

Course Guide

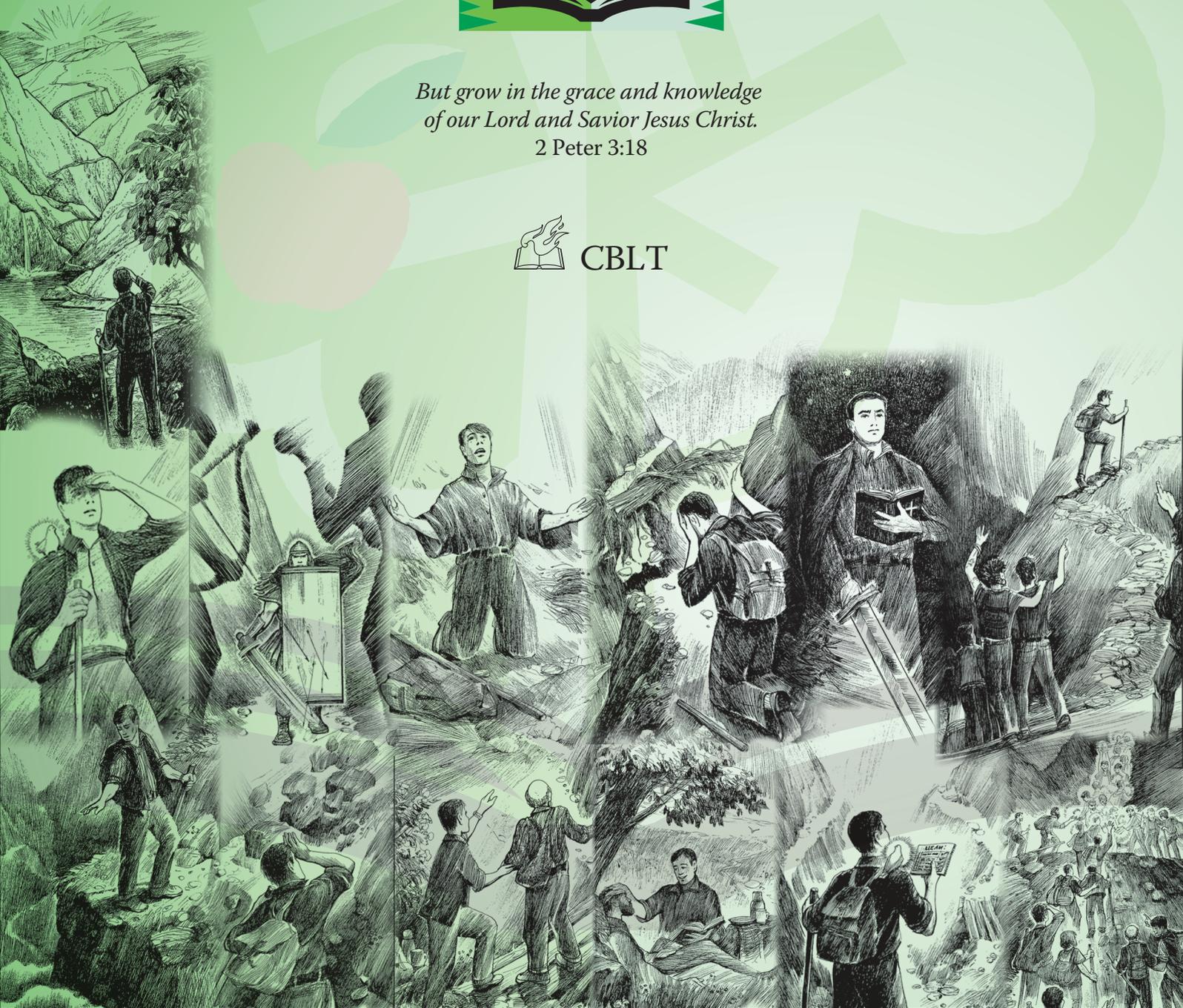
Committed Christian Life



*But grow in the grace and knowledge
of our Lord and Savior Jesus Christ.
2 Peter 3:18*



CBLT





Our symbol for this course is a tree planted in the Word of God. Jeremiah 17:8 says that a righteous man “will be like a tree planted by the water, that extends its roots by a stream and will not fear when the heat comes; but its leaves will be green, and it will not be anxious in a year of drought nor cease to yield fruit.” The goal of this course is to “extend” our roots or commitment to continue deeper into maturity and fruitfulness to the glory of God.

Printed by the Union of Evangelical Christian Baptists for use of the CBLT ministry only.

All other uses or reproductions by written permission only.

Note Exodus 20:15.

2019.

All rights reserved.

Contents

The latest! A new format!!	5
Introduction	6
I. Course Schedule	7
II. Grading	87
Seminar 1. Orientation — The Committed Christian Life	10
I. Before the Seminar.....	10
II. During the Seminar	11
III. After the Seminar	15
Seminar 2. The Goal and the Process	16
I. Before the Seminar.....	16
II. During the Seminar	16
III. After the Seminar	20
Seminar 3. The Power for the Spiritual Life	22
I. Before the Seminar.....	22
II. During the Seminar	22
III. After the Seminar	26
IV. Supplementary Material.....	27
Seminar 4. The War	30
I. Before the Seminar.....	30
II. During the Seminar	30
III. After the Seminar	33
Seminar 5. Prayer: Worship and Praise	34
I. Before the Seminar.....	34
II. During the Seminar	34
III. After the Seminar	38
Exam 1.....	40
Answers to Exam 1	43
Seminar 6. Prayer: Petition and Intercession	44
I. Before the Seminar.....	44

II. During the Seminar	44
III. After the Seminar	48
Seminar 7. Active and Alive: The Word of God.....	50
I. Before the Seminar.....	50
II. During the Seminar	50
III. After the Seminar	53
Seminar 8. Walking by Faith.....	56
I. Before the Seminar.....	56
II. During the Seminar	56
III. After the Seminar	59
Seminar 9. Spiritual Transformation	60
I. Before the Seminar.....	60
II. During the Seminar	60
III. After the Seminar	62
Exam 2.....	64
Answers to Exam 2	66
Seminar 10. Understanding Suffering	68
I. Before the Seminar.....	68
II. During the Seminar	68
III. After the Seminar	70
Seminar 11. Fellowship in the Family.....	72
I. Before the Seminar.....	72
II. During the Seminar	72
III. After the Seminar	75
Seminar 12. Ministering to Your Fellowman.....	76
I. Before the Seminar.....	76
II. During the Seminar	76
III. After the Seminar	79
Seminar 13. Redeeming the Time	80
I. Before the Seminar.....	80
II. During the Seminar	80
III. After the Seminar	83
Exam 3.....	84
Answers to Exam 3	86
Seminar 14. Preparing for Revival.....	90
I. Before the Seminar.....	90
II. During the Seminar	90
III. After the Seminar	91

The latest! A new format!!

As of September 2018 we decided to change the format of this course and it is now available as individual lessons. Unfortunately we are in a period of society when commitment is very weak! And we have seen how hard it is to get people to commit time and effort to a full course. Therefore we have come up with this option.

In CCL it is not critical that the lessons be taken in exact sequence, so a leader has the option of choosing a lesson that might spur his group on to study further, and then continue with other lessons as he motivates them. The “new” lessons are done in A4. All of the assigned readings have been added to each lesson in the appendices. There will be no “textbook”. However we do have the three textbooks available as individual books. Each one of them are classics which have stood the test of time. For this course they are:

Absolute Surrender by Andrew Murray

The Deeper Life by Andrew Murray

The Christians’ Secret of a Happy Life by Hannah Whithall Smith

The availability of these books also makes it possible for your students to share them with others.

Because of the change in format the long-term projects are no longer listed as requirements nor are exams mentioned. The projects of a daily quiet time which includes Bible reading, prayer and keeping a spiritual journal and Scripture memorization are mentioned in every lesson--not as a requirement but as a recommendation. If you plan to do the whole course with your group and give them a certificate of completion at the end, then you should present those projects as requirements for that, adhering to the full grading system with exams.

This course guide is laid out as originally done so all of the requirements for completing the whole course are listed. We urge you to motivate your students to do all of the projects because they are meant to develop spiritual disciplines in their lives. This is part of “commitment” to Jesus Christ. Yes, if you are going to follow Him wholeheartedly you need to do these things—and eventually, as they become habit—you will **want** to do them.

As you prepare for individual lessons find the seminar for that lesson and make adjustments accordingly. There is a monthly plan included in the introductory booklet. But you will only use those with your students if they are committed to doing the whole course. If they are just doing individual lessons without a firm commitment to complete it, you would still be wise to encourage your students to keep a calendar and plan when they are going to work on the course and to keep track of how much time they spend working on it. Be sure to hold them accountable. Ask about quiet time, about completion of the exercises, how much time they spent working on the lesson, who they shared their learning with. This is one of the benefits of studying in a group--encouraging one another on toward good.

We trust that the new format will be beneficial to all.

Introduction

You have been chosen to lead a group of men in a study of the Christian life. This is an awesome responsibility and privilege. The crying need of most churches is a vital spiritual life that will demonstrate to the world the holiness, power, and redemptive love of God. In order to accomplish this the church needs leaders who walk with God and reflect His character. Your role as the course coach is of utmost importance as you motivate others to press on toward in their relationship with God and maturity in Christ.

The Committed Christian Life course consists of 13 lessons. This guide has been developed to cover each lesson in one seminar. Therefore there will be a total of 14 seminars over about a 3-month period. The first seminar, entitled “Orientation Seminar”, must be held before the students begin the course. The other seminars will follow the completion of each lesson.

This means you will meet with your students weekly to discuss the material covered in each lesson and to help each other work through the assignments. We consider the seminars to be critical to the learning experience. Attendance at seminars is mandatory for successful completion of the course. As the group leader you play a crucial role in whether or not the student will gain full benefit from the course. Please make sure that you are adequately prepared for each seminar. You **must** have read the course materials and done the assignments before you lead the seminars!

Your role as the leader of the seminar is not that of “teacher” or “expert.” The course lesson booklets fulfill those roles. Your role is that of “course coach” which basically means you inspire, encourage and give direction. You are to help the student learn by guiding him through his study of the course materials. This will involve several responsibilities for you: encouraging the students to go on when they are discouraged, answering their questions as best you can, evaluating their work, stimulating discussion, and holding them accountable to do all that is asked of them.

This guide contains outlines for all of the seminars for this course. Use them to guide your preparation for the seminars. The seminars should be lively times of interaction. Everyone should participate; everyone should benefit from the interaction. You must guide the discussion so it accomplishes these things.

We have suggested questions and exercises that will stimulate the students to discuss and share the results of their work. Do not feel restricted by the outlines. Questions and problems will come up that are not mentioned in the outlines. You should deal with them as they arise.

Please be aware that the goal is not finishing the course within a certain time period, but actually assimilating the material. Therefore if you see some falling behind you may want to give an extra week between seminars at some point so that they can get back on target.

Changes

As you prepare to lead this course you need to note two changes to the standard format of the courses which will be unique to this course only. Usually students work on a character trait each month, either assigned as a group or chosen individually. Work on character development is tracked in the Monthly Planner, and recorded in the Course Completion Certificate. In this course the emphasis will be on intimacy with God, which will of course affect character development. Project 1 (as listed in this guide for those who are working through the whole course) requires students to spend one hour a day in Quiet Time with God which will include prayer, Bible reading and/or study, memorization, and keeping a spiritual journal. Therefore the student will be required to mark on the monthly planner (in the introductory booklet) how much time they spent per day in their Quiet Time and whether they wrote in their spiritual diary. They will use plus symbols (+) to indicate the time: +++ for one hour or more; ++ for ½ hour to one hour; + for less than ½ hour. If they wrote in their journal on that day they are to write a “j” in the planner. If they do not fill in an entry it is assumed they did not have a Quiet Time that day. This tracking of a Quiet Time will take the place of writing in a character trait and working on that, and the middle column of the Monthly Planner has been adjusted accordingly.

This means that on the Course Completion Certificate in the section where you record Character Development, instead of a character trait, you will write in “spiritual intimacy”. The course will be about 3 months long so you will need to take opportunity each month to sit with each student and look at their Monthly Planner and talking about their Quiet Time: what they are doing during this time, what they have learned about having a Quiet Time, if they are changing or doing different things as they proceed through the course. This will be an extra commitment from you to sit and evaluate, but you will each month then record on the certificate whether they have made some improvement, good improvement, very good improvement—or no change. Your assessment will be based not just on what they have recorded for time spent, but also on your conversation with them and evidence to you that they are growing in this area of “spiritual intimacy”.

So, please note these changes in the Certificate and the Planner and be aware of your responsibility in evaluating the students and holding them accountable.

I. Course Schedule

- Seminar 1:** Orientation
- Seminar 2:** Lesson 1, The Goal and Process of the Christian Life
- Seminar 3:** Lesson 2, The Power for the Spiritual Life
- Seminar 4:** Lesson 3, The War
- Seminar 5:** Lesson 4, Prayer: Worship and Praise
- Seminar 6:** Lesson 5, Prayer: Petition and Intercession
- Seminar 7:** Lesson 6, Alive and Powerful—The Word of God
- Seminar 8:** Lesson 7, Walking By Faith
- Seminar 9:** Lesson 8, Spiritual Transformation
- Seminar 10:** Lesson 9, Understanding Suffering
- Seminar 11:** Lesson 10, Fellowship in the Family
- Seminar 12:** Lesson 11, Ministering to Your Fellowman
- Seminar 13:** Lesson 12, Redeeming the Time
- Seminar 14:** Lesson 13, Preparing for Revival (concluding celebration)

II. Grading

The grading scale shown below:

1. Shows how a *final grade* is determined for *Committed Christian Life*
2. Identifies *definite standards* for the completion of the course
3. Reflects a *balanced concern* for development in the areas of academics, faithfulness in attendance, and practical involvement
4. Serves as an *evaluation tool* in identifying areas of need and growth in the student's life

A. Grading Scale

Grade	Exams	Workbook	Attendance	Projects
5	3 of 3 90%	100% complete	13 seminars attended	13 of 13
4	3 of 3 80%	90% complete	12 seminars attended	12 of 13
3	3 of 3 80%	80% complete	11 seminars attended	11 of 13
2	3 of 3 75%	75% complete	11 seminars attended	10 of 13
1	Insufficient attendance or work			

B. Meaning of the Final Grade

- 5 — Excellent academically, very faithful in attendance, completed all projects and all exams successfully. Overall excellent attendance.
- 4 — Good academically, faithful in attendance, completed more than 90% of the projects and all exams successfully. Overall above average performance.
- 3 — Good academically, reasonably faithful in attendance, completed a minimum of 11 projects and all exams. Overall average performance.
- 2 — Good academically, reasonably faithful in participation, completed a minimum of 10 projects and all exams. Below average performance, but still acceptable as credit.
- 1 — Faithfulness in participation is a major concern; further participation is brought into question. Not sufficient to receive credit for the course.

C. Guidelines to Follow In Determining the Grade

1. **Grade.** The final grade is determined on the basis of the minimum standards completed for **all** parts of the course.
2. **Workbook.** Completion of a lesson includes **all** related reading and written exercises.
3. **Attendance.** Attendance is impossible to make up. You may want to consider whether the student should continue in further course work if he misses more than three seminars in this weekly schedule. If reasons for absence are valid, however, credit can be given but be cautious.
4. **Projects.** The student must complete the Projects based upon the stated instructions in the workbook and share the results of their study and assigned activities in the seminars as instructed by the course coach. If you see students are conscientiously trying to do projects but

falling behind, allow them two or three weeks to finish up after the course. But do not give a final certificate until they are actually finished.

5. **Exams.** All 3 must be completed with at least an average of 75%. This means all 3 exams must be taken, the scores recorded, and then an average of all 3 taken.
6. **Incomplete.** Good opportunity should be given to finish incomplete work. A reasonable time frame will be established by the course coach. It will **not** exceed one month.

D. Certificate of Completion

In the back of the student introductory booklet is a “Certificate of Completion.” This is to be completely filled out by you at the end of the course. After you have filled it out and signed it, the student’s pastor should verify the details and also sign it. Please fill in the student’s name, the location of the course, your full name and the date the course was completed.

Character Development

We have already mentioned to you the change for this course in the area of character development. Please note again, you will not be assigning character traits for the students to work on, but rather they will be using Project 1 to develop spiritual intimacy. You will meet with them monthly to evaluate how they are doing with their Quiet Time and indicate level of improvement on the Course Certificate.

Academics

Add together the grades for the 3 exams, then divide by 3. This will give you the average. After you have done a final review of the workbook (which is all 13 lesson booklets), record what percentage of it was completed. This includes all questions and exercises.

Faithfulness

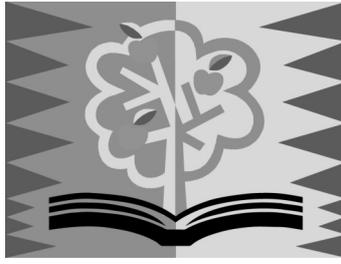
You already have guidelines for how many seminars should be attended. If you decide to meet only twice a month then divide the number of seminars the student attended by the number of seminars you actually had to come up with a percentage for this. The base guideline is usually 90 —100% attendance for a 5, 90% for a 4, 80% for a 3, and 75% for a 2.

Practical Ministry

As well as your own records on the practical assignments finished by the student, the introductory booklet also contains a Project Checklist. Make sure that the pastor of the student’s church or another church leader has verified the assignments the students have done and initialed the Checklist. Only assignments which involve other people are included in the Checklist, i.e. preaching, witnessing, discussion. If you allow a student extra time after the course to finish assignments, you of course cannot give a final grade until that time is up. (Remember the guideline of no longer than one month.) The least number of projects a student can do in this course and receive a passing grade is 10.

Final Course Grade

As you evaluate what the final grade will be for the whole course, refer to the grading scale. Keep in mind that all of the minimum requirements must be completed to get a grade. For instance, if a student scores high on the exams, attends all of the seminars and does all of the projects, but he has not completed all of his workbook, he can only receive the grade corresponding to what he has completed. Keep this before the students as they go through the course so that they will understand their final grade when they get it.



Orientation — *The Committed Christian Life*

SEMINAR

1

This seminar will set the tone for all of the future seminars as you establish your relationship with the students and lay before them the challenge of this course. Even though this is a course on the Christian life you may have students who come more out of curiosity or because it is the next course offered to them rather than a desire to improve and deepen their own personal walk with Christ. The knowledge acquired in this course will be of little if any benefit unless it is acted upon. They will be challenged immediately with the first two projects as to their personal priorities. This seminar is your opportunity to prepare them for the tasks, the challenges and the joys of this course.

