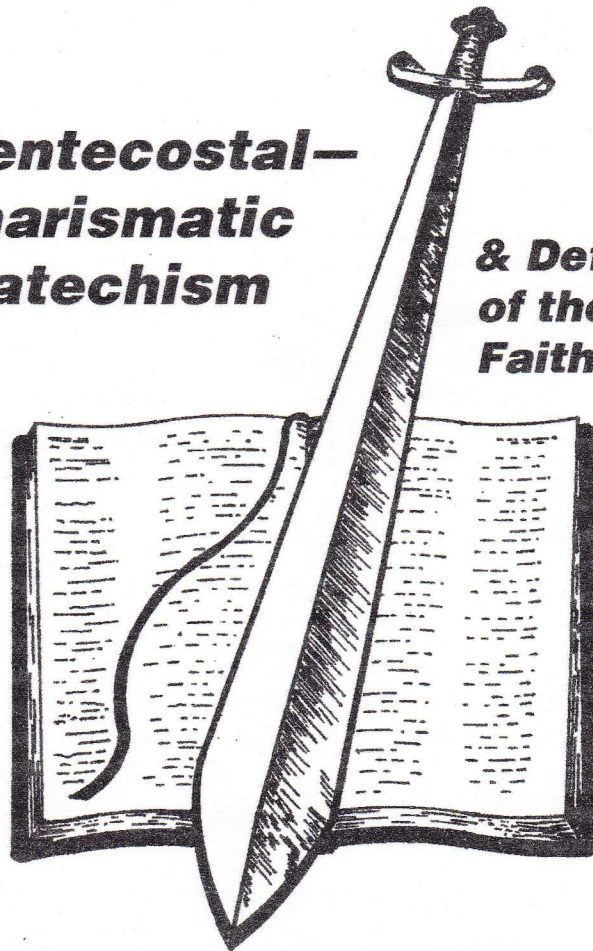


Back To Basics
Back To Basics
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**A Pentecostal—
Charismatic
Catechism**

**& Defense
of the
Faith**



Teacher's Guide

For Group Study

Mindy Chenault

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The Back To Basics Curriculum for Group Study...

Back To Basics Textbook

A full Gospel perspective on Bible Doctrine with a defense of the Faith in catechism (question and answer) format. Becomes a lifetime resource for each teacher and student.

Back To Basics Teacher's Guide

Provides the instructor with complete lesson plans for teaching adults or youth in a group setting. Includes complete teaching notes which can be copied for use on an overhead projector. These lecture notes can be used as a teaching tool—making your job much easier by eliminating the tedious job of writing on the chalkboard—giving you more time to discuss the lessons with your students! Also included are blank worksheets and blank memory work quiz sheets for you to copy for your students. As a special bonus, the guide offers instruction on motivational gift assessment for ministry and career—helping students to discover their unique God-given talents and skills. (Assessment tools must be purchased separately.)

Memory Work Booklet

Includes Bible verses summarizing each essential doctrine, and quotes from respected authors and theologians which give students the tools to defend common challenges to the Christian faith. Available in NIV, NKJV, and KJV.

The Stand For Truth Game

Helps students put what they are learning into action! Challenges participants to recall the responses they have learned to key questions and challenges to the Christian faith.

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for Individual Study,
Family Bible Study & Home Schools...***

Back To Basics Textbook

A Full Gospel perspective on Bible Doctrine with a defense of the Faith in question and answer format. Becomes a lifetime personal resource for each teacher and student.

***Back To Basics
Student Workbook***

For Individual Study, Family Bible Study & Home Schools

Includes reproducible student worksheets and quizzes. Instructions for completing the course are included. Students read each textbook chapter, and answer questions on the accompanying worksheet. Optional enrichment activities are also available for families and home schools. Includes a removable answer key section. A special feature includes instruction on providing motivational gift assessment for ministry and career—helping students to discover their God-given uniqueness.

Memory Work Booklet

Includes Bible verses summarizing each essential doctrine, and quotes from respected authors and theologians which give students the tools to defend common challenges to the Christian faith. Available in NIV, NASB, NKJV, and KJV.

The Stand For Truth Game

Helps students put what they are learning into action! Challenges participants to recall the responses they have learned to key questions and challenges to the Christian faith. Included in the Student Workbook. Lots of fun for families!

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PART A

All You Need To Know To Teach Back To Basics

"As late twentieth-century Christians, we have extricated ourselves from some of the confining doctrine and narrow biblical interpretation of the past, but too often, instead of taking our ark with us, we have set it down and are wandering around in a theological wilderness out of sight of the promised land. We need to reclaim the ark. We need to name the Name, recite the certainties of our faith, testify to the changelessness of God in a universe of options. In other words, we need to teach the basics—simply, directly, consistently, energetically. A core curriculum can help us do that."

—Kay Kupper Berg

1

Introduction

Congratulations for choosing *Back To Basics*! By using *Back To Basics* in your church or small group, you have taken a big step towards fulfilling the great commission of Christ to "make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you," (Matthew 28:19-20). You will have the wonderful opportunity of guiding believers through the fundamental steps of developing a strong faith in Christ that cannot be shaken. There is nothing more fulfilling than seeing the students you have discipled become faithful, contributing members of the Body of Christ.

Back To Basics is an ideal course to disciple believers from the ages of 13 to 100! When using *Back To Basics* to disciple Junior High and High School students, it is important that the church incorporate an all-church "rite of passage ceremony" to confirm the graduating students in their faith. For adults, *Back To Basics* can be successfully used in just about any setting, including small groups, college students, beginning Bible students, new believers, new members, or a Sunday School class open to the entire congregation! The church may also choose to confirm graduating adults in their faith with a similar ceremony. See **Section 2, "The Importance of Confirmation,** and **Section 8, "The Graduation Ceremony,"** in Part A of this Teacher's Guide for more information.

A Unique Four-Step Learning Method

Lessons are uniquely designed with a four-step learning method. Students READ—LISTEN—RECALL—and MEMORIZE—the teachings of each chapter. Students:

1. READ the chapter.
2. LISTEN to the lecture.
3. RECALL the key teachings of the lesson by completing Worksheets for each chapter. Worksheets may be open or closed book at the Teacher's discretion—open book at home, or closed book in class.
4. MEMORIZE Scripture verses and/or quotes summarizing the key teachings of each lesson. Each week, closed book memory work quizzes are given at the beginning of class. Students have their own take-along *Memory Work Booklet* to help them memorize this material anywhere they go.

This four-step method involves various learning styles, resulting in greater retention of the material. It also enhances the student's ability to remember the material when necessary.

However you choose to use ***Back To Basics***, the results will be the same—*graduates who know WHAT they believe and WHY*, who take their faith seriously, and are ready to become active, contributing members of the Christian community. Strong members build strong churches.

As you use ***Back To Basics***, feel free to contact ***Stand For Truth Ministries*** with your questions and suggestions to make this course the best it can be for the Body of Christ. We also are interested in receiving written testimonies from both students and pastors, telling us how ***Back To Basics*** has touched their lives and the lives of their church members. Please send us a picture of your graduating classes, so we can share it with others!

May God bless you and your church, school or small group with awesome growth as you are grounded in the wonderful truths of the Christian faith!

Ross & Mindy Chenault,
June 1999

2

The Importance of Confirmation

Throughout history, confirmation has been an important ceremony in church life, where Christians of all ages are publicly *strengthened* and *established* in their faith.

Those who participate in a confirmation ceremony have been instructed in the basic truths and doctrines of the Christian faith. Each believer has made public his personal commitment to follow the Lord Jesus Christ, and demonstrated an understanding of the essential doctrines of the Christian faith, and what is expected of him as a disciple.

The rite of confirmation is carried out by the pastors and elders of the church, through the *laying on of hands*, in a public ceremony.

Acts 14:21,22 (Amplified) When they had preached the Gospel to that town and made disciples of many of the people, they went back to Lystra and Iconium and Antioch, ESTABLISHING and STRENGTHENING the souls and the hearts of the disciples, urging and warning and ENCOURAGING THEM to STAND FIRM IN THE FAITH...

Acts 6:6 They presented these men to the apostles, who PRAYED and LAID THEIR HANDS ON THEM.

Acts 15:32 (KJV) And Judas and Silas, being prophets also themselves, exhorted the brethren with many words, and CONFIRMED THEM.

Many people have only a surface knowledge of the Bible and Christianity. James Beall summarizes the problem: *"The average church is filled with people who have been there for many years, but who cannot communicate with others the most basic truths of the gospel."*¹

God commands us to be productive citizens of His Kingdom, able to teach and share the gospel with others. Yet many of our churches are filled with long-time believers who "cannot make positive contributions within and outside the church [because] ...they have not been given systematic instruction in the primary truths of God's Word."²

Hebrews 5:15 In fact, though BY THIS TIME YOU OUGHT TO BE TEACHERS, you need someone to teach you the ELEMENTARY TRUTHS of God's word all over again.

To help believers build a solid foundation for their faith, it is important to have a *solid curriculum*, a *set place*, and *sufficient time* to teach the basic principles of God's Word. Hit and miss messages lasting only thirty minutes—combined with sporadic attendance—do not work. It is essential to develop a department of church life where these foundations can be taught successfully, building "*line upon line, precept upon precept*," (Isaiah 28:10). History has demonstrated studying by question and answer, (catechism) successfully meets this need.

Today we are growing up in a society which rejects an absolute standard for right and wrong. American society no longer filters its ethical and moral views through the Judeo-Christian ethic. Historians and philosophers have termed this a "pluralistic" world, indicating that Christianity is ceasing to be the dominant force which shapes the Western culture's moral standards, religious beliefs, and social norms. Today's culture reflects a variety of ideologies and philosophies competing for the position the Christian world view once held.

Unlike the catechisms of centuries ago, which very effectively taught the essentials of *what* a follower of Christ holds true, *Back To Basics* is tailored to meet the challenge and command of Scripture to equip believers with solid answers, having a ready defense against skeptics and critics of the Christian faith—giving answers as to *why* we believe.

1 Peter 3:15 Always be prepared to give an ANSWER to everyone who asks you to give the REASON for the hope that you have.

When used with a confirmation ceremony, *Back To Basics* provides a much-needed "spiritual rite of passage" for youth in Pentecostal and Charismatic churches. Youth are given a healthy measure of responsibility and accountability for their spiritual health. However, *Back To Basics* may be successfully used for both adults and youth to establish believers and strengthen the Church to productively face the challenges of the day.

The Blessings of Confirmation

Once believers have learned the essential truths of the Christian faith, along with an understanding of why they are true, confirming them in their faith will provide the following blessings:*

A. It strengthens and establishes us in the faith.

Acts 14:22 ...STRENGTHENING the disciples and encouraging them to remain true to the faith.

B. It binds us to the will and purpose of God.

1 Cor. 1:5-6 For in Him you have been enriched in every way—in all your speaking and in all your knowledge—because our testimony about Christ was CONFIRMED in you.

2 Tim. 2:15 Do your best to present yourself to God as one APPROVED, a workman who does not need to be ashamed and who CORRECTLY HANDLES THE WORD OF TRUTH.

C. It causes the believer to assume responsibility in the local church, and the congregation to acknowledge the spiritual life and ministry of the individual.

1 Cor. 1:5-6 ...you have been enriched in every way—in all your speaking and in all your knowledge—because our testimony about Christ was CONFIRMED in you.

D. The Holy Spirit may speak through the elders and commission the recipient to a particular ministry in the Church.

Acts 6:6 They presented these men to the apostles, who prayed and laid their hands on them.

Acts 13:2-3 While they were worshiping the Lord and fasting, the Holy Spirit said: SET APART for me Barnabas and Saul for the WORK to which I have CALLED THEM.

E. Spiritual gifts and graces are imparted to the recipient by the laying on of the hands of the elders when a commission accompanies the rite of confirmation.

1 Tim. 4:14 Do not neglect your GIFT, which was given you through a prophetic message when the body of elders LAID THEIR HANDS ON YOU.

Rom. 1:11 I long to see you so that I may impart to you some SPIRITUAL GIFT to make you strong.

The experience of confirmation will help establish believers in the faith the of the Lord Jesus Christ—both publicly and personally.

* From Ernest B. Gentile, *Charismatic Catechism*³

NOTES

1. James L. Beall, *Laying The Foundation* (Plainfield: Logos International, 1976), p. viii-ix.
2. Ibid.
3. Ernest B. Gentile, *Charismatic Catechism* (Harrison: New Leaf Press, 1977), p. 151.

3

Easy-To-Use Lesson Plans

Each chapter has an easy-to-use, flexible lesson plan to help you tailor your *Back To Basics* lessons to students of all ages. We recommend you allow at least 50 minutes for each class. One hour to an hour and a half is ideal. Following is a description of each element of the lesson plan, and how it fits into the class structure.

Objective

This section outlines the goals for each lesson, by summarizing the skills which students will learn by completing all elements of the lesson.

Preparation Before Class

Refer to this section when preparing to teach each lesson. Included are a list of steps to take before teaching each class. We suggest that teachers take the following steps in preparing for each class:

1. Read the corresponding chapter in the text, and the Mindmapping Teaching Notes, found in Part B of this Teacher's Guide.
2. Copy the student worksheets and quizzes for the next lesson.
3. Grade any student papers, which were turned in during the previous week, (using Answer Keys found in Part C), and record the grades in Part D of this Teacher's Guide.
4. Complete and send any necessary correspondence. Suggestions are given throughout the Teacher's Guide, along with sample letters and post cards found in Part A, Section 9. This will help you keep in touch with your students, (and their parents when applicable), as well as keep them informed of upcoming events.
5. Make any necessary phone calls. It is helpful to call students who missed a class to check on how they are doing. This will encourage them to return the following week.
6. Prepare any crowdbreakers, stories, illustrations and supplemental materials you would like to add to the lesson.

Teaching The Class

This section is a flexible schedule for teaching each lesson. You will find suggestions for various elements of the lesson plan, such as announcements, introducing the lesson, opening



Ideas ***Create A*** ***Reward System***

Establish an attractive reward system for successful completion of required work—especially memory work and extra credit!

Try a basket or container full of inexpensive rewards the students can choose from, such as pens, pencils, erasers or sharpeners, Christian knick knacks, key chains, book marks, or candy.

questions, chapter discussion, and closing questions and homework. There will also be room to add your own ideas. Each class will be structured as follows:

1. **Pass out graded papers.** You may want to reward students who completed extra credit and/or had perfect scores.
2. **Announcements.** Suggestions are offered as necessary. You will also have extra space to plan your own announcements.
3. **Collect Worksheets** due from the previous week's lesson. Here's an important tip... *Choose an assistant.* This could be someone who has already taken the class or is in an internship position. Have your assistant grade and record the worksheets you collect during each class. This will help simplify your work.
4. **Give students the Memory Work Quiz** for the previous week's lesson. Quizzes should take 5 - 10 minutes.
5. **Take Roll** while students are taking the Memory Work Quiz.
6. **Opening Prayer/Worship.** You may also want to sing a worship song or two if you have time.
7. **Introduce the lesson.** Depending on the lesson, and if time allows, consider using opening or closing questions, a crowdbreaker activity, stories and illustrations to help students focus on the lesson you are about to teach. A few suggestions are offered for each lesson, and space is allowed in each lesson plan for you to plan and put your own ideas into action.
8. **Mindmapping Activity.** Teaching notes which visually illustrate the answer to each question are provided for each chapter. You may write them on the board or copy them onto plastic overhead projector sheets to help you teach the lesson. If time allows, make room for interaction and discussion of the lesson during the teaching time. If time is limited, we recommend you copy the teaching notes onto overhead transparencies and use an overhead projector to help you teach each lesson.
9. **Closing Questions or Thoughts.** This helps students apply the truth they have learned to their own lives. Questions may be discussed or written, depending on time and the subject matter. If they are written, you may choose to have students turn them in the following week.
10. **Assign Homework** which students will complete on their own. You may add writing assignments or other assignments as you see fit. Homework for each lesson always includes:
 - a. **The Chapter Worksheet.** This may be opened or closed book at your discretion.
 - b. **Required Memory Verses or Quotes** to memorize from the Memory Work Booklet. These verses and/or quotes summarize the lesson, and help students defend their faith when challenged about the truths taught in the lesson.
 - c. **Extra Credit Verses or Quotes.** Encourage students to complete the extra credit verses and quotes. This provides the extra leverage students need to really build a solid foundation in their faith.

Ideas

For All Ages...

Crowdbreakers

Have a short 3-5 minute related activity each week to help to students focus on the lesson you are about to teach.

Stories & Illustrations

Use related illustrations and stories when teaching each lesson. This will help students remember the principle you are teaching them.

Opening & Closing Questions

Start out and end each lesson with interactive questions or comments to help students think about the issues you are addressing, and how these issues apply to their own lives.

4

The Stand For Truth Game ***Helping Students Make The Truth Their Own...***

The Stand For Truth Game is a unique part of *Back To Basics* which encourages students to put what they have learned into action. Students are challenged to *recall* and *recite* from memory the answers to questions from the lessons, which are listed on *The Stand For Truth Game* Cards. A moderator is appointed, who is usually the teacher. Each game card has the chapter and question number listed, so the moderator can refer to the book to verify the students' answers when necessary. It is recommended that the moderator always verify each answer.

Back To Basics is structured so the game is played at intervals throughout the course. Students are taught several lessons. Then they play the Game. New cards listing questions from the lessons just taught are added to the game pile each time the game is played.

The goal of the game is not for students to answer from general knowledge, but to answer according to what is written in the *Back To Basics* textbook. Below are just a few methods we have used with great success.

Option # 1 – Groups of 4 or more people.

Divide the class into two teams of two or more students. Make sure the teams are of equal ability, to foster a healthy spirit of competition. If your teams are unbalanced, try to adjust them next time you play the game. (We have divided our youth group into two teams of guys and girls with great success.)

Start with the first group of cards (Chapters 1-5), adding the next group each time you play the game. Refer to your Syllabus or the Table of Contents for instructions on which cards to add. Shuffle the cards. Place the cards face down. There will be two piles of cards, the new and the used piles.

Appoint a Moderator (usually the teacher) to pick a card. Clearly read the question. Appoint a student on each team to use the second hand of a watch to keep time. The team who raises their hand(s) first has 30 - 45 seconds to consult with each other and answer the question. Remember, this is closed book! (Choose a standard amount of time for answering questions that is comfortable for you and your class.)

Referring to the *Back To Basics* Textbook, the Moderator judges whether or not the question was answered correctly. If the team did not answer correctly, the other team has a chance to win the point. If neither team answers correctly, he must inform both teams of the correct answer before retiring the card to the used pile. Keep score on a chalk board or dry erase board. This keeps the spirit of competition strong. Play until time is up. You can make it exciting by giving members of the winning team a small reward.

Option # 2 – Small Groups of 2 to 4 people.

With Option # 2, you play the game one against the other, or two against two. You do not need an outside Moderator. Start with the first group of cards (Chapters 1-5), adding the next group each time you play the game. Refer to your Syllabus or the *Table of Contents* for instructions on which cards to add. Shuffle the cards. Place the cards face down. There will be two piles of cards, the new and the used piles. Flip a coin to see which team goes first.

The team or player destined to go first read the chapter number, the question number and the question. This team or player is the Moderator who judges the answer to the question by comparing it with the *Back To Basics* Textbook. Appoint a student on each team to use the second hand of a watch to keep time. The team answering the question has 30 - 45 seconds to consult with each other and answer the question. Remember, this is closed book! (Choose a standard amount of time for answering questions that is comfortable for you and your class.)

If the team answers correctly, they get a point. If not, the card is placed in the used pile. You are welcome to inform the other team of the correct answer before retiring the card. The next turn goes to the other team or player. You may also choose to have the team that wins the point be the first to answer the next question. NOTE: Unless you do have an outside Moderator, the opposing team will always be the Moderator, picking a new card at each turn.

Keep score on a chalk board or dry erase board. This keeps the spirit of competition strong. Play until time is up. You can make it exciting by giving members of the winning team a small reward. This is a great way for families to play the game!

Option # 3 – Flash Cards

This game is ideal when there is one student and one teacher. The teacher becomes the Moderator, reads the cards, and keeps time. Start with the first group of cards (Chapters 1-5), adding the next group each time you play the game. Refer to your Syllabus or the *Table of Contents* for instructions on which cards to add. Place the cards face down. There will be three piles of cards, the new cards and two used piles—one for correctly answered cards, and the other for incorrectly answered cards.

The Moderator cites the chapter, question number and reads the question, giving the student 30 - 45 seconds to answer the question. He also judges the answer to the question by comparing it with the *Back To Basics* Textbook. If the student answered correctly, he gets a point. If not, the Moderator informs him of the correct answer. After a card is used, place it on the correct pile and choose a new card.

When you are finished, count the number of correctly answered questions. The student can keep a record of his scores and compete with his own score each time he plays the game. This is an ideal way for home schoolers to play the game!

5

Using Back To Basics

For Group Study....

Back To Basics for Group Study is specially designed to teach students from the ages of 13 to 100 in a group setting. The course has flexible lesson plans, with hints on adapting lessons for different groups when applicable. As you use the course for your Small Group, Bible Study, or Sunday School class, read about that type of group before you teach the course. Please write us and share any ideas or tips you have for teaching the course, so that we may share them with those using the course in future newsletters and Teacher's Guides.

Youth Groups

Back To Basics is the ideal course to train youth to know what they believe and why *before* they meet the challenges they will surely face in school and college. This course is a absolute must for Christian students attending secular schools! Students also have the option to receive complete motivational gift testing while taking *Back To Basics*, so they can begin discovering and exploring their own ministry and career goals.

Flexible lesson plans give youth workers the ability to tailor each lesson to meet the needs of the group. Lessons also feature ideas to make them exciting and encourage student involvement.

Special attention must be given to determining the grade levels and time slot for teaching the class to youth. Through our experience in teaching *Back To Basics*, we have discovered what works and what doesn't. Following are answers to common questions you might have.

1. How can I get my Senior Pastor and Church leadership involved and excited about teaching *Back To Basics* in our youth group?

It is important to have the encouraging support of your church leadership when you teach *Back To Basics*. We all know that God gives us a mandate to train our youth. Show your leaders the course. It offers all the easy-to-use tools you need to fulfill this mandate! You no longer have to dig, and pick and choose materials to try to give your youth a solid foundation. Everything is in one place! All you need is your Teacher's Packet, and one Back to Basics textbook and Memory Work Booklet for each student taking the course. A few youth group bake sales can pay for students who can't afford the material—and students can keep their materials as a lifetime reference guide! So no one has an excuse!

Anyone who is able to work with youth can teach this course! Consider having other capable people help you teach from time to time. If the entire church leadership develops a vision for training their youth, the rest of the church will follow, and a new "norm" will be established—*"This is how we train the youth in our church..."* When church members see the "norm" established by the leadership, they will become more supportive and committed to involving their own children in the program—*keeping* them involved! When parents agree, you will find they will work together with you in promoting and supporting the *Back To Basics* program in your church.

2. What is the best way to teach *Back To Basics* to youth?

At first we recommend your church should make *Back To Basics* available to any student who would like to take it—for example, from 8th grade and on... However, after the first year, we discovered that the ideal method is to make *Back To Basics* "the curriculum" for a particular grade level, such as 9th grade, etc. Pretty soon the entire congregation will get the message—*Back To Basics is the curriculum for "9th" graders in our church.*

However, you may always want to keep the class open through the 12th grade. That way, you can fill in the gaps for new students who join your youth group in the upper classes. Perhaps they could join the class as helpers. Do whatever you must to give them the foundation they need! We have had wonderful results teaching all our students in 9th through 12th grades. Even some 8th graders could take the course if their parents and Youth Pastor feel they are mature enough, ready and willing to learn the material. Experiment over a few years, and you will discover what works best for your church.

3. What is the best time and place to teach *Back To Basics* to youth?

The answer to this question will often depend on the both the size and location of your church. If your church is located in a quiet, country town, you will have more options than a church located in a large, busy city.

The pilot program for *Back To Basics* was launched in the busy city of San Diego. We had a challenge. Busy parents of San Diego teenagers spend many hours each week commuting to and from work, as well as shuttling their students from one school or youth activity to another. With so many activities available to their already busy students, parents were not willing to add one more commute to the list. So, *Back To Basics* had to take place during a time when students would already be at church. We initially chose the hour before our Wednesday evening services, so that students would still be able to attend their youth group after class. We also chose to coincide with the school year, beginning classes in September, with graduation in June. It was still a tight squeeze for the schedules of some parents. So our parents took turns bringing pizza and other culinary favorites of teenagers. To tell you the truth, that kept a lot of students coming! Both the parents and students who came that early hour were committed, enthusiastic, and ready to participate.

We still had a conflict. Some students could not attend on Wednesdays because of school sports. Our local public schools often scheduled practices on late Wednesday afternoons—which means athletic, Christian youth didn't have time to have practice, do their homework *and* go to Church. After much trial and error, we have found the best solution is in making ***Back To Basics*** our 9th Grade Sunday School curriculum.

But this approach solves a lot of problems by exposing all the students of that grade level to these essential truths—even if not everyone graduates! Students will also be more positive about participating when *everyone else* is also taking the course! In this sort of environment, the teacher will have provide lots of excitement, set the standard for requirements for graduation, and firmly raise the students to that standard. Students will gladly do nothing if you let them! Participation and effort must be required to graduate.

After many requests over the first two years, we decided to make the course available to new adult believers and members. Many wanted to take the course but could not commit to 9 months. The time requirements of the course can be shortened considerably by eliminating certain elements of the course, such as the worksheets or the *Stand For Truth Game*, or covering only the most essential chapters in 2 hour classes over a period of 8 weeks or less. In future editions, we will be including some examples of shortened schedules. We do not advise eliminating the memory work, however, as this is one of the most important elements of ***Back To Basics***.

You will have to analyze your own situation, and decide which is the best approach for your particular church. It may take a couple of tries to arrive at a schedule which works well for everyone. Don't give up. Keep trying. If one method doesn't work well one year, try another method the next! Don't try to figure it all out on your own. Get feedback from your students and parents as to what will work best for them. The Information Meetings will help you do that. See Section 6, *Promoting Back To Basics in your Church*, for more information on this important meeting.

4. Which grade level will be the most receptive to taking *Back To Basics*?

During our pilot year, we had one extremely bright, 7th grade student who got perfect scores on every paper he turned in. He did all the extra credit. He kept us on our toes throughout the year. We were afraid of boring this prize student! Smart students often make the teacher work even harder! This student graduated from ***Back To Basics*** with honors. He was definitely an exception! Unfortunately, most of the 7th graders in our church had no desire to even begin thinking about the deep issues we addressed in our class. We have never had another student, youth or adult, surpass his efforts!

We originally thought that ***Back To Basics*** would be used primarily for Junior High School students. Time showed us it is best suited for High School students. Ninth graders are just beginning to learn to think about the things that really matter in life. 10th through 12th graders are a joy to teach—they are usually very eager to discuss the issues! But we have found that 9th grade is probably the ideal choice. Students need to be able to seriously think about important issues of life. It may be a good idea to offer your 12th graders an abbreviated refresher course to prepare them for college.

The best approach is to open up enrollment the first year to all willing students, and then make the course the standard curriculum for the 9th grade the following year. Though, you may still want to open the class to new members in the upper grades, so that everyone has the same opportunity and foundation. Once again, the church must set the standard, and raise the church families to that standard—*In this church, at this grade level, everyone is grounded in their faith.*

5. How can we use *Back To Basics* to prepare students entering college?

Secular college is perhaps the greatest antagonist of church youth today. If we do not give our students a firm foundation with answers for their faith, we can be assured that their faith will be challenged and potentially shaken to pieces—even though they attended church all their lives. If they do not know what they believe *and* why—their faith will most certainly be shaken.

A crash course in *Back To Basics* is the ideal way to meet needs of your college-bound youth. Plan to offer a condensed version of the course before your students go off to college each Fall. The most important issues to prepare students for in college are: the Bible, the existence of God, evolution, relativism, the problem of evil, world views, world religions, and cults. Make sure each student has a copy of *Back To Basics* to take with them as a resource while they are in college, as well as someone to call and talk to if they have questions while they are away. We are willing to discuss any issues from the book at a deeper level with them, a friend, professor, etc. We can direct them to campus ministries, apologetic ministries, other books and resources, etc. Our toll free number is listed in the front of this guide.

6. Why is a graduation celebration so important when teaching *Back To Basics* to youth groups?

In today's American society, we have three modern rites of passage—getting a driver's licence, turning eighteen (including the right to vote and graduate from High School), and turning twenty-one (the legal age for drinking alcoholic beverages). Earning a driver's licence and turning eighteen thrills the soul of any young person. But what do we offer our church youth for a spiritual rite of passage?

For centuries it was customary in Judeo-Christian circles to help youth earn a spiritual rite of passage. Jewish youth went through Hebrew School and earned their Bar-Mitzvah and Bah-Mitvah's, while Christian youth went through a systematic Catechism Program and were confirmed into the traditional church.

Unfortunately as the Christian church grew, reformed, and branched out, it seems that as a church, we forgot about training our youth systematically in the faith. We have let the world dictate how to celebrate rite of passage for our Christian children, and have left out the spiritual rite of passage entirely.

It is time to renew our commitment to the commands of God to raise up our children in the "way they should go." A systematic curriculum which teaches "line upon line and precept upon precept," instead of "here a little, there a little," is the very tool we need

to accomplish this task. *Back To Basics* rises to this challenge and successfully meets this very important need.

A confirmation ceremony is one of the most important stepping stones you can offer graduates from *Back To Basics*. By celebrating this event, you are publicly transferring accountability to each student for their own faith and walk as a Christian. They can no longer rest on the faith of their parents. They are now personally responsible to make the faith their own, and honor God in every aspect of their lives. It is no small step to see this formerly important part of church life integrated into Pentecostal and Charismatic churches. Information on planning this ceremony is found in Part A, Section 8 of this Teacher's Guide, *Planning the Graduation Ceremony*, and Part B, Week 35, *The Graduation Ceremony*.

Adult Discipleship

Using *Back To Basics* for Adult Discipleship is a fairly simple. *Back To Basics* can be used to disciple adults, new believers and new members in virtually any type of setting or small group.

It is an excellent curriculum for college and career groups, where young adults are going through a process of self-discovery, and especially need to be grounded in the faith. It is a great curriculum for any type of small group, where people of like-interests can learn together. It fits nicely into church life as a Sunday School or Wednesday night Bible Study curriculum as well. For those who cannot commit to a 9 month class, offering a shortened version of the course will be very popular. Strong members in the faith build strong churches. So it is a good idea to encourage your entire adult membership to take the course at one time or another.

Many adult curriculums only require students to come and listen to the leader speak. In order to receive the full benefit of *Back To Basics*, we strongly suggest that you encourage your adult students to complete the worksheets and at least use the Memory Work Booklets. Whether or not you keep score, these tools are designed to be *used together*, to challenge the minds of your students and help them retain the material.

You may also consider offering a graduation celebration to confirm adults in their faith by prayer and the laying on of hands. This will become a milestone after which they know they are responsible to become contributing members of the church.

For Individual Study...

