

# **Personal Studies for New Christians Teacher Certification**

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# Introduction to the Student Learning Contracts

One of the difficult challenges of the Personal Studies for New Christians educational program is to design it so that each student is motivated to do his or her best. Motivation is usually not a big problem in the first few days or weeks. The individualized approach to learning in the PSNC classes helps to keep the students interested. But soon the "honeymoon" is over. If we as teachers are not careful the students will lose interest and their level of performance will drop off significantly.

Students must be able to see that they are making significant progress in the PSNC classes. This will be a continuing source of encouragement to them. One way to help here is to structure your PSNC educational program with units—large blocks of learning activities. A student will usually take about 3–5 weeks to complete each unit.

This section of the PSNC Teacher Certification Course is designed to train you to use the units and Student Learning Contracts in your PSNC classes. If you have never worked with student contracts, then you will quickly discover the tremendous challenge that awaits you in this area of teaching. We don't have any experts in Teen Challenge or similar ministries who have become professional writers of student learning contracts. We all have the opportunity to learn by experience. Those who are currently using student learning contracts will tell you it is a lot of work, but well worth the time if done correctly.

## Time Problem

Students have a real hang-up with time. If you tell them what work to complete in the next four weeks, they will take four weeks to do it, even if they have the abilities to complete it in 2–3 weeks. Individualized education should not be locked into a rigid time schedule. The major differences in student learning abilities point out the need to be sensitive to what is a reasonable amount of time for each student to complete the work in a given unit. Some students with good academic skills may be able to complete one contract in 3 weeks. Another student with a lower reading level might need 4 to 5 weeks to complete even less work on the same unit.

## PSNC Units and Student Learning Contracts

On the following pages we have compiled a variety of ideas that can be used in each unit. The general format is that each unit has some basic requirements to provide the PSNC classes with a clear structure. However, we want to personalize each unit to the individual needs and abilities of each student. To accomplish this you will write a student learning contract for each student every time he or she starts a new unit. In a Teen Challenge induction center, or a similar 3–4 month residential program, a student must complete contracts for the first three units before graduating. We hope that most students

will also be able to complete unit four on family relationships before they graduate from the induction phase of your program.

For each of the first four units we have given a list of minimum requirements that each student need to complete before he or she is eligible to begin work on the next unit and contract. We must be careful that students do not interpret the minimum standards for each unit as the maximum requirements. The real reason we have these classes is to help students grow. Graduation should be determined by their personal growth, not simply if they have completed the minimum educational requirements.

In most cases, with the possible exception of unit one, the basic requirements for each unit will make up only part of the work a student will have in his contract. You will probably want to add individual requirements in each contract based on the personal needs of each student.

### **Personal Growth Contract – For Special Cases**

The Personal Growth Contract is designed primarily for use in an induction center. The suggestions for this contract are specifically focused on each student's personal needs. But don't feel you have to wait until that time to have the students work on serious life-controlling problems that surface in their first few weeks in the program. It's better to deal with the problem when it first surfaces, than to wait and see the student leave the program because that problem was not dealt with. The Teen Challenge National Curriculum Committee has several resources which contain a variety of scripturally-based projects dealing with many of the life-controlling problems common in our students. See the article entitled, "Personal Studies for New Christians and Group Classes: Resource List for Months 5-12," in Section 2 of this notebook.

### **Resources and Forms to use with the Student Learning Contracts**

Immediately after the following explanation of the concepts in the student learning contracts you have a packet of materials that introduce the resources and forms used with the student learning contracts. All of these forms are available from the Teen Challenge International, USA.

## **Basic Concepts used in the Student Learning Contracts**

The Student Learning Contract is a tool to help your students grow—not groan. There are good contracts and poor ones. The key to success in this area of your ministry is having a clear understanding of how to design the contract so it will help the student. The contract is not simply a list of classwork. It is a plan with goals. The contract also includes the tools we hope will help the student reach his or her goals.

You may find it helpful to take out a Student Learning Contract to look at while you read through this part of the training materials. We will discuss each part of the contract and why it is designed this way.

### **Before you write your contracts**

The contract is a specialized tool to help each student. Before you design this contract, make sure you take time to sit down and talk with the student. This interview or discussion should be private where a high level of confidence is possible. The main purpose of this interview is to get a clear picture of what areas of growth this student needs to pursue in this new contract. This type of an interview should be done before every contract, not just the first one.

One teacher takes about the first one hour of this private counseling session to find out where the student is at in his life today. They don't talk about the contract. During this time, the teacher is looking for areas that the student needs to grow. He evaluates these different areas in light of the major theme of the new contract.

After this wide-ranging part of the discussion, the teacher then centers their attention of the major theme of the new contract. Together they decide what the minor themes should be. Then they discuss together what goals he would like to achieve during this contract.

The Student Learning Contract Worksheet has a place on the first page for the student to list his ideas or the following three issues.

Areas of my life where I need to grow  
Questions or problems I am facing  
Subjects I would like to study

Some teachers like to have the students fill in their answers to this part of the contract before they meet to discuss the new contract.

### **Theme**

Each PSNC unit has a major theme which provides the focus for at least half of the basic requirements for that unit. In most cases the contracts you write for that unit will have the same

major theme. Our objective is to make the theme for each unit as distinct as possible and quite different from the other ones. This will help the students see that each contract is a fresh start on something different than the last one they just finished.

As you look through the following contracts you will see that many of them also have a minor theme listed. You may want to deal with two or three different issues in a contract. The minor themes may be the same as the major theme from an earlier contract. Many times the minor themes deal with special areas where the student needs to grow.

If you look at the sample contracts in this section, you will see that each contract has a place on the first page to write in the major theme and minor themes.

### **Scope Areas**

We have tried to identify the major area of the scope of the Teen Challenge National Curriculum that relates to the theme for each unit. We have also listed other areas of the scope that could easily be integrated into the contract for this unit. You will find a detailed description of the scope of the Teen Challenge National Curriculum near the end of this article. (See Appendix A, page 6.)

### **Purpose Statement**

The purpose statement for each unit summarizes the major purpose for this contract. For some students you may need to approach a unit with a different purpose than the one listed. This may be the case if the student has been in the program before and is now going through it again.

### **Goals**

Each contract will have three or more goals. Designing these goals is one of the more difficult parts of the contract. The quality of the goals will have a major influence on the overall effectiveness of the contract. The goals clarify the types of growth we are looking for. They also should be challenging enough to give the student a sense of motivation for growth.

At least two of the goals that you write for each contract should relate to the major theme of the unit. The other goals can deal with some of the specific areas you are covering in the individual requirements or in the minor themes of the contract.

Try to make the goals specific enough so they can be measured in terms of changed behavior and changed attitudes. Some, but not all, of the goals can focus on mastering certain facts.

In setting the goals, try to identify where the student is today in this area of his or her life. Then state the goal in a way to specify what kind and how much growth you expect to see as

they work on their contract for this unit. Remember that the goals are a key part of the evaluation that takes place at the end of the contract. So make sure the goals are stated with this evaluation in mind.

After you have finished writing the contract, you may find it very helpful to have the student write a report. Have him explain where he is at in his life today in relationship to each goal on his contract. This report may be interesting to review when he has finished the contract to help him see how much he has changed.

### **How to decide what studies to put in the Contract**

Deciding what to include in a contract can be lots of fun or a big frustration. It usually takes some experience at writing contracts before you can say it is lots of fun. Choosing the lessons, scriptures, character qualities, books, and special projects for each contract does not need to be an overwhelming task.

If you have just begun writing contracts, start with the basic requirements listed for that unit. Take time to discuss with the student what areas he or she needs to grow. The better you know the student, the more effective you should be at choosing materials to fit his or her needs. You may want to make notes to yourself on why you chose a particular book, verse, or project. After the student has finished his contract, review your notes and see if that learning activity accomplished what you wanted it to do. Those kinds of insights should help you the next time you write a contract on that unit.

### **Lessons and Bible Studies**

If you are new at contracts follow the old advice given to new salesmen– “Duplicate before you innovate.” Go by the recommendations given here, and then as you gain experience, feel free to innovate.

Some of the first units give specific lessons and Bible studies. If no required ones are listed, keep track of which ones you try and let the National Curriculum Office know which ones have worked best for you. We are looking for this kind of help from you.

If you assign Bible studies from commercially published books, please be careful that you do not violate the copyright laws. Several of the resource books that are recommended here can be photocopied. The following three books are some of the most frequently used ones where you do have permission to make as many copies as you need for your ministry:

The Bible in Counseling by Waylon Ward (Published by author)  
A Homework Manual for Biblical Counseling, Volumes 1 & 2,  
by Wayne Mack (Presbyterian & Reformed Publ.)

With these three books it would also be appropriate to design additional questions to go with the particular study that you have photocopied for the student.

### **Scripture Memorization Class**

Memorizing Bible verses can be a very powerful means of helping new Christians renew their mind. Our purpose in having students memorize verses is to go beyond mastering the content of each verse. We also want them to set goals and put them into action in their lives as part of their work on the contract.

Each of the first four units has a list of scriptures you can choose from. If you have the student memorize other verses, make sure they are verses that call for personal applications. Some verses state an important Biblical truth, but once you know it, there is little you can do with it. For example, Genesis 1:1 clearly speaks out against evolution. It's good to know what the Bible says about that, but how do you apply this to your life? Other verses speak to practical areas of our lives, and make it easy to see a variety of situations where these verses can be applied.

We have put together a list of verses which covers the nine major areas of the scope of the curriculum. See Appendix B on page 8 of this article. Each category lists verses that should be relatively easy to design personal application goals for the life of the student.

### **Character Qualities Class**

Let me encourage you to allow the students to choose which character qualities they want to work on for each contract. This choice should be subject to your approval. Their choices do not always need to relate to the major theme of the contract. It may be very helpful to require them to do some of the special projects with their character quality after they have done one or two contracts.

### **Personal Reading Class**

Having a good library of books will make a tremendous difference in how much fun or frustration you have in finding appropriate materials for your students. Talk to some of the teachers who have a good library and they will share with you some testimonies that will inspire your heart. For a few of the students, this may be the first time they have ever read a book. Others will find just the answers they were looking for. (Maybe it is exactly the same thing you have been telling them all along, but they won't listen to you.)

You may want to allow them to read their book outside of the PSNC class time if you have a limited PSNC class schedule.

## **Bible Reading Class**

The basic purpose of this class is to have the students systematically read books in the Bible. This can be part of their work in the PSNC class time, or you may want to allow the students to do this as part of their personal devotions time outside of class.

Whatever arrangements you make for your students to fulfill this part of the contract, you need to clarify what they are to do as they read the books agreed on for this contract. You may simply want to have them list the chapter number and the date they read it. Don't be afraid to require additional activities with their Bible reading. Please feel free to require them to read more than the minimum listed in each unit.

## **Special Projects**

The Special Projects section of the student learning contract is for any project, short or long, that you want the student to complete with this contract. List projects from other books, or design them yourself. You may also want to give the students opportunities to design their own study projects.

Project 304, "Discoveries of Today," has some exciting potential for the student learning contracts. This project is designed to give the teacher and student flexibility in applying it to whatever need or problem the student is facing. Check your Teacher Certification Book, Volume 3, Section 5, for a sample copy of this project and the accompanying Teacher's Guide.

## **End of the Contract Evaluation Time**

Once a student completes all the required work on a contract, he still needs to receive your approval before he is ready to start the next one. Before you approve his completed contract, have him write a report explaining how this contract benefited him. Make sure he gives a specific evaluation of each goal on page one of the Student Learning Contract and how he knows he has grown in this area of his life. An end-of-contract student evaluation form is available from the National Curriculum office and will be sent at your request.



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## Appendix A

### Scope of Teen Challenge Curriculum\*

#### 1. Authority

- a. knowing why authority is needed and necessary
- b. accepting authority of others
- c. developing a positive attitude toward those in authority over you
- d. understanding ones own authority

#### 2. Responsibility

- a. exhibiting responsible behavior toward God and others
- b. ability to recognize irresponsible behavior in self and others
- c. knowing the importance of being a responsible person
- d. developing a positive attitude toward accepting responsibility

#### 3. Relationship to God

- a. knowing how and then receiving Jesus Christ as personal Savior and Lord
- b. know and understanding Jesus' life and ministry as presented in the Bible
- c. applying spiritually motivated scriptural principles to ones own life and problems
- d. understanding the person and ministry of the Holy Spirit in the life of Christian
- e. understanding the character of God (how He feels about me, how He sees me, and how I relate to Him)

#### 4. Friendship

- a. knowing how to choose friends
- b. exhibiting skills in selection of friends
- c. knowing how to deal with past friends
- d. knowing how to be a friend to others

#### 5. Family

- a. knowing the role of the person in his own family
- b. learning how to restore family relationships
- c. developing the willingness to restore family relationships
- d. using the proper strategy and restoring the relationship (as much as possible)
- e. knowing how to build a Christian family

\*This broad description of the subjects for the Teen Challenge curriculum was developed by the Teen Challenge National Curriculum Committee, May 16-19, 1977.

## **Scope of Teen Challenge Curriculum** (continued)

### **6. Self Image**

- a. knowing how to have a positive self image
- b. realizing how surface problems are the result of a poor self image
- c. developing skill in dealing with self image problems
- d. developing the desire for a positive self image

### **7. Moral freedom (Social and Sexual)**

- a. knowing the steps to moral freedom
- b. understanding God's reason for asking us to do and not do certain things
- c. realizing that God forbids certain things for man's own good
- d. developing standards of right and wrong, based on God's Word
- e. exhibiting the ability to deal with certain surface problems, such as: relationships with the same sex, masturbation, wrong thoughts, pornography, etc.

### **8. Success**

- a. knowing the Biblical concept of success
- b. knowing how to attain success
- c. knowing what hinders success
- d. knowing how to achieve success daily
- e. learning how to use failure for growth
- f. practicing success
- g. developing the desire to succeed

### **9. Community relationships**

- a. knowing his or her own personal strengths and weaknesses in dealing with others
- b. knowing how to resolve past relationships correctly
- c. knowing how to relate the Christian life to non-Christian people
- d. knowing how to relate to the local church community
- e. developing a strategy to personally accomplish the above

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## Appendix B

### Scripture verses in the Scope Area

The Teen Challenge National Curriculum Committee–USA defines nine major areas where students need to grow. Here is an example of how the scope of the curriculum can give direction for balanced growth in the Scripture Memorization Class. These are only suggested verses. Many other scriptures could be added to each category. The New Testament verses were chosen from the New Life Bible unless otherwise marked.

#### 1. **Relationship with God**

Philippians 1:6  
Ephesians 2:8-9  
Matthew 6:33  
1 John 1:9

#### 2. **Self Image**

2 Corinthians 5:17  
Proverbs 4:23  
1 Peter 3:3-4  
Romans 12:16  
Ephesians 4:22-24

#### 3. **Success**

Philippians 4:13  
2 Corinthians 9:7-8  
Philippians 1:6  
Proverbs 13:4

#### 4. **Authority**

1 Peter 2:13  
Hebrews 13:17  
Romans 13:1-2  
Ephesians 5:21

#### 5. **Responsibility**

Romans 12:11  
Proverbs 13:18  
Proverbs 18:20-21  
Romans 12:1-2  
2 Corinthians 8:11 Good News Bible

#### 6. **Family**

Ephesians 6:1-3  
Ephesians 5:25, 28  
Ephesians 5:31  
Proverbs 5:15-23  
Proverbs 1:8-9

#### 7. **Moral Freedom**

James 4:7-8  
1 Corinthians 10:13  
James 1:25  
Romans 13:13-14  
1 Peter 2:16

#### 8. **Community Relationships**

Romans 12:16-18  
Galatians 6:10  
Ephesians 4:2-3  
Ephesians 4:28

#### 9. **Friendships**

Proverbs 17:17  
Romans 12:10  
James 1:19-20

# Resources and Forms for Student Learning Contracts

We have developed several forms and resources to be used in writing the Student Learning Contracts. All of these forms can be ordered from the Teen Challenge International, USA office or download them from the “Resources and Forms Section Two” You can obtain permission to print these forms from the same office. See the *Personal Studies for New Christians: Set Up Procedures* book for details on that.

## Student Learning Contract Worksheet

This worksheet is for preparing the rough draft of the student’s contract. This is intended for you to use during the personal interview you have with the student as you are developing the new contract. See the sample in the Resources and Forms Section.

### Student Learning Contract

Once you and the student have decided all that will be included in the student contract, have someone, usually the student, write in all the needed information from the Student Learning Contract Worksheet. Make sure both you and the student sign the contract on the bottom of page 4. You should have two copies made of the contract. One copy should be given to the student. The second copy should be kept in the teacher’s files.

The only major difference between the contract and the worksheet is that the contract has a place for the student to record the date he or she started and finished each activity on the contract. See the sample Student Learning Contract in the Resources and Forms Section.

## Personal Self Evaluation Worksheet

This form is to be used when you are preparing to write the first or second contract for each student. They should be given a copy of this worksheet before you meet for your personal interview to design the contract. They should complete this entire worksheet and bring it to the personal interview. This will provide an excellent means of helping them open up to you and talk about the areas of their life where they want to grow.

Do not give this form to the student when he first starts the PSNC classes. Wait until he has been in the program for at least 2-3 weeks before you give

it to him. This will give him time to develop a trust relationship with you. Trust is an essential element to get the most out of this worksheet. See the sample in the Resources and Forms Section.

### **Certificate of Achievement**

Positive reward is a very powerful tool in motivating students to do their best. The certificate of achievement is to be awarded the student after he or she completes the contract and receives your approval. These certificates should be handed out in front of the whole class so the other students can share in the joy with the one receiving it. See the sample certificate in the Resources and Forms Section.

