: To highlight the importance of generosity and financial accountability in the church.

TEACHER: Read the key verse for this characteristic of a healthy church: "They sold property and possessions to give to anyone who had need." (Acts 2:45, NIV)

Key One: God's Economy

- God owns all the wealth in existence.

"The earth is the Lord's, and all its fullness." (Psalm 24:1a)

- God allows us to manage a portion of His wealth.

“Whoever can be trusted with very little can also be trusted with much, and whoever is dishonest with very little will also be dishonest with much.” (Luke 16:10, NIV)

- God wants His wealth in circulation to support His work.
 - We are not to hoard or to save what God has given us.
 - When we receive, we pass it on.

🔑 **Key Two: Stewardship**

- Personal stewardship—making offerings to the work of the Lord (staff members should always tithe).

“Honor the Lord with your possessions, and with the firstfruits of all your increase.” (Proverbs 3:9)

- Church stewardship—how the church manages its money.
 - A church’s financial practices can hinder offerings.
 - Danger signs of unhealthy financial practices:
 - Only one person handles the money.
 - In a healthy church there should always be at least two people in the church who are responsible for collecting the money and spending the money.
 - Lack of honesty, integrity, and accountability—no reporting to the people of the church about how money was used.
 - In a healthy church there should be more honesty and transparency about finances than the best businesses in the secular world.
 - The church is not giving any money away—they are spending it all on themselves.
 - In a healthy church a portion of the offerings should be given away to spread the Word of God around the world.

I challenge you. Get in a giving contest with God. Jesus said, "Give and it will be given unto you in good measure, pressed down, shaken together shall men give to you. For the measure that you give, it will be given to you again." (See Luke 6:38, NIV.)

I challenge you to create a healthy atmosphere of generosity in your church and God can grow that church. —David Dykes

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

How do you ensure financial accountability?
How could you model generosity with your money?
What steps can you take to create a culture of generosity?

Notes:

Part Eight: Excellent Large Group Worship

Video Session 12

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What makes large group worship "excellent?"

The Purpose: To describe the biblical basis and elements of excellent large group worship.

TEACHER: Read the key verse for this characteristic of a healthy church: "Every day they continued to meet together in the temple courts. (Acts 2:46, NIV)

Key One: Large Group Worship in the Early Church

- The temple courts:
 - Herod the Great had renovated the temple (before the Romans destroyed it in AD 70). He had millions of cubit tons of dirt hauled in and

had raised the platform around the Temple to create a large open area the size of six football fields. It is called “Temple Mount” today.

- Worship:
 - The believers we read about in Acts 2 would have numbered in the thousands. (Remember, on the day of Pentecost three thousand were saved and later five thousand were saved.) They needed to find a place to worship that would accommodate several thousand people.
 - The disciples would have been able to stand on the porch that ran across the top of the open area to preach, teach, and sing psalms, hymns, and spiritual songs in corporate worship.

🔑 **Key Two:** Elements of an Excellent Worship Service

- Songs of praise:
 - Psalms
 - Hymns
 - Spiritual songs – These are not composed like hymns, but are “praise choruses.” They tend to be songs that formed from spontaneous praise.

TEACHER: Give an example of a praise chorus that is well known in your region.

- Corporate prayer
- Collecting an offering

TEACHER: Remind students that offering was considered an act of worship in biblical times, as it is today. Point out the passage in Luke 21:1-4 when Jesus gave special tribute to the widow who gave an offering to the temple treasury out of her poverty.

- Preaching of the Word (central element)
- Invitation to respond

TEACHER: Ask students for examples of “responses.” Tell them that the invitation to respond should include an opportunity to repent, to put faith in Christ, to receive prayer, and to be baptized, as Peter did on the day of Pentecost.

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

Would you consider the worship at your church excellent? Why or why not?
What steps could you take to encourage excellent worship at your church?

Notes:

Part Nine: Nurture Loving Small-Group Relationships

Video Session 13

If you really want to be a healthy church and you want to grow beyond a certain size, you must provide small groups, cell groups, house groups, care groups. You must break down your membership or your worship attendance into smaller groups.

There are a lot of pastors and leaders that think you're going to grow the church by just having a great worship and saying for everybody to come. But the truth of the matter is, the churches that are growing the fastest around the world have always been churches that focused on creating cell groups. —David Dykes

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What factors make small groups effective?

The Purpose: To describe how to create small groups and to identify the benefits of small groups in the church.

TEACHER: Read the key verse for this characteristic of a healthy church: “*They broke bread in their homes and ate together with glad and sincere hearts, praising God and enjoying the favor of all the people.*” (Acts 2:26, 47, NIV)

🔑 Key One: How to Create Small Groups

- Divide your church membership into small groups of eight to fifteen people.
- Look for affinity: male, female, married or unmarried, age groups.

- Appoint leaders that are supportive of the ministry of the church.
- Train the leaders and give them a curriculum to follow.

🔑 **Key Two: Benefits of Small Groups**

- Opportunity to ask and answer questions and to have discussion about the Word.
- Deeper relationships develop in which believers can respond to needs and times of crisis in each other's lives.
- Opportunity to "break bread" and share the love of Christ together.

You may grow a church to a certain size only offering worship, but you're going to be limited in how God can grow your church unless you start developing nurturing small groups. When you do that, God can grow his church. —David Dykes

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

How could you nurture loving small-group relationships in your church?

Notes:

Part Ten: Impact the Community in Positive Ways

Video Session 14

The early church in the book of Acts, the church in Jerusalem, really the first church ever in the history of the world, was making a positive impact on the community. People liked the church. The church had a good reputation in the community. —David Dykes

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What can a church do to impact the community? What kinds of outreaches are effective?

The Purpose: To describe ways the church should impact the community.

TEACHER: Read the key verse for this characteristic of a healthy church: *“They broke bread in their homes and ate together with glad and sincere hearts, praising God and enjoying the favor of all the people.” (Acts 2:26,47, NIV)*

🔑 **Key One:** Outreach in the Early Church

- The early church had a good reputation in the community.
- The early church grew from 120 to 10,000 (in what is believed to be just a few months) through their outreach and focus on the community.
- The early church was focused on reaching people in their community through evangelism and was not inwardly focused.

TEACHER: Students fill “tens” in blank as you read below.

Knowledge for Insight: In Acts chapter 8, we learn that the Jewish Sanhedrin, the same religious leaders who had murdered Jesus, began to persecute the church. By that time, the number of disciples had multiplied into the _____ of thousands.

🔑 **Key Two:** Evangelism

- Evangelism is translated from the Greek word, “euaggelizo,” which means, “to share the good news.”
- Evangelism means sharing the best news that you will ever share, and sharing the best news the world will ever hear.
- The Word tells us to be focused on reaching the world (to be outwardly focused):

“Go out into the highways and hedges and compel them to come in, that my house may be filled.” (Luke 14:22)

“Go and make disciples....” (Matthew 28:19a)
- Your personal faith story is your best tool for evangelism.
 - Talk about your life before Christ.

- Talk about how you came to know Christ.
- Talk about how your life has changed since you decided to follow Jesus.

I want to encourage you to make sure your church is outwardly focused, because healthy churches impact their community in positive ways. —David Dykes

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

How could your church impact the community?
What outreaches would you like to see emerge from your church?

Notes:

Part Eleven: Welcome New People into the Church Family

Video Session 15

Churches that are healthy and are really outward focused make it easy for new people to come and be absorbed into their church membership. —David Dykes

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What are the most effective ways to get new people connected to your church?

The Purpose: To describe how to help new people to feel welcome and connected in the church.

TEACHER: Read the key verse for this characteristic of a healthy church: “And the Lord added to their number daily those who were being saved.” (Acts 2:47b)

Key One: Help New People Find their Place

- Help new people to find a place to serve; help them to discover their gifts, talents, abilities, and passions so they can become involved in ministry.

- Keep in mind: People will take more ownership, be happier, and complain less when they have a job to do.

I have a saying...sometimes people just come, and sit, and soak, and [then] they sour. —David Dykes

🔑 **Key Two:** Expectations for New Members

- Make a pledge that they will safeguard the unity of the church.
- Share in the outreach of the church.
 - Equip new members, send them out, and challenge them to share Christ and invite other new people to come to church.
 - New members are the best people to reach people in the community. They often have a circle of friends who do not know Christ yet.
- Serve in the ministry of the church.
- Support the ministry of the church through their tithes and offerings.

As a leader of a church, if you don't expect anything of new members, that's exactly what you'll get—nothing. But up front, if you say to them, "These are the expectations," you'll find that these new members become some of the most active, productive members in your church. —David Dykes

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

What expectations do you have for new members?

What ideas from this section could you implement in the way you welcome new people?

Notes:

TEACHER: Challenge students to fill in blanks from memory, before checking their answers.

Review:

The Ten Characteristics of healthy churches are:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

In Conclusion:

What are the three most valuable insights you gained from this course?

- 1.
- 2.
- 3.

Write down any questions you still have. Pray and ask God to reveal the answers as you seek Him.

Knowledge for Insight Answers:

Part Two: Scripture memorization

Part Ten: tens

HOW TO SHARE YOUR FAITH

John Sorensen

Dr. John B. Sorensen is the president of Evangelism Explosion International, a ministry based in Ft. Lauderdale, FL, that trains people how to share their faith in Christ. Key to EE's success is its focus on "spiritual multiplication"—not just winning people to the Lord one by one, but training those won to the Lord to win, and then train others.

Course Summary

Developed from a video teaching by John Sorensen, this course will provide an opportunity to define the vision of evangelism and to become better equipped for sharing the Gospel in a practical, easy-to-remember way. In doing this, we will also explore the obstacles, fears, and questions that arise in sharing the Gospel.

Course Content

This course was developed from a video course from the Global Church Learning Center (www.globalchurchlearningcenter.com). The core of the content contained in this course originates from the original videos. As much as possible, the instructor's voice, passion, and flow of thought are maintained. Any differences are intended to be for the benefit of those taking the course in the Global HUB environment, or other training-related setting.

Course Features

Guiding Passage:

In Him we have redemption through His blood, the forgiveness of sins, in accordance with the riches of God's grace that He lavished on us. With all wisdom and understanding, He made known to us the mystery of His will according to His good pleasure, which He purposed in Christ, to be put into effect when the times reach their fulfillment—to bring unity to all things in heaven and on earth under Christ. (Ephesians 1:7-10, NIV)

This passage refers to the heart of the Global Church Learning Center, and the Global HUBS of Christianity: the work of salvation by His grace, the pursuit of His will and good pleasure, and the resulting unity of all things under Christ Jesus.

In this passage we can identify powerful terminology for the basis of the main features of this course: "Wisdom," "Understanding," "Known" (Knowledge for Insight), "Purpose," and "Effect." These terms are most fitting for the training of global leaders to expand the Kingdom across all denominations, borders, cultures, and languages.

Part: Unless otherwise noted, each “Part” is numbered to correspond with the original video session on the Global Church Learning Center website.

Activator: Engages and focuses thinking before instruction. Often accompanied by a quote from the original instructor or a Bible verse.

The Purpose: Communicates the intent of the instruction in that “Part,” and whenever possible, the objectives of the original video instructor.

Term: Provides understanding for a term that is specific to the topic, and therefore may not be easily understood, or is used in a unique way during the course.

Key for Understanding: The main organizing principle for the course content. The Keys may be represented by one word, a phrase, or a useful generalization. (Seen as “Key” “Key One,” “Key Two,” etc. in the course).

Narrative: Printed in *italics*, this is an example or story from the original instructor. As much as possible, the original wording has been maintained, and has not been significantly edited for syntax (word order) or word choice, to maintain the voice of the original instructor. If significant editing has occurred, it is marked [Edited Version].

Knowledge for Insight: Explanations, helpful facts, and conclusions based on the original instructor’s vast ministry experience.

Wisdom: Spiritual wisdom passed on from the original instructor.

Effect (Outcome): Promotes thought about the potential effect of the ideas presented when applied in real life. Occasionally it includes a prayer.

Review: Connects main ideas from the previous section, or the entire course.

In Conclusion: Provides a space for identifying valuable insights, reflecting, and writing questions that have emerged as a result of the course.

*Not all of the features are present in every course.

Part One: Introduction

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: In what context do you freely share the Gospel? Where and when do you find it most difficult?

The Purpose: Go explore some common beliefs, excuses for not sharing faith, and truths about sharing the Gospel.

🔑 **Key One:** Diagnostic Questions

- Do you know for certain that if you were to die today, that you would go to Heaven? Or is it something you are still working on?
- Suppose you were to die today and God were to say to you, “Why should I let you into My Heaven?”
 - Common answers
 - “I’ve tried to live a good life.”
 - “I’ve done more good things than bad things.”

TEACHER: Point out the error in logic: we don’t expect to pass a test in school with 51 percent right answers, but many people expect to get into Heaven by doing slightly more good things than bad things.

- “I’ve always been a Christian. My parents were Christians. My grandparents were Christians....”
- “I’ve been baptized.”

🔑 **Key Two:** The Truth of Salvation

- Only the atoning work of Jesus Christ gains us access into Heaven.

TEACHER: Students fill “do it yourself” (good works) as you read below.

Knowledge for Insight: Of all the religions of the world, there are only two ways presented to get to Heaven: _____, OR accept Christ and His atoning work.

- Knowledge doesn't change a person; trusting in Jesus changes a person.
- Life is not a contest of who has done more good.

Key Three: Excuses for Not Sharing the Gospel

- “It’s not my gift.”
- “Maybe I’ll bring them to church and the pastor will get them saved.”
- “Maybe I’ll show them a Christian video and that will get them saved.”

TEACHER: Share this narrative by John Sorensen on sharing the Gospel with a stranger (not in student book), or an example appropriate for your context.

We went out to a home, a trailer, outside of Omaha, Nebraska. It was a big drive for knocking on a door and not knowing if somebody’s home. But there was a gentleman home. He happened to be an over-the-road trucker, and he was known for his [bad] vocabulary. He could cuss like nobody you’d ever heard before. He could cuss in a way that made other truckers blush.

This guy invited us in and I’ll never forget that night, sitting in this living room with a guy by the name of Doug Brown. If you were a betting person, you would have said there is no chance Doug Brown is giving his heart to the Lord tonight. Based on what I had heard and what I had seen, it wasn’t happening.

But guess what happened? I’ll never forget. I’ve got this image in my mind of this big, burly trucker, down on his knees, in front of his La-Z-Boy chair, accepting Jesus as Lord and Savior.

I was in the Middle East not long ago, in a country called Jordan. And I was preaching at this church on Thursday night. I’m preaching my heart out, and all of a sudden, I look into the crowd and I see this person. And I stopped the sermon there. Do you know who that girl was? Her name is Julie Brown. Do you know who she is? Daughter of Doug Brown. Do you know what she is? She’s a missionary in the Middle East today. —John Sorensen

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

Have you used any of the excuses listed above?

How strong is your desire to share the Gospel with the lost?

What changes would you like to see in the way you share your faith? (Would you like to be bolder? Would you like to share it more often?)

Notes:

Part Two: The Vision and The Call

Video Sessions 2 and 3

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: Do you think most people feel “called” to share the Gospel? How much urgency do you see in the Christians in your context?

The Purpose: To present the vision of the course and the call to share the Gospel.

Key One: The Vision for This Course

- To assist God’s people in catching His passion for the lost.

I was in Jordan and I was really burdened by the fact that there were all these people who were not hearing the Gospel. So I mentioned to some elders one night at a church, “Why is it that more Christians don’t witness in the Middle East? Don’t you understand that these people don’t have Jesus? They’re going to die; they’re going to spend eternity in Hell.” You know what one elder said to me? He said, “Good. That’s where they belong.” —John Sorensen

TEACHER: Ask students to evaluate their hearts and be honest with themselves about whether they have ever had thoughts like the elder in the narrative.

- Don’t depend on your passion for the lost; depend on God’s passion for the lost.
- Seek God first; His passion will work through you.

- Allow Him to love people through you.
- To renew our vision for winning family, friends, and acquaintances for the Lord.

TEACHER: Ask students if they find it harder to share with those they know than with strangers.

- To learn an easy-to-remember way to share our faith with others.

TEACHER: Students fill “doing” in the blank as you read below.