Back To Basics also offers a special curriculum designed especially for Individual Study and Home Schools. This curriculum includes a Student Workbook for Individual Study. *Back To Basics* is an ideal course for Family Bible Study—when most of the children involved are at least age 13 and older. Of course, the parents are best able to discern the maturity level and ability of their children to complete the material.

When using *Back To Basics* for Individual Study, you will not need to purchase the Teacher's Guide, as complete instructions and removable answer keys are offered within the Student Workbook. Mindmapping Teaching Notes are not included, as these were designed to be used with a larger group setting. The Student Workbook offers suggestions and optional exercises for enhancing lessons. Parents may use these to help their children search for the answers to each question on their own in the Bible.

Home Schooling

To our knowledge, the *Back To Basics* course designed for Home Schools, is the first course of its kind for Pentecostal and Charismatic Christians to combine both a complete overview of full gospel doctrine, and a healthy introduction to apologetics or defense of the faith. For Home Schools, you will not need to order the Teacher's Guide. All the information you need is in the Student Workbook, which is consumable. Simply order one Home School Packet, which includes one Text, Student Workbook and Memory Work Booklet for each student. These will become lifetime resources for your student. Removable answer keys are found in the back of each Student Workbook.

Family Bible Study

Back To Basics becomes an ideal course for Family Bible Study when you use the Individual Study Workbooks in combination. When you are using *Back To Basics* for Family Bible Study, you simply order one Individual Study packet for each student participating in the study. We suggest that children involved be at least 13 years old. Once again, the parents are most able to discern the maturity level and ability of their children to complete the assignments in the Student Workbook and retain the material.

For Private Schools...

Back To Basics is a great course for use in the private school setting. The school will need to decide whether to use the Group Study or Individual Study course, based on the school's environment and curriculum, as well as the grade level of students taking the course. If your school teaches whole groups, you will need to order one Teacher's Packet, and one Student Packet for each student. If your school offers self-paced curriculum, you will need to order one Individual Study Packet for each student. We suggest that the teacher also order the Teacher's Packet, as the Teacher's Guide will provide excellent tips on supplementing the material to make it exciting.

For Bible Colleges, Universities, and Correspondence Programs...

Whether used together with other material, or by itself as a complete curriculum, *Back To Basics* provides beginning Bible students with an excellent introduction to doctrine and apologetics. The on-campus college will need to decide whether to use the Group Study or Individual Study course, based on the school's environment and curriculum. The Individual Study curriculum is ideal for correspondence programs. When using *Back To Basics* for Individual Study, you will need to order one Individual Study Packet for each

student. The teacher may also wish to order the Teacher's Packet, as the Teacher's Guide will provide excellent tips on supplementing the material and making it exciting.

Making Each Class Exciting...

The *Back To Basics Teacher's Guide* offers tips and suggestions for making each class exciting, and encouraging interaction between the teacher and students. There are many ways you can develop a positive class atmosphere. These might include providing food or snacks with each class, and supplementing different subjects with videos and activities related to the material. Class interaction, though easier to achieve on an adult level, will really make the class come alive when encouraged on a youth level. Class interaction and discussion is one of the most important ingredients in creating a positive learning atmosphere.

One way to develop cohesiveness within your group is to pray and worship together for a few minutes at the beginning of each class. You may also wish to arrange your chairs around a large table, or in a circle or half-circle. Using the Teaching Notes on transparencies with an Overhead Projector will make your job much easier and give you more free time to interact with your students. Making sure that each student has their own textbook and Memory Workbook is essential. This enables students to read the material beforehand allowing for more vibrant class discussions.

Most of all, don't try to teach *Back To Basics* alone. Recruit volunteers to help you do things like coordinating food, grading papers, acting as guest speakers, coordinating activities and field trips, and more. Involve other church members and pastoral interns as much as possible in helping you teach the course. This will free up your creative energies and unleash your potential to make your class the best it can be.

Tours & Field Trips...

Consider taking tours to museums in your area that relate to the material studied in *Back To Basics*. In San Diego County, we are privileged to have the *Institute For Creation Research*. Week 10 of *Back To Basics* is devoted entirely to a *Institute For Creation Research* (ICR) Museum Tour, founded by Dr. Henry M. Morris. He is recognized as the founder of modern Creation Science. This tour unravels the myths of evolution, and shows how Creation is actually more believable than the theory of Evolution! If you are not located in San Diego, California, don't worry! Plan to take this tour with your class on video! Information on ordering this tape is found in Part A, Section 6, under *Getting Your Materials & Supplies*. You may also order other excellent video tapes on this subject through the *Institute For Creation Research*. Ken Ham video tapes are excellent for youth. We recommend "Genesis 1-11; an Overview" by Ken Ham. See page A-23 of this manual.

Motivational Gift Testing

In Week 32, we are recommending that each student take a motivational gift test to determine his or her own unique combination of motivational gifts. Don and Katie Fortune, authors of *Discover Your God-Given Gifts*, and *Discover Your Children's Gifts*,

have developed several very good testing sheets for both youth and adults. These reasonably priced testing sheets are available directly from Don & Katie Fortune. See Part A, Section 6, *Getting Your Materials & Supplies*, for more information.

Provided in Section B, Week 33, *Review of Motivational Gift Test Results*, you will find a list of possible ministries and careers which correspond to each type of gifting, adapted from the Don and Katie Fortune's book. This list is for use with the testing sheets by Don and Katie Fortune, and will provide both youth and adults with a list of possible areas to explore as they find their place in church life and society.

Another great resource for youth is *Find Your Fit: Dare to Act on God's Design For You*, by Jane Kise and Kevin Johnson. See other materials by Kevin Johnson for youth on his ministry's Web site: [Http://www.thewave.org](http://www.thewave.org).

6

Promoting the Back To Basics Program in Your Church

Your "To Do" List

Following are step-by-step instructions on exactly what you need to do to promote *Back To Basics* in your church. For all steps followed by an "*" asterisk, you will find samples in Part A, Section 9, *Samples and Stuff to Help You*. Feel free to copy them onto church letterhead, or create your own versions of these helpful tools.

1. **Present the program** to your Church leadership to gain their support.
2. **Choose a date, time and place** to start the class.
3. **Plan your *Back To Basics* Course Syllabus.***
4. **Schedule an easy-to-attend Information Meeting** date, time and place.
5. **Mail an information letter** about the course to all church members in your target group, and invite them to the upcoming Information Meeting.*
6. When planning to teach youth, we highly recommend that you **personally call the parents** of each student, inform them about the course, giving them times and dates. Get as many **pre-sign ups over the phone** as you can. Inform all people who sign up for the course about the Information Meeting.
7. **Put a flyer into your Church Bulletin** to tell church attendees about the class, and invite them to the upcoming Information Meeting.*
8. **Describe the class from the pulpit during announcements** each Sunday morning for 2 to 3 weeks.
9. **Have prospective students** (and their parents if applicable) **sign up for *Back To Basics* as they are leaving church for 3 to 4 Sundays** before the course begins. Tell them to be at the information meeting. Allow early sign ups to **pre-order their Student Packets** if they wish.
10. **Familiarize yourself with the contents of *Back To Basics***, and this guide, so you will be able to talk and answer questions about the curriculum for those who attend the Information Meeting.
11. **Order any other materials you will need** from other sources, including the ICR Museum Tour video or Ken Ham video, Discover Your God-Given Gifts for yourself, and the Motivational Gift Testing Materials for your class, or Kevin Johnson's: *Find Your Fit*. See Section 6, *Getting Your Materials & Supplies*, for ordering information.
12. **Order enough Student Packets for all the students** you anticipate having enrolled in Back To Basics. (Includes Textbook and Memory Work Booklet.)
13. **Have the Information Meeting.** Follow the information in this section to help you plan this meeting. If you have already received your order of Student Packets, allow prospective students to purchase their Student Packets to prospective students at the Information Meeting.
14. **Continue to sign up prospective students** right up until your new class begins.
15. **Quickly order more Student packets** if necessary. We will rush these to you with your choice of shipping.

The Essential Information Meeting for Parents of Youth

One valuable tool we have found essential in promoting the *Back To Basics* class in our church is an Information Meeting. When you invite both the parents and their students to answer all their questions, you will find this meeting is essential for teaching youth. The Information Meeting should take place at least 1 - 2 weeks before you teach your first class.

Have students who attend the meeting purchase their Student Packets at this time. In the Section 9, *Samples & Stuff To Help You*, you will find all the handouts you need for the Information Meeting. You may also wish to pass out your completed *Back To Basics Course Syllabus* at this time, as many will have questions about fitting the course into their schedules. See the following section *Creating Your Own Back To Basics Syllabus* for information on how to complete your syllabus. Following is a list of the materials you may want to pass out and/or copy onto overhead projector sheets to promote *Back To Basics* to prospective students and their parents:

1. List of subjects covered in *Back To Basics*.
2. Completed Course Syllabus.

When offering this Information Meeting to parents of youth, you may want to spend some time talking about why we need to train our youth systematically in the doctrines of the Bible and the defense of the Christian faith. One good resource for this is *George Barna Research*. Your church library should have recent books by George Barna. If not we recommend *Right From Wrong: How To Help Youth Make Right Choices*, by Josh McDowell. Some parents may not realize the intensity of anti-Christian sentiment and philosophies that will attack the faith of their children as they are going through life. This will firmly establish the need for their children to take *Back To Basics*.

You will always get the attention of parents when you quote statistics. Here's an example: Josh McDowell's recent survey of Churched youth revealed that 57 percent of today's evangelical churched youth cannot affirm that an objective standard for right and wrong even exists! The alarming results of this survey demonstrate that truth and morality have become matters of individual choice, even among many of the children we have raised to attend church each Sunday. Reading through Part A of this Teacher's Guide will also give you some helpful information in planning what to say.

Getting Your Materials & Supplies

Once you have determined when you will teach *Back To Basics*, and have an idea of how many students will be enrolled in the class, we suggest that you also order the following materials to teach the class:

1. **1 - Student Packet for each student enrolled in *Back To Basics*. (1999 price is \$15.90. Be sure to ask about bulk discounts for groups of 10 or more.)** A Student Packet includes a Textbook, and a Memory Work Booklet. We suggest that you order a few more than the number of students you anticipate taking the class, so you will be prepared for late sign ups and the one or two students who always lose their materials!) Available from *Stand For Truth Ministries*: (888) 608-2210.

2. **1 - Discover Your God-Given Gifts, by Don & Katie Fortune.** (1998 Price \$19.00.) This handbook is ideal for *Back To Basics* teachers to help them discover their student's motivational gifts, and find out how to use these gifts to find fulfillment in the ministry or career which suits them best. The Fortunes have spent many years developing these very accurate surveys to help people determine their motivational gifts. This book is important to help you interpret the Motivational Gift Testing Sheets you will be ordering, (See #4). Publisher: Chosen Books. You may order this book from your Christian bookstore, or order direct from authors Don & Katie Fortune, by calling (360)297-8878.

Although the above book applies to all ages, if you are teaching youth, you may also want to purchase *Discover Your Children's Gifts*, by Don & Katie Fortune. Publisher: Chosen Books. (1998 price \$19.00.) This is an ideal tool for youth workers and parents to help them enhance their teaching and parenting styles as they learn to recognize and develop the motivational gifts of their students and children.

3. **1 - Motivational Gift Testing Sheet** for each student in your class by Don & Katie Fortune. (1998 price \$1.50 each.) You may choose from Youth, Adult and Occupational Testing Sheets. These may be ordered direct from the authors Don & Katie Fortune, by calling (360)297-8878.
4. **1 - Find Your Fit: Dare To Act On God's Design For You**, by Jane Kise and Kevin Johnson. **This book is another excellent resource for motivational, spiritual gift, and personality testing for youth.** To find out more about Kevin Johnson's books for youth, or to order his materials, visit his Web site: <http://www.thewave.org> A detailed teaching guide is also available for *Find Your Fit* at www.thewave.org/fit.htm.
5. **1 - Institute For Creation Research Museum Video Tour.** (1998 price: \$14.95.) You will need to purchase this video, unless you live in or near San Diego County and are able to take a field trip to the museum. Following is the address and phone for ordering your video and booking tours.

Institute For Creation Research

10946 Woodside Avenue North, Santee, CA 92071 • USA

Hours: Mon - Sat, 9 am - 4 pm • Admission is FREE.

\$2.00 tour donation suggested.

For Tours, call: (619) 448-0900 • To order Videos, call: (800) 628-7640

Be sure to call the museum a several weeks in advance to book group tours for 20 or more students. Smaller groups are welcome at any time during business hours.

NOTE: For youth, you may also decide to supplement your teaching with other videos on the Creation Vs. Evolution debate. Other materials are available through the Institute For Creation Research. We have successfully used, and highly recommend any any of their videos on this subject. Below are a few that we have enjoyed using. Call ICR and ask for their catalog!

- a. "Genesis 1 - 11 Overview," by Ken Ham.
- b. *Evolution Conspiracy*

You will also want to find a room which has the following options available:

- a. Enough seating for your students.
- b. A Chalkboard or Dry Erase Board, (with chalk or dry erase markers that work!)
- c. An Overhead Projector to display your Mindmapping Teaching Notes.
- d. An available VCR to play any videos you wish to show your class.

Organizing Your Finances

After ordering your *Back To Basics* Student Packets, your church will want to keep track of the income you receive as students purchase their packets for the class. Following are answers to common questions on this issue. As students purchase the Student Packets, which include a *Back To Basics* textbook and Memory Work Booklet, you will replenish the fund that you used to order the materials.

1. How much should we charge students to take *Back To Basics*?

We recommend that you charge each student for the cost of course materials. People will have a much greater appreciation for what they are learning when they pay the price for their own materials. They will also be more likely to complete the course, and apply what they have learned. Of course, there are always a few who have special circumstances, so make sure to read Question 2, below.

The 1999 prices for the materials students will need to take the complete *Back To Basics* course are as follows:

1 - <i>Back To Basics</i> Textbook	\$12.95
1 - <i>Back To Basics</i> Memory Work Booklet	\$2.95
1 - Motivational Gift Assessment Test	\$1.50
<hr/>	
TOTAL FOR ALL MATERIALS	\$17.40

If you plan to add a few extra materials to supplement the course, copy the worksheets and quizzes each week, or would like to have a little fund for treats and munchies throughout the year, you could round out the price for taking the course to between \$20.00 or \$25.00. That is a great bargain for a course lasting 9 months!

NOTE: Bulk discounts are available when you order 10 or more Student Packets. Always aim to sign up more than 10 students to qualify for your discount.

2. What about those who cannot afford to take *Back To Basics*?

In church life, we often come across those who need to learn about God, but are so strained financially, they are not able to buy a Bible, or even purchase such a course such as *Back To Basics*. Sometimes you may come across a large family who wants to take the course, but since they have several children, they cannot afford to all take it at the same time.

Think of creative ways to allow these students to take *Back To Basics*. Sponsor several Church Bake Sales, or maybe a Church Car Wash or two. Have students help you in your efforts. You might also consider having church members volunteer to privately sponsor students who cannot afford the class. You could also let students know the name of their sponsor. This will help maintain accountability. Follow these tips and you will build up your *Back To Basics* account in no time, opening the doors of learning about God to every church member.

2. What is the best way to keep track of funds for *Back To Basics*?

To help you keep records, we have created a form called the *Back To Basics Payment Record*. There are copies for you to use right now in *Class Records*, found at the end of this book. You will also find an original which you can copy each time you start a new class in *Samples & Stuff To Help You*.

As you have students sign up, you may wish to keep a cash box to organize the money you receive, until you turn it in to your church. Find out about your church policies, so that you can follow their procedure in organizing and itemizing the money you will give to them to deposit. We suggest that your church set up a special account within the church funds for *Back To Basics*, in which you can store money received, and pay for copies, new supplies and materials.

Creating Your Own *Back To Basics* Syllabus

Within the Section 9, *Samples & Stuff To Help You*, you will find a sample *Course Syllabus* which you have permission to copy and fill in for your class each year. It is important to fill this out when you are planning your class, so you may make copies and give it to those who attend your Information Meeting. You may also want to create your own, especially if you condense the class.

It is important to consider needs of families and your church schedule when planning your *Back To Basics Course Syllabus*. You can't always please everyone, but try to choose a schedule which will please the majority.

Remember to plan around holidays and special services or activities in your church schedule. This will keep your students from feeling cut off from the rest of church life—*something we certainly do not want!*

Keeping Records

Keeping records is an important part of teaching *Back To Basics*. Besides keeping your students accountable to a standard of excellence, you can monitor the efforts of exceptional students and reward them at the Graduation Ceremony. Just as God gives us a standard of excellence by which to measure our lives, we need to set a standard for those taking *Back To Basics*, and raise our students to that standard as the requirements for graduation.

It is important to stress that attendance is a vital part of taking *Back To Basics*. Students will not have the best opportunity to retain the material taught if they miss too many classes. Those who receive top awards at the end of the year should be judged both on scores and attendance.

You will find everything you need to help you keep your records in the Section, *Class Records*, at the end of this manual. The slanted spaces at the top of each page are for class assignments and attendance dates. Simply fill in the names of your students taking the class. Items and dates on the records are left blank, so you can adjust them according to your own needs. For example, if you decide to add a special assignment to a lesson, you will be able to record results in the right sequence. If you decide to add an additional class or field trip, you will also be able to record the attendance for that activity. Each time you have a class or give an assignment, simply fill in the date or the item on the slanted lines.

As stated in the section, *Organizing Your Finances*, the *Class Records* Section also includes a place for you to keep track of whether or not students have paid for the course. This form can be copied, and turned in to your church with the money you have collected.

The forms in the *Class Records* Section are ready for you to use. Originals for these forms can be found in Section 9, *Samples & Stuff To Help You*. Each time you start a new class, discard your old forms, and copy these forms again, placing the copies in *Class Records*, and you will be ready to start your new class!

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Planning The Graduation Ceremony

When a student graduates from *Back To Basics*, they have satisfactorily demonstrated an understanding of the essential doctrines of the Christian faith, and an ability to answer common challenges to the Christian faith. The Graduation Ceremony signifies that these students, no matter what their age, are now accountable before God for their personal faith and salvation, maintaining and defending this faith, and their life conduct as a Christian. This is no small event! That is why you want to make it as memorable of a time as possible.

Planning Your Graduation Schedule

Be sure to plan your *Back To Basics* Graduation Ceremony Schedule at least one to two months in advance. You may want to devote the service entirely to *Back To Basics*, or bundle it with another related activity. For example, we offer our classes from September to June, and honor all graduates in one service, including High School, College and *Back To Basics*. Our Youth Pastor often tells our students that he feels the *Back To Basics* graduation is even more important than High School graduation because it deals with the eternal issues of life—the things that matter most..

Talk to your church leaders, and decide in what special ways you can honor the people who have put time and effort into completing this course. In Part B, Week 35, the Graduation Ceremony, you will find a worksheet to help you plan this special event. Following are some tips we have learned from our experience teaching the course:

1. Choose your Speaker(s) carefully.

With the help of your church leadership, you will be able to choose the right person to deliver an inspiring message which your students and their families and friends will always remember.

2. Give your Students Graduation Certificates to remember this special day.

In Section 9, *Samples & Stuff To Help You*, you will find a blank certificate made especially for *Back To Basics*. This is for you to copy onto attractive certificate paper to present to your students. Each year, we prepare certificates for each graduate signed by each pastor and teacher, roll them up, tie them with a gold ribbon, and present them to each graduate as they are recognized in front of the church.

3. Consider giving your Students a special graduation gift.

In our home church, we have made it a practice to present each graduate with a personalized reference Bible. For youth, we have chosen a smaller Student Bible. These can be expensive. As our classes grow, we will have to scale down this expense. Here is something to consider... Even if your church cannot afford a trendy reference Bible, consider giving your students a personalized pocket Bible or a meaningful gift book.

4. Calculate the attendance and scores of your students to determine the top three students in the class, and give them a special gift for their achievements.

We have found this an especially helpful incentive to encourage the our students taking *Back To Basics*. They know that if they produce the work, they will receive a gift certificate for the music CD, tape or book of their choice at our local Christian bookstore. A little bit of competition never hurts!

5. Incorporate Confirmation by the laying on of hands of your pastors and church leadership.

Refer to Section 2, *The Importance of Confirmation*, for information on how confirmation by laying on of hands can be a vital part of your Graduation Ceremony to confirm your students in their faith. Churches who move freely in the gifts of the Holy Spirit can use this time to really seek in prayer for each student. Perhaps God might use a Pastor or an Elder to impart a Word of Knowledge or Prophecy for a particular student.

6. Plan a Reception!

With a little planning, your *Back To Basics* Reception can be a very special time of fun and fellowship. You will have a captive audience for opening the doors to teach *Back To Basics* to the rest of your congregation. Interested church members will participate in this event, and perhaps think of enrolling themselves or their children the following year!

We hope and pray that *Back To Basics* touches your church and the lives of your church members in a lasting way. Feel free to write us with your testimonies, tips and ideas on the Graduation Ceremony as you teach this course. We are always open to new ideas that we can share with the rest of the Body of Christ using *Back To Basics*. Have a great Graduation Ceremony!

9

Samples & Stuff To Help You

In this section, you will find various promotional tools, including letters, flyers, sign-up sheets, record keeping forms and more to help you plan and teach *Back To Basics*. These may be copied if you would like to use them for your class. Or you may simply use them as guidelines to plan your own promotional tools. Remember to save all the letters and tools you create so you can use them each year as you teach the class.

Consider using a small, portable file box to store all your originals, as well as the papers you need to grade and return, and other handouts you would like to offer your class.

Use the remainder of this page to keep an inventory of tools you use to teach *Back To Basics*. If the originals are not stored in this Teacher's Guide, be sure to indicate where you have them stored for future reference. Use a pencil so you can make changes when necessary.

Item	Location	Item	Location
1.	_____	21.	_____
2.	_____	22.	_____
3.	_____	23.	_____
4.	_____	24.	_____
5.	_____	25.	_____
6.	_____	26.	_____
7.	_____	27.	_____
8.	_____	28.	_____
9.	_____	29.	_____
10.	_____	30.	_____
11.	_____	31.	_____
12.	_____	32.	_____
13.	_____	33.	_____
14.	_____	34.	_____
15.	_____	35.	_____
16.	_____	36.	_____
17.	_____	37.	_____
18.	_____	38.	_____
19.	_____	39.	_____
20.	_____	40.	_____

Back To Basics

A Pentecostal / Charismatic Catechism & Defense of the Faith

Instructor(s): _____ Phone(s): _____

Class Dates: From: _____ To: _____

REQUIRED TEXTBOOKS:

1. *Back To Basics, A Pentecostal / Charismatic Catechism & Defense of the Faith*, by Ross & Mindy Chenault.
2. *The Back To Basics Student Workbook*, Mindy Chenault.
3. *The Back To Basics Memory Work Booklet*, Compiled By Mindy Chenault
4. Your Personal Bible.

ASSIGNMENT KEY: MM=Mindmapping, WS=Worksheet, Q=Quiz

COURSE SYLLABUS

WEEK	DATE	CHAPTER	READING / TOPIC / ASSIGNMENT
1	_____	Chapter 1	Defending the Faith (MM#1, WS#1.)
2	_____	Chapter 2	The Reliability of the Bible (MM#2, WS#1, Q#1.)
3	_____	Chapter 3	The Bible (MM#3, WS#2, Q#2.)
4	_____	Chapter 4	The Existence of God (MM#4, WS#3, Q#3.)
5	_____	Chapter 5	God's Nature & Attributes (MM#5, WS#4, Q#4.)
6	_____	Review	<i>The Stand For Truth Game</i> (Use cards - Chs. 1-5.)
7	_____	Chapter 6	Creation & The Fall of Man (MM#6, WS#5, Q#5.)
8	_____	Chapter 7	Creation or Evolution? (MM#7, WS#6, Q#6.)
9	_____	Chapter 7	Creation or Evolution?. continued. (MM#7.)
10	_____	Special Topic	<i>Creation Research Institute Video & Pizza Party</i> NOTE: Another video may be substituted if you are in San Diego, and are taking the Museum Tour at a time other than the scheduled class time.
11	_____	Chapter 8	Absolute Truth & Morality (MM#8, WS#7, Q#7.)
12	_____	Review	<i>The Stand For Truth Game</i> (Add cards - Chs. 6-8.)
13	_____	Chapter 9	The Deity of Christ (MM#9, WS#8, Q#8.)
14	_____	Chapter 10	Salvation (MM#10, WS#9, Q#9.)
15	_____	Chapter 11	Evidence For The Resurrection (MM#11, WS#10, Q#10.)

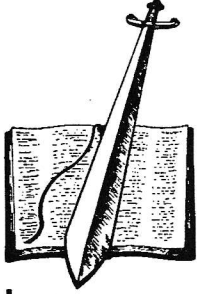
This syllabus may be used and reproduced by *Back To Basics* Instructors and given to students for classroom use. When planning the syllabus, make sure to plan around holidays such as Thanksgiving, Christmas, Easter & Memorial Day.

Back To Basics

COURSE SYLLABUS, Continued

WEEK	DATE	CHAPTER READING / TOPIC / ASSIGNMENT
16	_____	<i>Review</i> <i>The Stand For Truth Game</i> (Add cards - Chs. 9-11.)
17	_____	Chapter 12 Water Bapt. & Communion (MM#12, WS#11, Q#11.)
18	_____	Chapter 13 The Holy Spirit (MM#13, WS#12, Q#12.)
19	_____	Chapter 14 Sanctification (MM#14, WS#13, Q#13.)
20	_____	Chapter 15 Miracles & Healing (MM#15, WS#14, Q#14.)
21	_____	<i>Review</i> <i>The Stand For Truth Game</i> (Add cards-Chs. 13-15.)
22	_____	Chapter 16 The Problem of Evil (MM#16, WS#15, Q#15.)
23	_____	Chapter 17 Last Things (MM#17, WS#16, Q#16.)
24	_____	Chapter 18 The Purpose of the Church (MM#18, WS#17, Q#17.)
25	_____	<i>Review</i> <i>The Stand For Truth Game</i> (Add cards-Chs. 16-18.)
26	_____	Chapter 19 World Views (MM#19, WS#18, Q#18.)
27	_____	Chapter 19 World Views, continued. (MM#19.)
28	_____	Chapter 20 World Religions (MM#20, WS#19, Q#19.)
29	_____	Chapter 21 Cults (MM#21, WS#20, Q#20.)
30	_____	Chapter 22 Every Christian's Ministry (MM#22, WS#21, Q#21.)
31	_____	<i>Review</i> <i>The Stand For Truth Game</i> (Add cards-Chs. 19-22.) (WS#22, Q#22.)
32	_____	<i>Special Topic</i> <i>What is God's Purpose For My Life?</i> Personality & Motivational Gifts Testing
33	_____	<i>Special Topic</i> Review of Test Results & Refreshments (Essay due. Last Day to turn in Makeup Work!)
34	_____	<i>Celebrate!</i> CLASS PARTY!
35	_____	Graduation Rehearsal Graduation & Confirmation

A 31



Back To Basics

A large, empty rectangular box with rounded corners, defined by a solid black border. This box is intended for students to write their answers or notes during the lesson.

SAMPLE PROMO LETTER
To Parents- Print on Church Letterhead

Date: _____

ANNOUNCING...
Back To Basics

A Youth Course For Fall!

[DAYS, Start Time-End Time]
[DATE, YEAR to DATE, YEAR]

Dear Parents,

Fall is coming! As our youth return to their regular school schedules, we want to know they will be prepared to stand firm when their faith is challenged by teachers, employers, and peers. We are committed to helping you provide your students with a firm foundation in the Christian Faith, giving them answers they need before the challenges arise. To meet these needs, we are offering ***Back To Basics***, for students in the 8th through 12th grades.

Back To Basics uses a simple question and answer format to teach both the essentials of Christianity and strategies to defend common challenges to the faith. Students learn how to defend their faith against cults and opposing worldviews, such as the New Age Movement. Motivational gift assessment shows students how they might apply their God-given personalities and talents to church and everyday life. ***Back To Basics*** offers you a simple and complete way to build a firm foundation in your students' spiritual lives. The course textbook will become a permanent part of each student's library, providing answers and resources in times of need.

Graduates will be publicly confirmed during an exciting celebration which emphasizes that each student is now responsible to grow in his or her faith, and become a productive member of the Kingdom of God.

We earnestly encourage you to invest in your students' spiritual lives by enrolling them in ***Back To Basics***. We believe it is worth any sacrifices you or your students will make to help them attend this class. As parents, your support will make this program possible, ensuring your students are equipped with tools they need for spiritual success.

For more information about ***Back To Basics***, call the church office. You may also enroll your students after the Sunday morning services for the next three weeks.

In Christ,

Senior Pastor

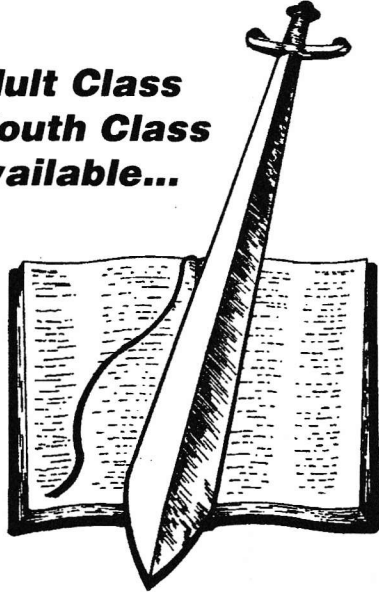
Youth Pastor

Instructor(s)

**Get The Tools You Need To
Stand For Truth**

With A Faith That Cannot Be Shaken!

**Adult Class
& Youth Class
Available...**



Back To Basics

***A Pentecostal / Charismatic Catechism
& Defense of the Christian Faith***

It's one of the best decisions you'll ever make!

*Includes Motivational Gift Assessment for Ministry and Career,
and a Confirmation Celebration for Graduates.*

Enroll today!

Instructor(s):

To register or receive more information, call:

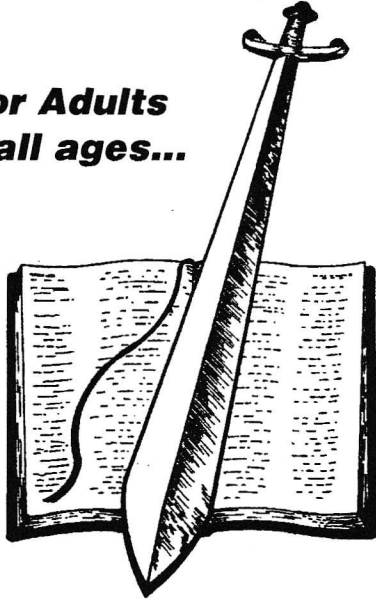
FOR ADULTS & Youth

SAMPLE CHURCH BULLETIN INSERT
PAGE 1

←-----Insert Dates, Time,
& Place Here

**Get The Tools You Need To
Stand For Truth
With A Faith That Cannot Be Shaken!**

**For Adults
of all ages...**



Back To Basics

***A Pentecostal / Charismatic Catechism
& Defense of the Christian Faith***

It's one of the best decisions you'll ever make!