# Personal Studies for New Christians

## Student Learning Contract Worksheet for Unit \_\_\_\_\_

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Date Contract Written \_\_\_\_\_

Projected Completion Date \_\_\_\_\_

Date Contract completed & approved \_\_\_\_\_

Areas of my life where I need to grow, Questions or problems I am facing,  
Subjects I would like to study

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Unit Title \_\_\_\_\_

Major Theme \_\_\_\_\_

Minor Themes \_\_\_\_\_

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**Goals** 1. \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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4. \_\_\_\_\_

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**Lessons and Bible Studies**

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**Scripture Memorization Class**

Specify what is to be done with each verse.

\_\_\_\_\_ Complete the SMC Worksheet

\_\_\_\_\_ Complete the SMC Final Test

Verses to memorize

Special Projects to complete

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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**Character Qualities Class**

Specify what work is to be done with each character quality in addition to the 8 regular activities.

Character Qualities	Special Projects to complete
_____	_____
_____	_____
_____	_____
_____	_____

**Personal Reading Class**

Daily summaries are to be completed with the books and/or tapes used in this class. Write a book report at least \_\_\_\_\_ pages long after you finish reading the book.

Given an oral report to the whole class on \_\_\_\_\_ (Date)

Titles of the books or tapes you will use in this class.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Special instructions for additional activities for the Personal Reading Class.

\_\_\_\_\_

\_\_\_\_\_

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**Bible Reading Class**

Read the following books in the Bible. List the activities (either written or oral) to be completed with each book.

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**Special Projects**

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**Notice:**

After you have completed all the work you have agreed to do on this contract, you will need to write a report explaining how you have grown and benefited from this work. Be sure to describe your progress in the areas listed in the goals of this contract.

Student's signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher's signature \_\_\_\_\_ Date \_\_\_\_\_

# Personal Studies for New Christians

## Student Learning Contract for Unit \_\_\_\_\_

Student Name \_\_\_\_\_ Date entered program \_\_\_\_

Date Contract Written \_\_\_\_\_

Projected Completion Date \_\_\_\_\_

Date Contract completed & approved \_\_\_\_\_

**Unit Title** \_\_\_\_\_

**Major Theme** \_\_\_\_\_

**Minor Themes** \_\_\_\_\_

\_\_\_\_\_

Areas of my life where I want to grow as I work on this contract

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Goals** 1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

**Lessons and Bible Studies**

Title	Date Started	Date Completed
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Scripture Memorization Class**

Specify what is to be done with each verse.

\_\_\_\_\_ Complete the SMC Worksheet                      \_\_\_\_\_ Complete the SMC Final Test

Verses to memorize	Special Projects To be Completed	Date Started	Date Completed
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**Character Qualities Class**

Specify what work is to be done with each character quality in addition to the 8 regular activities.

Character Qualities	Special Projects to complete	Date Started	Date Completed
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**Personal Reading Class**

Daily summaries are to be completed with the books and/or tapes used in this class. Write a book report at least \_\_\_\_\_ pages long after you finish reading the book.

Give an oral report to the whole class on \_\_\_\_\_ (Date)

Titles of the books or tapes	Date Started	Date Completed
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Special instructions for additional activities for the Personal Reading Class

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Bible Reading Class**

Read the following books in the Bible. List the activities (either written or oral) to be completed with each book.

Book	Activity to be Completed	Date Started	Date Completed
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**Special Projects**

	Date Started	Date Completed
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Notice:**

After you have completed all the work you have agreed to do on this contract, you will need to write a report explaining how you have grown and benefited from this work. Be sure to describe your progress in the areas listed in the goals of this contract.

Student's signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher's signature \_\_\_\_\_ Date \_\_\_\_\_

# Personal Self Evaluation Worksheet\*

Name \_\_\_\_\_

Date \_\_\_\_\_

In the Personal Studies for New Christians classes we want to make sure the work you do is going to help you grow. Please complete this worksheet, making your answers as clear as you can. We will use these ideas to plan what lessons and other activities you will be working on in the next few weeks.

## Part One Please check the following ones that describe you.

- I have serious problems for which I need or want help.  

_____ Alcohol abuse or addiction	_____ Life goals absent:
_____ Broken home life	_____ confused about the future
_____ Confused or hurtful	_____ Legal charges
_____ sexual experiences	_____ Many people conflicts
_____ Drug abuse or addiction	_____ Pregnancy
_____ Smoking	_____ Runaway
_____ Emotional downs and changes	_____ Other
- Briefly describe on a separate piece of paper how you see each problem. Give at least a one paragraph description for each one.

## Part Two Please check the following ones that interest you.

- I have some areas in my life that I am interested in studying and I want practice and support in finding new alternatives.  

_____ Emotional stability
_____ Family life: what should I do with my past?
_____ Finding my life-potential
_____ Handling conflicts with others
_____ Knowing God's will for me
_____ Overcoming fear, anger, guilt, or loneliness
_____ Friendships, male & female
_____ Principles of a Christian family
_____ Sexuality, single or married
_____ Other _____
- Briefly describe on a separate piece of paper how you see each area you checked. Give at least a one paragraph description of each area you checked and what you would like to learn.

*\*This worksheet is a modified version of the Personal Life Evaluation Form of the Contract Worksheet of Teen Challenge, Columbus, Ohio. Used by permission.*



# CERTIFICATE OF ACHIEVEMENT

This is to certify that

\_\_\_\_\_

while attending classes at \_\_\_\_\_

has successfully completed all the requirements for Unit \_\_\_\_\_ of the

## PERSONAL STUDIES FOR NEW CHRISTIANS

In recognition of your achievement, we have subscribed our signatures.

\_\_\_\_\_  
Director

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P.O. Box 1015 • Springfield, MO 65801 • 417-862-6969 • Fax: 417-862-8209 • Email: [tcusa@teenchallengeusa.com](mailto:tcusa@teenchallengeusa.com)

# **Introduction to the Basic Requirements for Unit One - Unit Five**

On the following pages you will find the basic requirements for the first four units of the PSNC. When these are used in ministries such as Teen Challenge, where students have class five days a week, most students should be able to complete the first four contracts before they complete the induction center program, usually about four months after they enter the program).

Each unit has an informational page followed by the Basic Requirements for the Unit. These Basic Requirement pages will be coded with a "B" corresponding the code for the Unit page. For example Unit One – Salvation is coded "Section 2-5", the corresponding Basic Requirement page is coded "Section 2-5B". These codes are found in the lower right of the page.

After Unit Four you will find information on a special contract entitled, "Personal Growth Contract." If a student completes the first four contracts before completing your induction center program, and still has at least a week or more before transferring to the training center, then you may want to use this contract. It can also be used earlier for some students; if this is what you feel would help him or her the most. However, it should be the rare exception to use this ahead of the first four units.

One situation where it might be helpful to use this special contract early would be with a student that was in the PSNC classes before, left your ministry, and has now returned to complete the program again.

Immediately after the section on Unit 5 "Work & Responsibility," you will find the literature that we have on the PSNC classes for months 5-12 for a one year residential program. These time references are not to be considered arbitrary, but only as guidelines.

**Unit One            Salvation (Spiritual Birth)**

**Unit Two            Self Image**

**Unit Three          Spiritual Growth**

**Unit Four            Family Relationships**

**Special contract on Personal Growth**

**Unit Five            Work and Responsibility**



# Unit 1

## Salvation

### ***Special note on writing the contract for Unit One***

Do not introduce the student learning contract to the new students the first day they come into the PSNC classes. Get them started on the first projects and lessons. After they have been in the class for 10 days to 2 weeks, then take time to explain the units and contracts to them. These first two weeks will also give you an opportunity to see that areas in their life need special attention immediately. You can use this information to decide what individual requirements to give that student for this contract.

Before you actually write the first contract, take time to introduce idea of learning contracts to the student. Then have him or her fill out the Personal Self Evaluation Worksheet. See the sample of this worksheet in the Resources and Forms in Section 2-3 of this teacher certification.

All the work they do before the contract is written would still receive credit as part of the work for that contract, as long as the work relates to what they have to do for this unit. If they have already completed most of the basic requirements but you want them to deal with some individual areas for growth, then you could give them more individual requirements.

If the student was in the PSNC classes before, and is already familiar with the concept of student learning contracts, then go ahead with the writing of the first contract as soon as he or she finishes Project 302, *"New Hope for Life."*

### **•Notice about Project 309, *"Sometimes I Feel Like Leaving"***

**Do Not** require all your students to take Project 309 (formerly Lesson 107). This is an elective project and should only be given to students when they are seriously considering leaving. Some students that were required to do this lesson stated, "Before I took this lesson, I wasn't even thinking about leaving. After I finished it, I really began to seriously think about leaving." HORRORS! That is exactly the opposite of what we want to do. Sometime during the first week of classes you may want to tell the new students that we have Project 309 which he or she is free to ask for at any time.

### **Lesson 109, *"God's Plan for the Family"***

This is a basic introduction to the Christian family. We would encourage you to have the student complete this in Unit One. However, if the student has very limited reading skills and is having a difficult time with the other material from Unit One, then feel free to wait until Unit Two for this lesson.

# Basic Requirements for Unit One

**Theme:** Salvation (Spiritual Birth)

## **Purpose Statement**

The main purpose of Unit One is to introduce the student to the basic issues of salvation and the immediate impact this should have on his/her life as a new Christian.

## **Scope Areas**

Relationship with God - major

Success - minor

Responsibility - minor

## **Goals** (samples listed below)

By the end of this unit,

1. I will be able to explain how a person becomes a Christian.
2. I will have a deep desire to change my life for the better.
3. I will have a clear understanding that God cares about me personally.

Listed below are the required activities for Unit One. The lessons and verses need to be completed in the sequence listed below (A-F on page 1 and A-C on page 2), unless you feel a different sequence would help the student at this time in his/her life. The students do not need to complete all of the lessons before they begin to work on the verses or the books to read. They should use their Daily Goal Sheet to plan how much work they will do in each of these five types of activities each day. You may want to give additional requirements to some students for Unit One.

## Lessons

- A. Project 301, "I'm Here!"
- B. Lesson 1 or 101, "Does God Have Plans for My world?"
- C. Lesson 102, "A New Look at Life"
- D. Lesson 103, "Yes!" I Want to Become a Christian" **or**  
Lesson 104, "My Questions About Christianity" **or**  
Lesson 105, "I'm Not Sure if I am a Christian" **or**  
Lesson 106, "Now That I'm a Christian"
- E. Lesson 108, "Who Is God?"
- F. Lesson 109, "God's Plan for the Family"  
(If your student is having a difficult time getting through the work for Unit One, you may want to have him/her wait until Unit 2 for Lesson 109.)

**\*!\* Project 309 (formerly Lesson 107), "Sometimes I Feel Like Leaving" is an elective and should not be required for all students. It's only for those who are seriously planning on leaving.**

## **Scripture Memorization Class**

(a minimum of 3 verses)

- A. Philippians 4:13

B. Philippians 1:6

C. Hebrews 13:17 or 1 Peter 2:13

Additional verses to consider for unit one.

James 4:7                      Ephesians 5:25 and 28

2 Corinthians 5:17        Proverbs 1:8-9

Romans 12:10                1 Corinthians 10:13

Romans 12:11                Romans 13:1-2

Romans 12:16

### **Character Qualities Class**

1-2 minimum, student chooses which ones to do.

### **Personal Reading Class**

1 book minimum

Some teachers do not assign a book for this first unit because the other requirements take a significant amount of time to complete. Rather than making this 4-6 weeks long, they design a shorter contract that can be completed in approximately 3 weeks. Then in the next contract they will begin assigning books for the student to read.

Suggested titles:

Joni, Joni Eareckson (Zondervan)

Courage of Carol, Robert Schuller (Harvest House Publ.)

Bruchko, B. Olson (Creation House)

### **Bible Reading Class**

Mark (minimum)

### **Individual Requirements**

(Whatever special projects you feel the student needs.)

Project 309, “Sometimes I Feel Like Leaving”, is a special project for students who want to leave the program. It should **not** be given to everyone, only those that are seriously considering leaving the program.

# Unit 2

## Self Image

The sequence of units 2 and 3 can be decided by the teacher. Some teachers prefer to cover self image before they go into spiritual growth. Their reason – if a student has a low self image with a great dislike of who he is, then he will not be motivated to spiritual growth. But if we can get that person to see themselves as God does, new hope will rise up within the new Christian. He will want to move into spiritual growth with enthusiasm.

Some teachers prefer to cover Spiritual Growth before Self Image. Their reason—the student still is not committed to Christ enough so he can face the daily spiritual battles he encounters. By contracting for growth in the Spiritual Growth, the student has the opportunity to deepen his commitment to Christ before moving onto other areas.

Another reason for waiting on the self image contract is for the student who claims to have no serious problems in this area of his life. If this is true (though rare) then it would be better to cover spiritual growth first, because it may be easier to challenge him to grow in this area, rather than self image, where he has no perceived need. Perhaps the student is good at covering up how he really feels about himself. By waiting a few weeks on this unit, you may be able to come up with more specific examples that pinpoint areas of his self image where he needs to grow.

In the final end, the choice is up to the teacher. Feel free to try it both ways to see which works best for you.

### Lesson 109, “God’s Plan for the Family”

If you student did not complete lesson 109 with Unit 1, then include this as party of the work for this unit. Lesson 109 does not deal directly with self image. However, one’s self image has often been greatly influenced by the family. As your student is working through this lesson, be on the lookout for insights related to his/her present self image. If your student completed Lesson 109 with unit 1, you may want to go over his/her answers again to see if you can identify some family background issues that are currently affecting the self image of this student.

## Basic Requirements for Unit Two

**Theme:** Self Image

### **Purpose Statement**

The major purpose of this contract is to help the student come to a clear awareness of how God wants him to see himself. The student also needs to become aware of how he presently views himself. With these two points clarified, we want the student to move closer to a positive biblical self concept.

### **Scope Areas**

Self Image - major  
Relationship with God - minor  
Friends - minor  
Success - minor

### **What is "Self Image"?**

Perhaps you sometimes struggle with a specific definition of a "biblical self image." What are the full dimensions of this issue? How important is this issue to the balanced growth of a new Christian?

Josh McDowell, author of *Evidence that Demands a Verdict* and other books, has written an excellent book on self image. *His Image My Image: Biblical Principles for Improving Your Self-Image*, stands in a class of its own. It is a superb reference book for you the teacher, and perhaps many of your students. Each chapter is filled with specific and practical discussions of different elements of a biblical self image. There are also a number of personal projects and evaluation worksheets throughout the book.

I would encourage you to read it so you can gain a broader understanding of the area of self image. McDowell's book is very helpful in pointing out specific areas to concentrate on as you go about the task of helping new Christians develop a biblical self image.

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## Goals

The goals should deal with the particular areas of their self image where they need to grow. Do not try to set these goals until after you have discussed in some detail the areas of the student's self image that you will be focusing on in this contract.

Below are listed several samples of goals that teachers have used on this contract. Some of the goals may not be very specific, and they may fail some of the other tests of a good goal. However, they do provide some insight in ways that teachers have attempted to focus on certain areas of growth.

1. I will learn why an independent spirit is an enemy towards God.
2. I will keep a journal of how I am opening up to others I live with.
3. I will learn why I fear and do not trust people.
4. I will begin to develop a sense of God's approval on my own so I won't be so sensitive to rejection.
5. I will learn how to accept criticism better.
6. I will stop thinking of myself as a "Born Loser" and will stop negative comments against myself. I will begin to see myself as a son of God.
7. I will begin to learn that God can use bad childhood experiences and my mistakes to make me His son, a testimony of God's power.
8. I will make a list of fifty things I can thank God for to show myself he has given me something after all.
9. I will shun my resentful, "tough guy" protective mask by asking forgiveness from those I demonstrate it to.
10. I will learn that I am a worthy person in the sight of God. I will not put myself down.
11. I will learn I am useful to God.

## Lessons

If your student did not complete Lesson 109, "God's Plan for the Family," in Unit One, then include this lesson as part of this contract. Lesson 109 should provide some clear insights into how the family background of the student has influenced his present self concepts.

The lessons that we suggest for this contract can be selected from the three books listed below. The first two books contain a wide variety of projects that you are free to photocopy for your students. In some cases, you may want to add two or three more questions to help the project focus on the growth your student needs.

*The Bible in Counseling*, Waylon Ward (Published by author; available from National Teen Challenge office)

- God's Child, 5 part study (page 87)
- God Loves You, 4 part study (page 101)
- God's Forgiveness (page 127)
- Understanding Yourself as a Divine Original (page 131)
- Study Guide to Luke 15 (page 5)
- Study Guide to Ephesians 1:3-14 (page 69)

*A Homework Manual for Biblical Counseling*, Vol. 1, by Wayne Mack Presbyterian & Reformed Publ. Co.

- Study Guide for Overcoming Depression
- True Happiness
- Inferiority Judgments
- Loneliness
- Over-eating
- Pride
- Self-Control
- Self-Love

*Discussion Manual for Student Relationships*, Volume 1, (Q), Dan Webster & Dawson McAllister (Roper Press), chapter 3, "The importance of a balanced self image," pages 39-62.

This workbook is geared for teenagers, but is very practical and in a format that is easy to read. It is a mixture of content and questions for response. Other chapters in Volume One could also be helpful in this contract. Volumes Two and Three also have topics that could easily work in this contract.

## Scripture Memorization Class

(a minimum of 3 verses)

Use both the Scripture Memory Class Worksheet and the Scripture Memory Class Final Test Form.

Suggested list to choose from:

- A. 2 Corinthians 5:17
- B. Proverbs 4:23
- C. 1 Peter 3:3-4
- D. Romans 12:16
- E. Ephesians 4:22-24

## Character Qualities Class

1-2 minimum, student chooses which ones to do.

## Personal Reading Class

1 book minimum

There are many good books available that deal with the subject of self acceptance and building a healthy biblical self image. Several books on this subject are listed below. After the title of the books some have the code (Q). These books have questions at the end of each chapter which can be used for discussion or written assignments. As the students read their assigned books, have them look for ideas that will help them develop a more positive, biblical self image.