I. Before the Seminar

- Verify that students have already completed all three parts of *Basic Christian Life* as a foundation. In addition we recommend that they complete the courses *Practical Evangelism* and *Establishing Disciples*. We strongly encourage wives to take this course with their husbands before taking courses on marriage or family. Therefore you may allow leniency for the wives, however without the preparation of *Basic Christian Life* or a similar course they may be overwhelmed.
- Please be sure that you take time to study the emphases and assignments that make up this course and do both projects and readings before you lead the course. It will strengthen your ability to lead and help you to hold others accountable.
- Read through the introductory booklet to the course and Lesson 1 so that you are prepared with the information the students need.
- Be prepared to refresh students' memories on how to use the Monthly Course Planner which has been included in the introductory booklet. Please note the changes that have been made to its format specifically for this course.
- Spend time in prayer for the group you are about to meet with and wisdom to lead well.

II. During the Seminar

△ Fellowship

Begin with prayer.

Spend time getting to know the students, especially if this is your first meeting with them. If they do not know each other well give opportunity for each one to share something about themselves, their families and their ministries.

Ask each of them to share what has been most helpful to them from the *Basic Christian Life* course. Some may have not taken it for awhile and will need to jog their memory.

△ Administration

Set up your attendance records. Make sure you have the necessary information you need for new students, including what CBLT courses or courses in other programs they have already taken. Pass out the introductory booklet and Lesson 1 for each student and make sure everyone has a notebook and pen. (However if this is not an official study group you do not need to give them the introductory booklet. Instead give them an overview of what the course covers.)

△ Discussion

Seminar Objective 1	To evaluate the students' current understanding of spiritual growth	Time ____
----------------------------	--	-----------

In order for you to get a better perspective of the spiritual climate of the men in your group, lead them in an assessment of their own attitude toward spiritual growth and the attitude of other Christians. Use the questions listed below to do this. This is not meant to produce guilt; rather it is to help the students begin to think about the issues of the Christian life. Their answers should help you as the group leader to be alert to areas of need that you will want to work with during this course. Try to determine if the following observations are true:

1. Many Christians are dissatisfied with their own level of spiritual growth.
2. Many Christians do not spend regular time in Bible study and prayer.
3. Many Christians evaluate spiritual maturity on the basis of adherence to certain rules of life that are emphasized by their group.

This course discusses a number of aspects related to spiritual growth. However, to set this process in its proper context, we need to understand the foundation upon which spiritual growth builds. This foundation is those things that are imparted to the believer in the saving, regenerating work of God. In 2 Corinthians 5:17 it is stated that any man in Christ is “a new creature.” The word “new” is the Greek word *kainos* which means “new” in the sense of quality and essence. The believer is a totally new creature. Therefore, his new life should be totally different from his old way of living. But what are these differences? In what way is the believer different from the unbeliever? How does this change make spiritual life and growth possible?

Ask the students to think about the spiritual lives of Christians they know. Then have them discuss the following questions:

1. *How would Christians in your church describe a spiritually mature Christian?*
2. *What would a non-Christian say is distinctive about a Christian?*
3. *What do you feel are the most important elements for continued spiritual growth?*
4. *In what ways would you like to strengthen your own spiritual life?*
5. *How would you define spiritual maturity?*

6. How would you describe the purpose of the Christian life?

Watch your time in this discussion as it is only a tool to help the students begin to think about some of the issues involved in spiritual growth. You may not want to use all of the questions. Specifically look for participation and involvement from all of the students, and seek to get their thought processes started. We are not looking for final answers here, but rather raising the questions.

In bringing the discussion to a close, emphasize the following:

1. Even if you have been a Christian a long time, spiritual growth is a lifelong process. Remember that late in life the apostle Paul said that he was still pressing on (Philippians 3:12). We all need to continue to mature in our relationship to God. It is the goal of this course to help you in that process.
2. Christian living is not based on adherence to certain rules, but rather a relationship to a person, God, and the development of our character in His likeness. This course will help identify how this can be worked out in each person's experience.
3. Emphasize that certain disciplines are necessary for spiritual growth. This course will help in the development of those disciplines.
4. You may get a variety of answers on the purpose of the Christian life, all of them containing at least some element of truth. Leave it open ended at this time, the discussion to be continued after the first lesson.

Seminar Objective 2	Introduce the course materials and how to use them (for students working towards a certificate)	Time ____
----------------------------	--	-----------

Each student should receive the introductory booklet and Lesson one of *Committed Christian Life*. Students are also required to have two notebooks, one which will be entitled "Exercises and Projects" and the second one "My Spiritual Journey" which will be used with Project 1 throughout the course or more informally for their Quiet Time if the course will be used as individual lessons.

Now have your students turn to the "Overview" in the introductory booklet. There are 13 lessons which cover key issues of the Christian life.

Read together the first three paragraphs in the "Course Introduction". Then continue with the "Course Objectives" and have the students read these in turn.

Move from the objectives to the section entitled "Student Instructions". Cover the information as you feel is necessary and helpful for your group. Make sure you read together the information on the "Project Checklist" and "Monthly Planners".

Under "Lesson Design" explain that each of the 13 lessons follows the same outline. Have students turn to Lesson One, pointing out the separate parts as explained below:

1. Lesson Outline
2. Lesson Objectives
3. Lesson Assignments

This gives the student an overview of the anticipated work for this lesson including extra readings and project assignments.

Students are to answer all questions and do the exercises as they work through the lesson. Seminar discussions are based on this work. Answer keys are provided at the end of each lesson so that the student can verify his work. They are not to be referred to before he has tried to answer the question himself!

4. Definition of Key Terms

Most of the lessons have this section which provides definitions for some of the more difficult or confusing Biblical or technical words. Sometimes terminology can be used in different ways and this will provide the definition used in this course.

If most of them have taken several CBLT courses they should be well acquainted with the format. If not you will need to cover it more carefully.

Be sure to emphasize the following during your discussion:

1. The “Monthly Planner” has a slightly different format this time which will be discussed in relation to Project 1.
2. **All** Projects must be completed **before** the end of the course in order to receive credit. It is best to do each project as it is assigned, both to maximize understanding of the lesson, as well as to not get behind.
3. A brief **written report** must be turned in to the course coach when the student is to present his material to another person or group.
4. Note which projects must be signed on the “Project Checklist”. These all involve other people and should be verified by a responsible person, preferably not the course coach.

Seminar Objective 3	Introduce students to the grading system and projects required to complete the course	Time ____
----------------------------	--	-----------

Explain the grading system to the students using the information in the introduction to this guide. Because there are 14 seminars over a period of 13 weeks there is a bit more flexibility in missing some of them. However if you change the seminar schedule to cover two lessons each time, adjust accordingly how many seminars may be missed before a student will not be able to complete the course.

At the back of the introductory booklet is the “**Certificate of Completion**” which will be their permanent record of their grade for the course and will be filled out by the course coach and signed by both the course coach and the pastor.

On the previous page is the “**Project Checklist**.” Each student should have a mentor in his church, preferably his pastor, who will verify that he has done the Projects in that list. Those not included will be verified and approved by the course coach.

There is a complete list of all projects towards the end of the Introduction called “**Project Description**”. Look at the list together and emphasize the importance of planning them into their study schedule and completing them with the appropriate lesson. These projects will take less time if they are done when the student has just finished the lesson and it is fresh in his mind; and he will be able to contribute much more in the seminar time.

Now look together at the “**Reading Assignments**”. Inform the students that there is much reading to do in the first half of the course, then the reading load becomes lighter. Most of the reading is taken from three classics: *Absolute Surrender* and *The Deeper Life* were written by Andrew Murray, a Christian leader in South Africa in the 19th century. *The Christians’ Secret of a Happy Life* was written by Hannah Whithall Smith, and is widely read and accepted today even though it was also written in the 19th century. There are also additional appendices assigned to go with specific lessons which will also serve as useful resource material.

There will be three exams. The exams will follow the fourth, eighth and twelfth lessons and will include content only from those four lessons in each section.

Remind the students again that it is important that they have all of their homework done before the seminar because the seminars and discussions revolve around the assignments. The students should come prepared to think, apply what they have learned, and be ready to share with the group.

Seminar Objective 4	Explain Projects 1 and 2-- Spiritual Journal and Memorization	Time ____
----------------------------	--	-----------

In this course there are two projects which will start immediately.

Project 1 -- Spiritual Journal

Ask someone to read to the whole group the explanation of Project 1. Then turn together to Appendix A in Lesson 1. Walk through the steps in this appendix until you are sure that the students understand how to set up their journal and what is required. Then turn to the Monthly Planner and explain the marking system for their quiet time. The amount of time they spend each day is to be indicated by plus signs as explained under the heading "Monthly Planner". This **must** be marked each day. If they come to seminar without it being marked you must assume they did not keep a quiet time.

Project 2 -- Memorization

Ask a student to read the requirements for this assignment. It is important that you understand that students are not required to quote the whole chapter at one time. If there are students who are able to do that, encourage them to do so and give them opportunity to say the whole chapter to the group when they are ready. However, especially for mature students this is not a realistic expectation, nor the goal. Have them again turn to the "Project Checklist" in the introductory booklet. Note that the verses for Hebrews 11 are listed in groups of four. Each time a student is ready to say a set of four from memory they can do so and have that person sign that it was done after those 4 verses. This may be a fellow student or a responsible family member. They should seek to say the verses without error. A maximum of three errors are acceptable. If they have more than three errors they should work further on it. The ultimate goal will be the time spent meditating on this well-known chapter. When they have initials for all of the verses, then the responsible leader can sign for the whole project on the top line.

Seminar Objective 5	Set the dates for the future seminars	Time ____
----------------------------	--	-----------

Seminars dates should be set for weekly meetings and verified. Please allow for special holidays or events which may interfere. At each of the subsequent meetings you should confirm the date, time and place of the next meeting.

Seminar Objective 6	Challenge the students to think about the Christian journey and where they want to go	Time ____
----------------------------	--	-----------

Turn now to the section just before the "Student Instructions" in the introductory booklet entitled "Course Description: The Journey". Use this section to talk about our spiritual journey, pointing out the illustration on the cover of Lesson 1. Use this information to talk about what topics will be covered during the course. After you have done that, turn to Hebrews 11 and ask the students to read through it quietly and mark one or two verses that speak to them. After they have taken time to do this ask several (according to the time you have) to share what verses stand out to them and why. Then share that this is the heritage that we have, the people of faith who have journeyed before us. And challenge them as God lays it on your own heart.

Closing

1. Preparation for Next Seminar

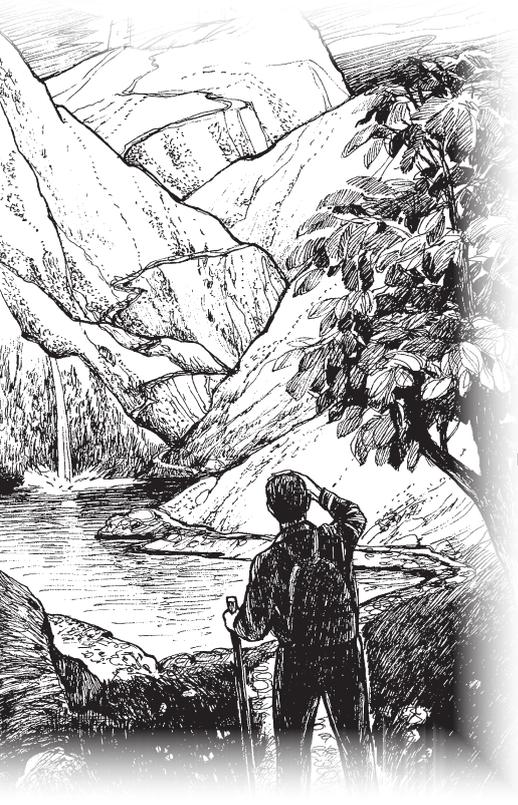
- Students will need to read and complete all of Lesson 1 before next seminar. This lesson is rather long and has a lot of reading but should be able to be completed in six hours of study time.
- Remind them again about the Spiritual Journal and Memorization Projects and ask if they need further clarification. No other projects will be assigned for this week so they have opportunity to get a routine established for Quiet Time and memorization.
- Turn to the “Monthly Course Planner” in the introductory booklet and reinforce its use. Take time to explain how to look at the lesson, how many pages it has, how many sections and how many readings, and then estimate how they need to divide up the workload during the coming week.

2. Prayer

Close the seminar with prayer, asking the Lord for His blessing as the group begins this course.

III. After the Seminar

1. Add the names of group members to your spiritual journal and commit yourself to praying for each one of them regularly.
2. Ask yourself the following questions and jot notes in your notebook:
 - Was I adequately prepared and confident?
 - Are the students excited about the course? If not, do you know why?
 - Is the schedule appropriate for this group and the meeting place convenient? If not, what changes should be made?
3. If you do not have a Spiritual Journal you also need to prepare one and seek to spend an hour in Quiet Time every day as they are requested to do so that you can share from a practical level and understand the difficulties they encounter.
4. You should also memorize Hebrews 11. If you have done this before you will find it easy to relearn the verses. But make a commitment to participate in this Project with your students.
5. Spend time in prayer seeking what God wants to do in the lives of these students during this course. Pray especially that they experience personal spiritual growth and be willing and able to pass on to others what they are learning.
6. Read through “Before the Seminar” at the beginning of the next lesson to get an idea of the preparation that will be required for you in the next seminar.



The Goal and the Process

SEMINAR

2

I. Before the Seminar

- Review the Introduction and Lesson 1. Review the assigned readings also if you have not done this course recently.
- Based on this information and your individual knowledge of your students, write a lesson key in your notebook. You need to adjust the focus of the seminar to the spiritual maturity level of your students. Decide which objectives and questions are most important and what time you will spend on them.
- Make sure you have enough copies of Lesson 2 to pass out to your group at the end of this seminar.

II. During the Seminar

△ Fellowship

As students come in ask each student at least one of the following questions:

- How long did you work this week on your lesson?
- Was the Lesson difficult?
- Were you successful in having an hour daily for a Quiet Time?
- Did you use your Monthly Planner? How?
- Have you memorized Hebrews 11:1-4?

After all the students have arrived begin with prayer. Ask two of the students to share something God showed them during their Quiet Times over the past week.

△ Administration

At this point in each seminar, take time to make sure your records are up-to-date. This includes taking attendance, evaluating monthly course planners, and checking to see that everyone has

completed the written exercises. Check the workbooks to see what percentage of the work has been completed as students come in, so that you do not need to spend more than 5 or 10 minutes on records during seminar time.

Discussion

Seminar Objective 1

Help the students in their understanding of spiritual maturity

Time ____

1. **Read to the group some of the following thoughts on what a mature Christian is**

These are comments from a survey of people who themselves would be considered spiritually mature. After each one you choose to read, ask for student input. *What does this person say to contribute to the idea of spiritual maturity? What particular focus does this person have? Do you agree or disagree with them?*

"I believe a mature Christian is someone who's experienced God. I know it's rather simple, but I've seen a lot of truth in that. You can tell the difference between those who have experienced God and those that just read about him." (36-year old man raised in Christian home)

"The relevant Bible passages are 1 Corinthians 13, Romans 12 and Gal 5:22,23, i.e. being filled with the love of Christ and showing the fruits of the spirit consistently." (90-year old Christian worker)

A mature Christian is able to discern between good and evil, having their senses exercised thereby. They KNOW the Word! Secondly, they display wisdom by DOING what they know to be right. (parable of the 2 sons directed by the Father to go and work; one said, and the other DID) Isn't that how we define responsibility (maturity)? Fulfilling our tasks with minimal/no supervision! (active church worker)

"A 'mature' Christian is someone who's been tested (by God) in several areas over a reasonable period of time and proven that God is totally trustworthy, both in life experiences (good and bad) and in answered as well as yet unanswered prayer. They have a holy, examined life (i.e. personally study God's Word and seek to live by it) and are accountable to others in their actions and are happily diligent in everything they do. They aren't swayed by false doctrine (because they know the Word correctly) and don't overlook helping the needy or new believer. They don't need the limelight. Because they are looking to the Lord for rewards (and instructions), they can trust Him for 'results' in all their labors for Him.

"They are 'rightly related to God, find their joy there, and out of them flow rivers of living water. They are a center for Jesus Christ to pour living water through.' They aren't self-conscious, and it's easy to be around them. Those that live that kind of life are the most blessing and they're totally unconscious of it." (retired missionary)

I would define that as someone that has come to realize that they alone cannot do 'life' on their own, and who puts the entire matter of living back into God's hands. Someone who can trust in the Saviour when things do not turn out the way life was supposed to turn out. A mature Christian will not complain, but smile even though their life is turned upside down. A mature Christian knows the Lord and talks to Him...all the time....and enjoys life as a Christian. Plus countless other things... (a church secretary)

2. **Define spiritual maturity. (Exercise 1)**

Have two or three students read their summaries of spiritual maturity then ask the other students if they have anything to add. Make sure they are incorporating Scriptural ideas rather than cultural (church) ideas.

3. **Explain the relationship between the three terms: "holiness", "maturity" and "spirituality". How do they differ? Can you have one without the others? (Exercise 2)**

You will not want to spend a lot of time on this question. What is important is to understand that although these three terms mean different things they are closely interrelated and you basically will not have one in evidence in your life without the others also being evident.

4. Discuss the differences between the new Christian, the spiritual Christian and the carnal Christian

Refer to the workbook as needed. There are charts as well as lists of characteristics. The most critical understanding is the difference between the “new” Christian and the “carnal” Christian. Often new believers are rejected in the church because they have had no time or help in maturing. It is important for everyone to understand that there is no automatic jump from new believer to spiritual believer. Usually there is time involved as well and understanding and a desire for more spirituality. Review the “Summary Chart” on the four different types of men to see the differences most clearly.

5. Do we have a responsibility to help the new believer become a “spiritual” believer? If so, how can we do that?

The fact is that many carnal Christians are in evidence in our churches, but often we do not accept any of the responsibility for why this is so. Ask students for their ideas of what should be done. It is important to emphasize the responsibility we all carry to “feed” new believers, caring for them and helping them until they do come to maturity. This should not be a difficult question if everyone has taken *Establishing Disciples*, but is a place to emphasize again the strategic importance of discipling.