*Includes Motivational Gift Assessment for Ministry and Career,
and a Confirmation Celebration for Graduates.*

Enroll today!

Instructor(s):

To register or receive more information, call:

FOR ADULTS

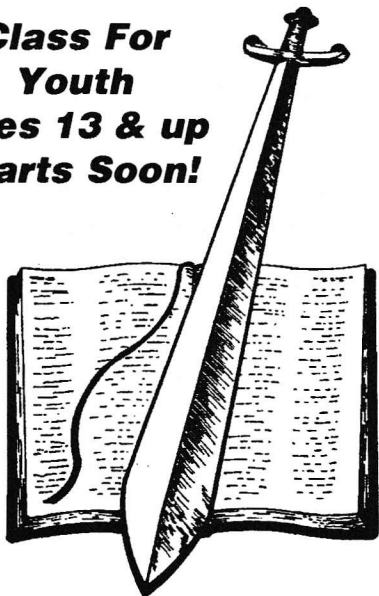
SAMPLE CHURCH BULLETIN INSERT
PAGE 1

←-----Insert Dates, Time,
& Place Here

**Get The Tools You Need To
Stand For Truth**

With A Faith That Cannot Be Shaken!

**Class For
Youth
Ages 13 & up
Starts Soon!**



Back To Basics

***A Pentecostal / Charismatic Catechism
& Defense of the Christian Faith***

It's one of the best decisions you'll ever make!

*Includes Motivational Gift Assessment for Ministry and Career,
and a Confirmation Celebration for Graduates.*

Enroll your student today!

Instructor(s):

To register or receive more information, call:

FOR YOUTH

<----Insert Different
Ages, if necessary.

SAMPLE CHURCH BULLETIN INSERT
PAGE 1

<-----Insert Dates, Time,
& Place Here

Back To Basics

Subject Outline

Defending the Faith
The Reliability of Scripture
The Bible
The Existence of God
God's Nature & Attributes
Creation & The Fall of Man
Creation or Evolution?
Institute For Creation Research Video Tour
Absolute Truth & Moral Relativism
The Deity of Christ
Salvation
Evidence for the Resurrection
Water Baptism & Communion
The Holy Spirit
Sanctification
Miracles & Healing
The Problem of Evil
Last Things
The Purpose of the Church
World Views
World Religions
Cults
Every Christian's Ministry
Motivational Gifts Assessment

Back To Basics

teaches what you need to know about...

Defending the Faith

The Reliability of Scripture

The Bible

The Existence of God

God's Nature & Attributes

Creation & the Fall of Man

Creation or Evolution?

Absolute Truth & Moral Relativism

The Deity of Christ

Salvation

Evidence for the Resurrection

Water Baptism & Communion

The Holy Spirit

Sanctification

Miracles & Healing

The Problem of Evil

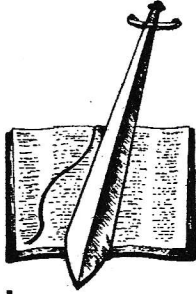
Last Things

The Purpose of the Church

World Views

World Religions

Cults



Back To Basics

Date: _____

RE: ***Back To Basics***
[DAYS, Date-Date,
TIME am/pm,
& Location.]

Dear

We are so glad you are going to join us for ***Back To Basics*** this year! We are going to have a great time learning about God's unchangable truth together!

We encourage you to arrive to class on time. We have a lot to cover, especially on the first day, and it will always be a challenge to squeeze each lesson into the time we have together.

Unless you have it already, on the first day of class, you will receive your own Student Packet for ***Back To Basics***. It includes everything you need to take the course: The ***Back To Basics*** Textbook, your Memory Work Booklet, and the cost of Motivational Gift Assessment.

Here's how you can help out each week. Please come prepared by bringing your Student Packet, a notebook to collect your papers for ***Back To Basics***, your Bible, a pencil or pen. Be prepared to take notes. This is an essential part of taking ***Back To Basics***.

If you have not already, please bring \$_____ on the first day of class to cover the cost for your materials. If you have any problem bringing this on the first day, please let us know. Other arrangements are available. We want everyone to be able to take the course.

We are looking forward to an exciting year! Please keep the phone number below available, and feel free to call anytime you have questions! May God's grace and peace be with you!

In Him,

Instructor(s) for ***Back To Basics***

Phone: _____

Back To Basics - Grades

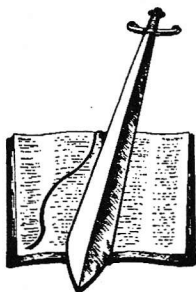
STUDENTS

Item:

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27

The grid consists of 27 rows, corresponding to the student numbers listed on the left. Each row is divided into 20 columns. The top right portion of the grid is shaded with diagonal lines. The grid is intended for recording data for each student across 20 different items.

SAMPLE LETTER
To Parents of Students who have lessons to make up.



Back To Basics

Date: _____

Dear

Your student needs to make up a few *Worksheets* and/or *Memory Work Quizzes* in *Back To Basics*. Please share this letter with your student. We really appreciate any encouragement you might give to help your student catch up!

Note: We have attempted to create *Back To Basics* as a simple, easy to understand program. Anyone who follows these steps will be able to complete the program.

1. Each open book *Worksheet* should take no more than 15 - 30 minutes to complete, after students read through the corresponding lesson.
2. Memory Work should take no more than 30 minutes a week to complete. The quickest and easiest way to complete Memory Work is to study it each evening before going to bed. *This improves concentration and long term memory.*

Parents have asked us how they can help their students in *Back To Basics*. Here are some ideas:

1. Review memory work with your student each week. This can be a rewarding exercise for both parents and students.
2. For students who have several quizzes to make up, you may help your student make up their work quickly by administering the *Memory Work Quizzes* at home, and returning them to us for grading.

You will find the *Back To Basics* lessons your student needs to complete in their *Student Workbook*. The lessons your student needs to complete are listed below:

Worksheets from Chapters # _____

Memory Work Quizzes from Chapters # _____

Please feel free to call us at _____ with any questions.

Thanks!

Instructors

Announcing...

***Back To Basics
Graduation Day!***



[DAY, DATE, TIME am/pm]

*When all those who completed **Back To Basics** are confirmed in their faith...*

Invite Your Parents To Class...

[DAY, DATE, TIME am/pm]

We will have refreshments, hand out the results of the motivational gift testing, and discuss the graduation ceremony.

And then, be at Church for Graduation...

[DAY, DATE, TIME am/pm]

Please don't be late!

Graduation Starts Promptly at [TIME.]

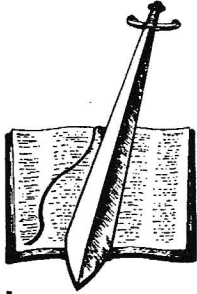
Dress Code: *Wear your Sunday best! Guys need to wear **long pants** with **nice shirts**. Girls need to wear **modest midlength dresses**—below the knees.*

(You will be seated on the platform during the service.)

Any Questions? Call...

[Instructors at PHONE NUMBER].

SAMPLE LETTER
To Parents regarding Graduation Ceremony



Back To Basics

Date: _____

RE: *Back To Basics Graduation* , on
[DAY, DATE, & TIME am/pm.]

Dear Parents & Students,

It has been a privilege to have your student in *Back To Basics* this year. To qualify for graduation, your student has put forth considerable effort throughout the year, learning each of the essential doctrines of the church, and committing to memory essential Bible verses and quotes related to these doctrines. Each student has also received an introduction to defending the faith in the most common issues challenging believers today. Graduation from *Back To Basics* demonstrates your student is now accountable for his or her faith, and prepared to face challenges he or she will meet on school campus and in everyday life.

To honor our students' efforts, we are planning a very special *Graduation Ceremony* to confirm each graduate in their faith. This ceremony, and the reception following the service, will take place at the time listed above. Our Pastors and Elders will confirm students in their faith by praying for each graduate, and presenting each one with a very special commemorative gift.

Students, please keep in mind that you will need to wear your "Sunday best," as you will be up on the platform, in view of the congregation. We recommend that girls wear nice dresses with skirts completely covering the knees when seated, and that guys wear a nice pair of pants, shoes, a collared shirt, and/or tie, if possible. No T-shirts, please.

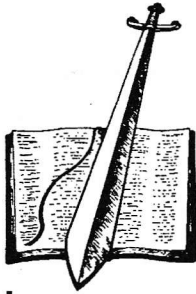
Parents, please plan your schedule so your student arrives at the church no later than thirty minutes before the Graduation Service is scheduled to begin. We encourage you to invite relatives and friends to share this event with your student, as it marks a very special day in their lives. Thank you once again for helping to make this a very special celebration for everyone involved!

Sincerely,

Youth Pastor

Instructor(s) for *Back To Basics*

SAMPLE LETTER
To Adult Students regarding Graduation Ceremony



Back To Basics

Date: _____

RE: ***Back To Basics Graduation*** , on
[DAY, DATE, & TIME am/pm.]

Dear Student,

It has been a privilege to have you in ***Back To Basics*** this year. You have put forth considerable effort throughout the year, learning each of the essential doctrines of the church, and committing to memory essential Bible verses and quotes related to these doctrines. You have also received an introduction to defending the faith in the most common issues challenging believers today. As a result, you have qualified for graduation from ***Back To Basics***. **This demonstrates you are now accountable for your faith, and prepared to face the challenges to the Christian faith that you will meet in everyday life.**

To honor your efforts, we are planning a very special ***Graduation Ceremony*** to confirm you in the faith. This ceremony, and the reception following the service, will take place at the time listed above. Our Pastors and Elders will confirm you in the faith by praying for you, and presenting each one with a special commemorative certificate.

Please plan your schedule so you arrive at the church no later than thirty minutes before the Graduation Service is scheduled to begin. We encourage you to invite relatives and friends to share this event with you, as it marks a very special day in your life. Congratulations once again on your accomplishments! We know this will be a very special day for everyone involved.

Sincerely,

Pastor

Instructor(s) for ***Back To Basics***

Date _____

Name _____

Back To Basics

COURSE EVALUATION

1. How has attending *Back To Basics* impacted your life?

2. Do you have any suggestions which might make the course more effective?

3. After reviewing your test results, list your three primary motivational gifts, and the areas of ministry, and if you are not established in a career already, the jobs and careers you think you would like to explore.

Gift # 1

Gift # 2

Gift # 3

Areas of Ministry:

1. _____
2. _____
3. _____

Job or Career Options:

1. _____
2. _____
3. _____

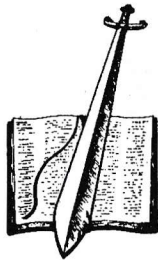
CERTIFICATE OF CONFIRMATION

Church or Organization

Back To Basics

This is to certify that

*has satisfactorily demonstrated an understanding of
the essential doctrines of the Christian Faith
along with an ability to answer common challenges to the Christian Faith,
and having completed the requirements for graduation from Back To Basics,
is hereby granted this Certificate of Confirmation
signifying accountability before God for personal faith and salvation,
maintaining and defending this faith, and life conduct as a Christian.*



Date

Senior Pastor

Back To Basics Instructor(s)

Associate or Youth Pastor

PART B

All The Lesson Plans You'll Ever Need

"Revolution and change are often spearheaded by young people. Theirs is a world of change, of restlessness, of discovery, of desire, of inquiry, of suspicion. Those who work with youth must possess a comprehension of this world and its problems, for it is here that young people live and where they must be found and won to Christ. Tragically, it is at this point that the church has suffered loss. Statistics show that teenagers are especially vulnerable to worldly influences and are easily distracted from the ways of God. The church must rise to this challenge. The gospel is strong enough to preserve our youth. They must be won to Christ, taught the Scriptures, and led into a life of usefulness and maturity."

—*Dr. Richard L. Dresselhaus*

Back To Basics

*teaches you what
you need to know about...*

Defending the Faith
The Reliability of Scripture
The Bible
The Existence of God
God's Nature & Attributes
Creation & the Fall of Man
Creation or Evolution?
Absolute Truth & Moral Relativism
The Deity of Christ
Salvation
Evidence for the Resurrection
Water Baptism & Communion
The Holy Spirit
Sanctification
Miracles & Healing
The Problem of Evil
Last Things
The Purpose of the Church
World Views
World Religions
Cults
Every Christian's Ministry

Week 1
CHAPTER 1

Defending the Faith

Objective

After completing this lesson, the students taking *Back To Basics* will:

- Understand why it is important to know what we believe and why.
- Be aware of their need to learn and be able to explain the essential doctrines of the Christian Faith.

Preparation Before Class

To prepare for teaching this lesson, complete the following tasks:

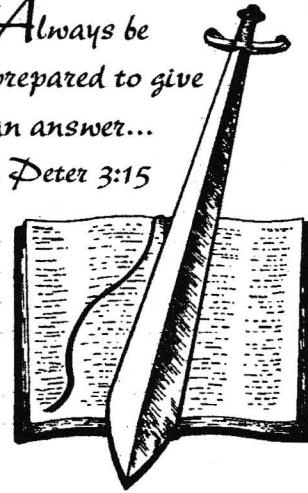
Two Months Before the First Class:

1. Read and complete all the promotional instructions found in Section 6, *Promoting Back To Basics in Your Church*.
2. Prepare and make copies of the Class Syllabus, found in Section 6, *Promoting Back To Basics in Your Church*. You will hand these out to students both at the *Back To Basics* Information Meeting and on the first day of class. Make sure to Punch holes in them, as students will need to keep a copy in their notebooks. (Remember to tell each student to get a notebook for the class.)
3. Schedule and conduct the *Back To Basics* Information Meeting for students interested in taking the class. If you are offering this class for youth, be sure to invite both the parents and their students.
4. Order your *Back To Basics Student Packets* four to six weeks before your first class, to make sure that you receive them on time. When ordering, remember to specify the start date of your class so that we can choose the proper shipping method.

One Week Before the First Class:

1. Read through Section 3, *Easy-To-Use Lesson Plans* in this Teacher's Guide, to learn about the class structure for your *Back To Basics* class.
2. Read through the Chapter 1 in the *Back To Basics* Textbook, the Chapter 1 Mindmapping Notes in this Teacher's Guide, and fill out this lesson plan.

*Always be
prepared to give
an answer...
1 Peter 3:15*



***Crowd Breaker
Ideas***

For All Ages...

1. Ask for 2 or 3 volunteers. Give each student the opportunity to pull 1 or 2 questions which you have selectively chosen from the Stand For Truth Card Game. Let them cite the references, and try to answer the question on their own. If they are unable, let another student try to answer the question.

2. Ask for two volunteers. One student plays the skeptic, and the other the Christian. Let them debate one another about whether Christianity is true or relevant in front of the class.

3. Read Section 7, *Keeping Records*, in this *Teacher's Guide*. You will be keeping your records in the Class Records section, found at the end of this *Teacher's Guide*. (You may photocopy the originals found in Section 7 as a tool to help you keep records each time you begin a new class.)
4. Send each student who signed up for the class a Welcome Letter. An example of this letter is found in Chapter 6, *Samples & Stuff To Help You*.
5. Photocopy the materials you will need to hand out for this lesson.
6. Prepare any crowd breakers, stories, illustrations and supplemental materials or teachings you would like to add to the lesson.

Teaching The Class

1. Announcements:

- a. **Review Class Structure after passing out Class Syllabus and Student Packets.** (Refer to Chapter 3, *Easy-To-Use Lesson Plans* in this *Teacher's Manual* to help you.)
 - b. **Review Class Requirements To Graduate.**
 - Students must have their own *Student Packet*, including 1-*Textbook* & 1-*Memory Work Booklet*, and a notebook which they may purchase on their own. (These materials are essential to complete the class requirements.)
 - Students must complete and turn in the Worksheets and Memory Work Quizes for required verses and quotes from every Chapter. (Show the Memory Work Booklet.)
 - Students must attend every class. (Only 5 excused absences are allowed, unless other arrangements have been made with the Teacher. It is impossible to experience and complete all aspects of the class without regular attendance.)
-
-

2. Take Roll.

3. Opening Prayer/Worship: _____

4. Introduce the Lesson:

- a. **Crowd Breaker Activity, Story, or Illustration:** (Optional.)
-
-
-

- b. **Opening Questions:** (Listed are some possibilities.)

- What are some of the things you'd like to learn from this class? (You may choose to have students answer this in writing.)
- If you were to die tonight, and God were to ask you, "*Why should I let you into my heaven?*", what would you say to Him? (When answered in writing, this question will show you which students still need to be born again. Keep these answers for your records.)

b. Opening Questions, continued:

- _____
- _____
- _____

c. Words Students Need To Know:

- | | |
|----------------|---------------|
| 1. Apologetics | 6. Faith |
| 2. Reason | 7. Evangelism |
| 3. Rational | 8. _____ |
| 4. Logic | 9. _____ |
| 5. World View | 10. _____ |

6. Mindmapping Activity & Chapter Discussion:

Stories or Illustrations To Add:

8. Closing Questions or Thoughts:

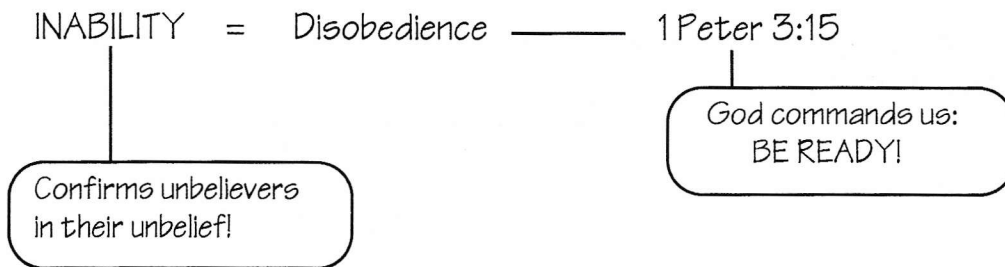
9. Assign Homework:

1. Read through Chapter 1.
2. Complete the Worksheet for Chapter 1.
3. Complete the Memory Work for Chapter 1 to prepare for Memory Work Quiz 1. Encourage students to complete the extra credit verses or quotes. You may wish to recite the verses and quotes before students are dismissed.
4. Read through Chapter 2.

CHAPTER 1

Defending the Faith

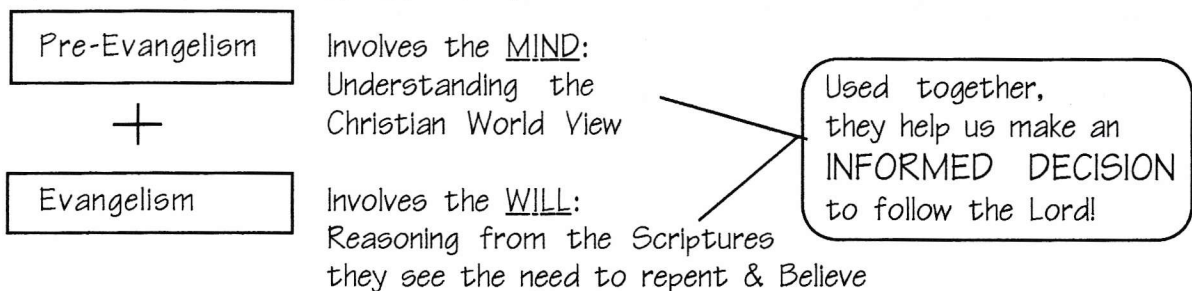
1. Why is it important to have answers for our faith? (1 Pet. 3:15, Jude 3, Phil. 1:16.)



2. What are the three main reasons for learning to defend the faith?

1. Pre-evangelism --> Brings understanding.
2. Evangelism --> Holy Spirit convicts us through the power of evidences!
3. Gives Believers an assurance for their faith!
The Goal --> Understanding WHO God is!

3. What is the difference between evangelism and pre-evangelism? (2 Cor. 4:4, John 3:19,20, Col. 2:8, 1 Cor. 2:14.)



4. What is the role of reason in the defense of the Christian faith? (1 Pet. 3:15, 2 Cor. 10:5, Titus 1:9, 1 Tim. 6:20.)



God created us REASONABLE & INTELLIGENT - He wants us to use our minds!

5. What importance does the Bible place on the use of our minds? (Mark 12:30, Is. 1:18, Phil. 4:8, Eph. 4:22-24, Rom. 12:2.)

God **COMMANDS** us to **LOVE** Him with all our **MIND!**

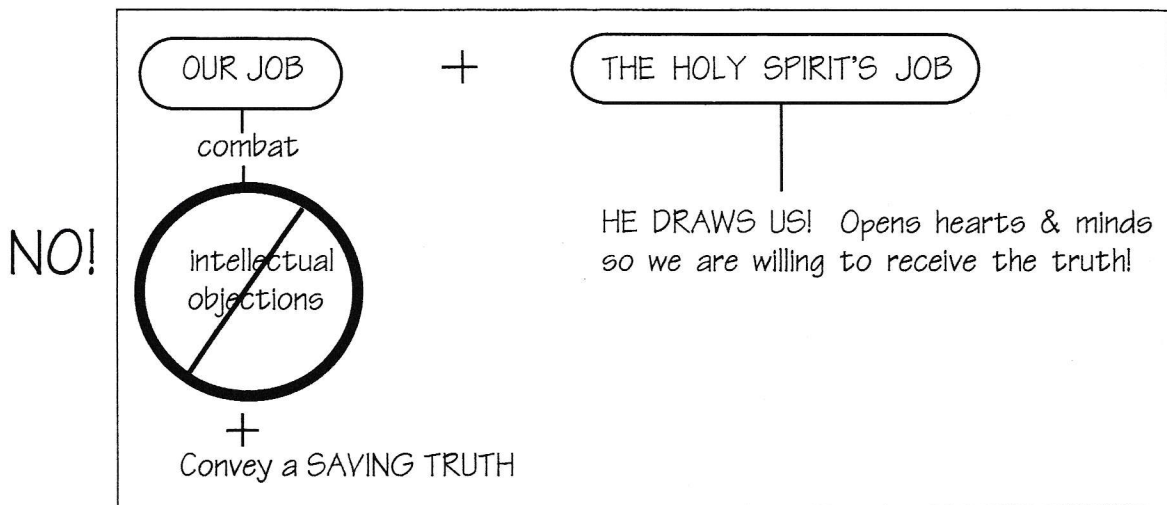
MARK 12:30

The Holy Spirit

TRANSFORMS
OUR MINDS

So we have
a WILL
to Choose Him!

6. Does the use of logic and reason in presenting the Gospel replace the need for the Holy Spirit?



7. Does the Bible give examples of defending or proclaiming the faith with the use of reason? (Acts 17:2,3,28, 18:28, 1 Cor. 9:22.)

YES!

1. Acts 18:28 (Apollos)
2. Acts 17 (Paul in Thessalonica)

CHAPTER 1
Defending the Faith

Read through your lesson carefully, and complete this worksheet to demonstrate you have learned the material.

PART 1: Matching 1 Point each, 5 Points possible.

Match each statement with the most appropriate word or phrase.

- | | |
|--|-----------------------------------|
| _____ 1. Love God with all your mind, heart, soul and strength. | A. A tool used by the Holy Spirit |
| _____ 2. Involves the mind of the unbeliever, removing obstacles and stripping away excuses, bringing people to a place of understanding the Gospel. | B. Evangelism |
| _____ 3. A reasonable explanation of the Gospel. | C. Intellectual objections |
| _____ 4. Involves the will of the unbeliever. | D. First and greatest commandment |
| _____ 5. Can be stripped away by a logical explanation of the Christian worldview. | E. Pre-evangelism |

PART 2: Fill in the Blank 1 Point each, 15 Points possible.

Choose the most appropriate word or phrase from the following word list to fill in the blanks for each statement.

- | | | | | |
|-----------|-------------|---------|------------|---------------------|
| own | both | parents | either | answers and reasons |
| ignorance | who told us | why | show | informed decision |
| what | confirming | minds | background | objectively true |

- God commands us to know _____ we believe and _____ .
- God also commands us to be able to give _____ for our faith to those who ask us what and why we believe.
- It is not enough to rest on the beliefs of our _____ or our religious _____; we must use our own minds and decide with our own will to make God's Truths our _____.
- When we are unable to give answers for our faith to those who ask us, we are _____ others in their unbelief by our own _____.
- We must be able to _____ ourselves and others that what we believe is _____ regardless of _____ .
- Giving answers to those who ask us about our faith requires that we use our _____.
- It is not _____ the Holy Spirit or reason, but _____ the Holy Spirit and reason that play an important part in presenting the gospel.
- The goal of apologetics and all evangelism is not to coerce a person into accepting Christ on blind faith, but to lead him to make an _____ for the Lord.

Back To Basics Memory Work Quiz

10 required points possible and
10 extra credit points possible.

Name _____

Score: Required: _____

Extra Credit: _____

CHAPTER 1
Defending the Faith

Directions:

This quiz is "Closed Book." After committing each verse or quote in your lesson to memory, complete this quiz to demonstrate you have learned the memory work. Write from memory the verses for each of the following references.

Required: (5 Points each.)

1 Peter 3:15

2 Corinthians 10:5

Extra Credit: (5 Points each.)

Titus 1:9

Jude 3

Week 2
CHAPTER 2

The Reliability of the Bible

Objective

After completing this lesson, students will:

- Have witnessed the incredible miracle of how God has preserved the integrity and accuracy of the Bible text throughout all time.
- Be able to identify the key factors which prove the reliability of the Bible.

Preparation Before Class

To prepare for teaching this lesson, complete the following tasks:

1. Read through the Chapter 2 in the *Back To Basics* Textbook, the Chapter 2 Mindmapping Notes in this Guide, and fill out this lesson plan.
2. Send a Welcome Letter (found in Part A, Section 9), to any students who signed up for the class late.
3. Call any students who signed up for the class but did not attend the first week to check on their status. (Arrange for them to get their materials from the first class so they do not get behind.)
4. Prepare any copies, crowdbreakers, stories, illustrations and supplemental materials you would like to add to the lesson.
 - a. You will need a blank overhead projector sheet and marker or chalk board and chalk for Activity 6b.

Teaching The Class

1. Announcements:

2. Collect Worksheets due from Chapter 1.
3. Give students Memory Work Quiz for Chapter 1.
4. Take Roll.



**HEAVEN
AND EARTH SHALL
PASS AWAY, BUT
MY WORDS SHALL
NOT PASS AWAY.**

Crowd Breaker Ideas

For All Ages...

1. To illustrate what a miracle it is that the Evangelical Bible text has not been seriously compromised throughout the centuries, play the game "Telephone." Whisper a complicated statement to one class member as the class is assembled in a circle. Have students quietly whisper the same statement to each member, in a relay fashion. Have the last class member repeat the statement he or she heard for all the class to hear.

2. Ask for two volunteers. One student plays the skeptic, and the other the Christian. Have them debate about the reliability of the Bible in front of the class.

5. Opening Prayer/Worship: _____

6. Introduce the Lesson:

a. Crowd Breaker Activity, Story, or Illustration: (Optional.)

b. Opening Questions

1. Have students volunteer statements and arguments challenging the reliability of the Scriptures that they may or may not be able to answer. List those statements or arguments on the board or overhead projector.

2. _____

3. _____

c. Words Students Need To Know:

1. Archaeology

2. Manuscript

3. Document

4. Text

5. _____

6. _____

7. Mindmapping Activity & Chapter Discussion:

Stories or Illustrations To Add:

8. Closing Questions or Thoughts:

9. Assign Homework:

1. Read through Chapter 3.

2. Complete the Worksheet for Chapter 2.

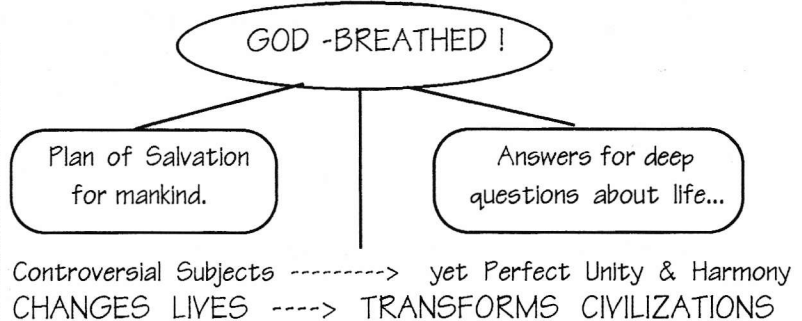
3. Memorize the verses or quotes for Chapter 2 to prepare for Memory Work Quiz 2. Encourage students to complete the extra credit.

CHAPTER 2

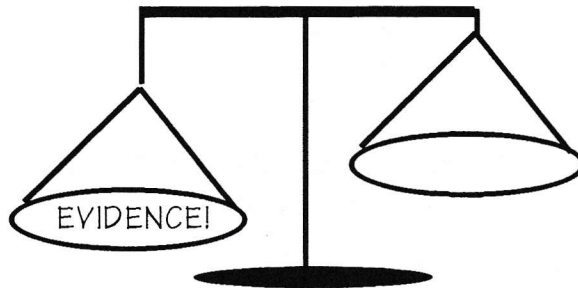
The Reliability of Scripture

1. How is the Bible unique? (2 Tim. 3:16, 2 Pet. 1:21, Is. 40:8, Luke 21:33, 1 Pet. 1:25, 26.)

66	Books
1600	Years
40	Authors (approx.) (All walks of life.)
3	Languages
3	Continents



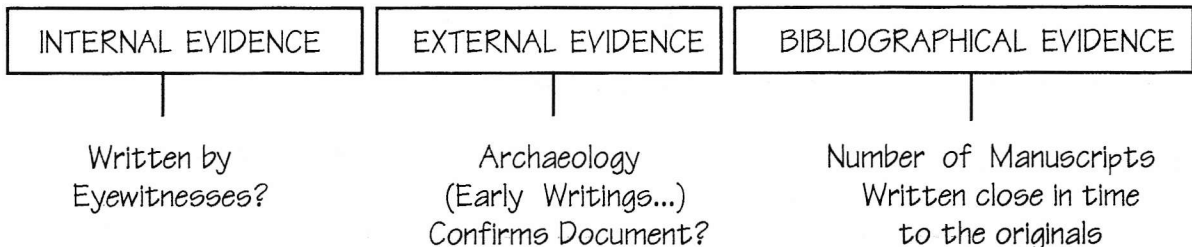
2. How do we know the Bible hasn't been changed through the years?



Bibles today are very accurate copies of the original manuscripts.

3. What criteria do researchers use to test the accuracy and reliability of Bible manuscripts?

Same standards used for Classic Literature...



4. Was the Bible written by eyewitnesses? (2 Peter 1:16, 1 John 1:1-3, Acts 2:22, Luke 1:1-4.) (INTERNAL Evidence)

YES! -----> New Testament -----> Within lifetime of contemporaries of Christ. (People who remembered what He said & did!)

5. What does the study of archaeology show us about the historical reliability of the Bible?

EXTERNAL Evidence

All archaeological findings have -----> VERIFIED and NEVER DISPUTED -----> the Biblical writings.
(Old & New Testaments!)

6. Do writings of the early church confirm the reliability of the Bible?

BIBLIOGRAPHICAL Evidence

36,000 Citations -----> Early Church Fathers -----> Could reproduce all but ELEVEN Verses of the New Testament!