Knowledge for Insight: The key factor in your most effective form of evangelism is *going* and _____ it.

🔑 **Key Two: The Call to Share Your Faith**

- The heart of God lives within you.
- *All* believers are called to share their faith with others.
 - Jesus’ first command to His disciples

“Follow Me, and I will make you become fishers of men.” (Mark 1:17)

 - Condition: Follow
 - Promise: He will make you fishers of men.
 - Jesus’ last command

TEACHER: Ask students to underline “you shall be witnesses to Me” as you read below.

“But you shall receive power when the Holy Spirit has come upon you; and you shall be witnesses to Me in Jerusalem, and in all Judea and Samaria, and to the end of the earth.” (Acts 1:8)

- Jesus’ Great Commission

TEACHER: Ask students to underline “make disciples,” “all the nations,” and “all things” as you read below.

And Jesus came and spoke to them, saying, “All authority has been given to Me in heaven and on earth. Go therefore and make disciples of all the nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all things that I have commanded you; and lo, I am with you always, even to the end of the age.” Amen. (Matthew 28:18-20)

- Teach disciples to do “all the things” Jesus commanded.
- Go into all the world.

○ The Early Church

- People heard the commands of Jesus and began to go and share the Gospel.
- Believers shared everywhere they went.
- By 300 AD, the world was approximately 65 percent Christian.
- Josephus said that he believed the entire world would be Christian by 500 AD.
- Over time, Christianity became legal and fashionable—if you were Roman, you were Christian.
- The church became filled with people who were not saved and who therefore could not witness.
- The churches were filled with consumers, not participants.
- The pastor, being the only saved, became the only evangelist.

TEACHER: Tell students that some people say that this condition caused the church to lose its power and ushered in dark ages—even until this day (with a few exceptions).

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

Have you experienced God's passion for the lost?
Pray and ask God to open your heart to whatever He wants you to learn today.

Notes:

Part Three: Overcoming the Obstacles

Video Sessions 4 and 7

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What do you think is the biggest obstacle people face when attempting to share the Gospel? What helps you to share your faith?

The Purpose: To highlight the obstacles to sharing the Gospel and practical ways to overcome them.

Key One: What Makes It Hard to Share?

- Excuses
 - Do not have anything in common with unsaved
 - Do not have the time
 - Do not have time to be around people with “messy” lives

- Real Reasons
 - Not equipped
 - Afraid
 - “What if I don’t have the answers?”
 - “What if I scare them away from the faith?”
 - Don’t have any desire to talk to non-Christians

TEACHER: Point out that the last reason is one that requires you to check your heart. Tell students that you will go over a simple, easy-to-remember way to present the Gospel using the hand.

Key Two: A Simple Method

TEACHER: Tell students the first phase is to associate each finger with a part of the Gospel message.

- “The Hand Presentation” Outline

TEACHER: Ask students why an outline might help them share the Gospel. Answer: Confidence to begin a conversation.

“Hold fast the pattern of sound words which you have heard from me, in faith and love which are in Christ Jesus.” (2 Timothy 1:13)

- Thumb pointing up = Heaven
- Index finger = Man
- Great (middle) finger = God
- Ring finger = Christ
- Little finger = Faith

- The Hand Presentation

TEACHER: Read through descriptions with students. Then read through again and pause at the capitalized words to let students fill in the key words. Make sure to use your hand as a visual. For example:

Teacher says: Heaven is a _____.

Students say: “Free gift”

Teacher says: It is not _____ or _____.

Students say: “Earned” “Deserved”





INDEX FINGER...*(points out sin)*

Man is a SINNER

He cannot SAVE HIMSELF



GREAT FINGER...*(greatest Being in Universe)*

God is MERCIFUL

But, God is also JUST

Note: When using the “Great Finger,” which is the middle finger, keep the index finger up at the same time to avoid any offense. (Middle finger raised up alone is an offensive gesture in many cultures.)



RING FINGER...*(Bridegroom)*

Christ is both GOD and MAN

He DIED on the cross

*And ROSE from the dead
to PAY the penalty for our sins
and PURCHASE a place in
Heaven for us*



LITTLE FINGER... (faith of a mustard seed)

***Saving Faith is not just HEAD
KNOWLEDGE***

***Nor just TEMPORARY FAITH
Saving Faith is
TRUSTING IN JESUS CHRIST
ALONE for our eternal life.***

🔑 Key Three: Overcoming Fear

TEACHER: Use narrative below, or another example appropriate for your context (not in student book): *(Imagine I'm standing on the street corner here in (current location). A car pulls up, the window of the car goes down, and a gun comes out of the window and shoots the guy standing next to me.*

The guy is now lying there and the car goes screaming off into the distance. I get called into the Magistrate (civil officer or lay judge) and the Magistrate says, "What was it that you saw?" And I tell the story that I just told you.

The attorney for the other person gets up and says, "Hold on a second. What kind of a gun was that?" I say, "Well, you know, I don't know. It was big." He asks, "How fast did the bullet go?" I answer, "It was pretty fast." He asks, "What about that car? You say it went screaming off. What was the tire compound made of?" I answer, "I don't know anything about tires."

Would they throw out my testimony because I didn't know? No. They would still receive my testimony. If I were an expert witness from the gun manufacturer and I didn't know what kind of gun it was, it would be a problem. What's the point? As Christians we get the idea that we're supposed to be expert witnesses all the time.)

Wisdom: We are not called to be expert witnesses; we are called to be witnesses.

- Be a witness: One who shares what he or she has seen, heard and/or experienced.
- Share what God has done for you.

- Be comfortable answering, “I don’t know the answer to your question. But I do know what the Bible says....”

TEACHER: Ask students what fears they have about witnessing. Point out that they can share the Gospel even if they don’t understand the beliefs of the one they are sharing with; they don’t need to be experts in everything.

🔑 **Key Four:** Witness in the Power of the Holy Spirit

- Find out where God is working and join Him in it.

“Then Jesus answered and said to them, ‘Most assuredly, I say to you, the Son can do nothing of Himself, but what He sees the Father do; for whatever He does, the Son also does in like manner.’” (John 5:19)

- Make it a matter of faith. Answer these questions for yourself:
 - Do you think God will use you if you will obey?
 - Do you really believe in the power of the Holy Spirit?
 - Do you believe the Gospel is the power of God unto salvation?
 - Do you believe that the fields are ripe to harvest?
 - Do you believe that the Holy Spirit is in the process of drawing men and women to Himself?
 - Do you believe that if Jesus is lifted up, that men and women will come to Him?

Wisdom: The Church needs to witness to the lost and pray for one another. Many churches have it backwards: they pray for the lost and witness to one another.

- Jesus knows how to draw men to Himself:

So it was, as the multitude pressed about Him to hear the Word of God that He stood by the Lake of Gennesaret, and saw two boats standing by the lake; but the fishermen had gone from them and were washing their nets. Then He got into one of the boats, which was Simon’s, and asked him to put out a little from the land. And He sat down and taught the multitudes from the boat.

When He had stopped speaking, He said to Simon, “Launch out into the deep and let down your nets for a catch.”

But Simon answered and said to Him, “Master, we have toiled all night and caught nothing; nevertheless at Your word I will let down the net.” And when they had done this, they caught a great number of fish, and their net was breaking. So they signaled to their partners in the other boat to come and help them. And they came and filled both the boats, so that they began to sink. When Simon Peter saw it, he fell down at Jesus’ knees, saying, “Depart from me, for I am a sinful man, O Lord!”

For he and all who were with him were astonished at the catch of fish which they had taken; and so also were James and John, the sons of Zebedee, who were partners with Simon. And Jesus said to Simon, “Do not be afraid. From now on you will catch men.” So when they had brought their boats to land, they forsook all and followed Him.

(Luke 5:1-11)

What do we learn from this passage?

- Go “fishing” with the Master.
 - Never try to fish alone.
 - The Master is the only One who truly knows everything about fishing.

TEACHER: Ask students what the disciples were by trade and what Jesus was by trade (carpenter, fishermen). Point out that the disciples sensed His authority even though He was not a fisherman Himself. Ask them to underline Jesus’ instructions to the fishermen.

- Learn to do what He tells you to do.

TEACHER: Point out that at this point in time the disciples didn’t know that Jesus could perform miracles—yet they believed.

- Learn to expect the miraculous.
- Let go of your human desire and reason and embrace faith.

“Faith is the foot of the soul by which it can march along the road of the commandments.” —Charles Spurgeon

- Fishing with the Master will change your life.

“So when they had brought their boats to land, they forsook all and followed Him.” (Verse 11)

- You’ll have nothing to fear.

“Do not be afraid. From now on you will catch men.” (Verse 10b)

- Be courageous: Be willing to do what needs to be done in the face of fear.
- Jesus said He is with us always. (see Matthew 28:20)

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

Would you utilize the “Hand Presentation” in your context?
Which points will be most helpful for you in your ministry?
Which points would you like to teach to others?

Notes:

Part Four: Getting into Conversation

Video Sessions 8-14

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: Have you been very successful at starting conversations about Jesus? How do you approach people?

The Purpose: To outline how to begin a conversation that leads to an opportunity to share the Gospel.

Key One: Begin a Conversation

- Suggestion: Ask if they have ever met a Christian before.

- Make yourself a friend instead of a stranger.
- Tell something about your life before asking about their beliefs.
- Tell your God-Story: something you have experienced God do in your life.
 - Share how God showed you He was real.
 - Share evidence of God in your own life (in story form).
 - Use language the listener will understand; stay away from religious jargon.

TEACHER: Students fill “weak” in the blank as you read below.

Knowledge for Insight: All testimonies are powerful. There are no _____ testimonies. (Revelation 12:11)

TEACHER: Give students an example, such as, “I used to not be able to forgive....”

- End your story with a confident statement about eternal life!

Key Two: Use Diagnostic Questions

“May I ask you a question...?”

TEACHER: Point out that just as a doctor never gives a patient a prescription before asking questions, we should never diagnose before asking questions.

- Question 1: Have you come to a place in your spiritual life where you know for certain that when you die you’re going to Heaven? (Or is it something you’re still working on?)
- Question 2: Suppose you were to die today and found yourself standing before God and He asked you, “Why should I let you into My Heaven?” What would you say to Him?

Q1	Q2	Diagnosis	Treatment
Yes	Trust Christ	Christian	Ask for Testimony

No	Trust self	Pre-Christian	Share Gospel
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TEACHER: Point out that these questions are intended to help the listener to realize what they believe. Also point out that this may be helpful in reaching a Christian who struggles with assurance of salvation.

🔑 **Key Three: Springboards to Deeper Conversation**

- Comment about a recent tragic event.
- Comment about a religious holiday.

TEACHER: Use example (or another example appropriate for your context): “Does it bother you that people can’t talk about Jesus at Christmastime?”

- Comment on a close call with death or severe accident.
- Respond to the need of prayer. (Example: asking a waiter/waitress if you can pray for them.)
- Most important: Pray and ask God what comments will help you to springboard into the Gospel.

🔑 **Key Four: Share the Gospel with Stories**

TEACHER: Tell students to make sure to use a dialogue to get to know someone and to use nonthreatening body language.

- Simple Illustrations
- Heaven = Friend’s Gift Illustration

“Let’s say you come to my house and I present you with a new car as a gift. The first thing you do is to reach into your wallet and give me a dollar to help pay for it. Would you do that? (Answer: No, it would be an insult.)

God is giving a gift far greater than a new car—the best gift ever given—eternal life with Him. What can we give back to Him? A few good works? It doesn’t make sense to insult Him with such an offer.”

- Man's Sin = Omelet Illustration

"Let's say you're at my house the same day I gave you a new car. We're going to have some breakfast together. So I'm going to make a six-egg omelet. I start cracking the eggs and the first five are good, but the last egg is absolutely rotten. It falls into the mixture before I can stop it. Can I do anything to try to make it OK for you to eat? Could I put spices in it to make it better? What if I offered it to you? Would you eat it? (Answer: No!)

Our lives are like an omelet: we can do a lot of good things, but if we've done anything wrong, the whole life falls short of being good enough. How would God respond to that? He responded very differently than how we would have responded to somebody who had been so disobedient. He chose to forgive, which is an amazing thing."

- God = The Bank Robber Illustration

"Let's say I go into a bank to rob the bank. Before I even get out, the police have caught me with the bag of money in my hand. So as a result, I go before a judge. I ask the judge to let me go because I've never done it before and promise to never do it again. If he has mercy, he might let me go. If he is perfectly just, then he must give me a penalty that goes with my action.

God is completely just. He has consequences for sin. The wages of sin is death. While He loves us, He is also very just and must punish our sin. It seems like we have a real problem. But the good news is, God solves that problem with Jesus Christ."

- Christ = The Record Book of Life Illustration

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"Let's say I have a book with the record of my life. It has my birth certificate in the front and the death certificate in the back. The book has the story of my life. Some things are good, but some things I wouldn't want you to see.

God is in Heaven and He loves me, but He can't stand the sin in my life, those things I don't want anyone to see. I've tried to make my life better, but no matter what I do, I still have sin in my book of life. So what happens?

The Bible says God became flesh in the person of Jesus Christ. While He was on the cross, my sin left me and went to Him. He paid for my sin as if

it was His sin. The Bible says He never sinned, so He wasn't dying for His sin; He was dying for mine. The Bible says, "all we like sheep have gone astray, each one unto our own way, but God has laid upon Him the sin of us all." Does that make sense?

Literally, while He was on the cross, He paid for my sin, died, rose from the dead, and He went back to be with God in Heaven. Now I can have this wonderful relationship with God. Was it because of what I did? No, it was because of what Jesus did. Do you want to know how to get that relationship?"

- Faith = The Chair Illustration

"What is this? (Point to nearby chair.) Do you believe this chair exists? Do you believe it would hold me if I were to sit in it? Why is it not holding me right now? (Answer: Because you're sitting in a different chair.)

What would I have to do to prove to you that I trust that chair? (Answer: Sit in it.) That is how faith works. A lot of people believe that Jesus exists; they know He's real. They even trust Him for some things. For example, maybe they trust in Him for their finances. But I'm not trusting Him for my whole life because I'm not sitting in that chair. I'm still sitting in my own chair. That is a kind of illustration of where you are in your life right now."

TEACHER: Tell students that this is the point where you return to the original diagnostic questions, reminding the person that they were trusting in their own good behavior to get them into Heaven, which they know now is not going to work.

Right now, you have a savior; his name is "Person's Name." Here's what I'm sharing with you today: Jesus will be your Savior. He will take your sin and pay for it. But to do that, you must put your trust in Him.

One day I made the decision to stop trusting myself to get into Heaven. I decided to trust Jesus (get up out of chair and move to chair you have been pointing to). This is still where I'm trusting today. I don't have any hope except Christ for getting into Heaven. If someone were to ask me today, 'Why should God let you into my Heaven?' I would say, 'I am trusting in Jesus. I have no other hope but Him. Jesus paid it all; all to Him I owe.' Does that make sense?

The question that I think God is asking you is, 'Would you like to put your trust in Jesus? Would you like to receive this gift of eternal life today?'"

TEACHER: Pause and ask students if they have any questions about the illustrations.

Key Five: Leading in Commitment

- Clarify: Does this make sense to you?
 - Yes—go ahead with invitation
 - Not Sure and No—ask questions
 - Don't ask: "What doesn't make sense to you?"
 - Do: review the five parts of the Gospel message and stop after each one for clarification. For example, "Remember how we talked about Heaven as a free gift? Does that make sense to you?"
 - If you can't solve the issue, leave gracefully.
- Commitment Questions
 - Ask, "Would you like to receive this free gift of eternal life?"
 - Do: let the Holy Spirit decide if the person is ready.
 - Don't: decide not to ask because you have determined that the person isn't ready.

TEACHER: Tell students that if the person says they don't want the gift of eternal life, there are two options: leave gracefully, or ask the person which part of it is troubling for them.

- Ask, "If this is really what you want, I can lead us in prayer, and **we'll** tell God what you just told me."

TEACHER: Tell students that if a person is in a situation where they can't stop and pray (at work, etc.), they can take a prayer to read themselves. (It would help to carry copies of the prayer.)

