

Personal Studies for New Christians Teacher Certification

Contents

Section Four

Student Lessons and Teacher's Guides

1. Introduction
2. Bible Reading Class--Student Manual
3. *Teacher's Guide* for Bible Reading Class
4. Character Qualities Class
5. Personal Reading Class--Student Manual
6. *Teacher's Guide* for Personal Reading Class
7. Scripture Memorization Class--Student Manual
8. *Scripture Memorization Class--Sequencing for First Verses and Scope of the National Teen Challenge Curriculum in the Scripture Memorization Class*
9. Lesson 1, Does God Have Plans for My World?
10. Lesson 101, Does God Have Plans for My World?
11. Lesson 102, A New Look at Life
12. *Teacher's Note for Lesson 102*
13. Lesson 103, Yes! I Want to Become a Christian
14. Lesson 104, My Questions About Christianity
15. Lesson 105, I'm Not Sure if I'm a Christian
16. Lesson 106, Now That I'm a Christian
17. Lesson 108, Who is God?
18. Lesson 109, God's Plan for the Family, Student Manual
19. *Teacher's Guide* for Lesson 109, God's Plan for the Family

20. Project 201, Showing Kindness, Ephesians 4:32
21. Project 202, Forgiving Others, Colossians 3:13
22. Project 203, My Thoughts, Philippians 4:8, 9
23. Project 204, A New Way of Talking, Ephesians 4:29
24. Project 205, Showing Respect, 1 Peter 2:17-18
25. *Teacher's Guide* for Project 205
26. Project 206, Enthusiasm, Romans 12:11
27. *Teacher's Guide* for Project 206
28. Project 207, Showing Gentleness, James 3:17
29. *Teacher's Guide* for Project 207
30. Project 301, I'm Here!
31. *Teacher's Guide* for Project 301
32. Project 302, New Hope for Life
33. *Teacher's Guide* for Project 302
34. Project 303, Go See the Judge
35. *Teacher's Guide* for Project 303
36. Project 304, Discoveries of Today
37. *Teacher's Guide* for Project 304
38. Project 305, Biography of My Family
39. *Teacher's Guide* for Project 305
40. Project 306, Responsibility
41. *Teacher's Guide* for Project 306
42. Project 307, My Life of Work
43. *Teacher's Guide* for Project 307
44. Project 308, Interviewing Christian Workers
45. *Teacher's Guide* for Project 308
46. Project 309, Sometimes I Feel Like Leaving
47. Project 401, God's Expression of Love
48. Sunday Sermon Personalization Class, Student Manual
49. *Teacher's Guide* for Sunday Sermon Personalization Class

Introduction

To complete your PSNC teacher certification you will need one copy of all the student manuals, projects, and teacher's guides produced by the Teen Challenge International, USA. Copies of student manuals and projects may be taken from your stock if materials are available at your ministry or ordered by calling 417-862-6969. All Teacher Guides can be downloaded from the website.

Please read through each lesson carefully. The teacher certification applications are available from Teen Challenge USA curriculum department when you register and pay the tuition for the PSNC Teacher Certification. Use these applications to keep track of your progress.

As you read each lesson, try to put yourself in the position of your students. Fill in all the blanks just like the students do in class. We feel this is the best way for you to get a broad understanding of what is in each lesson.

If it is practical, keep these materials in a notebook in your PSNC classroom. Please write down your evaluations and criticisms on these lessons. When a student has a hard time understanding a particular point in a lesson, make a note of this on your copy of the lesson.

Your ideas are always helpful to us when we plan revisions.

Thanks,

Teen Challenge National Curriculum Committee

Bible Reading Class

By David Batty

**Second Edition
Teacher's Guide**

Bible Reading Class

By David Batty Second Edition
Teacher's Guide

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This teacher's guide is part of the *Personal Studies for New Christians*, an individualized educational program developed for use with new Christians and others interested in spiritual growth. These are currently being used in churches, schools, prison ministries, Teen Challenge, and similar ministries working with new Christians. A student manual is available for this lesson. A teacher training course is available to those interested in using these materials. For more information about these educational materials contact:

Teen Challenge, USA
PO Box 1015
Springfield, Missouri 65801 USA
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Contents

Introduction.....4

How can we use the Bible Reading Class in our ministry?4

Teacher's notes to student answers on pages 4-5 of the student manual.....5

Teacher's notes to student answers on page 7 of the student manual.....5

Use of the Daily Goal Sheet with the Bible Reading Class6

How much should the student read the Bible?.....6

What about students who can't read?6

We'd like your feedback.....7

Introduction

Why do we have the Bible Reading Class? If the new Christians in your ministry are already using the *Group Studies for New Christians* and *Personal Studies for New Christians*, they are already reading the Bible and memorizing verses for those classes. The main purpose of the Bible Reading Class is to help new Christians develop a personal habit of reading the Bible book by book in a systematic way. We all agree on the importance of filling our minds with God's Word.

For many of us, new habits are hard to develop. If we can help new Christians develop a strong habit of reading the Bible each day, then it will be easy for them to continue this after they leave our ministry.

How can we use the Bible Reading Class in our ministry?

If your ministry is a Teen Challenge center, or a similar ministry which has a residential program for discipling new Christians, then this class can easily fit into the *Personal Studies for New Christians* class time. The Daily Goal Sheets have a space for their Bible reading, so the students can set their goals with the rest of their work for each day.

Your ministry may already have a special class period for Bible reading. That's fine. This student manual should easily fit into your class.

A third alternative is to have the students use the Bible Reading Class manual in their personal devotions time. If you have such a quiet time in your schedule already, this course can easily be used at that time. If you want to have some form of accountability, you can use the *Bible Reading Record Sheets* to keep track of their progress.

Using the Special Projects

The special projects are designed to bring variety into their Bible reading time. Boredom is such a common problem, and these projects can be done regularly, or only on special occasions, whatever you feel will be most helpful. You may want to have the students turn in a completed project once a week, or several projects per week. This can be written into the *Student Learning Contract*.

Teacher's notes to student answers on pages 4-5 of the student manual

The questions on pages 4-5 of the student manual are designed to give you a brief overview of what versions of the Bible they have and how much of the Bible they have already read. When the student reaches the stop point on page 7, you should go over with the student the information he wrote down.

What translation of the Bible should they use for this class? Keep in mind what is best for this student now. Many of us teachers find it easy to push our preferences on these new Christians, without careful thought to what is going to help them the most. If your student has real difficulty in reading, then s/he would probably benefit most by using the New Life Bible, The Living Bible, or the Good News Bible. Whatever version they use, make sure they understand what they are reading. Encourage them to use more than one translation also.

Teacher's notes to student answers on page 7 of the student manual.

Their answers to these questions may give you some good insights on which books to have them read. Encourage them to look specifically for answers to these problems as they read the Bible each day.

As significant life-controlling problems come to your attention while this person is in your ministry, you may want to have him/her add these to his/her list on page 7.

Use of the Daily Goal Sheet with the Bible Reading Class

The instructions on page 6 of the student manual state that the students must read one chapter a day from the Bible. They should keep track of this on their Daily Goal Sheet. However, they cannot get five days ahead on their Bible reading by covering five chapters in one day. Even if they read more than one chapter a day, on each new day, they must read at least one chapter from the Bible.

How much should the student read the Bible?

We want each new Christian to develop a pattern or habit of reading the Bible each day. Obviously there is no magical benefit of simply reading God's Word each day. But the potential is there for the new Christian to receive good spiritual food each day from this experience.

We also need to be careful about overwhelming them with too much of a good thing. To require your students to spend one hour a day reading the Bible may be too much. If a new Christian wants to spend that much time each day, that's fine as long as it doesn't become an excuse to avoid other important responsibilities.

Most of the new Christians we work with should be able to read a chapter from the Bible in less than 15 minutes.

What about students who can't read?

If you have students with reading levels so low that they can't read the Bible, then have them listen to it on tape. If at all possible, get a tape set of the Bible in one of the modern translations. If they can't read, then the King James Version will be one of the most difficult versions for them to understand, because of its old vocabulary and sentence structure.

They should follow along in their Bible as they listen to the tape.

We'd like your feedback

There are many ways to benefit from Bible study. We'd like you to send us any new ideas on how this class is used in your ministry. If you have some other projects that you have found helpful, please send them to us. We'd like to include them in future editions of this book. Any suggestions on how this class can be improved will also be greatly appreciated. Please send any suggestions or ideas to [Dave Batty](#) the [curriculum committee](#) at the address listed on the inside of the cover.

PERSONAL READING CLASS

by David Batty

Teacher's Guide

for

PERSONAL READING CLASS

By Dave Batty

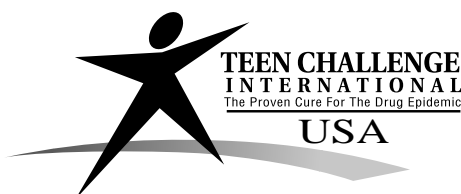
Design by Patty Austin

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Contents

Introduction	3
Part I: Why we have this class.....	4
Part II: What should the students read?	5
A. Your library—junk or gems?	5
B. Tapes and magazines.....	6
C. The teacher’s role in literature selection	7
Part III: Student classwork	8
A. Introducing the student to the Personal Reading Class	8
B. The student’s book for the class	9
C. Daily personal summaries	9
D. Daily Goal Sheet	10
E. Book reports	11
Part IV: Problem points in the Personal Reading Class	12
A. Daily summaries	12
B. Student daily goals	13
C. Poor choice of literature	14
D. Non-readers	15
E. The size and quality of your library	15
F. Problems I see	15

Introduction

1. You will need a copy of the student manual for the Personal Reading Class to get the most out of this teacher's manual.
2. Throughout this manual there are **Teacher Activity Points**. Each one is marked with a star. See page 4 for the first **Teacher Activity Point**. Please take time to complete each activity as you read this manual. Most of them are very short and will help you better understand that section in the teacher's manual.
3. You will find space provided throughout this manual where you can make notes. See the bottom of this page for the first **My Notes** space. One of the main purposes for this feature is to give you the opportunity to help other teachers.

Please write any ideas or criticisms of this manual and the student manual. Keep in mind three questions.

1. What can I do to be an excellent teacher in this class?
2. How can this teacher's manual be improved for new teachers?
3. How can the student manual be improved so students will get more out of this class?

Please continue to add ideas as you work in the classroom with the students.

Part I

Why do we have this class?

The main purpose for this individualized class is to give students the opportunity to read some of the excellent Christian literature that is available on the market today.

Students can learn how to choose good Christian literature and get spiritual food from it while they are in the program. With this skill, they will be much better equipped to continue reading good Christian literature after they graduate.

Teacher Activity Point

Read pages 2 & 3 of the student manual. Notice the ideas explaining why we have this class.

Date completed _____ .

***My Notes**

Part II

What should the students read?

A. Your library—junk or gems?

Obviously, if this class is to be successful for the students, you must provide them with a variety of good Christian literature. Many Teen Challenge centers presently have a library or a collection of books.

We must be careful to provide for our students quality Christian literature. Sometimes people will donate to your ministry books they don't want. Chances are these books will have very little benefit for our students. Don't load up your library with junk literature—Christian or secular.

The Teen Challenge International, USA Academic Committee has printed a list of some good Christian books. Ask Teen Challenge for a list of books.

Let's remember also that Teen Challenge is not trying to compete with Bible colleges. Therefore we should not try to develop a Bible college library. The books we choose for our library should be books that speak to the present needs of our students.

Literature for new Christians is not overly plentiful. As you find materials that are excellent for new Christians, would you please send the names and publishers of these works to the National Teen Challenge Curriculum office. We would really appreciate your assistance with this.

***Teacher Activity Point**

Here are my ideas on the changes we need to make in our library.

B. Tapes and magazines

Today there are many excellent tapes available. The same can be said for Christian magazines. You may want to have a tape library at your center. There are also several tape libraries across the nation that loan tapes free or for a small service charge. You may want to get catalogs from these tape libraries.

Some of the Christian magazines that often have articles helpful for new Christians are

Campus Life - geared for teens

Moody Monthly

Guideposts

Charisma

Discipleship Journal

Focus on the Family has Brio for girls and Breakaway for guys. They also have other magazines for older students.

Two publications that are not Christian, but deal directly with the teen problems of drugs, alcohol, and smoking are

Listen

Smoke Signals

Both publications are available through

Narcotics Education, Inc.

6830 Laurel St., N.W.

Box 4390

Washington, D.C. 20012

You may want to collect magazine articles that deal with specific subjects of interest to your students. You may want to allow the students to read these magazine articles as a regular part of the Personal Reading Class.

***Teacher Activity Point**

Here's a list of the magazines and tapes I would like to see in our library.

C. The teacher's role in literature selection

How much influence should the teacher have in helping the students select the book they will read or the tape they will listen to?

In looking at the total length of time that the student is in your program, you will probably want to see your role change. When students first come in, you may need to offer quite a bit of help in guiding them to find meaningful literature to read.

However the longer the student is at your center, the more s/he should become involved in determining what to read. We want the students to develop a sense of personal responsibility in this area. In just a few months they will be leaving our center. They need to learn how to pick good Christian literature to read.

Try to help the students find literature that relates to specific interests they have. For their first book, you may want to have them choose a short one. Some of the books by Norman Wright fit this category. They are only 50-75 pages long. If students choose a short book like this, they can sense the accomplishment of completing the book much quicker than if they read a long, heavy book.

***My Notes on how we will help students choose which books to read**

Part III

Student Classwork

A. Introducing the student to the Personal Reading Class

The article entitled, "Sequencing of lessons for the PSNC classes,"* gives detailed information on when students should start this class. With most students, try to get them started soon after they are working on their second Bible lesson and second scripture memory verse.

Let's say a student has been in class for one week and is ready to start the Personal Reading Class. Give him a copy of the student manual. At the same time, give him a divider for his notebook and blank lined paper which he will use in writing his daily reading summaries.

*It's in your Teacher Certification Notebook in the first section.

Briefly explain the purpose of this class. Tell him to read the manual and then put up his flag.

When the student puts up his flag, ask him if he understands what he will be doing in this class. When you are satisfied that he understands what's involved in this class, have him choose his first book for this class.

***Teacher Activity Point**

Read pages 4-10 of the student manual

Date completed_____.

Make notes of those parts which you will want to discuss in detail with the new student.

B. The student's book for the class

The book or tape the student chooses for this class should remain in the classroom, if this is practical.

If the students are allowed to take their books outside of class and read them whenever they want to, you will have a more difficult time keeping track of the students' progress. If they have extra time for reading, encourage them to choose another book to read outside of class.

***My Notes on what we presently do (or in the future will do) regarding students keeping their books in class or in their own rooms.**

C. Daily personal summaries

Each day the student should read at least two pages from the book he chose. He needs to write a summary of what he read during that class period. This daily summary should not be limited to the content of the book—here's what Charles Colson did on pages 15-20 in the book Born Again.

The daily personal summary should be centered around the student. "Here's what I learned from reading this today." He should explain how this section of the book helped him in his own life.

The main purpose of the daily personal summary is to help the students get ideas on how to apply the things they learned from their reading to their own daily living today. The daily personal summary is not simply a tool for mastering the content of the book.

You should check these daily summaries every day. Before the end of the class, check with each student to see that they did complete their daily summary. Take time to go over it with the student. You may want to have them read it to you. Have them explain in a little more detail how they plan to use some of the ideas they learned in their reading.

Many of the students will have a hard time coming up with personal application ideas. It is much easier to simply summarize the content of that particular day's reading. But we need to push the students toward personal application.

The daily personal summary does not need to be extremely long. One, two, or three paragraphs a day is fine.

These summaries can be written continuously on the same sheet of paper. A spiral notebook works well to check back and see the progress the student is making. Each day's entry needs to have the date and the page numbers clearly marked.

You do not need to give the students a letter grade for their daily summaries. If you simply initial them or sign them, then both you and the student know that the daily personal summary has been checked and discussed. Verbally commend them on the quality of their work and the progress they are making. Positive reward is a key factor in helping to motivate the students.

***My Notes on helping students write better daily personal summaries.**

D. Daily Goal Sheet

The student should keep track of his progress in the Personal Reading Class on his daily goal sheet. Each day he should plan how many pages he will read. He should read those pages, and also complete his daily summary before the end of the class period.

It is not necessary for all the students in the whole class to be working on their reading at the same time. Each student should schedule some time throughout the total individualized class time to work on his/her reading.

Some students will spend more time reading than others. That's okay. Just make sure each student is making balanced progress in each area of his/her PSNC studies.

***My Notes on student use of the Daily Goal Sheet**

E. Book reports

When the student has completed reading a book, or listening to a tape, he needs to do a book report on the whole book (tape). Have him read again the instructions on pages 11 & 12 of the student manual for writing his book report. You may want to have him read a couple good sample book reports that you have on file.