7. How reliable is the Old Testament?

BIBLIOGRAPHICAL EVIDENCE



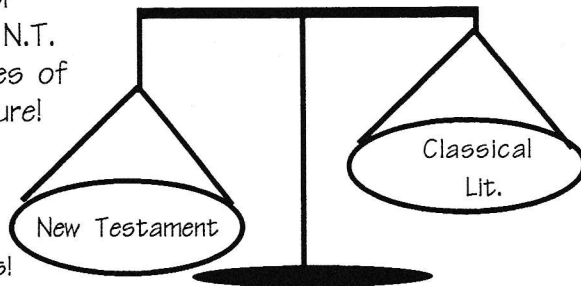
8. What have researchers found when comparing the text of the New Testament with other works of ancient literature?

BIBLIOGRAPHICAL EVIDENCE

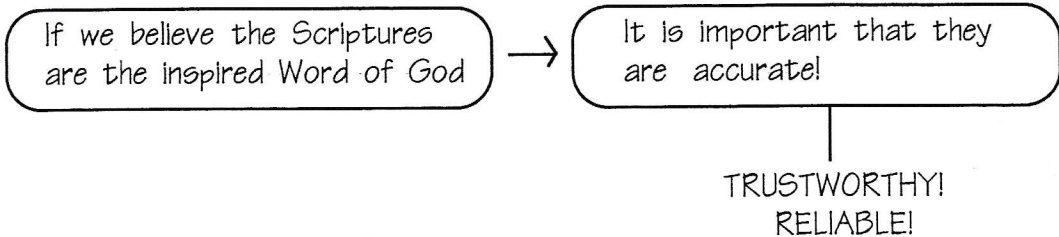
More evidence for reliability of the N.T. Than any 10 pieces of classical literature!

+

More Copies!
5,330 manuscripts!
24,000 copies!



9. Why is it important to consider the reliability of the Scriptures?



CHAPTER 2

The Reliability of Scripture

Read through your lesson carefully, and complete this worksheet to demonstrate you have learned the material.

PART 1: Matching 1 Point each, 5 Points possible.

Match each statement with the most appropriate word or phrase.

- | | |
|--|-------------------------------------|
| _____ 1. Asks if a document was written by eyewitnesses. | A. Strict religious rituals |
| _____ 2. One procedure used to prevent error and preserve the reliability of the Old Testament. | B. Bibliographical Test of Evidence |
| _____ 3. Asks how many copies of this manuscript we have, and how many years were they written after the original documents. | C. External Test of Evidence |
| _____ 4. A key feature that makes the Bible very unique. | D. Internal Test of Evidence |
| _____ 5. Asks if material outside of the document confirms its reliability. | E. It is God-breathed. |

PART 2: Fill in the Blank 1 Point each, 15 Points possible.

Choose the most appropriate word or phrase from the following word list to fill in the blanks for each statement.

- | | | | | |
|--------------|-------------|-----------|-------------|-----------------------|
| original | identical | 200 | confirmed | historical literature |
| eleven | rituals | salvation | much closer | early church fathers |
| disconfirmed | reliability | date | same | life |

- The Bible is the story of God's plan of _____ for mankind.
- The Scriptures answer the deepest questions of _____, such as death, eternity, and man's purpose.
- Old and New Testament documents have been subjected to the _____ standard test of reliability used for other _____.
- We have a great deal of evidence to show that the Bible we have today represents the _____ manuscripts with a very high degree of _____.
- Archaeological discoveries have _____, and never _____ the Bible.
- Virtually all of the New Testament could be reproduced by the 36,000 citations in the writings of the _____. These were written within _____ years of the apostles. From these citations, all but _____ verses of the New Testament could be reproduced.
- Because of the strict religious _____ used by the Scribes in copying the Old Testament, the Old Testament today is virtually _____ to the ancient copies.
- Overwhelming evidence shows the earliest existing manuscripts of the New Testament were written _____ to the _____ of the original writing than almost any other piece of ancient literature.

Back To Basics Memory Work Quiz

Name _____

10 required points possible and
10 extra credit points possible.

Score: _____ Required: _____
Extra Credit: _____

CHAPTER 2

The Reliability of Scripture

Directions:

This quiz is "Closed Book." After committing each verse or quote in your lesson to memory, complete this quiz to demonstrate you have learned the memory work. Write from memory the verses for each of the following references.

Required: (5 points each.)

Quote: Eyewitnesses — F.F. Bruce

Quote: Archaeology — J. P. Moreland

Extra Credit: (5 points each.)

Quote: Evidence — Josh McDowell

2 Peter 1:16

Week 3
CHAPTER 3
The Bible

Objective

After completing this lesson, students will:

- Become familiar with how the uniqueness of the Bible and fulfilled prophecy prove the Bible is the inspired Word of God.
- Understand why God gave us the Bible, and have a renewed respect for the Bible's ability to provide direction for our lives.

Preparation Before Class

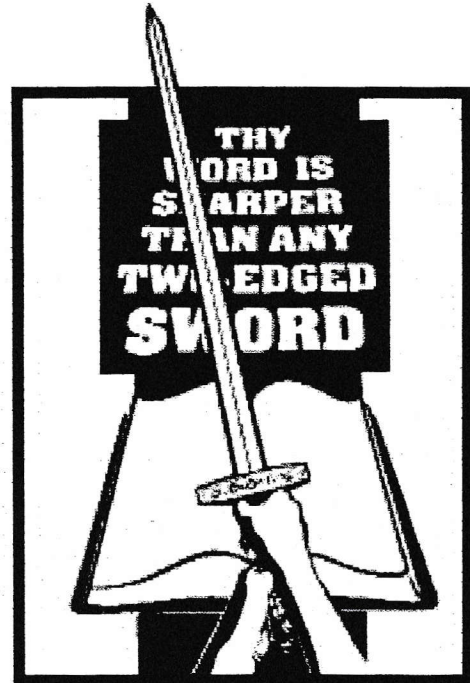
To prepare for teaching this lesson, you will need to complete the following tasks:

1. Read through the Chapter 3 in the *Back To Basics* Textbook, the Chapter 3 Mindmapping Notes in this guide, and fill out this Lesson Plan.
2. Grade papers which students turned in, recording their grades in the Class Records found at the end of this guide.
3. Call any students if necessary.
4. Prepare any copies, crowdbreakers, stories, illustrations and supplemental materials you would like to add to this lesson.

Teaching The Class

1. Announcements:

2. **Return graded Worksheets and Quizes to students.** (All returned papers and supplemental papers should be stored in thir student notebooks.) It is a good idea to reward youth for perfect scores.
3. **Collect Worksheets due from Chapter 2.**
4. **Give students the Memory Work Quiz for Chapter 2.**



Crowd Breaker
Ideas

For All Ages...

1. Divide the class up into two teams, giving each team a sheet of paper and a pencil. Give both teams 5 minutes to write down as many things as they can think of that prove this inspiration of the Bible. See who came up with the most answers. Compare and discuss the answers.

2. Ask for two volunteers to come up to the front. The entire class plays a group of skeptics, asking the volunteers questions (one at a time), regarding whether or not the Bible is the inspired Word of God. The volunteers must attempt to answer the questions.

5. Take Roll.

6. Opening Prayer/Worship: _____

7. Introduce the Lesson:

a. Crowd Breaker Activity, Story, or Illustration: (Optional.)

b. Opening Questions

1. What are some things that make the Bible unique?
2. What do you think it means when we say "inspired by God?"
3. How do you know the Bible is the inspired Word of God?
4. Why do you think God gave us the Bible?
5. _____

c. Words Students Need To Know:

- | | |
|----------------------|-----------------------|
| 1. Inspiration | 5. Canon of Scripture |
| 2. Testament | 6. Gospel |
| 3. Prophet/Prophecy | 7. _____ |
| 4. Messiah/Messianic | 8. _____ |

8. Mindmapping Activity & Chapter Discussion:

Stories or Illustrations To Add:

1. In 303 A.D., the Roman Emperor Diocletian issued an edict to destroy both the Christians and the Bible. In response to the edict, Romans soldiers tore churches to the ground, burned the Scriptures, and tried to free the empire from the hated threat of Christianity and the Bible. Twenty-five years later, the following Emperor, Constantine, commissioned Eusebius to prepare fifty copies of the Scriptures at the government's expense.
2. Voltaire, the noted French skeptic, who died in 1778, predicted that in one hundred years, Christianity would be swept from existence and passed into history. But what has happened? Fifty years after his death, the Geneva Bible Society actually moved into his house, and used his printing press to produce thousands of Bibles worldwide. Voltaire has passed into history—not the Bible!

9. Closing Questions or Thoughts:

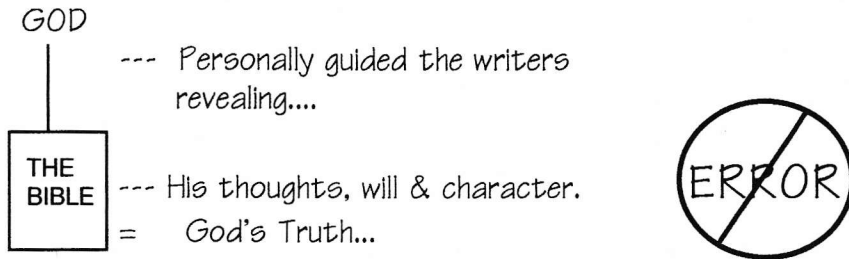
10. Assign Homework:

1. Read through Chapter 4.
2. Complete the Worksheet for Chapter 3.
3. Memorize the verses or quotes for Chapter 3.
4. Encourage students to read their Bible daily. Pass out a copy of the Bible Reading Chart found in this lesson plan and tell students to share the results during the next class.

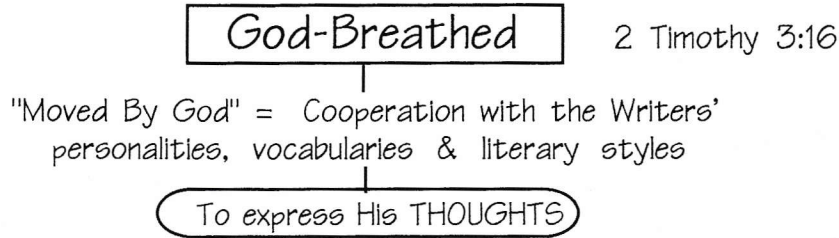
CHAPTER 3

The Bible

1. Why is the Bible the word of God if it was written by man? (2 Peter 1:21, 1 Thess. 2:13)

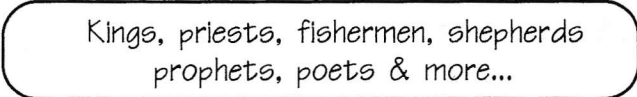


2. What is the meaning of the phrase "inspired by God?" (2 Tim. 3:16, 1 Cor. 2:13, Acts 1:16, 2 Sam. 23:2.)



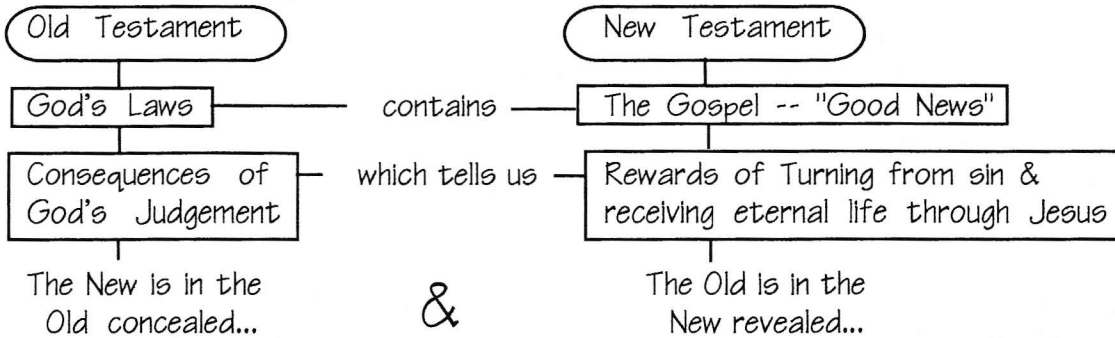
3. How is the Bible unique? Ps. 138:2, Ps. 119:89, 1 Pet. 1:25, 26.)

66 Books --- 1600 yrs. --- 40 Authors --- 3 Languages --- 3 Continents



Many Controversial Subjects --- Yet perfect in unity & harmony.

4. What is the difference between the Old and New Testaments? (Gal. 3:24, Gal. 2:16, John 1:17.)



5. Why did God give us the Bible? (Ps. 119:11, Ps. 119:105, Micah 6:8m 2 Tim. 3:15, Rom. 15:4.)

To Reveal....

1. His plan of salvation.
2. His nature, will & purpose
3. How we can receive salvation & live holy lives.

6. How does fulfilled prophecy demonstrate the inspiration of the Bible?

(Is. 46:9,10, 1 Pet. 1:10,11, 2 Pet. 1:19, Rom. 1:2.)

The Bible is full of PROPHECIES --- God informing us of future events.

Not one prophecy has ever been proven false!

--- Too SPECIFIC to be COINCIDENCE!!

--- Demonstrates remarkable INSPIRATION of the HOLY SPIRIT.

48 major O.T. prophecies concerning the Messiah --- fulfilled in Christ!

7. What is the canon of Scripture? (Luke 24:44,45, John 14:25,26 & 17:20, 2 Pet. 3:16.)

CANON = "Measuring Rod" or "Standard"

Applied only to WRITINGS INSPIRED BY GOD.

8. Who decided which books would be accepted into the Bible?

GOD made the decisions.... Leaders RECOGNIZED which books by using:

CAREFUL GUIDELINES! --- to RECOGNIZE authority of DIVINE INSPIRATION

39 O.T. Books --- established by the time of Jesus

27 N.T. Books --- recognized by early church councils.

9. What guidelines or criteria were used in determining the canon of Scripture?

FALSE BOOKS/WRITINGS --- A threat to the church!

CAREFUL REVIEW --- To RECOGNIZE earmarks of DIVINE AUTHORITY...

1. Authoritative? (Does it claim to be of God?)
2. Prophetic? (Was it written by a servant of God?)
3. Authentic? (Does it tell the truth about God and man?)
4. Dynamic? (Does it possess the life-transforming power of God?)
5. Accepted by God's people? (As from God?)

CHAPTER 3

The Bible

Read through your lesson carefully, and complete this worksheet to demonstrate you have learned the material.

PART 1: Matching 1 Point each, 5 Points possible.

Match each statement with the most appropriate word or phrase.

- | | |
|--|------------------------------|
| _____ 1. Inspired by God | A. God |
| _____ 2. People from all walks of life. | B. The writers of the Bible |
| _____ 3. The Gospel | C. Measuring Rod or Standard |
| _____ 4. The Canon of Scripture | D. God-breathed |
| _____ 5. Decided which books would be in the Bible | E. Good News |

PART 2: Fill in the Blank 1 Point each, 15 Points possible.

Choose the most appropriate word or phrase from the following word list to fill in the blanks for each statement.

- | | | | | |
|--------|-------------|-------|---------------|-----------|
| will | dynamic | 1600 | authoritative | prophetic |
| 66 | inspiration | three | character | authentic |
| guided | false | 48 | accepted | Messiah |

- The Bible was given by _____ of God, meaning God personally _____ the writers of the Bible to write down his words and thoughts , revealing His _____ and divine _____.
- The Bible is _____ different books, written over a _____ year period by over 40 different authers, in _____ languages on three continents.
- Not even one Bible prophecy has ever been proven _____ , demonstrating the remarkable inspiration of the Holy Spirit.
- There are _____ major Old Testament prophecies concerning the _____ which are fulfilled in Christ.
- The guidelines used in accepting or rejecting the books to be included in the canon of Scripture were as follows:
 - Is it _____ — does it claim to be of God?
 - Is it _____ — was it written by a servant of God?
 - Is it _____ — does it tell the truth about God, man, etc?
 - Is the book _____ — does it possess the life-transforming power of God?
 - Is it _____ by the people of God for whom it was originally written — recognized as being from God?

Back To Basics Memory Work Quiz

10 required points possible and
10 extra credit points possible.

Name _____

Score: Required: _____

Extra Credit: _____

CHAPTER 3
The Bible

Directions:

This quiz is "Closed Book." After committing each verse or quote in your lesson to memory, complete this quiz to demonstrate you have learned the memory work. Write from memory the verses for each of the following references.

Required: (Worth 4 points, 4 points and 2 points, respectively.)

2 Timothy 3:16

All Scripture

2 Peter 1:21

For prophecy

Psalm 119:11

I have

Extra Credit: (Worth 5 points each.)

Romans 15:4

For everything

Galatians 3:24

So the law

Week 4
CHAPTER 4

The Existence of God

Objective

After completing this lesson, students will:

- Understand that God is the uncaused cause of all things.
- Understand why the universe could not have been created by chance.
- Understand that God took the initiative to make His existence known to us through physical nature, human nature, in Scripture and in Christ.
- Be able to identify evidence or proofs of God's existence, based on the arguments from creation, design and the moral law.

Preparation Before Class

To prepare for teaching this lesson, you will need to complete the following tasks:

1. Read through the Chapter 4 in the *Back To Basics* Textbook, the Chapter 4 Mindmapping Notes in this guide, and fill out this Lesson Plan.
2. Grade papers which students turned in, recording their grades in the Class Records found at the end of this guide.
3. Call any students if necessary.
4. Mail any correspondence if necessary.
5. Prepare any crowdbreakers, stories, illustrations and supplemental materials you would like to add to this lesson.

Teaching The Class

1. Announcements:

2. Return graded Worksheets and Quizes to students.
3. Collect Worksheets due from Chapter 3.

The Heavens
declare the glory
of



the skies proclaim the work
of His hands... Psalm 19:1

Crowd Breaker Ideas

For All Ages...

1. Divide the class into two teams. Give each team a pencil and piece of paper. Each team has five minutes to discuss and list as many evidences as they can that they believe offer proof of God's existence. The team with the longest list wins.

2. Ask for two volunteers. One student plays the skeptic, and the other the Christian. Let them debate one another in front of the class about whether or not we can really know if God exists.

4. Give students the Memory Work Quiz for Chapter 3.

5. Take Roll.

6. Opening Prayer/Worship: _____

- a. Ask students to share how they did on their Bible reading assignment during the week. Pray for the students to learn discipline in reading the Bible.

7. Introduce the Lesson:

- a. Crowd Breaker Activity, Story, or Illustration: (Optional.)

b. Opening Questions

- 1. Can we really know that God exists? How or why?
- 2. Can you list some of the things that prove God's existence?
- 3. _____

c. Words Students Need To Know:

- | | |
|--------------------|-----------|
| 1. Revelation | 4. Chance |
| 2. Physical Nature | 5. _____ |
| 3. Human Nature | 6. _____ |

8. Mindmapping Activity & Chapter Discussion:

Stories or Illustrations To Add:

9. Closing Questions or Thoughts:

10. Assign Homework:

- 1. Read through Chapter 5.
- 2. Complete the Worksheet for Chapter 4.
- 3. Memorize the verses or quotes for Chapter 4 to prepare for the Memory Work Quiz.

CHAPTER 4

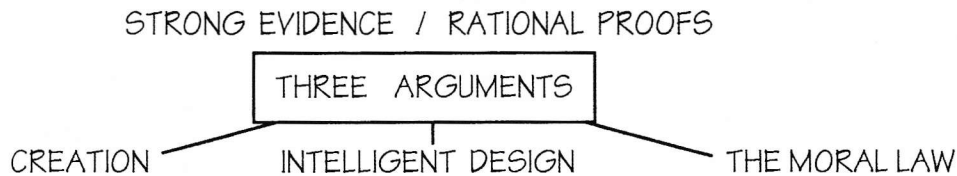
The Existence of God

1. How do we know God exists?(Rom. 1:18-20, Ps. 19:1-4, Rom. 2:12-15, 2 Tim. 3:16, Heb. 4:12, Heb. 1:3, 1 John 1:1,2.)

God took the initiative & REVEALED HIMSELF:

1. General Revelation ---- Outside Bible ---- physical nature + human nature
2. Special Revelation ---- Inside Bible ---- Jesus Christ + Scripture

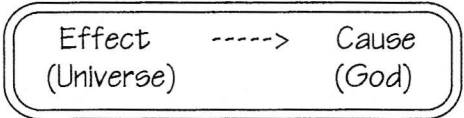
2. What evidence or proofs can be offered for the existence of God?



3. What is the argument from creation to prove the existence of God?

The "LAW OF CAUSE & EFFECT" ---- The world did not create itself. "CAUSED"

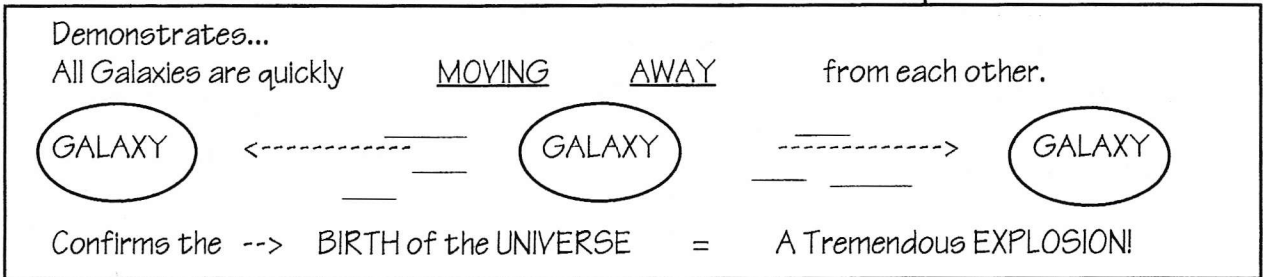
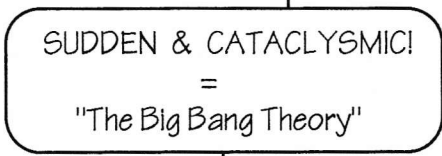
- A. For every effect ----> there is a cause.
- B. The universe = An effect
- C. Therefore ---- The UNIVERSE has a CAUSE.



4. How is science in agreement with the Bible that the universe is not eternal? (Gen. 1:1 & 3, Ps. 102:25.)

SCIENTISTS agree -----> The Universe had a BEGINNING.

Astronomists' Studies confirm ----->



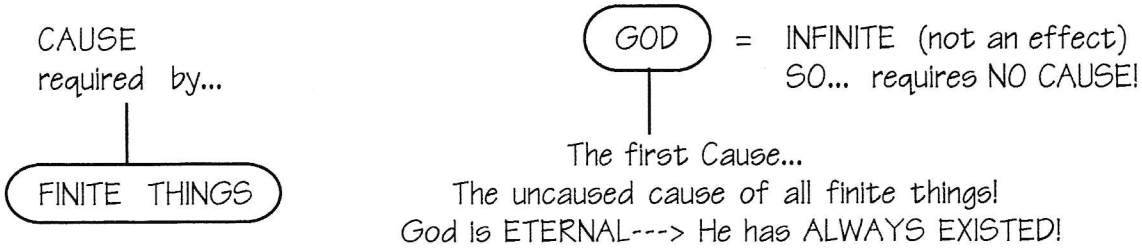
5. Could the universe have been created by chance?

CHANCE = mathematical probability
 IS NOT Anything... It is NOTHING!
 -- Therefore, CAN'T DO Anything!



CHANCE cannot create! IRRATIONAL!
 That would say something is created out of NOTHING, or self-created.
 It would have to BE ---- before it IS...

6. If everything needs a cause, who caused God? (Ps. 90:1-2)



7. What is the argument from design to prove the existence of God? (Ps. 102:25, Ps. 8:3-4, Job 26:7.)

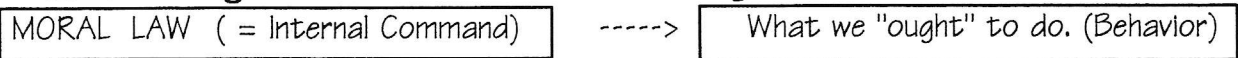
LAWS OF SCIENCE -----> made possible by DESIGN & ORDER...



- A. All DESIGNS imply ----> A DESIGNER.
- B. There is great DESIGN ----> in the UNIVERSE.
- C. Therefore ----> There MUST BE a GREAT DESIGNER of the UNIVERSE!

.... Even EVOLUTIONISTS must ASSUME some sort of DESIGN to explain theory of EVOLUTION!

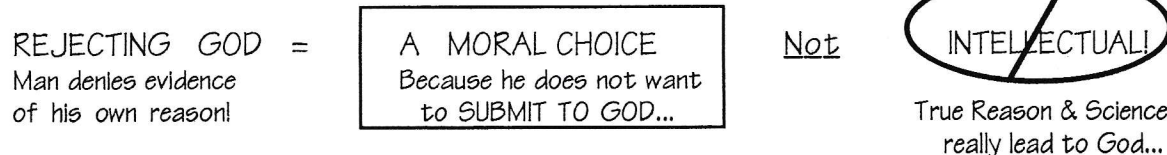
8. What is the argument from the moral law to prove the existence of God?



- A. ALL PEOPLE are conscious of a MORAL LAW.
- B. MORAL LAWS imply a MORAL LAWGIVER.
- C. Therefore, there must be a SUPREME MORAL LAWGIVER.

9. If the evidence is so clear, why do many intelligent people reject the existence of God? (2 Cor. 4:4, John 3:19-20.)

ORIGINAL SIN -----> SEPARATES US from -----> GOD



CHAPTER 4

The Existence of God

Read through your lesson carefully, and complete this worksheet to demonstrate you have learned the material.

PART 1: Matching 1 Point each, 5 Points possible.

Match each statement with the most appropriate word or phrase.

- | | |
|---|-----------------------------|
| _____ 1. Comes through physical and human nature. | A. Special revelation |
| _____ 2. Comes through Jesus Christ and Scripture. | B. Law of cause and effect |
| _____ 3. Every effect must be produced by a cause. | C. Chance |
| _____ 4. "A" cannot be "non-A" at the same time and in the same relationship. | D. General revelation |
| _____ 5. Cannot "do" anything because it is "not" anything. | E. Law of non-contradiction |

PART 2: Fill in the Blank 1 Point each, 15 Points possible.

Fill in the blanks of each statement with the most appropriate word or phrase from the following word list.

- | | | | | |
|------------|-----------|-----------|----------------|--------------------|
| irrational | moral law | beginning | uncaused cause | intelligent design |
| caused | first | Himself | moral | suddenly |
| nature | behavior | nothing | intellectual | creation |

- God chose to reveal _____ in two ways: through general revelation and special revelation.
- The three most popular arguments offering evidence or proof of God's existence are the arguments from _____, _____, and _____.
- The argument from creation to prove God's existence states the world had to be _____ by something.
- Science and the Bible agree that the universe had a _____, and is not eternal.
- Recent studies in astronomy have provided evidence that the earth came into existence _____, at a point in time.
- To say the universe was created by chance is to say that it was created by _____, or was self-created. Self-creation is _____ because for something to create itself, it must "be" before it "is."
- God is infinite and He is the _____ of all finite things. He is the _____ cause.
- The argument from design shows that the complex design and order in _____ implies an intelligent designer.
- The argument from the moral law points to a universal standard of _____, that is shown to exist in all people throughout history, regardless of their culture or religion.
- When a person chooses to reject God, they do so, not for _____ reasons, but for _____ reasons.

Back To Basics Memory Work Quiz

Name _____

10 required points possible and
10 extra credit points possible.

Score: Required: _____
Extra Credit: _____

CHAPTER 4
The Existence of God

Directions:

This quiz is "Closed Book." After committing each verse or quote in your lesson to memory, complete this quiz to demonstrate you have learned the memory work. Write from memory the verses for each of the following references.

Required: (Worth 4 points, 3 points, and 3 points, respectively.)

Quote: The Cause of the Universe... — Norman Geisler

Quote: The Great Designer... — Norman Geisler

Quote: The Moral Law... — Norman Geisler

Extra Credit: (Worth 5 points each.)

Quote: Nature and Design... — R.C. Sproul

Quote: God Taking Initiative... — Dan Story

Week 5
CHAPTER 5

God's Nature & Attributes

Objective

After completing this lesson, students will:

- Know Who God is.
- Be able to identify the attributes of God.
- Have a basic understanding of the Trinity.

Preparation Before Class

To prepare for teaching this lesson, you will need to do the following:

1. Read through the Chapter 5 in the *Back To Basics* Textbook, the Chapter 5 Mindmapping Notes in this guide, and fill out this Lesson Plan.
2. Grade papers which students turned in, recording their grades in the Class Records found at the end of this guide.
3. Call any students if necessary.
4. Mail any correspondence if necessary.
5. Prepare any crowdbreakers, stories, illustrations and supplemental materials you would like to add to this lesson.

Teaching The Class

1. Announcements:

2. Return graded Worksheets and Quizes to students.
3. Collect Worksheets due from Chapter 3.
4. Give students the Memory Work Quiz for Chapter 3.
5. Take Roll.



Crowd Breaker Ideas For All Ages...

1. Divide the class into two teams. Give each team a pencil and piece of paper. Each team has five minutes to discuss and list as many attributes of God as they can. The team with the longest list wins.
2. Let students volunteer testimonies of how God has demonstrated a particular attribute of His character in their personal lives.



6. Opening Prayer/Worship: _____

7. Introduce the Lesson:

a. Crowd Breaker Activity, Story, or Illustration: (Optional.)

b. Opening Questions

1. Who is God?
2. Can you list some of the attributes of God?
3. Tell how has God made one or more of His attributes known in your life.
4. _____

c. Words Students Need To Know:

- | | |
|----------------|---------------|
| 1. Infinite | 5. Omniscient |
| 2. Eternal | 6. Trinity |
| 3. Omnipotent | 7. _____ |
| 4. Omnipresent | 8. _____ |

8. Mindmapping Activity & Chapter Discussion:

Stories or Illustrations To Add:

9. Closing Questions or Thoughts:

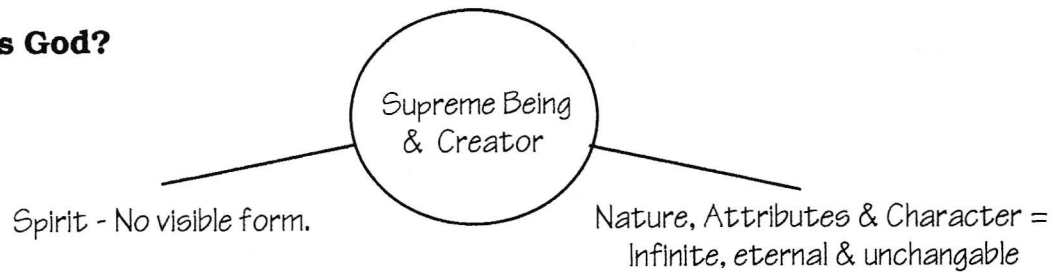
10. Assign Homework:

1. Review the Mindmapping Notes for Chapters 1 - 6, to prepare for *The Stand For Truth Game* next week.
2. Complete the Worksheet for Chapter 5.
3. Memorize the verses or quotes for Chapter 5 to prepare for the Memory Work Quiz.