- Clarify before the prayer:

"I just want you to make sure that I've been really clear, OK? I'm talking about transferring your trust from what you've been doing to what Christ alone has done for you on the cross. Are you willing to do that?"

I'm asking you to receive Jesus Christ as your Savior, as you might open your hand to receive a gift. So now, will you open your heart to receive Jesus Christ as your personal Savior?

I'm asking you to trust Christ as your Lord. In other words, give Him the driver's seat of your life, the controls of your life. Are you willing to let Him be the Lord of your life?

I'm talking about repenting. It literally means to turn around, just like how you might see a U-turn sign on the street. It means you're going the wrong way; you need to turn around and go the way God would have you go. Are you willing to do that as He reveals to you what you're to do for your life? Will you follow Him?"

- The Prayer

"Dear God, thank you that Heaven is a free gift. I admit that I have sinned and that I cannot save myself. I know that You love me, but also realize that You are just and must punish my sins. Thank you for Jesus, who is God, who died to pay the penalty for my sins. Now by faith, I place my full trust in Jesus Christ alone, for eternal life or salvation. I now receive the free gift of eternal life."

- Ask: two Diagnostic Questions again, helping the person to answer with assurance of salvation in Jesus Christ.

TEACHER: Ask students to recall the two Diagnostic Questions (Do you know for sure that you will go to Heaven? Why would God let you into His Heaven?).

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

Which of these tools will be most useful for your ministry context?
(Beginning Conversations, Diagnostic Questions, Springboards into Deeper Conversation, Share the Gospel with Stories, Leading in Commitment)
How might these tools affect the way you approach people?

Notes:

Part Five: Wrapping Up

Video Session 15

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: Which part of this course was most significant to you?

The Purpose: To share some final thoughts on the call to share the Gospel.

🔑 **Key One:** The Lost

“Then all the tax collectors and the sinners drew near to Him to hear Him.” (Luke 15:1)

- Ask yourself: How often do sinners hang around me to hear what I have to say?
- Focus on mending the sick rather than being exclusive.
- Lost people are drawn to the Lord but are often despised by the religious.

One of our leaders used to be a prostitute. Now she leads one of the ministries. Guess who prostitutes have as friends? Prostitutes. So when it came time for her baptism, who did she invite to come see her baptism? Two rows of prostitutes at a Sunday evening service. Guess what happened?

She printed up fliers to come to her party after her baptism. She handed them out to every single person in the church. There were maybe two thousand people there that night. How many showed up for her party? None. Not one.

It wasn't long before the two rows (of friends) was one row; the one row was a half a row; the half a row was two. And then they were gone. Can you imagine? And as much as I would like to fault those people, I have to tell you, I think we would have done the same thing.

The truth is that lost people are always despised by the religious. I wish we could check our attitude and learn what it was that unbelievers see in us—that so quickly drives them away. If only we could figure out how they could come in and be part of what we're doing and be loved by us. —John Sorensen

TEACHER: Point out to students that in Hebrews chapter 11, in the list of those who had great faith is listed a former prostitute; and remember the book of Hosea in which the behavior of the people of God was likened to that of a prostitute.

- Consider the three parables about the lost: The Lost Sheep, The Lost Coin, The Lost Son
 - Lost people are important to the Lord. (see Luke 15:6,7)

TEACHER: Point out that in each of the three parables, when the lost were found, there was great rejoicing. Share (or have a student read) the entire Scripture below (not in student book) from the parable of the Lost Sheep.

And when he comes home, he calls together his friends and neighbors, saying to them, 'Rejoice with me, for I have found my sheep which was lost!' I say to you that likewise there will be more joy in heaven over one sinner who repents than over ninety-nine just persons who need no repentance. (Luke 15:6,7)

- Lost people are pursued by the Lord. (see Luke 15:20)

TEACHER: Share (or have a student read) entire the Scripture below (not in student book) from the Parable of the Lost Son.

"And he arose and came to his father. But when he was still a great way off, his father saw him and had compassion, and ran and fell on his neck and kissed him." (Luke 15:20)

- Found people are a delight to the Lord.

Key Two: The Heart of God in Us

- Love is a work of the Spirit, not of the flesh.
- Get religious attitudes out of the way and begin to let God love people through you.

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

Has God highlighted anything in this section for you?

Do you have any religious attitudes that you want God to remove?

Notes:

Pray and ask God to love people through you, by His Spirit, with His passion for the lost.

In Conclusion:

What are the three most valuable insights you gained from this course?

- 1.
- 2.
- 3.

Write down any questions you still have. Pray and ask God to reveal the answers as you seek Him.

Knowledge for Insight Answers:

Part One: do it yourself

Part Two: doing

Part Four: weak

HOW TO STUDY THE BIBLE

Howard Hendricks

Dr. Howard Hendricks taught Bible exposition and hermeneutics at Dallas Theological Seminary for more than sixty years. As a much-loved professor, pastor, and mentor of Christian leaders, he taught more than 10,000 students in his lifetime, wrote numerous books and articles, and ministered in more than eighty countries.

Dr. Hendricks passed away in 2013.

Course Summary

Developed from a video teaching by Howard Hendricks, this course will provide a basis for the importance of Bible study, as well as a methodical approach to studying the Scriptures. We will analyze Scriptures, evaluate our own study habits, and benefit from the wisdom and experience of Dr. Hendricks.

Course Outline

How to Study the Bible

The Importance of Bible Study

The Definition of Bible Study: Being Methodical

The Three Steps to Bible Study:

- Observation
 - Who?
 - What?
 - Where?
 - When?
 - Why?
 - Wherefore?

- Interpretation
 - Content
 - Context
 - Culture
 - Consultation

- Application
 - Know
 - Relate
 - Meditate
 - Practice
 - Questions of Application
 - Is there an example to follow?
 - Is there a sin to avoid?
 - Is there a promise to claim?
 - Is there a prayer to pray?
 - Is there a command to obey?

- Is there a condition to meet?
- Is there a verse or passage to memorize?
- Is there a challenge to follow?

- Practical Implementation
 - Make a decision: Begin a Regular Bible Study Program
 - Develop a Personal Plan
 - Study with a Group

Course Content

This course was developed from a video course from the Global Church Learning Center (www.globalchurchlearningcenter.com). The core of the content contained in this course originates from the original videos. As much as possible, the instructor's voice, passion, and flow of thought are maintained. Any differences are intended to be for the benefit of those taking the course in the Global HUB environment, or other training - related setting.

Course Features

Guiding Passage:

In Him we have redemption through His blood, the forgiveness of sins, in accordance with the riches of God's grace that He lavished on us. With all wisdom and understanding, He made known to us the mystery of His will according to His good pleasure, which He purposed in Christ, to be put into effect when the times reach their fulfillment—to bring unity to all things in heaven and on earth under Christ. (Ephesians 1:7-10, NIV)

This passage refers to the heart of the Global Church Learning Center, and the Global HUBS of Christianity: the work of salvation by His grace, the pursuit of His will and good pleasure, and the resulting unity of all things under Christ Jesus.

In this passage we can identify powerful terminology for the basis of the main features of this course: "Wisdom," "Understanding," "Known" (Knowledge for Insight), "Purpose," and "Effect." These terms are most fitting for the training of global leaders to expand the Kingdom across all denominations, borders, cultures, and languages.

Part: Unless otherwise noted, each “Part” is numbered to correspond with the original video session on the Global Church Learning Center website.

Activator: Engages and focuses your thinking before instruction. Often accompanied by a quote from the original instructor or a Bible verse.

The Purpose: Communicates the intent of the instruction in that “Part,” and whenever possible, the objectives of the original video instructor.

Term: Provides understanding for a term that is specific to the topic, and therefore may not be easily understood, or is used in a unique way during the course.

Key for Understanding: The main organizing principle for the course content. The Keys may be represented by one word, a phrase, or a useful generalization. (Seen as “Key” “Key One,” “Key Two,” etc. in the course).

Narrative: Printed in *italics*, this is an example or story from the original instructor. As much as possible, the original wording has been maintained, and has not been significantly edited for syntax (word order) or word choice, to maintain the voice of the original instructor. If significant editing has occurred, it is marked [Edited Version].

Knowledge for Insight: Explanations, helpful facts, and conclusions based on the original instructor’s vast ministry experience.

Wisdom: Spiritual wisdom passed on from the original instructor.

Effect (Outcome): Promotes thought about the potential effect of the ideas presented when applied in real life. Occasionally it includes a prayer.

Review: Connects main ideas from the previous section, or the entire course.

In Conclusion: Provides a space for identifying valuable insights, reflecting, and writing questions that have emerged as a result of the course.

*Not all of the features are present in every course.

Part One: Why Is Bible Study Important?

Shortly after I became a Christian, someone wrote in my Bible these words: "This book will keep you from sin, or sin will keep you from this Book." And I believe that's still true. Dusty Bibles always lead to dirty lives. The only option confronting a Christian is this: you are either in the Word, and the Word is forming Jesus Christ in you; or you are in the world, and the world is squeezing you into its mold. —Howard Hendricks

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: Do you think that most pastors spend enough time in study? Do you believe a study routine is important? Are there aspects of Bible study you wish you knew more about?

The Purpose: To highlight the importance of studying the Bible.

TEACHER: Students fill "Bibles" in the blank as you read below.

Knowledge for Insight: There are more _____ in print today than any other time in human history. Many Christians have one, and in some cases, a half a dozen. But many don't read them; they don't study them; they don't apply them.

TEACHER: Ask students why they think people don't read their Bibles. **Note:** This quote is referring to certain cultures (United States Christians). It's possible that Christians in certain parts of the world do not have this habit.

Why Study the Bible?

TEACHER: Ask students what they understand to be the difference between *reading* the Bible and *studying* the Bible. If appropriate, take 3-5 answers. Suggestion for large class: have students make a note, or share with the person next to them.

🔑 **Key One:** Personal Bible Study Is Essential to Growth

TEACHER: As you read below, ask students to underline newborn babes, appetite, and grow thereby.

- "As newborn babes, develop an appetite for the spiritual milk of the Word, that you may grow thereby." (1 Peter 2:2)

- Newborn babes: Your attitude toward the Word of God. Just as the baby grabs for the bottle, you grab for the Book.

TEACHER: Use narrative example below (not in student book)

(Narrative: All of us who have had children know what it is to hear a screaming baby in the midst of a night of sleep. That child must be satisfied, and as soon as the child gets the milk he needs, there is a great calm.)

- A newborn is not satisfied until he gets the milk he needs. We must not be satisfied until we have the Word in us.
- Develop an Appetite
 - Spiritual appetite is required. As we develop, our appetite should be developing as well.

TEACHER: Use narrative example below (not in student book)

(Narrative: All of us have had the experience of strongly rejecting foods as a child, but as we grew up and began to eat those foods, we developed an appetite.)

- Grow Thereby: The Bible sets forth the aim of the Word of God—that you may grow thereby.
 - Spiritual growth is directly related to the effect of the Word in your life.

TEACHER: Use narrative example below (not in student book)

(Narrative: When people say they are not getting very much out of the Word, that may be more of a commentary on the individual than it is on the Scripture. —Howard Hendricks)

Wisdom: You can't grow without knowing, but it *is* possible to know and not grow.

🔑 **Key Two:** Bible Study Is Essential to Spiritual Maturity

- "...of whom we have much to say, and hard to explain, since you have become dull of hearing. For though by this time you ought to be teachers, you need someone to teach you again the first principles of the oracles of God; and you have come to need milk and not solid food. For everyone who partakes only of milk is unskilled in the word of righteousness, for he is a babe. But solid food belongs to those who are of full age, that is, those who by reason of use have their senses exercised to discern both good and evil." (Hebrews 5:11-14)

TEACHER: Students fill "hearing" in a blank as you read below.

- Paraphrase the message: "I've got a difficulty, and the difficulty is a deficiency in _____."

TEACHER: Ask students to underline the word time below.

- By this Time: When we ought to be going on to the college department, even becoming teachers, we need to return to the kindergarten and learn the ABCs all over again.
- Discipline yourselves and you develop godliness as a result of your own exposure to the Word of God.

🔑 **Key Three:** Personal Bible Study Is Essential to Spiritual Effectiveness

- "All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness, that the man of God may be complete, thoroughly equipped for every good work." (2 Timothy 3:16-17)
- All Scripture is profitable for: teaching, reproof, correction, instruction in righteous living.
- Scripture not only tells you what is right; it tells you what is wrong. It not only tells you how to correct it, but how to continue to live according to God's purpose for your life.

Wisdom: There is no growth apart from the Word of God. Personal Bible study is not an option; it's an essential.

TEACHER: Challenge students to recall answers from memory. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Review:

What are the three main results of Bible study? _____,
_____, and _____.

Evaluate your own personal walk with God: are you seeing these results? In what areas are you doing well? What areas can use improvement? What is the cost of not having these in effect in your personal and public life?

Notes:

Part Two: What Is personal Bible Study?

What is personal Bible study? The first thing I would suggest is that Bible study is being methodical. —Howard Hendricks

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What has shaped your personal Bible study? Have you been mentored in how to approach Bible study? What does your typical study time look like?

The Purpose: To highlight the definition of “Being Methodical” as it relates to personal Bible study.

TEACHER: Ask, “How do you think being methodical connected to personal Bible study?”

TEACHER: Tell students that they will define Personal Bible study = being methodical. Introduce the three aspects of “being methodical.”

🔑 **Key One:** Being Methodical: Taking Certain Steps in a Certain Order to Guarantee a Certain Result

TEACHER: Students will fill “reverse” in the blank as you read below.

- There are three basic steps in Bible Study (you cannot _____ these steps). You must ask and answer these questions:
 1. Observation: What do I see?
 2. Interpretation: What does it mean?
 3. Application: How does it work?

Wisdom: Good observation always produces excellent, accurate interpretation. Inaccurate interpretation produces illegitimate application.

TEACHER: Tell students to bear these three steps in mind as they work their way through the course.

🔑 **Key Two:** Being Methodical: Purpose to become receptive and reproductive.

- It will allow you to receive revelation and insight from studying alone and following a logical, intelligent, and helpful process.
- It will enable you to clearly convey the truth which God has revealed to you in His Word.

🔑 **Key Three:** Being Methodical: Purpose to have a first-hand acquaintance with the Word.

TEACHER: Pose the question, “Why is this important?”

- This is important for four main reasons:
 - It will enable you to think for yourself.

TEACHER: Ask students to consider this next statement. Do they agree?

Most people do not think; they merely rearrange their prejudices. They simply echo what they have heard someone else say, but they don't have the conviction that comes from personal Bible Study. —Howard Hendricks

- It will enable you to evaluate the thoughts of others.
 - Different commentaries will give different interpretations. Evaluate for truth based on your own study.
- It will give you the personal joy of discovery.
 - Seek and find truth. Discover it for yourself.

TEACHER: Ask students why they think people don't get excited about reading God's Word. (Answer: They likely have never seen truth for themselves.)

- It will enable you to fall in love with the Author.
 - Have personal encounters with God.

TEACHER: Students fill "personal" in the blank as you read below.

Knowledge for Insight: You cannot fall in love by proxy; it is an intensely _____ event. God wanted to communicate His love to you personally and He wrote His message in a book.

- "Eye has not seen nor ear heard, neither has entered into the heart of man the things God has prepared for those that love Him." (1 Corinthians 2:9)

Wisdom: A man or woman who is good in public ministry is a person who is strong in personal ministry.

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

Effective personal Bible study produces effective public ministry. Evaluate your own Bible study based on your methods:

Is your Bible study currently intended to produce a certain result?
Are you studying to be receptive and reproductive?
Do you feel well acquainted with the Word?
Which parts of “Being Methodical” could you utilize more in your personal Bible study?

Notes:

Part Three: The Process of Personal Bible Study – Three Basic Steps

Video Sessions 3 and 4

When I was boy living in Philadelphia, we would occasionally go to New York City. I would always get lost. But on one occasion, I was on the top of the Empire State Building in what I think is the clearest day I have ever seen in New York City. There were not many people there. There was a big Irish cop, and when he found out that I didn't know that much about New York City, he gave me a tour. He showed me two rivers, East River, Hudson River, and then pointed out the five major boroughs, Manhattan being in the center. He told me where the Chinese section was and where the financial section was. And, at least when I came down from the top of that building and became involved in the city, even though I was lost, I knew where I was. Because I believe the parts always take on meaning in light of the whole. —Howard Hendricks

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What do you already know about effective Bible study? Do you find it easy to connect the “parts” of what you read in light of the “whole” big picture of life?