After he completes his book report, give him a congratulations slip and a star to put on his achievement record.

Have the students make an oral book report in front of the whole class during opening exercises. This is good experience for the students and also brings some variety into your opening exercises.

You may want to encourage the students to prepare some form of visual aids to use in making the book report. They could prepare overhead projector transparencies, flip charts, or type up something to run off on a duplicator for each student.

Creativity is the key in this area. Many of our students need an opportunity to be creative. Here is just one opportunity for them to really excel.

***My Notes on student book reports**

Part IV

Problem points in the Personal Reading Class

A. Daily summaries

Many students will have a hard time making their daily summaries “Me” centered. It is very difficult for some of them to come up with personal application ideas.

Do not allow the student to consistently write content-oriented summaries. Encourage them to include personal application ideas. For students who have higher reading levels, you can place stricter requirements on them.

***My Notes**

B. Student daily goals

Some students love to read, and may spend too much time with the Personal Reading Class and neglect some of their other studies. Here is where the Daily Goal Sheet can help you and the student. Make sure they set their goals in such a way to give adequate time for each of the different lessons or projects they are currently working on. Another way to help students here is to have them complete all their other goals before they start their work for the Personal Reading Class.

Other students have the opposite problem. They do not enjoy reading, and so they neglect this area of their studies. The opposite policy may help them the most. Have them do their Personal Reading Class work first each day.

Another problem that some students have created is to misinterpret the instructions for this class. The instructions say they must read a minimum of 2 pages a day. So a student says, "I'll read 10 pages today and have all my reading done ahead for the rest of this week." Nice try, but it doesn't work that way. It's fine if he wants to read 10 pages today. But each day, he still has to read a minimum of 2 pages and write a daily personal summary.

***My Notes on student problems with scheduling their time for this class.**

C. Poor choice of literature

Many times new students have a hard time choosing a book that interests them. This is especially true for younger students who do not enjoy reading. You may even want to make available Christian comic books to read. After all, that is the kind of literature they would be reading if they were not at your center. So why not allow them to read good Christian comic books and enjoy it? Remember our motto, "Make learning a joy."

Let's go back to our student. If he consistently gives up on each new book he starts reading, help him choose a short book. Then require him to complete it. Another alternative here is to require him to read 1 or 2 chapters from a particular book.

***My Notes**

D. Non-readers

How can students be involved in the Personal Reading Class if they don't know how to read? Have them listen to Christian tapes. There are many good audio and video tapes available today. They can listen to a tape and then make an oral report to you after they have completed their section for the day.

Many "non-readers" do have first or second grade reading level. The same is usually true of their ability to write. I would encourage you to require them to write down one or two sentences, phrases, or words that summarize the things they learned from this tape. The more you require them to write, the sooner they will improve their skills in this area.

One other alternative is to have someone read a book or an article on a tape recorder. Then have the non-reader listen to this tape of the book or magazine article.

The American Bible Society produces short stories for new readers. These are Bible stories written for people who are learning how to read. The stories have a controlled vocabulary and simple sentence structures. Write to the American Bible Society. This series is called "Good News for New Readers".

***My Notes**

E. The size and quality of your library

Many centers do not presently have a large selection of good Christian literature. Try to talk your director into allocating a certain amount of money for good Christian books. If this is not possible, you may want to solicit money from local church groups or friends to buy good Christian literature. A library shower given by a local women's group can increase the quality of your library if a list of needed books is given as suggestions. Be creative in trying to keep increasing the size and quality of your library.

***My Notes**

F. Problems I see

The Teen Challenge International, USA Curriculum office is hoping to improve the quality of this class. Would you help us by listing additional problems you encounter as you teach this class? Thanks so much for your help. Please send any suggestions to:

Teen Challenge, USA
P.O. Box 1015
Springfield, MO 65801

Scripture Memorization Class

Sequencing for first verses

Verse	Scope
1. Philippians 4:13	Success
2. Philippians 1:6	Relationship with God
3. 1 Peter 2:13 or Hebrews 13:17	Authority
4. James 4:7	Moral Freedom
5. 2 Corinthians 5:17	Self Image
6. Romans 12:10	Friends
7. Romans 12:11	Responsibility
8. Romans 12:16	Community Relationships
9. Ephesians 5:25, 28 (if married) Proverbs 1:8-9 (if not married)	Family
10. 1 Corinthians 10:13	Moral Freedom
11. Romans 13:1-2	Authority

Scope of the Teen Challenge Curriculum in the Scripture Memory Class

The Teen Challenge Curriculum Committee defines nine major areas where students need to grow. Here is an example of how this tool (the scope) can be used to enable balanced growth in the Scripture Memory Class. These are only suggested verses. The New Testament verses were chosen from the New Life Testament unless otherwise marked.

1. Relationships 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 GNB

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

Teacher's Note for Lesson 102

The answer given by the student on page 16 of Lesson 102 directly influences which will be their next lesson. The student has four choices on the bottom of page 16. There is a lesson to follow up each one of these responses. Below is a list of which lesson you should give the student depending on the response they give you.

Next Lesson to give them

- | | |
|----------|--------------------------------------------|
| 103 (3A) | 1. Yes, I want to become a Christian. |
| 104 (3B) | 2. No, I'm not ready to become a Christian |
| 105 (3C) | 3. I'm not sure if I am a Christian |
| 106 (3D) | 4. I am already a Christian. |

The answer given by the student can be discussed at the teacher's signature point on the bottom of page 17. In other words, before you sign that stop point, discuss with them the answer they chose. If you think they should take a different lesson than the one suggested above, feel free to improvise.

In most cases student would only do one of the 4 lessons 103-106. However, if a person does lesson 104 and then decided to become a Christian, you may want to have them do lesson 103 or 106.

You may also want to have students doing lesson 103 complete 106 next. Use your discretion. Some students need to go over the same issue from a slightly different perspective. Lesson 103, 105, and 106, all have some pages with are similar. They also have certain sections which are unique to that lesson.

God's Plan for the Family

Lesson 109
Teacher's Guide

By Dave Batty

God's Plan for the Family

Lesson 109 By Dave Batty Teacher's Guide

First Edition

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417-862-6969

Please note! Remove the **Self Test** and the **Final Test** from the middle of each student lesson before giving it to the student.

This lesson provides a very basic introduction to what God has to say about the family. One of the main reasons why we have this lesson is to introduce to the student the basic biblical concepts of having a Christian family. Many of those who take this lesson come from non-Christian families. Many saw their parents divorce and experienced life in a single parent family. Some have never experienced the love of a mother or a father.

We can't change the past, but we can have a great impact on the future. That is the focus of this lesson. We want each student to take a careful look at his or her family. This may be painful, and as teachers, we must be very sensitive to the impact this lesson is having on the student. Our purpose in exploring family relationships is to discover meaningful ways of communicating love to each member of the family. Here is a more detailed list of the objectives of this lesson.

Objectives of this lesson

Knowledge Objectives

By the end of this lesson, the student will know:

1. the God-given responsibilities in the husband and wife relationship.
2. the God-given responsibilities in parent-child relationships.
3. the difference between a Christian and a non-Christian family.
4. how sin causes problems in the family.

Attitude Objectives

By the end of this lesson, the student

1. will want to develop a Christian family.
2. will want to help his family become Christians.
3. will evaluate his attitudes toward his family members.

Skills--Personal Application Objectives

As the student works on this lesson he will

1. evaluate the present status of his family: Christian or non-Christian.
2. evaluate present feelings toward his family.
3. evaluate the degree to which he is fulfilling his God-given responsibilities to his family.

Lesson 109 is designed for both men and women. However, for convenience and simplicity, all references to the student in this Teacher's Guide will be in the masculine form. The exception to this will be when the context specifically refers to women.

When should you use this lesson?

Since this is a basic lesson, we recommend that you assign it within the first month of their studies. This is for students who are in the PSNC classes which meet several times a week. If you are following the recommendations for the PSNC units and student learning contracts, this lesson could be used in Unit One. If a student has very limited reading skills you may want to wait and cover it in their second unit of studies.

Most of the students in your classes come with life-controlling problems which have a great impact on their ability to live a successful Christian life. Many of these life-controlling problems have their roots in the family background. We must begin to address this area of their lives as soon as possible, since many of the family-related problems are deep-rooted and may take a long time to resolve. We cannot allow students to wait until they are close to graduation to address this area of their past.

The purpose of this lesson is to have them evaluate their family relationships and begin to see what God has to say about this area of their lives. We do not expect to solve all of their broken family relationships at this point. But we pray that the healing process can begin at this time.

Unit Four specifically deals with family relationships. However, many students do not begin work on that unit until their fourth month in the PSNC classes. By this time, some students have already begun making serious plans regarding their future relationships with their family. Some have already decided to separate

themselves from their family and start all over. We want to introduce them to God's plan for the family early in their studies to guide them in making biblically sound decisions regarding their family relationships. This lesson can be used with Unit Four, but we recommend that if at all possible it be used earlier.

Special Caution about using this lesson

There are some cases where you may not want to use this lesson in the first unit of studies. If your student comes from a background of physical or sexual abuse, you will need to be very careful about how you use this lesson. (In some programs 95% of the women come from backgrounds of sexual or physical abuse.) This lesson will bring back many memories of past family experiences. You may want to wait until you see real solid growth in this person's life in his relationship with God. Once you see that the student shows evidence of dealing with other conflict situations, then you can consider assigning this lesson to him.

If you find this lesson creates serious emotional struggles for your student, please make notes of this in your records. Note which parts of the lesson caused the greatest responses, please contact Teen Challenge Curriculum office and pass on this information so we can make changes in the lesson or the teacher's guide.

Another person who may have a difficult time dealing with this lesson is the student whose parents are dead, or who doesn't even know who his parents are. You will have to give special consideration as to the best timing for this person to do Lesson 109.

Introducing this lesson to your student

Even before you assign this lesson to your student, try to find out a little about the family situation. If you are not at all familiar with his family background, sit down with the student and ask him to tell you a little about his family background.

Discuss the goals or objectives of this lesson and try to help your student personalize these goals to his family. Stress the need to commit this area of his life to God. He is able to heal broken family relationships. Stress the need to be patient as God is patient. Caution them against expecting instant solutions to problems that have been in the making for years. Certainly God can work miracles, but often the healing of trust relationships takes time. Encourage them to not give up hope, but pray daily for their family members.

Many of the questions in this lesson ask for personal answers. Explain this to your students before they start the lesson. Make sure you discuss with them all the personal answer questions at each STOP POINT.

One problem some students may have is if their parents are divorced and remarried. They will want to know which family they should use in answering these questions. Use your best judgment in advising them on this issue. If you run into significant problems with this issue, please let the national office know about this so we can incorporate your insights into the teacher's guide.

The rest of this teacher's guide gives ideas relating to the student answers in the lesson. Each section is grouped around the STOP POINT that would provide you with the opportunity to discuss that answer.

STOP POINT on page 4

Covers pages 1-4, Answers 1-8

Page 2

Answer 1: My Family Background

Please go over this carefully with your student. Try to pick up any major problems that may cause this student great stress in completing this lesson. You may want to ask the student how he gets along with his family, and get a feel of how close or distant their relationships are.

Page 3

Answer 2: Read Genesis 2:18-25

Make sure he has checked this answer space. Ask which translation of the Bible he used in reading this. Find out if he understood the key points in this scripture. Make sure your classroom has a copy of *The Living Bible* so he can read it from this easy to understand version of the Bible.

Answers 3-5: Adam & Eve story

Make sure he has the correct answers for these questions. Go over each one briefly to make sure he understands each one. Emphasize that from the very beginning of time, God has been deeply concerned about the family. Stress that He is just as concerned about the family of this student as He was about Adam and Eve's family.

Page 4**Answers 6-8:** What student learned from Genesis 2

All three of these answers are personal opinions of the student. Be careful to affirm the student regarding his answers. Don't be critical of his comments. I would recommend that you begin your discussion of these answers with this approach: "Would you please read your answers out loud to me, and then briefly explain them in more detail." In this way you give the student that may not be very good at expressing himself on paper the opportunity to give you deeper insights into what is happening in his life as he is working on this lesson.

STOP POINT on page 6

Covers pages 4b-6, Answers 9-16

Page 5**Answer 9:** Read Genesis 3

Make sure he checked the space to indicate he read the chapter. Find out which translation he used in reading this.

Answer 10: Chapter title for Genesis 3.

Affirm him on the title he chose for this chapter. Ask him to explain how he chose that title.

Answer 11: What the student learned from Genesis 3

Ask him to read his answer to you and explain it in a little more detail. The key at this point of the lesson is to establish the openness in your relationship with the student. If the trust level is firmly established at this point of the lesson, then the

quality of the personal application at the end of the lesson will be greater. If you show by your attitudes now that you don't really care what his answers are, then don't expect him to be open with you later when questions ask about personal problems in his family relationships.

Answer 13: Name two results of that first sin

The answer key gives several suggestions. If the student has different answers, that's OK if you feel they fit the question. Don't be too picky at this point. Affirm him in his answers, but also point out the specific ones listed in this passage of scripture if he missed all of them.

Page 6

Answer 14: How do you think God feels about the condition of most families today?

Give the student full freedom in expressing his opinions here. Don't try to convince the student to change his answer if you disagree with what he has put down. The main purpose of this question is to help you get an idea of where this student is at today in his thinking about God and the family. If you feel the student is simply putting down "the answer my teacher wants to hear," then push for the student to back up what he has stated.

Answers 15 & 16: How do you think sin has affected your family? Pray about this.

This is a very important part of the lesson. Don't rush over this answer! Give plenty of time for the student to openly express how he feels at this point. Don't try to probe deeply. Let the student freely share what he wants to. Ask the student to read his answer and then explain it in a little more detail.

At this point you want to stress the message of hope that is a foundation stone in our walk with Jesus. We cannot change the past, but God can help us change the future. He can help this student be a real blessing to his family.

When you have finished discussing this question with the student, ask if you may pray with him. Ask God to help this student hear what the Holy Spirit wants him to learn about his family as he continues through this lesson.

STOP POINT on page 10

Covers pages 6b-10, Answers 17-24

Page 8

Answer 17: Explain how God would define love.

This is a personal answer question. The main purpose is to get the student to look at love from God's point of view. Don't look for the "right answer" as much as looking for how much this student knows about God's view of love. If his answer clearly shows a great lack of understanding how God views love, then assign him some additional scriptures to read on this topic. He needs to have at least a limited understanding of God's love, because that is an essential aspect of the Christian family. If this student's parents were not Christians, he may have never seen God's love in action in his home. Being raised in a Christian family does not automatically mean he has experienced God's love in action either.

Answer 18: List from Colossians 3:12-14

Refer to the answer key to see if he has the right answers here. Briefly discuss how these actions will have an impact on his family relationships. The main goal here is to find out if he understands how these things relate to his family. A more detailed discussion of some of these issues will come up in the next few questions.

Page 9

Answers 19 and 20: Which are strong points and weak points?

These two questions require a real trust relationship between you and the student if he is going to feel free to be honest. Don't try to force total openness here. Be clear in your affirmation of the student, and do not contradict what he has put down here. Ask the student to read his answers to you and then allow him to briefly explain his reasons for choosing each answer.

Be sure to encourage him regarding God's power to help him grow stronger in the areas where he sees a need to grow and discuss these issues the next time you write a Student Learning Contract with him.

Page 10

Answers 21-24: His view of sexual intercourse and marriage.

These questions can easily raise some controversy for the ones who are not fully convinced of God's view on this issue. Don't try to force the student to agree with God's view. Encourage him to seriously consider why God made this law. Allow the student to explain why he chose the answers he did for each question.

The most important thing you can do here is to listen carefully. Try to really understand where this person is at in his beliefs. Don't condemn the one who rejects God's position as too strict. Opportunities for more study on this issue will come later. At this point encourage the student to be open to what God has to say about this issue. Try to foster a learning attitude here.

STOP POINT on page 14

Covers pages 11-14, Answers 25-38

Page 11

Answers 25-26: Ephesians 5:25-33

Make sure the student reads this entire passage and briefly discuss the chapter title he gave to Ephesians 5. Ask which verses impressed him the most.

Answer 27: A husband should love his wife because . . .

The Answer Key gives the preferred answer. Husbands are commanded to love their wives. See Ephesians 5:25-28. They are to love their wives the same way Christ loved the church when He was on earth. However, allow the student to freely express his own ideas.

Page 12**Answers 28 & 29:** Case study of Kris and Peter

Personal answers for both of these questions need to be carefully accepted by the teacher. Ask the student to reflect on how the husband-wife relationship discussed in Ephesians 5 affects this case study.

Answer 30: A wife must obey her husband because . . .

This is a personal answer question, but the suggested answer is based on Ephesians 5:23. Be open to the answers that your student may give. Don't make this into a right or wrong issue. Each person is free to express his own opinions, and what he really thinks is more important at this point than getting him to "parrot back the answers that the teacher wants to hear."