1. *Another Chance: How God Overrides Our Big Mistakes*, Dean Merrill (Zondervan), 163 pages. An excellent book on recovering from failures of the past.
2. *Do You Sometimes Feel Like a Nobody*, Tim Stafford (Zondervan), 139 pages. Directed more at a teenager.
3. *Failure: Back Door to Success*, Erwin W. Lutzer (Moody Press), 136 pages. Practical, easy to read.
4. *Fearfully & Wonderfully Made: A Surgeon Looks at the Human & Spiritual Body*, Dr. Paul Brand & Philip Yancey (Zondervan), 214 pages. A fascinating book that explores many of the



- medical aspects of the body. Dr. Brand draws out many practical and meaningful spiritual parallels to the human body. The book gives you a new appreciation for the way God made us.
5. *Find Yourself, Give Yourself*, (Q), Dick Wulf (NavPress), 215 pages. The subtitle of the book is "How Godly self respect can set you free to serve." He gives practical steps to build self respect.
  6. *Freedom from Guilt*, Bruce Narramore & Bill Counts (Harvest House), 159 pages.
  7. *His Image My Image: Biblical Principles for Improving Your Self Image*, Josh McDowell (Here's Life Publishers), 168 pages. This is a superb book and the title tells clearly what it covers. Very practical, but not particularly easy reading. The book is geared for the Christian who already has a basic understanding of their relationship with God.
  8. *If You Love Me*, Kenneth D. Barney (Gospel Publishing House), 127 pages.
  9. *Improving Your Self Image*, (Q), Norman Wright (Harvest House), 137 pages in revised edition. A cassette tape and teacher's manual are also available for this book. Easy to read.
  10. *In His Image*, Dr. Paul Brand & Philip Yancey (Zondervan), 291 pages. This is a sequel to *Fearfully & Wonderfully Made*, the earlier volume by these two authors. In this book they look at the wonders of the human body and draw many practical and spiritual applications. This book has major sections dealing with the blood, the head, the spirit, and pain.
  11. *The Kingdom of Self*, Earl Jabay (Logos), 159 pages. A powerful book, but not recommended for a new Christian with a low self image. It may be useful for students coming from a religious background with the problem of pride.
  12. *Lord, Change Me*, Evelyn Christenson (Victor Books), 192 pages. Written for women.
  13. *Love Yourself*, Walter Trobisch (InterVarsity Press), 54 pages. Basic, practical, easy to read.
  14. *Preparing for Adolescence*, Dr. James Dobson (Vision House & Bantam Books), 150 pages. Aimed at teenagers and their parents. A workbook is available for this text entitled, *Preparing for Adolescence Growthguide*.
  15. *Putting Away Childish Things*, David Seamonds (Victor Books), 144 pages. This book is for the strong-willed child who grew up into a strong-willed adult. Excellent.
  16. *The Renewed Mind*, Larry Christenson (Bethany Fellowship), 143 pages.
  17. *Why Am I Afraid to Tell You Who I Am?* John Powell (Argus Communications), 167 pages. Filled with practical advice. It has an especially good section on games people play to cover up a weak self image.

18. *Will the Real Phony Please Stand Up*, Ethel Barrett (Gospel Light), 214 pages. Practical, very readable.
19. *You're Someone Special*, Bruce Narramore (Zondervan), 175 pages.

## **Bible Reading Class**

James, Luke, Acts (minimum)

## **Individual Requirements**

(Whatever special projects you feel the student needs.)

## Writing the contract for Unit Two—Self Image

Making student learning contracts personal to fit the needs of each student is probably one of the most profound ways of **doing** Christian discipleship.

*But . . . . . we've got a problem at our center . . . . .*

For most students, this will be the first personalized contract you prepare for them. You are likely to face three immediate problems.

- Needless to say, it will be a new experience for most of your students.
- Most students do not have a clear understanding of the specific issues you want them to cover in this contract.
- Your time schedule is probably on overload.

*Meaningful preparation . . . .*

So how can you get the student involved in meaningful preparation that will make the best use of your time when you sit down to plan this contract with each student?

Here's a list of questions you can give to the student to answer before you sit down to discuss the details of what will be included in the learning contract.

*After they've written their answers? . . . . .*

Have the student write his/her answers and bring them to the meeting where you will plan the contract. One option is to have the student read his/her answers to each question and then ask the student to explain his/her answer in more detail.

This discussion will hopefully give both you and the student insights on specific areas that will make good starting points for setting goals for this contract.

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## Preparing for Student Learning Contract on *Self Image*

### Instructions

Please give careful consideration to the following questions and write your answers on a separate sheet of paper. The purpose of these questions is to give you ideas on what to study in this contract.

Once you have completed your answers, you will meet with your teacher to plan your studies for the next few weeks. This is not a test—there are no right or wrong answers. We just want your honest feedback.

### Questions for personal reflection

1. How did your parents encourage you as you grew up at home?
2. How did your parents and other close relatives discourage you as you grew up?
3. What was your parent's attitudes toward your grades in school?
4. What did your father say about your physical appearance?
5. How do you see yourself? How would you rate your physical beauty? Rate yourself using a scale of 1 to 10, where one is ugly and ten is beautiful. Put an "x" where you would rate yourself.

---

1    2    3    4    5    6    7    8    9    10

Explain the reasons why you rated your physical beauty with this number.

6. How do you think Jesus sees you? How would Jesus rate your physical beauty if He were here today? Using a scale of 1 to 10, where one is ugly and ten is beautiful, put an "x" where you think Jesus would rate your physical beauty.

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1    2    3    4    5    6    7    8    9    10

Explain the reasons why you think Jesus would rate your physical beauty with this number.

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**Questions for personal reflection**—*continued*

7. How do you see your personality? How would you rate your personality? Rate your personality using a scale of 1 to 10, where one is ugly and ten is beautiful. Put an “x” where you would rate yourself.

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1      2      3      4      5      6      7      8      9      10

Explain the reasons why you rated your personality with this number.

8. Who are the most important people in your life? What did they think about you before you came into the Teen Challenge program?
9. How has your opinion of yourself changed since you came into Teen Challenge?
10. What kind of a person do you see yourself being five years from now?
11. How do you respond when people criticize you?
12. In what ways do people intimidate you?
13. What memories do you have of people putting you down? How often did you have these kinds of experiences?
14. How do you feel inside when people put you down?
15. What other questions would you like to study in this contract related to your self image (how you see yourself, how you feel about yourself)?

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## ***Notes to the teacher***

1. You may want to add additional questions. Or you may find that some of these questions do not work very well. ***We need your feedback!*** If you have additional ideas, please send them to Dave Batty.
2. It's been quite a while since we have revised the sample list of goals for this student learning contract—found on page 2 of the Basic Requirements for Unit Two. (It's located in section 2 of Volume 1 of your PSNC Teacher Certification notebooks.) We would like to get your samples of additional goals to list here.

3. **Contract summaries—**

- What's it all about?**

Helping new students get an idea of what each student learning contract is all about is quite a challenge. One idea to help you new students is to have each student write a brief summary of the contract after they have finished all their work and are ready to start a new contract.

Have the student write this summary with the understanding that future new students will read it to get an idea of what they will be studying in this contract.

- How did it help me?**

Also have the student explain how this contract helped them in their personal relationship with the Lord and with other people.

### ***So what will the teacher end up with in these written summaries?***

Your students may give you a bunch of vague generalities, but hopefully as you have a variety of students do this project, you will begin to get one or two excellent examples which you can share with new students as you introduce them to each new contract.

Send your responses to:

Teen Challenge, USA  
P.O. Box 1015  
Springfield, MO 65801  
417-862-6969

# Unit 3

## Spiritual Growth

The sequence of units 2 and 3 can be decided by the teacher. Some teachers prefer to cover self image before they go into spiritual growth. Their reason—if a student has a low self image with a great dislike of who he or she is, then he or she will not be motivated toward spiritual growth. But if we can get that person to see himself as God does, new hope will rise up within the new Christian. He or she will want to move into spiritual growth with enthusiasm.

Some teachers prefer to cover Spiritual Growth before Self Image. Their reason—the student still is not committed to Christ enough so he can face the daily spiritual battles he encounters. By contracting for growth in the unit Spiritual Growth, the student has the opportunity to deepen his commitment to Christ before moving on to other areas.

Another reason for waiting on the self image contract is for the student who claims to have no serious problems in this area of his or her life. If this is true (though rare) then it would be better to cover spiritual growth first, because it may be easier to challenge him to grow in this area, rather than self image, where he has no perceived need. Perhaps the student is good at covering up how he really feels about himself. By waiting a few weeks on this unit, you may be able to come up with more specific examples that pinpoint areas of his or her self image where he or she needs to grow.

In the final end, the choice is up to the teacher. Feel free to try it both ways to see which works best for you.

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## Basic Requirements for Unit Three

**Theme:** Spiritual Growth

### **Purpose Statement**

The main purpose of this unit is to challenge the new Christian to go beyond salvation to a deeper relationship with God. Spiritual growth needs to affect every area of one's daily living. Clear signs of spiritual growth need to be seen in the life of the new Christian.

### **Scope Areas**

Relationship with God — major  
Authority —major  
Responsibility —minor  
Self-Image — minor

### **Goals**

Here are some of the goals that different teachers have used on contract unit. The particular goals that you choose for this contract should be directly related to those areas of spiritual growth which are needed in the life of the student.

By the end of this contract,

1. I will have a basic understanding of my need to grow spiritually.
2. I will have a clear understanding of how God will guide and help me.
3. I will have at least three examples of how I have applied God's truths to my life.
4. I want to have more self control over angry emotions.
5. I want to have a deeper understanding of love.
6. I want to begin to have more communication with God through prayer.
7. I will begin to work on keeping my thoughts pure.
8. I will learn how to deal with authority and not always think they are trying to put one over on me.
9. I will be a better example of enthusiasm to the younger Christians around me.
10. I will ask God to give me a vision for my future so I will be motivated.
11. I will develop a caution to think before speaking.



- 
12. I will develop more initiative in devotions, by setting aside a half hour each day to read the Bible and pray alone.
  13. I will study the situations that occurred at the center when I did not obey. (Or when I attempted to rebel.)
    - A. I will identify why it is hard for me to find out the main reason why I am being told to do something.
    - B. I will develop mature ways of obeying my leaders.
    - C. I will identify the causes of my rebellion.
  14. While living here, I will initiate a trusting relationship with my counselor.
  15. I will develop a quiet attitude
  16. I will learn how to demonstrate a servant attitude by doing the character quality of humility.
  17. I will develop biblical attitudes to use when I am at work
    - A. I will learn how to respond to cursing on the job.
    - B. I will keep a record of difficult situations I face in the next 4 weeks. I will discuss how I can be an example for Christ in these situations.
  18. I will develop a willingness, not a physical, but an inward willingness, to be more like Jesus in mind, attitude, spirit, and in doing the things that may be unexpected.
  19. I will discover what is involved in being a diligent person.
  20. I will have developed a boldness to testify about what God had done in my life and not be ashamed to talk about it.
  21. I will begin to eliminate my impure thoughts at church and at the pool.
  22. I will make the first steps toward humility.
  23. I will develop the ability to think before I talk.
  24. I will learn to stand on my convictions even in the face of rejections.
  25. I will learn how to use discretion.
  26. I will take steps to develop trust in the Lord to overcome fear and worry.
  27. In the area of temptations to lie:
    - A. I want to identify the steps that I must take to be able to tell the truth when I find myself in a problem situation.
    - B. I will discern the steps to take to gain a clear conscience.

28. In the area of my relationship with God:
- A. I will identify 3 things I can do to strengthen my commitment to God.
  - B. I will have at least 3 examples of how I have been able to apply these truths in my life.
29. I will accomplish what I say I will do (my work, kitchen job, and class work).
30. I will learn how to express my frustration in a pleasing way to God (patience)
31. I will see that my mind is a battlefield between God and Satan and I must begin to control my lustful thoughts by thinking Godly thoughts.

### Lessons

We recommend that you use Chuck Miller's book, *Now That I'm a Christian*, volume 1, studies 1, 11-20.

Volume 2 of the same title has additional more advanced projects that might be better suited for students coming from a fairly good religious background.

### Scripture Memorization Class

[3 verses minimum)

The student should use both the Scripture Memory Class Worksheet and the Scripture Memory Class Final Test form.

Suggested list of verses to choose from

- A. James 4:7
- B. 2 Corinthians 5:17
- C. Romans 12:10
- D. Romans 12:16
- E. Ephesians 5:25, 28
- F. Proverbs 1:8-9
- G. 1 Corinthians 10:13
- H. Romans 13:1-2

### Character Qualities Class

1-2 minimum, student chooses which ones to do.

### Personal Reading Class

1 book minimum

These are some of the books that other teachers use with this contract. Some of the books listed below deal with specific areas of spiritual growth.

1. ***Caution: Christians Under Construction***, Bill Hybels (Victor Books), 143 pages. Basic, practical guide to spiritual growth.

2. ***Dare to be Different: Dealing with Peer Pressure***, Fred Hartley (Flemming H. Revell), 127 pages. Very practical book on peer pressure. Main target audience is teenagers, but older adults can also learn much from it.
3. ***Essentials of Discipleship***, Francis M. Cosgrove, Jr. (NavPress), 192 pages. Covers a number of practical areas for spiritual growth for the new Christian. A companion study guide is available entitled *A Bible Study on Essentials of Discipleship*, by the same author and publisher.
4. ***The Fight: Handbook for Christian Living***, John White (Intervarsity Press), 230 pages. A challenging book for students who have at least a high school reading level. Deals with faith, prayer, temptation, evangelism, guidance, Bible study, fellowship, and work.
5. ***Improving Your Serve: The Art of Unselfish Living***, Charles Swindoll (Word), 29 pages. Rather heavy reading. Should be on target for those who come from a religious background. Focuses on how to develop a servant attitude that is Christ-like. A study guide is available.
6. ***The Practice of Godliness***, Jerry Bridges (NavPress), 270 pages. Each chapter considers a different character quality that will help to deepen our commitment to Christ. A Bible study guide is available.
7. ***Praying: How to Start and Keep Going***, Bobb Biehl and James W. Hagelganz (Gospel Light), 142 pages. Basic and very practical guide to deepening one's prayer life.
8. ***Pursuit of Holiness***, Jerry Bridges (NavPress). Very practical and challenging. Deals with how to be victorious over sin and live a godly life. A study guide is available.
9. ***Strengthening Your Grip***, Charles Swindoll (Word). A study guide is available.
10. ***Temptation. Help for Struggling Christians***, Charles Durham (InterVarsity Press), 166 pages.
11. ***Three Steps Forward Two Steps Back: Persevering through Pressure***, Charles Swindoll (Thomas Nelson Pub.), 191 pages. Very practical.
12. ***Will the Real Phony Please Stand Up*** Ethel Barrett (Gospel Light), 2114 pages. Practical, very readable.

### **Bible Reading Class**

Galatians through 2 Timothy (minimum)

### **Individual Requirements**

(Whatever special projects you feel the student needs.)

# Unit 4

## Family Relationships

This contract needs to be viewed with great flexibility by the teacher. The diversity of family backgrounds will require that you really personalize this contract to the needs of each student.

- If the student is married, then the primary focus of this contract can deal with this husband-wife relationship.
- If the student is a teenager and living at home, or may be living there again in the future, then the primary focus could be on developing clear lines of communication between this teen and the parents.
- If the student comes from a fine family background, with no major conflicts affecting their relationships, then you may want to focus the contract on how this person can create a solid Christian family in the future when he or she marries.
- If the student comes from a background of physical or sexual abuse, or some other serious family problem, you will need to exercise great care in designing this contract. It is extremely important what you maintain confidentiality with the information this student shares with you. Don't try to solve all the problems of the past with this one contract. Try to determine what problems from the past are affecting the student today. Strive to lay a solid foundation on how Christ can build a new life for this person. They do not have to be a slave to their past. Healing will come, but for now, focus on discovering what is God's plan for a loving Christian family. We cannot change the past, but we can choose the future.

Do not push for a quick restitution of family relationships with the one who was abusing the child. Let the Holy Spirit be the one to direct the student in that difficult area. This may be the time for restitution, but with others, you may have to help that person become more deeply established in their relationship with God before full healing and restitution will come.

Before you begin writing the contract for this unit, have the student complete Project 305, *"Biography of My Family."* Have the student identify the areas of his or her family life that are strong and those areas where there are weaknesses. Have them finish the statement, "If there was one thing I would like to change in my family, it would be. . ."

This contract is not just for learning facts about the Christian family. When you choose the different learning activities for this contract, try to include special projects that will require the students to use some of the information they are learning about family relationships. Try to design projects they can use when they have visits, phone calls, or letters from their family.

This lesson can provide helpful insights as the student works on this contract. We highly recommend that you have the student complete Lesson 109 in Unit 1 or Unit 2, rather than waiting until Unit 4. The content of that lesson is very basic. It also helps to introduce very early to the new Christian some of the basic principles of the Christian family. Too often this issue is left in the background for several months after the person becomes a Christian. By the time students get to Unit 4 on Family Relationships, they have already formed some clear opinions regarding their family and what they intend to do in their future relationships with these people. Lesson 109 is one attempt to get their thinking directed towards God's plan for their family.

If the student has not completed Lesson 109, then make that one of his first lessons to work on for this contract.

If the student has already completed this lesson before you start this contract, then take time to review their answers, especially the ones which deal with their own family members. You may want to require the student to read over this lesson again before you sit down to decide what materials to include in this contract.

# Basic Requirements for Unit Four

**Theme:** Family Relationships

## Purpose Statement

The main purpose of this unit is to explore how a Christian should relate to the different members of his or her family. Where needed, we need to begin restoration of broken family relationships.