CHAPTER 5

God's Nature & Attributes

1. Who is God?



2. What are God's attributes?

A.	Infinite	-	No Boundaries, or space & time limits Greatness can't be measured!
B.	Eternal	-	Self-existent. No beginning or end. Has the power of "being" within Himself.
C.	Unchangeable	-	Not affected by circumstance. True to His Word. Won't contradict Himself.
D.	Omnipotent	-	All powerful. Nothing can happen unless He allows it.
E.	Omnipresent	-	Without form - invisible. Unlimited by space. Fully present-everywhere-at the same time
F.	Omniscient	-	Knows everything! Nothing happens He doesn't know about.
G.	Holy	-	Pure & Without Sin. The Standard of ethical & moral purity.
H.	Just	-	Fair & impartial. No favoritism.
I.	Faithful	-	Absolutely trustworthy. Keeps His Word.
J.	Good	-	Benevolent & kind. Unselfish concern for well-being of those He loves.
K.	Merciful	-	Compassionate. Kind-hearted & forgiving.
L.	Love	-	Character & nature a reflection of genuine love. - The embodiment of Love.

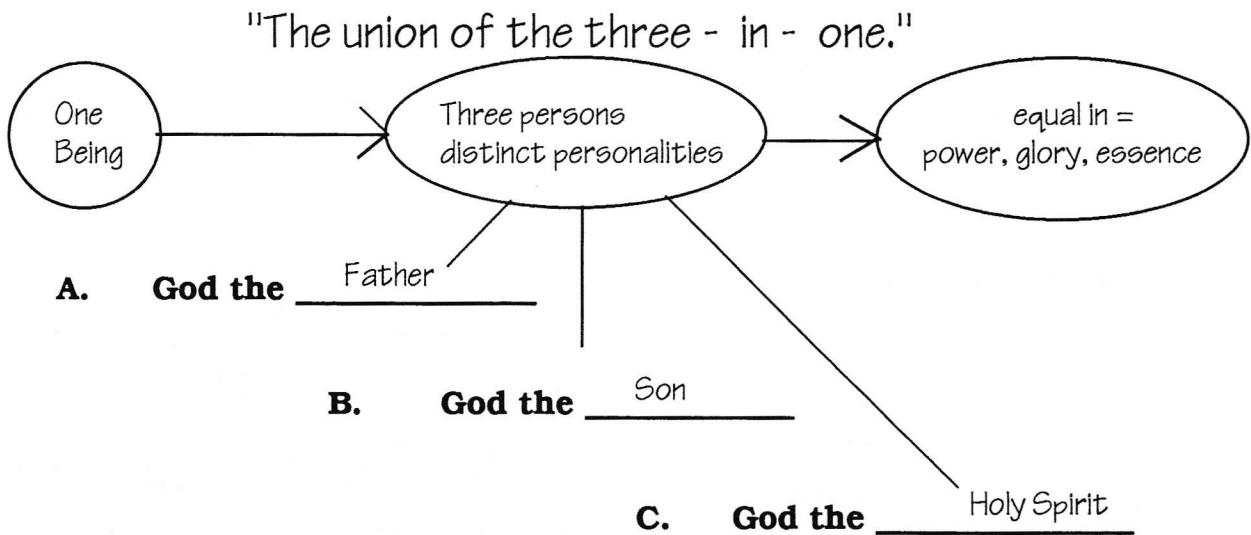
3. Is there more than one God?

NO!

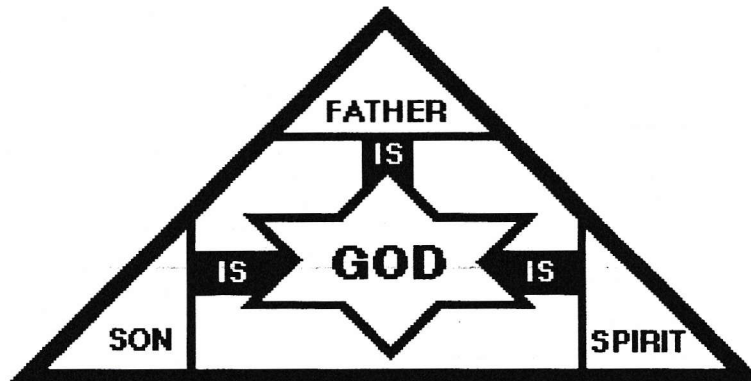
Other so-called Gods
are really false Gods!

Only ONE
true and living God!

4. What is the Trinity?



Diagram



CHAPTER 5
God's Nature & Attributes

Read through your lesson carefully, and complete this worksheet to demonstrate you have learned the material.

PART 1: Matching 1 Point each, 10 Points possible.

Match each statement with the most appropriate word or phrase.

- | | |
|---|-----------------|
| _____ 1. God is all powerful. | A. Infinite |
| _____ 2. God has no beginning or end. | B. Omnipresent |
| _____ 3. God knows everything. | C. Unchangeable |
| _____ 4. God has no boundaries. | D. Omnipotent |
| _____ 5. God is fully present everywhere at the same time. | E. Eternal |
| _____ 6. God will never contradict his own Word or character. | F. Omniscient |
| _____ 7. God is compassionate, kind-hearted and forgiving. | G. Holy |
| _____ 8. God is absolutely trustworthy. | H. Just |
| _____ 9. God is fair and impartial. | I. Faithful |
| _____ 10. God is absolutely pure and without sin. | J. Merciful |

PART 2: Fill in the Blank 1 Point each, 10 Points possible.

Fill in the blanks of each statement with the most appropriate word or phrase from the following word list.

Trinity Spirit Son visible Holy Spirit
false gods persons power glory one

1. God is _____. He is the Supreme Being who is without a _____ form.
2. There is only _____ true and living God.
3. Some recognize other things by the word "god", but these are idols and _____.
4. _____ means the "union of the three in one."
5. God is one divine being, but He exists as three distinct _____.
6. These three distinct personalities are the Father, the _____ and the _____.
7. They are of the same essence (nature or substance), and are equal in _____ and _____.

Back To Basics Memory Work Quiz

Name _____

10 required points possible and
10 extra credit points possible.

Score: _____ Required: _____
Extra Credit: _____

CHAPTER 5
God's Nature & Attributes

Directions:

This quiz is "Closed Book." After committing each verse or quote in your lesson to memory, complete this quiz to demonstrate you have learned the memory work. Write from memory the verses for each of the following references.

Required: (Worth 3 points, 3 points, and 4 points, respectively.)

John 4:24

God

Isaiah 45:5

I am

Matthew 28:19

Therefore

Extra Credit: (Worth 5 points each.)

Psalm 139:7-8

Where

Isaiah 43:10,11

Before

Week 6
REVIEWING CHAPTERS 1-5

The Stand For Truth Game

Objective

By playing *The Stand For Truth Game* during this class, students will:

- Review the key teachings they have learned from chapters 1-5.
- Gain the confidence of knowing what they believe and why, by practicing defending their faith in a friendly and positive atmosphere.



Preparation Before Class

To prepare for teaching this lesson, you will need to do the following:

1. Read Section 4, *The Stand For Truth Game*, for information on the various ways to play this game.
2. Assemble *The Stand For Truth Game* cards for chapters 1 - 5.
3. Grade papers which students turned in, recording their grades in the Class Records found at the end of this guide.
4. Call any students if necessary.
5. Mail any correspondence if necessary.
6. Prepare any snacks, munchies, drinks, and rewards for the winning team.

Teaching The Class

1. Announcements:

2. Return graded Worksheets and Quizzes to students.
3. Collect Worksheets due from Chapter 5.
4. Give students the Memory Work Quiz for Chapter 5.



***Suggestions
For All Ages...***

1. Consider offering healthy refreshments the whole class will enjoy on the days your group plays the Stand For Truth Game. This will create a more relaxed atmosphere, and contribute to each student having a positive experience in learning how to defend their faith.

2. Consider providing a reward to each member of the winning team. This will encourage a little bit of healthy competition between classmates.

5. **Take Roll.**

6. **Opening Prayer/Worship:** _____

7. **Play The Stand For Truth Game.** (Refer to Section 4 to decide how you are going to play the game.)

8. **Assign Homework:**

1. For those who have not already done so, read through Chapter 6.

Week 7
CHAPTER 6

*Creation &
the Fall of Man*

Objective

After completing this lesson, students will:

- Understand the Biblical definition of creation and how the theory of evolution contradicts this definition.
- Understand the purpose of angels, and how Lucifer fell and took one third of the angels with him.
- Know the primary purpose of man and why God created mankind.
- Understand how mankind fell into sin, and how God offered man a way to be cleansed of his sin and restore his fellowship with God.
- Know that the temptations we face today have the same three elements as the temptations faced by Lucifer, Adam and Eve.

Preparation Before Class

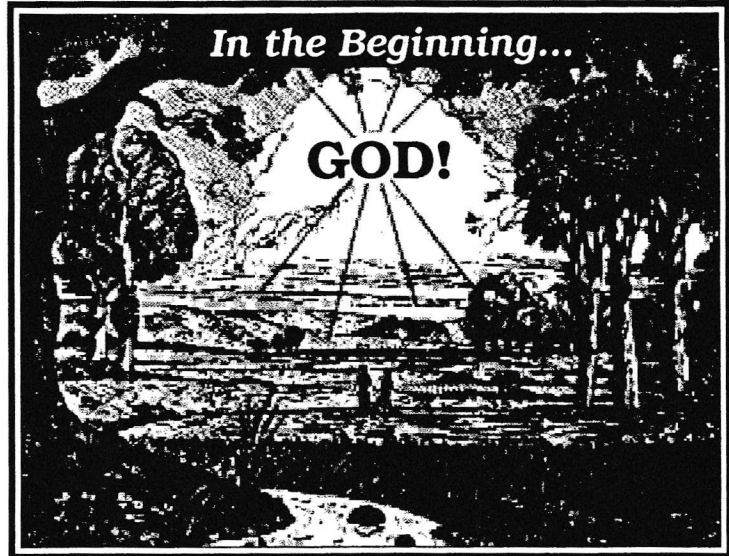
To prepare for teaching this lesson, you will need to do the following:

1. Read through the Chapter 6 in the *Back To Basics* Textbook, the Chapter 6 Mindmapping Notes in this guide, and fill out this Lesson Plan.
2. Grade papers which students turned in, recording their grades in the Class Records found at the end of this guide.
3. Call any students if necessary.
4. Mail any correspondence if necessary.
5. Prepare any crowdbreakers, stories, illustrations and supplemental materials you would like to add to this lesson.

Teaching The Class

1. Announcements:

- a. The Creation Research Institute Tour is fast approaching—scheduled for _____. (NOTE: This can



Crowd Breaker

Ideas

For All Ages...

1. Divide the class into two teams. Give each team a pencil and piece of paper, telling them they have five minutes to list reasons why creation is true and evolution is false as they can. The team with the longest list wins.

2. Let students volunteer testimonies of how God has shown them that the Biblical creation account is true.



be a video only tour. However, if you are located close to the museum, you will want to take your class through a museum tour. These tours book well in advance, so call early to schedule! See *The Institute For Creation Research Tour*, in Section 5, for details on ordering the video and museum location.

2. Return graded Worksheets and Quizes to students.

3. Collect any Worksheets from Chapters 1 - 5 which haven't been turned in.

3. Take Roll.

4. Opening Prayer/Worship: _____

5. Introduce the Lesson:

a. Crowd Breaker Activity, Story, or Illustration: (Optional.)

b. Opening Questions

1. How many of you grew up believing in some form of evolution?

2. Why do you think God created mankind?

3. _____

c. Words Students Need To Know:

1. Evolution

4. Lucifer/Satan

7. Temptation

2. Transitional form

5. Sin

8. _____

3. Angel

6. Demons

9. _____

6. Mindmapping Activity & Chapter Discussion:

a. Stories or Illustrations To Add:

7. Closing Questions or Thoughts:

8. Assign Homework:

1. Read through Chapter 7.

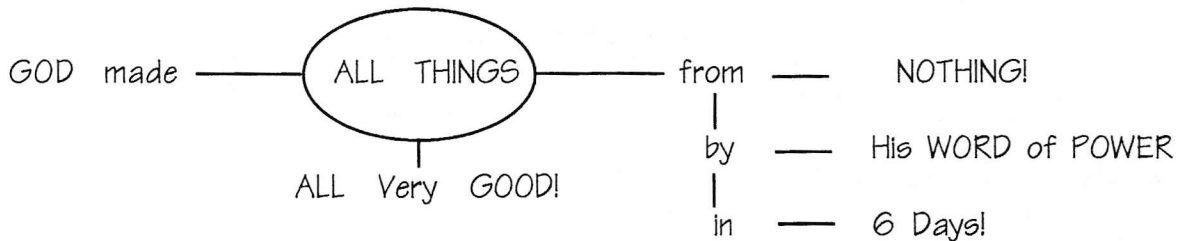
2. Complete the Worksheet for Chapter 6.

3. Memorize the verses or quotes for Chapter 6 to prepare for the Memory Work Quiz.

CHAPTER 6

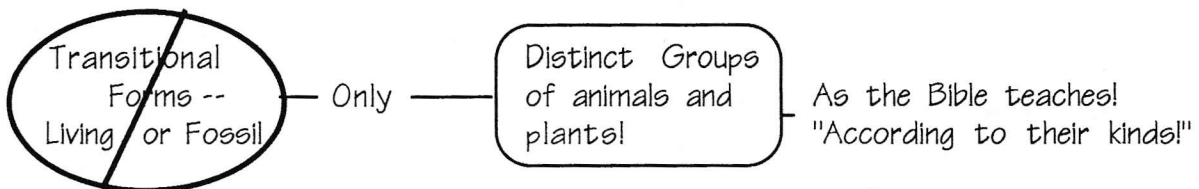
Creation & the Fall of Man

1. What is the work of creation? (Gen. 1:1 & 31, Heb. 11:3, Col. 1:16-17.)



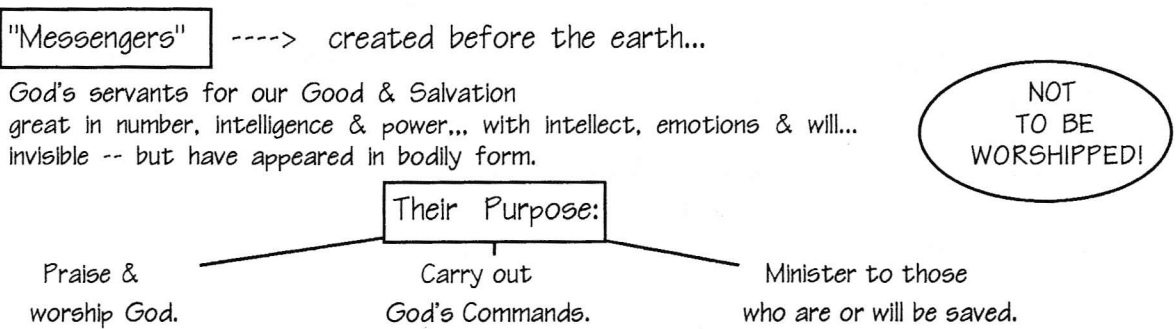
2. Is it possible that God used evolution to create the world? (Gen. 1:21, 24, Gen. 2:7.)

NO! Who will you believe? The words of... GOD --- Who was there...
 There are NO or... Man --- Who was NOT!



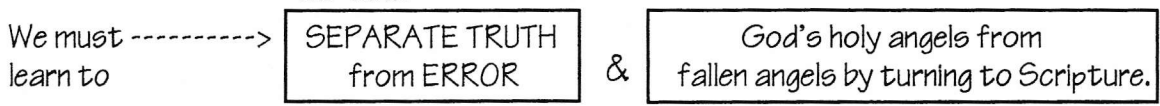
Man did not EVOLVE ----> He was **FULLY FORMED** by a direct act of God!

3. What are angels and what is their purpose?

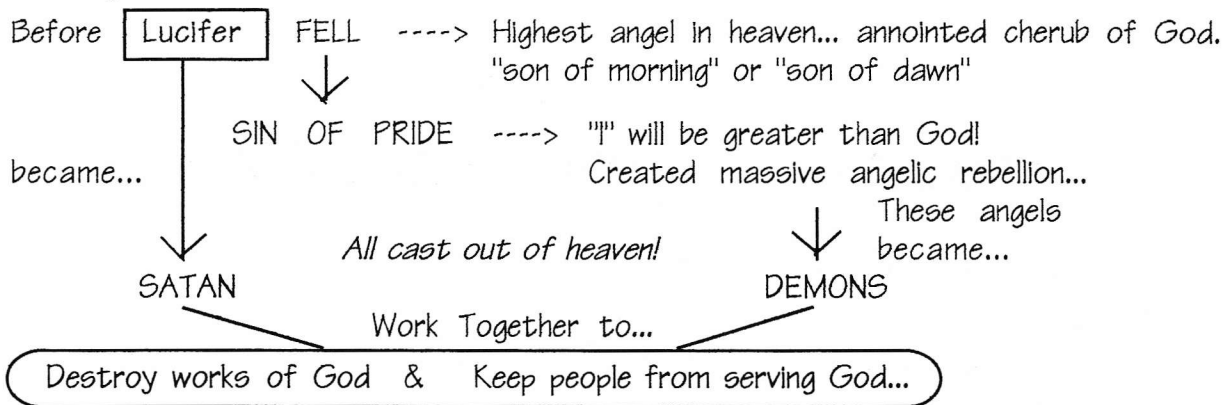


4. Is it dangerous to become too angel conscious?

YES! Fosters spirituality without sin, guilt & God... (NEW AGE MOVEMENT!)
 Angels contacted by occultic means who bring "revelations contradicting the Bible."



5. What does the Bible tell us about the fall of Lucifer (or Satan), and the angels who followed him?



6. How did God create mankind?

After His Own Likeness ----> Male & Female
 Intelligence
 Free Will
 Morally Good / State of Innocence
 Dominion over all the creatures

7. What is the chief purpose of man?

To GLORIFY!!! **GOD** & Enjoy HIM Forever!

8. How did mankind fall into sin?

1. QUESTIONED God's WORD!
2. Willfully IGNORED God's INSTRUCTIONS!

Temptation by Satan:
 What did God REALLY say?

9. What are the three areas of temptation that mankind deals with?

1. LUST (Cravings) of the flesh (sinful man).
2. LUST (Cravings) of the eyes (things we see).
3. Pride (Boasting) of life (what man has and does).

Causes sin:
 "Harmarita"
 To miss the mark..."

10. What are the consequences of sin entering the world?

1. Spiritual death = separation from God.
2. Sickness
3. Physical death
4. Hard physical labor & sorrow ---> including pain in childbirth...

11. How did God offer mankind a way out of his state of sin and separation?

The NEW COVENANT of GRACE

Provides Mankind with a **REDEEMER!** to deliver us from sin!

CHAPTER 6
Creation & the Fall of Man

Read through your lesson carefully, and complete this worksheet to demonstrate you have learned the material.

PART 1: Matching 1 Point each, 5 Points possible.

Match each statement with the most appropriate word or phrase.

- | | |
|--|---|
| _____ 1. Man's primary purpose | A. Demons |
| _____ 2. Angels who fell | B. The sin of pride |
| _____ 3. Lucifer's downfall | C. Questioned God's Word & ignored His instructions. |
| _____ 4. Man's downfall | D. To glorify God and enjoy Him. |
| _____ 5. What satan and his demons try to do | E. Destroy God's works and keep man from serving God. |

PART 2: Fill in the Blank 1 Point each, 15 Points possible.

Fill in the blanks of each statement with the most appropriate word or phrase from the following word list.

nothing	greater	eyes	highest angel	transitional form
own kind	rebellion	all things	free will	Word of Power
messenger	flesh	boastful pride	Redeemer	spiritual death

1. In the work of creation, God made _____ from _____ by His _____.
2. We can tell others that evolution is not a proven fact of science because science has never found even one _____ proving evolution between any species of animal or plant.
3. By observing creation, we find God created all life after its _____ just as He said in His Word.
4. The word angel means "_____." Angels are God's servants for our good and salvation.
5. Before lucifer fell, he was the _____ in heaven.
6. Lucifer declared in his pride that he wanted to be _____ than God.
7. Lucifer created a massive _____ in heaven. The angels who followed him became demons when God cast them out of heaven.
8. God created mankind in His own image, with intelligence and a _____.
9. The three areas of temptation mankind deals with include the lust or cravings of the _____ of the _____, and the _____ of life.
10. The consequences of sin entering the world include _____ which is separation from God, sickness, physical death, hard labor and sorrow.
11. God provided us a way out of our state of sin and separation when He provided us with a _____.

Back To Basics Memory Work Quiz

Name _____

10 required points possible and
10 extra credit points possible.

Score: Required: _____
Extra Credit: _____

CHAPTER 6
Creation & the Fall of Man

Directions:

This quiz is "Closed Book." After committing each verse or quote in your lesson to memory, complete this quiz to demonstrate you have learned the memory work. Write from memory the verses for each of the following references.

Required: (Worth 5 points each.)

Romans 5:12

Therefore,

2 Corinthians 5:21

God

Extra Credit: (Worth 5 points each.)

1 Corinthians 10:31

So whatever

Hebrews 11:3

By faith

Weeks 8 & 9
CHAPTER 7

Creation or Evolution?

Objective

After completing this 2-week lesson, students will:

- Be able to identify how the theory of evolution conflicts with both the Biblical account of creation, and many of the key laws of science.
- Be able to explain why creation and evolution cannot both be true.
- Know the key factors which discredit the theory of evolution.
- Be able to compare and contrast the young and old earth theories.
- Have considered one possible theory regarding what happened to the dinosaurs.



Preparation Before Class

To prepare for teaching this lesson, you will need to do the following:

1. Read through the Chapter 7 in the *Back To Basics* Textbook, the Chapter 7 Mindmapping Notes in this guide, and fill out this lesson plan.
2. Grade papers which students turned in, recording their grades in the Class Records found at the end of this guide.
3. Call any students if necessary.
4. Mail any correspondence if necessary. You may want to mail a postcard or flyer about the *Institute For Creation Research* Tour. (See *Samples & Stuff to Help You* in Part A, Section 9.)
5. Prepare any crowdbreakers, stories, illustrations and supplemental materials you would like to add to this lesson.

Teaching The Class

1. Announcements:

- a. The *Institute for Creation Research* Tour. Date: _____

Crowd Breaker Idea... For All Ages..

1. Look in the Institute for Creation Research Video Catalog, and choose a short video to show to your class on the Creation Vs. Evolution debate.

You may want to show some of it this week, and some the next week. Discuss the video as a class.

2. Have a few students share with the class their different experiences they in debating with others about the creation vs. evolution. Have fellow classmates respond and give advice to help students deal effectively with future confrontations.

-
-
2. Return graded Worksheets and Quizes to students.
 3. Collect Worksheets due from Chapter 6.
 4. Give students the Memory Work Quiz for Chapter 6.
 5. Take Roll.
 6. Opening Prayer/Worship: _____

7. Introduce the Lesson:

- a. Crowd Breaker Activity, Story, or Illustration: (Optional.)

b. Opening Questions

1. Can anyone explain whether or not creation and evolution could both be true?
2. Why is evolution illogical?
3. _____

c. Words Students Need To Know:

- | | | | |
|-------------------|-----------------------|-----------------|----------|
| 1. Fossil Record | 3. Theistic Evolution | 5. palaentology | 7. _____ |
| 2. Thermodynamics | 4. ancestor | 6. geology | 8. _____ |

8. Mindmapping Activity & Chapter Discussion:

Stories or Illustrations To Add:

9. Closing Questions or Thoughts:

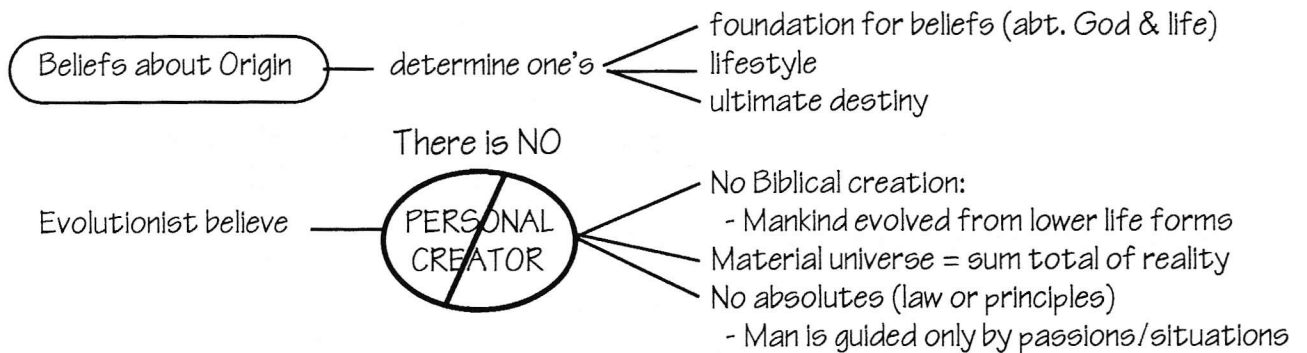
10. Assign Homework: (Due on Week 11. Date: _____)

1. Read through Chapter 8.
2. Complete the Worksheet for Chapter 7.
3. Memorize the verses or quotes for Chapter 7 to prepare for the Memory Work Quiz.

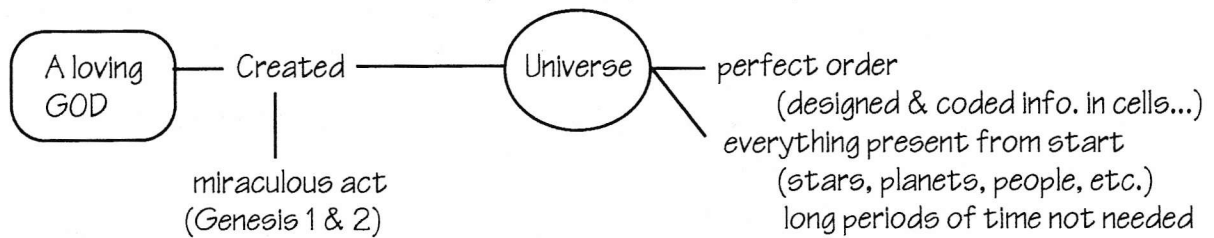
CHAPTER 7

Creation or Evolution?

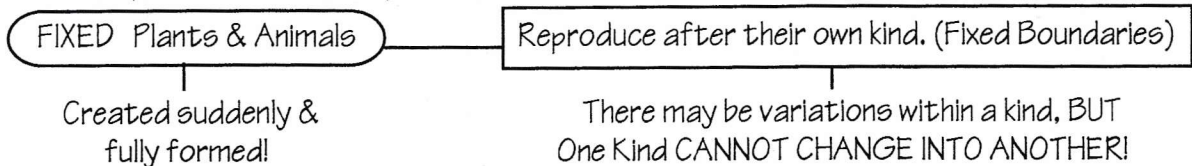
1. Why is the issue of creation / evolution so important?



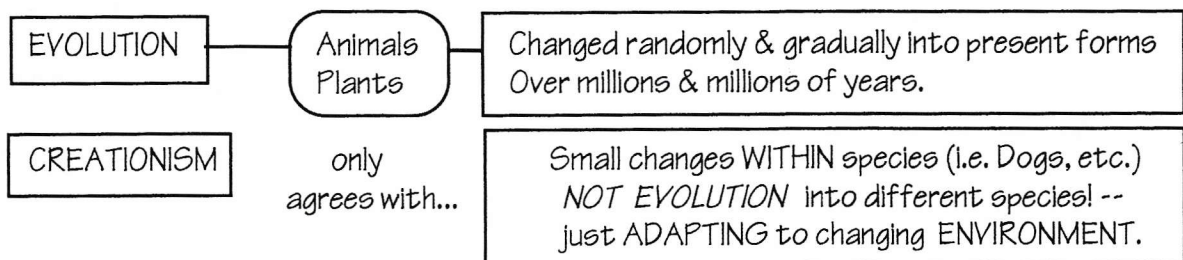
2. What is biblical creationism?(Gen. 1:1,3, Ps. 102:25.)



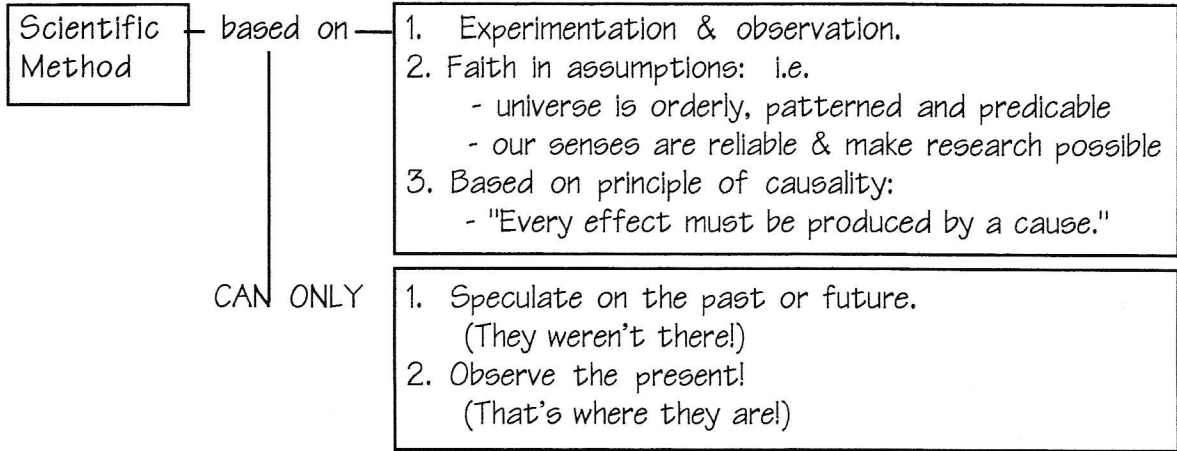
3. What is significant about the phrase in Genesis "according to their kinds?" (Gen. 1:11,21 & 24.)



4. What is the theory of evolution?



5. What is science, and what are its limits?



THEREFORE... Since evolution is about the PAST, it is only a subjective THEORY --- NOT ESTABLISHED FACT!

6. Are scientists always objective?

NO! (Only Human!) — Preconceived notions & ideas.
 — Influenced by opinions of other so-called "experts."
 — If not Christian --> NATURALISTIC VIEW of Origins (Since CREATION does NOT support their hypothesis, - they SUPPRESS EVIDENCE supporting it!)

7. How could so many scientists and educators be wrong in their belief in evolution? (John 3:19,20, and Rom. 1:22,25.)

- 1. They NEVER OBJECTIVELY EXAMINED the Creationist viewpoint!
- 2. They DISCARD EVIDENCE unacceptable to their NATURALISTIC WORLD-VIEW. i.e. Evidence pointing to a supernatural GOD!

8. Does the evidence found in the fossil record support the theory of evolution?

NO! There are NO... (We don't observe...)

~~TRANSITIONAL FORMS between Species~~

living or fossil! (Darwin even noted this!)

Fossil Record (What we do observe!) — SUPPORTS BIBLICAL CREATION — We find... (Species after their own kind!)