Answer 31: The wife's submission to her husband is compared to her submission to whom? **Christ**

Go over Ephesians 5:23 if there is any confusion about this answer. If the student is not firm in her commitment to Christ, then it is easy to see why she would have a hard time fully submitting to her husband. Move right into a discussion of the next two answers, because they are directly related to this question.

Page 13**Answers 32 & 33:** Submission to Christ and the husband

Christ does not force people to submit to Him. Both the husband and the wife must understand the role personal choice has in submission. Just as every person chooses to submit to Christ, the wife must choose to submit to her husband. The husband must respond in the same way Christ does when it comes to getting the other person to submit. This should provide some interesting discussion. Let the student do most of the talking.

Answers 35-37: Case study of Jack & Pat

Give the student full room to express his answers and explain why he chose them. Again, the key here is for you to gain insight into how your student thinks about these issues, not simply to give the "best answer". Don't feel under pressure

to tell the student what is the best answer. If the student asks for your opinion, don't be afraid to share it, but allow the student to give his opinions first.

Page 14

Answer 38: Your reaction to the biblical concept of love and submission.

Don't allow the student to get away with a brief superficial answer that shows little thought. If the student has only put down one short comment, then consider one of these options

- require the student to write a more detailed answer before you go into a thorough discussion of this issue with him.
- have a detailed discussion of this issue with the student and then request that he write down the issues you discussed but which he did not write down yet.

STOP POINT on page 23

Covers pages 15-23, Answers 39-59

Page 16

Answer 39: Do you agree or disagree with the advice from Proverbs?

Make sure the student gives you more than "I agree or "I disagree". He needs to give serious thought to these verses, so don't be in a rush to grade this part of the lesson and rush on to someone else.

Answers 40-41: How your parents disciplined you and how you plan to discipline your children.

These answers can provide you with real insights into the experiences and concepts of what family life is all about to this person. Try to create an atmosphere of openness for the student so he will feel free to share what may be very painful experiences.

Pages 16-17

Answers 42 & 43: The way your parents encouraged you

These two answers can reveal a lot about the positive and negative impact the parents had on your student. Discuss with your student the role encouragement has in family relationships. Also raise the issue of how he can presently encourage different family members.

Answers 44 & 45: Case Study of Jamie and the stolen crayons

The main purpose of this case study is to get the student thinking about discipline in family life. Please don't push for "the right answer". Listen to where this person is at in his thinking. Make a note in the student files if this case study raises issues you want to deal with in future student learning contracts.

Page 18

Answer 46: Rating of how parents raised the student

Try to ask gentle, non-threatening questions to see what experiences led the student to make his choice for this activity. If the student rates his parents as negative, encourage him to look to God for help in planning for a better future in his family relationships. In a gentle way make the point that even though his past may be filled with many tragedies, he is still responsible for his present behavior and attitudes. Be on the lookout for the attitude, "I can't help myself today because of the bad family conditions where I grew up."

If your discussion surfaces some real problems in this area, you may want to make note of this in the student's file so you can pursue this issue in the near future.

Answer 47: Write out Deut. 5:16

This is one of the Ten Commandments--to honor your parents. Briefly discuss the issue of obeying one's parents. Also discuss the issues raised in the last paragraph of page 19. Try to find out how your student perceives his present responsibility of respecting (honoring) his parents. You may want to discuss a specific way he can show respect to his parents in the next few weeks.

Page 19

Answers 52 & 53: The promise of Ephesians 6:3

This verse promises long life to the one who obeys his parents. Ask him how this promise works out in real life. How does disobeying your parents place you in greater risk of dying young? Point out that honoring your parents is not just for little kids still living at home. This should continue all through life.

The Sexually Abused Child

This part of the lesson raises serious problems for the student who was sexually abused by his or her parents. Is the child supposed to obey her father when he sexually abuses her? No. She should not break any of God's laws to obey a different one. If your parents tell you to steal something, you have a responsibility to God to disobey them. If the parent sexually abuses the child, he has violated his responsibilities as a parent, and God will hold him accountable for that. The child should not feel obligated to obey the parent in this situation.

The emotional scars of sexual abuse are often far greater than the physical effects. The impact of this abuse on the child often affects many areas of the life of the child, some not even related to their sexual identity and sexual behavior. Sexual abuse is a great tragedy, and the parent has greatly abused his authority.

The victim is faced with the difficult challenge of finding healing. Don't oversimplify the tragedy and the devastation of the past abuse. We must help to bring the person to the point where he realizes that even though he is the victim, he is still responsible for his present behavior and attitudes. Don't pressure him to accept this, but encourage him to consider it. "I can choose my responses now, even though I went through a tragedy. I cannot excuse irresponsible behavior now in my life."

Even though the victim must come to accept responsibility for his present behavior, this is not the only change of attitude we want to achieve here. In fact, it may not be the first step with many people. The key point we want to communicate is that when the abuse was occurring, that it was not the fault of the victim. The parent failed. The parent was fully responsible for that failure.

Introduce the need for forgiveness to be a big part of the healing process. You don't need to try and solve all the hurts of that past tragedy right now. In fact, you may want to choose not to get into this in a detailed way right now. Instead,

encourage the student to leave the past in the past for right now and try to discover what God has in store for him in the near future. God can certainly bring healing for past tragedies and open up a much better future for him.

Some victims of abuse develop a distorted view of God because of that abuse. They feel that since God did not stop that tragedy, He is partly responsible for it. If this issue is raised, point out that God is a God of love, and that He loves this student deeply. However, God does not force people to stop sinning. God is deeply grieved by the sin of sexual abuse, and He will demand an account of that sin at the judgment day.

Please realize that you must control the conversation regarding this issue of past sexual abuse. If you allow the student to get into this part of his past in a detailed way, you must be prepared to deal with it fully. If you don't have training or experience in dealing with this kind of a situation, then get help. Don't be afraid to send the student to another more experienced staff or bring in the help of a counselor from a local church or counseling agency.

You can do more harm than good by mishandling this problem. If the student sees that you really can't help, then he may conclude that God doesn't have the answer either. Don't be afraid to tell the student that you want to wait until another time to discuss this in detail. If that is what you want to do, tell the student that you will set up another time when you will discuss this issue with him. Set a time now, and then follow up as you have promised.

Page 20

Answers 54 & 55: Case study of Chris disobeying his parents

The purpose of this case study is more to find out the present understandings of the student than to come up with the right answer. Let the student fully express his opinions before you share yours. Ask questions rather than making statements. "Have you considered this?"

Answer 56: How easy is it to respect your parents?

Let the student be the center of the discussion here. Encourage the student to consider his responsibility of forgiving those who have wronged him in the past. Encourage him to learn positive lessons from his past. Don't allow the student to simply blame his parents for all his present problems.

“My parents were not perfect, so I can't respect them.” Your student may not use those exact words, but is that what he is really saying? If he is, then point out the fallacy of his logic. No one has perfect parents. They must look beyond the faults of their parents and see the positive qualities they had. Some students may come from tragic backgrounds, and may not be able to respect their parents. But most of your students should be able to see some good qualities in their parents.

Pages 22-23

Answer 57: Responsibilities to brothers and sisters

The Answer Key has the suggested answers. If he has other answers that you feel are acceptable, that's fine. You may want to discuss the need for balance in this area of his life. He cannot ignore his family, but he must find that balance between doing what God wants him to do and fulfilling his responsibilities to his family.

Answers 58 & 59: Present relationships with brothers & sisters.

These two activities begin to move the student into the third phase of the learning process--personal application. Does he really want to fulfill God's plan for his family? God placed him in his family. That was no accident. God wants him to find meaningful ways of being a positive influence in his family even this week. A prayer, a letter, a phone call--any of these can be done in the next few days.

STOP POINT on page 28 -- the last one

Covers pages 23b-28 Answers 60-76.

Page 24

Answers 60 & 61: Christian and non-Christian families

Listen carefully to the student as he explains his answers in more detail. Give him full opportunity to express how he feels. You may see that his understanding of a Christian and a non-Christian family is quite different from yours. Let him finish before you add your comments. Then try to expand his thinking by asking leading questions.

Answer 62: Help your family draw closer to God

This question is obviously not very meaningful to the student who has not yet made a decision to become a Christian. If your student fits that category, then don't pressure him to give you detailed answers here. Maybe ask him if anyone in his family shares the same questions he has about God. Find out if they approve of his being in a Christian program.

If your student is a Christian, encourage him to carefully share what God is doing in his life. Caution him about being too pushy in sharing Christ with his family. Encourage him to use patience and love.

Page 25

Answers 63-70: Family related activities

The last part of the lesson gives 4 major activities for the student to consider regarding his family. Encourage the student to make these more than answers for the Personal Studies for New Christians class. Stress the need to apply what he is learning--to have a positive impact on his family now. Perhaps he would like to go home and be with his family. Try to help him be objective about those feelings.

Answers 63-64: You can write letters to your family

If your student is currently living at home, then you can have him consider some alternatives here. It still can be a very encouraging thing to write a note to his family members and let them know he appreciates them. Or he can make plans to have a special conversation with each family member, letting them know how much he appreciates them. He could even take them out for a cup of coffee or a small snack to do this.

Answer 65: Pray for your family

Encourage him to take this activity seriously. If earlier activities in this lesson have surfaced real hurts because of past experiences, encourage the student to ask God to help him forgive that family member.

Page 26**Answers 66-69:** Scriptures for family notebook

Encourage the student to start a family notebook to collect testimonies and other ideas to share with family members. This notebook can be very simple. Include scriptures that relate to members of the family. He can write prayers about his family here. He can write letters to his family which he will share with them later in life. Even if he does not have any children right now, he can write a letter to his future children sharing the beliefs, values, and dreams he has for them.

Pages 27-28**Answer 70 :**Show appreciation for your family

Encourage your student to put into action some of the activities he listed here. If all his ideas are things which can only be done months or years from now, then have him revise some of his goals and list things he can do in the next week of two.

Answers 71-76: Personal reflections on his family

Go over each one of these carefully with your student. Encourage him and affirm him regarding his responses. Don't rush through this too quickly. If you feel it would be helpful, take time to go back to some of the key issues discussed earlier in this lesson. Listen carefully for ideas that you feel will be helpful when you begin work on his student learning contract for Unit 4--Family Relationships.

Lesson Grading and Tests

After you have finished discussing the lesson and the student has graded the lesson, have him prepare for the Self Test. The Final Test cannot be taken the same day as the Self Test.

My evaluations and ideas for using this lesson next time

We need your help. Your ideas and experiences can be very helpful to other teachers. So please make notes of those parts of this lesson that you or the student found difficult. If you have ideas of how to improve the lesson, please write them down. If you find that a particular question is very effective with a certain part of the lesson, write it down. Share your findings or questions with the other teachers at your place of ministry, and then do us all a favor by sending your ideas to the address on the inside cover. Thanks so much.

When should a student do this project?

This project can be done at any point in the program. The project is written with the assumption that the student is a Christian, but even that is not a critical issue for the student. Even non-Christians could work on this project and achieve meaningful growth.

This project could be repeated numerous times. The person chosen in Activity #8 could be the same person or someone else.

Should this project be used as a discipline assignment?

Some ministries assign students classwork as a means of correcting disobedient behavior and attitudes. Failure to show proper respect is a common issue that causes confrontation with staff and students in many programs.

If you are going to assign this project as a means of discipline, please take time to carefully introduce it. This project can help the student learn how to more effectively “con” you and others by changing his/her outward behavior, but not dealing with the underlying attitudes.

Stress the need for them to want to change their attitudes in this area of their life if this project is to be of any real benefit.

Trust is a very important element with this project. If the student trusts you and believes you really care about what is best for him/her, then s/he will likely open up and be very honest with you as s/he works on this project. Obviously you can't force someone to trust you.

Is lack of respect the problem or the symptom?

Lack of respect is often a symptom of another problem. Often we choose to not respect someone who has offended us in the past. Our respect is conditional. “If you respect me, I'll respect you. Otherwise, forget it, I don't owe you anything.”

As you work with the student on this project you may discover some deeper issues that need to be dealt with if the student is going to be successful in making the character trait of respect a consistent part of his/her life-style. Be willing to let some of these other problems ride as long as the student is making genuine steps of progress in this project. You may want to note these other problems as possible topics for future student learning contracts.

Part 1: Making Plans

Activities 1, 2, & 3 should be discussed with the student at the stop point after Activity #3.

Activity #1 Describe a situation where someone failed to show you respect.

The student may describe a situation where a staff did something that the student perceived as being disrespectful. Don't take sides with the staff or the student and try to settle that dispute.

The primary purpose of this activity is to get the student to consider the feelings s/he experiences when someone fails to show him/her proper respect. Later in this project, we hope this activity will help him/her realize that others feel similar painful feelings when s/he fails to show respect to others.

Activity #2 List of ways people can show respect to others.

As the student completes the first part of this project, s/he simply reads through this list. When the student completes Activities 7, 8, & 9, s/he will again use this list.

Please add other ways people can express respect. Send those ideas to Teen Challenge at the address given at the end of this teacher's guide.

Activity #3 Write a definition of the word respect.

The instructions request that the student use a dictionary. Ask if s/he did that. If not, then have them take time to do it to see if it sheds any new light on this character trait.

Stop point after Activity #3

Discuss with the student the first three activities. Make sure the student has a pretty good understanding of respect before s/he goes on with the rest of this project.

At this point you may want to discuss whether or not you want the student to do any of the activities under #11, "For additional study." See also the following note in Activity #9 regarding student work.

Activity #4 Look up scriptures on respect.

There are over 20 scriptures listed here. You will need to decide how many of these scriptures you want the student to read and take notes on. The word "respect" is used many times in the Bible, but not always the same way. Many times the King James Version translates this with an old English definition, which has since changed significantly. I would recommend that if you allow the student to use the King James Version, that s/he also read these verses from at least one modern translation.

Acts 10:34 states in the King James Version that God is no respecter of persons. This does not mean that God has no respect for people. It means that He does not play favorites and love some people and hate others. You may want to clarify this point to the student when you are discussing these scriptures at the stop point in the middle of the project.

Psalms 138:6 in the King James Version can cause confusion in a similar way. One can arrive at the conclusion that God only respects the humble. The modern translations communicate the truth of this verse much better. The positive point stated here is that as great and mighty as God is, yet He respects the humblest and lowliest of people. But God also responds clearly to those who are proud. That does not mean He has no respect for them as persons. He loves sinners and born again believers. Respect is an important part of life, but there is more to the Christian life than respect.

Activity #5 Illustration of respect from the life of Jesus in John 8:1-11 (woman accused of adultery).

Some students in the past have had a difficult time seeing how Jesus showed respect to the different people involved. It may help to have the student refer to the list in Activity #2 and his/her notes from Activity #4 to determine which of these apply in this situation.

You may also want to discuss with the student how the different people failed to show respect toward the woman. Also, how does the final action of the Pharisees demonstrate respect—when they left rather than throw the first stone?

If a student has a difficult time on this activity, then don't be surprised if s/he also had a difficult time identifying modern day examples of respect. The student may also have a difficult time identifying situations where s/he fails to show respect to others. These all point to the need for the student to become more skillful in this area of life.

Activity #6 Personal illustration where the student failed to show respect to someone.

How you handle this example can go a long way in helping to build a trust relationship between you and the student. Affirm the student for his/her honesty and don't condemn. Resist the temptation to take this time to tell him/her how s/he could have been more respectful in this situation. The next activity asks the student to do that.

Activity #7 Review the illustration from Activity #6 and write how you could have shown respect to that person and the possible results.

Try to see if the student's answer is a realistic response. Could the student do what s/he has stated? Or is the answer unrealistic or a spiritualization of the situation?

Does this answer indicate how difficult it would be for the student to do what s/he has written down? You may want to ask these questions:

"If you were faced with this same situation tomorrow, do you think you could respond in the way you described here?"

"Let's suppose you did respond this way, and they still get angry at you and accuse you of being a hypocrite. Do you think you could still control your anger and your speech?"

The purpose of these questions is not to say, "You put down a bad answer." We want them to realize that it may not be smooth and easy when they go out to work on the goals they set in Activities #8 & 9.

Discuss with the student the issues raised on the top of page 4 of the project. Romans 12:10 raises a key issue. We need to be eager to show respect for one another.

Activity #8 Choose a person whom you need to show more respect. Check off items on list in Activity #2 that you have the hardest time doing as expressions of respect toward this person.

Make sure the person s/he chose for this project lives close enough so s/he can complete his/her goals in the next few days. If s/he can't, then have him/her do Activities #8 & 9 over again with a different person.

If the student does not check any of the items listed in Activity #2, then discuss with him/her what are the difficult situations where s/he has failed to show respect to the person listed for Activity #8. If s/he can't think of any, perhaps that is a good sign s/he needs to choose a different person for this project.