Seminar Objective 2	Discuss the purpose of the Christian life	Time ____
----------------------------	--	-----------

1. After you studied “Section II. The Goal” did you change any of your original thoughts from Exercise 2? How?

Draw students out on this. Probably much, if not all, of what they originally wrote would fit under the title of “bringing glory to God”. But help them to express how it would do so.

2. How are you consciously working on the five specific goals listed in this section? (Exercise 4)

Have each student share at least one specific goal that they are consciously working on right now and how they are doing that. As you listen you may gain insights into some of the strengths and weaknesses in your students that will be helpful as you plan future seminars and discussions.

Seminar Objective 3	Discuss the process of spiritual growth	Time ____
----------------------------	--	-----------

1. Review together the 5 spiritual growth models discussed in the workbook

Let students take turns describing each model. Clarify where needed. Be sure the students understand that these are “pictures” of how different people view the Christian life.

2. Which model do you think most closely represents what the majority of people in your church believe? Why?

There are different reasons people live out their Christian lives in different ways. Some by example of others, some by teaching/preaching, some by direct Bible study. You may want to talk about how these different influences mold us and therefore our view of Christian living.

3. **Ask two or three who are willing to share the model they have drawn to represent what their Christian growth has looked like. (Exercise 6)**
4. **Ask two or three to share a crisis point that has been critical in their Christian growth. (Exercise 6)**

Seminar Objective 4	Discuss the role of man and of God in our maturing Christian life	Time ____
----------------------------	--	-----------

There is always tension when we try to decide our responsibility in living the Christian life and God's. It is easy for us to quickly think God has left us on our own, which means we get into a mindset of "good works", striving harder and harder to earn God's favor. This is also the problem with a course on the Christian life that we are back to "performing" in order to be a good Christian. This is not an issue that is easy to resolve as there are elements in the Christian's life that man cannot measure, sometimes even ourselves.

1. What is the importance of surrender? (Questions 24,25,26)

In this discussion it should be stressed that God can only use a willing tool. If we are holding back something from Him, then He cannot work in us the way He desires. And we will not experience the growth we should.

2. What is God's part in our surrender according to Andrew Murray in *Absolute Surrender*? (Question 27)

The students can share the four points in this question (a good one to ask a shy person to share). Our part is shown in these points also—willingness and faith—but God is able to take that willingness and faith and make it happen. We have to keep our focus; He will keep on working it out.

3. What holds believers back from surrender?

Let students think about this and answer. Pride and lack of faith are two major considerations. We seem to think we can run our lives better than God (pride). We do not really believe God has our best interests at heart (lack of faith). You may let some share their own struggle with surrender as you feel people are open to it.

Seminar Objective 5	Encourage one another with discussion about Spiritual Journal and Memorization Projects (1 and 2)	Time ____
----------------------------	--	-----------

Project 1 — Quiet Time and Spiritual Journal

Discuss any difficulties students had with how to set up their spiritual journal or how they are to proceed with it. We have tried to give a lot of freedom in what they write into the journal as far as their spiritual thoughts. They are free to write out prayers or to write out thoughts from their Bible time as they did in *BCL*. You can ask if anyone wants to share something they have written. Also ask for them to share how they have coped with having a Quiet Time for an hour. This will be a stretch for almost everyone. Encourage them to keep seeking this priority.

Note for course coach: You may be wondering how you are going to evaluate this assignment. You will have to give careful attention to the students as they go through the course. Some of them may have little success in having a Quiet Time for the first several weeks but keep encouraging them to find ways to increase their time. If they are not successful in this in the first month or so, it has far less importance than as though they do this faithfully the first two weeks and then totally fail in it the last two or three weeks of the course. So be as encouraging as possible and help them find creative ways to do this whatever their challenges are.

Project 2 — Memorization

Ask how many have successfully memorized Hebrews 11:1-4 if you have not already done so. Ask one person to quote the verses. Ask somebody else to tell the group what has been most meaningful to them from these first few verses as they worked on them every day. We will always be seeking what they gained from meditation, not just the mechanical effort of committing it to memory.

Closing

1. Summary of Key Points

Emphasize that this first lesson is to orient us to where we are going on this journey with Christ. We have covered some of the pertinent terminology. We have looked at our purpose as believers and various areas where we can express it in our lives. We have looked at the process of spiritual growth and how different groups see it. And we have briefly discussed the role of man and of God in this growth. And, with the purpose of seeking spiritual growth we have begun on a regular disciplined time of prayer, Bible reading, and memorization and meditation.

2. Preparation for Next Seminar

- Walk through Lesson 2. Be sure to go over the lesson outline, objectives, and assignments.
- With the students look at their Project. It will be helpful for them to keep this assignment in mind as they do the lesson. If you have students who do not have opportunities to preach, help them find options where they can share, perhaps in a Bible study group. If they do not share it with a group, the assignment will be incomplete and not count towards the completion of the course. They must bring their outline to the next seminar.
- Remind “official” students that they are expected to fill out the “Monthly Course Planner” which is supplied in the work book, especially paying attention to the center column where they indicate their participation in the Spiritual Journal Project. Note that there is a lot of reading in this lesson that needs to be taken into consideration.

3. Prayer

Ask two or three students to pray. Focus on asking God to receive glory through this course as we learn and apply it to our lives.

III. After the Seminar

1. In your prayer journal, record specific ways you can pray for group members. Be alert to special needs, expressed or unspoken.
2. Ask yourself the following questions and jot notes in your notebook:
 - What spiritual or mental preparation do I need to make for the next session that may have been lacking this week?
 - What level is this group on spiritually? Is the discussion adequately meeting their needs? (If it is not, you will need to spend some extra time creating a discussion that will work better for your group.)
 - Which members most need a phone call this week for encouragement, prayer, instruction, correction, or counsel? When should I make the calls?
3. Read through “Before the Seminar” for the next lesson so that you can begin your preparations for the next seminar.



The Power for the Spiritual Life

SEMINAR

3

I. Before the Seminar

- Review Lesson 2 and the assigned readings.
- Be sure you have determined what is most important for this group and plan your time accordingly. Remember that the discussion questions written here are just meant to be guides and you should develop your own questions as much as possible to make the material more applicable to your students.
- There is Supplementary Material concerning the baptism of the Spirit. This may be helpful in further explaining this issue and the terminology used. Please read it and if you decide it would be useful to share it with your group, prepare notes and a large copy of the diagram so that the whole group can see it.
- Keep up your own faithfulness in having a one-hour Quiet Time and memorizing Hebrews 11 along with your students. Nothing speaks louder than a good example.
- Make sure you have enough copies of Lesson 3 to pass out to your group at the end of this seminar.

II. During the Seminar

△ Fellowship

Ask two of the students to share about their ministry. Encourage them to share the successes they have had and a problem they are presently facing. Pray for these two students as a group.

△ Administration

Make sure attendance is recorded, evaluate monthly course planners, and check to see that everyone has completed the workbook. Look over the monthly planners and note any students who are not using them, or are not showing wise use of their time. Make a note to counsel with them later.

Discussion

**Seminar
Objective 1****Review the place of the Holy Spirit in the Old Testament and Christ's teaching on Him from Section I**

Time ____

1. What was the place of the Holy Spirit in the Old Testament?

Key ideas:

- a. He has been there since the beginning as part of the Trinity.
- b. Various individuals were filled with the Spirit for specific tasks.
- c. There are great promises in the Old Testament about the Holy Spirit being poured out in later times.

2. What did you learn about the Holy Spirit from John 14-16? (Exercise 1)

Ask for general information they got from marking their Bibles. Review the answers to the other questions in Exercise 1 ending with one or two students sharing their summary of the primary ministry of the Holy Spirit in this passage.

3. Put yourself in the place of the disciples as they tried to understand Jesus' teaching on this last evening with them. Did they understand what He was saying? How do you think their understanding changed in Acts 2?

The disciples were confused and sad, not really knowing what Jesus was talking about, just knowing trouble was ahead. Their understanding was very minimal. Perhaps Jesus explained more to them after His resurrection because we know He taught much to them during that time. But in Acts we see people who are filled with the Spirit and filled with great joy! Jesus was limited to a body, but the Holy Spirit indwelt each one, so the comfort of having Him was great as they spread out in the known world. And of course the power and gifts He gave them. Their lives were very literally transformed by this gift from Christ.

**Seminar
Objective 2****Clarify understanding of the Holy Spirit's ministry in the world today**

Time ____

1. What is the Holy Spirit's relationship to the non-Christian?

He brings conviction to them. Review the three areas of His conviction.

2. How can we work with the Holy Spirit as we witness to non-Christians, specifically to the person that the Spirit has laid on your heart? (Exercise 2)

Ask them what specific seeds they are going to plant for the person they are praying for? When are they going to do that? This is not meant to be an empty exercise but one on which they act.

Help the students express in their own words how we need to present these three areas of sin, righteousness and judgment to unbelievers. This will be within our Gospel presentation. These are not the only things we will talk about. We may first get their attention by telling them God loves them or that He has a plan for them. But once we have their attention these 3 areas are where the Holy Spirit either already has spoken to this person, or will. And this is knowledge and conviction is what brings them to repentance.

Please make sure students do not get the idea that only these three points are to be used, but rather that this is the direction the Holy Spirit is going and they want to help that person move that way too.

3. Ask one or two students to state what actions the Spirit takes when we are first saved.

Discuss any points that seem unclear to the students.

4. Ask students to share the place of the Holy Spirit in the believer's life.

Students may share from Exercise 3 and also from the six ministries listed in the workbook. It is important that the students see what an active part the Holy Spirit has, or should have, in the believer's life. He is the one who makes us successful in living out God's desires and commands for our lives. Spend as much time as you deem necessary in this area, but minimally make sure that each of the six areas are explained briefly.

5. How have you experienced the Holy Spirit's guidance in your life? (Exercise 4)

Ask for specific illustrations from students' lives of how they have experienced guidance. They may have not been consciously aware before that it was the Holy Spirit's work. If we pray for guidance, then we need to be aware of how that is being answered.

**Seminar
Objective 3**

Discuss the Biblical commands about the Holy Spirit

Time ____

1. What is the difference between grieving the Spirit and quenching the Spirit?

Draw the students out as needed. Grieving the Spirit is usually quickly understood, but we are not always aware of quenching the Spirit. And this quickly moves us from being active and excited about the Lord to living very mundane Christian lives. If we keep refusing to listen to the Spirit's leading, after awhile He quits speaking because we are taking control and moving Him out of the center.

2. How do you understand the teaching on the "baptism of the Holy Spirit" as described in the lesson? In what ways did you find the discussion helpful? Were there areas of disagreement?

We have included for your information an excerpt from Grudem and a diagram explaining the impact of the baptism of the Spirit at this critical time in history. You may decide how or if you want to share further on this topic.

3. Compare water baptism to Spirit baptism.

This comparison is not addressed specifically in the workbook but if your students need a little extra stimulation to connect to previous knowledge it might be helpful for them to take the time to think about it. The following are a few thoughts to consider.

Water baptism is similar to Spirit baptism in the sense that we are physically identifying ourselves with the church in the same way that baptism of the Spirit is a spiritual identification with Christ. One is our action; the other is Christ's action. However water baptism is not the same as, nor does it signify or is it necessary for, the baptism of the Spirit.

4. How do you understand the teaching on the "filling of the Holy Spirit" as described in the lesson? Were there areas of disagreement?

There is not an exact definition of this terminology given in the workbook. Grudem rather lists various evidences that a person is filled. And we have statements in Acts (Exercise 7) of the results shown of people filled with the Spirit. Some consider it a one time event (and are more likely to use the term "baptism"). Others consider it something that can happen several times.

What we are absolutely sure of is that we are commanded to be filled with the Spirit, so we cannot ignore this.

5. What illustration would you use to describe it, comparable to the illustration of inflating a balloon that was given? (Exercise 8)

6. What is the struggle in Romans 7 and the resolution in Romans 8? How does this fit in with what Paul said about the carnal Christian and the spiritual Christian in 1 Corinthians?

Romans 7 is a passage that every believer identifies with at some point. We are new creatures in Christ Jesus (2 Corinthians 5:17) but are faced with a struggle to maintain victory over sin. We do have victory; we always have the potential for victory. But we need to be looking in the right place for that victory.

Basically we would have to place the carnal Christian in Romans 7 as someone who has not found the way to have victory over sin. He may even have mixed emotions about whether he really wants to have victory, whether he wants to pay the price of “self” to have the fullness of Christ. The spiritual man has undoubtedly learned the source of his power. He is walking in the Spirit because he is full of the Spirit.

7. Discuss Andrew Murray’s steps to filling. What are we “full” of?

After these steps have been listed your discussion should center around what a believer’s life should be full of. A key issue here is that if we are full of our own desires the Holy Spirit cannot completely fill us. We do have to empty ourselves to make room for Him so to speak. Otherwise He is in competition with the other things that we are holding onto. As always in the Christian life the step is one of faith, that what God has provided for us is better than our own desires. And He provides for us everything we need to live victoriously, but we have to seek those things, ask for them. There is no automatic process when we get saved that we just move straight upwards towards perfection.

Seminar Objective 4

Discuss the Project

Time ____

1. Ask several students to share their outlines with the group.

Ask why they chose that topic for their sermon or lesson. It is important that they have focused on one topic about the Holy Spirit and not just generally. The answer should be either that it is something that really spoke to their own hearts or something that they sense a need for their own group.

2. What is the key thought you want people to take with them after you present your sermon/lesson?

It is very important that students understand that they must have one main point they are trying to get across. If they have come up with one, then you need to help them evaluate if it is practical to people’s lives.

Seminar Objective 5

Discuss the Spiritual Journal and Memorization Projects

Time ____

This is both a sharing time and an accountability time. If you do not give constant encouragement for these two projects, most of the students will fail in completing them.

Spiritual Journal Project

Ask the students this time how they are progressing in their Quiet Time. How do they use the time? How much for Bible reading, how much for prayer, how much for memorization (it is actually stated at the beginning that they must spend at least ten minutes a day in memorization)?

Memorization Project

Read Hebrews 11 in unison. Now ask at least one student to say from memory Hebrews 11:5-8. Ask if anyone can say all of the first 8 verses from memory. If so have one person do that. If

there are those who are not progressing in memorization, ask what the difficulty is. Usually it will be a lack of priority, so encourage them to give it time now, and not fall behind.

Closing

1. Summary of Key Points

The title of this lesson is “The Power for the Spiritual Life”. What kind of power is available to us? Give opportunity for response from the students. If needed you can then list all of the tasks of the Holy Spirit and the potential to receive more in every area from Him as we grow in our Christian life, holding nothing back and seeking all of His fullness.

2. Preparation for Next Seminar

- Students will study Lesson 3 in preparation for the next seminar. Make sure that all the students know when and where the next seminar will be.
- Read with the students Exercise 5 and Project. They need to be aware of this assignment as they work through the lesson, planning what they want to share and what group they will share it with.
- Remind them about Memorization Project. They will be memorizing Hebrews 11:9-12.

3. Prayer

Pray together thanking God for the Holy Spirit and His specific ministries in our lives. Ask for more of His power in our lives and a willingness to deal with things that stand in His way.

III. After the Seminar

1. In your prayer journal, record specific ways you can pray for group members. You may have gained more spiritual insights as you tackled this topic of the Holy Spirit. Write down your observations.
2. Ask yourself the following questions and jot notes in your notebook:
 - Was I well-prepared? Did I understand the subject well myself or left the students with the feeling that I was just “winging” it?
 - How well did I cover the seminar objectives? Did we spend too much time on some of them and sacrifice on others?
 - Do I need to be more creative in asking questions? Do I need to spend more time in preparation?
 - Which members most need a phone call this week for encouragement, prayer, instruction, correction, or counsel? When shall I make the calls?
3. Read through “Before the Seminar” to begin preparing for the next lesson. Do not wait until a day or two before the seminar. Let the Holy Spirit begin working in your mind now.

IV. Supplementary Material

Baptism in the Holy Spirit

This is an excerpt from Grudem¹

It is true that the disciples were “born again” long before Pentecost, and in fact probably long before Jesus breathed on them and told them to receive the Holy Spirit in John 20:22. Jesus had said, “No one can come to me unless the Father who sent me draws him” (John 6:44), but the disciples certainly had come to Jesus and had followed him (even though their understanding of who he was increased gradually over time). Certainly when Peter said to Jesus, “You are the Christ, the Son of the living God” (Matt. 16:16), it was evidence of some kind of regenerating work of the Holy Spirit in his heart. Jesus told him, “Flesh and blood has not revealed this to you, but my Father who is in heaven” (Matt. 16:17). And Jesus had said to the Father regarding his disciples, “I have given them the words which you gave me, and *they have received them* and know in truth that I came from you; and they have believed that you sent me....*I have guarded them* and *none of them is lost* but the son of perdition, that the scripture might be fulfilled” (John 17:8, 12). The disciples had “little faith” (Matt. 8:26) at times, but they did have faith! Certainly they were regenerated long before the day of Pentecost.

But we must realize that the day of Pentecost is much more than an individual event in the lives of Jesus’ disciples and those with them. The day of Pentecost was the point of transition between the old covenant work and ministry of the Holy Spirit and the new covenant work and ministry of the Holy Spirit. Of course the Holy Spirit was at work throughout the Old Testament, hovering over the waters of the first day of creation (Gen. 1:2), empowering people for service to God and leadership and prophecy (Ex. 31:3; 35:31; Deut. 34:9; Judg. 14:6; 1 Sam. 16:13; Ps. 51:11, et al.). But during that time the work of the Holy Spirit in individual lives was, in general, a work of lesser power.

There are several indications of a less powerful and less extensive work of the Holy Spirit in the old covenant: the Holy Spirit only came to a few people with significant power for ministry (Num. 11:16-17, for example), but Moses longed for the day when the Holy Spirit would be poured out on all of God’s people: “Would that all the LORD’s people were prophets, that the LORD would put his spirit upon them!” (Num. 11:29). The equipping of the Holy Spirit for special ministries could be lost, as it was in the life of Saul (1 Sam. 16:14), and as David feared that it might be in his own life (Ps. 51:11). In terms of spiritual power in the lives of the people of God, there was little power over the dominion of Satan, resulting in very little effective evangelism of the nations around Israel, and no examples of ability to cast out demons. The old covenant work of the Holy Spirit was almost completely confined to the nation of Israel, but in the new covenant there is created a new “dwelling place of God” (Eph. 2:22), the church, which unites both Gentiles and Jews in the body of Christ.