9. How does the theory of evolution contradict the laws of thermodynamics? (Ecc. 3:14.)

1. 1st LAW OF THERMODYNAMICS = *The Law of Conservation of Energy*

- "MATTER & ENERGY can be TRANSFORMED but NOT DESTROYED."
- Amount of energy in universe remains constant... doesn't change.

EVOLUTION CONTRADICTS THIS! Says creation is a CONTINUING PROCESS.

- With increasing organization & development... (Increasing order.)
- Yet there is NO EVIDENCE of this process! (Just increasing disorder!)

2. 2nd LAW OF THERMODYNAMICS = *(Implies a creator!)*

- "The amount of USABLE ENERGY in any closed system is DECREASING."
- Restated ---> Everything goes from ORDER to DISORDER...
- ie. Universe, a closed system, is running down.
Living things grow old and die! Non-living things break down!

EVOLUTION CONTRADICTS THIS!

- Says Universe progresses from DISORDER to ORDER!
- CANNOT produce ANY EVIDENCE to show that matter progresses from a nonliving, disorganized state to a living, organized state!

10. Could evolution and creation both be true? (Gen. 1-2, 1 Cor. 15:28-29.)

NO! "THEISTIC EVOLUTION" contradicts BOTH...

1. Scripture
2. The Basic Laws of Science

Scripture & EVOLUTION cannot agree!

See Text for examples!

BIBLE says:
God FINISHED Creating!

----->

EVOLUTION says:
Creation NOT complete!

11. Did man exist on the earth from the beginning of creation? (Luke 1:70, Luke 11:50-51, Acts 3:21, Mark 10:6.)

YES! Mark 10:6 -- Man existed on earth from the beginning of the creation of the world...

Luke 1:70, 11:50-51 & Acts 3:21 -- Prophets (including Abel's son) were here since the world began, and from the foundation of the world.

12. How do we know that Genesis is not a myth or an allegory? (Matt. 19:4, 1 Cor. 14:45, Ex. 20:11.)

Bible Teaches ————— Events of Genesis ————— Literal & Historical

At their creation... Man fully man. Woman fully woman.
NO LONG PERIOD OF DEVELOPMENT!

Over 100 Verses refer to a LITERAL creation.

Exact order of creation can be reconstructed from the references outside Genesis!

13. Is there any evidence for the so-called "ape-men" supposedly linking men with apes?

NO!

So-Called "EVIDENCE" does not really exist at all!

Pitdown Man -	Really a hoax. Jawbone of an ape altered to fool public!
Nebraska Man-	Turned out to be just a pig's tooth!
Neanderthal Man-	Turned out to be just an old man with arthritis!
Peking Man-	All evidence lost during WWII. Probably a giant ape-head trophy which was killed by a hunter (man)!
Java Man-	A bunch of mixed human & monkey bones... Probably the skull of a giant gibbon monkey!
Cro-Magnon Man-	Was really a large skull the same as a modern european!
Lucy-	Was reclassified as an extinct ape.
Ramapithecus-	Completely imagined from teeth & jaw fragments. Turned out to be same as modern orangutan.

Similarities between species demonstrate:

NOT a common ancestor, but a **COMMON CREATOR!!**

14. Does scientific evidence support the biblical account of a world-wide flood? (See Appendix B.)

1. Scientific Evidence - Points unmistakably to a great catastrophe-- a World-wide flood.
2. Historical Evidence - Flood Story included in legends of many races.

15. Are dinosaurs mentioned in the Bible? (Job 40:15-18, 41:1, 18-23, 33.)

Very Likely! Created on Day 6 (Gen. 1:24) along with man.
Lived on earth at same time as man.
Job 40 & 41: Behemoth, Leviathan

16. What happened to the dinosaurs?

- | | |
|--|---|
| 1. Scripture--> 2 of each animal on ARK: | Perhaps young dinosaurs? |
| 2. Dragon legends in many cultures: | Demonstrate they probably survived for a while. |
| 3. Drastic Climate & Atmosphere Changes: | Perhaps caused them to die out? |
| 4. Dinosaur fossils: | Most were probably formed at time of the Flood... |

17. How old is the earth?

2 THEORIES

Old Earth - (Billions of years)

Believe "DAY" in Genesis 1 = ages rather than literal days
Believe speed of light & Distance from stars to earth indicate earth is Billions of years old.
PROBLEM: Distance may not = time!

Young Earth - (6-10,000 yrs.)

Believe "DAY" in Genesis 1 = a literal 24 hour day...
Believe God created earth in 6 literal days.
Do not agree that Distance must = Time.
Universe created with appearance of age.
God created the streams of light between the stars and the earth.)

Most IMPORTANT TRUTH - NOT HOW OLD the universe is ---> But that GOD IS CREATOR!

CHAPTER 7
Creation or Evolution?

Read through your lesson carefully, and complete this worksheet to demonstrate you have learned the material.

PART 1: Matching (1 Point each, 5 Points possible.)

Match each statement with the most appropriate word or phrase.

- | | |
|--|----------------------------------|
| _____ 1. Evidence not found in the fossil record. | |
| _____ 2. Evidence in the fossil record supporting Biblical Creation. | A. 1st Law of Thermodynamics |
| _____ 3. Everything goes from order to disorder. | B. 2nd Law of Thermodynamics |
| _____ 4. Amount of energy in the universe remains constant. | C. Species after their own kinds |
| _____ 5. Contradicts both Scripture and the Basic Laws of Science. | D. Theistic Evolution |
| | E. Transitional Forms |

PART 2: Fill in the Blank (1 Point each, 15 Points possible.)

Fill in the blanks of each statement with the most appropriate word or phrase from the following word list.

present	beliefs	disprove	absolute	personal creator
scientific evidence	people	fixed boundaries	common Creator	past and future
common ancestor	change	beginning	sum total	ultimate destiny

1. What one believes about the origins of man and the universe determines the foundation for his _____, lifestyle, life purpose, and _____.
2. Evolution is a philosophy of origin of life which ignores the Biblical revelation of Creation and the wealth of _____ supporting it.
3. Evolutionists do not believe in a _____, but that man evolved from lower life forms, that the material universe is the _____ of all reality, and that there are no _____ laws or principles.
4. We know there can be variation within a "kind" (of plants or animals), but these variations are within _____. One kind cannot _____ into another.
5. Scientific method is based on experimentation and observation. It can only speculate on the _____ and observe the _____.
6. When all of the evidence is carefully studied, it turns out that the fossils of the so-called "ape-men" were either from monkeys, apes or _____, and not from something that was part ape and part human.
7. Evolutionists assume similarities between species demonstrate a _____. Creationists believe similarities between species point to a _____.
8. Both scientific and historical evidence of a world-wide flood support the Bible and _____ evolution.
9. The Bible teaches that man existed fully formed on the earth from the _____ of creation.

Back To Basics Memory Work Quiz

Name _____

10 required points possible and
10 extra credit points possible.

Score: Required: _____
Extra Credit: _____

CHAPTER 7
Creation or Evolution?

Directions:

This quiz is "Closed Book." After committing each verse or quote in your lesson to memory, complete this quiz to demonstrate you have learned the memory work. Write from memory the verses for each of the following references.

Required: (Worth 5 points each.)

Quote: Scientific Evidence...—Scott M. Huse

Evolution

Quote: Transitional Forms...—Ken Ham

Even evolutionary

Extra Credit: (Worth 5 points each.)

Quote: Evolution as a Belief...—Scott M. Huse

The widespread

Quote: Changing Species...—Charles Darwin

Not one

Week 10

The Institute for Creation Research Video or Tour

Objective

After completing the *Institute for Creation Research* Video or Tour, students will have:

- Watched one or more videos or taken a tour addressing the key issues regarding the Creation vs. Evolution debate, the Flood, the age of the Earth, time and the speed of light, dinosaurs, how plant and animal life demonstrate the work of creation, and much much more.



Preparation Before Class

To prepare for teaching this lesson, you will need to do the following:

1. If you are not located in San Diego, you will be bringing the tour to your class by video. (You may also choose to show the class another video addressing this subject. The video tour and many other very good videos are available through *The Institute for Creation Research*. See *Getting Your Materials & Supplies*, in Part A, Section 9 of this guide.)

NOTE: If you are located in San Diego, or are close to another Creationism Institute, try to schedule a tour on a Saturday after teaching on this subject, and then show an additional video of your choice during the class time of Week 10.

2. Grade papers which students turned in, recording their grades in the Class Records found at the end of this guide.
3. Call any students if necessary.
4. Mail any correspondence if necessary.

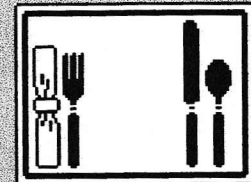
Teaching The Class

1. Announcements:

Ideas For All Ages...

1. If you are offering a video tour, consider providing snacks, pizza or a potluck dinner during the video. Students can eat while watching the video.

2. If a Creation Research Museum is in your area, and you are taking your students to a museum tour, consider gathering after the tour for lunch at a restaurant. You will have a great time of food and fellowship!



Week 11
CHAPTER 8

*Absolute Truth
& Moral Relativism*

Objective

After completing this lesson, students will:

- Know the definitions of Absolute Truth and Morality.
- Be able to compare and contrast the key elements of the Christian Model of Truth with the Relativistic Model of Truth.
- Understand why true relativism is both unreasonable and unliveable.
- Be able to recognize and challenge the belief system of the person who is a Relativist.
- Be able to identify the system of truth upon which a particular belief is based.
- Understand why God gave us the Ten Commandments.
- Understand how to make a decision when two absolute commandments or principles conflict with each other.

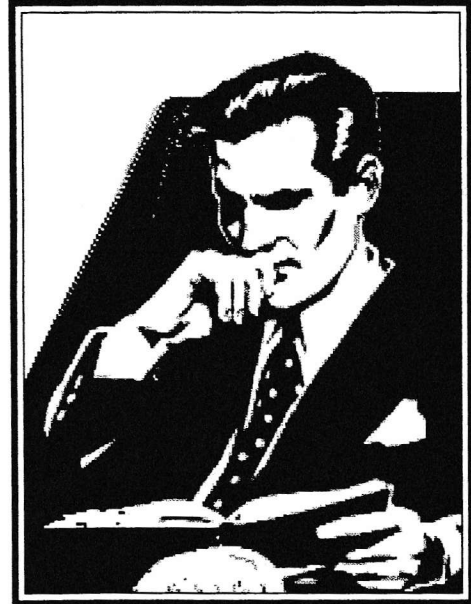
Preparation Before Class

To prepare for teaching this lesson, you will need to do the following:

1. Read through the Chapter 8 in the *Back To Basics* Textbook, the Chapter 8 Mindmapping Notes in this guide, and fill out this lesson plan.
2. Grade papers which students turned in, recording their grades in the Class Records found at the end of this guide.
3. Call any students if necessary.
4. Mail any correspondence if necessary.
5. Prepare any crowdbreakers, stories, illustrations and supplemental materials you would like to add to this lesson.

Teaching The Class

1. **Announcements:**
-



Crowd Breaker

Ideas...

For All Ages...

1. Have two volunteers who have read the lesson. One plays the Relativist and the other the Christian. Have them debate each other in front of the class on the answer to the question, "What is Truth?"
2. Make a list of statements common to both Relativists and Christians. Say them out loud, one at a time to the class. Have the class identify whether each statement is something either a Christian or a Relativist would say.



-
-
2. Return graded Worksheets and Quizes to students.
 3. Collect Worksheets due from Chapter 7.
 4. Give students the Memory Work Quiz for Chapter 7.
 5. Take Roll.
 6. Opening Prayer/Worship:

7. Introduce the Lesson:

- a. Crowd Breaker Activity, Story, or Illustration: (Optional.)
-
-

b. Opening Questions

1. What do you think is wrong with this society?
2. Do the definition(s) of truth in this society contribute to our societal problems?
3. _____

c. Words Students Need To Know:

- | | | |
|-------------------|--------------|--------------|
| 1. Absolute Truth | 4. Objective | 7. Tolerance |
| 2. Relativism | 5. Constant | 8. _____ |
| 3. Universal | 6. Morality | |

8. Mindmapping Activity & Chapter Discussion:

Stories or Illustrations To Add:

9. Closing Questions or Thoughts:

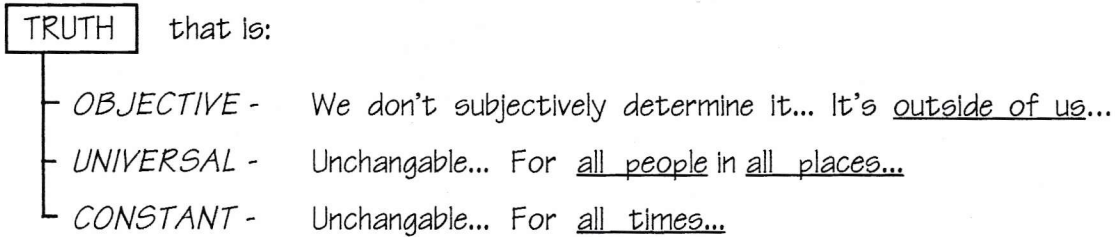
10. Assign Homework:

1. Read through Chapter 9.
 2. Complete the Worksheet for Chapter 8.
 3. Memorize the verses or quotes for Chapter 8 to prepare for the Memory Work Quiz.
-
-

CHAPTER 8

Absolute Truth & Moral Relativism

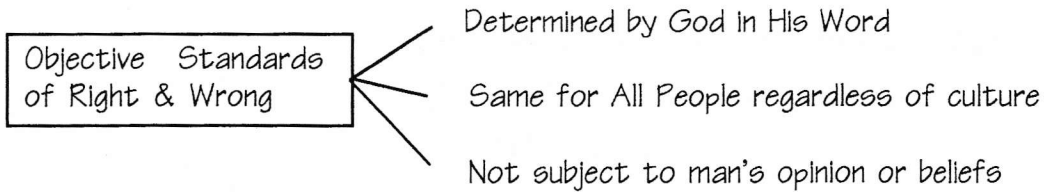
1. What is absolute truth?



2. What are the two distinct models of truth in Western society?

	Christian Model	Relativistic Model
Who is Central?	God is central source of all Author & Judge of right & wrong	Man in control of morality Judges & sets standards based on individuality...
Truth	Defined by God for all Objective & Absolute	Defined by individual Subjective & situational

3. What are moral absolutes?



4. What is moral relativism?

1. TRUTH & MORALITY - Varies from person to person, culture to culture.
2. RIGHT & WRONG - Determined by one's personal perspective.
3. VALUES - Personal, relative & subjective. None right or wrong. Everyone has equal right to his own values.
4. ALL OBJECTIVE STANDARDS - such as the Bible, are rejected. Beliefs in absolute or objective standards are considered narrow-minded and intolerant.
5. TOLERANCE - is the the highest virtue.

5. How is the claim "there are no absolute truths" self-contradictory?

A SELF-CONTRADICTION, ABSOLUTE claim.

To say there is no absolute truth is to say there is at least one!
The statement can't possibly be true!

6. What are some inconsistencies of those who say they are moral relativists?

1. Actions INCONSISTENT!
2. VERBALLY Claim Relativism. (Often to justify behavior.)
3. When wronged, become ABSOLUTISTS!

Relativism is ILLOGICAL and MORALLY UNTHINKABLE.

Implies that NOTHING is IMMORAL. (ie. rape, hallocaust, murder, etc.)

7. What is an example of relativism being unreasonable?

Reality is not determined by sincere BELIEFS.

ie. Even by BELIEVING, you cannot DEFY the LAWS OF GRAVITY.
The laws of gravity remain true *whether or not* you believe them!

8. What is an example of relativism being unlivable?

Without ABSOLUTE TRUTH, NOTHING has VALUE. Life is MEANINGLESS.

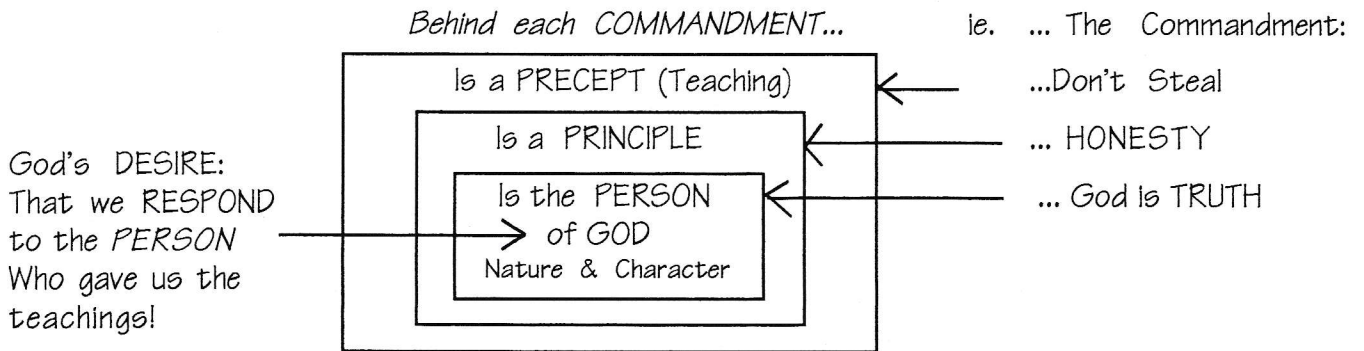
The TRUE RELATIVIST

- Seeks to KNOW NOTHING
- Does NOT CARE for ANYTHING
- Lives for NO REASON
- Acts WITHOUT REGARD for anyone or anything.

9. How imporant is our loyalty to the word of God as absolute truth?



10. Why did God give us the Ten Commandments?



11. What should we do when absolutes conflict with each other?

OBEY the GREATER COMMANDMENT!

VALUES are set up by GOD according to His Character...

HEIRARCHY of Importance = GOD first, PERSONS second, THINGS last...

ie. 1. Obey Your Parents.	If your parents tell you to worship idols...
2. Do not worship idols.	God says NO! So follow #2.

CHAPTER 8

Absolute Truth & Moral Relativism

Read through your lesson carefully, and complete this worksheet to demonstrate you have learned the material.

PART 1: Matching 1 Point each, 5 Points possible.

Match each statement with the most appropriate word or phrase.

- 1. Sincere belief does not determine truth.
2. Truth is defined by the individual person.
3. Life without truth becomes a ridiculous pursuit of meaninglessness.
4. The ultimate virtue of the relativist.
5. Truth is defined by God for everyone.
A. Christian Model of Truth
B. Why relativism is unreasonable
C. Relativistic Model of Truth
D. Why relativism is unlivable
E. Tolerance

PART 2: Fill in the Blank 1 Point each, 15 Points possible.

Fill in the blanks of each statement with the most appropriate word or phrase from the following word list.

- contradicts, morality, justify, moral relativism, God's holiness
objective, commandment, worldview, in trouble, moral absolutes
God's Word, principle, true, wronged, nature and character

- 1. _____ are objective standards of right and wrong which are the same for all people, regardless of circumstances or beliefs.
2. _____ asserts that truth and morality vary from person to person, and culture to culture. It rejects any _____ standard of truth.
3. The claim that "there're no absolute truths" _____ itself, because it is an absolute claim or statement! It can't possibly be true! Nobody is truly a relativist, because everyone believes that certain things are _____ for all people at all times in all places.
4. Relativists are often inconsistent, because as soon as they are _____, they become absolutists, demonstrating they believe that a moral absolute was violated.
5. People often embrace relativism because they are trying to _____ their own behavior and feel threatened by _____ and objective truth. If there is absolute truth, they know they are _____ !
6. It is important that we are loyal to _____ as absolute truth, because the it offers us an objective basis to establish _____, and the foundation of the Christian _____ holds that absolute truth and morality are given by God.
7. Behind every commandment and precept (teaching) of God is a _____ which flows out of the _____ of God.
8. When two absolute truths or values conflict with one another we should always obey the greater _____.

Back To Basics Memory Work Quiz

Name _____

10 required points possible and
10 extra credit points possible.

Score: Required: _____
Extra Credit: _____

CHAPTER 8
Absolute Truth & Moral Relativism

Directions:

This quiz is "Closed Book." After committing each verse or quote in your lesson to memory, complete this quiz to demonstrate you have learned the memory work. Write from memory the verses for each of the following references.

Required: (Worth 5 points each.)

Quote: Moral Absolutes—J. P. Moreland

Moral

Quote: God's Commandments—Josh McDowell

All of God's

Extra Credit: (Worth 5 points each.)

Quote #1: Why People Choose Relativism—R. C. Sproul

People often

Quote #2: Why People Choose Relativism—R. C. Sproul

People embrace

Week 12
REVIEWING CHAPTERS 1-8

The Stand For Truth Game

Objective

By playing *The Stand For Truth Game* during this class, students will:

- Review the key teachings they have learned from chapters 1-8.
- Gain the confidence of knowing what they believe and why, by practicing defending their faith in a friendly and positive atmosphere.

Preparation Before Class

To prepare for teaching this lesson, you will need to do the following:

1. If necessary, refer to Section 4, *The Stand For Truth Game*, for information on the various ways to play this game.
2. Add chapters 6 - 8 to your stack of cards for *The Stand For Truth Game*.
3. Grade papers which students turned in, recording their grades in the Class Records found at the end of this guide.
4. Call any students if necessary.
5. Mail any correspondence if necessary.
6. Prepare any snacks, munchies, drinks, and rewards for the winning team.

Teaching The Class

1. Announcements:

2. Return graded Worksheets and Quizes to students.
3. Collect Worksheets due from Chapter 8.



***Suggestions
For All Ages...***

1. Consider offering healthy refreshments the whole class will enjoy on the days your group plays the Stand For Truth Game. This will create a more relaxed atmosphere, and contribute to each student having a positive experience in learning how to defend their faith.

2. Consider providing a reward to each member of the winning team. This will encourage a little bit of healthy competition between classmates.



4. Give students the Memory Work Quiz for Chapter 8.

5. Take Roll.

6. Opening Prayer/Worship: _____

7. Play The Stand For Truth Game. (Refer to Section 4 to decide how you are going to play the game.)

8. Assign Homework:

1. For those who have not already done so, read through Chapter 9.

Week 13
CHAPTER 9

The Deity of Christ

Objective

After completing this lesson, students will:

- Be able to identify both the definition and proofs of the deity of Christ, as described in the Bible.
- Be familiar with how the Scriptures reveal both the divine and human natures of Jesus Christ.
- Understand more about the relationship of Jesus to God the Father.
- Be able to identify the characteristics of God that are ascribed to Jesus in Scripture.

Preparation Before Class

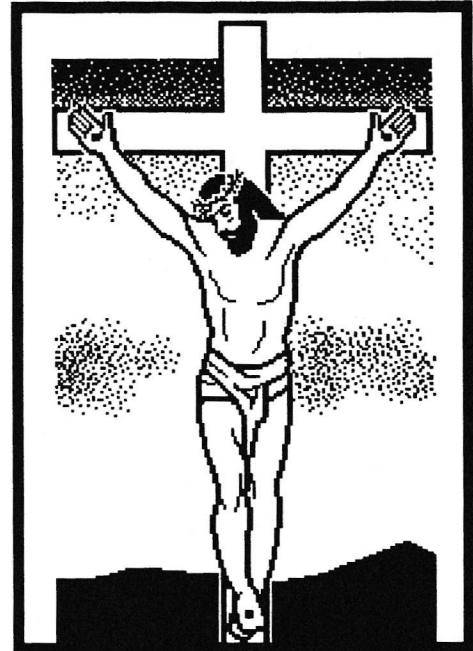
To prepare for teaching this lesson, you will need to do the following:

1. Read through the Chapter 9 in the *Back To Basics* Textbook, the Chapter 9 Mindmapping Notes in this guide, and fill out this lesson plan.
2. Grade papers which students turned in, recording their grades in the Class Records found at the end of this guide.
3. Call any students if necessary.
4. Mail any correspondence if necessary.
5. Prepare any crowdbreakers, stories, illustrations and supplemental materials you would like to add to this lesson.

Teaching The Class

1. Announcements:

2. Return graded Worksheets and Quizzes to students.



***Crowd Breaker
Ideas...***

For All Ages...

1. Have the students volunteer from memory the six proofs of Christ's Deity as you write them on the board. This also works for characteristics of God that are ascribed to Jesus.

2. Have two student volunteers debate on the deity of Christ in front of the class. One plays the Christian, and the other plays the skeptic.



3. Collect any Worksheets which haven't been turned in.

4. Take Roll.

5. Opening Prayer/Worship: _____

6. Introduce the Lesson:

a. Crowd Breaker Activity, Story, or Illustration: (Optional.)

b. Opening Questions

1. What are common arguments or statements you hear from skeptics about the deity of Christ?

2. _____

3. _____

c. Words Students Need To Know:

1. Deity

3. Bond-servant

5. _____

2. Divine / Divinity

4. Exaltation

6. _____

7. Mindmapping Activity & Chapter Discussion:

Stories or Illustrations To Add:

8. Closing Questions or Thoughts:

9. Assign Homework:

1. Read through Chapter 10.

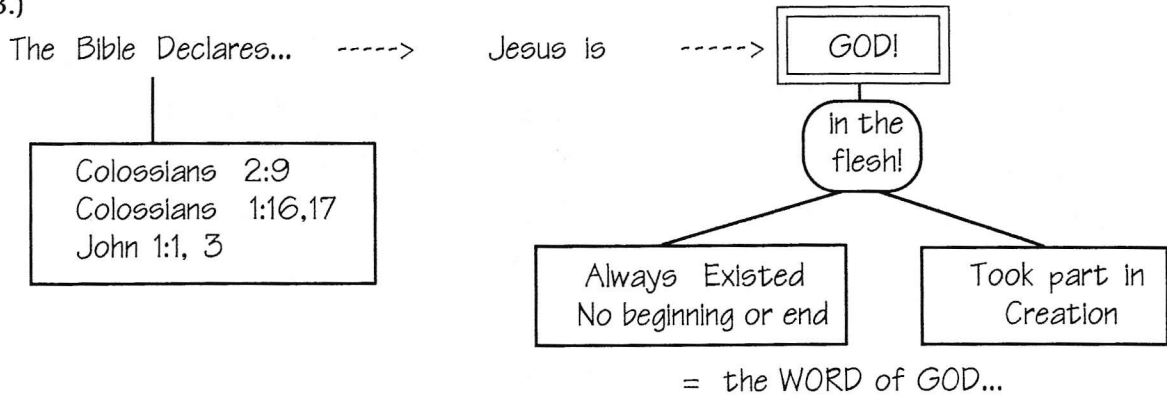
2. Complete the Worksheet for Chapter 9.

3. Memorize the verses or quotes for Chapter 9 to prepare for the Memory Work Quiz.

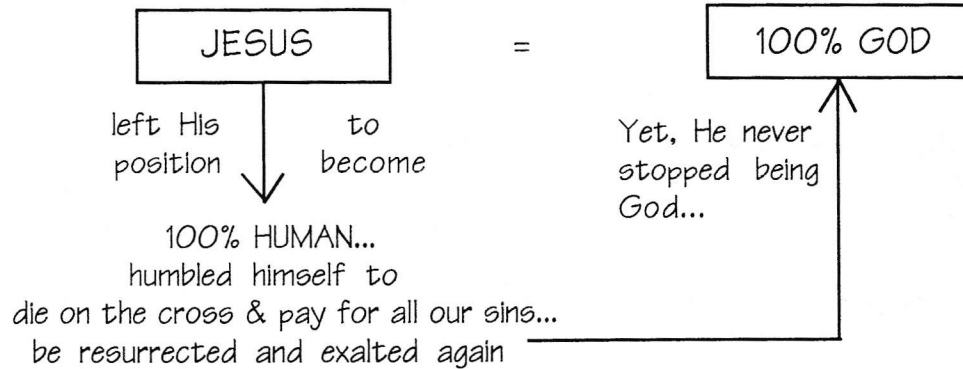
CHAPTER 9

The Deity of Christ

1. What is meant by the "deity of Christ?" (John 1:1-4, Col. 1:16-17 & 2:9, Heb. 1:3.)

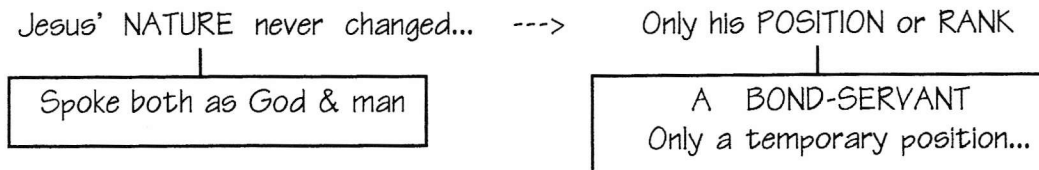


2. How do the Scriptures reveal both the divine and human natures of Jesus? (Phil. 2:6-8, Gal. 4:4, Heb. 2:14, John 1:5 & 17:5, 1 Tim. 2:5, Rom. 1:3.)

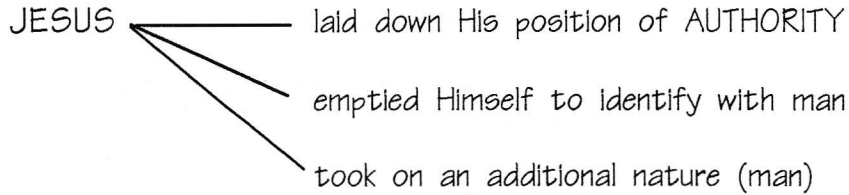


3. If Jesus is God in the flesh, why did he say "the Father is greater than I?" (John 8:23, 58 & 14:9,28-29, Rev. 22:13, Mark 23:32.)

Refer to chart in textbook...



4. Why does Scripture say the Father is the head of Christ, and Jesus is subject to the Father? (Col. 1:17, 2:9, John 5:18, Titus 2:13, 1 Cor. 11:3 & 15:28, Rom. 5:19, 1 Tim. 2:5.)



EQUAL to the FATHER, as touching His GODHOOD;
LESS than the FATHER, as touching His MANHOOD.

*NOT the SUBTRACTION of DEITY, but the ADDITION of HUMANITY...
(See chart & diagram in textbook...)*

5. What are some of the characteristics of God that are ascribed to Jesus in Scripture? (See Textbook for examples & scriptures...)

- A. Divine NAMES
- B. Divine ATTRIBUTES
- C. Accepted WORSHIP
- D. Claimed to be GOD
- E. EQUAL AUTHORITY to God
- F. CREATOR

6. How does Scripture declare that Jesus Christ is the eternal Son of God? (See Textbook for scriptures...)

It offers PROOFS of DEITY...

- A. VIRGIN Birth
- B. SINLESS Life
- C. MIRACLES
- D. SUBSTITUTIONARY WORK on the CROSS
- E. BODILY RESURRECTION from the dead
- F. EXALTATION to God's right hand

CHAPTER 9 The Deity of Christ

Read through your lesson carefully, and complete this worksheet to demonstrate you have learned the material.

PART 1: Fill in the Blank 1 Point each, 10 Points possible.