## Scope Areas

Family - major

Community relationships - minor

Friendships - minor

## Goals

Here are some of the areas you can cover when you write goals for this contract.

Parent-child relationships

Child-parent relationships

Husband-wife relationships

Brother-sister relationships

Relationship with fiancée

Restoring broken family relationships

Witnessing to family

Establishing a Christian family

Before you begin working on this contract, you may want to look at the student's work on Lesson 109, "God's Plan for the Family." If your student has not done this lesson yet, then make this one of the first activities in this contract. Hopefully Lesson 109 will provide some clear insights on where the student needs to grow in his family relationships. Some of the projects at the end of that lesson could easily be used again in this contract.

Here are some goals that teachers have used in writing contracts for this unit.

1. I will ask my parents to forgive me for my past ingratitude and rebellion.
2. I will begin to develop a more respectful and submissive attitude toward my parents. I will try to think of their needs more.
3. I will try to gain a deeper appreciation of myself as God's child and His special creation (in whom He delights).
4. I will repair a bitter relationship with a carefully arranged phone call.
5. I will identify major hurts from my past which have hindered my ability to trust.
6. Do a study on the necessity of forgiveness. In doing this I will understand the necessity of forgiveness.

7. I will understand what causes loneliness.
8. I will make the first steps towards reconciling my relationship with my father.
9. I will begin to develop a quiet attitude.
10. I will look for the good points in my parents (or other family members), not their bad points. (One activity to do is to look for the good points in those I presently live with, if not living at home.)
11. Talk with others about the good points you see in them.
12. Look for ways to work out a good budget.
13. Learn how to respond to bad language from others.
14. Learn how to show my parents that I am happy and willing to do my work.
15. Learn how to do my job better, no matter how I may feel at the moment.
16. Find ways to deal with my children through study of books, manuals, and daily experiences.
17. Learn how God wants me to improve my relationship with my family.
18. Discover God's guidance on how I can get rid of bad memories from the past.
19. Learn what love is so I can show love to my family members.
20. Learn what to do when a conflict arises.
21. Learn how to go about being a good friend.
22. Develop a character that will help in handling family responsibilities.
23. Discover ways to improving my father role by being a good example.
24. Learn how to become a good spiritual leader in my home.
  - A. Study the seven basic needs of my wife.
  - B. Establish a strong relationship with my child.
  - C. Develop spiritual convictions for my family.
  - D. Learn the key qualities that mark a man of God.

### ***Lessons***

Lesson 109, “God’s Plan for the Family,” provides a basic foundation for the Biblical principles related to family. If your student has not completed this lesson yet, then make that one of the first requirements of this contract. If the student has already completed it in Unit 1 or Unit 2, then have the student read over it again. Many of the projects at the end of Lesson 109 can be repeated again in this contract.

When you write this contract, you will need to choose special projects which relate to the specific needs of the student and his or her family. The following books are either workbooks with questions to fill in (coded WB), or books that have questions at the end of each chapter (coded Q). Books with a separate study guide available are coded B-SG.

1. *After Every Wedding Comes a Marriage*, (B-SG), Florence Littauer (Harvest House), 207 pages, study guide is 112 pages.
2. *After You Say “I Do”*, (WB), Wes & Judy Roberts and H. Norman Wright (Harvest House), 80 pages. A marriage manual for couples.
3. *Before You Say “I Do”*, (WB), Wes Roberts and H. Norman Wright (Harvest House), 80 pages. A marriage preparation manual for couples.
4. *The Bible in Counseling*, (WB), Waylon Ward (Moody Press).  
 Restoring Lost Love, p. 119  
 Understanding Your Responsibility as a Husband, P. 135  
 Understanding Your Responsibility as a Wife, p. 139  
 Understanding Your Role as a Mate, p. 141  
 What About Divorce? p. 149  
 I Peter 3:1-6, p. 77  
 I Peter 3:7, p. 79
5. *The Christian Couple*, (B-SG), Larry & Nordis Christenson (Bethany House Pub.), 185 pages, study guide 48 pages. This book is addressed to husbands and wives.
6. *The Christian Family*, (B-SG), Larry Christenson (Bethany House Pub.), 216 pages, study guide 63 pages. A classic book on God’s plan for the family.
7. *Communication: Key to Your Marriage*, (Q), H. Norman Wright (Regal Books), 194 pages. Includes methods for reducing friction and conflict. Also gives guidelines for enriching your marriage
8. *Communication: Key to Your Parents*, (Q), Rex Johnson (Harvest House), 143 pages. A teacher’s guide is available for this book entitled *Building Positive Parent-Teen Relationships*.
9. *Discussion Manual for Student Relationships*, Volume 1, (WB), Dan Webster & Dawson McAllister (Roper Press), Chapter 5, “The Importance of Understanding Parents,” pages 89-97.



10. *A Homework Manual for Biblical Counseling*, Volume 1 and 2, (WB), Wayne Mack (Presbyterian & Reformed Pub.). These books contain a wide variety of Bible studies. Once you purchase the book, you are free to photocopy the studies for your own ministry. In Volume 2 all the projects deal with family and marital relationships. Several studies in Volume 1 also relate to family relationships.
11. *Marriage Takes More Than Love*, (B-SG), Jack Mayhall and Carole Mayhall (NavPress), book is 239 pages, study guide is 80 pages. Presents practical, biblical solutions for dealing with troubled marriage relationships as well as suggestions for making good marriages better.
12. *More Communication Keys for Your Marriage*, (Q), H. Norman Wright (Regal Books), 194 pages. The author deals with servanthood, listening skills, and emotions in relationship to communicating with your marriage partner.
13. *The Pillars of Marriage*, (Q), H. Norman Wright (Regal Books), 173 pages. Eight key areas of marriage are discussed – goals, expectations, needs, change in crisis, decisions, conflict, forgiveness, and prayer. A leader’s guide is available.
14. *Preparing for Parenthood*, (Q), H. Norman Wright and Marvin N. Inmon (Regal Books), 192 pages. A leader’s guide is available.
15. *Strike the Original Match*, (B-SG), Charles Swindoll (Multnomah Press), book is 196 pages, study guide is 64 pages. The book is on rekindling and preserving the warmth within your marriage.
16. *Together Forever*, (B-SG), Anne Kristin Carroll (Zondervan), book is 251 pages, study guide is 95 pages. Author emphasizes that if just one of the parties to the impending divorce will make the necessary spiritual changes, there is a good chance to save the marriage. She also tells the intimate story of her own divorce and remarriage to the same partner.

Additional books to read are listed under the Personal Reading Class section.

### **Scripture Memorization Class**

Minimum of 3 verses.

The student needs to complete the Scripture Memory Class Worksheet and the Scripture Memory Class Final Test form with each verse. On at least one of these verses, complete a special project from the student manual for the Scripture Memorization Class.

Suggested list to choose from:

- A. Ephesians 6: 1-3
- B. Ephesians 5: 25, 28
- C. Ephesians 5: 31

- D. Proverbs 5: 15-23
- E. Proverbs 1: 8-9

**Character Qualities Class**

1–2 minimum

Do one special project with one character quality.

**Personal Reading Class**

Minimum of 1 book.

See also the books listed under the “Lessons” section of this unit for books that have study guides and questions. The following books do not have study guides.

1. *An Answer to Parent-Teen Relationships*, Norman Wright (Harvest House), 62 pages. Very practical.
2. *An Answer to Submission and Decision-Making*, Norman Wright (Harvest House), 57 pages. Discusses these two issues within the context of the marriage relationship.
3. *Bring Your Loved Ones to Christ*, Don Wilkerson (Revell), 121 pages.
4. *Building Respect, Responsibility & Spiritual Values in Your Child*, Mike Phillips (Bethany House Pub.), 138 pages.
5. *Can I Hope Again?* Hazel Goddard (RN Haynes Pub.), 128 pages. This book deals with ways to heal personal and family relationships.
6. *The Christ-centered Family*, Raymond Brock (Gospel Publishing House), 124 pages. A leader’s guide is available.
7. *Christian Living in the Home*, Jay Adams (Presbyterian & Reformed), 143 pages.
8. *The Family that Listens*, H. Norman Wright (Victor Books), 142 pages. A leader’s guide is available.
9. *For Better or Best*, Gary Smalley (Zondervan), 169 pages. A guide to knowing, understanding, and loving your husband. Very practical. A companion to *If Only He Knew*.
10. *Helping Children of Divorce*, Judson Swihart & Steven Brigham (InterVarsity Press), 125 pages.
11. *How to Raise Good Kids*, Barbara Cook (Bethany House), 187 pages.
12. *How to Really Love Your Teenager*, Ross Campbell (Victor Books), 132 pages.

13. *How to Repair the Wrong You've Done*, Ken Wison (Servant Books), 87 pages. Gives steps to restoring relationships.
14. *How To Treat Your Family As Well As You Treat Your Friends*, Judson Swihart (Regal Books), 159 pages.
15. *The Hurting Parent*, Margie M. Lewis (Zondervan), 144 pages. How parents can find help when their children rebel and get in trouble.
16. *I Married You*, Walter Trobisch (Harper & Row) and (Quiet Waters Publications), 135 pages. Very practical book which shows how to find God's plan in intimacy and marriage.
17. *If Only He Knew*, Gary Smalley (Zondervan), 161 pages. A guide to knowing, understanding, and loving your wife. A companion to *For Better or Best*.
18. *Intended for Pleasure*, Ed and Gaye Wheat (Revell), 256 pages. This is a reference book on sexual intimacy in marriage, presented within the framework of the Bible's teaching.
19. *The Marriage Builder*, Lawrence J. Crabb, Jr. (Zondervan), 143 pages. A book for counselors and couples, it deals with the goal of oneness in marriage, and more.
20. *The Myth of the Greener Grass*, J. Allan Peterson (Tyndale), 222 pages. This book deals with extramarital affairs and offers both preventive and healing measures.
21. *Raising Your Children Toward Emotional and Spiritual Maturity*, Joy Wilt (Word), 201 pages.
22. *Too Big to Spank*, Jay Kesler (Regal Books), 159 pages. A practical help for parents of teenagers.
23. *The Trouble with Parents*, Tim Stafford (Zondervan), 159 pages. The subtitle is "How to make peace with yours." Written to teenagers.
24. *What Wives Wish Their Husbands Knew About Women*, James Dobson (Tyndale), 189 pages.
25. *When the Man You Love is an Alcoholic*, T. Klewin (Abbey Press).
26. *When the Woman You Love is an Alcoholic*, Joan Curlee-Salisbury (Abbey Press), 96 pages.
27. *Why Children Misbehave*, Bruce Narramore (Zondervan), 150 pages.

28. *Your Family: A Love & Maintenance Manual for People with Parents & Other Relatives*, Jim Conway, Walter Trobisch & others (InterVarsity Press), 129 pages.

**Bible Reading Class**

Matthew, Romans, minimum.

**Individual Requirements**

(Whatever special projects you feel the student needs.)

Feel free to use or adapt any of the activities given at the end of Lesson 109, “God’s Plan for the Family.”

# Personal Growth Contract

The Personal Growth Contract can be used in several different ways. Some students will have problems that are not directly covered in the first four contracts. This contract can be used to challenge students in these special situations.

## **In an induction center**

If a student completes the first four contracts before graduation, and still has at least a week or more before graduation, then you may want to use this contract. This contract is designed to make their last days and weeks a meaningful time for growth.

It can also be used earlier with some students if this is what you feel would help him or her the most. However, it should be the rare exception to use this ahead of the first three units. One situation where it might be helpful to use this special contract early would be with a student that was in the PSNC classes before, left your ministry has now returned to complete the program again.

## **In churches, schools, and long term residential ministries**

Some ministries use the PSNC curriculum with students on a long term basis. You may want to use this contract more than one time over a one year period. This could be especially helpful in preparing students to do contracts on their own after they are no longer in your PSNC classes.

# Basic Requirements for Personal Growth Contract

**Theme:** Personal Growth (you specify in what area.)

## **Purpose Statement**

1. Determine those areas of your life where you have made significant growth since coming here.
2. Determine specific areas of your life where you still need God's help to grow. (Identify problems in your life.)
3. Learn how to set reasonable goals for personal growth.
4. Develop skills in measuring personal growth.

## **Introducing the Personal Growth Contract to the student**

On the following page are several activities which the student can complete before the two of you write this contract.

1. Sit down with the student and explain what you hope this contract will do in the life of the student. Carefully discuss the purpose of this contract, using the four ideas listed under the purpose statement.
2. Explain what you want the student to do before you actually write the contract. You can photocopy the information on the next page and give it to the student. These are the activities they need to complete in preparation for writing this contract.
3. If the students do not have anything to write down for activity #2, or if you feel their list leaves out several major problems, then you may want to have them complete activity #5, where they interview staff, family members, or other students they live with.
4. Additional instructions are given on page 3 of this article for writing this contract.

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**Basic Requirements for Personal Growth Contract  
Student Copy****What we hope to accomplish with this contract**

1. Determine those areas of your life where you have made significant growth since coming here.
  2. Determine specific areas of your life where you still need God's help to grow. (Identify problems in your life.)
  3. Learn how to set reasonable goals for personal growth.
  4. Develop skills in measuring personal growth.
- 
1. Make a list of the areas where you have already made significant growth since coming here. Please give one or two paragraphs to describe each area of growth. You may also include examples from your life to illustrate how you have grown.
  2. Make a list of the areas in your life where you still feel a need to grow. In one or two paragraphs explain what you feel are the specific problems that still need to be resolved. For example, if you are still having a difficult time resisting temptations to sin, make a list of the kinds of temptations that are still the most difficult for you.
  3. Write down any ideas you have on Bible studies, scripture verses to memorize, character qualities, or other projects you could do to become a more successful Christian in these areas of your life.
  4. Make a list of any other topics you are interested in studying. These do not need to be problem areas in your life.
  5. Go to two or three staff and explain to them what you are doing for this contract. Ask them to discuss with you the areas of your life where they have seen you make real growth. Ask them to also explain to you the areas where they feel you still need to grow. If you are presently in an induction center, and will soon be transferring to a training center, look especially for things that you need to work on so your time at the training center will be successful. Write a short report of your talk with each person. Include their suggestions even if you disagree with them.

You may also want to ask your family these same questions, and get their feedback. If you are a student in a program, you may want to ask some of the students for their ideas.

It would be best if you did not interview your teacher for this project. He or she will be working with you when you actually write the contract. Your teacher can give you his/her ideas when you discuss what learning activities to include in the contract.

**Designing the learning activities for the Personal Growth Contract**

After the student has completed the written assignments in preparation for this contract, schedule a time when you can meet with this person in private and go over the information s/he has gathered.

1. Discuss with the student the different problems he has listed, and together agree on which ones to work on in this contract. Write this on the Student Learning Contract Worksheet.
  
2. Discuss, then put down in writing on the Contract Worksheet, the specific learning activities s/he will do for this contract. This could include:
  - A. Bible study projects that you write on your own or take from books such as The Bible in Counseling, A Homework Manual for Biblical Counseling, or the series of Discussion Manual for Student Relationships.
  
  - B. Verses to memorize with special projects from the *Scripture Memorization Class* student manual.
  
  - C. Character qualities with special projects from the *Character Qualities Class* student manual.
  
  - D. Books to read with a list of specific questions to answer for the book report.

Make sure the learning activities include plenty of personal application opportunities. The projects should go beyond mastering information. Try to get the students involved in designing and choosing learning activities for their own personal growth. This kind of a contract can be excellent preparation for those who will soon be leaving your PSNC classes. We want them to develop the skill of writing contracts for personal growth.



# Unit 5

## Work and Responsibility

This contract is designed to begin some serious thinking and planning for the future of the student. The statement of purpose for the Teen Challenge Curriculum Committee-USA states in part that if the student is going to function successfully as a Christian in society he must know how to apply spiritually motivated Biblical principles in relationships in his chosen vocation.

Many students come with a vocational background which will provide them with a solid financial future to support their family. Many other students come with little or no work experience, very poor work habits, and no vocational training. Almost all of those who come do not have a clear understanding of how God's Word instructs them to function on a job.

The purpose of this contract is to begin the foundation of becoming a truly Christian worker, whose vocational choices and work attitudes are dramatically affected by his relationship to God. The title of this unit is "Work and Responsibility" because these two issues cannot be separated by the Christian.

Even while the student is in the program there are many opportunities to apply Biblical teachings in this area, because most programs have daily work requirements. These work situations provide excellent opportunities to apply the Biblical teachings covered in this unit.

### Re-entry

Materials in this unit can also be used with a person who is in the re-entry phase of your program. If your student did not complete this contract in his fifth month, then re-entry would be a good time to assign some of these activities.

# Basic Requirements for Unit Five

**Theme:** Work and Responsibility

## Purpose Statement

The main purpose of Unit Five is to introduce the student to the basic relationships that his/her Christian life should have to his/her present work habits and attitudes. The student will also begin to consider his/her plans for the future regarding what vocation s/he wishes to enter upon graduating from the program.

## Scope Areas

Responsibility - major

Success - major

Community Relationships - minor

As you begin your planning for this contract you may want to consider these areas of study. Perhaps you will want the student to evaluate his strengths and weaknesses in these areas as you determine what issues to concentrate on in this contract.

1. Dependability
2. Responsibility
3. Authority
4. Self Image
5. Success
6. Community Relationships
7. Work Ethic
8. Faithfulness
9. Honesty
10. Laziness
11. Diligence

## Goals

This is a new contract area and we do not have any samples of goals. As you write contracts for students on this subject, would you please send Dave Batty samples of your goals so we can include them in future versions of this unit description.

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### Basic Requirements for Unit Five - continued

**Lessons**

Here are listed several lessons and projects that can be used with this contract. You will have to decide with the student which ones will be most helpful at this point in his/her life.

1. Project 306 "Responsibility." A Teacher's Guide is available.
2. Project 307 "My Life of Work." A Teacher's Guide is available.