Activity #9 Set goals on how you will show respect to the person you choose for Activity #8.

Make sure the goals are practical. These goals should meet the same criteria we use for the daily goals they set in the Scripture Memorization Class. Have the student refer to the back of his/her Scripture Memorization Class student manual for guidelines of good personal application goals.

Activity #11 For additional study

You may want to assign one or more of these activities to your students. If you come up with additional ideas, please send them to Dave Batty at the address given at the end of this teacher's guide.

Another related area of study is to have the student review his/her notes from the Group Studies for New Christians class Anger and Personal Rights. This issue of personal rights is often related to their difficulty in agreeing that they need to show respect to an unfriendly person.

Stop point after Activity #11

First discuss the student's answers to Activities #1-8. Make sure the goals set in Activity #9 are specific and realistic. Decide with the student how many times s/he will work at completing these goals before starting Part 2 of this project. It might be best to have the student spend several days working on these same goals before writing his/her evaluation.

Part 2 Here's What Happened

When the student finishes part two of this project and asks for your signature at the last stop point, please take time to discuss part two with the him/her. Sometimes a student will choose a person for this project and then not have an opportunity to complete his/her goal. If this is evident from the answers of the student, then have the student go back and complete again Activities #8-10.

Personal Studies for New Christians

Showing Respect: 1 Peter 2:17-18 Project 205 Teacher's Guide

by David Batty

Second Edition, 1985

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This project is part of the Personal Studies for New Christians, an individualized educational program developed for use with new Christians and others interested in spiritual growth. These are currently



Personal
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for New
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The Main Purpose of this Project

This project is designed for students who are living in depression, or have a case of the “blahs.” The pessimistic student could also benefit from this project.

Learning to be more enthusiastic can be a difficult part of growth for the person who has never developed this inward quality. Don't be surprised if some have a hard time getting a “handle” on this issue. Enthusiasm is expressed through our behavior, but it is much more than smiling and acting excited. Enthusiasm is rooted in an attitude deep in our hearts where we say, “I choose to approach life with enthusiasm and a positive attitude.”

Part 1: Making Plans

Activity #1 Write a definition of enthusiasm. How is it different from excitement?

Make sure they use a dictionary on this activity. Some of the larger dictionaries bring out some very interesting aspects of this character trait.

It is not critical that the student comes up with a clear distinction between enthusiasm and excitement. The main purpose for including that question was to cause them to think about the two words and their similarities and differences.

Activity #2 Describe a situation where someone showed enthusiasm.

If they cannot come up with an example here, then have them interview 2 or 3 staff or other students in the class. They should ask the other person how s/he expresses enthusiasm in his/her daily living. Perhaps it would be best for the student to write a report on what each person told him/her about enthusiasm.

Activity #3 Rate yourself on how enthusiastic you are toward life in general.

If the student rates himself/herself with an 8, 9, or 10, then you need to evaluate the situation. What score would you give this person? Why? If your score is significantly different from the student's, then you need to discuss this issue with him/her. If s/he does not perceive this as an area where s/he needs to make significant growth, then s/he probably will not work hard to change his/her behavior or attitude.

Activity #4 Rate yourself on the list of daily activities given.

This activity should provide you with some insights on where this student already expresses enthusiasm. The ones s/he does not check should also provide you with ideas on what his/her goals should focus on in Activity #9. If the student does not check any of these, ask him/her which ones would be easiest to express enthusiasm.

Activity #5 Study of Bible verses.

Discuss with the student the notes s/he took while reading the Bible verses. You may want to have the student take notes on extra verses on separate paper.

The student was asked to check the three scriptures that s/he found most helpful. Make sure s/he did this. Take some time to let him/her explain why s/he chose these verses and how they are helpful.

Activity #6 Rate others on enthusiasm.

This activity tells the student to look at other people to see how they express enthusiasm. If the student is not able to see how others express enthusiasm then have him/her interview 2 or 3 staff and students to learn from them how they express this character trait.

It is not essential that you “correct” the student’s perception of those in authority, that s/he rates here. If you feel the student’s ratings are way off track, then discuss with him/her how s/he chose that score. Encourage the student to continue to look for ways others express enthusiasm.

Activity #7 List of problem areas that rob a person of enthusiasm.

This activity should give you and the student some insights on why s/he has a hard time being enthusiastic. These problems may need to be addressed directly before you can expect to see any significant growth in the area of enthusiasm. If at all possible have the student continue with this project. But make a note for his/her next student learning contract to deal with any problems that surface here.

Activity #8 Choose 2 or 3 areas of your life where you want to express enthusiasm. Choose one for the rest of this project.

Is the area the student chose one which lends itself to goals and personal application in the next few days? Make sure his/her choice is one you and others will be able to see any change.

Activity #9 Set goals on how you will show enthusiasm in the next few days.

Make sure the goals are practical. These goals should meet the same criteria we use for the daily goals they set in the Scripture Memorization Class. Have the student refer to the back of his/her Scripture Memorization Class student manual for the guidelines of good personal application goals.

Stop point after #10 on page 5

Take this time to discuss all the activities in Part 1 if you have not already done so. You may want to have the student work several days on applying his/her goals before doing Part 2.

Part 2: Here's What Happened

In discussing the student's answers for Part 2, make sure s/he made some real progress in developing enthusiasm. If s/he didn't, then have him/her go back to Activity #9 in Part 1, and set new goals that are specific and practical. Have the student work on these new goals and write up an evaluation using the questions on Part 2.

***** **Personal Studies for New Christians**

Enthusiasm: Romans 12:11
Project 206
Teacher's Guide

by David Batty First Edition, 1985

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Personal
Studies
for New
Christians

The Main Purpose of this Project

Many of us have some pretty rough edges, and people get bruised by our sharp words or unkind actions. This project is designed to help Christians think through ways of expressing the fruit of the Holy Spirit—gentleness. All of us would certainly welcome the experiences of having more people treat us with gentleness.

Impress on your students the need to develop the character of Jesus Christ in their lives. Particularly with men today, the worldly emphasis is to be the rough, tough macho person. Expressing gentleness does not mean being weak. Perhaps the image of a medical doctor treating his patient with gentleness can provide a positive role model in today's world.

Our main interest with this project is to guide the student into experiences where s/he shows gentleness in word and action. We want them to go beyond thinking gentle thoughts. They need to see this as an act of agape love, where they are giving without any conditions placed on the reaction of the other person.

Part 1: Making Plans

Activity #1 Write a definition of this word.

Encourage them to dig into the definitions given in the dictionaries for this word. Is there a difference between the superficial expression of gentleness and the fruit of the Holy Spirit called gentleness?

Activity #2 Describe an experience where someone treated you with gentleness. Also describe how you felt inside as a result of their gentle treatment.

When you discuss their answer to this activity, make sure they have answered both questions. We want them to begin to clearly understand that showing gentleness to others will have a definite impact on the other person.

In most situations people react to gentleness with very positive, warm feelings. Usually they really appreciate the person for treating them with gentleness. If your student responded in a negative way or pretty much ignored the gentle actions of the other person, try to find out why s/he responded that way. Perhaps you will want to have this person share with you a situation where someone treated him/her with harshness and describe how s/he felt inside about being treated that way.

Activity #3 **Choose one of the experiences from the life of Jesus and describe how He expressed gentleness to those involved.**

In discussing this example try to help the student see that Jesus wants us to treat others the same way He treated people. Encourage your student to identify similar types of people today that need to be treated with gentleness.

Ask them what they think was Jesus' motive when He showed gentleness to others. This might be a good time to discuss what is their motive for showing gentleness to others.

You may want to have your student study more than one of the scriptures given, or other biblical examples of people showing gentleness.

Activity #4 **Think of 2 or 3 situations where you could have shown gentleness, but didn't.**

No space is given for writing their answer to this question. We planned it that way. The important thing is that they identify those kinds of situations in their daily activities. Do not press them to tell you what examples they thought of. It would be appropriate to ask them if they were able to recall any situations. If they were, then you can move on to the next point.

If they cannot recall any recent situations where they failed to show gentleness, then you need to discuss this activity in more detail. Perhaps you can recall some situations where they could have expressed gentleness. If you can't, then have the student interview his/her roommate, classmates, or family members to see if they can recall any recent situations where your student could have expressed gentleness, but didn't.

If your student is open to sharing one or two of these examples, then you may want to have him/her discuss what could have been done differently in that situation. How could gentleness have been effectively expressed? Discussing these examples may help the student to see practical ways of expressing gentleness in the days ahead.

Activity #5 **Choose one person you would like to treat with gentleness in the next 24 hours.**

Obviously we want them to choose a person that they have regular contact with for this project. Encourage them to also look for opportunities to show other people gentleness even though these people are not the focus of their goals for this project.

Activity #6 Set goals

These goals need to be specific and practical. Use the criteria on the back cover of the Scripture Memorization Class student manual to evaluate their goals. Encourage the students to be ready to show gentleness no matter how the other person responds.

For Additional Study

The student copy of this project does not have additional ideas for more study on this topic. However, you may want to have the student complete some of these activities to get a better understanding of this character trait.

1. List the benefits of showing gentleness to others.
2. Interview 2 or 3 other people and ask how they have developed the quality of gentleness in their lives. Write a report on their findings. Encourage the student to interview people who have been a Christian longer than s/he has.
3. List the consequences of not showing gentleness to others.
4. Complete the character quality study on gentleness in the Character Qualities Class student manual.
5. Read and do a report on chapter 15 in The Practice of Godliness, by Jerry Bridges (NavPress). This book also has a study guide that goes with it.
6. Do a character study of some other people in the Bible who showed gentleness in their relationships with others.
7. Complete the study on Gentleness in the book, Building Christian Character, by Paul Anderson (Bethany House Publishers), lesson 13.

Stop Point after Activity #7

First discuss the student's answers to Activities #1-5. Make sure the goals set in Activity #6 are specific and realistic. Decide with the student how many times s/he will work at completing these goals before starting Part 2 of this project. It might be best to have the student spend several days working on these same goals before writing his/her evaluation.

Part 2: Here's What Happened

When the student finishes Part Two of this project and asks for your signature at the last stop point, please take time to discuss Part Two with him/her. Sometimes a student will choose a person for this project and then not have an opportunity to complete his/her goals. If this is evident from the answers in Part Two, then have the student go back and complete again Activities #5-7 in Part One.

My ideas and evaluations for using this project in the future

If you come up with ideas that you think would help other students and teachers, please send them to Teen Challenge at the address listed below. Thanks.

***** **Personal Studies for New Christians** *****

Showing Gentleness James 3:17
 Project 207
 Teacher's Guide

by David Batty
 First Edition

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Personal
 Studies
 for New
 Christians

Personal Studies for New Christians Teacher Certification

Name _____

Date _____

I'm Here! Project 301

1. Write a composition explaining why you came here. Who told you about this place? What problems in your life helped you see the need to come here? What do you hope to accomplish here?

2. Read the following verses from the Bible and think about how they relate to you. If you don't know how to find these scriptures in your Bible, ask your teacher for help. Feel free to write down any questions or comments you have about these verses. Put a check mark in front of each one after you have read it.

_____ John 3:1-21
_____ John 8:31-36
_____ John 14:1-6
_____ John 15:1-11
_____ John 2:1-11

_____ Romans 6:20-23
_____ Romans 10:9-13
_____ Psalm 51:1-17
_____ Psalm 52

Project 301, "I'm Here!" by Ed Steele First Edition

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The Main Purpose of this Project

This project is designed for use on the first day a student comes into your program. Ed Steele, the author of this project, designed this to meet a need with many of the new students coming in. They often feel a little overwhelmed with all that is going on in the program. This project is designed to give them an opportunity to ease into the work of the *Personal Studies for New Christians* classes.

If you are familiar with the procedures for new students on their first day in the PSNC classes, you will recall that one of the first things we have them do is fill out the Student Information Sheet. Next the students make their own flag, and then some centers give their students a short reading placement test.

Part 1

This project has the potential to give you a number of insights into this student. First, you will get some answers to the questions on this project regarding why he/she is here. When discussing this project with the student, be sure you encourage him/her regarding the goals and things he/she hopes to accomplish here.

You should also be able to learn something of their writing skills. However, don't use their work on this project as a permanent guide to determining their educational abilities. Many times students will be very "rusty" at their academic skills. So you may see some quick and dramatic improvements in the writing assignments of your students.

In most cases, students should be able to complete this project their first day in class. If they have not completed it by the end of class, you may want to encourage them to take it and finish it later that same day. Many times new students have extra time on their hands.

Part 2

Our basic purpose in this part is to have them read these verses and think about them. There is no need to turn it into a big intensive Bible study project at this point. They will be getting into the regular chapel services and other class materials shortly. So if they get a blessing from reading these verses, that's great. If not, no big problem exists.

One caution--make sure they know how to look up verses in the Bible. You may want to explain how to look up Bible verses as a standard part of your introduction to this project. Try to arrange it so they can use an easy to understand translation for this project.

Personalize this project

This project can be revised to make it personal for your center.

If you do that, please send a copy to Teen Challenge at the address listed below. Also make sure that you put the copyright information on the project just as it appears on the student copy of Project 301.

***** **Personal Studies for New Christians** *****

I'm Here!
Project 301
Teacher's Guide

by David Batty

First Edition, 1982

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Teen Challenge USA
PO Box 249
Ozark, MO 65721
417-581-2181

New Hope for Life

Project 302

Teacher's Guide

New Hope for Life

Project 302 By David Batty Second Edition

Teacher's Guide

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Contents

Who should use Project 302?.....	4
When should the student work on this project?.....	4
How much time should the teacher spend discussing "Stop Points" with the student?	4
Your returning student--What is he or she feeling?.....	5
We need your feedback.....	6
Teacher's Notes for Project 302	7
Chapter One: My First Time Here	7
Chapter Two: My Experiences Outside	8
Chapter Three: Coming Back	9
Chapter Four: New Hope for Growth	11
Closing Thoughts on Dropouts	14

Who should use Project 302?

This project is mainly for dropouts from your program. It's designed for students who have been in your program (or a similar one) for at least a couple weeks, but who have left the program. Project 302 can be the first class work they do when they return to your ministry. This project can also be used for graduates of your ministry who relapsed and fell back into their old life of sin and are now returning to the program.

In most cases this project will not really be helpful for a person who only spent one or two days in your ministry before leaving the first time. If a person like that returns they are in basically the same situation as any new student coming in for the first time. This project is primarily dealing with those issues that have added importance because the student was in the program for a significant period of time before leaving.

When should the student work on this project?

The returning student should begin work on this project as soon as possible after going through the normal entrance procedures. You may want the student to do all his/her work on this project in the *Personal Studies for New Christians* class time. This project is mainly personal answers, so the student could easily do most of it outside of class time.

The student could immediately begin work on all the other regular PSNC class materials, but you may want to hold off on most of that until they complete this project. Their answers to this project may influence which books, scriptures, character qualities, or lessons you want them to work on next. However, you may find that students will do better if they spend some of their time on Project 302 and some on the other activities for their first week of classes.

If your students are using the Student Learning Contracts in their PSNC work, you may want to wait until after they complete Project 302 before you write a new contract with them. Whether or not you will want them to finish their old contract will depend on your evaluation of their most pressing needs for growth.

How much time should the teacher spend in discussion with the student at the "Stop Points"?

If the students put their heart into doing this project, they will probably benefit a lot from it even if the teacher never discusses it with them. However, the time you spend with the student can have a major impact on how much both you and the student benefit

from this project.

You may find it best to have the student discuss the project with you outside of the regular PSNC class time. This would be especially appropriate if you are usually very busy during that class time, or if it is difficult to have private discussions with the student that will not be overheard by other nearby students.

The first few days after a student returns to the program will probably be difficult ones for him/her. You can be a real blessing to them by taking quality time to discuss with them the work they are doing in this project. Since most of the questions require personal answers, you and the student will benefit the most by giving him/her an opportunity to discuss the answers.

You may find it helpful to sit down with the student after he/she has completed the entire project and again go over the significant parts. This would be very appropriate to do at the time you are preparing to write their new Student Learning Contract. Chapter Four in particular of this project is designed to give you specific ideas of areas where the student feels a need to grow.

Your returning student--what is he or she feeling?

Your returning student is coming back with several strikes against him or her. First is the clear evidence of one more failure. They left the program either by choice or by request. If they had to leave the program, it was probably because of a discipline problem. Failure #1. Their second failure was their inability to make it successfully on their own outside of the program. Needless to say, they return with a wounded ego, their self image has just been pushed a little deeper into the mud.

Many returning students feel paranoia after coming back. They imagine that people don't love them as much as before. They wonder who is holding a grudge against them.

They come back as a new student and at the same time an old student. Many times they feel pressure to hold up a front--to make it look like they are glad to be back and are sure they will make it this time. Maybe inside they are hurting a lot more than before, but they can't let others know this.