The Purpose: To get an overview of the process of personal Bible study.

🔑 **Key One:** Observation in Bible Study

- Ask the question: “What do I see?”
- Pray the prayer for observation: “Open my eyes, that I may see wondrous things from Your law.” (Psalm 119:18)
- Ask the Spirit of God to tear the bandages from your eyes so that you might see with spiritual insight.

TEACHER: Let students know that knowing what to look for in Scripture is very important. (Illustration: A teacher cannot diagnose sickness as a physician would because they have no training in what to look for in a patient. In the same way, a person must ask God to show them what to look for in Scripture.)

Key Two: Interpretation in Bible study

- Ask: What does it mean? This is your central quest—for meaning.
 - Learn to observe completely before interpreting
 - Look for details that you have not noticed in the past.

TEACHER: Students fill “observe” in the blank as you read below.

Knowledge for Insight: The more you learn to _____, the more you will learn to understand and interpret for meaning.

- Remember: It is possible to see and not truly observe.

TEACHER: Ask students if they understand the point. Ask if they have ever passed by something every day and not noticed it was there until someone pointed it out to them.

- First Question: “Do you take time to stop and observe before you begin to interpret? If not, what hinders you?”
 - Interpretation involves learning to ask the right questions.
 - Don’t ever hesitate to ask penetrating questions.
 - Be patient for the answers.
 - Bombard the Scripture with questions (not questioning that it is God’s Word, but questioning so that you can understand it for yourself).
 - Trust that God, in His time and by His Holy Spirit, will reveal the answers to your questions.
 - As one set of questions is answered, a new set of questions will emerge.

- Second Question: How do you discover the right answers? In other words: Is it answered in this passage or do we have to go to another passage to get a full answer to our question?
- Third Question: How do I uncover the big picture? It's important to put the smaller details together in order to see the whole picture.

*When we start putting those parts together, then it's like a puzzle. When you finally have those last pieces, the beautiful puzzle becomes obvious to you.
—Howard Hendricks*

TEACHER: Let students know it is perfectly OK not to have the answers right away. They will have new sets of questions their entire lives.

🔑 **Key Three: Application in Bible Study**

- The most needed step, and the most neglected.
- Ask and answer the question: How does it work?
- Do not ask, "Does it work?" It works because it's the Scripture, and because it's the Scripture, it works.

Wisdom: God's Word is not written to make you a smarter sinner; it's written to make you just like the Son. The goal is not information; it's transformation. The Word of God is designed to invade every area of your life.

- "Therefore, if any man be in Christ, he's a new creation; the old is gone; the new has come." (2 Corinthians 5:17)
- Keep in mind a two-fold objective:
 - First: How does it work for me? Discover how that truth works in your own life. Test it and experience it for yourself.
 - Second: How does it work for others?
 - Share on the basis of authenticity.
 - Share as you are developing Christlikeness in your own life.

- Share out of the overflow of your life into the lives of others.

TEACHER: Students fill “application” in the blank as you read below.

Knowledge for Insight: The more time you spend in the Word of God, the more excited you will get about its _____ to your life, and the better equipped you are to share it for others.

TEACHER: Challenge students to fill in the blanks from memory. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Review:

The three steps in the process of personal Bible study are _____, _____, and _____.

Effect:

Which area do you feel you need to develop the most?
 What have you heard in this section that you know you need to learn more about?

Notes:

Part Four: The Six Questions of Observation

Video Sessions 5 and 6

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What do you think is the main difference between *observation* and *interpretation*?

The Purpose: To present how to utilize the process of observation in personal Bible study

TEACHER: Tell students they will now get deeply involved in each of the three steps: **Observation, Interpretation, and Application.** They will begin with **Observation.** Ask, “**For Observation, what is the main question?**” (Answer: **What do I see?**)

TEACHER: Tell students they will learn six detail questions to ask while reading Scripture that will collectively answer the one main question.

🔑 Key One: Ask “Who?”

- Who are the people? What do those people say? What is said about them? What do you know about the person from previous Bible study?
- What did they say? Write it down. Underline what they said in your Bible. What is said about them?
- Take a significant amount of time to focus your attention on the people in the passage.
 - Relate what you understand about an individual in one passage to what you already know about them in another passage. Build on your knowledge of each person. People’s relationships, occupations, and social status are all reference points.

Examples:

- Andrew was Simon Peter’s brother. (Relationship)
- Rahab, we refer to as “Rahab the Harlot.” (Occupation and social status)

🔑 Key Two: Ask “What?”

- What’s happening? Is it a miracle? What kind of miracle? Who’s involved? Is it a story?
- Always ask yourself, “Can I tell this story?” If you cannot tell the story, then you need to go back and read it. Examine it by observation until it becomes so much a part of you that you can tell the story to someone else.
- Is it a command?

Example: The book of James has fifty-eight sharp commands.

- When God commands something, ask, “What does He want me to do and what does that involve?”

- Is it an explanation?

Examples:

“Husbands, love your wives, just as Christ also loved the church and gave Himself for her.” (Ephesians 5:25)

Though I speak with the tongues of men and of angels, but have not love, I have become as sounding brass or a clanging cymbal. And though I have the gift of prophecy, and understand all mysteries and all knowledge, and though I have all faith, so that I could remove mountains, but have not love, I am nothing. (1 Corinthians 13:1-2)

TEACHER: Tell students that answering these kinds of questions will lead them to have such a grasp on the Scriptures that they will be able to find the Scriptures they need when they are ministering to other people.

Key Three: Ask “Where?”

- What’s the location? Where did this event happen?
- Utilize your Bible map.
 - Learn about the areas traveled in the Old and New Testament.
 - Gain insight into the truths you are studying by learning the geography of the Word.

Example: Trace the journeys of Paul in the New Testament or the life of Joseph in the Old Testament.

TEACHER: Students fill “lost” in the blank as you read below.

Knowledge for Insight: Most Bibles have a map or series of maps at the end of them. But many people never use them. As a result, they get _____ as they read.

TEACHER: Use narrative below (not in student book) about a woman who thought the Gospel of Mark took place in South America, or another example from your context.

(Narrative: Howard Hendricks tells this story: I was teaching a class in Fort Worth, and a number of people, none of whom knew anything about the Bible, were studying the Gospel by Mark. And, right in the midst of it, a woman with a PhD raised her hand and asked, "I got a question." I say, "Fine, what's the question?" And she says, "What part of South America is this taking place in?" And, you know, I was so jolted, "Madam, would you mind repeating the question?" That's exactly what she was asking because the geography of the Bible is a blind spot in the culture of millions of educated people.)

TEACHER: Ask the students if they feel confident in their Bible geography. Could they point out the places Paul traveled on a map?

Key Four: Ask "When?"

- What time is it? Early in the morning? Late at night? What morning? What night?

Example: "Now in the morning, having risen a long while before daylight, He went out and departed to a solitary place; and there He prayed."

(Mark 1:35)

- What day? Answer: It was the day after the busiest recorded day in the life of our Lord, of which there are only fifty-two. It was the next morning after a day packed with teaching, healing, and miracles of all kinds; a day filled with exposure to people. Only a person who has a public ministry has any idea of the drain of people on a person. But communing with the infinite God was so high on Jesus' priority list that in a day when He might have been tempted to sleep in, He's awake a great while before day, fellowshiping with the Father.

TEACHER: Point out to students that they will get a great deal of perceptive insight from asking a simple question: **What day did this happen?**

- Make sure to understand the timing of this event, along with these questions: What produced it? What did it produce? What comes before? What comes after?

🔑 Key Five: Ask, “Why?”

- Why did God include this in the Bible?

Examples:

- John tells us that there are many other things Jesus did which are not written in his book, the Gospel of John. We are forced to ask, “Why did he include these seven signs in that book?” Answer: He tells us that each of the signs was designed to produce belief, or faith, in the Son of God.
- A study of Romans Chapter 13 reveals the relationship of a believer to the government. If somebody asks, “But do we have a responsibility to our government?” You can say that Paul says, “Yes, you do.” (Note: he was speaking of the Roman government, which was not the most gracious.) You will need to know where to find that truth. Why did it come in the greatest theological book of the New Testament? Because theology relates to every area of your life, including government.

🔑 Key Six: Ask “Wherefore?”

- Can also be interpreted as, “So what?”
- You need to know who, what, where, when, and why. But this question asks, “For what reason? How does it relate to my life?”
 - Ask, “So what?” in your marriage, family, workplace, neighborhood, finances, and social life. This is the most practical aspect of personal Bible study.
 - Remember: Christianity is designed to pervade every area of a person’s life. Let it pervade every area of your life.
- Ask, “How does it apply to me?” Be able to speak to the needs, the problems, of other people, because you have experienced this truth in your own life.

TEACHER: If time allows, give assignment to do alone/with partners. Otherwise, let students know they will do the assignment with you in the next section.

Assignment: Study Mark 4: 35-42 by answering these six questions for yourself. Read that passage. Reread it several times, and each time, find an answer to:

- Who?
- What?
- Where?
- When?
- Why?
- Wherefore (So what?)

Part Five: Six Questions of Observation – *Assignment Answers*

Video Sessions 7 and 8

TEACHER: Tell student to open their Bibles for this next section.

On the same day, when evening had come, He said to them, “Let us cross over to the other side.” Now when they had left the multitude, they took Him along in the boat as He was. And other little boats were also with Him. And a great windstorm arose, and the waves beat into the boat, so that it was already filling. But He was in the stern, asleep on a pillow. And they awoke Him and said to Him, “Teacher, do You not care that we are perishing?”

Then He arose and rebuked the wind, and said to the sea, “Peace, be still!” And the wind ceased and there was a great calm. But He said to them, “Why are you so fearful? How is it that you have no faith?” And they feared exceedingly, and said to one another, “Who can this be, that even the wind and the sea obey Him!” (Mark 4:35-41)

“What?”

- What preceded this event? What followed this event?
 - In the previous verses, as Jesus is teaching His disciples, the repeated statement is: “He that has ears to hear, let him hear.” He’s giving them a lesson on listening, a series of parables. In fact, He explains one parable so that they will not miss the point. Then, beginning at verse 35 and going through chapter 5, we read about a series of four miracles. We call this “the miracle segment of the Gospel by Mark,” and the first of these is the miracle of the stilling of the storm. So, we have a number of miracles involving a number of people. The first one is the stilling of the storm, which the disciples experience firsthand.

“Who?”

- Who are the people in this passage?
 - There are two roles: Jesus, who is the teacher; and the disciples, who are the students.
 - Jesus has just finished a whole day of teaching. (The disciples listened to the world’s greatest teacher for the entire day.) At the end of that day, Jesus says, “Let us cross over to the other side.” En route, He falls asleep, and it’s at that time that a great storm arises.

Consider the *interaction* between Jesus and His disciples. Particularly, consider Jesus’ statement, “Let us cross over to the other side.” Regardless, when they get to the middle of the lake, the disciples are convinced they’re drowning. Remember: the disciples were professional fishermen; they had seen this experience many times in their lives. As far as they were concerned, this was going to overcome them. They thought, “We are in the process of drowning.”

The second thing Jesus said was, “Peace, be still.” At that point, the text says there is a great calm, so we’re to understand this is something other than ordinary.

TEACHER: Students fill “elements” in the blank as you read below.

Knowledge for Insight: Typically, after a storm comes up on a sea, the water surges sometime for hours, even days. The calm sea is evidence that “Peace, be still” are the words of Someone who even controls the _____.

TEACHER: Point out that faith and fear don’t mix. Ask students to underline “fearful” and “faith” in the passage.

Then Jesus asks two interesting questions: “Why are you so fearful? How is it that you (“you” is emphatic in the text) have no faith?” Who is Jesus talking to? The men who just heard an entire day’s worth of lectures.

Wisdom: You won’t develop faith by listening to lectures. You develop faith in the laboratory of life.

TEACHER: Ask students to underline those two statements in quotes to show the transition from fear to faith.

And finally, notice two things the disciples said: “Teacher, don’t you care that we are perishing?” And then in contrast, “Who can this be, that even the wind and the waves obey Him?” The disciples began to see that Jesus was not just a man.

“Where”

- Where did this take place?
 - The Sea of Galilee: Approximately eight miles wide, thirteen miles long, 690 feet below sea level. The prevailing winds come from the west, down the valleys, and onto that sea. Tremendous storms can emerge in fifteen minutes.

“When?”

- What time is it? The text says this happened at night. This storm at night would be a frightening scene.

“Why”

- Why was this written? It is intended to teach us some important truths about faith:
 - If Jesus is in your boat, it will not sink.
 - In order to be taught, you have to be teachable.
 - Jesus brought the disciples to the most desperate of situations, even life threatening, so that they might learn.
 - You need to trust the Lord.
 - Jesus was teaching His disciples to trust Him. When Jesus says, “Let’s go to the other side,” He is not saying, “Let’s go to the middle of the lake and drown.”

Cross reference: But let him ask in faith, with no doubting, for he who doubts is like a wave of the sea driven and tossed by the wind.” (James 1:6)

Wisdom: We may not understand what is happening, but trust that God understands it and that He is perfectly capable in all situations.

- When we are willing to be taught in the experiences of life, then we too, will take the giant steps that the disciples were taking.
- Jesus was also introducing the disciples to His power.
 - They had seen miracles up to this point, but they were not directly involved. This is a miracle that affects them, and because it affects them, they are beginning to ask, “What kind of person are we following?” They believed He was the One, but they learned to practice it in their own experience.

“Wherefore?”

- So what? Consider how well you listen to Jesus’ words. When He says, “Let’s go to the other side,” that’s exactly where you’re going, and you can trust Him for that.
 - What does that mean for you? Nothing in life comes into life but by coming across the screen of God’s will. He wants what is best for you; He knows what’s best for you; and He will do what’s best for you.

TEACHER: Challenge students to fill in the blanks from memory. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Review: The Six Questions of Observation are:

_____, _____, _____, _____,
_____, _____.

Effect:

How do you see these questions affecting your personal Bible study?
What is one important thing you learned in this section?

Notes:

Part Six: The Principles of Interpretation

Video Sessions 9 and 10

Good observation always produces excellent, accurate interpretation. Inaccurate interpretation produces illegitimate application. —Howard Hendricks

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: Looking back on your experience with the Scriptures, have you realized the connection between observation and accurate interpretation? Have you seen the results of an inaccurate interpretation leading to illegitimate application in ministries you've encountered?

TEACHER: Ask students what main question goes with Interpretation. (What does it mean?)

The Purpose: To present how to utilize the keys of interpretation in personal Bible study.

TEACHER: Students fill "guides" in the blank as you read below.

Knowledge for Insight: Acts 8:26-31 says Phillip was told by God to go to the chariot of the Ethiopian eunuch. When he arrived, he discovered that eunuch was reading from Isaiah 53. Phillip asks him, "Do you understand what you are reading?" The eunuch then made the most significant statement in terms of the process of Bible study: "How can I understand unless someone _____ me?"

🔑 **Key One: Content**

TEACHER: Tell students that interpretation is the fruit of their efforts with observation.

- Basic Rule: Spend more time in observation and less time in interpretation and your results will be more accurate. (The less time you spend in observation, the more time you will need to spend in interpretation and the less accurate your result will be.)
- Begin by examining the content through the process of observation.

- Look for:
 - Repetition
 - Cause/Effect
 - Contrasts
 - Question and Answer

- Drench your mind with the passage.
 - A great Bible teacher once said, “When I read this passage for the one hundredth time, the following insight came to me.”

TEACHER: Students will fill “impact” in the blank as you read below.

Knowledge for Insight: Continued reading and perceptive meditation will constitute the _____ that the content is going to have on your interpretation.

Key Two: Context

- Notice that which goes before and that which follows.

Examples:

“Work out your own salvation with fear and trembling.” (Philippians 2:12)

- Out of context, it appears to point to a work’s based salvation. But we know that is not a biblical interpretation. Look at the verse that follows: “Work out your own salvation with fear and trembling; (verse 13) for it is God who works in you both to will and to do for His good pleasure.”
- Caution: Verses ripped out of context can lead to major distortion or even heresy.