Moreover, the Old Testament people of God looked forward to a “new covenant” age when the work of the Holy Spirit would be much more powerful and much more widespread (Num. 11:29; Jer. 31:31-33; Ezek. 36:26-27; Joel 2:28-29).

When the New Testament opens, we see John the Baptist as the last of the Old Testament prophets. Jesus said, “Among those born of women there has risen no one greater than John the Baptist; yet he who is least in the kingdom of heaven is greater than he...all the prophets and the law prophesied

¹ Wayne Grudem, *Systematic Theology -- An Introduction to Biblical Doctrine*. (Grand Rapids: Zondervan, 1994). 769-773.

until John; and if you are willing to accept it, he is Elijah who is to come” (Matt. 11:11-14). John knew that he baptized with water, but Jesus would baptize with the Holy Spirit (John 3:16). John the Baptist, then, still was living in an “old covenant” experience of the working of the Holy Spirit.

In the life of Jesus, we first see the new covenant power of the Holy Spirit at work. The Holy Spirit descends on him at his baptism (Luke 3:21-22), and after his temptation Jesus “returned *in the power of the Spirit* into Galilee” (Luke 4:14). Then we begin to see what this new covenant power of the Holy Spirit will look like, because Jesus casts out demons with a word, heals all who are brought to him, and teaches with authority that people had not heard before (see Luke 4:16-44, et al.).

The disciples, however, do not receive this full new covenant empowering for ministry until the Day of Pentecost, for Jesus tells them to wait in Jerusalem, and promises, “*You shall receive power* when the Holy Spirit has come upon you” (Acts 1:8). This was a transition in the lives of the disciples as well (see John 7:39; 14:17; 16:7; Acts 2:16). The promise of Joel that the Holy Spirit would come in new covenant fullness was fulfilled (Acts 2:16) as Jesus returned to heaven and then was given authority to pour out the Holy Spirit in new fullness and power (Acts 2:33).

What was the result in the lives of the disciples? These believers, who had had an old-covenant less-powerful experience of the Holy Spirit in their lives, received on the Day of Pentecost a more-powerful new-covenant experience of the Holy Spirit working in their lives. They received much greater “power” (Acts 1:8), power for living the Christian life and for carrying out Christian ministry.

This transition from an old covenant experience of the Holy Spirit to a new covenant experience of the Holy Spirit can be seen in figure 39.1.

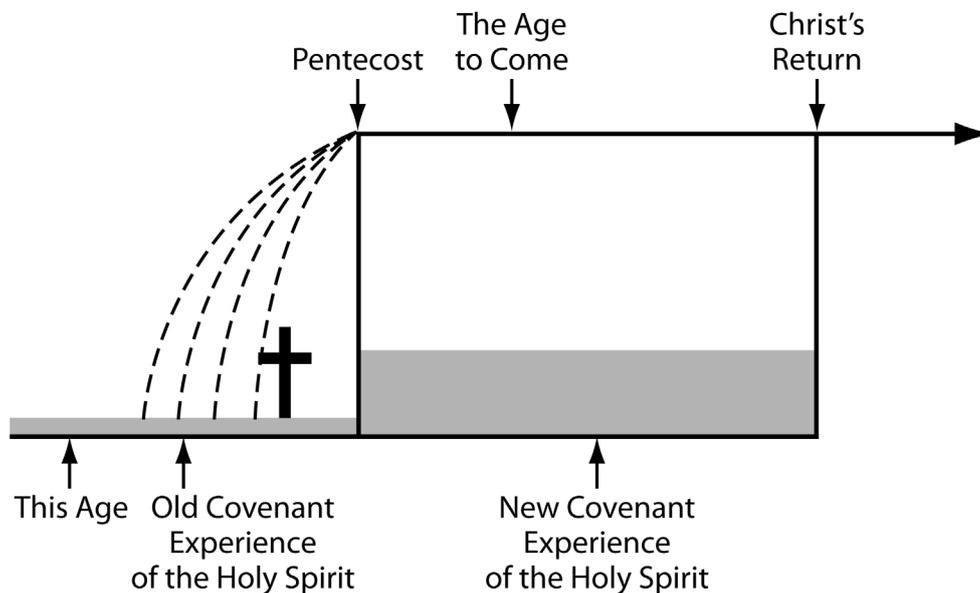


FIGURE 39.1

At Pentecost Believers Experienced a Transition from an Old Covenant Experience of the Holy Spirit to a More Powerful, New Covenant Experience of the Holy Spirit

In this diagram, the thinner line at the bottom represents the less-powerful work of the Holy Spirit in individuals’ lives during the old covenant. The thicker line that begins at Pentecost shows the more-powerful work of the Holy Spirit in people’s lives after that time. The lines for “this age” and “the age to come” overlap now because the powers of the age to come have broken into this present evil age, so that Christians live during an “overlap of the ages.” The dotted lines prior to Pente-

cost indicate that in the life of Jesus the more-powerful work of the Holy Spirit had already begun in a way that anticipated (and even surpassed) what would come at Pentecost.

This new covenant power gave the disciples more effectiveness in their witness and their ministry (Acts 1:8; Eph. 4:8, 11-13), much greater power for victory over the influence of sin in the lives of all believers (note the emphasis on the power of Christ's resurrection at work within us in Rom. 6:11-14; 8:13-14; Gal. 2:20; Phil. 3:10), and power for victory over Satan and demonic forces that would attack believers (2 Cor. 10:3-4; Eph. 1:19-21; 6:10-18; 1 John 4:4). This new covenant power of the Holy Spirit also resulted in a wide and hitherto unknown distribution of gifts for ministry to all believers (Acts 2:16-18; 1 Cor. 12:7, 11; 1 Peter 4:10; cf. Num. 11:17, 24-29). These gifts also had corporate implications because they were intended not to be used individualistically but for the corporate building up of the body of Christ (1 Cor. 12:7; 14:12). It also meant that the gospel was no longer effectively limited to the Jews only, but that all races and all nations would hear the gospel in power and would be united into the church, to the glory of God (Eph. 2:11-3:10). The Day of Pentecost was certainly a remarkable time of transition in the whole history of redemption as recorded in Scripture. It was a remarkable day in the history of the world, because on that day the Holy Spirit began to function among God's people with new covenant power.

But this fact helps us understand what happened to the disciples at Pentecost. They received this remarkable new empowering from the Holy Spirit *because they were living at the time of the transition between the old covenant work of the Holy Spirit and the new covenant work of the Holy Spirit*. Though it was a "second experience" of the Holy Spirit, coming as it did long after their conversion, it is not to be taken as a pattern for us, for we are not living at a time of transition in the work of the Holy Spirit. In their case, believers with an old covenant empowering from the Holy Spirit became believers with a new covenant empowering from the Holy Spirit. But we today do not first become believers with a weaker, old covenant work of the Holy Spirit in our hearts and wait until some later time to receive a new covenant work of the Holy Spirit. Rather, we are in the same position as those who became Christians in the church at Corinth: when we become Christians we are all "*baptized in one Spirit into one body*" (1 Cor. 12:13)—just as the Corinthians were, and just as were the new believers in many churches who were converted when Paul traveled on his missionary journeys.

In conclusion, the disciples certainly did experience "a baptism in the Holy Spirit" after conversion on the Day of Pentecost, but this happened because they were living at a unique point in history, and this event in their lives is therefore not a pattern that we are to seek to imitate.

What shall we say about the phrase "baptism in the Holy Spirit"? It is a phrase that the New Testament authors use to speak of coming into the new covenant power of the Holy Spirit. It happened at Pentecost for the disciples, but it happened at conversion for the Corinthians and for us.

It is not a phrase the New Testament authors would use to speak of any post-conversion experience of empowering by the Holy Spirit.



The War

SEMINAR

4

I. Before the Seminar

- Review Lesson 3. Based on this information and your individual knowledge of your students, write a lesson key in your notebook. What should YOUR students learn from this lesson? Remember the goal is not merely academic learning or a regurgitation of facts, but spiritual growth and the development of new Christian leaders.
- Make sure that you are familiar with the Project so that you can give a helpful evaluation of student outlines and illustrations.
- Have enough copies of Lesson 4 to pass out to your group at the end of this seminar.

II. During the Seminar

△ Fellowship

Begin with prayer. Ask students to share a little bit about their families and one thing that they are doing to encourage spiritual growth in their families.

△ Administration

Take time to make sure your records are up-to-date. This includes taking attendance, evaluating monthly course planners, and checking to see that everyone has completed workbooks and projects. Make sure you check the monthly planners and give them appropriate feedback according to how well they plan and follow the plan.

△ Discussion

Seminar Objective 1	Explain the advantage gained by Satan at the time of man's fall and the consequences all men face
----------------------------	--

Time ____

1. **What was the lie Satan put before Eve?**

The question is not the exact lie Satan put before Eve, but the implications of that lie. “The lie is that the creature does not have to be responsible to the Creator in order to receive the blessings of God; that independence from God is a workable option in God’s universe; that peace, joy, and meaning to life can be achieved outside of God when, in reality, these things are only obtained in dependence on Him.” (quoted from workbook)

2. *What was the state of man before the fall and then after the fall? What advantage does that give Satan now?*

Before the fall he was dependent on God and following His will in fellowship with Him and under His blessings. After the fall he chose independence from God, breaking fellowship with Him and moving out of His will. Ever since the fall man is born with a natural tendency to choose independence from God instead of dependence. Satan just has to keep man convinced that independence is better.

3. *What are Satan’s tactics to maintain his advantage?(Question 9) What examples have you seen of these deceptions? (Exercise 1)*

All of them involve deception. You can review them together and then ask the students to share some of the examples they have observed.

4. *Explain why man is held personally responsible for the decisions he makes even though he is born in sin.*

Christ has defeated Satan and provided a way for every man to come into a right relationship of dependence on God. Man always has a choice. God’s truth is always there.

Seminar Objective 2	Have the students explain Satan’s use of temptation in the believer’s life	Time ____
----------------------------	---	-----------

1. *How does Satan try to regain his advantage in a believer’s life?*

Satan is always seeking to cause a believer to sin, because sin means we have chosen independence from God, and it opens up an opportunity for Satan to take up ground in our lives. His deception is always that there is a way that is better than God’s way.

2. *What are some of the ways Satan has tried to gain advantage in your life? How did you resist him, or how would you resist him in the future now that you are aware of his attempts? (Exercise 2)*

Try to have every student participate in some way. It is important that everyone understands that being tempted is not sin. How we respond to temptation can lead us to sin.

Seminar Objective 3	Have the students explain the purpose and value of the six parts of our spiritual armor from Ephesians 6	Time ____
----------------------------	---	-----------

1. *Ask different students to explain the purpose and value of one of the parts of the armor.*

2. *Ask students to share from their own experience, how they used the armor of God to stand against an attack of Satan.*

3. *What part does prayer have in our spiritual battle?*

Prayer is not listed as part of our armor, but it is actually woven throughout our armor. This is our communication with our Commander, if you will. We can even ask for God’s forces to move against Satan’s territory.

**Seminar
Objective 4****Share student work on the Project**Time ____

Have several students share their outlines from Exercise 5. Ask them to give one of the illustrations they plan to use. Evaluate whether the illustrations are practical and whether they are specific to the point being made to help the student communicate. It will also give you an insight into their personal understanding of this lesson. You may need to go over some points that were not clearly understood. Also check with the students when they plan to use this material and in what setting.

**Seminar
Objective 5****Discuss Spiritual Journal and Memorization Projects**Time ____

Spiritual Journal Project

This would be a good time to discuss Satan's interference in our desire to have a Quiet Time. What temptations have students faced in this area? How important is it to Satan to impede our relationship with God? Satan also uses some of our natural weaknesses to discourage us in spending time with God: laziness or desire to watch television or to do things that "show" more outwardly. But the good side is that if we keep pushing through we can learn self control and good habits will begin to take root in our lives.

Memorization Project

Read Hebrews 11 together in unison. Ask for someone to quote verses 9-12 from memory. If you have several students getting behind in this you might want to let them pair up and practice together. You will need to allow 15 minutes for this if it is to be helpful. If they do not need to do that, ask a couple students to share one or two thoughts from their time of meditating and memorizing these last four verses.

 Closing**1. Summary of Key Points**

It is important that we know who our enemy is and what resources are available to us. We see from this lesson that we do not need to be intimidated by Satan and his forces. As powerful as he is he has already lost. Christ is the Victor and we can go forward keeping our eyes on Him. There will be attacks and temptations, but we have the Truth.

2. Preparation for Next Seminar

- Assign Lesson 4. Go over the main points to be studied in the coming week.
- There will also be an exam covering Lessons 1-4. This will be an objective exam over the material. They should review the objectives for each lesson and look over the questions and exercises again.
- There is no project assigned in Lesson 4 so students should have time to prepare for the exam as well as doing unfinished work.
- Remind students that they need to continue to fill out the "Monthly Course Planner" to the next seminar for evaluation.

3. Prayer

Turn to Question 10 and go around the group having each one pray and thank God for one particular truth about who they are as believers. End by thanking God that we can fill our lives with truth and there is nothing Satan can do against truth.

III. After the Seminar

1. In your prayer journal, record specific ways you can pray for group members. Don't forget to lift up a special prayer for those who find it hard to share during seminars!
2. Ask yourself the following questions and jot notes in your notebook:
 - What spiritual or mental preparation do I need to make for the next session that may have been lacking this week?
 - Which of the members needs to be encouraged to participate more in the sharing and discussion times? How will I encourage them?
 - Am I keeping a balance between factual information and personal application? Am I applying it in my own life?
 - When could I have responded more appropriately to the needs of members or to the leadership of the Holy Spirit?
 - Do I feel negative towards any of the students? Why? How can I change my attitude?
3. Is everyone getting the help they need? If you sense that any need additional help, make plans to provide that help.
4. Read through "Before the Seminar" at the beginning of the next lesson to begin preparing for the next seminar.



Prayer: Worship and Praise

SEMINAR

5

I. Before the Seminar

- Review Lessons 4. Read through the seminar objectives and discussion questions. Evaluate what you want to accomplish in this seminar. Based on this information and your individual knowledge of your students, write a lesson key in your notebook.
- Make sure that you have a copy of the exam for every student.
- It has been four weeks since the course started and should examine the monthly planners of each student to evaluate their progress on the Spiritual Journey Project. Plan time either before or after the seminar for each student.
- Make sure you have enough copies of Lesson 5 to pass out to your group at the end of this seminar.

II. During the Seminar

△ Fellowship

Spend time praising God together. Ask students to only praise and not to use the pronouns “I”, “me”, “my”, “we”, “us” and “our”. The focus is to be only on God keeping ourselves out of it. We are often in certain patterns of prayer and it will help students to think more deeply about what they are saying.

△ Administration

Take time to make sure your records are up-to-date. It is important that you hold students accountable. Everyone performs much better when they know that someone will check regularly. Otherwise the course goes quickly and people get behind in work and are unable to finish it all.

Discussion

Seminar Objective 1**Determine understanding of Lessons 1 –4**

Time ____

Pass out Exam 1 covering this material. Allow 30 minutes to complete the exam, instructing them to write down what they feel is the best answer. Make sure that they do not talk over the questions with each other. When they are all finished have them exchange papers and grade them for each other. Answer questions as needed after the exam has been completed by all students. Make sure that the grades are recorded.

Seminar Objective 2**Discuss our intimate fellowship with God**

Time ____

This whole course is based on the fact that we are to be walking in close fellowship with God and to help us develop a closer fellowship with Him. Sometimes we need to review the basics.

1. What is the most important command in the Bible?

2. What did you do today to obey that command?

Let students think about their actions. Most likely they will assign this motive to their actions whether or not that was the actual basis, but it is important to connect our “love” for God to what we actually do.

3. What kind of love relationship do you have with God? Slave to master? Employee to boss? Child to parent? Friend to friend? Lover to lover?

There are different attitudes in our love to others. Let students explore/explain what kind of love God is seeking from us. One of the main differences in the above relationships is closeness, intimacy. What level should we seek?

4. How did you come to know God better this week? (Exercise 2) What attribute of God stood out to you especially in a new way?

Ask students specifically how this impacted their lives? Did it change their thinking, the actions, their attitude? How?

Seminar Objective 3**Clarify what worship is and its importance in our lives**

Time ____

1. As you feel is helpful review the terms associated with worship.

2. How would you define worship?

The definition in the lesson is: The act of personal adoration, meditation and respect directed toward God. Ask if students have thought of other ways to express this. What all does this definition encompass?

3. Read Psalm 29:1,2 together and then have students answer the questions from Exercise 6.

- For your convenience the quest mands in your own words.
- What are the ways you can give “glory” to the Lord as a worshiper? As a witness? As a servant?
- What do you think the Bible means by “the beauty of holiness”?

4. What part has praise had in your life up until this lesson? What would you like to improve in this area? (Exercise 7)

Seminar Objective 4

Discuss how the different elements of worship are connected

Time ____

1. What relation do you see between praise, thanksgiving, being still and confession? What does each contribute? What is more important? If any?

Most likely students have not considered much the act of being still and knowing God as a part of worship or otherwise. Confession becomes part of worship simply because we cannot truly worship if anything stands between us and God. And the very act of worship itself confronts us with a holy God and makes us aware of sinfulness.

2. What did you experience when you spent 10 minutes in quiet before the Lord? (Exercise 8) Was it difficult? How?

Ask several students to share.

3. Are you able to give thanks in everything? Is thanksgiving a regular part of your prayer life or an afterthought?

This question may be too pointed for individual answers. But encourage the students to talk about the importance of thankfulness, that actually we are to have grateful hearts and therefore thanksgiving should flow regularly from our mouths to God, and on His behalf.

Seminar Objective 5

Discuss our expression of worship

Time ____

Develop this objective as you see the need. The emphasis should be that worship comes from the heart, but if it is in our hearts it will find physical expression. If we feel “artificial” about using various actions in worship, maybe it is not really in our hearts. That is why in the privacy of our homes we can use what actions we like without bothering other people, but if we do not feel like doing anything “different” maybe our relationship with God is almost dead or dying.