If they have already rededicated their lives to Christ, another big problem may be facing them. Many new Christians felt a big emotional high when they first became a Christian. The opposite is often true when a person comes back to God the second or third time. Now he or she may not feel anything special. Doubts begin to flood their minds. "Maybe God isn't real. Maybe this whole thing is just a big front. How do I know that God can really change me?"

The title of this project states the main message we want to give each *returning*

student. There is hope for them. Their lives can be made new. This project is one of the first practical steps to take in discovering the new life God wants to build within them.

This whole project is designed to keep all negative, judging opinions out of the picture. We are not trying to place blame on anyone for what happened in this person's life in recent days and weeks. Our goal is to take an objective look at these events and help the student see some practical ways of continuing to grow with God's help.

Another problem facing some students is the result of bad advice that was given them before they left. Some students have been told, "You won't be able to make it out there on your own. You're not ready to leave the program. If you leave now, you'll fall flat on your face." When they leave the program, those comments haunt them. Soon they begin to believe, "God won't help me out here. He doesn't really care about what I'm going through." Some of these students return to the program with little trust in God. They doubt His ability to help them now because He didn't help when they were out of the program.

We need to be careful that we don't build wrong concepts of God in the minds of these people. We are not free to tell others what God will or will not do. Let the Holy Spirit tell them that. We need to make sure our lives show in word and action that agape love--unconditional love--will be our consistent response to this person.

We need your feedback

We need your help to improve Project 302 and the teacher's guide. Any help you can give will be greatly appreciated.

1. What parts of this project were most helpful?
2. What parts need more explanation?
3. Are the instructions vague?
4. What additional questions would help you and the student get even more out of this project?
5. How did you use this project to help you plan for their next studies?

Any suggestions you have should be sent to Teen Challenge at the address listed on the inside of the cover.

Teacher's Notes for Project 302

This part of the teacher's guide gives specific suggestions for most of the questions in Project 302. The questions **in bold print** are direct quotes from the student copy of this project. When periods (. . .) precede or follow the question, this indicates that only part of the question has been quoted. The page number following each question gives the location of that question in the student's copy of this project.

We've intentionally left extra space after the comments on each question. Please add any other questions to ask the student. Also, if you observe that students have a particular problem with certain questions, make a note of that in this guide.

Chapter One: My First Time Here (pages 4-6)

5. What were your reasons for coming here the first time you came? (page 5)

If the student attended a different program the first time, simply have them answer all appropriate questions based on those experiences. If they have been in your program (or a similar Christian program) more than once before, you may want to have them explain their answer separately for each time.

6. How much do you feel you grew while you were in the program the first time? . . . (page 5)

In discussing this question with them, try to help them get specific. Some of them will have a difficult time coming up with anything more than vague generalities. Try to help them pinpoint specific areas where they grew.

7. What were the reasons why you left? (page 6)

You may be amazed at how poor is the memory of some students in answering this question. Don't be condemning, but help them to be honest about the real reasons that led to their leaving. Sometimes the reasons for leaving are directly related to the lack of growth in certain areas of their lives.

You may find that it is best to have them rewrite some of their answers after you have discussed their answers. If you came up with some things that they had not written down, then it would be especially helpful to get those things down on paper.

If the person doing this project is a graduate of the program, have him/her rewrite the question to read, "**What were the reasons why you fell back into your old way of living?**" One tool that will help you to guide him/her into a better understanding of these causes is to go to the statement of purpose listed on page 16 of Project 302. In which of the four areas listed did he/she fall short of what God wanted?

Chapter Two: My Experiences Outside (pages 7-10)

All the questions in this part ask for personal answers. In your discussions with the student, try to get a clear understanding of what the person experienced while out of the program.

My Notes:

Chapter Three: Coming Back (pages 11-15)

1. **What caused you to want to come back here? Who encouraged you to come back?** (page 11)
2. **... Was there anything that made it hard for you to come back? Explain your answer.** (page 11)

These two questions are asking for some very personal information. Some students may hesitate to be very open at this point. Try to set the student at ease and let them know that honest answers will help them most at this point.

3. **... When you were here before, were there little problems, hassles, or irritations that seemed important? ...** (page 12)

Again, they may have a poor memory at this point. If they were in your program the first time, you have the opportunity to check with others who were here at that time.

If the students seem to have a hard time thinking of answers for this question, you may want to have them discuss this with one or two of the staff who had contact with that student when he or she was here the first time. If you know this student had a difficult time getting along with others in the program, you may want to have him/her go and talk with some of these people.

5. **What changes did the staff ask you to make before you were allowed to return here?** (page 13)

This question points to an opportunity which can greatly help both the program and the student. If a student leaves the program, or is dismissed, consider giving specific points of conduct that you want him/her to work on as conditions for returning to the program. The staff need to be realistic at this point. Are the changes you are asking the student to make practical? Can he or she achieve this kind of growth on his/her own? Does he/she have the tools to accomplish these requirements? The more specific the requirements are, the easier it will be for you and the student to measure his/her success in completing them.

The difficulty here is that many times the main reason why someone is being

dismissed is because of bad attitudes. Sometimes these bad attitudes are only the symptoms of the life-controlling problems that brought them to your program in the first place. If they can solve all those problems before they come back into the program, then it's obvious they don't need your program.

6. What growth did you make in these areas? (page 13)

The amount of growth they experienced will often be difficult to measure. For the most part, you will have to depend on their own personal opinions of their growth. The only way to improve this measurement is to give them specific task-oriented goals to work on while they are gone. Then you can measure the tasks to see if they have shown any growth.

For example, you might require a dropout to attend church every Sunday, and make sure the Pastor knows he/she is there. You could also have the person complete some special projects, write in a diary a certain number of times, or do some Bible studies that you feel will have a direct impact on the problems that control his/her life.

7. Additional Report (page 14)

This page is for you to give them some special assignments. Let's assume that no requirements other than "time" were the conditions for the student to return to the program. You may want to give him/her some specific projects to do at this point to focus his/her attention on the problems that led to his/her leaving the first time.

Or maybe the student did not complete all of the suggested projects that were originally given as conditions for his/her return to the program. You may want to have this person complete those assignments and report the results on this page.

Chapter Four: New Hope for Growth (pages 16-23)

The statement of purpose on page 16 of Project 302 provides an interesting method of measuring their present maturity. Each returning student has just had the opportunity to

try out this statement. How successful were they in achieving the specific types of behavior it calls for? The areas where they fell short could be viewed as the problems which still control their lives.

Were they able to function as a Christian in society? How do we know whether or not they were able to do this? Were they able to apply Biblical principles to relationships in their family? in their church? at their job? in their community? Which of these areas were they able to do successfully? Give them credit where it is due.

1. Make a list of the areas in your life where you need to grow. . . . (pages 16-17)

This question is a very critical one to this whole project. Some students may have a difficult time coming up with specific areas for growth. Make sure they do not continue to work on page 18 until after you have discussed page 17 and signed the stop point at the bottom of the page.

If they can't come up with any ideas, have them talk to staff, roommates, or family members for ideas here. Many of the previous questions from Chapters 1, 2, and 3 can also give us some ideas of where he/she needs to grow. In particular, the following questions may be helpful at this point. Chapter 1, questions 5, 6, & 7. Chapter 2, questions 1, 2, 3, and 5. Chapter 3, questions 2, 3, 5, & 6.

Feel free to point out both small areas where growth is needed as well as long range areas for growth. Make sure that some of the areas are specific enough that he/she can make some significant growth in a few weeks.

At the "Stop Point" also discuss with the student several possibilities for question 2 on page 18. The student should be given the freedom to choose what area s/he will work on, but you should be able to help him/her state it in such a way that measurable growth can be achieved in the next few weeks.

2. . . . Here is one area of my life where I want to grow (or problem I need to overcome)." (page 18)

It would be best to discuss this question first at the "Stop Point" on page 17. See the note above regarding this. You should also discuss this question after the student has completed the work to the "Stop Point" on page 19. If you feel his/her answers to questions 3, and especially 4 on pages 18 & 19 are not what you want, you may want to

consider having the student choose a different area for growth for this part of the project.

3. When you were here before, did any of your Bible classes deal with this problem? . . . (page 18)

If you know that some of the classes or projects did relate to the area under discussion, then point this out to the student. Many times their memory is quite poor, or they may fail to see how a particular lesson or class related to the problem being discussed.

4. Using a concordance or topical Bible, find at least 3 verses that deal with this issue. . . . (pages 18-19)

Some students may need instructions on how to use a concordance. You may also want to require them to find more than three verses that deal with this area. The verses do not need to directly talk about the problem under discussion. They could be verses pointing to the solution. Try to get the student involved in doing most of the work here. They need to learn how to use these Bible study tools.

Push the student to be practical and specific in explaining how each verse can help him/her with this area where growth is needed. Keep on file several good examples of how other students have done this part of the project. You may want to show these to students having a difficult time with this question.

5. . . . When you were here before, was there a conflict between you and a student or staff that influenced your decision to leave? Yes No . . . (page 20)

If the student was in **your** program before leaving, then it will be much easier for you to evaluate his/her answers to this question. The conflict does not need to be the one and only reason why the person left, but did it influence his/her attitude toward that person, or the program in general?

7. Have you been able to work out the problem you had with this person yet? A. Yes (page 21)

You may want to discuss this situation with the other person involved. See if s/he agrees that the conflict has been resolved and the relationship restored.

B. No. What do you think you can do to help clear up this problem and restore your relationship with this person? (pages 21-22)

You may need to provide some clear guidance at this point. Resolving interpersonal conflicts can be very difficult for new Christians. They may need an objective third party to help clear up the problem.

The book, Caring Enough to Confront, by David Augsburger (Gospel Light Publ.), is excellent for training people to deal with conflicts in a Biblical way.

8. Additional Report (page 22)

This additional report is for the student to write down what happened when s/he followed through with the plans made in #7B. You may want to give the student specific guidelines to use at this point.

Closing Thoughts on Dropouts

This project is primarily designed for those who have come back to our ministry looking for help. We often say of the dropouts of our ministry--they have the responsibility to come and we will gladly help them. The story of the Prodigal Son is a

clear scriptural example of this.

But we also need to consider the opposite pattern. What responsibility do you have to go and seek out those who have left your program and "compel them to come in." God didn't wait for Adam and Eve to come to Him with repentant hearts, ready to confess their sin. He took the first step. The same pattern is seen in King David's life when he actively sought out any of Saul's descendants so that he could show mercy to them

How can you be an instrument of God to go and find these dropouts and instill within them that there is still hope? How does your life measure up to the commands given in Galatians 6:1-2 and your relationship to these dropouts?

What can you do to help them break through the walls of guilt and unbelief so they too can experience the peace of God in their lives?

Go see the Judge

Teacher's Guide
Project 303 First Edition

By David Batty

Go see the Judge

Project 303 By David Batty First Edition
Teacher's Guide

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This teacher's guide is part of the *Personal Studies for New Christians*, an individualized educational program developed for use with new Christians and others interested in spiritual growth. These are currently being used in churches, schools, prison ministries, Teen Challenge, and similar ministries working with new Christians. A teacher training course is available to those interested in using these materials. For more information about these educational materials, or to order additional copies, contact:



Personal
Studies
for New
Christians

Contents

Who should use Project 303?	4
When should the student work on this project?	4
How much time should the teacher spend in discussion with the student at the "Stop Points"?	5
We'd like your help with feedback	5
Teacher's Notes for Project 303	5
Part One: Preparing to go to court	6
Part Two: Here's what happened in court	10
Part Three: Your next court appearance	12

Who should use Project 303?

This project is for those who have an active court case. They should complete Part One of this project before they go to court. This project can be used for any court related appearance, such as a meeting with his lawyer or probation officer, or any court appearance from arraignment to sentencing. If a person has several court appearances, you may want to have him complete this project for each one.

When should the student work on this project?

Part One of this project should be completed before the court appearance. This part of the project has the person explore his attitudes toward several issues related to the court appearance. It will take the person several hours to complete Part One, so he should begin it several days before the court date.

Part Two of this project should be completed as soon as possible after the court appearance. If at all possible, have him work on Part Two the same day after returning from court. Make sure that he completes it the next day. If he waits several days, his memory will be cold and he will not get much out of this part.

If your students are using the Student Learning Contracts in their *Personal Studies for New Christians* class work, you may want to have them schedule this into their contract when you are drawing up the contract. Project 303 does not need to take up all their time in class before the court date. However, after they return from court, they should spend all their class time on Part Two of the project until they complete it.

Since most of the questions in this project require personal answers, you may choose to allow the student to work on this project outside of class time. Decide in advance whether or not the student should stop at the "Stop Points" if he will be working on this outside of class.

How much time should the teacher spend in discussion with the student at the “Stop Points?”

If the students put their heart into doing this project, they will probably benefit a lot from it even if the teacher never discusses it with them. However, the time you spend with the student can have major impact on how the student will respond in this critical life experience.

It is unfortunate that many times we view court cases as one more hassle that must be worked into our already overcrowded schedule for this week. If you have been to court with many of your students, you may feel frustrated about all the time you've wasted while waiting for your student's case to be called. We hope this project will help to make this court appearance a very profitable experience in the lives of both staff and students.

You may discover other significant problems in the life of this student as he works on this project. These problems can be worked into his studies in future Student Learning Contracts.

We'd like your help with feedback

We would like your help in evaluating this project. We would appreciate any suggestions you have on what parts need to be improved and also what parts work best. You can send us a copy of the completed project also. Please send your ideas and samples to Teen Challenge at the address listed on the inside of the cover.

Teacher's Notes for Project 303

This part of the teacher's guide gives specific suggestions for most of the questions in Project 303. The bold questions are direct quotes from the student copy of this project. When periods (. . .) precede or follow the question, this indicates that only part of the question has been quoted. The page number following each question gives the location of that question on the student's copy of this project.

We've intentionally left extra space after the comments on each question. Please add any other questions to ask the student. Also, if you observe that students have a particular problem with certain questions, make a note of that in this guide.

Part One: Preparing to go to court, page 5

Questions 1-4 will give you a brief idea of what the charges are and at what stage he is at in his court case.

5. **Is the feeling of fear building up inside of you as you think about your court appearance? . . . (page 8)**

Try to help the student feel at ease and encourage him to be honest about his feelings. If they are feeling fear inside, then denying its presence will not help it go away. However, if they constantly worry about their court case, then this can prevent them from doing today what needs to be done. Discuss how they can put their trust in God in this situation.

If they say they do not have any fear of their court case, ask them how they account for this. Why are they not afraid? Did they in the past have fear as they approached a court appearance? How have they learned to overcome this fear?

6. **. . . Place a check mark in front of the scripture that you will study for this next part of the project. . . (pages 8-9)**

This section of the project is set up to make it easy for the students to do this project several times, if they have several court appearances while they are in your program. If they are doing this project for a second time, have them choose a different scripture than they used the first time.

If you discover other scriptures that work well here, please send them to Teen Challenge at the address listed on the inside of the front cover. We are looking for additional scriptures that can be used here.

At the **stop point** on the bottom of page, take time to briefly go over the next two pages of the project to make sure they understand what they are to do.

Bible Study Section (pages 10-11)

We do not have an answer key for these questions. You may want to develop your own answer key for each of the Bible stories given on page 9. If you do this, please send a copy of your notes to Dave Batty at the address on the inside of the front cover of this book.

You may find it helpful to write an evaluation of each student's work on this section. Was it easy for them to do? If not, which questions created the most difficulty?

You may also want to find some books that give information on what the court systems were like when the Bible story took place. Have the student read up on that so he can gain a new appreciation for our system of justice.

**7. ... What are your feelings about the other persons involved in this. ...
(page 12)**

Try to find out how this person is handling his feelings toward the other party in this court case. If the other party is pressing charges, how does he handle his feelings of anger, bitterness, and resentment toward these persons? Does he have a history of disliking police? Has he had any bad experiences with the police that he uses to justify his hostile feelings toward them?

**9. ... Has this (feelings of anger and bitterness) been a problem for you in this situation?
Explain your answer. (page 12)**

If they say they have no feelings of anger and bitterness toward the others involved in this case, then ask them how they have been able to prevent these feelings from coming into their life. You may want to take time here to discuss the need for forgiveness if anger and bitterness are present.

David Augsburger's book, *The Freedom of Forgiveness*, is an excellent book on this subject. A study guide is also available for this book; both are available from the Teen Challenge Curriculum office.

10. Are there other people who participated in the activity which led to your arrest? . . . Is there a chance you will be asked to tell how anyone else was involved in the case? . . . (page 13)

11. As a new Christian, what do you feel is the right thing for you to do if you are asked to tell how others were involved in this case? . . . (page 13)

These two questions touch a very controversial issue. The Christian position appears to directly conflict with the world's standard which says, "You never, never 'rat' on someone to the cops. That is treason. You are trash if you do that."