Activity #6 in Part 2 can be used as a separate activity for the student to work on all through this contract.

3. Project 308 "Interviewing Christian Workers." A Teacher's Guide is available.
4. A Woman's Workshop on Proverbs, by Diane Bloem (Zondervan).

Chapter 8, "Work and Laziness," is an excellent Bible study on the subject. It is excellent for either men or women. None of the questions need to be changed to use it with men.

Chapter 3, "Wealth and Poverty," also covers these issues in a very thought-provoking way. Again, none of the questions need to be changed to use it with men.

5. A Homework Manual for Biblical Counseling, Volume 1, by Wayne Mack (Presbyterian & Reformed Publishing Co.). This book has several projects that could be used to deal with some of the attitudes and characteristics listed at the beginning of this unit. In particular, the following projects can be used in this contract.

"How to become a useful person"

"How a Christian woman can become a useful person"

"Work"

**Scripture Memorization Class**

(A minimum of 3 verses)

- A. Colossians 3:22-24
- B. 2 Corinthians 8:11 Good News Bible
- C. \_\_\_\_\_

Additional verses to consider for unit five.  
(Send Dave Batty your suggestions.)

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### Character Qualities Class

1-2 minimum, student chooses which ones to do.

### Personal Reading Class

1 book minimum

The code after each title indicates if each chapter ends with study questions or not.

(B) Book--no questions at end of chapter.

(B/Q) Book with questions at the end of each chapter.

1. The Christian Employee, (B), Robert Mattox (Logos).
2. The Christian in a Secular Job, (5 tape series), Jerry White (NavPress).  
Dr. Jerry White presents God's view of work and talks about pressures and difficulties, ambition and ability, success and failure, and fulfillment and balance in your job, family, and ministry.
3. Life Planning, (WB), Kirk Farnsworth & Wendall Lawhead (InterVarsity Press), chapters 1-3.
4. A Long Obedience in the Same Direction, (B), Eugene H. Peterson (InterVarsity Press). This book has a chapter on work.
5. Preparing for Work: Get ready now for life after school, (B), John Zehring (Scripture Press). This is the text for a 13 week high school Sunday school course. A leader's guide and student workbook go with this course. This book is now out of print. You may have a difficult time locating it.
6. The Truth About You: Discover what you should be doing with your life, (B), Arthur F. Miller and Ralph T. Mattson (Fleming H. Revell).
7. The Workaholic and His Family: An Inside Look, (B) Frank Minirth, Paul Meier, Frank Wichern, Bill Brewer, States Skipper (Baker Book House).

8. You Can Manage Your Life, (B), Don Mallough (Baker Book House).
9. Your Job: Survival or Satisfaction, (B/Q), Jerry & Mary White (Zondervan). Excellent book.

**Bible Reading Class**

Teacher and student decide. (Proverbs has a lot to say about work)

**Individual Requirements**

(Whatever special projects you feel the student needs.)

# Overview of 5-12 Month Classes

## Personal Studies for New Christians Units Group Classes PSNC Electives

First Draft 9-82

Created by Dave Batty and Christi Peterson

This overview lists only the titles of the units and classes suggested for each month. A companion Resource List is available from the Teen Challenge International, USA Curriculum office. This Resource List gives books, tapes, and other materials available for each of the courses listed for months 5-12.

### Month 5 –Intermediate

#### PSNC Units – 5

- I. Work and Responsibility
- II. Restoring Family Relationships
- III. Friendships
- IV. Life of Christ/Gospels

#### Group Classes – 5

- I. Personal Devotions, Prayer, & Meditation
- II. Care-fronting (caring enough to confront)

### Month 6 – Intermediate

#### PSNC Units – 6

- I. Opposite Sex Relationships
- II. Submission to Authority
- III. Success
- IV. Lordship of Christ

#### Group Classes – 6

- I. Inductive Bible Study
- II. Emotions

### Month 7 – Intermediate

#### PSNC Units – 7

- I. Self Image (building a positive attitude toward self)
- II. Character of God
- III. Modesty
- IV. Faith

**Group Classes – 7**

- I. Holy Spirit 1
- II. Personal Evangelism
- III. Rapid Reading Class (special one day seminar)

**Month 8 – Maturing**

**PSNC Units – 8**

- I. Peer Pressure
- II. New Testament Survey, or Letters & Life of Paul
- III. Coping Skills
- IV. Success (motivation, goal setting)
- V. Authority of the Bible

**Group Classes – 8**

- I. Doctrine
- II. Christian Home

**Month 9 – Maturing**

**PSNC Units – 9**

- I. Submission to God and Spiritual Leaders (discipleship)
- II. Old Testament Survey, or a Bible book study
- III. Stewardship (time, money, talents)
- IV. Changing thought patterns

**Group Classes – 9**

- I. Cults
- II. Christian Ethics
- III. Holy Spirit II

**Month 10 – Maturing (Preparing for Re-entry)**

**PSNC Units – 10**

- I. Self Image
- II. Faith vs. Presumption
- III. Proverbs (self study paper on different kinds of people in that book)
- IV. God's Will
- V. Bible Character Sketch

**Group Classes – 10**



- I. Current Moral Issues
- II. Church Relations

**Month 11– Reentry**

**PSNC Units – 11**

- I. How to cope with frustrations, conflicts, & adversities
- II. Money Management
- III. Self Discipline
- IV. Career Planning

**Group Classes – 11**

- I. Money Management
- II. Personal Problems (problem solving techniques)
- III. Home Economics (women only) cooking, house cleaning and decorating, hostess, laundry
- IV. Job Skills

**Month 12 – Re-entry**

**PSNC Units – 12**

- I. Ministry of helping others
- II. How to cope with Frustrations, Conflicts, and Adversities
- III. Temptation & Failure

**Group Classes – 12**

- I. How to handle change
- II. Christian Women's Role in Church, Society, & Home (In men's centers, this course will deal with men's role.)
- III. Christianity vs. Humanism

Personal Studies for New Christians  
Elective Units

1. Being a Phony
2. Christian Husband/Wife Relations
3. Christian View of Death
4. Deeper Repentance
5. Healing of Memories
6. How to Overcome Bitterness
7. Loneliness
8. Masturbation
9. Overcoming Worry & Anxiety
10. Raising Your Children
11. Resolving Conflicts from the Past (physical abuse, rape, incest, child abuse)

For additional information on these courses, contact:  
Teen Challenge International, USA  
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# Personal Studies for New Christians and Group Classes

## Resource List for Months 5-12

First Edition

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Each book in this Resource List is given a code to describe what type of book it is. The code is inside parenthesis marks after the title.

- B - Book
- B/Q - Books with questions at the end of each chapter
- WB - Workbook. A book of projects or Bible studies to fill in
- M - Magazine
- TM - Teacher's Manual
- T - Cassette Tape

All the books listed can be ordered from the Teen Challenge International, USA Curriculum office. Most books are sold at 20% off the retail price; postage is extra. Write or call for a current order form and price list.

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## Introduction

This is called the "5th-12th Month Resource List" because its primary purpose is to provide a plan for Teen Challenge and similar ministries working with new Christians on a structured daily basis. The months should not be regarded as rigid time requirements. We chose this method of listing the courses because of its ease in visualizing the stages of growth needed by new Christians.

Please note that this is a rough draft proposal. The courses listed may need to be expanded or condensed to fit the structure of your ministry. The Teen Challenge International, USA Curriculum Committee (TCIU) will continue to expand the resources listed for these courses. We will also make changes in the courses listed and their suggested teaching sequence.

We need your help! If you find other books, tapes, projects, or other resource materials useful for the courses listed here, please send us the names and publishers of these items. We appreciate your help in this project.

The listing of a book here should not be interpreted as an endorsement of that book. Some of the books listed here have not been examined in detail by the TCIUC. The books were included because the title suggested that it related to the course under which it is listed. If you find a book that contains teachings that you feel are unacceptable to your ministry, please let us know at the TCIU office. We will gladly refund your money for any books returned in good condition.

All the books and other resources listed here can be purchased from the TCIU office. Please write for a current order form. Most books are available to you at 20% discount off retail price, plus shipping charges.

## Months 4 & 5

### PSNC Units--4 & 5

#### I. Work and Responsibility

##### Issues to cover:

1. Dependability
2. Responsibility
3. Authority
4. Self Image
5. Success
6. Community Relationships
7. Work Ethic
8. Faithfulness

##### Resources:

1. *Preparing for Work: Get ready now for life after school*, (B), John Zehring (Scripture Press). This is the text for an 13 week high school Sunday school course. A leader's guide and student workbook are also available.
2. *Life Planning*, (WB), Kirk Farnsworth & Wendell Lawhead (InterVarsity Press), chapters 1-3.
3. *The Christian Employee*, (B), Robert Mattox (Logos).
4. *A Woman's Workshop on Proverbs*, (WB), Diane Bloem (Zondervan). This workbook has a chapter on work that is excellent for either men or women. None of the questions will need to be changed to use it with men.
5. *Your Job: Survival or Satisfaction*, (B/Q), Jerry & Mary White (Zondervan). Excellent book.
6. *The Christian in a Secular Job*, (5 tape series), Jerry White (NavPress). Dr. Jerry White presents God's view of work and talks about pressures and difficulties, ambition and ability, success and failure, and fulfillment and balance in your job, family, and ministry.

7. *A Homework Manual for Biblical Counseling*, Vol. 1, (WB), Wayne Mack (Presbyterian & Reformed Publishing Co.). This book has several projects that could be used to deal with some of the attitudes and characteristics listed at the beginning of this unit. In particular, the following projects relate to this unit.
  - "How to become a useful person"
  - "How a Christian woman can become a useful person"
  - "Work"
8. *A Long Obedience in the Same Direction*, (B), Eugene H. Peterson (InterVarsity Press). This book has a chapter on work.
9. *The Truth About You: Discover what you should be doing with your life*, (B), Arthur F. Miller and Ralph T. Mattson (Flemming H. Revell).
10. *You Can Manage Your Life*, (B), Don Mallough (Baker Book House).

## II. Restoring Family Relationships

### Issues to cover:

Some of your students may not have any major problems in their family relationships. In those situations, the student can work on building deeper friendships with his/her family. If any of the members of the family are not Christians, then you could have the student work on having a positive witness to those family members.

### Resources:

1. *Your Family: A Love and Maintenance Manual for People with Parents & Other Relatives*, (B) Jim Conway, Walter Trobisch & Others, (InterVarsity Press).
2. *Discussion Manual for Student Relationships*, Vol. 1., (WB), by Dawson McAllister (Roper Press), Chapter 5, "Parents."
3. *Discussion Manual for Student Relationships*, Vol. 3, (WB), by Dawson McAllister (Roper Press), Chapter title, "How to live in a Broken Home."
4. *Rebuilders Guide*, by Bill Gothard (Institute in Basic Youth Conflicts), Good for broken or weak marriages.
5. *Bring Your Loved Ones to Christ*, (B), Don Wilkerson (Revell)
6. *When You Don't Agree*, (B/Q), James Fairfield (Herald Press). A guide to resolving marriage and family conflicts.

7. *A Homework Manual for Biblical Counseling, Volume 1*, (WB), Wayne Mack (Presbyterian and Reformed Publishing Co.), Project title, "Study Guide for Healing Broken Relationships."
8. *How to Repair the Wrong You've Done: Steps to Restoring Relationships*, (B), Ken Wilson (Servant Books).
9. *How to be a Better-Than-Average In-Law*, (B), Norman Wright (Scripture Press). A Leader's Guide is available for this book.
10. *I Love God and My Husband*, (B), Marion Stroud (Scripture Press). A Leader's Guide is available for this book.
11. *Live, Grow & Be Free: A Guide to Self-Parenting*, (B), Dennis L. Gibson (Here's Life Publishers).

\*\*\*\*\*There are several books which may be helpful for the parents of your students to read while your student is working on this unit.

1. *The Hurting Parent*, (B), Margie Lewis, with Greg Lewis (Zondervan).
2. *Parents in Pain*, (B), John White (InterVarsity Press).
3. *When Parents Cry*, (B), Joy Gage (Accent Books). How to survive a child's rebellion.

### III. Friendships

#### Resources:

1. *Friends and Friendship--The Secrets of Drawing Closer*, (B), Jerry and Mary White (NavPress).
2. *Friends and Friendship--The Secrets of Drawing Closer--Bible Study*, (WB), Jerry and Mary White (NavPress). Companion to the book by the same title listed above.
3. *How to be a Friend People Want to be Friends With...*, (B), by Richard Walters (Gospel Light). (Each chapter ends with discussion questions.)



4. *Caring Enough to Hear and Be Heard*, (B/Q), by David Augsburger (Gospel Light). (Each chapter ends with discussion questions.)
5. *Quality Friendships*, (B), Gary Inrid (Moody Press).
6. *Discussion Manual for Student Relationships*, Vol. 2, (WB), Dawson McAllister (Roper Press). Chapter title, "Making Friends."
7. "Anatomy of a Friendship," (Tape), Howard Hendricks (Art of Family Living, Dallas, TX).
8. *Dare to Be Different: Dealing with Peer Pressure*, (B/Q), Fred Hartley (Flemming H. Revell).

#### IV. Life of Christ/Gospels

##### Resources:

1. *The Life & Ministry of Jesus Christ* (three volume set), (WB), (NavPress).  
Book 1. *From His Preexistence and Birth to the Sermon on the Mount.*  
Book 2. *From the Sermon on the Mount to His last journey to Jerusalem.*  
Book 3. *From His last entry into Jerusalem to His resurrection and Ascension.*
2. *Getting to Know Jesus*, (WB), Paul Steeves (NavPress), 30 studies on Jesus' deity, lordship, love, death, and resurrection.
3. *The Incredible Christ*, (B), Bill Counts (Harvest House). Good scholarship, but also down to earth insights for us today.

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## Group Classes--Month 5

### I. Personal Devotions, Prayer, and Meditation

#### Resources:

1. *Meditation: The Bible Tells You How*, (B), Jim Downing (NavPress).
2. *How to Have a Quiet Time*, (Booklet), Larry Christenson (Bethany House Publishers).
3. *Quiet Time*, (Booklet), Frank Houghton and others (InterVarsity Press).
4. *No Easy Road*, (B), Dick Eastman (Baker Book House).
5. *Praying: How to Start and Keep Going*, (B/Q), Bobb Biehl and James Hagelanz (Gospel Light).
6. *God's Chosen Fast*, (B), Arthur Wallis (Christian Literature Crusade).
7. *Daring to Draw Near*, (B), John White (InterVarsity Press).
8. *What Happens When Women Pray*, (B), Evelyn Christenson (Victor Books, Scripture Press).  
A Leader's Guide is available for this book.
9. *Prayer: Conversing with God*, (B), Rosalind Rinker (Zondervan).
10. *Prayer: More Than Words*, (B), LeRoy Eims (NavPress).

### II. Care-fronting: How to confront others and receive correction.

#### Resources:

1. *Caring Enough to Confront*, (B/Q), David Augsburger (Gospel Light).
2. *Coping with Criticism*, (B), Jamie Buckingham (Logos).

## Month 6

### PSNC Units--Month 6

#### I. Opposite Sex Relationships

##### Issues to cover:

1. Reasons why I want to date
2. Christian dating
3. Dating Ethics
4. Moral Freedom
5. Respect
6. Parental Authority and Responsibility in helping you choose your marriage partner.
7. Christian marriage, planning stage
8. What about friendships with non-Christians?

##### Resources:

1. *Love is a Feeling to be Learned*, (B), Walter Trobisch (InterVarsity Press) or (Quiet Waters Publications)
2. *I Loved a Girl*, (B), Walter Trobisch (Harper & Row) or (Quiet Waters Publications)
3. *I Married You*, (B), Walter Trobisch (Harper & Row) or (Quiet Waters Publications)
4. *Living with Unfulfilled Desires*, (B), Walter Trobisch (InterVarsity Press) or (Quiet Waters Publications)
5. *A Guidebook to Dating, Waiting and Choosing a Mate*, (B), Norman Wright and Marvin Inmon (Harvest House). A Leader's Guide is available, entitled, *Preparing Youth for Dating, Courtship and Marriage*.
6. *Discussion Manual for Student Relationships*, Vol. 1, (WB), Dawson McAllister (Roper Press).  
Chapter 6. "Sex"  
Chapter 7. "Dating"  
Chapter 8. "Love vs Infatuation"
7. *Discussion Manual for Student Relationships*, Vol. 2, (WB), Dawson McAllister (Roper Press).  
Chapter 3. "Love"  
Chapter 4. "What love is not"  
Chapter 5. "Questions on dating"

8. *Discussion Manual for Student Relationships*, Vol. 3, (WB), Dawson McAllister (Roper Press).  
Chapter 2. "What to do when your boyfriend or girlfriend drops you"
9. *Institute in Basic Youth Conflicts Seminar Notebook*, (B), Bill Gothard.
10. *Straight Talk about Sex*, (B), Barry Chant (Whitaker House).
11. *The Pied Pipers of Sex*, (B), Alexandra & Vernon Mark (Haven Books/Logos).
12. *Honest Answers about Dating and Sex: A Book for Teenagers*, (B), Gwen Pamerter Aseltine, Ph.D. (Flemming H. Revell).
13. *Picking a Partner*, (B), William S. Deal (Bethany House Publishers). Especially geared to young people. Courtship, social and cultural factors in making the selection of a partner.
14. *How Do You Say, "I Love You"?* (B), Judson J. Swihart (InterVarsity Press). The author helps married couples unravel the complexities of saying and hearing "I love you" through a discussion of eight different languages.
15. *Narrowing the Risk in Mate Selection*, (Booklet)
16. *You Can Plan a Good Marriage*, (Booklet).
17. "Christian Principles of Choosing a Husband," (Tape), WHH
18. *Dating: Guidelines from the Bible*, (B/Q), Scott Kirby (Baker Book House).