1. What are some of the attitudes that keep people from worshipping? What are attitudes that you think would encourage worship? (Exercise 10)

Negative attitudes that hinder worship: pride, complaining, depression, rebellion, maybe fear
Attitudes that can encourage worship: humility, obedience (linked), gratitude, praise, sincerity, faith, joy

Ask for Scriptural support. Some of the following verses are applicable:

Psalm 4:7 You have put gladness in my heart, Psalm 33:21 For our heart rejoices in Him, Because we trust in His holy name; Psalm 138:1 I will give You thanks with all my heart.

2. What are some of the verbal or physical expressions that you plan to incorporate into your personal worship, at least occasionally. (Exercise 15)

Help the students to see that the Bible gives a lot of variety and God encourages physical expression from us as that is the way He created us, whether it is expressing sorrow by crying or joy by shouting and jumping. If we restrain ALL physical expression, we will slowly lose (or already have lost!) our fervor for the Lord.

**Seminar
Objective 6****Share the benefits of praise and worship from your own life**Time ____

1. **Ask what particular benefit of praise has been most meaningful to them?**
2. **Has anyone ever had the experience of using praise in what could be described as spiritual warfare? (Exercise 16)**

**Seminar
Objective 7****Discuss and share from Spiritual Journal and Memorization
Projects**Time ____

Spiritual Journal Project

The specific emphasis this time is on how much the students already incorporated worship into their Quiet Time from working through this lesson. Is there value in regularly “being still” before the Lord? How would it help our Bible reading and prayer time if we always start with worship? How would it change our focus? This is why another project was not added so that students would focus on making worship part of this project.

Memorization Project

Read Hebrews 11 in unison. These are the heroes of the faith: our example and our encouragement in our own lives of faith. Ask at least one student to quote from memory verses 9-13. Encourage them in this task.

△ Closing**1. Summary of Key Points**

Use “Benefits of Praise and Worship” as a closing this time. Briefly mention:

- God is glorified.
- Our perspective is changed.
- A godly lifestyle develops.
- Our faith is strengthened.
- Our spirit is refreshed.
- We victoriously participate in spiritual warfare.

2. Preparation for Next Seminar

- Walk through Lessons 5 to give emphasis to the key aspect of the study. Review briefly the Lesson Outlines and Objectives.
- Be prepared to discuss with students when they will have a day of prayer. If you could schedule this as a group activity it would be a mutual encouragement for all of them. They would still pray privately, but plan the day together in the same area/building.
- Take time to look at Appendix F together and talk about it briefly. Please alert them (in case they have a day of prayer before you next meet) to the fact that the schedule is suggested so that they have a basis to make their own schedule. There is nothing “holy” about this schedule, but if one helpful way to make good use of a day of prayer.
- Remind them that by next seminar they should have memorized verses 1-20 in Hebrews 11.

3. Prayer

Use this time to go through the alphabet together listing attributes or names of God for each letter of the alphabet. As you give a letter, let several people call out something beginning with that letter. Do not linger long (some letters are much harder) but enjoy together expanding your view of God by contributing together. End with worshiping God and His greatness.

III. After the Seminar

1. In your prayer journal, record specific ways you can pray for group members. Continue to record concerns to pray about for those you sense a particular need to pray for intently.
2. Ask yourself the following questions and jot notes in your notebook:
 - Which students did poorly on the exam? Why? Are they not putting effort into the course? Are they not completing the workbooks? Or is discussion and explanation during seminars not adequate? What can you do differently to help them be successful?
 - What spiritual or mental preparation do I need to make for the next session as we continue this topic of prayer?
 - How am I going to plan a day of prayer? (It is important that you also have a day of prayer unless you have already done so in the last six months.)
 - Which members are struggling with the projects? How can I encourage them?
3. Make sure that you have properly recorded the exam scores. Are your records on the students up to date? You are reminded at the beginning of every seminar to make sure of this, but sometimes arriving late or other matters take priority and instead of making an accurate evaluation of student work at the end of the course a leader can end up just guessing. In the end it means you WILL cheat the students who have been diligent, either by underestimating what they have done, or by giving so much leniency to the others that there is little motivation for the good students. Be aware of the pitfalls now!
4. Read through “Before the Seminar” at the beginning of the next lesson and mentally begin to prepare.

Committed Christian Life -- Exam 1

Name _____ Date _____ Score _____ /100

Part 1—Fill in the blanks

1 State the purpose of the Christian life. *(10 points)*

2. List five areas in which we definitely need to express this purpose in our lives. *(2 pts each)*

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

3. List the six ongoing ministries of the Holy Spirit in the life of the believer. *(2 pts each)*

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

4. Our Spiritual Armor *(2 pt each)*

- a. The Helmet of _____
- b. The Sword of _____
- c. The Breastplate of _____
- d. The Belt of _____
- e. The Shoes of _____
- f. The Shield of _____

5. List the four key elements of worship as stated in the course. *(2 pts each)*

- a. _____
- b. _____
- c. _____
- d. _____

6. State the three Biblical commands concerning the Holy Spirit. (6 pts each)

- a. _____
- b. _____
- c. _____

Part 2—Definitions of Key Terms

Write in the letter of the term beside the proper definition (not all of the terms have a definition. There is only one answer for each definition.) 2 points each

- a. adoration 1. ____ To be set apart, by God, for God
- b. advantage 2. ____ Superiority of position or condition
- c. celebrate 3. ____ The act of personal adoration, meditation and respect directed toward God, authenticated by a godly lifestyle
- d. spiritual
- e. praise 4. ____ Living under the complete influence and power of the Holy Spirit
- f. worship 5. ____ To make merry; to rejoice
- g. Satan 6. ____ To lift up
- h. holiness
- j. thanksgiving 7. ____ The consistent display of the image of Jesus Christ in the character of the believer, made possible by the work of the Holy Spirit
- k. exalt
- l. maturity 8. ____ To give honor and acclaim to God. To celebrate His goodness and grace.
- m. bless 9. ____ “Adversary” or “opponent
- n. demon 10. ____ delight in God; to express deep love and praise for His character

Part 3—Answer the questions

(5 pts. each)

1. How does Satan gain power in a believer’s life?

2. When does the baptism of the Spirit take place?

Answers to Exam 1

Part 1—Fill in the blanks

1. To bring glory to God
2. a. by worshiping Him
b. by becoming like Christ
c. by loving other believers
d. by serving others with our gifts
e. by telling others about Him
3. a. Fruit—Christ-like character
b. Boldness in witnessing
c. Teaching
d. Guidance
e. Intercession
f. Gifting
4. a. Helmet of salvation
b. Sword of the Spirit
c. Breastplate of righteousness
d. Belt of truth
e. Shoes of the preparation of the Gospel of peace
f. Shield of faith
5. a. Be still and know
b. Adoration and praise (student may list one or both)
c. Confession
d. Thanksgiving
6. a. Do not grieve the Spirit —Ephesians 4:30
b. Do not quench the Spirit —1 Thessalonians 5:13
c. Be filled with the Spirit —Ephesians 5:18

Part 2—Definitions of Key Terms

- | | | |
|------|-------|-------|
| 1. h | 5. c. | 8. e |
| 2. b | 6. k | 9. g |
| 3. f | 7. l | 10. a |
| 4. d | | |

Part 3—Answer the questions

1. Satan gains power (or advantage) by causing the believer to fall—to sin.
2. The baptism of the Spirit takes place at conversion. (If there is controversy over this question it is important to establish the fact that every believer does receive the Holy Spirit at conversion whether or not the term baptism is used.)

Scoring for the Exam

Part 1

Question 1	10 points	10 points
Questions 2–5	2 points each	42 points
Question 6	6 points each	18 points

Part 2

Questions 1–10	2 points each	20 points
----------------	---------------	-----------

Part 3

Questions 1–2	5 points each	<u>10 points</u>
---------------	---------------	------------------

Total: 100 points



Prayer: Petition and Intercession

SEMINAR

6

I. Before the Seminar

- Review Lesson 5. Based on this information and your individual knowledge of your students, write a lesson key in your notebook.
- Carefully review the appendices so you are familiar with the content, especially Appendix F. Assuming you have had a day of prayer in the last six months be prepared to share with the students your experience and approach.
- Make sure you have enough copies of Lesson 6 to pass out to your group at the end of this seminar.

II. During the Seminar

△ Fellowship

Ask two of the students to share something new they have learned about prayer, from this lesson or from their personal prayer times. Pray together asking God for a new vision for the place of prayer in our lives and what He wants to do through our prayers.

△ Administration

Take time to make sure the records are up-to-date.

△ Discussion

**Seminar
Objective 1**

Review the Biblical examples of prayer

Time ____

1. What stood out to you as missing in your own life from these three examples of prayer—Jesus, Paul, Daniel?

This includes Exercise 1, 2 and 3 but is not limited to them. This question is more personal.

2. How does your life line up with Daniel's in not compromising and living a consistent and holy life?

This question may already be covered from the first discussion. Look for personal applications.

**Seminar
Objective 2**

Discuss the principles of prayer

Time ____

1. Do you agree with all the principles of prayer listed in the lesson? What was hard to understand? Did you disagree with any? Why?

This is a challenging approach to discussion because if you ask for difficulties you yourself must have prepared this time well. Most students will not disagree with these principles but they may still have trouble actually acting on them.

2. Why is prayer so difficult?

We are in Satan's world.

3. Does prayer really "work"? If we are convinced that it does, why don't we pray more? Is more really better? Does the quality and intensity make any difference?

4. Can you dispel the myths that are listed at the beginning of Section II? (Exercise 5)

We list them again here for your convenience with brief thoughts you may want to incorporate into the discussion.

Myth #1 God will not answer my prayers if there is sin in my life.

This "myth" of course has an element of truth in it. Sin can stand between us and God. It definitely can interrupt our fellowship with him, and if we choose to hold onto our sin, God will choose to withhold His blessing. However, on the other side of the coin our prayers are not dependent on our perfection but our willingness of heart, what Christ has done, and God's almighty power. It can be debatable whether this is a "myth" or not depending on your understanding of what the myth actually is.

Myth #2 Prayer is like an international phone call—distance is extreme, the connection is shaky, the rate is high and the number is hard to remember.

Do you know people who approach prayer like this? The fact is that God is readily available, anxious to talk to us. It is much closer to picking up a cell phone to use with a gift card of money on it. It is always available. (Not a perfect illustration of course.)

Myth #3 Some prayers are better than others.

This may refer to the idea that we need to use special words, or we have to be some holy person who has a special "in" with God. The truth in this myth is that prayers that focus on God's Kingdom, His will, we could say are better than others. However, God encourages to talk to Him about everything that affects our lives, to bring it to Him—and to leave it with Him. There is no believer who cannot come boldly before the throne of grace.

Myth #4 Prayer is crisis motivated.

Obvious answer, even though crisis motivates it that should not be our only focus in prayer. It is communication—that will include our times of crises.

Myth #5 The main goal of prayer is to get God’s attention.

We have His attention. Usually He is trying to get ours!

Myth #6 In order for my prayer life to be legitimate, it should look like someone else’s.

The temptation is to think that other people can pray better. We can often learn from imitating mature believers but we are individuals. We have many examples of prayers in the Bible from all kinds of people. We need to focus on God.

Myth #7 Prayer is a gift—some people have it, and some people don’t.

There are people who have a special burden for prayer, and we might even consider it a gift, but no one is excluded from praying. We just need to pray in faith.

Watch your time on this question. You may not want to cover all of the myths, limiting yourself to one or two. Or you might want to ask them if they thought of their own “myths” about prayer instead of covering these. It depends on the level of your students.

Seminar Objective 3

Discuss the importance of different elements of prayer

Time ____

We will not spend time on praise, thanksgiving and confession as they were dealt with in Lesson 4.

1. Do you spend time “listening” to God? How do you do that?

Encourage students to share their experiences or struggles with listening to God. Is it hard to be quiet? Is it hard to discern His voice?

2. What is the focus of many of our petitions? Is it ok to pray for personal needs? How much time do we spend praying for our spiritual needs?

Very often our focus is on the physical—money needs, health needs. There is nothing wrong praying for these things as long as we understand that God’s greatest desire for us does not lie in making our life easier but in our seeking Him in the difficulties, growing closer to Him, more like Him, and finding victory through Him. Our heart’s desire in these prayers still needs to be that He would be glorified in our lives. His glory is not always gained when He answers all of our physical wants. His glory is always gained when we seek the spiritual, seeking growth, seeking wisdom, seeking His power in our life situations.

3. Did the section on intercession challenge you in your prayer life? What changes do you seek to make in that area? (Exercise 6)

You may need to draw the students out on how much time they spend interceding in the different areas mentioned and why it is important to be involved in intercession.

Seminar Objective 4

Challenge the students to more effective prayer

Time ____

1. Do you pray “kingdom” prayers? How can you take a prayer request and turn it into a “kingdom” prayer? (Exercise 9)

Many people ask for prayer. They need to find a job. They have a physical problem. There is a broken relationship. How can we pray for these people in a way that we focus on God’s kingdom?

2. If you have experience with fasting, either from the assignment in Exercise 10, or from what you have done previously, share with us how it benefited you.

You will want to emphasize here that there are different ways of fasting and this is not something that we do for the approval of other people or to prove to them that we are spiritual, so

with that perspective we can have a lot of freedom in just humbling ourselves before God and seeking Him in this way. Some people have physical problems or demands that make it difficult if not impossible to fast totally, but we can offer up to God what we can.

3. Who spent one hour in prayer using the schedule outlined in the lesson? What did you learn from doing this? (Exercise 11)

It can be very helpful to force ourselves to use a different pattern of prayer and see prayer in a fresh way. Many of us would not think of singing to God in our prayer time, or spending very much time in quiet with Him. We often become nervous in the silence thinking somebody needs to say something. But we can discipline ourselves in silence to enjoy the presence of God and to hear Him if He chooses to speak in some special way to us at that time.

4. What is your experience in corporate prayer? Do you have people who will agree to gether with you and pray unitedly? Do you need to build opportunities in your church? (Exercise 12)

Seminar Objective 5

Motivate people to take a day of prayer

Time ____

You want to make your students successful in doing this project. Probably your best motivation for them is to make it a group project, planning a certain day and place to meet together. If you can do this with a church building as your base that might be one opportunity. However if you do that, still encourage people to go outdoors for part of their prayer time. The key to having a beneficial time is often in keeping variety. That is why the schedule suggests different topics for different hours. If you do not do this as a group, you need to keep asking students for their plans until you are sure they are all going to do it. You may want to encourage them with stories from great Christian leaders who had definite priorities of prayer.

Also spend time discussing the schedule and how that should work, or changes they might want to make. If you have leaders involved in specific ministries they may want to divide the time up to focus on different aspects of their ministry—after they have spent some time on their personal relationship with God.

Get them excited about making this priority and seeing what God wants to do in their lives!

Seminar Objective 6

Share progress in Quiet Time and memorization

Time ____

Spiritual Journal Project

If students have not already done so during the seminar ask them to share changes they want to make or have started to make during their Quiet Time because of this lesson. Discuss as needed.

Memorization Project

Read Hebrews 11 together in unison. Ask at least one student to quote verses 17-20. If they have been faithfully following the memorization schedule they are half way through this chapter. Encourage as needed.

△ Closing

1. Summary of Key Points

Ask if there are anymore questions. Summarize the key points that you have discussed during this seminar. Encourage students to share what they have learned with others and to begin to practice in their own lives some of the things that they have learned.

2. Preparation for Next Seminar

- Students will need to complete all of Lesson 6 before the next seminar. They should bring their completed work to the next meeting for discussion and evaluation.
- Point out to students that the Project deals specifically with meditation and memorization. Explain that a very challenging example of Scripture meditation and memorization has been presented. However in this Project they are to come up with their own **realistic** plan of what they can do in the next 6 months. There are many factors involved. Also because this lesson is on the Bible it should affect both the Spiritual Journal and Memorization Projects and changes may be appropriate in our approach to them.

3. Prayer

Have students split into groups of two or three and share about some of the struggles and blessings of their ministries. Give them some time to unburden themselves and pray for each other in a personal way.

III. After the Seminar

1. In your prayer journal, record specific ways you can pray for group members. Continue to record concerns to pray about for those you sense a particular need to pray for intently.
2. Ask yourself the following questions and jot notes in your notebook:
 - When could I have responded more appropriately to the needs of members or to the leadership of the Holy Spirit?
 - How well did I do at beginning and ending on time? Did I choose the right objectives for this group?
 - Which member most needs a call this week for encouragement, prayer, instruction, correction, or counsel? When shall I call?
 - What follow up do I need to do concerning the day of prayer? How will I motivate students who do not have right time priorities?
3. Read through “Before the Seminar” at the beginning of the next lesson to begin preparation for the next seminar.



Active and Alive: The Word of God

SEMINAR

7

I. Before the Seminar

- Review Lesson 6. By this time you probably have a good idea of where students are in priorities of Bible reading, study, memorization and meditation. So be sure you have determined what is most important for this group and plan your time accordingly.
- Make sure that you are familiar with the Project and ready to answer questions. Be aware that students must use the plan in Appendix B for 3 weeks **before** they can actually do this project.
- Have enough copies of Lesson 7 to pass out to your group at the end of this seminar.

II. During the Seminar

△ Fellowship

Ask students to share answers to pray they have had during the last week. Pray in thanksgiving that God does hear and respond to His people.

△ Administration

Take time to make sure your records are up-to-date. Are you actually checking workbooks to see if they have been completed? Without accountability many students will not be motivated. They will only take this as seriously as you do.

△ Discussion

**Seminar
Objective 1**

Review the benefits of the Word of God in the life of the believer

Time ____

- 1. What did you learn about the importance of the Word of God in Paul's counsel to Timothy in 2 Timothy? (Exercise 1)**
- 2. Review the seven benefits listed in the lesson together. Which of these benefits is weak in your life? How can you receive that benefit more fully?**

The benefits as listed are:

- 1) Spiritual growth
- 2) Increase of faith
- 3) Direction for our lives
- 4) Protection from falling into sin
- 5) Protection from Satan's attacks
- 6) Instruction in every major teaching
- 7) Success in our Christian lives

Usually we are not receiving all these benefits because we give a very low priority to reading, studying and meditating. We cannot benefit from something we do not use.

- 3. What does it mean to have "success" in our Christian lives?**

This may not be so much a separate point as a summary of the other benefits listed.

- 4. How can we give priority to the Word of God and experience more of these benefits?**

Make sure the students see that part of the priority is actually sharing what they are learning. That repetition of truth confirms it in our own minds and lives as well as benefiting others.