Fill in the blanks of each statement with the most appropriate word or phrase from the following word list.

less	addition	Word	being	temporary
God	human	God	equal	subtraction

- In describing the deity of Christ, the Bible declares that Jesus is _____ in the flesh. Before He was born in Bethlehem, He existed as the _____ of God, and took part in creating the universe.
- When Jesus walked on the earth, He possessed two distinct natures. He was fully _____ and fully _____.
- Jesus was and is _____ to the Father as touching His Godhood; and _____ than the Father as touching His manhood.
- When Jesus said "the Father is greater than I," this referred to His _____ position, not to His _____.
- When God became man, He did not cease being God, but merely took on an additional nature. It was not the _____ of deity, but the _____ of humanity.

PART 2: Answer Search Each question is worth 5 points. 10 Points possible.

Search chapter 9 in your textbook for the answers to the following questions.

- List five additional characteristics of God which are ascribed to Jesus in Scripture?
 - Divine names _____
 - _____
 - _____
 - _____
 - _____
 - _____
- List five additional proofs of Christ's deity, which declare Him to be the eternal Son of God.

A. Virgin birth _____	D. _____
B. _____	E. _____
C. _____	F. _____

Back To Basics Memory Work Quiz

Name _____

10 required points possible and
10 extra credit points possible.

Score: Required: _____
Extra Credit: _____

CHAPTER 9
The Deity of Christ

Directions:

This quiz is "Closed Book." After committing each verse or quote in your lesson to memory, complete this quiz to demonstrate you have learned the memory work. Write from memory the verses for each of the following references.

Required: (Worth 3 points, 4 points, and 3 points, respectively.)

Colossians 2:9

For

John 1:1,14

In the

John 14:9

Anyone

Extra Credit: (Worth 5 points each.)

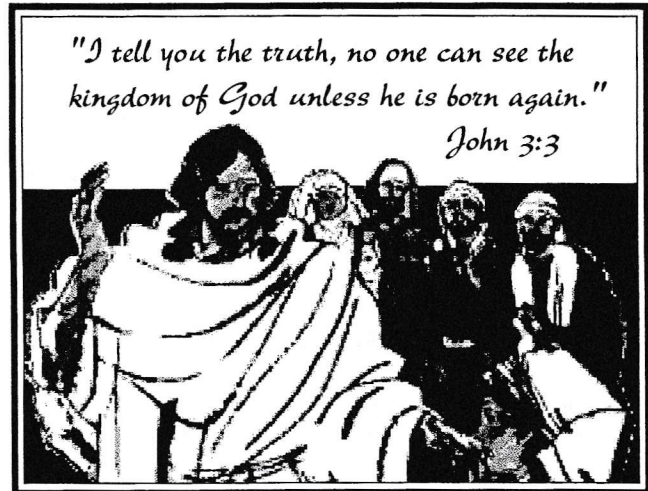
Philippians 2:6-7

Who

Colossians 1:17

He

Week 14
CHAPTER 10
Salvation



Objective

After completing this lesson, students will:

- Understand why mankind needs salvation, and how God provided this salvation, and the elements of salvation.
- Understand why being a good person will not get them into heaven.
- Know that faith and repentance are the conditions of receiving salvation.
- Be able to identify their own spiritual state, and know whether or not they have received the free gift of salvation.
- Know how to receive salvation if they have not already done so.

Preparation Before Class

To prepare for teaching this lesson, you will need to do the following:

1. Read through the Chapter 10 in the *Back To Basics* Textbook, the Chapter 10 Mindmapping Notes in this guide, and fill out this lesson plan.
2. Grade papers which students turned in, recording their grades in the Class Records found at the end of this guide.
3. Call any students if necessary.
4. Mail any correspondence if necessary.
5. Prepare any crowdbreakers, stories, illustrations and supplemental materials you would like to add to this lesson.

Teaching The Class

1. Announcements:

Crowd Breaker

Ideas...

For All Ages...

1. Have the students volunteer what they view are the benefits of receiving the free gift of salvation. Write their answers on the board.

2. Have two student volunteers play a Christian sharing the Gospel with a non-Christian, and leading Him to the Lord, as the class watches on.



2. Return graded Worksheets and Quizes to students.
3. Collect Worksheets due from Chapter 9.
4. Give students the Memory Work Quiz for Chapter 9.
5. Take Roll.

6. Opening Prayer/Worship: _____

7. Introduce the Lesson:

a. Crowd Breaker Activity, Story, or Illustration: (Optional.)

b. Opening Questions

1. What does it really mean to be saved?
2. How do you know when someone is saved?
3. _____

c. Words Students Need To Know:

- | | | |
|----------------|------------------|-------------------|
| 1. Salvation | 4. Regeneration | 7. Sanctification |
| 2. Deliverance | 5. Justification | 8. Born again |
| 3. Repentance | 6. Faith | 9. _____ |

8. Mindmapping Activity & Chapter Discussion:

Stories or Illustrations To Add:

9. Closing Questions or Thoughts:

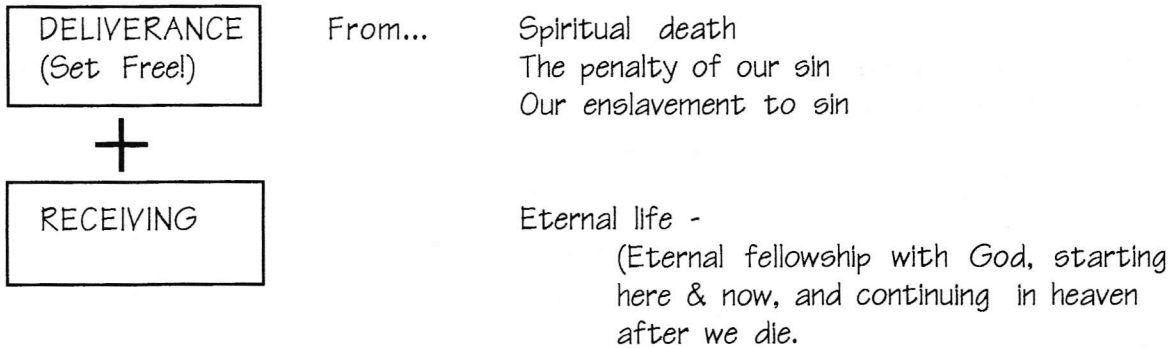
10. Assign Homework:

1. Read through Chapter 11.
2. Complete the Worksheet for Chapter 10.
3. Memorize the verses or quotes for Chapter 10 to prepare for the Memory Work Quiz.

CHAPTER 10

Salvation

1. What is Salvation? (Rom. 1: 16 & 6:23, Titus 2:11, Heb. 2:3, 2 Pet. 1:11.)

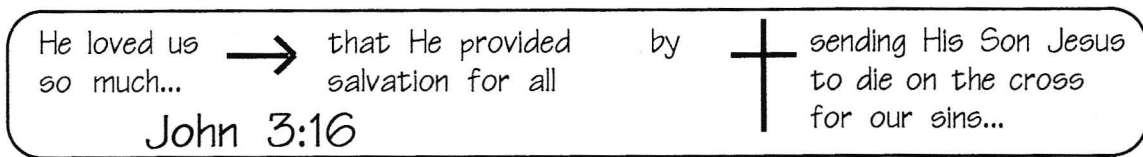


2. Why does mankind need salvation? (Is. 59:2, Rom. 3:23, Luke 13:5.)

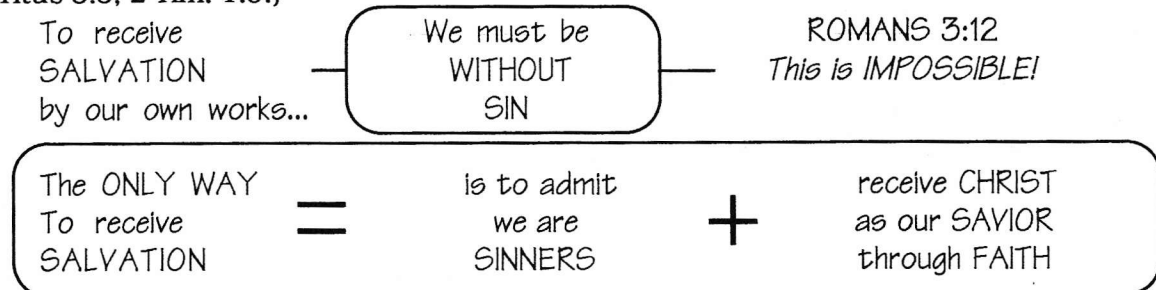
ALL have SINNED	and must suffer the results... (death & separation from God.)	Romans 3:23
Our ONLY HOPE=	God's FREE OFFER of FORGIVENESS	Luke 13:5

through the shed blood of Christ.

3. How did God provide for the salvation of mankind? (John 3:16-17, 1 John 4:10, Rom. 5:8.)



4. Why isn't being a good person enough to get into heaven? (Eph. 2: 8-10, Titus 3:5, 2 Tim. 1:9.)



5. How will God judge those who have never heard the Gospel? (Rom. 1:8, & 2:15.)

The Bible does not give a clear answer... BUT... we do know God's character:

A God of LOVE will judge in a way that is FAIR and JUST...

People will be judged according to the knowledge they have...

Even those who have never heard the Gospel will be judged for violating the "law written on their hearts." (Their own moral standard.)

No one will be condemned for not ever hearing of Jesus Christ...

6. What are the three aspects of salvation? (Titus 3:5 & 7, John 3:3, 2 Cor. 5:17, Rom. 3:23 & 5:1, 1 Cor. 6:11, 2 Cor. 7:1.)

- A. **REGENERATION** — Being "BORN AGAIN", a new creation in Christ.
- B. **JUSTIFICATION** — Through our FAITH in what God has done for us, God DECLARES us in RIGHT STANDING with Him.
- C. **SANCTIFICATION** — Separating ourselves from EVIL and SIN, and turning to GOD, a spirit-led life...

7. What are the conditions of receiving salvation? (1 John 1:9-10, Prov. 28:13, 2 Cor. 7:10, Rom. 10: 9-10, John 1:12, 1 John 5:11-12.)

- A. **REPENTANCE** — towards God. (Turning away from sin towards God.)
- B. **FAITH** — in the LORD JESUS CHRIST as our PERSONAL SAVIOR.

8. How can we know we are saved?(Rom. 8:16, Ps. 32:3-6, Ps. 51:12, 1 Pet. 1:8, John 13:35, 1 John 3:14, Rom. 8:14, 2 Cor. 5:17, 2 Cor. 3:18, 1 John 2:3, John 15:15, 1 John 5:4.)

Two Kinds of Evidence...

A. INWARD EVIDENCE

- i. The direct witness of the Holy Spirit.
- ii. A sense the burden of guilt has been lifted.
- iii. The joy of salvation.
- iv. Love for other Christians.
- v. A sense of the Holy Spirit's leadership.

B. OUTWARD EVIDENCE

- i. A changed life.
- ii. A desire to keep God's commands.
- iii. Ability to overcome the world.

CHAPTER 10

Salvation

Read through your lesson carefully, and complete this worksheet to demonstrate you have learned the material.

PART 1: Matching 1 Point each, 5 Points possible.

Match each statement with the most appropriate word or phrase.

- | | |
|---|-------------------|
| _____ 1. Deliverance from spiritual death, the penalty of our sin and our enslavement to sin. | A. Regeneration |
| _____ 2. Becoming a new creation in Christ. | B. Sanctification |
| _____ 3. Begins here and now, and continues in heaven after our life on earth ends. | C. Justification |
| _____ 4. Through our faith in what God has done for us, God declares us in right standing with Him. | D. Salvation |
| _____ 5. Separating ourselves from evil and sin, and turning towards God to live a life led by the Holy Spirit. | E. Eternal Life |

PART 2: Fill in the Blank 1 Point each, 15 Points possible.

Fill in the blanks of each statement with the most appropriate word or phrase from the following word list.

- | | | | | |
|-----------|--------------|-----------|---------|----------------|
| die | forgiveness | commands | sinners | good enough |
| repent | witness | corrupted | sinned | moral standard |
| salvation | changed life | guilt | faith | leadership |

- Mankind needs salvation because we all have _____ and have a sinful nature.
- Our only hope of being saved from our fallen state of sin and separation is through God's free offer of _____, provided by the shed blood of Christ.
- Because of His love for us, God provided _____ for all mankind, by sending His Son to die on the cross for our sins.
- We cannot get into heaven by being _____, because we would have to be found completely without sin. The Bible tells us that man's nature is _____ through sin.
- If there were a way for us to be good enough to make it into heaven on our own, Christ would not have had to _____ for our sins.
- The only way we can be saved is to recognize that we are _____ and _____ of our sin, and receive Christ as our savior through _____.
- People who have not heard the Gospel will be judged according to the knowledge they have — law or _____ which God has written on their hearts.
- Inward evidence of salvation includes the direct _____ of the Holy Spirit, the sense that the burden of _____ has been lifted, the joy of salvation, a love for other Christians, and a sense of the Holy Spirit's _____.
- Outward evidence of salvation includes a _____, a desire to keep God's _____ and ability to overcome the temptations of the world.

Back To Basics Memory Work Quiz

Name _____

10 required points possible and
10 extra credit points possible.

Score: Required: _____
Extra Credit: _____

CHAPTER 10
Salvation

Directions:

This quiz is "Closed Book." After committing each verse or quote in your lesson to memory, complete this quiz to demonstrate you have learned the memory work. Write from memory the verses for each of the following references.

Required: (Worth 5 points each.)

Romans 6:23

For the

Ephesians 2:8,9

For It is

Extra Credit: (Worth 5 points each.)

1 John 1:9

If we

John 3:16

For God

Week 15
CHAPTER 11
*Evidence for
the Resurrection*

Objective

After completing this lesson, students will:

- Know that the resurrection of Christ was predicted both in the Old Testament, and by Jesus Himself.
- Know why the resurrection of Christ is the very foundation of the Christian faith.
- Be able to identify important facts which offer evidence for the resurrection, including the testimonies of witnesses, and the changed lives of the disciples.
- Be able to identify and respond to challenging theories given by skeptics to explain the resurrection of Christ.

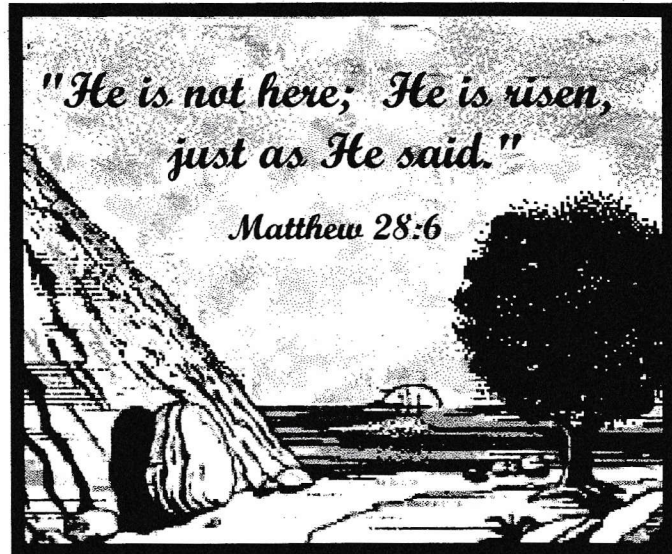
Preparation Before Class

To prepare for teaching this lesson, you will need to do the following:

1. Read through the Chapter 11 in the *Back To Basics* Textbook, the Chapter 11 Mindmapping Notes in this guide, and fill out this lesson plan.
2. Grade papers which students turned in, recording their grades in the Class Records found at the end of this guide.
3. Call any students if necessary.
4. Mail any correspondence if necessary.
5. Prepare any crowdbreakers, stories, illustrations and supplemental materials you would like to add to this lesson.

Teaching The Class

1. **Announcements:**



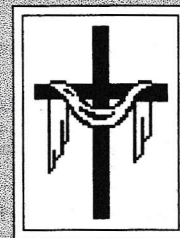
Crowd Breaker

Ideas...

For All Ages...

1. Have the students volunteer different evidences for the resurrection of Christ—without looking at their books, and write them on the board.

2. Have two student volunteers play a Christian sharing the Gospel with a non-Christian, and leading Him to the Lord, as the class watches on.



2. Return graded Worksheets and Quizes to students.
3. Collect Worksheets due from Chapter 10.
4. Give students the Memory Work Quiz for Chapter 10.
5. Take Roll.

6. Opening Prayer/Worship: _____

7. Introduce the Lesson:

- a. Crowd Breaker Activity, Story, or Illustration: (Optional.)

b. Opening Questions

1. List some of the statements or arguments you have heard that challenge the resurrection.
2. List some of the facts you know that prove the resurrection.
3. _____

c. Words Students Need To Know:

- | | | |
|----------------|------------------|--------------|
| 1. Prediction | 4. Apostles | 7. Testimony |
| 2. Crucifixion | 5. Swoon | 8. _____ |
| 3. Tomb | 6. Hallucination | 9. _____ |

8. Mindmapping Activity & Chapter Discussion:

Stories or Illustrations To Add:

9. Closing Questions or Thoughts:

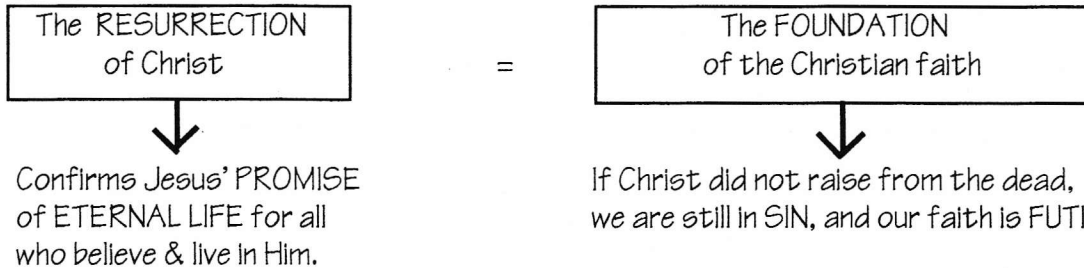
10. Assign Homework:

1. Read through Chapter 12.
2. Complete the Worksheet for Chapter 11.
3. Memorize the verses or quotes for Chapter 11 to prepare for the Memory Work Quiz.

CHAPTER 11

Evidence for the Resurrection

1. Why is the resurrection of Christ so important? (Rom. 1:4, 1 Pet. 1:21, Col. 2:12.)



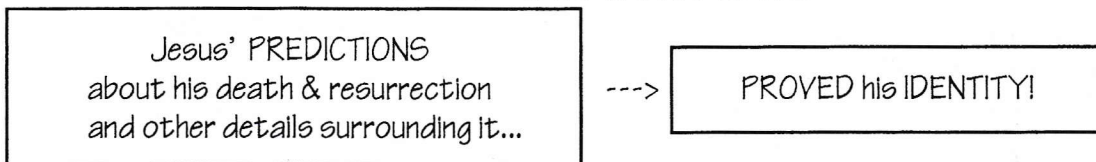
2. Was the resurrection of Christ predicted in the Old Testament? (Ps. 16: 9-10, Ps. 22:1,6,16,18,119:22-23, Is. 53: 3-4, 6-7, & 10.)

YES!

Psalm 16	--->	The "HOLY ONE" would not be left to decay in the grave.
Psalm 22	--->	Details of his suffering and death...
Psalm 118	--->	In spite of rejection, He would become the "Capstone" (NIV) or "Cornerstone." (KJV)
Isaiah 53	--->	Details of his suffering and death...

3. Did Jesus predict His death and resurrection from the dead? (Matt. 20:18-19, 26:2,31-35, Mark *:31, Luke 18:31-33, John 2:19, 10:18.)

YES! See John 10:18



NOTE: *Jesus predictions were never proven wrong EVEN ONCE!*
No one has ever proven any falsehood or error in the teachings of Jesus!

4. What are the important facts concerning the resurrection of Christ?
(Matt. 28:6, 2 Pet. 1:6, 1 John 1:1.)

- A. The EMPTY TOMB
- B. The APPEARANCES of Christ
- C. The CHANGED LIVES of the Apostles

5. What are some challenging theories given by skeptics to explain the resurrection of Christ?

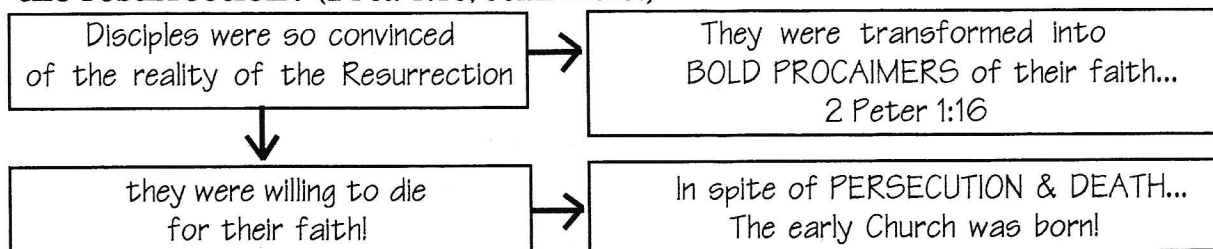
A. <i>The disciples stole the body.</i> Answer: The disciples died for their faith... People won't die for a cause they know is false!
B. <i>Jewish or Roman authorities stole the body.</i> Answer: They could have produced the body to silence Christianity!
C. <i>The tomb was not empty.</i> Answer: The authorities could have recovered and displayed the body to silence Christianity!
D. <i>The women went to the wrong tomb.</i> Answer: It was privately owned! The owner wouldn't have gone to the wrong grave!
E. <i>Jesus did not really die. (Swoon Theory)</i> Answer: He would have had to survive and overcome EVERY RECORDED CIRCUMSTANCE of His death and resurrection. It requires MORE FAITH to believe this than the resurrection!
F. <i>Spiritual resurrection theory. (Jehovah's Witnesses)</i> Answer: Scriptures teach a bodily resurrection.
G. <i>Hallucination Theory.</i> Answer: Appearances at different times, to individuals and groups. You'd have to ignore this evidence!

6. Why is the testimony of those who witnessed the resurrection of Jesus compelling evidence?

EYEWITNESSES of the APPEARANCES of Christ...

1. The Jewish law commanded truthfulness.
2. The apostles faced death for their testimony of the resurrection.
3. The NUMBER and VARIETY of these appearances offers the STRONGEST historical evidence!

7. How does the changed lives of the disciples demonstrate the fact of the resurrection? (2 Pet. 1:16, John 11:25.)



The only adequate explanation for this is that CHRIST ROSE FROM THE DEAD!

CHAPTER 11

Evidence for the Resurrection

Read through your lesson carefully, and complete this worksheet to demonstrate you have learned the material.

PART 1: Matching 1 Point each, 7 Points possible.

Following are several responses which refute common challenges to the Resurrection of Christ. Match each challenge with the most appropriate response.

- 1. Jewish or Roman authorities stole the body of Jesus.
2. The disciples stole the body.
3. Jesus did not really die.
4. The women went to the wrong tomb.
5. The tomb was not empty.
6. The spiritual resurrection theory.
7. The hallucination theory.
A. Because Jesus would have had to survive his torture and entombment, roll the stone out of the way, overcome guards, and walk for miles on pierced feet, this theory is more fantastic than the simple fact of the Resurrection itself!
B. If this theory were true, the Jewish or Roman authorities could have produced the body of Jesus at any time to silence the message of the disciples.
C. Scripture clearly teaches the bodily resurrection of Christ, (Luke 24:39).
D. If this theory were true, you would have to say that everyone—including the tomb's owner (Joseph of Arimathea)—went to the wrong tomb!
E. The appearances of Christ occurred at different times, to individuals, and also to groups of people. To believe this theory, you must completely ignore the evidence.
F. The disciples faced torture and death for preaching about Christ's resurrection. People will gladly die for a cause they believe is right, but will never die for a cause they know is false.
G. The Jewish or Roman authorities could have gone to the tomb to recover His body and display it in public and destroyed the growing Christian movement.

PART 2: Fill in the Blank 1 Point each, 13 Points possible.

Fill in the blanks of each statement with the most appropriate word or phrase from the following word list.

- God predicted failed resurrection proven
salvation foundation flesh persecution the world
the Church death Old Testament

- 1. The entire truth of Christianity stands or falls with the _____ of Christ. It is the _____ of the Christian faith, and our _____ rests on its authenticity.
2. The resurrection of Christ was predicted several times in the _____.
3. Jesus frequently _____ his own death and resurrection. This would verify that He was God in the _____, since only _____ can raise the dead.
4. If Jesus would have _____ in any one of the predictions of His resurrection, He would have been shown to be wrong... But no one has ever _____ a falsehood or error in the teachings of Jesus!
5. The disciples were so convinced of the reality of Christ's resurrection, they were willing to face _____ and _____ for their testimony of faith in Christ. This marked the birth of _____, brought multitudes into the Christian faith, and literally transformed _____.

Back To Basics Memory Work Quiz

10 required points possible and
10 extra credit points possible.

Name _____

Score: Required: _____
Extra Credit: _____

CHAPTER 11
Evidence for the Resurrection

Directions:

This quiz is "Closed Book." After committing each verse or quote in your lesson to memory, complete this quiz to demonstrate you have learned the memory work. Write from memory the verses for each of the following references.

Required: (Worth 10 points.)

Quote: Disciple's reaction to the Resurrection—From "Back To Basics"

The disciples

Extra Credit: (Worth 5 points each.)

John 11:25

I am

2 Peter 1:16

We did

Week 16
REVIEWING CHAPTERS 1-11

The Stand For Truth Game

Objective

By playing *The Stand For Truth Game* during this class, students will:

- Review the key teachings they have learned from chapters 1-11.
- Gain the confidence of knowing what they believe and why, by practicing defending their faith in a friendly and positive atmosphere.

Preparation Before Class

To prepare for teaching this lesson, you will need to do the following:

1. If necessary, refer to Section 4, *The Stand For Truth Game*, for information on the various ways to play this game.
2. Add chapters 9 - 11 to your stack of cards for *The Stand For Truth Game*.
3. Grade papers which students turned in, recording their grades in the Class Records found at the end of this guide.
4. Call any students if necessary.
5. Mail any correspondence if necessary.
6. Prepare any snacks, munchies, drinks, and rewards for the winning team.

Teaching The Class

1. Announcements:

2. Return graded Worksheets and Quizes to students.
3. Collect Worksheets due from Chapter 11.



Suggestions
For All Ages...

1. Consider offering healthy refreshments the whole class will enjoy on the days your group plays the Stand For Truth Game. This will create a more relaxed atmosphere, and contribute to each student having a positive experience in learning how to defend their faith.

2. Consider providing a reward to each member of the winning team. This will encourage a little bit of healthy competition between classmates.



4. Give students the Memory Work Quiz for Chapter 11.

5. Take Roll.

6. Opening Prayer/Worship: _____

7. Play The Stand For Truth Game. (Refer to Section 4 to decide how you are going to play the game.

8. Assign Homework:

1. For those who have not already done so, read through Chapter 12.

Week 17
CHAPTER 12

Water Baptism & Communion



Objective

After completing this lesson, students will:

- Know the definition and purpose of Biblical water baptism, and who should be baptized.
- Understand what water baptism accomplishes in the life of the believer.
- Know the Biblical definition and purpose of communion, and who should partake of communion.
- Understand the parallels between communion and Passover in the Old Testament.

Preparation Before Class

To prepare for teaching this lesson, you will need to do the following:

1. Read through the Chapter 12 in the *Back To Basics* Textbook, the Chapter 12 Mindmapping Notes in this guide, and fill out this lesson plan.
2. Grade papers which students turned in, recording their grades in the Class Records found at the end of this guide.
3. Call any students if necessary.
4. Mail any correspondence if necessary.
5. Prepare any crowdbreakers, stories, illustrations and supplemental materials you would like to add to this lesson.

Teaching The Class

1. Announcements:

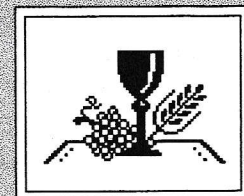
2. Return graded Worksheets and Quizzes to students.
3. Collect any Worksheets which need to be turned in.

Crowd Breaker

Ideas...

For All Ages...

1. Have the students share testimonies about their own water baptisms for those who have not yet experienced water baptism.
2. Have students volunteer reasons why it is important to be water baptized. List them on the board.



4. **Take Roll.**

5. **Opening Prayer/Worship:** _____

6. **Introduce the Lesson:**

a. **Crowd Breaker Activity, Story, or Illustration:** (Optional.)

b. **Opening Questions**

1. How do you think water baptism helps us live the Christian life?
2. How do you think communion helps us live the Christian life?
3. _____

c. **Words Students Need To Know:**

- | | | |
|-------------------|--------------------------|-------------|
| 1. Symbol | 4. Believer's baptism | 7. Passover |
| 2. Dedication | 5. Circumcision of heart | 8. _____ |
| 3. Identification | 6. Deliverance | 9. _____ |

7. **Mindmapping Activity & Chapter Discussion:**

Stories or Illustrations To Add:

8. **Closing Questions or Thoughts:**

9. **Assign Homework:**

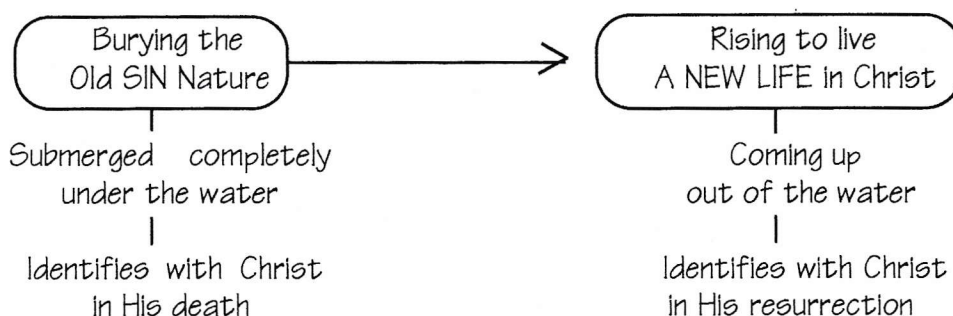
1. Read through Chapter 13.
2. Complete the Worksheet for Chapter 12.
3. Memorize the verses or quotes for Chapter 12 to prepare for the Memory Work Quiz.

CHAPTER 12

Water Baptism & Communion

1. What is water baptism? (Rom. 6:4, Col. 2:12.)

A Holy Act symbolizing...



2. Who should be water baptized? (Acts 2:38, Matt. 28:19, Acts 10:47,48.)



3. Should babies be water baptized? (Acts 2:38, Acts 19:4,5, Luke 2:22.)

NO. The Bible teaches "BELIEVER'S BAPTISM" for those OLD ENOUGH to REPENT & BELIEVE.

The Bible demonstrates "INFANT DEDICATION" ==> Parents present children to God vowing to raise them in His ways.

4. Are we saved through water baptism? (Acts 10:47.)

- NO.
- BECAUSE we are saved; NOT to be saved.
 - Our FIRST STEP of OBEDIENCE to God.
 - An OUTWARD SIGN of an INWARD EXPERIENCE (conversion).