## II. Submission to Authority

### Issues to cover:

1. Parents
2. Pastor
3. Employer
4. Government officials

### Resources:

1. *Rules: Who Needs Them?* (B), Ethel Barrett (Gospel Light).

2. *An Answer to Submission and Decision Making*, (Cassette & Book), Norman Wright (Harvest House). This book focuses mainly on husband/wife relationships.
3. *Discovering the Joy of Obedience*, (B), Hope MacDonald (Zondervan).
4. *Discussion Manual for Student Relationships*, Vol. 1, (WB), Dawson McAllister (Roper Press). Chapter 5. "Parents"
5. "Authority and Submission," (M), *Discipleship Journal*, Issue 8 (NavPress). This issue of Discipleship Journal contains several articles dealing with different aspects of authority and submission. Includes a study outline and leader's guide.

### III. Success

#### Resources:

1. *Have You Felt Like Giving Up Lately?* (B), David Wilkerson (Flemming H. Revell). A source book for healing your hurts.
2. *The Success Fantasy*, (B), Anthony Campolo, Jr. (Scripture Press). A Leader's Guide is available for this book. The author gives an analysis of the contemporary idolatry of success. You can learn how God measures success and how to stop living on substitutes and become successful in God's eyes.
3. *How to Fail Successfully*, (B/Q), Jill Briscoe (Revell).
4. *Another Chance: How God Overrides Our Big Mistakes*, (B/Q), Dean Merrill (Zondervan).
5. *Hand Me Another Brick*, (B), Charles Swindoll (Bantam).
6. *How to Feel Like a Somebody Again*, (B), Dale Galloway (Harvest House).
7. *How to Handle Pressure*, (B), Clyde & Ruth Narramore (Tyndale).
8. "We are Born for a Purpose," (Tape).
9. *You Can Manage Your Life*, (B), Don Mallough (Baker Book House).

## IV. Lordship of Christ

### Resources:

1. "The Lordship of Christ," (Tape), Lorne Sanny (NavPress).
2. *Discussion Manual for Student Relationships*, Vol. 2, (WB), Dawson McAllister (Roper Press), Chapter 1. "How to Glorify God"
3. *Discussion Manual for Student Discipleship*, Vol. 2, (WB), Dawson McAllister (Roper Press), Chapter 4. "The Christian and the Lordship of Christ."
4. *The Pleasure of His Company: How to be a Friend of God*, (B), Roger C. Palms (Tyndale).
5. *The Incredible Christ*, (B), Bill Counts (Harvest House). Good scholarship, but also down to earth insights for us today.

## Group Class Ideas--Month 6

### I. Inductive Bible Study

#### Resources:

1. *The Joy of Discovery in Bible Study*, (Student Text, with learning activities), Oletta Wald (Augsburg Publishing House).
2. *The Joy of Teaching Discovery Bible Study*, (Teacher's Guide for The Joy of Discovery in Bible Study), Oletta Wald (Augsburg Publishing House).
3. *First Hand Joy*, (WB), Rick Yohn (NavPress). Excellent book to get the student started in personal Bible study.
4. *How to Read the Bible for All It's Worth: A Guide to Understanding the Bible*, (B), Gordon Fee & Douglas Stuart (Zondervan). May be a little difficult for some students. Gives an excellent foundation on how to correctly read and interpret scripture.
5. *Bible Research: Revised Edition*, (WB), Ken Malmin (Bible Press, Portland, OR). This is a syllabus prepared for Portland Bible College. The activities are designed to teach the student how to use the different Bible reference books. Very practical and easy to follow.

6. *Off the Shelf and Into Yourself: Getting More from God's Word*, (B/Q), Terry Hall with Karen Hall (Victor Books). This is written for a high school age audience. It covers a variety of methods to use in studying the Bible.

## II. Emotions

### Resources:

1. *Living with Your Emotions: Self-Image & Depression*, (Teacher's Guide), Norman Wright (Harvest House). Two student texts go with this course:
  - A. *Improving Your Self-Image*, (B), Norman Wright (Harvest House).
  - B. *An Answer to Depression*, (B), Norman Wright (Harvest House).
2. *Living Beyond Worry & Anger*, (Teacher's Guide), Norman Wright (Harvest House). Two student texts go with this course:
  - A. *An Answer to Worry and Anxiety*, (B), Norman Wright (Harvest House).
  - B. *An Answer to Anger and Frustration*, (B), Norman Wright (Harvest House).
3. *How to Live with Your Feelings*, (Booklet), Phil Swihart (InterVarsity Press).
4. *Emotions: Can You Trust Them?* (B), James Dobson (Gospel Light).
5. *A Homework Manual for Biblical Counseling*, Vol.1, (WB), Wayne Mack (Presbyterian and Reformed Publishing Co.). There are several projects in this book dealing with different emotions.
6. *The Bible in Counseling*, (WB), Waylon Ward (Moody Press). There are several projects in this book dealing with different emotions.
7. *Overcoming Anxiety*, (B/Q), Dr. Gary Collins (Vision House). Covers a variety of emotions.
8. *Overcoming Hurts and Anger: How to Identify and Cope with Negative Emotions*, (B), Dwight Carlson, MD (Harvest House).

9. *Feeling & Healing Your Emotions*, (B), Conrad Baars, MD (Logos). A Christian psychiatrist shows you how to grow to wholeness.
10. *Preparing for Adolescence*, (B), Dr. James Dobson (Vision House).
11. *The Joy of Being a Woman . . . and What a Man Can Do*, (B), Ingrid Trobisch (Harper & Row) or (Quiet Waters Publications) This book has a chapter on how women can live in harmony with their menstrual cycle.
12. *Anger: Defusing the Bomb*, (B), Ray Burwick (Tyndale).
13. *Healing for Damaged Emotions*, (B), David Seamonds (Scripture Press). A Leader's Guide is available for this book.
14. *Feeling Good About Your Feelings*, (B), Barry Applewhite (Scripture Press). A Leader's Guide is available for this book.
15. "Anger," (Tape), Charles Swindoll (*Insight for Living*).

## Month 7--Intermediate

### PSNC Units--Month 7

#### I. Self Image

##### Issues to cover:

1. Victory over sin and how that affects my self image
2. How do you build a positive self image that is pleasing to God?
3. Respect and it's role in self image

##### Resources:

1. *You're Someone Special*, (B), Bruce Narramore (Zondervan).
2. *Encourage Me*, (B), Charles Swindoll (Multnomah Press).
3. *The Kingdom of Self*, (B), Earl Jabay (Logos).
4. *Healing for Damaged Emotions*, (B), David Seamonds (Scripture Press). A Leader's Guide is available for this book.



5. *Putting Away Childish Things*, (B), David Seamonds (Scripture Press). A Leader's Guide is available for this book.
6. *The Fragrance of Beauty*, (B), Joyce Landorf (Scripture Press). A Leader's Guide is available for this book.
7. *Live, Grow & Be Free: A Guide to Self-Parenting*, (B), Dennis L. Gibson (Here's Life Publishers).

## II. Character of God

### Topics to cover:

1. Attributes of God
2. Names of God

### Resources:

1. *Getting to Know God*, (WB), Paul Steeves (InterVarsity Press).
2. *Experiencing God's Attributes*, (WB), Warren and Ruth Myers (NavPress).
3. *Experiencing God's Presence*, (WB), Warren and Ruth Myers (NavPress).
4. *Knowing God*, (B), J.I. Packer (InterVarsity Press).
5. *Knowing God*, (Study Guide), J.I. Packer (InterVarsity Press).
6. *The Beauty of Beholding God*, (B), Darien B. Cooper (Victor Books).
7. "The Character of God," (Tape), Jim White (NavPress). The author shows how to become a God-centered person--knowing God intimately and personally, and receiving joy and encouragement directly from Him.
8. *Feeling Good about God*, (B), Barry Applewhite (Scripture Press). A Leader's Guide is available for this book. The author shows how you can uncover the real meaning of life and experience God's total love for you as you find out who God really is.
9. *You and God: The Abba Relationship*, (B), Timothy Foster (Scripture Press). A Leader's Guide is available for this book.
10. *The Difference God Makes*, (B), Peter Haile (InterVarsity Press).

11. *The Pleasure of His Company: How to Be a Friend of God*, (B), Roger C. Palms (Tyndale).
12. *Autobiography of God*, (B), Lloyd John Ogilvie (Gospel Light). The author uses the parables of Jesus to show the nature of God and how He works in our lives.

### III. Modesty

1. "Modesty," (Tract), by Melody Green (Last Days Ministries). The issue confronted in this article is not so much what you wear--but why you wear it.

### IV. Faith

#### Resources:

1. *From the Pinnacle of the Temple*, (B), Charles Farah, Jr. (Logos).
2. *Faith & Its Counterfeits*, (B), Donald Bloesch (InterVarsity Press).

## Group Classes--Month 7

### I. Holy Spirit I

#### Resources:

1. *Handbook on the Holy Spirit*, (B), Don Basham (Whitaker House).
2. *Spiritual Dynamics*, (B), G. Raymond Carlson (Gospel Publishing House). A Teacher's Guide is available for this book.

### II. Personal Evangelism

#### Resources:

1. *So Send I You*, (B), R.M. Riggs, et al (Gospel Publishing House).
2. *The Master Plan of Evangelism*, (B), Robert Coleman (Flemming H. Revell).
3. *How to Give Away Your Faith*, (B), Paul Little (InterVarsity Press).

4. *Out of the Salt Shaker and into the World*, (B), Rebecca Manley Pippert (InterVarsity Press). A study guide is available for this book.
5. *Bring Your Loved Ones to Christ*, (B), Don Wilkerson (Flemming H. Revell).
6. *The Lost Art of Disciple-Making*, (B), LeRoy Eims (Zondervan/NavPress).
7. *Disciples in Action*, (B), LeRoy Eims (Scripture Press). A Leader's Guide is available for this book.

### III. Rapid Reading Class One Day Seminar

After the seminar, students must practice their newly learned reading skills 30 minutes every day.

#### Resources:

1. *How to Read Better & Enjoy it More: A Guide to Rapid Reading*, (B), Ben Johnson (Harvest House).
2. *AGP Rapid Reading*, (3 Tapes), Ben Johnson. These tapes go with the above text.

## Month 8 (Maturing)

### PSNC Units--Month 8

#### I. Peer Pressure

#### Resources:

1. *Dare to be Different: Dealing with Peer Pressure*, (B/Q), Fred Hartley (Flemming H. Revell).
2. *Discussion Manual for Student Relationships*, Vol. 2, (WB), Dawson McAllister (Roper Press), Chapter 6, "Peer Group Pressure."

3. *Discussion Manual for Student Relationships*, Vol. 3, (WB), Dawson McAllister (Roper Press), Chapter 1, "How to deal with cliques."
4. *Putting God First*, (WB), Jim Burns (Harvest House Publishers). Chapter 11. "Handling Peer Pressure."
5. *Smart Girls Don't and Guys Don't Either*, (B), Dr. Kevin Leman (Gospel Light). This book is directed at parents of teenagers. It's designed to prepare your teens to make wise decisions about peer pressure, choosing friends, sex, drugs, dating, and alcohol. This book may be a valuable resource for parents who have teens.

## II. New Testament Survey or Letters & Life of Paul--Or a study of a New Testament book.

### Resources:

1. *Getting to Know the Book of the Christian: A historical, biographical overview of the Bible from Genesis thru Revelation*, (WB), Chuck Miller (Word).
2. *Bible Workbook*, Vol. 2, New Testament, (WB), Catherine Walker (Moody Press).
3. Book on Church History

## III. Coping Skills

### Resources:

1. *Prison to Praise*, (B), Merlin Carothers (Logos).
2. "Getting Along with People", (Tape), Wayne Mack.
3. *Discussion Manual for Student Relationships*, Vol. 3, (WB), Dawson McAllister (Roper Press):  
  
Chapter 4, "How to Break Bad Habits."  
  
Chapter 5, "How to Develop New Healthy Habits."
4. *How to Fail Successfully*, (B), Jill Briscoe (Flemming H. Revell).

5. *How to Win in Crises*, (B), Davis (Zondervan).
6. *The Kink and I: A Psychiatrist's Guide to Untwisted Living*, (B), James Mallory, Jr. (Scripture Press). A Leader's Guide is available for this book.
7. *Untwisted Living*, (B), James Mallory, Jr. (Scripture Press). A Leader's Guide is available for this book.
8. *Overcoming Stress*, (B), Jan Markell and Jane Winn (Scripture Press). A Leader's Guide is available for this book.

#### IV. Success

##### Issues to Cover:

1. Motivation
2. Goal setting

##### Resources:

1. *How to Set Goals and Really Reach Them*, (B), Mark Lee (Horizon House).
2. *Design Yourself*, (WB), Kurt Hanks, Larry Belliston, and Dave Edwards (William Kaufmann, Inc.).
3. *How to Decide What's Really Important: Without Giving Up the Things That Are*, (B), Fritz Ridenour (Gospel Light). A Teacher's Manual and a Student Workbook (Un-Guide) are available for this book.
4. *Lord, What's Really Important?* (B/Q), Fritz Ridenour (Gospel Light).
5. *The Success Fantasy*, (B), Anthony Campolo, Jr. (Scripture Press). A Leader's Guide is available for this book. An analysis of the contemporary idolatry of success. Learn how God measures success and how to stop living on substitutes and become successful in God's eyes.
6. See also the resources listed under the PSNC unit "Success" in Month 6.

## V. Authority of the Bible

**Research Paper:** Write a paper entitled, "Why I believe the Bible is God's Word." (You will need to provide resource books for them to use.)

### Resources:

1. *Why Believe the Bible*, (B), John MacArthur, Jr. (Gospel Light).
2. *The New Testament Documents: Are They Reliable?* (B), F.F. Bruce (Gospel Light).
3. *No Final Conflict*, (B), Francis Schaeffer (InterVarsity Press).
4. *How Our Bible Came to Us*, (Filmstrip & booklet), American Bible Society.
5. *Why So Many Translations?* (American Bible Society).
6. *How to Read the Bible for All It's Worth*, (B), Gordon Fee and Douglas Stuart (Zondervan). This book may be a little difficult for some students. It gives an excellent foundation on how to correctly read and interpret scripture.

## Group Classes--Month 8

### I. Christian Doctrine

#### Issues to cover:

1. Christology
2. Trinity
3. Second Coming
4. Salvation
5. Healing
6. Unpardonable sin

#### Resources:

1. *Knowing the Doctrines of the Bible*, (B), Myer Pearlman (Gospel Publishing House).
2. *Systematic Theology*, 3 Volumes, (B), Ernest Williams (Gospel Publishing House).

3. *Know Why You Believe*, (B), Paul Little (InterVarsity Press).
4. *Basic Christianity*, (B), John R. W. Stott (InterVarsity Press). A Study Guide is available for this book.
5. *Decide for Yourself: A Theological Workbook*, (WB), Gordon R. Lewis (InterVarsity Press).
6. "Why Study Doctrine?" (Tape), Will Metzger (InterVarsity Press).

## II. The Christian Home

### Resources:

1. *The Christ Centered Family*, (B), Ray Brock
2. *The Christian Family*, (B), Larry Christenson (Bethany).
3. *The Christian Family--Study Guide*, (WB), Larry Christenson (Bethany).
4. *The Measure of a Family*, (B), Gene Getz (Gospel Light).
5. *Christian Living in the Home*, (B), Jay Adams (Presbyterian & Reformed Publ.).
6. *Your Family: A Love & Maintenance Manual for People with Parents & Other Relatives*, (B), Jim Conway, Walter Trobisch, & Others (InterVarsity Press) or (Quiet Waters Publications)
7. *Values Begin in the Home*, (B), Ted Ward (Scripture Press). A Leader's Guide is available for this book.
8. *The Christian Couple*, (B), Larry and Nordis Christenson (Bethany House Publishers). A Study Guide is available for this book.
9. *Stress in the Family: How to Live Through It*, (B), Tim Timmons (Harvest House).
10. *Communication: Key to your Marriage*, (B/Q), H. Norman Wright (Gospel Light).
11. *The Pillars of Marriage*, (B/Q), H. Norman Wright (Gospel Light).
12. *Preparing for Parenthood: It Takes More Than Money*, (B/Q), H. Norman Wright and Marvin N. Inmon (Gospel Light).

13. *We Never Have Time for Just Us...*, (B/Q), Wayne Rickerson (Gospel Light). A guide to establishing quality together times for husbands and wives.

## Month 9 (Maturing)

### PSNC Units--Month 9

#### I. Submission to God and Spiritual Leaders (Discipleship)

##### Resources:

1. *The Pursuit of God*, (B), A. W. Tozer (Christian Publications).
2. *Improving Your Serve: The Art of Unselfish Living*, (B), Charles Swindoll (Word).
3. *Spiritual Leadership*, (B), J. Oswald Sanders (Moody Press).
4. *The Renewed Mind*, (B), Larry Christenson (Bethany House Publishers).
5. *How to be a Christian Without being Religious*, (B/Q), Fritz Ridenour (Gospel Light). A Teacher's Manual and a student workbook are also available for this book.
6. *Putting God First*, (WB), Jim Burns (Harvest House Publishers).  
Chapter 6. "The Cost of Commitment"  
Chapter 7. "The Call of Servanthood"
7. *The Lost Art of Disciple Making*, (B), LeRoy Eims (NavPress).
8. *Essentials of Discipleship: Practical Help on How to Live as Christ's Disciple*, (B), Francis Cosgrove (NavPress).
9. *A Bible Study on Essentials of Discipleship*, (WB), Francis Cosgrove (NavPress). This is a companion study guide to the book listed above.
10. *The Pursuit of Holiness*, (B), Jerry Bridges (NavPress).
11. *The Pursuit of Holiness: Bible Study*, (WB), Jerry Bridges (NavPress).