- 5. Share other, or similar, benefits that you found in Psalm 119 and 19. (Exercises 2 and 3)**

Seminar Objective 2

Challenge the students to read the Bible more regularly and more meaningfully

Time ____

- 1. What are the benefits of reading through the whole Bible systematically? (Question 6)**
- 2. Discuss the practicality of different Bible reading plans.**

Ask any students who regularly read their Bibles to share what kind of plan they use. For instance, do they have a plan to cover the whole Bible, or just read different books of the Bible as they have interest. Cover the 3 options presented in the appendix and ask what they feel would be the benefits or liabilities for these plans.

- 3. How can we read more effectively?**

There were four areas mentioned: concentration, comprehension, reflection, praying Scripture. It is easy for people to just "read", but this is not the goal. The goal is to gain from the reading. Discuss the place each of these four points have. The key element will be that none of this can be done on the run. The benefit is in taking time.

- 4. What Bible reading challenge are you going to take? (Exercise 4)**

Let students share what goals they have developed and how they will carry them out.

Seminar Objective 3

Share the benefits of devotional Bible study together

Time ____

- 1. What are the characteristics of a good devotional Bible study method?**

- 1) Simple enough that anyone of normal intelligence and spiritual interest can carry it out on their own.

- 2) Technical enough that it does not just skim the surface lifting verses out of context, but that the details that are there are examined intelligently.
- 3) Oriented to life application, not just theoretical.
- 4) Can be done in a reasonable amount of time.
- 5) Based on principles which are transferable, easily shared with others.

2. Ask if there any questions about the devotional plan that was presented.

Make sure students understand it thoroughly.

3. Work through the assignment from Mark 2:1-12 together having all students share from their work on Exercise 5.

It depends on the level of your students how much detail you will need to cover. If you feel they comprehend it well then move on to the applications they took from this passage asking each person to share one practical application for their lives.

Seminar Objective 4	Discuss how to develop in the area of memorization and meditation	Time ____
----------------------------	--	-----------

A lot of time was given in the lesson to help the students understand the 8x8 system. Few people will pick up the full challenge of this plan, nor was that the purpose in presenting it. It is used to show students what the possibilities are. Make sure that no student takes this as a rigid method of being the only “right” way. It is an example to learn from.

1. What is the primary goal of meditation? (Question 10)

The natural result of meditation is being able to remember, but memorization is not the goal. It is planting God’s principles deep within our hearts so they become a part of our very being.

2. What is the most effective memory principle highlighted in Psalm 119? How literally should we take this?(Question 11)

The idea oft repeated is to meditate on Scripture night and day. This is a very strong statement on how we should saturate ourselves with Scripture.

3. Do you have questions about the 8x8 system?

Make sure the students actually understand how it is set up, the regular repetition of the verses, the different levels, testing out, etc. Review as necessary.

4. Do you think there is value in the 8x8 system? How would you adapt it to fit your needs—or interest? How long do you think you could stick with a plan?

This question is to help the students to begin to evaluate what level of commitment they are willing or able to make. They really cannot come up with a real plan until they have done Exercise 6.

Seminar Objective 5	Share progress in Quiet Time and memorization	Time ____
----------------------------	--	-----------

Spiritual Journal Project

Ask if students have made, or decided to make, any changes to their Quiet Time after doing this lesson. If so, what are the changes and what are the reasons.

Memorization Project

Read Hebrews 11 together in unison. Ask at least one student to quote verses 21-23. Remind them to use the 8x8 system as they continue to work on this. No one needs to memorize 8

verses a week unless they really want to, but encourage them to do the 4 verses and concentrate on trying to repeat them every hour during the day 8 times. It will be a stretch for most people, but this is something that has a better response when they are doing it together. You might want them to partner with each other to call a couple times during the week to ask how the other person is doing on it.

Closing

1. Summary of Key Points

This lesson has several challenges in it to encourage us to spend more time in the Word of God and to get more out of it—on a daily basis. The key is to make it a discipline in your life. When you see your Bible, it should come alive to you, and it should be active in your life. This is not a textbook that you read one time to pass an exam and sit on a shelf for the rest of your life. It needs to have opportunity to work in your heart and mind regularly, daily.

2. Preparation for Next Seminar

- Students will study Lesson 7 in preparation for the next seminar. Make sure that all the students know when and where the next seminar will be.
- There is a lot of reading in this lesson again plus two chapters of optional reading. Students should be aware as they plan their study time.
- The memorization for Memorization Project will be five verses this week because of the awkward break that would be caused otherwise. Remind students that they are to use the 8x8 System for the next three weeks.
- There are also two projects in this lesson. Project 1 is to do a little deeper study on Hebrews 11 with which they should be quite familiar by now. Project 2 will help the students to put in practice what they are learning about guidance. Read through this project together so that they are prepared for it. Some of them may feel they do not have a major decision to face right now. They need to be thinking about this before they come to the assignment. Also at least some of this project can be incorporated into their Quiet Time. This is part of seeking God.

3. Prayer

Ask several students to pray thanking God for His Word and its benefits in their lives.

III. After the Seminar

1. In your prayer journal, record specific ways you can pray for group members. Continue to pray for those you sense a particular need to pray for intently.
2. Ask yourself the following questions and jot notes in your notebook:
 - What spiritual or mental preparation do I need to make for the next session that may have been lacking this week?
 - Which of the members need to be encouraged to participate more in the sharing and discussion times? How will I encourage them?
 - When could I have responded more appropriately to the needs of members or to the leadership of the Holy Spirit?

- Which members most need a phone call this week for encouragement, prayer, instruction, correction, or counsel? When shall I make the calls?
 - Are there any administrative tasks that still need to be taken care of? Make sure you are checking student workbooks and notebooks regularly. Be thorough.
3. Take some time in the next day or two to seek God's evaluation of your group leadership. Are you allowing Him to guide you? Are you trusting Him to do the spiritual things only He can do or are you trying to pressure a response yourself? Do you see God's activity in the lives of the group participants?
 4. Read through "Before the Seminar" at the beginning of the next lesson to begin preparing for the next seminar.



Walking by Faith

SEMINAR

8

I. Before the Seminar

- Review Lesson 7 as well as all the related readings. You need to have these fresh in your mind to have a meaningful discussion. Based on this information and your individual knowledge of your students, write a lesson key in your notebook.
- Bring your own study from Project 1 to the seminar, and be sure that you have gone through the steps of Project 2 yourself recently so that you can share something fresh and personal.
- Make sure you have enough copies of Lesson 8 to pass out to your group at the end of this seminar.

II. During the Seminar

△ Fellowship

Begin with prayer. Have a time of open fellowship where people can share the deeper truths God has been revealing to them during the past weeks and months as they have been using the information presented in this course for their own personal benefit.

△ Administration

Make sure your records are up-to-date. This includes taking attendance and checking to see that everyone has completed their workbooks and all the Projects.

△ Discussion

Seminar Objective 1	Encourage the students toward a richer understanding of Biblical faith	Time ____
----------------------------	---	-----------

1. **Explain the definition of faith used in the lesson.**

It is defined in the lesson as “the trustful human response to God’s self-revelation via His words and His actions”. According to what responses you get to this question you may want to further it with the next question.

2. How would you explain faith to someone else? Give an illustration exemplifying what faith is. (Exercise 1)

Make sure the discussion is focused on what it means to have faith in God rather than just faith. There were many illustrations given in “Difficulties Concerning Faith” that students may refer to in applying this to our faith in God.

3. List and discuss the challenges to faith.

Divide the students up in groups of 3 or 4 and ask them to review the five challenges to faith from the lesson, sharing what they have learned. Have them focus on Exercise 3 and specifically how they are trying to deal with these challenges.

4. How can we increase our faith?

Continuing in the groups of 3 or 4, discuss the four ways mentioned. Look for personal illustrations from students, not just a list. This includes input from Exercises 5 and 6. The reason for keeping the groups small is so that every student can contribute.

5. What did you learn about faith from doing Project 1?

Ask each student to share which example they chose and the reason they chose that example. Then ask for an application to their own lives.

Seminar Objective 2	Discuss the means and conditions of guidance from God	Time ____
----------------------------	--	-----------

1. Does God have a plan for each individual, or an overall blueprint for everyone?

This question is open to interpretation and the answer will be based on theological background. From the lesson it would be understood that God does have a plan for each person, but that each person has a free will as to whether he will follow that plan or not.

2. Explain the five means of God’s guidance listed in the lesson and how they work together.

The five means listed were: the Bible, the Holy Spirit, providential circumstances, sanctified common sense and wise counsel. It is important for the students to understand how these different means interact and reveal to us God’s guidance. The Bible will always be primary, but the others are also critical in the decision making process.

3. What does our present obedience have to do with God guiding us? What do we already know about God’s will for us? (Exercise 8)

Very often when we are not getting guidance it is because we have not obeyed what is already laid before us. Have several students share about God’s will for us listed in the verses in Exercise 8. Note also that the author of *A Christian’s Secret* listed a surrendered will as a difficulty. How does this relate to obedience?

4. What place to open doors have in our decision making?

The lesson spoke directly about open doors for ministry. The basic issue is not that not all opportunities may be wise for us, and sometimes there are greater opportunities that should take precedence. Encourage students to give personal examples of their own “open doors” and what they did with them.

5. Is it right to put out a “fleece”? Why or why not?

You may want to discuss the two Biblical examples given in the lesson. There was no definite conclusion given which means that it is possible. But as with many things it can be carried to extremes and definitely should not be used all the time. However God can be very gracious to us when we are searching in faith. It is obvious that all of these men really wanted to do God's will but were looking for confirmation. In Gideon's case there was definitely fear involved. Abraham's servant was just looking for certainty in his search. Jonathan was moving ahead in courage. All of them were different circumstances.

Seminar Objective 3

Review and apply the steps to knowing God's will

Time ____

1. Ask students to share the eight steps which were listed to knowing God's will.

Encourage them to support each one scripturally. We do not necessarily take all of these steps in the order listed, but with any major decision each one is important.

2. Ask the students to share their own process of decision making (Project 2).

Make sure in your planning you leave enough time for students to share their process of making a decision. Not everyone may feel they are faced with a major decision right now. Some may not have done the project. If some have not done this project make a note of it so that you can follow up with them. This is more than a project. It is an opportunity for discipleship with them.

Focus especially on the list of key questions they have developed as a guide for future reference. Here is a sample list:

- Is there sin in my life that the Holy Spirit is convicting me of? Have I grieved the Holy Spirit?
- Have I already been obedient to what God has shown me? Have I quenched the Spirit's leading in some way?
- Is my attitude of dependence, i.e. faith or independence, i.e. "I have to do this on my own"?
- Have I received counsel that I have rejected? Why?
- What will bring the most glory to God?
- Am I willing to make a decision after having done all that I know and trust God that He is leading me? Is my attitude one of fear and doubt or of faith?

Seminar Objective 4

Review progress on Spiritual Journal and Memorization Projects

Time ____

Spiritual Journal Project

Project 2 was probably done during their Quiet Time this last week and because of the discussion for the other two projects you probably will not have much time left. Just be sure to encourage students in faithfulness.

Memorization Project

Read Hebrews 11 together. Ask one student to quote verses 24-28 from memory. Ask how it went using the 8x8 System. Were they able to read the verses 8 times a day? Did it help with memorization? Did it help with meditation? If they did not do it, why did they find it hard? Encourage them to try again this week.

Closing

1. Summary of Key Points

Cover the highlights from this lesson on faith and guidance. This is probably one of the most critical topics for our daily Christian life. And this is why we are memorizing Hebrews 11. We have mighty heroes of faith who had to make decisions too. They were imperfect people, but they did walk in faith.

2. Preparation for Next Seminar

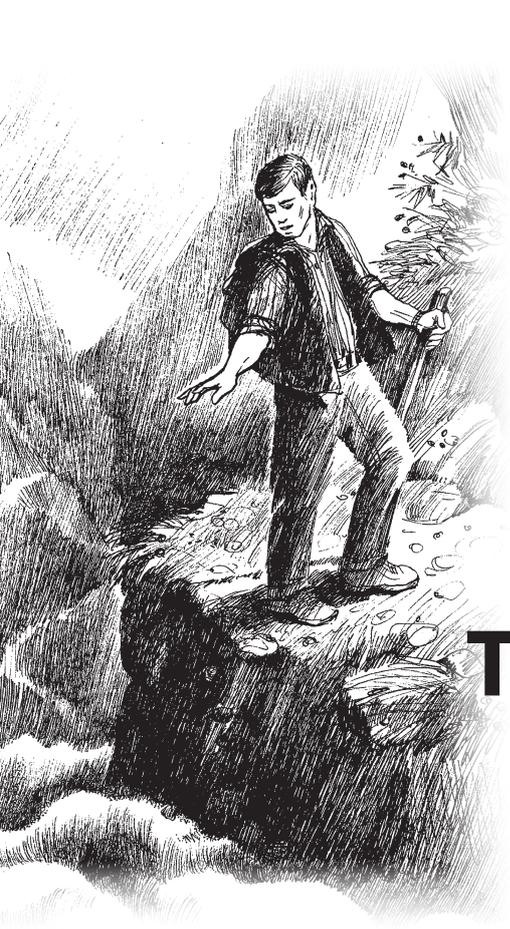
- Students will study Lesson 8 in preparation for the next seminar. The bulk of this lesson is in the Project and is research based.
- Turn to the Project (Part 1) together and read through it. Make sure the students understand what they are to do, taking particular note of the fact that, although there are 13 traits in the lesson, they only need to work with 7 of them. Most of the discussion at the next seminar will be from their learning in this project.
- Now turn Part 2 of the project. Encourage them to think carefully as they work through the research to decide which trait would be most helpful for them right now to make personal application to.
- Point out that the memory portion for the Memorization Project is only three verses this time due to the division of the verses.
- There will be an exam next time covering Lessons 5-8. Encourage the students to review the objectives of these lessons as well as reviewing the major points.

3. Prayer

Spend time praying about various decisions that students are trying to make right now. If the group is larger, divide into groups of three to pray so that sharing can be on a more personal level.

III. After the Seminar

1. In your prayer journal, record specific ways you can pray for group members. The discussion on finding God's will should provide you with pertinent prayer needs for students' lives.
2. Ask yourself the following questions and jot notes in your notebook:
 - How well did I do at beginning and ending on time? Did I choose the right objectives for this group?
 - What spiritual or mental preparation do I need to make for the next session that may have been lacking this week?
 - Which of the members need to be encouraged to participate more in the sharing and discussion times? How will I encourage them?
 - When could I have responded more appropriately to the needs of members or to the leadership of the Holy Spirit?
3. Read through "Before the Seminar" at the beginning of the next lesson to begin preparing for the next seminar.



Spiritual Transformation

SEMINAR

9

I. Before the Seminar

- Review Lesson 8. Based on this information and your individual knowledge of your students, write a lesson key in your notebook.
- Choose a character trait to work on as you prepare, going through the instructions in the Project, Part 2. It will help you to be in tune with your students and their discoveries and struggles. Be prepared to share along with them.
- It is time to examine the monthly planners of each student to evaluate their progress on the Spiritual Journal Project. Plan time either before or after the seminar for each student.
- Make sure to have exams for the students prepared.
- Also make sure you have enough copies of Lesson 9 to pass out to your group at the end of this seminar.

II. During the Seminar

△ Fellowship

Ask one or two students to share a thought from their Bible reading the past week and open with prayer.

△ Administration

Make sure you have the proper attendance records for all students. You will need to spend a little more time verifying student work on the Project and you should be following up with unfinished projects.

Discussion

Seminar Objective 1

To determine understanding of Lessons 5–8

Time ____

Give the exam covering this material. Allow 20 minutes to take the exam, instructing everyone to write down what they feel is the best answer. When everyone is finished have them exchange papers and grade them for each other. Answer questions as needed. Make sure that the grades are recorded.

Seminar Objective 2

Understand the meaning of devotion to God and how it relates to the development of Godly character

Time ____

1. Ask students to share what they learned in their study of the word “godliness” in Exercise 1.

Have them give a summary of what they learned or the most important thing that stood out to them.

2. Within your Christian community, how do people understand and express “devotion to God”? Do you see it as being different than as described in the lesson? How?

You may need to review with them Diagram 8 of the triangle of devotion to God with the basis being both fear and love of God resulting in an increasing desire for God.

3. What do you understand to be the relationship between devotion to God and Godly character?

Students should be able to identify the process of spiritual development and godliness as being identified with how much priority and focus they give to God.

4. Review with the students the principles of Godly character outlined in the lesson. Have the students express these in their own words.

Make sure there is understanding of the rather paradoxical aspect of relying on God to make it happen, while at the same time developing a deep desire for it to happen.

5. In light of what we have studied in this lesson, how would you respond to this situation?

There is a young man in your church who is very critical about everything. He never says anything good about anyone. He finds fault with his neighbors; he criticizes the youth leader; he criticizes the deacons; he doesn't like any of your sermons. He is negative about everything. His wife has pointed out several times to him of his critical spirit, but he does nothing about it. One day while talking to him, you also mention his habit of criticizing everything about everyone; and this is what he tells you. “I know I'm that way. But that's just the way I am. If I'm going to change, God is the only One that can do anything about it.”

Seminar Objective 3

Use the Project to show the scope of Godly character and how it can be developed in our lives

Time ____

1. Review the list of 13 character traits asking the students to give one positive and one negative example of a trait. (Project — Part 1)

These do not need to be personal examples. As examples are given, make sure they are in keeping with the definition of the trait.

2. Divide the group into pairs and have them share with each other the area of weakness they chose as an in-depth study, paying close attention to the strategy used to strengthen that particular area. (Project — Part 2)

Take about 20 minutes to do this. The purpose of Part 2 of the Study Project is to help the students in their responsibility to actively pursue righteousness. It should help them think through practical steps to take in strengthening an area of moral weakness in their lives. Have them pray together.

**Seminar
Objective 4****Review progress on the Spiritual Journal and Memorization
Projects**Time ____

Spiritual Journal Project

Just ask students to share how they are doing in faithfulness and actually spending an hour a day. Encourage them to pursue this, especially in light of this lesson with the focus on devotion to God.

Memorization Project

Read Hebrews 11 together. Have one student quote verses 29-31 from memory. Ask how it went using the 8x8 System. Is this effective for them? What personal plan are they thinking about to complete the requirements for the Lesson 6 Project?

 Closing**1. Summary of Key Points**

Ask someone to read the brief Lesson Summary from the lesson.