Another reason why some of them will not want to talk about the others involved in the crime is fear. "If I rat on him he will get revenge. He'll come, or his friends will come, and hurt me, or maybe hurt my family." These real fears should be taken seriously. There may be a great risk in speaking the truth. But if he refuses to speak the truth, he will be allowing injustice to continue. As long as we stay where God wants us, He will take care of us. We do not need to fear what other men may do to us. God is bigger than any of their threats.

12. . . . How will you respond if they lock you up and do not let you return here? (page 14)

This question again directs our attention to how much do we trust God. Is God able to direct the judge and the prosecuting attorney? Does God really care about me? Will He make all things in this case work for my good?

We need to reinforce the point that God can keep us saved no matter where we go. God is in the prisons just as much as He is here in this ministry. Surely it is difficult to serve God in prison. But God is able to provide Christian fellowship there also.

We also need to discuss the responsibility we have for our actions. When a person breaks a law, he must accept the consequences of his actions. If he did break the law, he deserves to suffer whatever the punishment is. We can't demand that God force the judge to give us a break just because we have become a Christian. God has forgiven our sins if we have confessed them, but the judge is not obligated to suspend the sentence simply because we say we have changed.

13. . . . Are there some temptations you may face on the day of your court appearance? . . . (page 15)

If the person has already had the *Group Studies for New Christians* course entitled, Temptation, then you have an advantage here. You can have him use that information in dealing with any temptations he is facing. If he has not had this course, you may want to have him read the student manual for Temptation.

14. . . . What are some of God's promises that you can study and use to help you in this situation? (pages 15-16)

Some students may have a hard time finding verses that fit here. Teach them how to use a concordance and give them some suggestions on what key words might help them find appropriate verses.

There is a **stop point** at the bottom of page 16. Discuss with the student the verses he chose and his explanations of how this verse will help him.

15. A. What do you plan to tell your lawyer . . . about your involvement in the crime you are charged with? . . . (page 17)

Stress the importance of being honest with the lawyer. God's protection and blessing will be on the person if he is honest with all men. You may want to role play the situation, and you take the part of the lawyer or probation officer. You could do the same with **question 15B**, and role play his discussion with the judge.

16. Put yourself in the position of the judge. . . . (page 17)

Try to be a sounding board for his answer here. Has he done a very good job of putting himself in the shoes of the judge? What insights can you gain about the student's concept of justice?

17. Do you have any other questions or problems related to your court case? . . . (page 18)

This page of the project is for the special questions of the student. Perhaps you have seen some problems or areas where he needs to grow as you have worked with him on this project. Feel free to give him any additional assignments at this point which you feel will help him face some of these issues.

Part Two: Here's what happened in court (page 21)

Try to arrange for the student to complete this part of the project as soon as possible after he returns from court. Many of the questions directly ask about his thoughts and feelings about different events related to his court appearance. If he waits a couple days before finishing it, his memory will have faded a lot. If possible, make arrangements for him to work on it the day he returns from court, even if he has to do it outside of the regular class time.

4. . . . Were there times when fear built up inside of you? If your answer is "yes," how did you respond to that fear? If your answer is "no," explain why you were not afraid to face this court appearance. (page 22)

Make sure they do more than give a *yes* or *no* answer here. Push them to probe their own feelings and come up with some thoughtful answers to the second half of the question.

5. . . . Have your feelings toward these people changed? . . . Explain . . . (page 23)

Make sure they do explain how and why they have (or have not) changed their feelings toward the others involved.

8. . . . Did you clearly feel the peace of God at all during the time you were in court? . . . Explain . . . (page 24)

If they did not feel the peace of God, then point out that this is an area of their life where they need to grow. God's peace is available for every Christian who is fully committed to Christ. What problems kept them, from feeling God's peace? Do they ever feel God's peace, or was it only at court that they did not feel God's peace? Did they worry a lot about their court case before they went to court?

9. On the day of your court appearance, did you have an opportunity to tell anyone about the changes that have been taking place in your life? . . . (page 24)

If they did have opportunities to witness, discuss with them the success of these experiences. Try to find out if they were too pushy in trying to witness. You may want to discuss how to share your testimony in a way that will not turn off the other person. Jesus illustrated this so beautifully in His discussion with the woman at the well in Samaria. (See John 4)

10. Were there any Bible verses that were especially helpful to you throughout this experience of going to court? . . . (pages 24-25)

This is a most important question, and should help you identify areas where they need to grow. If they are not able to point to any scriptures, then we have a problem. As teacher, we must show them how we use God's Word each day in our normal activities. They must catch the significance of this part of Christian living. If they are going to be all that God wants them to be, they must look for ways each day to use scriptures in their daily experiences. This is especially important when they know they will be facing difficult situations—such as their court appearance.

If they did not have any verses, then it may be helpful to list several scriptures that could have been used by this person. The work they did for question 14 on pages 15-16 should provide some helpful starting points on possible scriptures that could fit here. If none of the verses he chose on pages 15-16 were of any help on the day of his court appearance, then possibly he should have chosen other verses. What kinds of problems did he face on the day of his court appearance? What temptations did he face? What emotional battles did he encounter? What hassles did the staff or anyone else put him through? These questions may help to pinpoint some issues that the Bible speaks to.

14. When you were in court, what were your attitudes toward the police and the judge? . . .(page 26)

15. How much have your attitudes toward the police and judge changed in the last month? . . . Explain your answer. (page 27)

Hopefully the students will feel free to be honest at this point. It may be easy for them to deny their true feelings and cover up the bitterness and anger that they have toward these people. For some students, years of hatred and anger have been building toward these people in government positions.

We need to be careful that we don't demand instant cures to deep rooted problems. At this point it is more important that they be able to correctly identify their true feelings toward the people involved, rather than try to come up with some shallow spiritualization about how we are to love everybody.

If the student says he has no hostile feelings toward the judge and the police, ask him if he felt the same way before he became a Christian. If his feelings and attitudes have changed, when did this happen? How has he been able to make these changes? One clue to how correct his self evaluation is about this change is to look at how he gets along with the people he presently lives with. Is he able to live at harmony with others? Does he easily get angry at others? Does he hold grudges? How easy is it for him to forgive others when they offend him? If he is not displaying any significant evidence of Christ-like behavior in these areas, then we have reason to question the correctness of his evaluation of his feelings toward the judge and the police.

18. . . . What are some of the areas of your life where you still see a need to grow? . . . (page 28)

This question can be a very helpful one for both staff and students. If he is able to pinpoint some specific areas for growth, these can be worked into his Student Learning Contracts in the days ahead.

Your feedback may be very helpful for him at this point, also. Share with the student those areas where you have seen growth and areas where he still needs to make progress.

Part 3: Your Next Court Appearance (page 29)

Even if the student does not have another court appearance, he should answer question 4 on page 31.

The Main Purpose of this Project

This project can be used in a variety of ways with the *Personal Studies for New Christians* Student Learning Contracts. Many times students show a need to grow in a particular area. One common frustration is they know very little about God's alternatives and solutions to this problem. They don't know where to begin in their efforts to change.

The main purpose of this project is to help them uncover more information about God's way of dealing with this area of their life. If they have a broader foundation of knowledge, then it should be easier for them to make progress in applying God's truths to this problem.

Introducing this project to the student

Careful planning and explanation is essential for this project to benefit the student. This project is designed for use after you have already defined the problem that the student will be working on. The introduction on the student copy of the project has three activities. The first two can be copied from the Student Learning Contract.

Take time to discuss with the student what you want him/her to do with this project. Make sure the students clearly understand what kinds of things they should include with this project.

The third activity in the introduction is very important in determining how much growth has occurred in the life of the student doing this project. After they have completed their explanation of the problem, go over this with them in detail. Is their statement of the problem clear? Can you clearly see where they are at in their attempt to deal with this problem? Is their position concise enough that you can come back 3-6 weeks later and see the difference in their lives.

Part 1: Daily Discoveries

One of the keys to the success of this project is for the student to work on it many times over the course of this entire unit. In Part One of this project, the student is told to make a minimum of _____ entries each week on this project. You will need to decide with the student what that minimum number of entries should be. I recommend that they be required to make at least 4 entries per week, and that they cannot all be done in one day. Encourage (or require) them to work on this at least three different days each week.

This kind of project can be a greater help to the student if s/he works on it outside of the regular class time also. Many of the opportunities to gather additional insights for this project will come in the daily activities outside of class. Encourage your student to take advantage of these opportunities. His/her journal entries should give you some idea of how effectively s/he is using these opportunities. If you see that the student is not doing well in this area, you may want to help schedule some specific activities for outside of classtime. Make sure they mark the date and source of their information on their daily discovery entries.

If the student seems to have a hard time knowing what to look for, you may want to help him/her make a list of several questions that s/he should seek to answer.

Example 1: Wrong thoughts

Student goal: Find the cause of wrong thoughts. Discover Biblical ways of solving this problem.

Questions for research:

1. What are the wrong thoughts that tempt me the most?
2. What Bible verses talk about wrong thoughts?
3. What Bible verses talk about God's way of overcoming wrong thoughts?
4. What times of the day do wrong thoughts tempt me the most? —the least?
5. How have other people overcome the battle with wrong thoughts?
6. How can I learn to control my thoughts?
7. How did people in the Bible deal with the problem of wrong thoughts?

Example 2: Obeying your leaders

Student goal: Discover ways of expressing my appreciation to my leaders.

Suggestions for research:

1. List the different times your leaders tell you to do something.
2. List the possible main reasons why your leader told you to do that.
3. List appropriate ways of expressing appreciation to your leader in each situation.
4. Talk with different leaders and ask them the main reason why they told you to do certain things in recent days. See how close you were to correctly identifying their main reasons. (#2 above)
5. Ask your leaders what they feel are appropriate ways of expressing an obedient attitude toward persons in authority.

Some students may feel they are not making any progress in their lives by doing this project. After all, what good does it accomplish to simply make a list of verses and write down ideas that people have about these problems? We need to help our students see the value of building a broad foundation for their spiritual growth.

Some problems disappear with a spectacular miracle demonstrating God's great power. But other problems will not disappear so dramatically. We have to "work out our own salvation". The working out of some problems may take a good deal of time.

They also need to begin to look for specific little steps of progress they can make in this area of their life. Developing a consistent attitude toward responding God's way is a key to changing behavior. We need to encourage them to put their whole heart into overcoming this problem. In your discussions with the students, try to lead them to see the significance of the new discoveries they are making.

It may be helpful to point out that many times there will be other related areas of their lives where they will need to grow before they can be successful in overcoming the problem that is the focus of this project.

Part 2: Progress Reports

The progress report that they write half way through their contract should give you some insight on how well they are doing with this project. Take time to discuss with them the progress reports and give them clear feedback on your evaluation of their work. If you feel they are not making any significant progress, then you may need to give them more specific guidelines and supervision in their daily discovery entries.

Future Use of This Project

We hope that the information your students gather for this project will help them find new ways of dealing with their problem. You may want to include some of their ideas into some new projects for their next learning contract. This project should not in most cases be seen as the cure-all for their problem. This project is primarily designed for those problems which we are reasonably sure will not be resolved in a day or two. This project will be one of the first steps to rebuilding this area of their life.

***** **Personal Studies for New Christians** *****

Discoveries of Today
Project 304
Teacher's Guide

by David Batty

First Edition

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Personal
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The Main Purpose of this Project

The main purpose of this project is to help you make wise decisions in planning the Student Learning Contract for the *Personal Studies for New Christians* unit on family relationships. The family backgrounds of our students are so widely different that we must be careful that we do not over-generalize our plans for this unit.

The needs and problems within their family relationships will be so different that two students might have contracts almost completely different. Consider how you would design a contract for a student coming from a fine Christian family that is very supportive of her being in your ministry. Contrast that with a student coming from a very rough family background, not even knowing who her parents are, or perhaps she was abused by her father.

1 When should a student complete this project?

This project should be completed by the student before you begin designing the student learning contract for family relationships. However, before they get to this unit in their PSNC studies you may discover they have some major problems in their family relationships. It would be appropriate to have a student complete this project earlier than normal if you feel this would help you know how to best help this student.

2. Introducing this project to the student

Before you have students start working on this project briefly discuss with them a little about their family. Find out if their parents are alive, divorced, or living together. If their parents are divorced and remarried, you will want to explain how they should answer questions, especially those dealing with their parents. You may want to have them answer the questions twice—first for their real parents, and then in view of the relationships they have with their stepparent. The same would be true if they have lived in foster homes.

3. How should we handle severe problems which exist within their families?

Be very careful in setting the right atmosphere for the students working on this project. We want to establish a trust relationship with them and assure them of the value and purpose of this project. Let them know that if some of the questions are too painful to answer, they should tell you this or write that note by those questions. We don't want to push them too quickly into extremely painful problem areas of their lives. If they have been victims of physical or sexual abuse, they may find it very difficult to do this project. We need to be careful to remember that our family background probably was not the same as theirs.

We believe God can solve our students' problems, no matter how big or complicated the problem is. But on the other hand we must be truthful with ourselves and recognize the fact that God usually uses people to help others solve their problems. We must be careful to recognize our limitations as teachers. Many of us have not had professional training on how to deal with some of the serious emotional problems that are deeply rooted in a person who has suffered physical or sexual abuse as a child or teenager. Don't be too quick to try to get the student to talk about all those problems.

If you know a student has those kinds of deep problems you may want to approach the student something like this: "I know from what you've told me that you experienced some very painful problems in your family. I want you to know that I am concerned about you and I want to do everything I can to help you. But today we have a smaller goal than solving all those problems from your past. Perhaps we can arrange a time in the near future to talk about some of those things if that is what you would like to do. However, for today let's take a look at where you stand today and see what small steps of progress we can begin making to become the person God wants you to be. These steps of progress today can give us a better foundation to tackle some of the bigger problems that need to be resolved in the future."

Don't require a student to give you all the sordid details of their family problems. Don't be afraid to refer this student to another staff or a trained counselor in your community to help the student resolve some of the deep seated conflicts that are there because of a painful childhood

4. Why do we have this project?

This project is a tool. If used properly it should give you many valuable insights into their family relationships. Some might question the need for such a project. Let me speak from my own experience in Teen Challenge ministry. Many times students have gone all the way through the program and never revealed life controlling problems they had in their family relationships. In the months following their graduation, these problems surfaced again and in many cases proved to be the downfall of that student's spiritual life.

5. How should the students answer the questions?

All questions should be answered with a descriptive answer, not simply a yes or no. The only exceptions to this are questions 9 & 10 under the parents section. If they do not want to discuss their answers to those questions, accept their decision at this point without pressure.

6. Evaluating their family biography

After they have completed their biography, set up a time to go over it personally with them. You may want to read it first before you meet with the student. Your main purpose in discussing this with them is to find out where the student is today in his/her relationships with the different members of his/her family.

We need to be sensitive to the leading of the Holy Spirit in determining which areas to start working on in this new contract. Try to choose areas where they can make significant progress without living with their family. There are some family problems they cannot solve. The student must come to realize his limitations in solving some of these problems.

Some students would like to leave your ministry and go back home to help solve these problems. But often that is not a wise solution because they are too weak spiritually or they have life-controlling problems that need to be resolved before they can function successfully in society. We have to use great wisdom in deciding which problems should be “Put up on a shelf for later consideration,” and which ones we should tackle today in this new unit.

On page 4 of the student copy of the project is a list of possible areas for study and growth. Try to identify areas that the students can also work on in relating to their roommates now, if they are living away from their family.

If a person comes from a very painful family background, you may want to take this approach in choosing the activities for the student learning contract. First have them study things that will give them a better understanding of what a Christian family is like. You might want to have them read the book, *The Christian Family*, by Larry Christenson. Focus their work in discovering what a Christian family should be like and how they can begin now to prepare themselves to be a successful part of the Christian family God has planned for them in the future.

This will be more helpful than spending all their time in this unit trying to solve every deep rooted problem that has been in their family for years. Also get them involved in doing positive things for different members of their family now—sending birthday cards and other holiday cards (Valentines, Thanksgiving, Christmas, Mother's day, Father's day). Help them find appropriate ways of expressing kindness to their family.

You may also want to arrange for them to become involved with a Christian family in your area. Let them spend some time with that family—weekends, church services, shopping trips—to get first hand experiences on what a normal Christian family does.

7. We need your help

We would like your feedback on how this project has worked for you and your students. Please let us know what parts worked best and what parts were least helpful. What additional questions would make this more effective? What kinds of surprises did this project give you as you worked with students on it?

***** **Personal Studies for New Christians** *****

Biography of My Family
 Project 305
 Teacher's Guide
 by David Batty
 First Edition

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Personal
 Studies
 for New
 Christians

The main purpose of this project

Learning to be a responsible person is one of the critical foundation steps of the Christian life. Most of the new Christians we work with have several life controlling problems. The lack of responsibility is one of the very common problems these new Christians have.