12. Activity: Have the student choose a spiritual leader within the next two months (not a member of your staff).
13. *Dedication: What It's All About*, (B), Majorie A. Collins (Bethany House Publishers).

## II. Old Testament Survey--Or a Study of an Old Testament book.

### Resources:

1. *Getting to Know the Book of the Christian*, (WB), Chuck Miller (Word).
2. *Bible Workbook*, Vol. 1: Old Testament, (WB), Catherine B. Walker (Moody Press).

## III. Stewardship

### Issues to cover:

1. Time
2. Money
3. Talents

### Resources:

1. *Discussion Manual for Student Relationships*, Vol. 3, (WB), Dawson McAllister (Roper Press). Chapter 9, "Disciplining Your Time."
2. *The Gift of Giving*, (B), Wayne Watts (NavPress).
3. *Lord, Make My Life Count*, (B), Raymond Ortlund (Gospel Light). A Teacher's Manual and a student workbook are available for this book.
4. "Giving," (Tape), Harvey Oslund (NavPress). The author gives practical suggestions on how to begin a life-long process of giving to God's work.
5. Activity: Do a Biblical word study on stewardship, tithing, giving, talents.
6. *Money*, (B), Andrew Murray (Bethany House Publishers). The author discusses how to acquire the real Christian attitude about possessions.

7. "Tithing," (Tape), Malcolm MacGregor (Bethany House Publishers).
8. "Giving and Receiving," (Tape), Malcolm MacGregor (Bethany House Publishers).
9. *How to Give Your Money Away*, (B), Simon Webley (InterVarsity Press).

#### IV. Changing Your Thought Patterns

##### Issues to cover:

1. Changing world view
2. Developing new behavior patterns
3. Breaking old habits
4. Renewing the mind

##### Resources:

1. *Win the Battle for Your Mind*, (B), Richard Strauss (Scripture Press). A Leader's Guide is available for this book.
2. *The Renewed Mind*, (B), Larry Christenson (Bethany House Publishers).
3. *The Battle for the Mind*, (B), Tim LaHaye (Flemming H. Revell).
4. *Spirit-Controlled Temperament*, (B), Tim LaHaye (Tyndale).
5. *The Other Side of Love*, (B), Mel White (Flemming H. Revell). This book deals mainly with the temptation of lust.
6. *Truth: Antidote for Error*, (B), Anthony D. Palma (Gospel Publishing House). A Teacher's Guide is available for this book.
7. *Will the Real Phony Please Stand Up?* (B/Q), Ethel Barrett (Gospel Light). A teacher's manual and student workbook are available for this book.
8. *How to Say No to a Stubborn Habit*, (B), Erwin Lutzer (Scripture Press). A leader's guide is available for this book.
9. *Discussion Manual for Student Relationships*, Vol. 1, (WB), Dawson McAllister (Roper Press). Chapter 9. "Clearing the Mind."

10. *Discussion Manual for Student Relationships*, Vol. 3, (WB), Dawson McAllister (Roper Press).  
Chapter 4. "How to Break Bad Habits."  
Chapter 5. "How to Start New Healthy Habits."
11. *Victory Over Sin and Self*, (B), David Wilkerson.
12. *The Christian Mind: How Should a Christian Think?* (B), Harry Blamires (Servant Books).
13. *Changing Your Thought Patterns*, (Booklet), George Sanchez (NavPress).
14. "How to Change Your Thought Patterns," (Tape), George Sanchez (NavPress).
15. *Untwisted Living*, (B), James Mallory (Scripture Press). A Leader's Guide is available for this book.
16. *Help Yourself to a Healthier Mind*, (B), LeRoy Dugan (Bethany House Publishers).
17. *Mirror of Conscience*, (Booklet), Basilea Schlink (Bethany House Publishers).
18. *You Can Manage Your Life*, (B), Don Mallough (Baker Book House).

## Group Classes--Month 9

### I. Cults

#### Resources:

1. *Know the Marks of Cults*, (B), Dave Breese (Victor Books, Scripture Press). A Leader's Guide is available for this book.

Note to Induction centers: If you send students to the Teen Challenge Training Center in Rehrersburg, PA, please do not use this book as a text for those students. This book is the text for the Cults class at Rehrersburg.

2. *Scripture Twisting: Twenty Ways Cults Misread the Bible*, (B), James W. Sire (InterVarsity Press).

3. *Understanding the Cults: Handbook of Today's Religions*, (B), Josh McDowell and Don Stewart (Here's Life Publishers).
4. *Escape From Darkness*, (B), James R. Adair and Ted Miller (Scripture Press). A Leader's Guide is available for this book. First-person accounts of people who were trapped by cults, but heard the call of the Savior and broke away from deceptive beliefs.
5. *The Kingdom of the Cults*, (B), Walter R. Martin (Bethany Fellowship).

Note: If you would like a list of books dealing with a particular cult, write the Teen Challenge International, USA Curriculum office, specifying which cult you want information on.

## II. Christian Ethics

### Issues to cover:

1. Use of free time, recreation
2. Music
3. TV
4. Movies
5. Honesty
6. Role of the conscience

### Resources:

1. *Honesty, Morality, & Conscience*, (B), Jerry White (NavPress). A Bible study is available for this book.
2. *Discussion Manual for Student Relationships*, Vol. 2, (WB), Dawson McAllister (Roper Press). Chapter 8. "Honesty."
3. *Discussion Manual for Student Relationships*, Vol. 3, (WB), Dawson McAllister (Roper Press). Chapter 8. "The Christian Student and Rock Music."
4. *Rock: Practical Help for Those Who Listen to the Words and Don't like What They Hear*, (B), Bob Larson (Tyndale).
5. *Rock Reconsidered: A Christian Looks at Contemporary Music*, (B), Steve Lawhead (InterVarsity Press).

6. "Can God Use Rock Music?" (Tract), Keith Green (Last Days Ministries). Is there such a thing as "evil" music or "good" music? Keith frankly discusses what he has seen during his life-long involvement with music, and clears up some common misconceptions about "Christian rock," getting to the real issue.
7. "Music or Missions?" (Tract), Keith Green (Last Days Ministries). An expose on the dangers of Christians idolizing gospel "rock start." Also good for those interested in getting into the "music ministry."
8. *Values Begin at Home*, (B), Ted Ward (Scripture Press). A Leader's Guide is available for this book. The author covers how to think and talk about moral values with your children.
9. *The Disciplined Life-Style*, (B), Richard S. Taylor (Bethany House Publishers).

### III. Holy Spirit II

#### Issues to cover:

1. Gifts of the Holy Spirit
2. Fruits of the Holy Spirit

#### Resources:

See the list of resources under Holy Spirit I in Month 7, Group Classes.

## Month 10 (Prepare for Re-entry)

### PSNC Units-Month 10

#### I. Self Image

##### Issues to cover:

There have been previous units on Self Image in earlier months. Why have another unit on it? Most students will not completely resolve all problems in this area of their lives in one unit. You will need to consider each student's progress in this area and determine with their help what areas need attention. Some may still have a major problem with a negative self image. In others, the need may be to come to a clearer understanding of what it means to have a Godly self concept. How does God view me? How can I strengthen my self concept?

**Resources:**

1. Note: See the resources listed in the following places:
  - a. Unit Three, "Self Image," in the article "Organizing Your Personal Studies into Units for Growth." This article is in Book One of the *Personal Studies for New Christians Teacher Certification Notebook*.
  - b. Month 7, PSNC Unit on Self Image
2. *Encourage Me*, (B), Charles Swindoll.
3. *Can You Love Yourself?* (B), Jo Berry (Gospel Light).
4. *Freedom from a Self-Centered Life: Dying to Self: Selections from the Writings of William Law*, (B), William Law; Edited by Andrew Murray (Bethany House Publishers).

**II. Faith vs Presumption****Issues to cover:**

The main purpose of this unit is to clear up any misunderstandings the student may have regarding positive confession and the "Health, Wealth, & Prosperity Gospel," that can be somewhat confusing to some new Christians.

**Resources:**

1. *We Let Our Son Die*, (B), Larry Parker (Harvest House).
2. *From the Pinnacle of the Temple*, (B), Charles Farah, Jr (Logos).
3. *The Wall Street Gospel*, (B), Joe Maligato (Harvest House Publishers).

**III. Proverbs--Character Study**

This is a research paper on the different kinds of people described in Proverbs. The student does a character study on these different types of people.

## IV. God's Will for My Life

### Issues to cover:

1. Life objectives (goals)
2. Biblical principles for interpreting God's guidance.

### Resources:

1. *Discovering God's Will*, (WB), Warren and Ruth Myers (NavPress).
2. *Life Planning: A Christian Approach to Careers*, (WB), Kirk Farnsworth and Wendell Lawhead (InterVarsity Press). This is a workbook for those beginning to look for a job and those seeking a change in midlife.
3. *Guidance: What the Bible says about Knowing God's Will*, (B), Oliver R. Barclay (InterVarsity Press).
4. *The Fight: A Practical Handbook for Christian Living*, (B/Q), John White (InterVarsity Press).
5. *Affirming the Will of God*, (B), Paul Little (InterVarsity Press).
6. *The Cost of Commitment*, (B), John White (InterVarsity Press).
7. *Decision Making & the Will of God: A Biblical Alternative to the Traditional View*, (B), Garry Friesen, with J. Robin Maxson (Multnomah Press). An excellent book, though quite long--450 pages.
8. *Knowing God's Will: Biblical Principles of Guidance*, (B), M. Blaine Smith (InterVarsity Press).

## V. Bible Character Sketch

The student should do at least one Bible character sketch during months 8-10.

### Resources:

1. *Her Name is Woman*, Volumes 1 & 2, (B/Q), Gien Karsen (NavPress).

## Group Classes-Month 10

### I. Current Moral Issues

#### Issues to cover:

1. Abortion
2. Birth Control
3. Euthanasia
4. Secular humanism

#### Resources:

1. *How Should We Then Live*, (B), Francis Schaeffer (Flemming H. Revell).
2. *Together We Can Deal with Life in the 80's*, (B), Ron Jenson (Here's Life Publishers).
3. *The Secular Saint: The Role of the Christians in the Secular World*, (B/Q), Robert Webber (Zondervan).
4. *The Joy of Being a Woman and What a Man Can Do*, (B), Ingrid Trobisch (Harper & Row).
5. *A Baby Just Now?* (B), Walter Trobisch (InterVarsity Press). A Christian perspective on family planning.
6. *An Answer to Humanistic Psychology*, (B), Nelson Hinman (Harvest House Publishers).
7. *A Christian Manifesto*, (B), Francis Schaeffer (Crossway Books).
- 8a. *Who Broke the Baby?* (B), Jean Staker Garton (Bethany House Publishers).
- 8b. *Who Broke the Baby?* (5 tapes), Jean Staker Garton (Bethany House Publishers).
9. *Evangelicals and Social Ethics*, (B), Klaus Bockmuehl (InterVarsity Press). The author analyzes the formation, structure and action verbs used by the Lausanne Covenant to delineate Christian social obligation.
10. *The Homosexual Way--A Christian Option?* (B), David Field (InterVarsity Press). The author provides a concise summary of the biblical teaching on homosexuality, relating it to the contemporary debate and the needs of those struggling personally with the problem.
11. *Issues of Life and Death*, (B), Norman Anderson (InterVarsity Press). The author takes a well-researched biblical approach to legalized abortion, genetic engineering, euthanasia, birth control, artificial insemination and capital punishment.



12. *Pornography*, (B), John H. Court (InterVarsity Press). The author investigates the arguments used to support pornography, evaluating the scientific studies concerning its effects and providing detailed evidence to support his conclusions.
13. *Right Living in a World Gone Wrong*, (B), David Allan Hubbard (InterVarsity Press). The author focuses Scripture's light on eleven contemporary problems such as premarital sex, abortion, euthanasia, women's rights, capital punishment, and pollution.
14. "Children--Things We Throw Away?" (Tract), Melody Green (Last Days Ministries). Very forthright tract on abortion, speaking out against it.
15. "The Questions Most People Ask About Abortion," (Tract), Melody Green (Last Days Ministries). This is a large, in-depth tract that answers many of the questions people have concerning all the "what ifs" of abortion. Also included are many interesting notes and statistics about abortion.

## II. Church Relations

### Issues to cover:

This course is a study of our relationships with the local church. The course will include a study of I & II Corinthians, using the Church at Corinth as a case study.

### Resources:

1. *The Corinthian Correspondence: An Interpretive Look at St. Paul's Letter to the Church at Corinth*, (B), Russell Spittler (Gospel Publishing House). A Teacher's Guide is available for this book.

Note: This book is used as a text at the Teen Challenge Training Center in Rehrersburg, PA. Do not use this book at your induction center as a text book for those students you will be sending to Rehrersburg.

2. *The Measure of a Church*, (B), Gene Getz (Gospel Light).
3. Activity: Have the student choose a church to attend in your city. At this point in the program the students should have developed their trustworthiness to the point where they can attend this church without staff supervision. It may also be possible to arrange for the student to work as a teacher's aid in a Sunday School class.

## Month 11--Re-entry (Gear for Independence & Self-sufficiency)

### PSNC Units--Month 11

#### I. How to Cope with Frustrations, Conflicts, & Adversities

##### Issues to cover:

Purpose of this class is to clarify how God uses problems and conflicts to develop character in us.

##### Resources:

1. *Three Steps Forward, Two Steps Back: Persevering through Pressure*, (B), Charles Swindoll (Thomas Nelson Publishers).
2. *Overcoming Hurts and Anger: How to Identify and Cope with Negative Emotions*, (B), Dwight Carlson, M.D. (Harvest House Publishers).
3. *Have You Felt Like Giving Up Lately?* (B), David Wilkerson (Flemming H. Revell).
4. *How to Fail Successfully*, (B), Jill Briscoe (Flemming H. Revell).
5. *How Do You Handle Life?* (B), Fritz Ridenour (Gospel Light). A Teacher's Manual and a student workbook are available for this book.
6. *How to be a Confident Woman*, (WB), Susan Jane Souter (Harvest House Publishers).
7. *How to Set Goals and Really Reach Them*, (B), Mark Lee (Horizon House).
8. *Turning Your Stress into Strength*, (B), Robert H. Schuller (Harvest House Publishers).
9. *Why Christians Burn Out*, (B), Charles Perry, Jr. (Thomas Nelson Publishers).
10. *How Not to Go Crazy: Finding Stability in Unstable Times*, (B), Robert Wise (Harvest House).
11. *How to Handle Pressure*, (B), Clyde Narramore (Tyndale).
12. *How to Handle Life's Hurts*, (B), James A. Nelson (Accent Books).
13. *How to Handle Your Hassles and Hurts*, (B), Bob Turnbull (Omega Pub./Bible Voice Books).

14. *Winds of Adversity*, (B), Bill Gothard (Institute in Basic Youth Conflicts). This is one of the Supplementary Alumni Books.
15. *Encourage Me*, (B), Charles Swindoll (Multnomah).
16. *Healing for Damaged Emotions*, (B), David Seamonds (Scripture Press). A Leader's Guide is available for this book.
17. *Putting Away Childish Things*, (B), David Seamonds (Scripture Press). A Leader's Guide is available for this book.
18. *The Kink and I: A Psychiatrist's Guide to Untwisted Living*, (B), James D. Mallory, Jr. (Scripture Press).
19. *There's More to Life*, (B), Craig Selness (Scripture Press). A Leader's Guide is available for this book. The author shows how you can do something about your frustrations. But first you must learn to risk, to trust, to believe in God and in your own abilities.
20. *Facing Your Failures*, (Tape), David Wilkerson (Bethany House Publishers).
21. *Gaining Through Losing*, (B), Evelyn Christenson (Scripture Press). A Leader's Guide is available for this book. The author shows how God can take the disappointments and tragedies in your life and turn them into unbelievable gains.
22. *Christians in the Marketplace*, (B), Bill Hybels (Scripture Press). A Leader's Guide is available for this book. How to be "in the world, but not of it" as Christ works through you in the secular workaday world.
23. *Live, Grow & Be Free*, (B), Dennis L. Gibson (Here's Life Publishers).

## II. Money Management

### Resources:

1. *How to Succeed with Your Money*, (B), George M. Bowman (Moody Press). Note: This book is used as the text for this class at the Teen Challenge Training Center, Rehrersburg, PA.
2. *God's Answers to Financial Problems*, (WB), Rick Yohn (Harvest House Publishers).
3. *Your Money Matters*, (B), Malcolm MacGregor (Bethany House Publishers). A CPA's sometimes humorous, consistently practical guide to person money management, based on Scripture and with an emphasis on family living.

4. *Financial Planning Guide for Your Money Matters*, (WB), Malcolm MacGregor (Bethany House Publishers). Companion volume to *Your Money Matters*.
5. *What Husbands Wish Their Wives Knew About Money*, (B), Larry Burkett (Scripture Press). A Leader's Guide is available for this book.
6. *Common Sense About Your Family Dollars*, (B), James Thomason (Scripture Press). A Leader's Guide is available for this book.
7. *The Gift of Giving*, (B), Wayne Watts (NavPress).
8. *Money: How to Spend Less and Have More*, (B), David Juroe (Flemming H. Revell).
9. *Money*, (B), Andrew Murray (Bethany House Publishers). How to acquire the real Christian attitude about possessions.

### III. Self Discipline

#### Resources:

1. *Discipline: The Glad Surrender*, (B), Elizabeth Elliot (Flemming H. Revell).
2. "How to Develop Self-Discipline," (Tape), Paul Drake (NavPress). The author explains the importance of self-discipline and presents a simple plan to begin developing this trait.
3. *The Disciplined Life*, (B), Richard Taylor (Bethany House Publishers).
4. *Get On With Living*, (B), Simon Schrock (Bethany House Publishers). A challenge to begin living by personal direction and personal conviction rather than by imitation.
5. *Control Yourself! Practicing the Art of Self-Discipline*, (B), D.G. Kehl (Zondervan).
6. *You Can Manage Your Life*, (B), Don Mallough (Baker Book House).