2. Preparation for Next Seminar

- Students will study Lesson 9 in preparation for the next seminar.
- Turn to the Project and emphasize that they need to share this with someone else.
- Confirm the time and place of the next seminar.

3. Prayer

Spend time praying about various decisions that students are trying to make right now. If the group is larger, divide into groups of three to pray so that sharing can be on a more personal level.

III. After the Seminar

1. In your prayer journal, record specific ways you can pray for group members.
2. Ask yourself the following questions and jot notes in your notebook:
 - How well did I do at beginning and ending on time? Did I choose the right objectives for this group?
 - What spiritual or mental preparation do I need to make for the next session that may have been lacking this week?
 - Which of the members need to be encouraged to participate more in the sharing and discussion times? How will I encourage them?
 - What level is this group on spiritually? Is the discussion adequately meeting their needs? (If it is not, you will need to spend some extra time creating a discussion that will work better for your group.)
3. Read through “Before the Seminar” at the beginning of the next lesson to begin preparing for the next seminar.

Committed Christian Life -- Exam 2

Name _____ Date _____ Score _____/100

Part 1—Definitions of Key Terms

Write in the letter of the term beside the proper definition (not all of the terms have a definition. There is only one answer for each definition.) 2 points each.

- | | |
|-----------------|--|
| a. meditation | 1. ___ Endurance in present situations because of a higher goal and good. |
| b. contentment | 2. ___ A personal request for something needed or desired. |
| c. importunity | 3. ___ To make a plea on the behalf of another person. |
| d. intercession | 4. ___ The combined action of two or more that produces a greater total effect than the sum of their individual efforts. |
| e. kindness | |
| f. application | 5. ___ The process of taking a truth you have learned and putting it into practice in daily life. |
| g. memorization | |
| h. supplication | 6. ___ Serious and prolonged contemplation on a subject. |
| j. synergy | 7. ___ Being so devoted to God that your life reflects His character and desires for you. |
| k. godliness | |
| l. petition | 8. ___ To ask with the determination to persist until an answer is received. |
| m. patience | 9. ___ Mastery of our emotions, desires, drives, and actions in the interest of higher ends and ideals. |
| n. self-control | |
| o. goodness | 10. ___ A steady restfulness of spirit, a freedom from care, based on satisfaction with one's situation. |

Part 2—Fill in the blanks

1. List the six elements of prayer as stated in Lesson 5 (2 pts each)

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

2. Write five of the seven principles of prayer as stated in Lesson 5 . (3 pts each)

- a. _____

- b. _____
- c. _____
- d. _____
- e. _____

3. State the five characteristics of a good devotional Bible study method. (3 pt each)

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

4. List the five challenges to faith listed in Lesson 7. (3 pts each)

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

5. State five means God uses to guide us as stated in Lesson 7. (3 pts each)

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

6. List the four areas that can impact our growth and development in faith according to Lesson 7. (2 pts each)

- a. _____
- b. _____
- c. _____
- d. _____

Answers to Exam 2

Part 1—Definitions of Key Terms *20 pt total*

1. m. patience
2. l. petition
3. d. intercession
4. j. synergy
5. f. application
6. a. meditation
7. k. godliness
8. c. importunity
9. n. self-control
10. b. contentment

Part 2—Fill in the blanks

1. Listed in any order *12 pts total*
 - a. praise
 - b. confession
 - c. listening
 - d. petition
 - e. intercession
 - f. thanksgiving
2. Student must have five of the following seven principles *15 pt total*
 - a. Prayer is dialogue with God.
 - b. Prayer is based on who God is.
 - c. Prayer is based on what Christ has done.
 - d. Prayer is commanded.
 - e. Prayer is learned.
 - f. Prayer makes a difference.
 - g. Prayer requires commitment.
3. Listed in any order *15 pt total*
 - a. It should be simple.
 - b. It should be technical.
 - c. It should be applicable.
 - d. It should take a minimum amount of time.
 - e. It should be transferable.
4. Listed in any order *15 pt total*
 - a. unbelief
 - b. fear
 - c. doubt
 - d. worry
 - e. independence
5. Listed in any order *15 pt total*
 - a. The Bible
 - b. The Holy Spirit
 - c. Providential circumstances
 - d. Sanctified common sense
 - e. Wise counsel



Understanding Suffering

10

I. Before the Seminar

- Review Lesson 9. Based on this information and your individual knowledge of your students, write a lesson key in your notebook.
- Find the Project as you completed it for this course and review it.
- Make sure you have enough copies of Lesson 10 to pass out to your group at the end of this seminar.

II. During the Seminar

△ Fellowship

Begin with prayer. Ask two of the students to share briefly what God taught them about suffering this week.

△ Administration

Make sure attendance is taken, evaluate monthly course planners, and check to see that everyone has completed the written exercises and projects. Check the workbooks to see what percentage of the work has been done already as students come in, so that you do not need to spend more than 5 or 10 minutes on records during seminar time.

△ Discussion

**Seminar
Objective 1**

**Help the students toward a clearer understanding of the
Biblical perspectives on suffering**

Time ____

1. How would you answer the question, “If God is just and loving, why is there so much suffering in the world? (Exercise 1)

Ask one or two students their answer, and then ask the others if they would add something or state it differently. Be sure they include in their answer the origin of sin.

2. Break the group into three small groups and discuss the section “Biblical Perspectives on Suffering”.

Assign each group one of the 3 topics discussed under this section. Let them discuss for 15 minutes the content presented on the topic. Following, have one person from each group present a concise summary that would help others to understand the issues. Be ready to use appropriate questions to help clear up any vagueness or incorrect findings.

**Seminar
Objective 2**

Review the five possible reasons why God allows us to suffer and how we can prepare for it

Time ____

1. Ask five students each share one of the five purposes for suffering given in the lesson with a brief explanation.

Make sure that all of the students have a clear grasp of these purposes.

2. Ask the students to share examples in their own lives of how God has used suffering.

There are clear Biblical examples for each purpose, but this is the time to help them see God working in lives of people they know. Share also from your own life!

3. How can we prepare for suffering?

The lesson gives at least two ways to prepare for suffering in Section III, A. We are to saturate our minds with Biblical perspectives (as opposed to Satan’s lies) and we should learn to have a proper response to fear. Fear is a normal human response. Christ also had fear. But He went ahead in the face of His fears giving priority to what He knew His Father wanted Him to do. Students may suggest other ways also. Make sure they are Biblically centered.

**Seminar
Objective 3**

Use the Project to consider our personal responses to suffering

Time ____

1. Have different students share from what they have written.

2. How can we develop the right attitude to suffering?

How we respond to our suffering determines whether we will become bitter or more mature spiritually. A key to responding correctly involves laying aside what we consider our “rights” as Christians. To have the attitude “God owed me nothing.” This would help produce contentment in whatever situation we find ourselves. The question is this: How can we develop this attitude right now, **before** suffering comes, that God owes us nothing, so that when it does come, we’ll be better prepared for it?

**Seminar
Objective 4**

Encourage diligence and completion of projects

Time ____

Spiritual Journal Project

Because you have already had time for sharing in Project just make this a time of accountability, asking how diligent they have been in having a Quiet Time daily for one hour. You should know this for the individuals from examining their Monthly Planners, but the purpose is for

students to share with each other the common struggle of priorities and how different ones have managed to overcome.

Memorization Project

Read Hebrews 11 in unison and then ask one student to recite verses 32-36 from memory. There is only one more set of verses to memorize for those who have been faithful.

Project from Lesson 6

It has been three weeks since students were asked to use the 8x8 System in their memorization. Now is the time to find out who has developed a plan they think will be workable for their lives. Use this as a time to motivate them to make the Word of God a constant input into their lives.

Closing

1. Summary of Key Points

Share the highlights of your discussion time together on suffering. This is an ongoing issue for all believers around the world. If we do not understand why we have suffering it will be very difficult to live in victory.

2. Preparation for Next Seminar

- Walk through Lesson 10. Note with the students that we are now moving from a focus on our inner life to the community around us and how we should function there.
- The challenge of this lesson will be Project. Review it together so that they understand what they are to do. Discuss briefly the fact that there is no “perfect” person for an accountability partner. And it may be hard to get a commitment from someone to meet regularly, but the rewards for both of you will be worth it.

3. Prayer

Ask two or three to pray on the theme of suffering and God receiving glory from it in our lives.

III. After the Seminar

1. In your prayer journal, record specific ways you can pray for group members. With sharing on suffering you will have new insights into student lives.
2. Ask yourself the following questions and jot notes in your notebook:
 - What spiritual or mental preparation do I need to make for the next session that may have been lacking this week?
 - When could I have responded more appropriately to the needs of members or to the leadership of the Holy Spirit?
 - How well did I do at beginning and ending on time?
 - Do I have an accountability relationship? If not, why not?
3. Read through “Before the Seminar” to begin preparing for the next seminar.



Fellowship in the Family

SEMINAR

11

I. Before the Seminar

- Review Lesson 10. Read through the seminar objectives and discussion questions.
- Evaluate what you want your students' needs are. Based on this information and your review of the materials, write what you want to accomplish during this seminar.
- Review your records on the students' progress on the projects and be prepared to hold them accountable as needed.
- Make sure you have enough copies of Lesson 11 to pass out to your group at the end of this seminar.

II. During the Seminar

△ Fellowship

One of the key issues in this lesson is unity. Look for how you can build this spirit of unity and fellowship as you begin the seminar. Hopefully this has been accomplished during these weeks, but if you sense a lack seek to build that right at the beginning of this seminar.

△ Administration

Take time to make sure your records are up-to-date. This includes taking attendance, evaluating monthly course planners, and checking to see that everyone has completed the written exercises and projects. Ask each member what percentage of the work he has completed in his workbook.

△ Discussion

**Seminar
Objective 1**

Identify and discuss characteristics of true Christian fellowship that promote growth and unity in the body of Christ

Time ____

1. What was the early church concept of fellowship? Do you relate to that? What is your definition of fellowship? (Exercise 2)

Discuss together what principles they found on fellowship. Do not allow any of this discussion to become a time of berating the church, but rather seeking for what they should do personally to reflect the principles of the early church.

2. Share your reflections on the examination of Philippians 2:1-11. (Exercise 3)

This is a time of real personal examination. You may need to initiate by sharing your own struggles with wrong attitudes or lack of concern before others are willing to do so.

3. Share your examples of how you might apply “one another” to your own church setting. (Exercise 4)

Walk through this list making sure that something has been shared on every topic and that every student has shared at least once.

4. How can you develop in the area of being an encourager?

We all benefit from encouragement from others and it is required of us. It is not easy for most of us, but we must start with an absolute commitment to the good of others. Then we can develop some skills. Attentive listening is the beginning. Speaking words of encouragement can be done by learning how to ask good questions, and learning how to express our experience of Christ and our knowledge of the Bible in an encouraging way. Then to discern and do helpful deeds. Students will express these points in different ways, but be sure that they are all covered.

5. Review and discuss the six guidelines for admonishment.

As you go through these points talk about the difficulties that prevent us from taking this responsibility and the pitfalls of not following these guidelines.

1. Admonishment must be done with deep concern and love.
2. Admonishment often must be person-to-person rather than public.
3. Admonishment must be persistent.
4. Admonishment must be done with pure motives.
5. Admonishment must be done with a proper goal. (What is that goal?)
6. Admonishment must be an outgrowth of proper body function.

**Seminar
Objective 2**

Investigate the need for resolution in both personal and church conflicts and applying appropriate methods in resolving them

Time ____

1. Is it true that “time heals differences”? Or, is that an escape from Biblical truth?

Just a thought provoking question to get the discussion started.

2. Unresolved conflict is like trying to build a house over a river—its foundations are gradually being eroded away. How do you handle conflicts with other believers? How does your church deal with interpersonal conflict? What might be some ways of improvement?

3. How does true fellowship help promote conflict resolution?

If true fellowship means unity then people will definitely seek to resolve their conflicts. It is when self interest prevails—or outright sin sometimes—that conflict continues.

4. How are we to resolve conflicts in the body of Christ Biblically?

Review the steps that are to be taken. It is important that they be impressed on our minds because so that we know what must be done rather than risking damage to the body of Christ.

5. Why does it too often not happen that conflicts are resolved?

A number of reasons are given in the lesson, some of them which are sin on our part. It is important that we grasp how often we are at fault for prolonged conflicts.

6. Share a positive change in your life that is a result of your desire for reconciliation. (Exercise 8)

Seminar Objective 3	Discuss the benefits and potential difficulties of an accountability relationship with another Christian	Time ____
----------------------------	---	-----------

1. Share an area in which you are growing or developing, or something you have learned about yourself in the process of accountability. (Project)

Make sure the students are sharing from experience and not theory. Some of them may not have completed the project yet. However there may be those who have established accountability relationships before and can contribute meaningfully.

2. What is the value of pursuing an accountability relationship?

There are many benefits, but it is hard to be honest with other people. Maybe one of the greatest values is helping us to learn to be honest! It seems that few believers feel like they can trust others with their difficulties and struggles in the Christian life. This is sad, because everyone has struggles. How much easier to go through these when we can share it together.

Seminar Objective 4	Hold students accountable for Spiritual Journal and Memorization Projects	Time ____
----------------------------	--	-----------

Spiritual Journal Project

Divide the group in two and ask them to share together the struggles they are having with their Quiet Time as well as how they are benefiting. Is it contributing to their spiritual growth? Do they feel they are coming closer to God through this effort? Do they see benefit in their daily lives from this priority.

Memorization Project

Ask one student to read Hebrews 11 for the whole group. Choose someone who you know can read with expression and meaning. Ask at least one student to quote verses 37-40 from memory. Encourage students to finish this project if they have fallen behind. There are still 3 more weeks before the course is over to catch up. Make note of whom you should follow up with on this.

△ Closing

1. Summary of Key Points

Emphasize the “attitude” of unity and the destruction of fellowship in its absence. Without this unity we are no better than any worldly organization. With it we impact the world for Christ. It does not mean that we agree on every topic. It does mean that we seek to resolve our differences and maintain a spirit of love.

2. Preparation for Next Seminar

- Students will need to complete all of Lesson 11 before the next seminar. They should bring their completed work to the next meeting for discussion and evaluation.

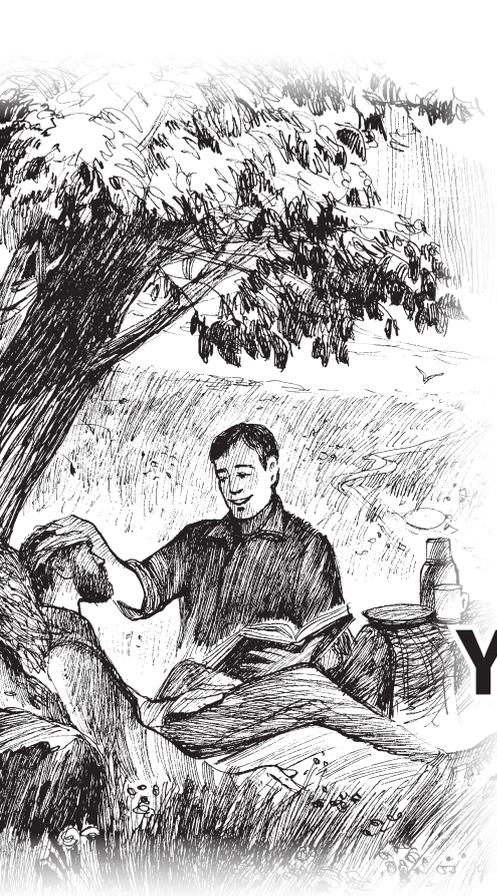
- Note that the Appendix is a Spiritual Gift Inventory. The purpose of this inventory is to begin to help them think about how they can minister in the church. It is not a scientific study but rather a thought provoker. The results should be accepted accordingly.
- Review together the Project. This is a very practical project, putting action to what we are learning. The lesson is not overly long purposefully so that they will do the project.
- **Warning! Extra Assignment!** Also turn to Lesson 12. Briefly introduce this lesson with its focus on stewardship of our time. To be prepared to do the Project this coming week they need to do Part 1 of the Project. This involves of keeping a record daily of how they used their time. They do not need to read any of the lessons or do anything else except record morning, afternoon and evening how they used their time. They can keep a more complete record, e.g. by the hour, but minimally must record their activities for those 3 parts of the day.

3. Prayer

Spend some time praying together for unity in and among churches so that we can be the shining light Christ desires for the world.

III. After the Seminar

1. In your prayer journal, record specific ways you can pray for group members. Continue to record concerns to pray about for those you sense a particular need.
2. Ask yourself the following questions and jot notes in your notebook:
 - What spiritual or mental preparation do I need to make for the next session that may have been lacking this week?
 - Which of the members need to be encouraged to finish their projects? How will I do that?
 - Does this group reflect the fellowship we studied in this lesson? Why or why not?
 - Did we have adequate time to cover the material? Am I trying to push the students through the course too quickly?
3. Read through “Before the Seminar” and begin preparing your heart for the next seminar.



Ministering to Your Fellowman

SEMINAR

12

I. Before the Seminar

- Review Lesson 11. Be sure you have determined what is most important for this group and plan your time accordingly.
- Make sure that you have recently done three “acts” of ministry as outlined in the Project so that you can share with the students your own experiences. If not, do them this week. Actions speak louder than words.
- Be prepared to pass out copies of Lesson 12 to your group at the end of this seminar.

II. During the Seminar

△ Fellowship

Ask two of the students to share about church ministry. Encourage them to share the successes they have had and a problem they are presently facing. Pray for these two students as a group.

△ Administration

Please make sure that you have records in order for attendance, workbook completion and project completion. All projects should be finished by the next seminar because the last lesson does not have a project, and the last seminar will be a closing celebration using Lesson 13 for that.

△ Discussion

Seminar Objective 1

Investigate the place of ministry in our lives and the benefits

Time ____

1. *Share your summary of Ephesians 4:7-16. (Exercise 1)*

Ask two or three for their summaries and then others if they have anything to add.

2. Share your comparison of your attitude with that of Paul's. (Exercise 2)

Paul was a man who was totally sold out to Christ. Few of us live with his passion or commitment, but the question is, should we? Or do we just find excuses for why we are different from Paul.

3. What benefits have you experienced as you seek to minister to others for the sake of the Lord? (Exercise 3)

Make sure that an example is given for each of the four benefits, and try to have everyone share at least one example. The tendency will be for the “doers” to dominate, so give opportunity for everyone to participate.