TEACHER: Point out that many misunderstandings in Scripture could be solved by reading the verse before and after.

- In Mark chapters 4 and 5 it was Jesus’ teaching that came beforehand that gives the basis for the testing that came to the disciples. The teaching on faith provided a basis for other ministry that follows. In every section, the key issue is faith: different kinds of faith, by different people, under different circumstances. A man who was mentally disturbed was

set free. A woman who suffered for thirty-eight years was healed. In every case, faith is the focus of the Spirit's teaching.

- Look at the context to see the differences and details that the Holy Spirit wants to communicate to you.

🔑 Key Three: Comparison

- Utilize a concordance. Note: Many Bibles have a brief concordance in the back, but a complete analytical concordance is best.
 - What does a concordance do? A concordance allows you to find any word in the biblical text and its location; it is critical to the study process.
- Compare other Scriptures to add to your understanding, give meaning, and furnish additional light on the passage.
- Compare by collecting all the biblical perspectives on an event. Put those details together to see the larger picture.

Example: When you study the Gospels, make sure that you compare what Matthew is saying with what Mark is saying, or in some cases, is not saying. Who includes a particular miracle? If a miracle is in three of the accounts (Matthew, Mark, and Luke), then you need to compare those. Study the passages to find out what all three, Matthew, Mark, and Luke, say about it. Then put them together for the big picture.

🔑 Key Four: Culture

TEACHER: Point out that there are some aspects of biblical events that are harder to understand because of our cultures. Some of the students' cultures may be much closer to biblical culture and some not close at all (American culture).

Students will fill "how" and "why" in the blanks as you read below.

Knowledge for Insight: Life does not exist in a vacuum; it exists within a culture. Culture teaches us _____ people did what they did and _____ they did it.

TEACHER: Point out that students likely have access to more books today, more insights, than any other time in the history of Christianity. Tell them that you will be discussing some resources.

- Utilize a Bible dictionary in order to gain understanding on cultural interactions in the Bible.

Example: Washing of the feet. What does it mean? Why did they do that? Do you live in a country with unpaved roads? If so, you likely understand the importance of washing a person's feet when they come to dine at your home. Otherwise you would utilize a Bible dictionary to interpret this cultural act.

🔑 **Key Five: Consultation**

- Resources to consider:
 - Bible Atlas (contains maps)
 - Trace biblical journeys
 - Reproductions
 - Learn what cities like Nineveh looked like. Learn more about the Tabernacle.
 - Commentaries: What has God taught others?
- Always test your interpretation with other sources written by Spirit-filled Christians.

TEACHER: Students fill "others" in the blank as you read below.

Knowledge for Insight: The fact that God is teaching you does not exclude the fact that He has taught _____.

Wisdom: If no one else saw what you see in Scripture, the probabilities are that you need to go back to study more to find out what you don't know.

TEACHER: Tell students they are going to apply these principles in an assignment. If there is time, give the assignment to do alone/with partners. Otherwise let students know they will do the assignment with you in next section.

Assignment: Study Romans 12:1,2

Do your observation:

- Who?
- What?

- Where?
- When?
- Why?
- Wherefore?

Do your interpretation:

- Content
- Context
- Comparison with a concordance
- Relate the Scripture to the culture
- Consult whatever sources you can find

Part Seven: The Principles of Interpretation

Assignment Answers

Video Session 11

TEACHER: Tell students that you will test the five principles of interpretation on the following passage.

Therefore, I urge you, brothers and sisters, in view of God’s mercy, to offer your bodies as a living sacrifice, holy and pleasing to God—this is your true and proper worship. Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is—his good, pleasing and perfect will. (Romans 12:1,2 NIV)

I beseech you therefore, brethren, by the mercies of God, that you present your bodies a living sacrifice, holy, acceptable to God, which is your reasonable service. And do not be conformed to this world, but be transformed by the renewing of your mind, that you may prove what is that good and acceptable and perfect will of God. (Romans 12:1-2, NKJV)

Content

- Begin by relating this passage to the entire book
 - The book of Romans has the theme of the righteousness of God. It has three major divisions:
 - Chapters 1-8 are theological; they are doctrinal; they provide the foundation.
 - Chapters 9-11 are dispensational. They ask the crucial question: “How does all of this relate to the Jew?”

- Chapter 12-16 is the practical section, relating truth to life. It penetrates practical areas.
- Notice Paul begins with “I urge you.” (NIV) Why does he use that term? Why doesn’t he say: “I command you?” He has a compassionate concern. You can almost feel his heart beating as he gives this urgent exhortation. It’s not optional; it’s essential.
- Then Paul says: “present your bodies a living sacrifice” (NKVJ) What does that mean?
 - According to the concordance: In Luke 2:22, Mary and Joseph presented (same word as Paul’s “present”) the Child, the Infant Jesus, in the temple, dedicating Him to God.

In Romans chapter 6, Paul essentially says, “Don’t present your bodies to sin, but present them to God because you are alive in Jesus Christ.” (Howard Hendricks’ paraphrase)

What does he want you to present? Your body, which is your total person. It is the only thing you have that you can give to God (so be very careful what you do with your body and how you treat it). He calls it a “living sacrifice.”

If it’s a sacrifice, how could it be “living?” There is very simple distinction: You are not presenting a dead animal; you are presenting a live person. And persons have a way of crawling off the altar. —Howard Hendricks

Context

- Notice the passage begins with “Therefore.” Whenever you see a “therefore,” ask what it’s “there for.” “By the mercies of God” is a connection phrase. The entire first eleven chapters become the basis by which he makes this appeal.

Comparison

- Notice in verse 2, both a negative and a positive. “*Do not conform* to the pattern of this world, but *be transformed* by the renewing of your mind. Then you will be able to test and approve what God’s will is—his good, pleasing and perfect will.”
 - “Don’t be conformed to this world.” Why would he say that? In chapter 8, we are told that we have been predestined to be conformed (same word) to the image of Christ. You’re either conformed to Christ or you’re conformed to the world. They’re diametrically opposed one to the other.

- How do we become conformed to the image of Christ? The positive side: “Be transformed by the renewing of your mind” (the same word that’s used for metamorphosis). It’s the change that takes place when the caterpillar becomes a butterfly. You are totally transformed when you make this presentation of your body on the basis of your salvation.

Culture

TEACHER: Point out that culture is not as prominent in this passage, but that students need to understand the general background culture.

- Animal sacrifice: Paul is using this as a metaphor—just as in the Old Testament they presented an animal to God; now, they are presenting their bodies (presenting themselves) to God.

Consultation

TEACHER: Ask students what insights they gained using the resources discussed earlier and named below. If they did not have time to do this part of the assignment, encourage them to use their resources after the course.

- Build a good library: Endeavor to get dictionaries, atlases, a concordance, and every tool available. Ask God to help you obtain what you need.

TEACHER: Students will fill in “secondary sources” as you read below.

Knowledge for Insight: More Bible study tools are available today than in the history of the church. We stand on the shoulders of hundreds of scholars and students of the Scripture. Don’t minimize that. The key is the order. First the biblical text; then

_____.

TEACHER: Point out that often Bible students will read commentaries and then develop interpretations, but they don’t know the actual biblical text well. Encourage them to always study the text well.

Wisdom: Make sure you are a master of the Book, and that the Book, in turn, is the master of you.

TEACHER: Challenge students to fill in the blanks from memory. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Review: The five principles of interpretation are: _____,
_____, _____, _____, and
_____.

Effect:

After considering these principles, will you change the way you interpret Scripture?
How so?

Notes:

Part Eight: Understanding Application

Video Session 12

Many of us Christians are like poor photographs; we're overexposed and we're underdeveloped. —Howard Hendricks

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: Have you ever struggled to move from interpretation to application? How often to you consider application during your personal Bible study?

TEACHER: Ask students to recall the main question that accompanies Application. (How does it work?) Tell them that this step is important because it leads to transformation.

Key One: Know

- Application is built on the interpretation.
- Remember: Wrong interpretation leads to wrong application. Make sure interpretation is accurate first, or risk illegitimate or even heretical applications.

TEACHER: Tell students this is especially important because (read below):

Wisdom: The interpretation is one; the applications are many.

🔑 Key Two: Relate

- Test your own life by the Scripture. Test it at home, the ultimate testing place.

- Ask, “How do I relate this truth to my marriage? Family?”

Example: “Therefore, if anyone is in Christ, he is a new creation; old things have passed away; behold, all things have become new.”

(2 Corinthians 5:17) Ask yourself if this is true of you at home. Are you conducting yourself like a new creation?

- Test your interactions at the workplace by the Scripture.

TEACHER: Use narrative below (not in student book) or ask students (not taking answers) if someone were to interview their spouse or kids, would they confirm that they are really acting like a “new creation?”

(Howard Hendricks said, “People occasionally have told me they haven’t sinned in the last ten years. And I often have the urge to say, “You know, I’d like five minutes with your wife; ten minutes with your kids.”)

Wisdom: If your Christianity does not work in your home, it does not work.

TEACHER: Point out that every place a believer spends their time is a place to apply truths: work, home, etc. Remind them that God wants them to represent Jesus Christ.

🔑 Key Three: Meditate

- Gain a mastery of God’s Word
 - “This Book of the Law shall not depart from your mouth, but you shall meditate in it day and night, that you may observe to do according to all that is written in it. For then you will make your way prosperous, and then you will have good success.” (Joshua 1:8)
 - “Blessed is the man who walks not in the counsel of the ungodly, nor stands in the way of the sinners nor sits in the seat of the scornful, but his delight is in the law of the Lord and in His law does he meditate day and night.” (Psalm 1:1)

TEACHER: Ask students to underline “all the day” in the Scripture above. Point out that if they want prosperity, significance, meaning and purpose in life, this is the practical key.

- “Oh, how I love Your law! It is my meditation all the day.”
(Psalm 119: 97)
- Memorize God’s Word for all situations in life. Remember: Jesus in His temptation said, “It is written” three times. Have the Word ready for anything that may arise.

TEACHER: Students will fill “ready” in the blank as you read below.

Knowledge for Insight: Memorization of Scripture will put it _____ in your mind for times of crisis and temptation.

TEACHER: Point out that when Jesus said, “It is written” three times, He was quoting Deuteronomy. Ask them if their spiritual life depended on their knowledge of the book of Deuteronomy, how they would do?

🔑 Key Four: Practice

- Ask God to help you apply this truth today.
- Warning: Don’t ask Him to give you patience unless you are prepared for it.
- Take advantage of the innumerable opportunities to relate the truth of the Word to the life that you live in your society.

I have people ask, “Well, why did this (trial) happen to me?” I ask, “Well, how did you begin today?” And they say, “Well, I said, ‘Lord, use my life today, everything in it.’” I tell them, “That’s what He’s doing.” And when He begins to work, you wonder what happened. God will give you the opportunities. —Howard Hendricks

TEACHER: Challenge students to fill in the blanks from memory. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Review:

The four keys to understanding *application* are _____, _____,
_____, _____.

Effect:

Which of these do you find most difficult?
What are some ways that you can develop in this area?

Notes:

Part Nine: Questions of Application

Video Session 13

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: Who in your life challenges you to go deeper in the process of being “transformed” by application? Who can you challenge that way?

The Purpose: To present how to utilize questions of application in my Bible study.

TEACHER: Tell students that you are going to give them some questions to ask which will help in the process of application.

🔑 **Key One:** Is There an Example to Follow?

TEACHER: Ask students if they would ever say the statement 1 Corinthians 11:11 to someone wanting to learn about Jesus.

- “Follow my example, as I follow the example of Christ.” 1 Corinthians 11:1, NIV
- Let the examples of Scripture characterize your life so you can be an example to others.

TEACHER: Students fill “example” in the blank as you read below.

Knowledge for Insight: Regardless of whether you asked them to, your children, the people you are discipling, and the people in your church are following your _____.

🔑 **Key Two:** Is There a Sin to Avoid?

Example: “Husbands, love your wives, just as Christ also loved the church and gave Himself for her.” (Ephesians 5:5) Every day, a husband needs to ask, “Am I doing that? Do I love her that well?” He needs to discern if he is not obedient in this area. This should be motivation for obedience.

🔑 **Key Three:** Is There a Promise to Claim?

Example: The Lord says, “I will never leave you nor forsake you.” (Hebrews 13:5, Deuteronomy 31:6, 8; Joshua 1:5) Another Scripture says, “I can do all things through Christ which strengthens me.” (Philippians 4: 13) Claim those promises.

🔑 **Key Four:** Is There a Prayer to Repeat?

- Learn what God tells you to pray.
- Learn what Christ prayed to the Father. (John 17)
- Take advantage of every opportunity to pray the Scripture.

🔑 **Key Five:** Is There a Command to Obey?

- Where to look:
 - Application sections in the Gospels
 - Romans 12-16
 - Galatians 5 and 6
 - Ephesians 4-6
 - Colossians 3, 4
- Study the commands. Underline all of the commands given to us.

🔑 **Key Six:** Is There a Condition to Meet?

Example: “If you abide in me and my works abide in you, you can ask what you desire and it shall be done for you.” (John 15:7) You must understand the correct interpretation. What does it mean to abide? The simple explanation: “to abide” is “to obey.” That’s the condition.

🔑 **Key Seven:** Is There a Verse or a Passage to Memorize?

TEACHER: Ask students if they have memorized any verses, passages, chapters, or even books of the Bible.

- Memorize as much as possible.

After being a Christian for seventy years, the greatest change in my life has come from the results of the Bible I have memorized. When I have been in the greatest crises of my life, these verses come back to me. They become working capital because I memorized them. But I can't use them if I haven't committed them to memory. And I would have to say to you, as an older Christian, the greatest regret of my life is I have not memorized more Scripture. —Howard Hendricks

🔑 **Key Eight:** Is There a Challenge to Follow?

TEACHER: If there is time, give the challenge below to do alone/with partners before continuing. Otherwise let students know they will do the challenge assignment with you in the next section.

Challenge: Apply the questions of application to Ezra 7:10.

Part Ten: Questions of Application

Assignment Answers

Video Session 14

“For Ezra had prepared his heart to seek the Law of the Lord, and to do it, and to teach statutes and ordinances in Israel.” Ezra 7:10

TEACHER: Tell students they will first focus on the background of the book of Ezra in order to get the big picture.

Background of the Book of Ezra: The big picture.

- The book divides into two parts: Chapters 1-6 and 7-11.
- Between chapters 6 and 7 there is a fifty-eight-year time gap when one of the most important battles in Grecian history was happening—the battle of Salamis.

- The battle was completely passed over in silence in the Book of Ezra. Why? The most important thing that was happening during that fifty-eight-year period was that God was preparing a man named Ezra.
- Ezra became one of the most critical men in Israel's history: a man of God with clear-cut objectives.
- In chapters 1-6 under Zerubbabel there is a rebuilding of the temple.
- In chapters 7-11 there is a rebuilding of the people.

Answers:

- Verse 10 begins with the connective "For" ... "For Ezra had prepared his heart." This is the secret of his success.
- What does it mean to prepare your heart? Notice the text gives *three verbs*: seek, do, and teach.
 - Seek: Ezra prepared his heart to seek the law of God. Seeking was his main preparation. He would have only had a portion of the Old Testament but he studied. It would have taken time and discipline.
 - Application: Are you giving up time to stay in the Word? Are you disciplined in your seeking?

TEACHER: Point out that this passage teaches us that Ezra was a man willing to pay the price to have an impact. It teaches us that it costs us to have a ministry that has impact.

Wisdom: You cannot impart what you do not possess.

- Do: Ezra prepared his heart not only to seek the law of God but to do the law of God. His preparation is followed by his practice.
 - Application: Do you live it? Do you practice it?

TEACHER: Remind students that this is the reason why they are listening to this teaching. They also have a passion to seek, do, and particularly teach.

- Teach: His preparation was clear; his practice was consistent; but his passion was to communicate the truth, which God had revealed.

- Application: If you know the Word of God and it's transforming your life, it's too good to keep to yourself. Do you want to share it with every person you know so that they too may enjoy the truth of the Word?