### IV. Career Planning

#### Issues to cover:

1. Vocational planning
2. Aptitude test possible
3. Vocational counseling
4. College orientation

**Resources:**

1. Activity: find a job or go to school (academic or vocational).
2. *Life Planning*, (WB), Kirk Farnsworth & Wendell Lawhead (InterVarsity Press).
3. *The Christian Employee*, (B), Robert Mattox (Logos).
4. *Open to Change*, (B), David C. McCasland (Scripture Press). A Leader's Guide is available for this book. Some people feel that past failures have disqualified them from future service. This book encourages them to take heart; the same things happened to Moses. The life and work of Moses is the focus of this book.
5. *The Success Fantasy*, (B), Anthony Campolo, Jr. (Scripture Press). A Leader's Guide is available for this book. The author gives a penetrating analysis of the contemporary idolatry of success. The book covers how God measures success and how to stop living on substitutes and become successful in God's eyes.
6. *Turn Your Dreams into Reality*, (B), Russ Johnston (Scripture Press). A Leader's Guide is available for this book. The author shows how your dreams can come true when God is kept as the foundation of your hopes.
7. *Choosing Your Career: The Christian's Decision Manual*, (B), Martin E. Clark (Baker Book House).
8. *Directions: A Gift Book for Graduates*, (B), LeRoy Koopman (Baker Book House).
9. *You Can Manage Your Life*, (B), Don Mallough (Baker Book House).

## Group Classes--Month 11

### I. Money Management

**Issues to cover:**

1. How to make a budget
2. How to set up and use a checking account
3. How to set up and use a savings account. Also discuss different types of savings plans.
4. Use and abuse of credit cards

**Resources:**

1. *How to Succeed with Your Money*, (B), George M. Bowman (Moody Press). Note: This book is used as the text for this class at the Teen Challenge Training Center, Rehrersburg, PA.
2. *God's Answers to Financial Problems*, (WB), Rick Yohn (Harvest House Publishers).
3. *Your Money Matters*, (B), Malcolm MacGregor (Bethany House Publishers). A CPA's sometimes humorous, consistently practical guide to person money management, based on Scripture and with an emphasis on family living.
4. *Financial Planning Guide for Your Money Matters*, (WB), Malcolm MacGregor (Bethany House Publishers). Companion volume to *Your Money Matters*.
5. *What Husbands Wish Their Wives Knew About Money*, (B), Larry Burkett (Scripture Press). A Leader's Guide is available for this book.
6. *Common Sense About Your Family Dollars*, (B), James Thomason (Scripture Press). A Leader's Guide is available for this book.
7. *The Gift of Giving*, (B), Wayne Watts (NavPress).
8. *Money: How to Spend Less and Have More*, (B), David Juroe (Flemming H. Revell).
9. *Money*, (B), Andrew Murray (Bethany House Publishers). How to acquire the real Christian attitude about possessions.

## II. Personal Problems

### Issues to cover:

1. Develop problem solving techniques.
2. Discussion class using situation case studies
3. Temptation
4. Failure
5. Authority
6. Responsibility
7. Friends
8. Family
9. Moral Freedom
10. Work

### Resources:

1. *Many Aspire, Few Attain*, (Tape), Walt Henrichsen (NavPress). The author challenges you to give up mediocrity, make a total commitment to God, and fight the spiritual battle to win.
2. Since this will be a discussion class, the needs of the students will have a major influence on what topics you will cover. Many of the previous classes may provide useful resources depending on what issues you cover. The main focus of this class should be developing practical skills for dealing with these problems, not simply a review of the content again.

Check especially the resources listed for the PSNC Unit entitled, "How to Cope with Frustrations, Conflicts, & Adversities" (Month 11).

### III. Home Economics

#### Issues to cover:

1. Cooking, menu planning, purchasing food, food preservation
2. House cleaning
3. How to be a hostess
4. Laundry
5. Purchasing and making clothes

#### Resources:

1. *Homemaking: A Bible Study for Women at Home*, (WB), Baukje Doornenbal and Tjitske Lemstra (NavPress).
2. *Getting More Done in Less Time*, (B), Mike Phillips (Bethany House Publishers). For homemakers, husbands, pastors, or businessmen about getting work done more efficiently
3. *The Best of All*, (B/Q), Gien Karssen (NavPress). For women. The author takes you through Proverbs 31 verse by verse, giving historical and cultural explanations, as well as present-day applications. Two appendices are "How to Have a Quiet Time" and "Suggestions for Discussion Groups."

### IV. Job Skills

#### Issues to cover:

1. Making a job resume
2. Job interview

**Resources:**

1. *Managing Our Work: Revised*, (B), John Alexander (InterVarsity Press). Shows how the problem of work overload can be solved by setting realistic objectives, goals, and standards.
2. *Getting More Done in Less Time*, (B), Mike Phillips (Bethany House Publishers). For homemakers, husbands, pastors, or businessmen about getting work done more efficiently.
3. *The Christian Employee*, (B), Robert Mattox (Logos).
4. Discuss the value and possibilities for continuing their education or vocational training as a means of improving their job opportunities.
5. *Christians in the Marketplace*, (B), Bill Hybels (Scripture Press). The author tells how to be "in the world, but not of it" as Christ works through you in the secular workaday world. A Leader's Guide is available for this book.
6. See also the resources listed for the PSNC unit "Career Planning" in Month 11.

## **Month 12--Re-entry (Prepare for independence and self-sufficiency)**

### **PSNC Units--Month 12**

#### **I. Ministry of Helping Others**

**Resources:**

1. *How to be a People Helper*, (B), Gary Collins (Vision House).
2. *People Helper Growthbook*, (WB), Gary Collins (Vision House). This is a companion workbook for How to be a People Helper.
3. *When Someone Asks for Help: A Practical Guide for Counseling* (B), Everett Worthington, jr. (InterVarsity Press).
4. *How to Help a Friend*, (B), Paul Welter (Tyndale).



5. "How to Discern Needs," (Tape), Ron Oertli (NavPress). The author tells how to use your knowledge of God and His Word to help people.
6. *Improving Your Serve: The Art of Unselfish Living*, (B), Charles Swindoll (Word).
7. *Encouraging One Another*, (B), Gene Getz (Scripture Press). A Leader's Guide is available for this book.

## II. How to Cope with Frustrations, Conflicts, & Adversities

### Resources:

This course is a continuation of the unit by the same name in Month 11. The Resource List is given in the PSNC Units for that month.

## III. Temptation & Failure

### Resources:

1. *Temptation: Help for Struggling Christians*, (B), Charles Durham (InterVarsity Press).
2. *How to Overcome Evil*, (B), Jay E. Adams (Presbyterian & Reformed Publishing Co.).
3. *Have You Felt Like Giving Up Lately*, (B), David Wilkerson (Flemming R. Revell). A source book for healing your hurts.
4. *Do You Sometimes Feel Like a Nobody*, (B), Tim Stafford (Zondervan).
5. *Why Am I Afraid to Tell You Who I Am?* (B), John Powell (Argus Communications). Insights on self-awareness, personal growth and interpersonal communications.
6. *The Other Side of Love*, (B), Mel White (Flemming H. Revell). Very practical book dealing with sexual temptations.
7. *Caring Enough to Confront*, (B/Q), David Augsburger (Gospel Light).
8. *Honesty, Morality, & Conscience*, (B), Jerry White (NavPress). A Bible Study Guide is available for this book.
9. *How to Fail Successfully*, (B), Jill Briscoe (Flemming H. Revell).

10. *Another Chance*, (B), Dean Merrill (Zondervan).
11. "Facing Your Failures," (Tape), David Wilkerson (Bethany House Publishers).

## IV. Final Evaluation

### Issues to cover:

1. Before leaving the program, the students should complete an evaluation of the growth that occurred in their lives since coming into the program.
2. The following decisions should be completed before they leave the program:
  - A. Where will you live?
  - B. Where will you work and/or work?
  - C. What church will you attend?
  - D. Who will be your spiritual leader?
  - E. Who are your close friends?
  - F. What area of personal study will you be pursuing after leaving the program?

## Group Classes--12

### I. How to Handle Change

#### Issues to cover:

As students progress through the re-entry phase, the many changes will bring lots of pressure into their lives. For some these changes create a lot of anxiety in their lives. The purpose of this course is to examine this process of change and develop strategies for coping with these changes.

#### Resources:

1. *The Mind Changers: The Art of Christian Persuasion*, (B), Em Griffin (Tyndale).
2. *How to Set Goals and Really Reach Them*, (B), Mark lee (Horizon House).
3. *Will the Real Phony Please Stand Up?* (B/Q), Ethel Barrett (Gospel Light). A Leader's Guide and a student workbook are available for this book.

4. *Three Steps Forward, Two Steps Backward: Persevering through Pressure*, (B), Charles Swindoll (Thomas Nelson Publishers).
5. *The Battle for the Mind*, (B), Tim LaHaye (Flemming H. Revell).
6. *The Renewed Mind*, (B), Larry Christenson (Bethany House Publishers).
7. *Get On with Living*, (B), Simon Schrock (Bethany House Publishers).
8. *The Pursuit of Excellence*, (B), Ted Engstrom (Zondervan).

## II. Christian Women's Role in Church, Society, & Home

### Issues to cover:

1. Give Biblical response to feminist movement.
2. If this is being taught at a ministry for men, then focus the course on the role of the Christian man in society.

### Resources:

1. *Learning to be a Woman*, (WB, Kenneth G. & Floy M. Smith (InterVarsity Press).
2. *In Search of God's Ideal Woman*, (B), Dorothy Pape (InterVarsity Press).
3. *The Best of All*, (B/Q), Gien Karssen (NavPress).
4. *The Magna Carta of Woman*, (B), Jessie Penn-Lewis (Bethany House Publishers).

## III. Christianity vs. Humanism

### Issues to cover:

1. Emphasize the important differences between these two world views, and how our society is affected by them.
2. Areas significantly affected by secular humanism: evolution in education, the media, population control (abortion), government.

**Resources:**

1. *A Christian Manifesto*, (B), Francis Schaeffer (Crossway Books).
2. *Humanist Manifestos I and II*, (B), edited by Paul Kurtz (Prometheus Books).
3. *The Battle for the Mind*, (B), Tim LaHaye (Flemming H. Revell).
4. *An Answer to Humanistic Psychology*, (B), Nelson Hinman (Harvest House).

PSNC Electives

**5-12 Months**

Resource List: Date printed 3-19-83

First Draft, created 9/9-10/82

By Dave Batty and Christi Childs

**1. Masturbation****Resources:**

1. *My Beautiful Feeling*, (B), Walter Trobisch (Inter Varsity Press and Quiet Waters Publications).
2. *Masturbation*, (Lesson 401), David Batty (Teen Challenge International, USA Curriculum).
3. *Living With Unfulfilled Desires*, (B), Walter Trobisch (InterVarsity Press and Quiet Waters Publications).

**2. Healing of memories****Resources:**

1. *Inner Healing through the Healing of Memories*, (B), Betty Tapscott (Hunter Books).
2. *The Healing of Fears*, (B), Norman Wright (Gospel Light).

3. *Healing for Damaged Emotions*, (B), David Seamonds (Scripture Press).
4. *Memory Healing: God Renewing the Mind*, (B), Dr. Robert L. McDonald (RLM Ministries). This book is primarily a staff resource book rather than a book you would assign a student to read.

### 3. Deeper repentance

#### Resources:

1. *Forgotten Factors*, (B), Roy Hession (Christian Literature Crusade).
2. *Dedication: What It's All About*, (B), Marjorie A. Collins (Bethany House Publishers). Thousands dedicate themselves at altars. Few follow through on their commitments. With this in mind, the author tackles the task of clarifying the meaning of dedication.

### 4. Resolving Conflicts from the Past (Physical Abuse, Rape, Incest, Child Abuse)

#### Resources:

1. *The Healing of Fears*, (B), Norman Wright (Harvest House).
2. *Coping with Abuse in the Family*, (B), Wesley Monfalcone (Westminster Press).
3. *All I Need is Love*, (B), Nancy Smith (InterVarsity Press). The author tells how a Christian Psychologist helped her overcome severe emotional problems caused by a childhood full of cruelty and abuse.
4. *When It's Hard to Forgive*, (B), Goldie Bristol and Carol McGinnis (Scripture Press). This book gives hope to those who can't forgive. The Bristols' daughter was brutally murdered, yet through God's power, they were able to forgive the killer completely. A Leader's Guide is available for this book.
5. *Healing for Damaged Emotions*, (B) David Seamonds (Scripture Press). A Leader's Guide is available for this book.
6. *Putting Away Childish Things*, (B), David Seamonds (Scripture Press). A Leader's Guide is available for this book.

7. *The Kink and I: A Psychiatrist's Guide to Untwisted Living*, (B), James Mallory, Jr. (Scripture Press). A Leader's Guide is available for this book.

## 5. Weight Control

### Resources:

1. *Freedom from Fat*, (B), Kliewer (Revell).
2. *Weight! A Better Way to Lose It*, (B), Roger F. Campbell (Scripture Press). A Leader's Guide is available for this book.
3. *Free to be Thin*, (B), Marie Chapien (Bethany House Publishers).  
The following two study guides go with this book.
4. Free to be Thin Study Guide No. 1. *Getting Started*, (WB), Neva Coyle (Bethany House Publishers).
5. Free to be Thin Study Guide No. 2. *Discipline*, (WB), Neva Coyle (Bethany House Publishers).

## 6. Christian Husband/Wife Relations

### Resources:

1. *The Pillars of Marriage*, (B/Q), H. Norman Wright (Gospel Light).
2. *Communication: Key to Your Marriage*, (B/Q), H. Norman Wright (Gospel Light).
3. *What Wives Wish Their Husbands Knew About Women*, (B), James Dobson (Tyndale).
4. *We Never Have Time for Just Us . . .*, (B), Wayne Rickerson (Gospel Light). A guide to establishing quality together times for husbands and wives.

## 7. Overcoming worry & anxiety

### Resources:

1. *Overcoming Anxiety*, (B/Q), Gary Collins (Vision House).
2. *How to Win Over Worry*, (B), John Haggai (Zondervan).
3. *An Answer to Worry and Anxiety*, (B), Norman Wright (Harvest House). A Teacher's Manual is also available for this book.

## 8. Raising Your Children

### Issues to cover:

1. Discipline
2. Developing spiritual & moral values in your children
3. Developing positive self image in children

### Resources:

1. *Dare to Discipline*, (B), James Dobson (Tyndale).
2. *The Strong-willed Child: Birth through adolescence*, (B), James Dobson (Tyndale).
3. *Raising Your Children Toward Emotional and Spiritual Maturity*, (B), Joy Wilt (Word).
4. *Single Again--This Time with Children: A Christian Guide for the Single Parent*, (B), Alice Stolper Peppler (Augsburg).
5. *The Family that Listens*, (B), Norman Wright (Scripture Press). A Leader's Guide is available for this book.
6. *At Home with Sex*, (B), Rex Johnson (Scripture Press). A Leader's Guide is available for this book. The author shows how you can comfortably teach your child about God's design for us as sexual beings.
7. *Values Begin at Home*, (B), Ted Ward (Scripture Press). A Leader's Guide is available for this book.
8. *Developing Spiritually Sensitive Children*, (B), Olive Alexander (Bethany House Publishers).

9. *Building Respect, Responsibility, and Spiritual Values in Your Child*, (B), Mike Phillips (Bethany House Publishers).
10. *Preparing for Parenthood: It Takes More Than Money*, (B), H. Norman Wright and Marvin N. Inmon (Gospel Light).

## 9. Loneliness

### Resources:

1. *An Answer to Loneliness*, (B/Q), Norman Wright (Harvest House Publishers).
2. *Loneliness: Living Between Times*, (B), Nancy Potts (Scripture Press). A Leader's Guide is available for this book.

## 10. How to Overcome Bitterness

### Resources:

1. *The Freedom of Forgiveness: 70 x 7*, (B), David Augsburger (Moody Press). A Study Guide is available for this book from the Teen Challenge International, USA Curriculum office.
2. *Caring Enough to Forgive: True Forgiveness and Caring Enough Not to Forgive: False Forgiveness*, (B/Q), David Augsburger (Gospel Light).
3. *It Feels Good to Forgive*, (B), Helen Hosier (Harvest House).
4. *Healing for Damaged Emotions*, (B), David Seamonds (Victor Books, Scripture Press). A Leader's Guide is available for this book.
5. *Putting Away Childish Things*, (B), David Seamonds (Victor Books, Scripture Press). A Leader's Guide is available for this book.
6. "How to Overcome Bitterness," (Tape), Wayne Mack.

## 11. Being a phony

### Resources:

1. *Will the Real Phony Please Stand Up*, (B/Q), Ethel Earrett (Gospel Light). A Leader's Guide and student workbook are available for this book.



2. *Dedication: What It's All About*, (B), Marjorie Collins (Bethany House Publishers). How to completely dedicate yourself to Christ and follow through on that commitment.
3. *The Pharisees' Guide to Total Holiness*, (B), William L. Coleman (Bethany House Publishers). A warm, witty and sometimes startling look at the little substitutions for genuine Christianity which shackle many in today's church.
4. *Get On With Living*, (B), Simon Schrock (Bethany House Publishers). Advice on how to overcome negativism and hang-ups.

## 12. Christian View of Death

### Resources:

1. *Why Do I Have To Die?* (B), David Allan Hubbard (Gospel Light).
2. *Why Me, Lord?* (B), Paul W. Powell (Scripture Press). The author shares insights on how to deal with crises, sorrow, tragedy, and death. He also shows how you can help others facing these difficult circumstances. Leader's Guide is available for this book.
3. *When Your Friend is Dying*, (B), Betsy Burnham (Chosen Books).

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