Salvation alone rarely causes an automatic change in this area of their lives. We have the responsibility to disciple them in such a way that this character trait becomes one of the strong points in their lives. Your life will be one of the most powerful teaching tools to lead them into growth in this area.

The main purpose of this project is to provide a structure and a means to be accountable for the responsibilities they have. It provides a means to focus attention on specific areas of responsibility.

How much time should a student spend on this project?

It might be helpful to view this project as a special journal, similar to Project 304, "*Discoveries of Today*." In many cases a student will work on this project for several weeks at a time.

The main purpose with this project is to see growth in becoming a more responsible person. One does not overcome the life controlling problem of irresponsibility in two or three days.

Part 1: Making Plans

Activity #1:

At this point in your life, what are the important responsibilities you have. List them, then rate yourself 1-10 on each one, 1 = very poor, 10 = very responsible.

You may want to have them list more responsibilities on a separate sheet of paper. As they continue to work on this project, have them add responsibilities to the list as they discover more.

If the student does not identify the responsibilities which you feel are the important ones, then decide on a method to help him or her achieve this. You can discuss this with the student yourself or assign him/her to discuss this with his/her parents, roommates, or another staff

Do not sign the “stop point” on page 3 until s/he identifies the important responsibilities you want him/her to work on in this project.

Activity #2: Choose 2 or 3 areas of responsibility to work on in this project.

The “stop point” on page 3 will provide you with the opportunity to discuss their choices. Are these the responsibilities you want him/her to start on? If they are not, then discuss the changes you feel are needed in his/her list.

Activity #3:

Description of where s/he is at today in regards to each of the 3 areas of responsibility listed in Activity #2.

Make sure the student's descriptions here are specific. If they are too general, then it will be difficult to measure his/her progress when s/he is finished with the project.

Activity #4: List 2 or 3 goals for each area of responsibility.

These goals should meet the same guidelines used for the daily goals set in the *Scripture Memorization Class*. Have them use the guidelines on the back of their *Scripture Memorization Class* student manual to evaluate their goals. They will not be working on all 6-9 goals at one time. However, the practice of setting these goals should help them develop this important skill.

You can decide with the student which goals to start with and how many times s/he must write daily reports on each goal. This is covered in Activity #7.

Activity #5:

Write an explanation of how each goal will help you become a more responsible person.

The purpose of this activity is to think through why s/he has set this goal. Will the goal really help him/her grow?

Activity #6:

Find at least 2 scriptures to go with each area of responsibility you are working on.

Show them how to use a concordance and a topical Bible to find appropriate verses. Encourage them to look for additional verses during chapel and church services, Bible classes, and in their personal Bible study time.

Stop point after Activity #6

Make sure they complete all the requirements of Activities 4, 5, and 6 before you sign the stop point. At this same time discuss with the student Activity #7.

Activity #7: Discuss with your teacher how many times in the next _____ days
or _____ weeks you will work on each goal.

This is the most flexible part of the project. At the beginning you may want to have the student report his/her progress to you on a daily basis. The student should work on this project at least 3 or 4 times a week. Activity #7 gives a list of 7 questions to answer as the student writes a report of what happened that day as s/he tried to fulfill these responsibilities.

How long the student works on a particular goal should be determined by his/her progress in fulfilling this area of responsibility. If the student continues to fail in the area chosen for the project, then have an in depth conversation to determine if the goals are too broad. You may discover a more basic area of responsibility that needs to be dealt with first so the student can be effective in the area of responsibility s/he is now working on. If this is the case, then have the student complete Activities 3-6 for this new area of responsibility.

Activity #8: Final Report

After the student has worked on this project for the length of time agreed on by you and the student, s/he should complete Activity #8. If you are not satisfied with his/her progress, have him/her go back through Activities 3-7 and work some more on the goals you agree on.

Growth is the real key to progress here, not simply doing time and writing reports. If no one can see any change in the life of this student, then s/he needs to spend more time on it.

One way to keep this project fresh and stimulating is to have the student work on different goals that deal with the same area of responsibility.

Teacher Evaluation

We would greatly appreciate your feedback on this project. What worked well? Which parts were the hardest for the students? what changes would you recommend to improve this project?

* ***** ** Personal Studies for New Christians ** ***** *

Responsibility

Project 306

Teacher's Guide

By David Batty

Second Edition, 1996

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Personal
Studies
for New
Christians

My Life of Work Project 307 Teacher's Guide

This project should help you get some insights into the life of your student. We want the student learning contract for this unit to be more than an academic study of work. We must help this student get a better understanding of his present attitudes and work habits. S/He must begin to comprehend the specific Bible teachings that relate to work.

If you are not familiar with this student's work habits, you may want to have him complete this project before you write his contract on "Work and Responsibility."

Project 307 should give both you and the student some clear ideas of where growth is needed. The questions regarding his past work experiences should help you understand how biblical or non-biblical are his values and behaviors in relation to work.

Most of the questions ask for written answers. Have the student put his answers on separate paper. We don't want simple "yes-no" answers. The explanation of each answer is very important. Try to stress the significance of these answers in relationship to what impact it will have on the rest of this contract.

We put a STOP POINT at the end of Part 1: My Past Life Experiences of Work. The reason for this is so you can check to see that the student is answering the questions properly. You do not need to discuss his answers in detail at this point. If his answers are specific and complete, then affirm him on this and tell him you will discuss the entire project when he completes it. Tell him you wanted to make sure he was on the right track.

Part 1: My Past Life Experience of Work

Question 1: Childhood chores

This first question may not seem significant to the student, but it may hold a big key to his future. A major 30 year study was done of children growing up in the Boston area. Children from a variety of racial and economic backgrounds were followed through life. Some from poor families and some from wealthy families went on to be very successful. Racial background was not a significant difference. Some from all economic groups failed to do much with their lives. The only common denominator to match all the successful ones was childhood chores. Those children proved to be better workers and more successful in adult life. Almost every one who turned out a failure never did any childhood chores at home. Coincidence?

Be careful how you share this illustration. We believe in miracles and God can take people from the worst backgrounds and transform them into Godly men and women who are excellent workers. For those who did childhood chores, stress the value of this in developing good work habits and attitudes.

For the student who didn't do childhood chores, you need to realize that he may have very little foundation for work. Check to see how consistent his employment has been up until now.

Question 2: First job outside the home

Discuss the impact this work experience had on his life. What did he learn about work and responsibility? Did his attitude toward money change? Did he spend it all quickly, or did he have a new appreciation for it now that he saw how much work it took to earn it?

Question 3: Did you finish high school?

This is a major key to his future. If he doesn't have a high school diploma or GED, is he presently working on it? If not, try to make arrangements so he can. Stress to the student how essential this is for getting many jobs, especially those jobs which provide financial security and opportunities for advancement. If he doesn't have a GED, then this should be one of his first goals.

Consider the academic skills of this student. Are his skills and abilities so limited that he probably will not be able to pass the GED test? Don't raise false hopes, but on the other hand, try to instill genuine hope for a better future. Many don't believe they can do what you know they can--with God's help.

Question 4: Vocational training and experience

Are there jobs available right now in your area for someone with his job skills? What kind of salary can he expect? Can he support himself on that salary?--A wife?--Children? One of the projects you may want your student to do in this contract is to check the local newspapers and businesses and find the answers to the above questions.

Question 5: Past full-time work

If your student has never had a full-time job, then his understanding of work may be a lot of untested theories. If he has worked full-time, ask if he enjoyed his work. Did he find a real sense of fulfillment in his work? This is a key to God's view of work. He wants us to be able to enjoy our work. If we learn to do our best for Him, we can experience His approval for work well done.

Part 3: Look at My Future Work Opportunities

Question 1: Future work interests

This should provide some insight into how much work you have cut out in the next few months. Many Teen Challenge students do not have vocational training or experience that would qualify them for good jobs. If they have no clear ideas here, ask them what their childhood interests were for career jobs. What hobbies or other interests might provide job opportunities? In many areas the local state employment office will test a person to see what his work aptitudes are. This may provide some very helpful ideas for the student. Help set up the arrangements for this.

Try to guide the student to be realistic here. Some of your students may want to enter a career in contemporary music, or another area of the fine arts. Encourage them to consider this, but point out that very few people make a living at that. Encourage them to consider other areas of work to provide a solid financial income. They can pursue their interests as a hobby or a part-time ministry.

The student also needs to consider what impact this kind of work would have on his family. Would he be home every evening, or only on weekends. For example, a truck driver might make \$20,000 - 40,000 a year. But his job may keep him away from home except for one or two days a month. Can he stay at this job and still meet all the needs of his family and his own personal spiritual and social needs?

Questions 2 & 3: What does it take to be a successful worker?

These questions are designed to help you see if your student is close to reality on this issue. If he has the facts straight, how effectively is he living these out in his work responsibilities today?

Question 4: What excellent work do you know?

This should provide you with some real insights into the kind of person he sees as an excellent worker. You need to ask yourself if his example demonstrates biblical qualities that would bring God's approval for his work. Or is the role model of your student a person who is successful in the eyes of the world--rich and powerful with plenty of materialistic things? You may want to share with your student someone who has been a very positive example in your life.

Part 2: My Present Work Opportunities

If your student is living at home while attending school, and he does not have a job outside home, then ask him to answer these questions in relationship to the household chores and responsibilities he has.

Question 1: Rate how much you like work?

Briefly discuss his attitudes toward work. The two questions after his personal rating refer to any activity he does during the typical week--eating, sleeping, visiting with friends, recreational, etc.

Question 2: How the work supervisor has corrected you

This question is much easier to measure for those students living in a residential program. If you question the accuracy of the memory of your student, you can ask the work supervisors about this. Or you may want the student to go and ask about this.

Question 3: How do you think your work supervisor would rate you

This is not a test for accuracy as much as it is an opportunity for the student to think about this issue. His opinions are what we are looking for here. You may realize that his perceptions are not very accurate. That can be dealt with later in this contract.

Question 4 & 5: Personal work ratings and areas for growth

Look for insights here that you can use in later projects and assignments for this contract. Let the student do most of the talking here. If he doesn't have many ideas yet, you may want to have him come back to these questions at the end of this contract and see if he has gained any more insights.

Question 6: Scriptures that deal with work

If the student has little or no input at this point, that is OK. But this should be one of the activities he works on all through this contract. I think your students should be able to come up with at least 10 verses throughout the time of working on this contract.

Part 1: My Past Life Experience of Work

Question 6: Did you ever ask God to help you find a job?

This question should surface some of his past religious beliefs, and how they affected his daily living. Briefly mention that we will discuss this issue later in his studies for this contract.

Question 7: Have you been unemployed for long periods of time?

This question is primarily for the adult who has been out of school for several years, not the 16 year old. Some people have the welfare mentality of "I deserve to be paid whether or not I work." Does your student feel this way? If he was unemployed, did he have financial responsibilities--bills to pay, a family to support? How did he cope with those responsibilities? Did others in his family have to work to cover those financial obligations?

Discuss how his self image has been affected by his work experiences. If he has been fired from a job, or several jobs, this can have a major impact on his self image.

Questions 8 & 9: The work experiences of his parents and the impact this has had on the student

How much of a carbon copy is the child of the parent in regards to work patterns? How big has been their influence, positive or negative, on their child? Positive role models will make it easier now and in the near future for this person. If the father was never at home or chronically unemployed, then the present need for positive work models is essential.

Question 10: What impact did God's teachings about work have on the life of the student up until 6 months ago?

This should help you to see how far down the path of Christian discipleship this person has traveled in regard to developing Godly work values, attitudes, and habits.

My evaluations and ideas for using this lesson next time

This is a new project and we would greatly appreciate your feedback. What parts were most helpful? Least helpful? What changes would you recommend? What additional questions would help? Please send your ideas to Teen Challenge at the address listed below. Thanks.

My Life of Work Project 307
Teacher's Guide
By David Batty

First Edition, 1986
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Personal
Studies
for New
Christians

First Edition **Interviewing Christian Workers**

Project 308

Teacher's Guide

Welcome to the excitement of being a director of your own version of “Jay Leno Tonight Show” featuring your students as the host or hostess. This project may not be quite that glamorous, but it should provide both you and the student with some interesting opportunities to stretch your communication skills.

We can all think of several reasons why this project is too much work for students in our programs. But let’s face it—many of our graduates fail to adjust to society because they are not ready to function as a Christian in the work world. This project may help your student get new insights on how to be faithful to God and at the same time be successful on the job.

Interviews are one of the most effective ways to learn about the real world. Two “minor details” need to be overcome to make an interview a success. The person must have a good list of questions. The person must learn to overcome his fear of interviewing people. The second principle will be learned through experience. You can help to guarantee success with the first one—the questions.

This project is designed for use in the Student Contract for Unit 5, “Work and Responsibility.” It with other contracts, even in the re-entry phase of your ministry. However, we recommend that your students do it much earlier—in their 5th month, if possible. In this way they have plenty of time to follow up on what they learn.

The major purpose of this project is to learn how a person can be a successful Christian in the work world. The student does not need to have decided what career he will enter upon graduation. This issue should certainly be discussed in this contract, but in this project our goals are more basic.

Choosing the right person for the interview

The guidelines in the student copy of this project are quite clear. We want the student to see a real Christian working in a secular job. Your student may want to enter Christian work after graduation. He may ask to interview a preacher, a Christian musician, or a staff member at your place of ministry. That is OK. But I think they should first interview someone who works in a secular setting.

Put the responsibility for making the contacts on the student. Don’t let them con you into making all the calls for them. Give them permission to use your name as a referral. Use your own judgment on whether or not you will allow your students to interview a member of their own family. I think that could be a very positive experience, but if your student does that, I think he should also interview someone else who is not a member of his family.

Make it clear that you must approve all potential candidates for this interview before they make any phone calls. The first criteria listed in Project 308 is critical—is this person a dedicated Christian?

What questions will the student use in the interview?

Again, put all the responsibility on the student at first. Have them come up with a list of questions, no more than 10. When you sit down with the student to evaluate the questions, here are a few things to consider.

1. Is the first question easy to answer? The first one or two questions should not put the person in a tough spot. For example, the student could ask, “How long have you been working here? When did you become a Christian?” Then have the student get into the most important questions of the interview.
2. Are the questions simple statements? If they are too complex then trouble is in the making.
3. The questions should have a flow. One question should lead into the next so that the person is not jumping back and forth between completely unrelated topics.

Choosing the person and setting up the interview

The student will need your guidance in making detailed arrangements for the interviews. Before he makes any phone calls, sit down and go over all the questions he will ask in this phone conversation and other information he will need to give. Have the student do a test case with you being the person he is going to call.

You will have to give the student flexibility in scheduling this interview. Have the student set a tentative time for the interview and tell him to call back and confirm it if you cannot give blanket approval before he sets up the time for the interview. Do not ask this person to come to your center for the interview. It would be better for the student to meet this person on his “turf” if at all possible.

Do not allow your student to set up the interview as a lunch appointment. Eating a meal and conducting an interview at the same time will be too distracting for your student who has probably never conducted a formal interview before. If that is the only time available, then try to help the student set up the interview where they will be in a place quiet enough to tape the interview.

Have the student call back the day before the appointment to confirm that it is still convenient for the interview at the scheduled time.

Preparing for the interview

After you have gone over the questions with the student, and all revisions have been made, then have the student write his questions on page 3 of Project 308. He should make another list of the questions to use for the actual interview.

It would probably be very helpful for the student to do a trial run of this interview. Have him "interview" another student in the program, or one of your staff if that is convenient. Have him use the same tape recorder and questions he will use for the real interview. He should run the same tests as he would with the actual interview. This should help to remove a little of the fear of the unknown.

Have the student report to you regarding everything listed on page 4 of his project. Make sure each preparation has been done properly. Encourage the student to get a clip board for the actual interview.

Stress to the student the need to honor the time commitment promised before the interview—30 minutes. Discuss how to know if the person is willing for the interview to go longer. If it can't be said in 45 minutes, then your student is asking too much.

Project 308 suggests that the student arrange for a future visit to this same person at his/her job. The purpose of this second visit is to see first hand how this person works on the job. This kind of a tour may be arranged at the same visit as the interview. However the one being interviewed must understand that the student wants a 30 minute sit-down interview, not simply 30 minutes of his time for a tour of the whole business with a couple questions thrown in along the way.

The second visit also provides for additional contact with this resource person, now on a more informal basis. The student may gain just as much, if not more from this second visit as from the interview itself.

Conducting the interview

Encourage the student to be confident even though he may be very uptight about the interview. Point out that they are interviewing a friend who wants to help them, not an enemy who is looking for a way to hurt them. They must understand that they are in charge of the interview, but the other person is the "star of the show". Your student wants to bring out the best of this Christian worker, and God will help him.