We are living in a generation when people are not asking the primary question, "Is this true?" They're asking, "Does it work? What difference does it make in your life?" And that's why this Scripture was given: not to satisfy your curiosity but to transform your life. —Howard Hendricks

Wisdom: A person who knows the Word and who is practicing the Word is a person imminently capable of communicating the Word of God. The ultimate test of your communications is not just impartation of facts but also the transformation of life.

TEACHER: Challenge students to fill in the blanks from memory. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Review:

You know now to ask yourself these questions in application:

- Is there an _____ to follow?
- Is there a _____ to avoid?
- Is there a _____ to claim?
- Is there a _____ to pray?
- Is there a _____ to obey?
- Is there a _____ to meet?
- Is there a _____ to memorize?
- And is there a _____ to follow?

Effect:

- Which of these eight questions is the most difficult?
- How do you think you will address that?
- What is one important thing you've learned in the last two sections?

Notes:

Part Eleven: Where Do We Go from Here?

Video Session 15

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: Have you already thought of some practical ways to begin a more methodical Bible study? What kind of changes could you make?

The Purpose: To become aware of how to practically implement this course into everyday life.

TEACHER: Say, “I’m sure at this stage you have a lot of intentions, a lot of hopes. But ultimately these will boil down to: what do you do about it?” Tell them you will give them three practical steps to implement what they have been seeking to learn in these sessions.

🔑 **Key One:** Make a Decision—Establish a Regular Bible Study Program

- Study for a lifetime of ministry.

Wisdom: Your objectives always determine your outcomes. You achieve that for which you aim.

- Set time aside.
- Keep the commitment to the time you set aside.
- Don’t take off too big a bite to begin. Start with smaller goals and gradually increase over time.

TEACHER: Tell students that many people begin with an unrealistic program and quit in a couple of days. Tell them to start with fifteen minutes if that’s what is needed to get started.

🔑 **Key Two:** Develop a Personal Plan

- After committing to a set time, decide how you will spend that time.
 - How much time in study? How much time in prayer?

Example: If you decide you're going to spend thirty minutes a day, spend twenty minutes in Bible study; spend ten minutes in prayer.

- Commit to your plan and keep it.
 - It's better to have a shorter amount of time for Bible study and to be consistent than to schedule a longer time and not stay with your plan.
 - If you miss a day, pick up the next day. Don't quit.
 - Develop discipline. Keep with it until you feel it become a habit.

TEACHER: Tell students that if they miss a day, just get back on track the next day. Remind them that their salvation does not depend on it, but their sanctification does.

Wisdom: If you do something once, you can do it twice. If you do it twice, you can do it three times. If you do it three times, you can form a habit out of it. And once you form a habit, then you've got something that's going to stay with you the rest of your life.

🔑 **Key Three:** Study with a Group

- Find a collection of brothers or sisters who have developed the same passion and the same skills that you are in the process of developing.
- Make sure the individuals in your group are people who are passionate about studying the Word with a view to being changed by the Word.
- Encourage each other to become consistent.
- Motivate each other to keep going.
- Keep each other accountable, and love each other enough to ask the hard questions.

TEACHER: Tell students that one of the great weaknesses in many Christian lives is that they have no accountability. Encourage them to find someone who loves them enough to ask the hard questions.

- Once the group is formed:
 - Evaluate the process by asking three questions:

- What are the strengths of what I am doing?
- What are the weaknesses?
- What are the things I need to change on the basis of my evaluation?

I cannot think of anything I would encourage you more than not only to get into the Word, but also to get the Word into you, and watch the transformation of your life by the power of the Spirit through the powerful Word of God.
—Howard Hendricks

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

You've been encouraged to make a decision to establish a regular Bible study program, develop a personal plan, and study with a group.

What kind of program would realistically work for you? Write down some ideas.

How would you spend your study time? What is the right balance of study and prayer for you?

Write down the names of people with whom you might want to study.

Notes:

In Conclusion:

What are the three most valuable insights you gained from this course?

1.

2.

3.

Write down any questions you still have. Pray and ask God to reveal the answers as you seek Him.

Knowledge for Insight Answers:

Part One: Bibles

Part Two: personal

Part Three: observe, application

Part Four: lost

Part Five: elements

Part Six: guides, impact, how, why, others

Part Seven: secondary sources

Part Eight: ready

Part Nine: example

DEVELOPING A SYNERGY PLAN

Doug Beacham

Dr. Doug Beacham is the Presiding Bishop and General Superintendent of the International Pentecostal Holiness Church (IPHC). Based in Oklahoma City, OK, the IPHC has more than two million members and affiliates in 103 countries, with missionaries serving in over ninety nations worldwide. Dr. Beacham is a former pastor and two-term Executive Director of IPHC's World Missions Ministries.

Course Summary

Developed from a video teaching by Doug Beacham, this course will explore the need for synergy among Christian leaders. In doing this, we will identify key components involved in the process of creating synergy among leaders.

Course Content

This course was developed from a video course from the Global Church Learning Center (www.globalchurchlearningcenter.com). The core of the content contained in this course originates from the original videos. As much as possible, the instructor's voice, passion, and flow of thought are maintained. Any differences are intended to be for the benefit of those taking the course in the Global HUB environment, or other training-related setting.

Course Features

Guiding Passage:

In Him we have redemption through His blood, the forgiveness of sins, in accordance with the riches of God's grace that He lavished on us. With all wisdom and understanding, He made known to us the mystery of His will according to His good pleasure, which He purposed in Christ, to be put into effect when the times reach their fulfillment—to bring unity to all things in heaven and on earth under Christ. (Ephesians 1:7-10, NIV)

This passage refers to the heart of the Global Church Learning Center, and the Global HUBS of Christianity: the work of salvation by His grace, the pursuit of His will and good pleasure, and the resulting unity of all things under Christ Jesus.

In this passage we can identify powerful terminology for the basis of the main features of this course: "Wisdom," "Understanding," "Known" (Knowledge for Insight), "Purpose," and "Effect." These terms are most fitting for the training of global leaders to expand the Kingdom across all denominations, borders, cultures, and languages.

Part: Unless otherwise noted, each “Part” is numbered to correspond with the original video session on the Global Church Learning Center website.

Activator: Engages and focuses your thinking before instruction. Often accompanied by a quote from the original instructor or a Bible verse.

The Purpose: Communicates the intent of the instruction in that “Part,” and whenever possible, the objectives of the original video instructor.

Term: Provides understanding for a term that is specific to the topic, and therefore may not be easily understood, or is used in a unique way during the course.

Key for Understanding: The main organizing principle for the course content. The Keys may be represented by one word, a phrase, or a useful generalization. (Seen as “Key” “Key One,” “Key Two,” etc. in the course).

Narrative: Printed in *italics*, this is an example or story from the original instructor. As much as possible, the original wording has been maintained, and has not been significantly edited for syntax (word order) or word choice, to maintain the voice of the original instructor. If significant editing has occurred, it is marked [Edited Version].

Knowledge for Insight: Explanations, helpful facts, and conclusions based on the original instructor’s vast ministry experience.

Wisdom: Spiritual wisdom passed on from the original instructor.

Effect (Outcome): Promotes thought about the potential effect of the ideas presented when applied in real life. Occasionally it includes a prayer.

Review: Connects main ideas from the previous section, or the entire course.

In Conclusion: Provides a space for identifying valuable insights, reflecting, and writing questions that have emerged as a result of the course.

*Not all of the features are present in every course.

Part One: What Is Synergy All About?

For us as the people of God, we're not building a corporation; we're not going in the new markets for economic purposes. We are at work in expanding the Kingdom of God. There is a call for us to be people who understand that we are spirit. We walk by the Spirit. We live by the Spirit. We are Spirit-driven for what God wants to accomplish in our midst.

—Doug Beacham

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What do you think of when you hear the word “synergy?”

The Purpose: To define synergy as it relates to the Church of Jesus Christ.

🔑 **Key:** What Is Synergy All About?

- Based on a Greek word, commonly used in the New Testament world.
 - Found in the Septuagint (Greek translation of the Old Testament), classical Greek.
 - Noun: A fellow worker with someone.
 - Verb: To cooperate with, working with, to be helpful.
- Having a sense of what God is calling us to do; goals and objectives that emerge from working together, developing ideas, and a sense of partnership.
- Taking action, putting aside agendas, fears, and insecurities, and coming to a place where we get released to work together.
- Multiplying factor: Multiplication by the work of the Holy Spirit.
 - Not by might, not by power, but by the Spirit (Zechariah 4:6).
 - Come together with common understanding of mission and purpose.
 - Leaders bring strengths and visions together.
- Synergy is a sum that is greater than our individual parts—more than addition, but a work of the Spirit to create something fresh out of all of us together.

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

Are you at a place where you are ready to put all agendas aside and join with other leaders?

What do you hope to learn about developing a synergy plan?

Notes:

Part Two: Biblical Framework for Synergy

Video Sessions 2-4

We have our differences. But in the final analysis we are all saved by the blood of Jesus Christ. As Paul says in Ephesians, there is one Lord, one faith, one baptism that holds us together regardless of our particular differences or our particular and unique histories. We are God's men at work in shaping us and forming us for the season that He has called us to serve. —Doug Beacham

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What examples do we have in Scripture of synergy between New Testament believers?

The Purpose: To provide an overview of the biblical framework for synergy based on Paul's teachings.

TEACHER: Quickly review with students the meanings of the original Greek form of "synergy." Tell students that Paul, John the evangelist, and James all used this term, but today they will focus on Paul's use of the term.

Key One: Relationship with Fellow Workers

- Model: Paul's relationship with fellow workers.
 - References

1. Romans 16:3,9,21: Priscilla and Aquila, Urbanus, and Timothy

2. 2 Corinthians 8:23: Titus
 3. Philippians 2:25: Epaphroditus
 4. Philippians 4:3: Clement
 5. Colossians 4:7-12: Tychicus, Onesimus, Aristarchus, Mark, Justus
 6. 1 Thessalonians 3:2: Timothy
 7. Philemon 1:1: Philemon
 8. Philemon 1:24: Mark, Aristarchus, Demas, Luke
- Paul communicated that he was not working alone.
 - Paul personally knew them and was in relationship with an entourage of people who followed him and worked with him. Their giftings complimented his ministry all over the empire.
 - Conclusion: Paul was in relationship with people and knew them personally; these were genuine relationships.

Key Two: Leadership Style with Fellow Workers

- Model: Paul addressing challenges in the church and the questioning of his authority.

TEACHER: Ask students to underline “not that we have dominion,” and “fellow workers.”

Moreover I call God as witness against my soul, that to spare you I came no more to Corinth. Not that we have dominion over your faith, but are fellow workers for your joy; for by faith you stand. (2 Corinthians 1:23,24)

TEACHER: Point out that Paul’s leadership style was not about “dominion.”

TEACHER: Students fill “Leadership style” in the blank as you read below.

Knowledge for Insight: _____ is a critical factor in whether or not synergy will occur.

- Ask God what He is saying to you about your unique leadership style in relationship with other leaders.
- Ask God what needs to be addressed, sharpened, put forward, about your leadership style.
- Seek understanding of what God is doing to shape you and how He wants to use you.

TEACHER: If appropriate, pause with students and pray for God to show them who He wants them to become as leaders.

🔑 **Key Three:** Two Theological Constructs of Synergy

- God initiates synergy for His purposes.
 - Divine community is at work.
 - Divine synergy is actualized.

- We are fellow workers with God.

“We then, as workers together with Him also plead with you not to receive the grace of God in vain.” (2 Corinthians 6:1)

- Christ is at work in us through His Spirit; we should take care not to receive grace in vain.

🔑 **Key Four:** Submitting to Spiritual Leadership of Fellow Workers

- As we work with leaders (peers) we learn how to balance our leadership to not presume being in charge or to become too weak that we don’t operate in the anointing and giftings God has given.
- Enter into understanding of what it is to submit, but at the same time recognize your own unique leadership.

“That you also submit to such, and to everyone who works and labors with us.” (1 Corinthians 16:16)

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

What do you recognize about your own leadership style?
How well do you work with other leaders?
What area would you like to improve in? (For example: recognizing God's calling, submitting to other leaders.)

Notes:

Part Three: Synergy among Leaders

Video Sessions 5-8

We've got to understand, this is God's work that we are involved in. This is not a programmatic venture that was created in London, on Wall Street, in Los Angeles, or in Geneva. This is something that God is at work doing through us. We've got to understand that there is a corporate dimension and there is a personal dimension for us as leaders. If we can come at it from a theological framework, we understand that this is bigger than us. It is bigger than our own organization; it is bigger than our own agendas.
—Doug Beacham

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: In what ways have you seen God work when believers of different backgrounds came together?

The Purpose: To explore the need for synergy among leaders in the Body of Christ today.

Key One: Theology Demands Synergy in the Gifts of the Spirit

- Recognize the reality of the gifts of the Spirit as they are related to the Body of Christ.
 - Everyone in the Body of Christ has spiritual gifts.
 - Recognize that there are complimentary gifts among leaders.

- Leaders need one another.

(Romans 12:3-8, 1 Corinthians 12:1-11, 27, 28, Ephesians 4:1-16)

- All the gifts are described within the context of Christian community and unity.
- We need to affirm our need for one another.
- Remember, we are all earthen vessels.

“But we have this treasure in earthen vessels, that the excellence of the power may be of God and not of us.” (2 Corinthians 4:7)

Wisdom: All gifts operate in a Christian community and in unity.

🔑 **Key Two:** Theology Demands That We Are Witnesses

- Death and resurrection of Jesus Christ is the core of the Gospel. (1 Corinthians 15:3,4)
- Everything about the Christian life roots itself in the Gospel; out of those truths the Great Commission flows.
- Synergistic efforts must be focused on advancing the Gospel of Jesus Christ.
 - Through the victory of Jesus Christ, a new humanity has been formed in this earth to bear witness to the glory of God. (Ephesians 2 and 3)
 - Leaders are called to witness to the efficacy of the Gospel as we work together.
- Synergistic efforts are visible in various social and governmental networks and reflect the grace of God given to us in this Gospel.

🔑 **Key Three:** The Nature of the Church

- Bear witness to the manifold wisdom of God.
 - The Church as a whole is the agency through which the manifold wisdom of God is made known to the powers and principalities. (Ephesians 3:10)

- We bear witness to the riches of the glory of our inheritance. (Ephesians 1:18)
- Our synergistic efforts demonstrate more than cooperative human endeavor; they bear witness to the world that the power of the Gospel is real; that the Church is greater than the frailties of those who stand in our pulpits and sit in the pews.

🔑 **Key Four:** The Nature of Our Unity – What are Our Essentials?

- Human need and effective missions have to take precedence over certain theological differences.
- For effective synergy to occur there must be:
 - Agreement regarding the core of the Gospel and the reality of the mission.
 - Acceptance of differences.

TEACHER: Students fill “agreement” in the blank as you read below.

Knowledge for Insight: Synergy is not compromise. It is about finding places of common _____.

🔑 **Key Five:** The Nature of Our Unity – The Reality of Diversity

- Diversity of organizations, practices, and beliefs.
 - Baptism
 - Communion
 - How to live out the Christian life
- New movements of the Holy Spirit reach several “unreached people groups” who can only be reached when leaders work together.
- The mission of the Gospel is greater than our differences.

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

How would you describe the importance of having synergy with other leaders?
What points in this section on “The Need for Synergy” were most meaningful to you?

Notes:

Part Four: The Basis for Synergy

Video Sessions 9-10

Synergy does not occur on its own initiative. It only occurs within the context of genuine human interaction. And from a spiritual sense [it occurs within], genuine human interaction that is informed and shaped by the Holy Spirit. —Doug Beacham

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What do you think leaders could do to interact with each other in a positive and effective way?

The Purpose: To identify three components of the basis for synergy.

TEACHER: Students fill “genuine” in the blank as you read below.

Knowledge for Insight: Among leaders of different groups, the most important factor in establishing a basis of synergy is the establishing of _____ relationships.

🔑 **Key One:** Relationships

- Require Time
 - Set aside – Chronos time (calendar, clocks, etc.) so that Kairos time (opportune moment; a move of God within that time) can happen. This creates a work of the Spirit that transcends time.
 - Must value this time – When we are focused on other things during a gathering or meeting (e-mail, multi-tasking) we are wasting each other’s time.