4. What is the heart of ministry—the motivation?

Even though the answer is obvious to us, our motives quickly get misaligned. Encourage students to always examine why they are involved in a ministry. The wrong motives will lead to disappointment and ultimately ineffectiveness.

Seminar Objective 2

Discuss how each of us are equipped for ministry

Time ____

You will need to decide what is appropriate to discuss with your students concerning the gifts of the Spirit. This is not meant to be a time of dissension or arguing about different gifts and their exact meaning. It does not matter on which level you understand spiritual gifts. The important issue, on which all agree, is that every believer does receive at least one gift from the Spirit. All we want to do is make sure students are aware that they have a special place in the church to contribute something.

1. What is the difference between natural talents and spiritual gifts?

The technical difference is that all of us are born with natural talents, but spiritual gifts are given by the Holy Spirit at the time of salvation, and perhaps later also as He wills. However as believers both talents **and** gifts should be used for God's glory. But spiritual gifts specifically equip us to meet a need in the body of Christ. They can be abused, as can talents. They also seem to have the potential to be developed, as can talents. A gift unused becomes a rusty sword. You may have other comparisons you want to point out to the students.

2. How can we apply the parable of the talents to our spiritual gifts? (Exercise 5)

We are accountable to God for everything He gives us, no matter how much or how little. Even if we feel we have only one spiritual gift, or an unimportant one, we are responsible to put it to use.

3. What spiritual gift or gifts do you think you have? (Exercise 6)

Divide the students into two groups for this sharing. Talk about what they learned from the Spiritual Inventory and whether they felt it was helpful to begin to discover their own area or areas of gifting. If the group is well enough acquainted hopefully they can affirm and encourage each other as they see potential in other people to serve God.

Seminar Objective 3

Discuss how to practice ministry and encourage others to do so

Time ____

1. What are the main categories of ministry to believers and how should we be involved?

It is easy to answer that it is discipleship and fellowship. Ask how this is in evidence in their church body? What is the consciousness of the members in your church that they should be active in the lives of others?

2. How are the categories of compassion and witness related in ministry to unbelievers?

It is very evident that if people think you only see them as “objects” to be added to their church, they will be repulsed. But how often do we treat people that way? When Christ looked at people, He saw their whole being, even though He was concerned about their souls.

3. Share the results of ministering to a fellow believer, a non-believer, and a ministry of compassion. (Project)

Make sure that everyone has an opportunity to share at least one of their experiences. They may not have completed the whole project so only have them share from this project, not other deeds they have done, even though they may be totally legitimate. It is not to minimize them, but to focus on the recent past.

4. What did you learn from taking these ministry opportunities? Was it difficult? Why? Was it rewarding? Why?

5. What is the church doing right now to help people reach out and minister? Is it only an elite few who are involved or everyone? Is improvement needed?

The church may have various programs of outreach or compassion or discipleship. The question is whether all members understand their responsibility or if it becomes just a few doing it all. Depending on the position of various students they may need to start by just taking one other person with them to do something. Discuss the possibilities.

Seminar Objective 4	Review and discuss Projects	Time ____
----------------------------	------------------------------------	-----------

There are only two more seminars. Review or discuss projects as needed encouraging them to finish well. Read Hebrews 11 together again.

△ Closing

1. Summary of Key Points

Highlight the main points of the lesson and emphasize that these ways of ministering do not help us earn credit with God, but they do bring Him glory which is the purpose of our lives. Encourage them to keep this before them as they seek to serve Him by serving those around them.

2. Preparation for Next Seminar

- Students will study Lesson 12 in preparation for the next seminar. Make sure that all the students know when and where the next seminar will be.
- The Project has several steps to it which the students much work through over the course of the next week. The lesson itself is light with no extra reading. The focus on goals is the practical aspect of putting into practice what they have been learning throughout the course of God’s desires for their lives. This is the background as they work through the process. Carefully go through each step so they understand what they are to do. If they did not do Part 1 this last week they will not be able to complete it all effectively.
- Remind students to finish up their projects especially those which may have been delayed due to scheduling of preaching or teaching.
- There will be an exam next time covering Lessons 8-12. They should review the objectives of each lesson and prepare as needed.

3. Prayer

Pray together for the attitude of Paul towards ministry.

III. After the Seminar

1. In your prayer journal, record specific ways you can pray for group members. Continue to pray for those you sense a particular need to pray for intently.
2. Ask yourself the following questions and jot notes in your notebook:
 - What spiritual or mental preparation do I need to make for the next session that may have been lacking this week?
 - How well did I cover the seminar objectives? Did we spend too much time on some of them and sacrifice on others?
 - Which members most need a phone call this week for encouragement, prayer, instruction, correction, or counsel? When shall I make the calls?
 - Are there any administrative tasks that still need to be taken care of? Make sure you are checking student workbooks and notebooks regularly. Be thorough.
3. Read through “Before the Seminar” at the beginning of the next lesson and begin to prepare the next seminar.



Redeeming the Time

I. Before the Seminar

- Review Lesson 12. Be sure you have determined what is most important for this group and plan your time accordingly.
- Be prepared for personal examples of goals for the Project. These may not be the original ones you wrote when you did this course, so make sure you know where you are at personally.
- Plan time to evaluate student progress on the Spiritual Journal Project from the monthly planners either before or after the seminar for each student.
- Make sure you have enough copies of the exam for everyone.
- You also need to have copies of the Course Evaluation for each person in addition to copies of Lesson 13.
- Read the instructions for Seminar 14. This will be the final celebration and takes a different form than is usually suggested. You may need to make some advance preparations and plans for it.

II. During the Seminar

△ Fellowship

Ask one person to share something new they learned about God this last week and open with prayer.

△ Administration

Please make sure that you have records in order for attendance, workbook completion and project completion. All projects should be finished now. This includes your evaluation of the Spiritual Journal Project. If there is due cause you can extend the deadline for some of the students but remember that grades cannot be given or certificates signed until they are finished.

Discussion

Seminar Objective 1

To determine understanding of Lessons 8– 12

Time ____

Give exam covering this material. Allow 30 minutes to take exam, instructing them to write down what they feel is the best answer. When they are all finished have them exchange papers and grade them for each other. Answer questions as needed. Make sure that the grades are recorded.

Seminar Objective 2

Evaluate and discuss our attitude toward work

Time ____

1. What is the Biblical perspective of work? Can you steal time like you might steal something tangible, like a pencil from work?

You can review Questions 1-5 as you feel necessary to help the students answer the question. Because we cannot “see” time we do not always treat it as a valuable commodity, nor part of our commitment to an employer, let alone to the Lord.

2. What problems have you experienced with your attitude towards work at various times in life? What improvements do you think you can make right now? (Exercise 1)

Students may be more honest about the past than the struggles that they have presently, so move them in the right direction without shaming them.

3. What impact has your attitude at a job or other activity affected your ability or effectiveness in witness to others?

Be prepared to give both a negative and personal example from your own life.

Seminar Objective 3

Discuss the place of priorities and goals in our use of time

Time ____

1. How do we know what our priorities are?

We all do have priorities whether we acknowledge them or not. But the actual priority may not be obvious to everyone. For instance you could say that having a paying job is a priority. People might think that your job is your priority, whereas your family may be the priority as you see your need to provide for them. But basically by observing where we use our time we will see our priorities.

2. What did you learn from this lesson about balancing your responsibilities?

This section is important in helping students see the shift that often occurs in our lives to different emphases. It gives a little freedom than trying to make a list of priorities on a 1,2,3 basis, and shows clearly how God is always at the center and everything flows from that.

3. How do we break down the overall goal of glorifying God to make it personal to our lives? What are our life goals? (Project, Part 2)

This is a time for students to share some of their life goals. Be aware of the fact that not all of our life goals are specifically spiritual. Most likely students will share spiritual goals, and as believers those goals should take priority, but there is nothing sinful about having other goals concerning education, profession, etc. The other area to check is to make sure that when their goals involve other people, they themselves can not reach those goals but only seek what there part is in that person’s life. For instance the issue of children and the example listed of

seeing them saved and walking with the Lord. It is obviously a good goal, but as it is broken down to five-year or one-year goals it will narrow down to what we can do to see this happen. We cannot make those personal decisions for them, but we can influence and guide them in the right direction. Life goals will usually be expressed in more general terms, but they have a great impact on our daily decisions.

4. Share one long-term goal and what life goal it is related to. (Project, Part 3)

This is mostly just a sharing time to encourage each other. The guiding issue for you as their leader is to help them to begin to turn these into concrete goals.

5. Share a one-year goal. Which long-term and life goal is it related to? Is it measurable? Is it realistic? (Project, Part 4)

Depending on the size of your group it is wise to divide the group so there are not more than 4 in a group. Be sure the whole group understands that the purpose of sharing is to help each other evaluate whether the goals are measurable (concrete) and if they are realistic.

6. Ask students to share what they learned from keeping a time inventory and making up a weekly schedule? (Project, Parts 5,6,7)

What areas did you find that were flexible? Were you surprised where some of your time went to? How did you adjust your new schedule to better reflect your goals for this coming year? How does that reflect your life goals?

Students will not have had the opportunity to finish Part 7. Ask them to share their results with their accountability partner and give you a short report next week to finalize this project.

Seminar Objective 4	Hold students accountable for Projects as needed	Time ____
----------------------------	---	-----------

If students still need to say verses or deal with other projects this is just a reminder follow up time.

△ Closing

1. Summary of Key Points

It is important that we learn how to live life purposefully and use the opportunities we have. Life is full of change but if we stay focused on our priorities we will see much fruit from our lives. What do you want your life to look like when you reach the age of 80? This is a picture you can keep in mind. We often do not think of old age because we feel like we have a lot of time. But most of us will get there someday. What do we want to see as we look back?

2. Preparation for Next Seminar

- Students will need to complete all of Lesson 13 before the next seminar. There are no projects or extra reading. The focus is on personal evaluation of the state of our hearts, both as individuals and as a church.
- In order to keep the course in line with God’s intent for our hearts and lives Lesson 13 has been added in the form of an epilogue. The intent is to finish this course with a doxology of praise for the width and length and height and depth of the love of Christ and to know His all surpassing love —that you may be filled to the measure of all the fullness of God. Eph. 3:18,19. This lesson is a full part of the course and must be completed like the rest of the workbook.
- Read Exercise 6 with the students. This lesson has a minimum of work and centers around this half day of prayer. Each student is asked to prepare himself for this time of prayer by

reading and doing Sections I and II ahead of time. This “half” day of prayer could be done in one evening, for instance from 7 PM to 11 PM.

- The next seminar will be the last one and the final celebration of the course. It should be held only after the students have had the half day of prayer. Discuss time and place.
- Pass out Course Evaluation forms for the students to return next week.

3. Prayer

Have students pair off and pray for each other and their goals, especially that they would be focused on God and His glory.

III. After the Seminar

1. In your prayer journal, record specific ways you can pray for group members. Continue to record concerns to pray about for those you sense a particular need.
2. Ask yourself the following questions and jot notes in your notebook:
 - Which of the members need to be encouraged to finish their projects? How will I do that?
 - Does this group reflect the fellowship we studied in this lesson? Why or why not?
3. Read through “Before the Seminar” and begin preparing your heart for this last session.

Committed Christian Life -- Exam 3

Name _____ Date _____ Score _____/100

Part 1 — Fill in the blanks

1. What are the five purposes for suffering? (3 pts each)
 - a. Suffering provides _____
 - b. Suffering refines _____
 - c. Suffering disciplines us for _____
 - d. Suffering enhances _____
 - e. Suffering deepens _____
2. List six of the twelve “one anothers” that are among our responsibilities to the body of Christ. (3 pts each)
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____
3. List the four steps to resolving conflict in order. (3 pt each)
 - a. _____
 - b. _____
 - c. _____
 - d. _____
4. List the three steps of responding to an unrepenting believer from Matthew 18:15-17. (3 pts each)
 - a. _____
 - b. _____
 - c. _____
5. State the two categories of ministering to fellow believers. (4 pts each)
 - a. _____
 - b. _____

6. List the two responsibilities the believer has to the non-believer. (4 pts each)

a. _____

b. _____

Part 2 —Answer the questions

(5 pts each)

1. What are the two reasons given in Hebrews 12:1-4 for not growing weary in the “race” to which God has called us?

a. _____

b. _____

2. What response to suffering can be eliminated by laying aside our rights as Christ did in Philippians 2:3-11?

3. What are two ways we can prepare for suffering?

4. What is our motivation for ministry?

5. What was man’s main activity of life before the Fall?

Answers to Exam 3

Part 1—Fill in the blanks *70 pt. total*

1.
 - a. Suffering provides a platform for evangelism and edification.
 - b. Suffering refines our perspective and character.
 - c. Suffering disciplines us for disobedience.
 - d. Suffering enhances our relationships with people.
 - e. Suffering deepens our loyalty to Christ.

2. Any six of the follow twelve in any order
Members of one another
Be devoted to one another
Honor one another
Be of the same mind with one another
Accept one another
Admonish one another
Greet one another
Serve one another
Bear one another's burdens
Show forbearance to one another
Be subject to one another
Encourage one another

3. Must be listed in order. If they are not, deduct 4 points.
 - a. Check your attitude.
 - b. Go to the person in private.
 - c. Continue to love the person and seek ways to serve him and build him up.
 - d. When the person refuses to change and the problem affects the function of the whole body of Christ, prayerfully follow the steps of Matthew 18:15-17.

4. Must be in order
 - a. Take another brother with you to talk to him.
 - b. Bring him before the church.
 - c. Withdraw fellowship.

5.
 - a. discipleship
 - b. fellowship

Answer: Lesson 11, Section IV. A

6.
 - a. compassion
 - b. witness

Part 2 —Answer the questions *30 point total*

1.
 - a. the cloud of witnesses that surround us (referring back to Hebrews 11)
 - b. the example of Christ's suffering

Answer in Lesson 9, Question 23

2. Bitterness
Answer Lesson 9, Question 25 and after

3. Two ways we can prepare for suffering are a) Saturate our minds with Biblical perspectives, b) Learn to evaluate and correctly respond to fear.
(You will have varying answers to this. Accept anything that is reasonable and Biblical.)
Answer: Lesson 9, Section III, A.
4. Love is the motivation. The answer **may** include servanthood, but **must** include love.
Answer: Lesson 11, Section II, A
5. Work
Answer: Lesson 12, Section I, A.

Scoring for the Exam

Part 1

Question 1	3 points each	15 points
Question 2	3 points each	18 points
Question 3	3 points each	12 points
Question 4	3 points each	9 points
Question 5	4 points each	8 points
Question 6	4 points each	8 points

Part 2

Questions 1–5	5 points each	30 points
---------------	---------------	-----------

Total: 100 points

The Committed Christian Life Course Evaluation

Group Leader: _____ Date: _____

Help your group leader prepare to lead another group study by evaluating him in the following areas. Circle the appropriate letter:

E=Excellent G=Good F=Fair N=Needs Improvement

E	G	F	N	Created atmosphere of love and acceptance in the group
E	G	F	N	Encouraged group participation
E	G	F	N	Supported group members
E	G	F	N	Prepared to lead the group sessions
E	G	F	N	Was personally involved in group members lives between seminars
E	G	F	N	Ensured that everyone fully grasped the material presented
E	G	F	N	Demonstrated sensitivity to the activity of the Holy Spirit

Your responses to the following are intended to help your group leader grow in his ability to guide the group sessions of future studies of this course. Answer the following:

1. What did you appreciate most about your group leader?

2. What would you suggest your group leader could do with future groups that would enhance learning and the group experience?

3. What kinds of activities were most meaningful to you during the group sessions? Why?

4. What kinds of activities were least meaningful to you? Why?

5. If you could choose only one thing, what would you want to spend more time doing during the group sessions (such as prayer for each other, sharing testimonies)? Why?

(You may use the back for further comments.)



Preparing for Revival

SEMINAR

14

I. Before the Seminar

- Have a half-day of prayer following the suggestions from Exercise 6.
- Follow up on all of the special arrangements that need to be made for this concluding meeting. Read through everything carefully and make any adaptations you need to. This Last Seminar is intended to be a mini-imitation of the Last Supper our Lord had with his group.
- This seminar should be held within a few days of the individual prayer times so that the Spirit's work, still fresh in the bosom of each person, carries over upon your group.

II. During the Seminar

The format will be different than usual because it will be fellowship based. There will be no formal covering of the materials of Lesson 13 except as participants may share individually. However the thought to be maintained is "Preparing for Revival" as you send your students out from this course with renewed hearts to impact their community.

△ Administration

Review all of your records to make sure you have current information. Check project completion as needed. This seminar is to be counted in attendance also, as well as completion of Lesson 13, so verify that the work has been done. Collect the "*Committed Christian Life Course Evaluation*" form from each group member for later evaluation.

△ Fellowship

1. *Begin with a light meal.*

As you do this talk about how Christ shared the Last Supper with His disciples and the joy we have in our fellowship in Him. Take opportunity during the meal to identify the bread and wine and receive it together in remembrance of Him.

2. Have a time of praise and thanksgiving for what the Lord has done through this course.

Give people opportunity to share what God has done in their lives through the whole course. What encouraged them? What was a new challenge?

3. A time of sharing about the ½ day of prayer.

How did God speak to them? What did He say about revival in their hearts or in the church?

4. We recommend the leader to follow Christ's example and perform a foot-washing.

This may not be part of your denominational system. However it is not meant to set a precedent but rather to emphasize the servanthood of Christ and our actions based on our intimacy with Him. This is an optional Biblical activity that we recommend but leave open to the discretion of the leader.

5. A time for prayers of thanksgiving.

No petitions please. Just focus on thanking God for all He has done.

6. Pass out the certificates of recognition for completion of the course.

7. Sing several songs of thanksgiving.

8. Depart with a reading of John 15:1-17, 16:33.

III. After the Seminar

1. Add to your spiritual journal a final list of specific ways you want to continue praying for group members and for their church.
3. Take some time, perhaps on a personal half-day retreat, to evaluate your group-study of *Committed Christian Life*. Review the progress of the students, your personal notes on the various seminars, your self-evaluation at the end of each seminar. How will you approach this course differently in the future?
4. Complete the previous personal review before you do the following: Review the responses of the group members on the "Committed Christian Life Course Evaluation" form. Make summary notes on the things you think you would change with the next small group you lead through this study.
5. If God has done something that you sense is very significant in the life of this church as a result of this study, share a testimony about it in this and other churches.