After the interview is done, encourage the student to ask the person if he can contact him/her next week to come back for a tour of the business. By that time the student will have completed most of his report and may have a few more questions he wants to ask this resource person.

Immediately after the interview

Do not minimize the significance having the student get alone and write down his impressions of the interview. The instructions are clear as to what is to be included in this written evaluation. There may be 101 excuses on why it isn't convenient to do this right after the interview, but make this a top priority. Studies have shown that a person forgets a large amount of the detail of such a conversation within 2 or 3 hours of the event.

This kind of an interview can creative ideas in the mind of the quickly pass if the student fails often stimulate a lot of student. Those ideas will to write them down immediately.

After this evaluation time is completed, then let the student celebrate and relax. He has the tape of the interview which he can begin working on any time in the near future. But the tape will not bring back the creative ideas that are stimulated by the interview.

Writing the report

Make a duplicate copy of the taped interview if you have the equipment to do so easily. Teaching your student these kinds of precautions can prevent the agony of dealing with a lost or ruined tape. If you make a duplicate tape, keep it in your office in a safe place.

You will need to keep in touch with your student as he works on this part of the project. He probably should transcribe most of the interview. However, tell the student to skip over the parts that get off the subjects he wants to cover in this report.

Don't let the student take weeks and weeks to finish this report. Make them work on their free time if necessary to get this done within 2 weeks. Their copy of Project 308 explains what all needs to be included in their report.

The student's visit to the Christian worker's place of employment

This visit may require some extra flexibility on your part, but the potential benefits are great. Don't overlook the long range impact of this exposure to a successful Christian worker. This visit to the worker's place of employment should be scheduled at a time when most convenient for the worker. One ideal time may be 15 minutes before lunch period. If this worker usually eats in a restaurant, then the student should be prepared to pay for his own meal. If our resource person usually brings his own lunch from home, then have your student pack his own lunch and bring it along.

Seeing the Christian worker in action in his own work environment can help to bring your student in touch with reality. Some students have ideas of how wonderful a particular job is and have no idea of how difficult it may be. Two questions they can ask this person is, "What do you like the most about your job?" and "What is the most difficult part of your job?" or "What part of your job is the least enjoyable?"

Make sure this visit does not extend beyond the scheduled time. If the Christian worker invites him to return again, that can be arranged later. Tell your student to know ahead of time when the lunch hour is over. If he doesn't know that fact, then tell him to find out at the beginning of the lunch break. He should watch the time to make sure he is not the cause of this person getting back late for work.

The second and third interviews

You may think that all the work connected with one interview is more than you can handle. But look at the long range benefits of these experiences. Your students need opportunities to come into meaningful contact with Christians who are successful in the work world.

* * * * * Personal Studies for New Christians * * * * *

Interviewing Christian Workers
Project 308
 Teacher's Guide
 By David Batty

First Edition, 1986

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Personal
 Studies
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Sunday Sermon Personalization Class

By David Batty

Sunday Sermon Personalization Class

By David Batty Third Edition

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Sunday Sermon Personalization Class Teacher's Manual*

Why we have this class

Many of our graduates have a hard time finding a local church where they are able to receive the spiritual food they need to function as Christians in society. Part of the problem is often these new Christians have never learned how to listen to a sermon, pick out God's truth that is relevant to their lives, and put that truth to action in their daily activities.

This class is designed to teach our students how to function as Christians in the local church. We also want them to develop skills in learning from a sermon.

The Student Manual gives specific goals for each part of the classes. (See pages 3, 7, and 12 of the Student Manual.)

This class is designed to give our students some practical tools so that with the help of the local church they can begin to function as victorious Christians in society. If students begin this class when they first come here, and continue until they leave, they should be well skilled in getting and using spiritual food from a sermon.

**Special Note to the Teacher*

This teacher's manual is designed as a supplement to the student manual. You will probably find it helpful to read the student manual before you read the teacher's manual.

Introducing the class the first time

1. If you want to avoid a disaster, follow through the four parts of this class with 2 or 3 sermons yourself before trying to introduce it to the students. This will help you become familiar with the process and also give you some fresh personal examples to use in explaining how much this class has already helped in your own life.
2. When you are ready to introduce this to your students for the first time, try to have a group class before Sunday to explain how it works, and what they will be doing throughout the week.

Taking Notes on the Sunday Sermon

1. Decide which Sunday sermon everyone will take notes on for this class. If they also want to do this for the other Sunday sermon, give them extra *Sermon Note Sheets* (see page 7 & 8 for a sample). But limit the class discussion in the Sunday Sermon Personalization Classes #1 & #2 to the sermon you have chosen -- either Sunday AM or PM.
2. Make sure they all take their Bible, a pen or pencil, and the *Sermon Note Sheet* to church. Carry a few extra sheets with you in case anyone forgets to bring theirs.
3. Whoever is going to be teaching the two Sunday Sermon Personalization Classes this week should go to church with the students so that s/he can also make notes.
4. You may also want to tape the sermon to use in the SSP Class #1. 1 Make sure if you tape it, that the quality of the tape is good enough for a group to listen to it.
5. You may want to encourage students to listen to the taped copy of the sermon before SSPC #1. This may especially help students who are having a hard time taking notes and getting ideas for parts 2-5 on the *Sermon Note Sheet*.
6. Encourage the students to rewrite their notes before SSPC #1. This may help them organize their notes better and come up with more ideas for parts 2, 3, 4 & 5 on their *Sermon Note Sheet*.

Sunday Sermon Personalization Class #1

1. Try to schedule this class on Monday. This way the sermon will still be fresh in their memory. You may want to substitute this class for your Monday chapel service.
2. It is hard to predict how your students will respond to this class. Just make sure it doesn't turn into a "Fry the preacher" contest. Our purpose is not to evaluate how good a job the pastor did. Our purpose is to teach our students how to receive God's Word from a sermon, relate it to their own lives, and discover ways that they can put it to practice this week.
3. Try to use discussion as a major teaching method for this class. Don't try to preach the sermon all over again. If you use the tape of the sermon, listen to selected parts, rather than the whole thing.
4. On the next few pages are lesson plans explaining how you can teach Sunday Sermon Personalization Class #1. Page 9 gives the lesson plan in outline form.

Pages 10-12 give a detailed explanation of each part of this lesson plan. Page 15 gives you some additional ideas for teaching SSPC #1.

5. Time may be one of your biggest problems. Either the teacher or the students may want to spend more than the allotted time in discussing parts 1, 2, 3 & 4 of the *Sermon Note Sheet*.

Remember the main purpose of this first class is for students to develop a personal application goal. What you may need to do is cut off the discussion of the different sections to ensure adequate time for setting personal goals.

Sermon Note Sheet

Speaker _____

Student Name _____

Place _____

2. **Things I like—ideas that help me.**
Ideas that are new to me.

Date _____

1. **Outline of the sermon**
(Title, main points, scriptures used, etc.)

3. **My questions.** (Include things that I disagree with the speaker.)

4. **Things I want to study more.**

5. **Personal Application ideas.**

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Sermon Note Sheet, page 2

1. Sermon Notes Continued

2. Things I like—ideas that help me.
Ideas that are new to me.

3. My questions. (Include things that I disagree with the speaker.)

4. Things I want to study more.

5. Personal Application ideas.

Sunday Sermon Personalization Class #1

Lesson Plan outline

Here is a suggested plan for Sunday Sermon Personalization Class #1--preferably held on Monday of each week.

1. 10-15 minutes
Have each student share at least one comment from Part 2 of the *Sermon Note Sheet* (Things I like--Ideas that helped me.)

2. 10-15 minutes
Discuss Part 1 of *Sermon Note Sheet* --the sermon outline.

3. 10-15 minutes
Discuss Part 3 "My Questions, and things I disagree with the speaker."

4. 5-10 minutes
Discuss Part 4 "Things I want to Study More."

5. 15-20 minutes
Discuss Part 5 "Personal Application Ideas."
 1. Have each student read at least one of the personal application ideas s/he listed.
 2. Have them fill in Parts 1, 2, & 3 of the *Personal Goal Sheet*.
 3. Have them pair off and explain their goal to each other.

4. Check their answers to Parts 1, 2, & 3 of the *Personal Goal Sheet*.

Sunday Sermon Personalization Class #1 Lesson Plan with Detailed Explanation

1. 10-15 minutes

Have each student share at least one comment from Part 2 of his/her *Sermon Note Sheet*. (Part 2: Things I like--Ideas that helped me.)

By starting the class with this section instead of Part 1, you give everyone equal opportunity to contribute to the class discussion.

2. 10-15 minutes

Discuss the outline of the sermon (based on Part 1 of this *Sermon Note Sheet*)

Have them share all their ideas and then come up with an outline which includes the main scriptures used. Point out to the students that their ideas of the main points of the sermon may differ from other students. What is important to one person may not be important to another.

Many of the new students may have a hard time taking notes and figuring out the main points of the sermon. You may need to explain to your students how they can identify the main points of the sermon. Here is an example of where it may be helpful to listen to parts of the sermon on tape so they can hear what the speaker said, and how s/he indicated what his main points were.

3. 10-15 minutes

Discuss Part 3 “My Questions and things I disagree with the speaker”

Try to get the students involved in answering each other’s questions, rather than you the teacher giving out all the answers.

You may want to design this part in relationship to Section 4 “Things I want to study more.” Instead of giving them the answers, you may want to give them some direction on how to find the answers to their questions.

If they disagree with something the speaker said, challenge them to support their position with scripture. With some of the issues they raise here, you may want

to counsel with them privately after class, rather than get the whole class into the discussion.

4. 5-10 minutes
Discuss Part 4 “Things I want to study more”

At this point you may want to focus the discussion on having students share the ideas they had listed under this section. The main reason for doing this is so they can get some ideas from each other on how they can use sermon ideas to stimulate them for further study. These ideas can be one source for bringing variety into their daily personal Bible study time.

5. 15-20 minutes
Part 5 “Personal Application Ideas”

This discussion should be divided into two main parts. First, take time to discuss the different personal application ideas they have listed on their *Sermon Note Sheet*. You may want to have each student simply read all the ideas s/he listed. The main reason for doing this is so the students can begin to see the great variety of personal application ideas people can get from one sermon.

The second major activity here is to have each student fill out the first 3 parts of the *Personal Goal Sheet*. Make sure you give the students adequate time to do this. See pages 13-14 for a sample of the *Personal Goal Sheet*.

Many of the students will probably need lots of help at first to set practical goals. You may want to take time for the whole class to do one of these together. Explain how they can use these 4 questions as guidelines in setting their personal goals of the week.

---**What** will I do?

---**When** will I do it?

---**How** will I do it?

---**Who else** will be involved?

You may want to have the students pair off and share their answers with each other before the end of class.

Explain that we want them to set a goal they can complete this week before Sunday Sermon Personalization Class #2 (preferably Thursday, Friday, or Saturday). You will probably want to check their goals before they leave class. If that isn't possible, try to check them later the same day, or the next day.

Especially with the new students, you may want to check on their progress throughout the week. This may provide you with an opportunity to counsel with them, also.

Name _____

Personal Goal Sheet

Date Due _____

Teacher's Signature _____

1. God's truth that I want to apply to my life _____

2. Scripture _____

3. My goal _____

4. Questions or problems I had in trying to complete my goal.*

* Please read questions 4, 5, and 6 carefully before answering them. If you have trouble understanding the difference between the questions, please check with your teacher.

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Personal Goal Sheet, page 2

5. Here's what happened when I tried to complete my goal.

6. Here's what I learned from this experience.

Additional ideas for teaching Sunday Sermon Personalization Class #1

1. Older students could act as “big brothers” or “big sisters” and help the new students learn how to take notes and come up with ideas for the different parts of the *Sermon Note Sheet*.
2. You may want to experiment with students pairing off before SSPC #1 and discussing their answers to each part of the *Sermon Note Sheet*. This would help the student who had a hard time getting answers for any one part. This is also something they could do once they leave your ministry. They could discuss the sermon with a friend and help each other get more out of it.
3. Many preachers refer to Biblical stories or other verses without giving the references. Teaching the students how to use the concordance and a topical Bible to find where the verse is located. You can teach this individually or in a group.
4. After you have taught this class for enough time to prove its success, you may want to tell your pastor about it. If you are a good friend of the pastor, ask him for a copy of his sermon notes to use in your class.

If your pastor gives you his notes, bring them to SSPC #1. After the students have listed what they think are the main points of the sermon, compare their list with the pastor’s notes. If there are any major differences, you may want to discuss why.

Action Time**Student work between Sunday Sermon Personalization Classes #1 and #2.**

1. If you didn't do it during SSPC #1, check each student's answers to parts 1, 2, & 3 on their *Personal Goal Sheets*. Check to see that their goals are practical and specific enough to be measured later in the week.
2. Periodically throughout the week check on the progress of the students. The new students may have a hard time completing their goals, so be ready to help them. Make sure they write down on their *Personal Goal Sheet* the questions and problems they encountered as they tried to complete their goal.
3. Throughout the week you and/or the students may face situations which provide opportunities to apply Biblical principles discussed in the Sunday sermon. Take time in the middle of these situations to point this out to your students. This is what the Christian life is all about!
4. Some students may get discouraged about completing their goals. Take time to encourage them. Also be ready to help them change their goals if their original one is impossible to complete this week.

Sunday Sermon Personalization Class #2

1. Try to schedule this class as late in the week as possible - Thursday, Friday, or Saturday. The more time between SSP Classes #1 and #2, the more time students will have to complete their goals.
2. The main focus of this class is to discuss what happened as they tried to complete the goals they set in SSPC #1. Accountability is the key word in this lesson. In some way, each student should give a report on what happened in their lives the last few days as they worked at completing their goals
3. Again, the discussion method should be one of the main teaching methods used in this class.
4. As with SSPC #1, you may have difficulty keeping the class discussion within suggested time limitations given in the lesson plan. In this class there is more room for more flexibility with the lesson plan because of the nature of the discussion.

Sunday Sermon Personalization Class #2

Lesson Plan Outline

1. 5-10 min.
Have each student share at least one thing they learned from their personal application project. They can take their answers from Part 6 of their *Personal Goal Sheet*.

2. 15-30 min.
Have students report on their goals. They should read their goal to the class (from Part 3 of their *Personal Goal Sheet*). They should tell what happened when they tried to complete their goal. They can take their answers from Part 5 of the Personal Goal Sheet.

3. 10-15 min.
Discuss the questions and problems they encountered while trying to complete their goals. They can take their answers from Part 4 of their *Personal Goal Sheet*.

4. 5-15 min.
Have them evaluate their personal application goals. You may want to have them do this in pairs.

5. 5-10 min.
Discuss how to do better on taking notes at the next sermon for Sunday Sermon Personalization Class.

6. Hand out new *Sermon Note Sheets* for the next Sunday sermon.

Sunday Sermon Personalization Class #2

Detailed Explanation of the Lesson Plan

1. 5-10 min.
Have each student share at least one thing they learned from their personal application project.

They can take their answers from Part 6 from their *Personal Goal Sheet*. Our purpose here is to get every student to share something in this class. Their answers can be brief. Don't let one or two students monopolize the discussion.

2. 15-30 min.
Have students report on their goals.

First, have them read their goal (Part 3 of *Personal Goal Sheet*). They should tell what happened when they tried to complete their goal. They can take their answers from Part 5 of *Personal Goal Sheet*.

Be ready to ask questions that will help the other students understand what he or she experienced in trying to complete the goal. Help them see how God is involved in helping us complete our goals.

It's okay if every student does not have time to give a detailed report of his/her achievements. Be sure to allow adequate time for the other parts of this lesson.

3. 10-15 min.
Discuss the questions and problems they encountered while trying to complete their goals.

They can take their answers from Part 4 of their *Personal Goal Sheets*. Try to get as many students as possible to participate here. You may want to have everyone read what they had listed under this section. Then come back and discuss the ones you feel will help the class the most. Make notes of students you want to counsel privately after class.

4. 5-15 min.

Have them evaluate their personal application goals.

You may want to have them do this in pairs. Here are some questions that may help in this evaluation.

1. How practical was my goal in helping me apply God's truth in my daily activities?
2. How could I have make a better goal? Here you might want to refer back to the 4 points we use in writing goals.
 - a. **What** will I do?
 - b. **When** will I do it?
 - c. **How** will I do it?
 - d. **Who else** will be involved?
3. How could I have done a better job of completing my goal this week?

Add any other questions you feel will help the students evaluate their personal application goals.

5. 5-10 min.

Discuss how to do better on taking notes at the next sermon for Sunday Sermon Personalization Class.

This is an optional activity. How much time you spend on this should be determined by how big a problem your students have in taking notes from Sunday sermons.

6. **Hand out new *Sermon Note Sheets* for the next Sunday sermon**

Encourage them to put their *Sermon Note Sheet* in their Bible now so they will have it Sunday when they go to church.