TEACHER: Point out that turning off electronic devices and putting other distractions aside during meetings tells others, “I value you.”

- Learn names.
- Build trust in relationships.
 - Keep conversation confidential.
 - Respect each other.

🔑 **Key Two: Intentionality**

- Enter into synergistic relationships with a sense of a need for the others.
- Communicates putting real practice into theological understanding of what God is doing.
- Our view of the Body of Christ determines our intentions with other believers—requires humility.
- The Holy Spirit is the only power that can break pride, self-assertion, and defensiveness.

🔑 **Key Three: Bringing Together Word, Prayer, Worship, and Intimacy**

- We gather as disciples who are worshipers of God who have committed ourselves to be under the authority of God.
- There is significance in leaders gathering under the voice of Scriptures.
- We are challenged and united around the voice of God rather than the voices of men.
- We come as individuals under the Word, and we leave as brothers and sisters who desire to be addressed by God.
- Only the Holy Spirit can create that intimacy—it cannot be created in the natural realm.
 - It is an intimacy that flows out of our individual and our corporate worship of God.

- That intimacy is our common grace, a common need, and a common provision from God.

TEACHER: Ask students to identify the three components (Keys) in this narrative below.

I saw this firsthand in my own particular movement some months ago:

The leadership gathered; there were no more than about a dozen of us who had gathered. We intentionally picked who would be there.

As Pentecostals, we intentionally picked a prophet to be there. We gathered because we wanted to hear the voice of God, for what He wanted to say to us for our future.

We all gathered together. We went to a hotel and just got away. We put the phones aside. We spent, basically, two-and-a-half days studying the Bible and praying. That's all we did. We didn't even open our Organizational Manual. All we did was pray and study the Bible and ask God to speak to us.

Out of that God did speak to us. He gave us personally and corporately what we believe to be a defining word for where He wants to lead the particular tribe that I lead.

I'm absolutely convinced that that gathering of brothers in the Lord there demonstrated the basis of synergy.

TEACHER: If students have not identified them yet, share answers. (Answer: Relationships – Picking the group and setting aside time together. Intentionality – A clear understanding of identity and purpose. Word, Prayer, Worship, and Intimacy – committed to hearing God.)

When that occurs, my friends, among leaders, across your nation, across your community, your city...something happens in the heavenlies that breaks the power of the enemy.

TEACHER: If appropriate, pray that God gives each person special grace to be leaders who are intentional about relationships and intentional about coming together under the authority of the Living God.

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

Which of the three components would you like to be more active in your life?
What are your thoughts on how you might utilize these components in your own life?

Notes:

Part Five: Leaders – The Key to Synergy

Video Sessions 11 and 12

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: Which Christian leaders have you seen have major influence in the Christian world? How do they work with other leaders?

The Purpose: To identify the four key components for leaders that are essential in developing synergy.

🔑 Key One: Relationships That Affect Movements

- Begin among top leaders.
- Leaders reflect the values and vision and spiritual DNA of their organization.
- Leaders have the best sense of what God is doing in their area.
- Involvement with other leaders gives recognition that the endeavor is legitimate and gives permission for others to join in.

🔑 Key Two: Discover Teachable Spirits

- Identify those who are more open and able and willing to be stretched in their thinking.
- Find those who have a common spirit.

Teacher: Students fill “ideas” in the blank as you read below.

Knowledge for Insight: Having a teachable spirit does not mean a person is like a blank page. Rather, it means they are able to process new _____ with truth, love, and grace.

- Develop a teachable spirit in yourself by recognizing that God has something to teach you through other leaders.

TEACHER: Point out that the Holy Spirit often can begin from the ground up, but synergistic movements that move beyond local entities begin with leaders.

🔑 **Key Three: Model Theological Constructs of Service**

- Follow Paul’s example of how to interact with fellow workers.
- Bring a servant-leader model.
- Do not be focused on dominion or being recognized.

🔑 **Key Four: Leaders Are Links**

- We are links between past and future.
 - We are inheritors of a long history of people of faith.
 - The meaning of our lives is connected with Christians in the past and what God is saying to Christians in the future.
- We are links between generations.
 - We value the experience of the older generation.
 - We take on the responsibility to prepare the younger generation for the next generations.

TEACHER: Point out to students that it is important to be aware that work for the Kingdom is not only about them in this point and time, but the next generation.

- We are links of the presence of the Holy Spirit among others.
 - Everybody has special gifts and understanding.
 - Create an atmosphere that accepts the unique walk of each believer while accepting their important contribution to the synergistic effort.

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

Which of the four components would you like to develop more in your life?
Write down thoughts on how you might begin to focus on these components in your life.

Notes:

Part Six: Spiritual Challenges

Video Sessions 13 and 14

Satan uses our own personal weaknesses to stand in the way of effective synergy with one another. The good news is that in every instance, as Jude 24 says, Christ is able to keep us from falling. —Doug Beacham

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What spiritual challenges prevent leaders from forming healthy and lasting relationships? Have you witnessed such barriers in your context?

The Purpose: To identify the spiritual challenges that face leaders in their efforts to create synergy.

Key One: Pride and Insecurity (Overcome with Mercy and Grace)

- Pride is rooted in a false sense of self-sufficiency, but also in a deep sense of inferiority.

- Leaders have to battle comparisons.
- Inferiority leads to fear.
- Synergistic relationships reveal that we all live by mercy and grace.
 - Mercy means that in spite of failures and shortcomings, Christ still uses us.
 - Realizing God is merciful to you helps you realize He is merciful to others.
 - Grace means that it is God who is at work in our brothers and sisters.

🔑 **Key Two: Arrogance and Isolation (Overcome with Repentance and Relationships)**

TEACHER: Point out that there is a difference between pride and arrogance.

- Arrogance is when we believe that the normal rules of behavior apply to everyone but us.
- Arrogance is spiritual pride on a deeper level.

Example: “Everyone else needs to repent, but my situation is unique.”
- Arrogance leads people to blindness and self-justification.
- Arrogance leads people to isolation.
- Caution: A pastor that is unwilling to meet with and be in relationship with other pastors likely has a deep spiritual problem.
- We must remember that we are first disciples of Jesus Christ, then leaders.
- Being a disciple starts at home with your spouse and children.
- Leaders break through by living in the spirit of repentance. (Mark 1:15)
 - We repent not to get rid of guilt, but because God’s presence is meant to be manifested through us.
 - We want to be agents available for God to expand His Kingdom through us.

- Repentance will always lead us into closer relationships.

Key Three: Fear and Intimidation (Overcome with Love and Community)

- Fear stands in the way of relationships.
 - Fear of being seen as inadequate.
 - Fear of flaws being exposed.
 - Fear of criticism for going outside your group.
- God's love becomes the framework in which we love one another.
- God's love is at the foundation of everything He does.
- We should model covenant love that is revealed in the covenant given by Jesus Christ.
- Love sets us free from the dominion of fear.
- Intimidation stands in the way of relationships.
 - Do not live intimidated by others.
 - Do not overcompensate by unintentionally intimidating others to get your way.
 - Whether received by us or projected from us, it's rooted in our insecurities, fears, vulnerabilities, and defensiveness.
- Covenant relationships – Pray together, respect each other.
- Community – Coming together with profound sense of the Body of Christ.
- Community comes together and washes away fear and intimidation by the reality of God's love.

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Review:

Pride and insecurity are overcome by _____ and _____.
Arrogance and isolation are overcome by _____ and _____.
Fear and intimidation are overcome by _____ and _____.

Effect:

Which of these challenges need more attention in your life and ministry?
Write down the areas in which you want to see growth in your life and ministry. (Mercy, grace, repentance, relationships, love, community.)

Notes:

Part Seven: The Impact

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What does it look like when Christian leaders decide to love each other? How would the world perceive it?

The Purpose: To highlight the work of the love of Christ among leaders.

🔑 Key: Overcoming with Love

- Synergistic relationships demonstrate the love of Christ and have eternal significance.

“So now I am giving you a new commandment: Love each other. Just as I have loved you, you should love each other.” (John 13:34)

- Allow God to establish something through relationships that will impact our culture, communities, and world.
- The secular world takes notice when Christian leaders engage in repentance and relationships with other Christian leaders and a pattern begins to occur: they will move from admiration to fear to hope.
 - Admiration: The world will celebrate our manifestations of unity, calling it diversity; that we’re all *finally* meeting together. They will try to fit it into their worldly agenda, into the spirit of the age.

- Fear: If the Christian leaders remain faithful to the Holy Spirit, they soon become a threat to the spirit of this age because the Holy Spirit is different than the spirit of the age. At some point, the world recognizes that the King and the Kingdom that we proclaim are not of this world.

Unity and synergistic relationships can become a target (and we shouldn't be surprised or discouraged). Unity of the Holy Spirit makes the spirits of this age tremble and fearful and react against us.

- Hope: If we are faithful, the world's persecution will ultimately fade in the face of the genuine love, truth, and compassion that we have shown in the power of the Gospel of Jesus Christ.
- Leaders have responsibility to stand together in synergistic relationship for the sake of the advancement of the Kingdom of God.

I believe this is what God is doing through this Global Learning Center and what He is doing as we get together, one with the other, to overcome our fears, overcome our intimidations, and learn to walk in a unity of the Spirit. —Doug Beacham

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

How could you create more synergy in existing and new relationships?
What will be your next steps towards synergizing with other leaders?

Notes:

In Conclusion:

What are the three most valuable insights you gained from this course?

- 1.
- 2.
- 3.

Write down any questions you still have. Pray and ask God to reveal the answers as you seek Him.

Knowledge for Insight Answers:

Part Two: leadership style

Part Three: agreement

Part Four: genuine

Part Five: ideas

CRAFTING A GLOBAL NETWORKING CHURCH

Suliasi Kurulo

Rev. Suliasi Kurulo is Senior Pastor of World Harvest Centre in Suva, Fiji. He is also Founder and President of Christian Mission Fellowship International, a fast-growing, church-planting, world mission-focused movement that originated in the Fiji Islands and is now established in more than one hundred nations. CMFI has a specific goal of reaching the world's most unreached communities with the Gospel.

Course Summary

Developed from a video teaching by Sulasi Kurulo, this course explores how to develop and build a church with a global network. In doing this, we will identify pillars necessary to achieve that goal. We will also consider some practical ways to transition into global missions.

Course Content

This course was developed from a video course from the Global Church Learning Center (www.globalchurchlearningcenter.com). The core of the content contained in this course originates from the original videos. As much as possible, the instructor's voice, passion, and flow of thought are maintained. Any differences are intended to be for the benefit of those taking the course in the Global HUB environment, or other training-related setting.

Course Features

Guiding Passage:

In Him we have redemption through His blood, the forgiveness of sins, in accordance with the riches of God's grace that He lavished on us. With all wisdom and understanding, He made known to us the mystery of His will according to His good pleasure, which He purposed in Christ, to be put into effect when the times reach their fulfillment—to bring unity to all things in heaven and on earth under Christ. (Ephesians 1:7-10, NIV)

This passage refers to the heart of the Global Church Learning Center, and the Global HUBS of Christianity: the work of salvation by His grace, the pursuit of His will and good pleasure, and the resulting unity of all things under Christ Jesus.

In this passage we can identify powerful terminology for the basis of the main features of this course: "Wisdom," "Understanding," "Known" (Knowledge for Insight), "Purpose," and "Effect." These terms are most fitting for the training of global leaders to expand the Kingdom across all denominations, borders, cultures, and languages.

Part: Unless otherwise noted, each “Part” is numbered to correspond with the original video session on the Global Church Learning Center website.

Activator: Engages and focuses thinking before instruction. Often accompanied by a quote from the original instructor or a Bible verse.

The Purpose: Communicates the intent of the instruction in that “Part,” and whenever possible, the objectives of the original video instructor.

Term: Provides understanding for a term that is specific to the topic, and therefore may not be easily understood, or is used in a unique way during the course.

Key for Understanding: The main organizing principle for the course content. The Keys may be represented by one word, a phrase, or a useful generalization. (Seen as “Key” “Key One,” “Key Two,” etc. in the course).

Narrative: Printed in *italics*, this is an example or story from the original instructor. As much as possible, the original wording has been maintained, and has not been significantly edited for syntax (word order) or word choice, to maintain the voice of the original instructor. If significant editing has occurred, it is marked [Edited Version].

Knowledge for Insight: Explanations, helpful facts, and conclusions based on the original instructor’s vast ministry experience.

Wisdom: Spiritual wisdom passed on from the original instructor.

Effect (Outcome): Promotes thought about the potential effect of the ideas presented when applied in real life. Occasionally it includes a prayer.

Review: Connects main ideas from the previous section, or the entire course.

In Conclusion: Provides a space for identifying valuable insights, reflecting, and writing questions that have emerged as a result of the course.

*Not all of the features are present in every course.

Part One: Introduction

Video Session 1

If you really want to plant something that only lasts for a season, then you have to plant flowers. If you want to plant something that lasts a lifetime, then you plant trees. But if you really want to plant something that will last forever, then you plant churches.

—Suliasi Kurulo

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: Do you think most pastors and leaders see church planting as an essential part of the Great Commission? Why or why not?

The Purpose: To provide an overview of the role of church planting in the Great Commission.

Terms:

Global Networked Church: A church that has a vision to fulfill the Great Commission and is intentional about developing a synergistic strategy to plant churches and network with the global church of Jesus Christ.

🔑 **Key:** Church Planting and the Great Commission

And Jesus came and spoke to them, saying, “All authority has been given to Me in heaven and on earth. Go therefore and make disciples of all the nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all things that I have commanded you; and lo, I am with you always, even to the end of the age.” Amen. (Matthew 28:18-20)

- God has entrusted us with a task far bigger than a local church can accomplish: We are commissioned to produce disciples and to disciple nations.
- The most effective way of fulfilling the Great Commission is planting networked churches.

Illustration: A farmer knows that when it is harvest time they have to put aside everything, synergize all their efforts, tools, and resources, and seize the season.

- Evangelism must be combined with church planting to be effective long term.

- Jesus said “Lift up your eyes and look at the fields, for they are already white for harvest!” (See John 4:35).
- Evangelism is how we gather the harvest. Church planting is how we preserve the harvest.

“Therefore, pray the Lord of the harvest to send out laborers into His harvest.” (Matthew 9:38)

- In John chapter 15, Jesus said that we must be fruit-bearing people: We must bear quality fruit, more fruit, and *fruit that lasts*.
 - When we plant churches, we produce fruit that lasts in the lives of the people who have recently come to Jesus Christ.
 - Our efforts must be focused on labor that impacts generations to come.

TEACHER: Students will fill “the church of Jesus Christ” in the blank as you read below.

Knowledge for Insight: The most powerful institution in the world today is not the United Nations. The most powerful institution in the world today is not the European Union. The most powerful institution in the world today is _____.

- We must remember, Jesus said He is *building* His church and the gates of hell will not prevail against it. (See Matthew 16:18)
 - The church of Jesus Christ is strong, not weak.
 - The church of Jesus Christ is prevailing, not defeated.
 - The Church is victorious, even the forces of evil cannot overcome it.

I remember there was a time when we went to visit the Wasi people. They are an unreached peoples group in the nation of Tanzania who are predominantly Muslims.

When I arrived there, coming all the way from Fiji, I met with a family and we greeted each other. I asked them this question, “Are there any Christians among this community?”

They looked at me and said, “Christian, there are no Christians in this community; we are all Muslims. Our grandparents, they were Muslims; our parents, they are Muslims. We were born Muslim, and we will also die Muslim.”

We sent out our missionaries and they worked and lived among the Wasi people. In a period of four months, we baptized the first Wasi convert. When he came out of the water, he looked at the missionary and he said, “Why? Why has it taken you so long to bring the Gospel to our very own people?”

Today we have planted more than twenty churches among the Wasi people.

Over the years, The Jesus Film had been shown to them. There were groups of people who had tried to reach them and do the outreach among the Wasi people. But they did not establish a local church.

So I came up with a statement. “When we integrate all of our evangelism efforts with our church-planting initiatives, then the fruit will surely last.”
—Suliasi Kurulo (Edited Version)

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

As we begin the course, write down your questions about crafting a global networked church. Review them at the end of the course to see what questions remain.

Notes:

Part Two: The Pillars – Vision

Video Session 2

I really believe the church must be based on a vision. It must not be based on a personality, or a person, or a history, or an experience that we [had] in life or in ministry.
—Suliasi Kurulo

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: How does a pastor decide on the vision for the church? In what ways can a vision be clearly communicated to a church body?

The Purpose: To explain how vision builds and develops a networked church.

🔑 **Key One: The “Musts”**

- The vision must originate from God.
- The vision must be birthed by the grace of God in our hearts.
- The vision must be bigger than what one person can accomplish.
- The vision must include the Great Commission: the assignment that God has given to the church.

🔑 **Key Two: The Vision Guides the Church**

TEACHER: Students fill “future” in the blank as you read below.

Knowledge for Insight: A vision gives purpose, direction, and guidance towards the _____.

- Make sure the church understands the vision.
- Write the vision so people can read it, understand it, and then believe in it.
- The church should run with the vision (not walk).
- The church’s focus should be on what God has said in the vision.
- Make the vision the plumb line for the church:
 - Make it the basis for all of the church structure.
 - Make it the basis for policies and guidelines.
 - Make it the basis for training manuals and materials.
- Important: The vision was given by God to give the church a clear purpose and a clear identity, which should be evident to everyone inside and outside the church.

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

Which of the “musts” does your current vision fulfill?

Evaluate your vision and its role in your church: Which of the criteria above does it meet?

Write down any thoughts about ways your vision can effectively guide your church.

Notes:

Part Three: The Pillars – Relationship

Video Sessions 2 and 3

Jesus said to him, “You shall love the Lord your God with all your heart, with all your soul, and with all your mind.’ This is the first and great commandment. And the second is like it: ‘You shall love your neighbor as yourself.’ On these two commandments hang all the Law and the Prophets.” (Matthew 22:37-40)

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: What activities in the Christian life develop quality-loving relationships among people?

The Purpose: To explain how relationships build and develop a networked church.

Key One: Connect through Prayer

- Prayer produces intimacy with God.
- Prayer produces intimacy with people with whom we pray.
- Prayer produces intimacy with the lost, the world to which we are reaching out.

Wisdom: Out of relationship we can better flow together, fulfilling the vision that God has birthed in our hearts for the church.

I remember the early beginnings of our ministry that today has become a culture for more than almost thirty years. We set our hearts to reach the nation with the Gospel—to reach every single home in the nation of Fiji.

Young people made a commitment that none of them will get married or have a boyfriend or a girlfriend until the last home was reached with the Gospel. That was a very good motivation.

It took us five years to reach every single home. We made a commitment at that time. Wherever we are in the nation, at 6:00 p.m., we have to put everything aside. We have to gather together to pray, even as a family in our homes.

If we were driving, we had to stop by the roadside. That is the time all of us are linked together in prayer as we pray for one another. —Suliasi Kurulo

🔑 **Key Two:** Connect through The Word

- Sharing in the Scriptures connects believers to God and connects believers to each other.
- Suggestion: Look for ways to share Scripture with your church. (Example: Send out daily texts or daily devotionals.)

🔑 **Key Three:** Encourage Each Other in Faith

- Encourage and emphasize dependence not on oneself, but on God.
- Help church members to see participation as a “faith exercise” that unites, develops, and cultivates greater faith.

🔑 **Key Four:** Walk in Love

- Developing quality relationships is one of the most important parts of your Christian walk.
- Be sensitive to the need to walk in greater love. Many people in the church have been hurt by other Christians.
- Treat fellow servants with respect, dignity, greater honor, and care.

“By this all will know that you are My disciples, if you have love for one another.”
(John 13:35)

- Put an extra effort forward to restore broken relationships.
 - Reconcile with others before worship.
 - Choose to forgive those who have hurt you.
 - Allow the spirit of forgiveness to flow through you, in you, and amongst you and your church family.

Wisdom: We must always value relationships. God’s anointing flows from the top down, but it can only flow freely amongst us when we have quality relationships.

🔑 **Key Five:** Filter through Relationships

- Filter invitations for ministry. Do you know the people well? Do any of your friends know them well?
- Filter those who want to minister in your church. Remember, it takes years to build a strong church but only a short time for a minister with a wrong agenda to ruin the church.

I really believe we need to develop and cultivate this area of building quality relationships among ourselves and also among the body of Christ.
—Suliasi Kurulo

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

Which points in this section were meaningful for you and why?
How might you utilize these points on relationship in your church?

Notes:

Part Four: The Pillars – Missions

Video Session 4

We must always put world missions as our priority. When we talk about “missions,” we are not talking about different methods, different models, and different ministries, or different measurements that we use to reach out to the community or to reach the lost. When we talk about mission, we are talking about the very heartbeat of God. We are talking about the very life of God. So when you cut mission away from the life of the local church, you are cutting away the very life of God, the very heartbeat of God.
—Suliasi Kurulo

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: Why do you think Suliasi Kurulo calls world missions “the heartbeat of God?”

The Purpose: To explain how missions build and develop a networked church.

🔑 **Key One:** Missions, God’s Heartbeat

- Everything we do must be connected to the fulfillment of the Great Commission, and therefore, missions.
- We need to help people connect to missions through their talents, treasures, and resources.
- Jesus said that this Gospel of the Kingdom will be preached into the *whole world*, as a witness, and then the end will come.

🔑 **Key Two:** Create Awareness – The Five I’s

- Information: Keep people informed about the unreached.
 - What is God doing on the mission field?
 - Who are the missionaries?
 - What are the current needs?
 - What opportunities are waiting?
 - What are the challenges involved?

- Identification: Give opportunity for people to identify with unreached people groups.
 - Consider a World Mission Sunday (church members wear the traditional clothes of a chosen people group, learn about people groups).
- Involvement: Encourage praying, reaching out, connecting with the lives and hearts of people.
- Investment: Invest time, talents, and resources in the unreached.
- Increase:
 - Involvement in missions allows people to increase in their spiritual lives.
 - Involvement in missions allows the church to increase its ministry, its impact in the Kingdom of God, and to see more people come to Christ.

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

How will your church priorities match up with the fulfillment of the Great Commission through missions?

Which of the Five I's do you need to implement in your church?

Notes:

Part Five: The Pillars – Training

Video Session 5

I believe that training is the backbone of every development. We must train and equip workers before we release them into ministry. —Suliasi Kurulo

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared.

Activator: Why do you think training is considered one of the pillars of building and developing a networked church?

The Purpose: To explain how training builds and develops a networked church.

🔑 **Key One: Training Workers**

- Training should involve a system or a process for workers to go through before they are released into the mission field.
- Training should be both short term and long term.
 - Long-term training can address long-term goals. Short-term training is especially necessary for those who are not well equipped but are already pastoring and need immediate help.

I was asked to go and reassess the work of a growing church in the nation of Papua, New Guinea. The church was growing at a phenomenal rate. But then there was a leadership crisis in the church. They had already planted more than two hundred churches.

When I went there I saw that there were people who were pastoring churches but they were not trained; they were not well equipped. So we came up with a solution with both short-term and long-term training because they really wanted me to establish a Bible school.

I said, "The first solution that we need to address is not a Bible school. We need to develop an in-service training because we have to train these pastors who are already pastoring churches. They can come for just one week, then for two or three weeks for us to train them before we send them back to the mission field."

That was done very well; the church really appreciated that. Today the church is really growing and developing so well in the nation of Papua, New Guinea. God has been using them in a very powerful way. —Suliasi Kurulo

🔑 **Key Two: Training of Trainers**

- Most important training for reproduction (the training of trainers has been a missing link in many ministries).
- When missionary workers are sent out, they should be sent as trainers:
 - To train and raise up the local people to become leaders who can in turn train others.

- To identify issues and questions that arise in the field and develop better training materials.

🔑 **Key Three: Train from Within the Church**

- Make your church your home base for training.
 - Consider bringing Bible school training into your church rather than sending people out.
 - Prepare and equip workers for the various weapons and challenges that will come against them in ministry.

We have to make sure that these workers are well trained, well equipped, and ready to do the task that is before them. I really believe that this is a very important process; that it has to continuously be rolling and going in the life of the local church. Not only training and releasing our people into ministry, but also training trainers so that they will go and reproduce themselves in the hearts and the lives of others. —Suliasi Kurulo

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

Which points in this section may affect the way you approach training in the future?

Notes:

Part Six: Pillars – A Development Plan

Video Sessions 6-8

It was about two years ago when I looked back and I realized that age was catching up with me. In eight years' time, I would turn sixty. I looked back over my life and I said, "As a leader, as a pastor of our church, what do I really want to see the church be in eight years' time?" After much prayer and thinking and talking with our leaders, we came up with five areas that need to be developed so that we can see the church as it ought to be in eight years' time. We put up what we called an "Eight Year Corporate Church Development Plan." —Suliasi Kurulo

TEACHER: Ask activator question(s). If appropriate, allow 3-5 answers to be shared. Suggested answer: a plan for growth and advancement, over a period of time.

Activator: What do you think would be the benefits of a development plan?

The Purpose: To explain how a development plan builds and develops a networked church.

🔑 **Key One:** Develop People

TEACHER: Students fill "people" in the blank as you read below.

Knowledge for Insight: The greatest assets the church has are the _____.

- Spiritual development:
 - The church should help people to develop into God-loving, God-fearing, and God-honoring people who love to worship God, to know God, and to experience God in their lives.
 - All teachings, trainings, prayers, and efforts should be focused on spiritual development.
- Character development:
 - The church should help people to become men and women of character, honesty, and integrity.

Wisdom: Your skills and your knowledge can take you wherever you want to be in life, but it is your character that will keep you there.

- Development of skills:
 - The church should help people to develop both their natural abilities and spiritual gifts for the Kingdom and to bless others.
 - Help people to develop what has previously been “untapped.”
- Development of strong families:
 - The church should help build strong relationships: spouses, children and parents, in-laws.
 - Strong families will help to build a strong church, and a strong church will produce a strong community.
- Economic development:
 - The church should help people to develop economic stability.
 - Understanding that God wants them to prosper will help to break through the “poverty mentality.”

When God comes into your life, He changes you from inside out. He changes every area of our lives. God wants to prosper us spiritually. He also wants to prosper us in our relationships. He also wants to prosper us intellectually. He also wants to prosper us financially. —Suliasi Kurulo

🔑 **Key Two:** Develop Ministries

- Create and print training manuals for the areas of ministry that already exist so training can be easily reproduced for seasons to come.
- Identify and help to develop the gifts, the talents, and abilities of the people.
 - Lead people to find their rightful place in the body.
 - Help people to realize their maximum potential in ministry.
- Develop need-oriented ministries based on the community around the church.

- Become familiar with the suffering in the community so ministry can happen out of a place of genuine compassion.

🔑 **Key Three: Develop Organization**

TEACHER: Students fill “organization” in the blank as you read below.

Knowledge for Insight: The church is a living organism through which the life of Christ flows. For an organism to grow and develop, it needs _____.

- Form a structure that allows the church to be effective.
- The structure must be made in a way that accommodates growth and development.
- Don't be afraid to restructure the structure of the church as it changes.

🔑 **Key Four: Develop Infrastructure**

- Make sure that all of your properties, all of your churches, and your all of your schools are well maintained.
- Look at building, renovations, and expansions.
- Equip churches with modern technology.
- Review infrastructure – Bring in members who have skills as engineers and architects.

🔑 **Key Five: Develop Finances**

- Tithes and offerings are not enough to reach the world with the Gospel.
- Develop sustainable, income-generating businesses in the community.
- Establish trust funds for profits to finance church projects.
- Motivate, encourage, and equip people to rise above what they normally do and go into the marketplace with a purpose.

- Suggestion: Encourage parents to provide three things for their children: faith, an education, and training in a business. (Many people are trained to have a job, but it is better to be trained to own a business.)
- God has given His people the ability to create wealth for the Great Commission; we have enough wisdom, ideas, and creativity.
- When we invest our finances in the Great Commission our hearts will be there also. (See Matthew 6:21)

I remember, there was a time when I was in Australia and I was speaking at a mission convention. After I spoke, a man came up to me with tears in his eyes. He said, "Pastor, I really believe in mission. I was really challenged when you shared about mission, the need, and the opportunity that are there in the mission field. But to be honest with you, I really don't have a heart for missions."

I looked at him and I said, "Brother, I can fix your heart in only two minutes."

He looked at me and he said, "How can you fix my heart in only two minutes?" I looked at him and said, "Give me your checkbook." He gave me his checkbook and I said, "Write out the amount for missions."

He said, "How much do I have to write down?" I looked at him and I said, "How much do you have there? Because the Bible says, 'Wherever your treasure is, that is where your heart will be.'" —Suliasi Kurulo

Review:

The areas of development are:

1. _____
2. _____
3. _____
4. _____
5. _____

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

Write down the areas you plan to develop more fully.
Which points do you plan to utilize for your ministry?

Notes:

TEACHER: Challenge students to try to recall the pillars from memory. Ask which points impacted them the most. Encourage discussion.

Final Review:

The Pillars are:

1. _____
2. _____
3. _____
4. _____
5. _____

Supplementary Sessions

Part Seven: Interview with Suliasi Kurulo

Video Sessions 9-15

TEACHER: The next section is developed from an interview with Suliasi Kurulo in which he provides further instruction on crafting a global networked church, especially as it relates to the pastor's role.

The Purpose: To highlight some concluding thoughts for pastors who are moving towards building and developing a global networked church.

🔑 **Key One:** Developing a Mind-set to Build a Global Network

- The right mind-set is birthed out of:
 - An intimate relationship with God
 - Prayer
 - Hearing God
- Real motivation comes from the burden God places within you and knowing He will fulfill the desires of your heart.

🔑 **Key Two:** Cultivating a Desire to Build a Global Network

- This desire will always come out of spending time with God.
- Seek to desire what is in God's heart.

They shall not hurt nor destroy in all My holy mountain,
For the earth shall be full of the knowledge of the Lord
As the waters cover the sea. (Isaiah 11:9)

🔑 **Key Three:** Moving towards Global Missions

(For the pastor who wants to move his church towards global missions.)

- Experience what missions is all about. Take a short trip in order to:
 - Enlarge your vision.
 - Deepen your compassion for the lost.
 - Broaden your commitment.
 - Stretch your faith.
 - Fill your heart with joy when you realize how you can contribute to their lives.

- The most effective way to move towards global missions: Spend time with people who are already doing it.
- There must be a paradigm shift from denominational perspective to kingdom perspective.
- Consider attending a mission's conference.

Note: The World Harvest Center hosts an international mission conference. Pastors interested in or involved in world missions are welcome. Visit www.cmfi.info for information. The website also contains valuable information and statistics on unreached people groups.

🔑 **Key Four: Making Plans for the Future of the Church**

- Consider a retreat to clearly hear the voice of God.
- Take time to reassess:
 - Where the church is at the present.
 - Where the church can improve.
 - What already exists that can be built on.
- Take time to think through plans.
 - Timing and order of events.
 - Cause and effect.
 - Reprioritize the plans already in place.

Wisdom: A person who does not have a consistent system of thought will always find mercy at the expense of others.

- Consider the people who are already part of your church and how to develop and train them. They will become your future leaders.
- Focus on building a platform for the future generation.
- When you have made plans, take the first step. If you don't move forward, people won't move forward.

One thing that I have started to realize is that everything only lasts for a season. I am in this leadership, but I am only here for a season. While I am in the prime of my life, I have to give it all. —Suliasi Kurulo

TEACHER: Review main points. Allow time for students to complete the section below and take note of their thoughts. Encourage discussion.

Effect:

What inspired you most in this section?

Notes:

About the World Harvest Center:

The World Harvest Center has planted more than three thousand churches around the world, many among the unreached people groups. Between 300,000 and 350,000 people have come to Christ through its ministry. What's next? The goal is to see people reached for Jesus Christ in every nation in the world in the next fifteen years.

In Conclusion:

What are the three most valuable insights you gained from this course?

1.

2.

3.

Write down any questions you still have. Pray and ask God to reveal the answers as you seek Him.

Knowledge for Insight Answers:

Part One: the church of Jesus Christ

Part Two: future

Part Six: people, organization

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