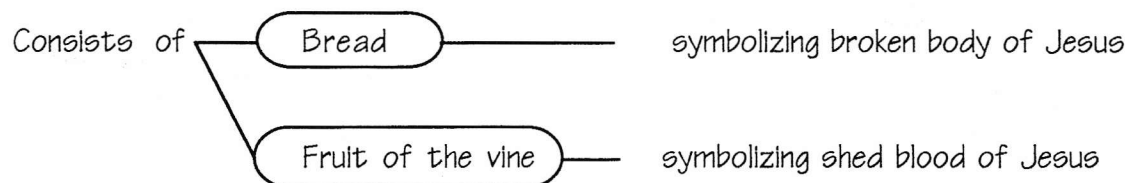
NOTE: All TRUE BELIEVERS will desire to OBEY GOD and be WATER BAPTIZED.

5. What does baptism accomplish in the life of a believer? (Rom. 6:6, Col. 2:11, Gal. 2:20 & 3:26-27, Col. 2:11, Rom. 2:28-29, 2 Cor. 5:17, 1 Pet. 3:21.)

- A. We bury the old sin nature.
- B. We identify with Christ's death and resurrection.
- C. We receive circumcision of heart. (Cutting away old sin nature.)
- D. We receive a good conscience towards God. (His cleansing clears our conscience.)

6. What is communion? (1 Cor. 11:24-26.)

A memorial of Christ's SUFFERING & DEATH,
And a prophecy of His second coming.



==> A time of thanksgiving and praise for what God did for us...

7. How is communion in the New Testament related to the Passover in the Old Testament? (Ex. 12:3,6-7, 11-23, 1 Cor. 5:7, 1 Pet. 1:18-19.)

- A. A celebration of deliverance from God's judgement.
- B. A celebration of Christ as our passover lamb.

8. Who may partake of communion? (1 Cor. 11:27-29.)

ONLY those who have

received Christ as Savior

searched their heart & asked forgiveness for any offenses. (not in rebellion.)

CHAPTER 12

Water Baptism & Communion

Read through your lesson carefully, and complete this worksheet to demonstrate you have learned the material.

PART 1: Matching 1 Point each, 5 Points possible.

Match each statement with the most appropriate word or phrase.

- | | |
|---|---|
| _____ 1. Burying the old sin nature, and identifying with Christ in His death. | A. Coming up out of the water. |
| _____ 2. Rising to live a new life in Christ and identifying with Christ in His resurrection. | B. The bread. |
| _____ 3. Symbolizes the broken body of Jesus. | C. Completely submerged under water. |
| _____ 4. Everyone who has repented and received Christ as Savior. | D. The fruit of the vine (juice). |
| _____ 5. Symbolizes the shed blood of Jesus. | E. Are commanded by God to be baptized as their first act of obedience. |

PART 2: Fill in the Blank 1 Point each, 15 Points possible.

Fill in the blanks of each statement with the most appropriate word or phrase from the following word list.

- | | | | | |
|--------|-------------|---------------|------------|-----------------|
| gift | identify | lead | understand | received |
| inward | dedicate | circumcision | bury | old enough |
| save | forgiveness | Passover Lamb | judgement | good conscience |

- In believer's baptism, only those who are _____ to repent and believe the gospel are to be baptized.
- We do not baptize infants because they are not yet able to _____ their need for a Savior.
- Following Biblical example, we _____ children to the Lord at a young age.
- In dedicating a child to God, parents vow to acknowledge their child as a _____ from God, raise their child in the ways of God, and _____ their child to Christ at an early age.
- Water baptism does not _____ us. It is an outward sign of our _____ conversion experience.
- Water baptism accomplishes four things in the life of a believer:
 - We _____ the old sin nature.
 - We _____ with Christ in His death and resurrection.
 - We receive _____ of heart.
 - We receive a _____ towards God.
- Communion is a celebration of two things: our deliverance from God's _____, and Christ as our _____. It is a time to thank and praise God for what He did for us.
- Only those who have _____ Christ as their Savior and searched their heart, asking _____ for any rebellion against God or offenses towards others should take Communion.

Back To Basics Memory Work Quiz

Name _____

10 required points possible and
10 extra credit points possible.

Score: Required: _____
Extra Credit: _____

CHAPTER 12
Water Baptism & Communion

Directions:

This quiz is "Closed Book." After committing each verse or quote in your lesson to memory, complete this quiz to demonstrate you have learned the memory work. Write from memory the verses for each of the following references.

Required: (Worth 5 points each.)

Romans 6:4

We were

Acts 2:38

Repent

Extra Credit: (Worth 5 points each.)

Galatians 2:20

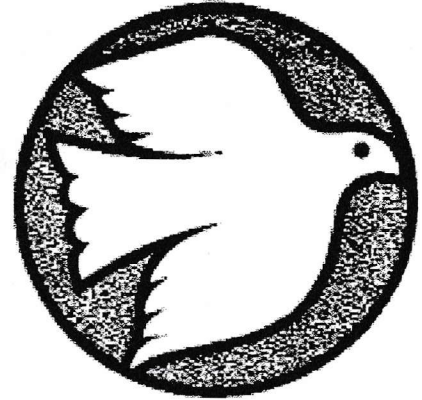
I have

Romans 6:6

For we

Week 18
CHAPTER 13

*The Person & Work
of the Holy Spirit*



Objective

After completing this lesson, students will:

- Know who the Holy Spirit is, that He has a personality, and is not just an impersonal force or power.
- Be able to identify the work of the Holy Spirit and what the Holy Spirit provides in a Christian's life.
- Know the definitions of the Baptism in the Holy Spirit, speaking in tongues, and why we know they are for today.
- Be able to identify the gifts or manifestations of the Holy Spirit and how we may receive these spiritual gifts.

Preparation Before Class

To prepare for teaching this lesson, you will need to do the following:

1. Read through the Chapter 13 in the *Back To Basics* Textbook, the Chapter 13 Mindmapping Notes in this guide, and fill out this lesson plan.
2. Grade papers which students turned in, recording their grades in the Class Records found at the end of this guide.
3. Call any students if necessary.
4. Mail any correspondence if necessary.
5. Prepare any crowdbreakers, stories, illustrations and supplemental materials you would like to add to this lesson.

Teaching The Class

1. Announcements:

2. Return graded Worksheets and Quizes to students.
3. Collect Worksheets due from Chapter 12.

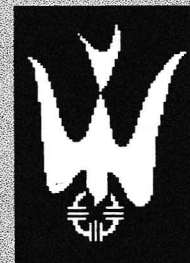
Crowd Breaker

Ideas...

For All Ages...

1. Have the students share testimonies about their own Baptism in the Holy Spirit and speaking in tongues, for those who have not yet experienced this in their lives.

2. Have students volunteer reasons why they think it is important to be Baptized in the Holy Spirit. List them on the board.



4. Give students the Memory Work Quiz for Chapter 12.

5. Take Roll.

6. Opening Prayer/Worship: _____

7. Introduce the Lesson:

a. Crowd Breaker Activity, Story, or Illustration: (Optional.)

b. Opening Questions

1. How many of you have received the Baptism in the Holy Spirit? Speak in tongues?
2. Do any of you have fears or reservations about receiving this experience? Why?
3. _____

c. Words Students Need To Know:

- | | | |
|----------------|------------------------|--------------|
| 1. Pentacostal | 3. Manifestation | 5. Utterance |
| 2. Charismatic | 4. Speaking in Tongues | 6. _____ |

8. Mindmapping Activity & Chapter Discussion:

Stories or Illustrations To Add:

9. Closing Questions or Thoughts: (You may want to give students the opportunity to receive the Baptism in the Holy Spirit.)

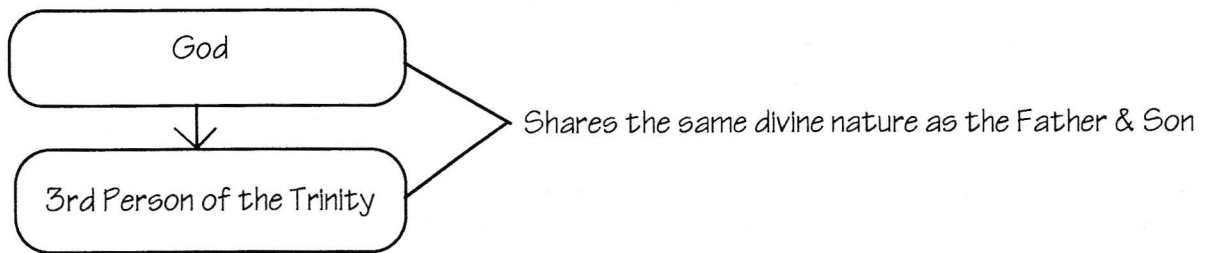
10. Assign Homework:

1. Read through Chapter 14.
2. Complete the Worksheet for Chapter 13.
3. Memorize the verses or quotes for Chapter 13 to prepare for the Memory Work Quiz.

CHAPTER 13

**The Person & Work
of the Holy Spirit**

1. Who is the Holy Spirit? (Acts 5:3-4; 2 Cor. 3:17, Job 33:4, Heb. 9:14.)

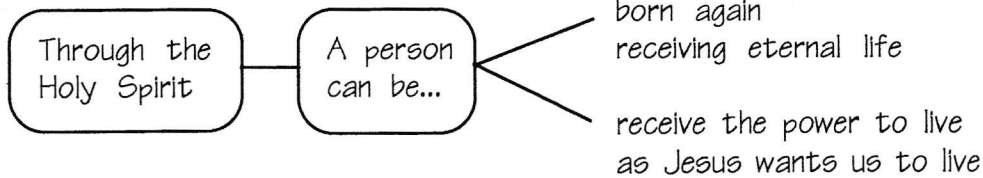


2. How do we know the Holy Spirit has a personality, and is not just an impersonal force or power? (Eph. 4:30, Acts 13:2, Acts 5:3, Rom. 8:26.)

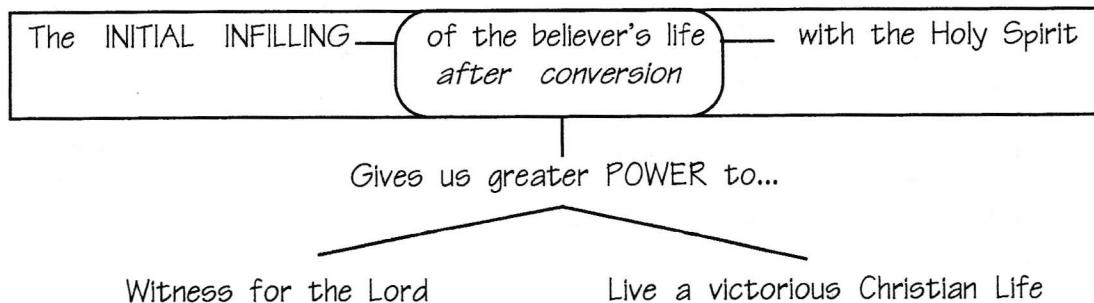
He has the Attributes & qualities of a PERSON!

3. What does the Holy Spirit do in a Christian's life?

(Titus 3:5, 1 Cor. 3:16, Gal. 5:16, Rom 8:13-14, 16.)



4. What is the Baptism in the Holy Spirit? (John 7:38-39; Acts 1:4-5 & 8.)

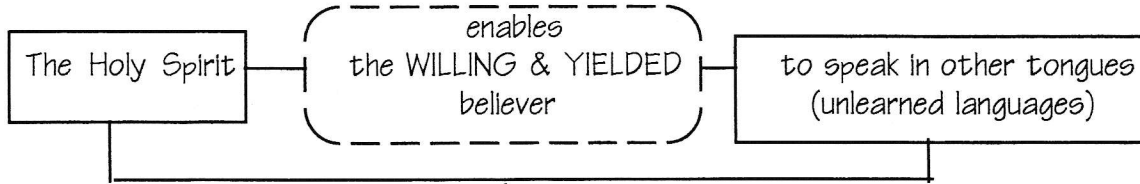


5. Who should receive the Baptism in the Holy Spirit? (Acts 2:4,38-39.)

ALL BELIEVERS !

A NORMAL experience for believer in the early church...

6. What is the initial sign given to those who are baptized in the Holy Spirit? (Acts 2:4, Acts 10:45,46, Acts 19:6, 1 Cor. 14:5, 39-40.)



Many view this as a PRAYER LANGUAGE!
 "Intercedes for us (to God)..." (Rom. 8:24)

7. Was the Baptism in the Holy Spirit with speaking in tongues for New Testament times only? (Acts 2:39. Also see Appendix C.)

NO! For ALL believers! → In EVERY Generation until Jesus returns!

8. What does the Baptism in the Holy Spirit provide in the life of the believer?

- A. Acts 1:8 — Power for witnessing
- B. Romans 8:26, 27; Jude 20 — Power in prayer
- C. 1 Cor. 2:12; 1 John 2:20,27 — Understanding the Scriptures
- D. Acts 13:2; Eph. 5:17, 18; Jude 19,20 — Guidance from God
- E. 1 Cor. 14:1, 1 Cor. 1:5-7; 2 Timothy 1:6; 1 Cor: 12 & 14 — The ability to use spiritual gifts for strengthening the Church

9. What are the gifts or manifestations of the Holy Spirit? (1 Cor. 12:8-11.)

UTTERANCE	REVELATION	DEMONSTRATION
Tongues	Word of Knowledge	Faith
Interpretation of tongues	Word of Wisdom	Gifts of Healing
Prophecy	Discerning of Spirits	Working of Miracles

10. How may we receive spiritual gifts? (Acts 19:6, 1 Tim. 4:14, 1 Cor. 12:31.)

- A. After receiving the gift of the Holy Spirit.
- B. By laying on of the hands and a body of elders with prophecy.
- C. Given by God in answer to fervant prayer and spiritual need.

CHAPTER 13

The Person & Work of the Holy Spirit

Read through your lesson carefully, and complete this worksheet to demonstrate you have learned the material.

PART 1: Matching 1 Point each, 5 Points possible.

Match each statement with the most appropriate word or phrase.

- | | |
|--|---|
| _____ 1. Can seek and receive the Baptism in the Holy Spirit. | A. What the Baptism in the Holy Spirit does for believers |
| _____ 2. The initial sign given to those who are baptized in the Holy Spirit. | B. All believers |
| _____ 3. The initial in-filling of the believer's life after conversion. | C. The early church |
| _____ 4. The baptism in the Holy Spirit was a normal experience for all believers in this group. | D. The Baptism in the Holy Spirit |
| _____ 5. Gives the believer the power to witness and live a victorious life in Christ. | E. Speaking in tongues |

PART 2: Fill in the Blank 1 Point each, 15 Points possible.

Fill in the blanks of each statement with the most appropriate word or phrase from the following word list.

willing	personality	eternal life	power	unlearned languages
born again	yielded	prayer	God	every generation
witnessing	third	spiritual gifts	guidance	understanding

- The Holy Spirit is _____, the _____ person of the Trinity, and shares the same divine nature as the Father and the Son.
- We know the Holy Spirit is not just an impersonal force or power, because He has a _____, having qualities which can only be applied to a person.
- Through the Holy Spirit, a person is _____; receiving _____; and the _____ to live as Jesus calls us to live.
- Speaking in tongues means speaking in _____ as the Holy Spirit gives us audible expression.
- The gift of the in-filling of the Holy Spirit can only be received by believers who are _____ and fully _____ to the Holy Spirit.
- Acts 2:39 tells us the promise of the Baptism in the Holy Spirit and the accompanying sign of speaking in tongues is for every believer in _____.
- The Baptism in the Holy Spirit provides the following results in the believer's life:

A. Power for _____.	D. _____ from the Lord.
B. Power in _____.	E. Ability to use _____
C. _____ the Scripture.	for strengthening the Church.

Back To Basics Memory Work Quiz

Name _____

10 required points possible and
10 extra credit points possible.

Score: Required: _____
Extra Credit: _____

CHAPTER 13

The Person & Work of the Holy Spirit

Directions:

This quiz is "Closed Book." After committing each verse or quote in your lesson to memory, complete this quiz to demonstrate you have learned the memory work. Write from memory the verses for each of the following references.

Required: (Worth 5 points each.)

Jude vs. 20

But you, dear

Acts 1:8

But you will

Extra Credit: (Worth 5 points each.)

Romans 8:26,27

In the same

Galatians 5:16

Live

Week 19
CHAPTER 14

Sanctification

Objective

After completing this lesson, students will:

- Be able to define sanctification and three major aspects of sanctification.
- Understand what produces sanctification in a believer's life.
- Understand how sanctification helps us to discern right from wrong, have daily victory over temptation, and produces the fruit of the Holy Spirit in our lives.

Preparation Before Class

To prepare for teaching this lesson, you will need to do the following:

1. Read through the Chapter 14 in the *Back To Basics* Textbook, the Chapter 14 Mindmapping Notes in this guide, and fill out this lesson plan.
2. Grade papers which students turned in, recording their grades in the Class Records found at the end of this guide.
3. Call any students if necessary.
4. Mail any correspondence if necessary.
5. Prepare any crowdbreakers, stories, illustrations and supplemental materials you would like to add to this lesson.

Teaching The Class

1. Announcements:

2. Return graded Worksheets and Quizes to students.
3. Collect Worksheets due from Chapter 13.
4. Give students the Memory Work Quiz for Chapter 13.



Crowd Breaker

Ideas...

For All Ages...

1. Have the students share testimonies about their own struggles with the process of sanctification.
2. Have students volunteer reasons why Sanctification is one of the key elements of living the Christian life. List them on the board.



5. Take Roll.

6. Opening Prayer/Worship: _____

7. Introduce the Lesson:

a. Crowd Breaker Activity, Story, or Illustration: (Optional.)

b. Opening Questions

1. Without looking at your books, tell me what is sanctification?

2. _____

3. _____

c. Words Students Need To Know:

1. Sanctification

3. Glorification

5. _____

2. Conform

4. Discern

6. _____

8. Mindmapping Activity & Chapter Discussion:

Stories or Illustrations To Add:

9. Closing Questions or Thoughts:

10. Assign Homework:

1. Read through Chapter 15.

2. Complete the Worksheet for Chapter 14.

3. Memorize the verses or quotes for Chapter 14 to prepare for the Memory Work Quiz.

CHAPTER 14

Sanctification

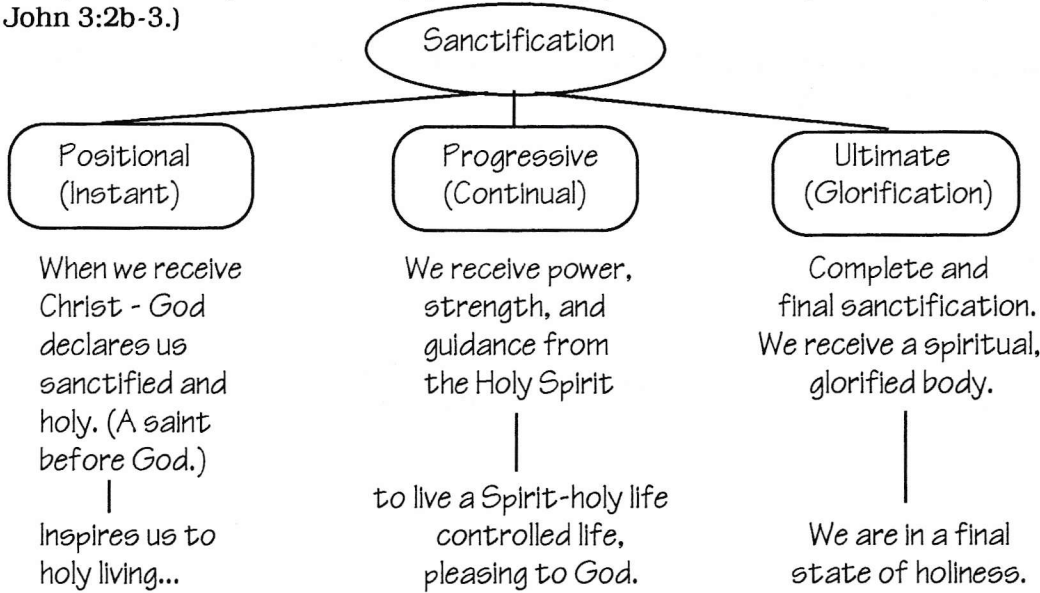
1. What is sanctification? (1 Cor. 1:2, Rom. 12:1-2, 1 Cor. 6:11.)

To "Set Apart" =====> From sin and evil

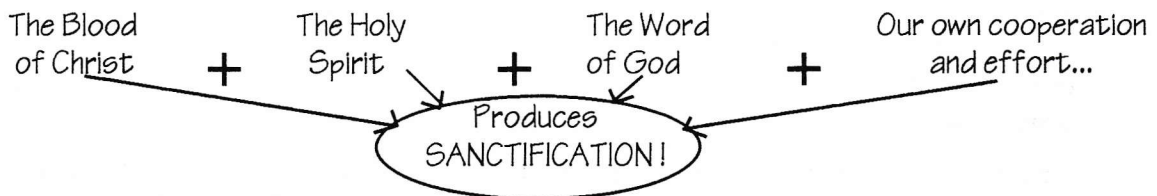
|
Dedication to God:

Identifying with things that are good, upright and morally pure.

2. What are the three major aspects of sanctification? (1 Cor. 6:11, 2 Thess. 2:13, 1 Cor. 1:30, 1 Thess. 4:3,4, Rom. 12:1,2, 1 Pet. 1:14-16, 2 Cor. 5:1-2, Rom. 8:18, 1 John 3:2b-3.)



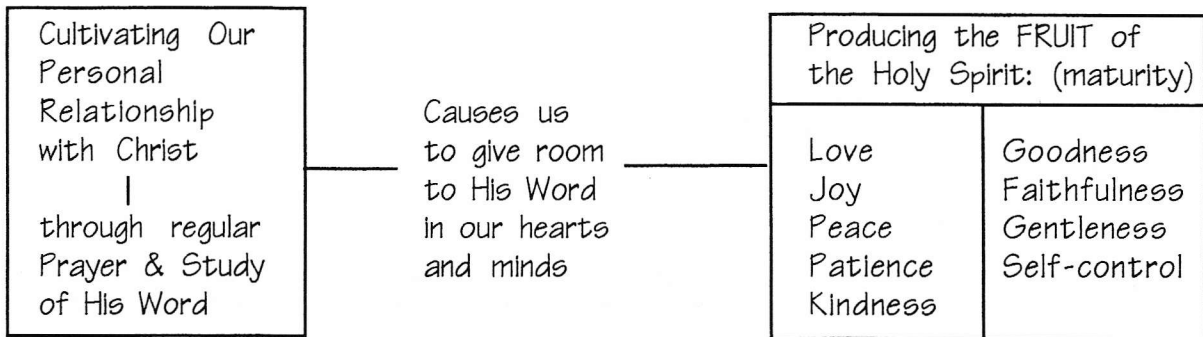
3. What produces sanctification in a believer's life? (1 John 1:7, Heb. 9:14, Heb. 10:29, 1 Cor. 6:11, Rom 15:16, 1 Pet. 1:2, John 17:17, Eph. 5:25-26, Rom. 12:2, 1 John 1:9; 1 Thess. 4:3-4, 2 Cor. 7:1.)



4. How does the sanctifying work of God's word and the Holy Spirit help us to discern right from wrong? (Heb. 4:12 & 5:14.)

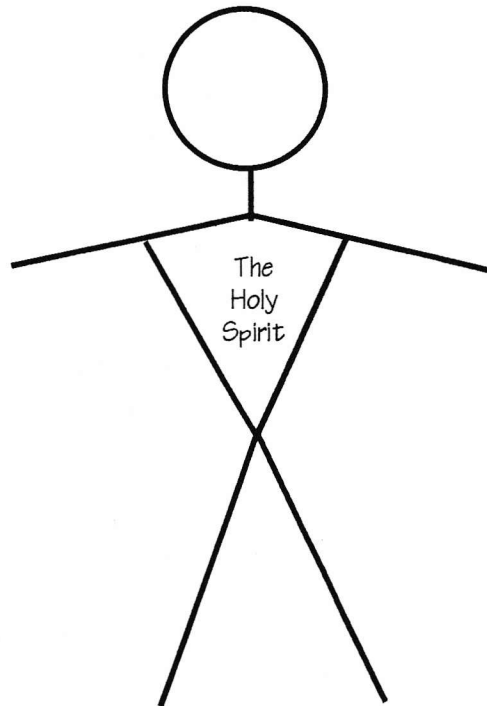


5. How does sanctification produce the fruit of the Holy Spirit in our life? (Eph. 5:9, Gal. 5:22-23. See Textbook for remaining scriptures on each fruit.)



6. How can we have daily victory over sinful temptation? (Rom. 8:6, 1 John 1:7, 1 Cor. 10:13, Gal. 5:16.)

Give place to the indwelling Holy Spirit will cause
 |
 our capacity for spiritual things to develop
 |
 helping us to overcome temptation...
 |
 Galatians 5:16
 if we "live by the Spirit," we will not "gratify the desires of the sinful nature."



CHAPTER 14 Sanctification

Read through your lesson carefully, and complete this worksheet to demonstrate you have learned the material.

PART 1: Matching 1 Point each, 5 Points possible.

Match each statement with the most appropriate word or phrase.

- | | |
|---|---|
| _____ 1. We receive a spiritual, glorified body, and are in a final state of holiness. | A. Positional sanctification |
| _____ 2. We receive power, strength and guidance to live a Spirit-controlled life, pleasing to God. | B. After we separate ourselves from sin and evil... |
| _____ 3. When we receive Christ, God declares us sanctified and holy. | C. Ulitimate sanctification |
| _____ 4. We will identify with what is good, upright and morally pure. | D. The act of sanctification |
| _____ 5. Separating ourselves from sin and evil and dedicating our selves to God. | E. Progressive sanctification |

PART 2: Fill in the Blank 1 Point each, 15 Points possible.

Fill in the blanks of each statement with the most appropriate word or phrase from the following word list.

control	holy	Word	blood	immediately
Holy Spirit	effort	saint	maturity	living and walking
sin	body	incentive	purifying	cooperation and effort

- God sanctifies us _____ when we receive Christ in faith, the moment of our salvation. We are declared to be _____, and considered a _____ before God.
- Positional sanctification in Christ is the greatest _____ for us to live a holy life.
- We experience progressive sanctification when we continue to yield to the _____ of the Holy Spirit, who gives us the power, strength and guidance to become more like Christ each day.
- As Christians, we do not attain absolute perfection in this life, but we are expected to make every _____ to live a holy life. "Without holiness no one will see the Lord" (Heb. 12:14).
- When we enter heaven, we will enter a final state of holiness. We will receive our spiritual, gloried _____, and be delivered from the very presence of _____.
- The sanctifying work of God's Word and the Holy Spirit help us to discern right from wrong by _____ our motives, desires, thoughts and actions.
- Regular prayer and study of God's Word produces _____ manifested by the fruit of the Holy Spirit in our lives, (love, joy, peace, patience, etc.)
- We can have daily victory of sin by _____ in the Holy Spirit.
- Sanctification is produced in the believer's life by the following:

A. The _____ of Christ.	C. The _____.
B. The _____ of God.	D. Our own _____.

Back To Basics Memory Work Quiz

Name _____

10 required points possible and
10 extra credit points possible.

Score: Required: _____
Extra Credit: _____

CHAPTER 14
Sanctification

Directions:

This quiz is "Closed Book." After committing each verse or quote in your lesson to memory, complete this quiz to demonstrate you have learned the memory work. Write from memory the verses for each of the following references.

Required: (Worth 5 points each.)

1 John 1:7

But if

2 Corinthians 7:1

Let us

Extra Credit: (Worth 5 points each.)

1 Thessalonians 4:3-4

It is God's

1 Corinthians 10:13

No temptation

Week 20
CHAPTER 15

Miracles & Healing

Objective

After completing this lesson, students will:

- Know where sickness and disease came from, and how God has provided for our healing.
- Know that miracles and healing are possible in today's world.
- Understand why many people are skeptical about the existence of miracles.
- Have considered possible reasons why some are healed and not others.
- Know how we should respond to the fact that God does not always bring physical healing when we pray.

Preparation Before Class

To prepare for teaching this lesson, you will need to do the following:

1. Read through the Chapter 15 in the *Back To Basics* Textbook, the Chapter 15 Mindmapping Notes in this guide, and fill out this lesson plan.
2. Grade papers which students turned in, recording their grades in the Class Records found at the end of this guide.
3. Call any students if necessary.
4. Mail any correspondence if necessary.
5. Prepare any crowdbreakers, stories, illustrations and supplemental materials you would like to add to this lesson.

Teaching The Class

1. Announcements:

2. Return graded Worksheets and Quizes to students.



Crowd Breaker Ideas...

For All Ages...

1. Have the students share testimonies about their own experiences with God's healing power, or witnessing this healing power in the life of others.

For Youth Only...

2. Have two or more groups of students read a Bible account of someone's healing. Let each small group act out the story while it is being read for all the class to see and hear. Two good examples can be found in Matthew 9:18-26, and Acts 3: 1-10.



- 3. Collect Worksheets due from Chapter 14.
- 4. Give students the Memory Work Quiz for Chapter 14.
- 5. Take Roll.
- 6. Opening Prayer/Worship: _____

7. Introduce the Lesson:

- a. Crowd Breaker Activity, Story, or Illustration: (Optional.)

- b. Opening Questions

- 1. How many of you have witnessed or experienced God's healing power? Explain.
- 2. Are any of you skeptical about miracles and healing? Why?
- 3. _____

- c. Words Students Need To Know:

- | | | |
|--------------------|-----------|----------|
| 1. Apostolic times | 3. Elders | 5. _____ |
| 2. Apostles | 4. _____ | 6. _____ |

8. Mindmapping Activity & Chapter Discussion:

Stories or Illustrations To Add:

9. Closing Questions or Thoughts:

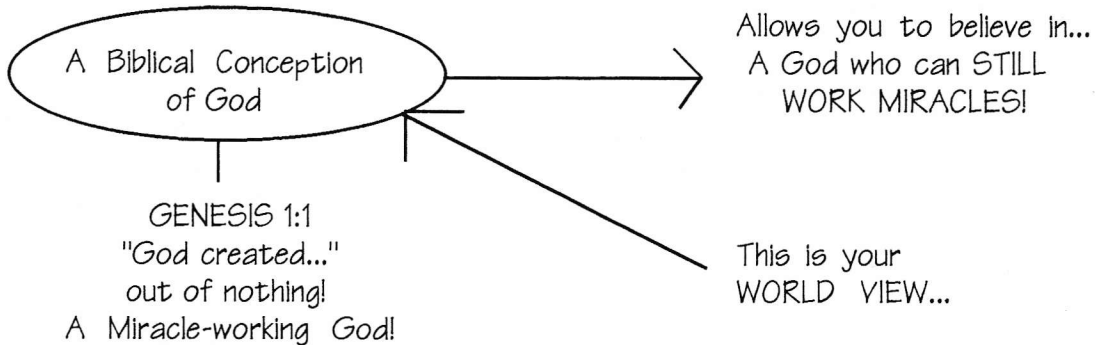
10. Assign Homework:

- 1. Read through Chapter 16.
- 2. Complete the Worksheet for Chapter 15.
- 3. Memorize the verses or quotes for Chapter 15 to prepare for the Memory Work Quiz.

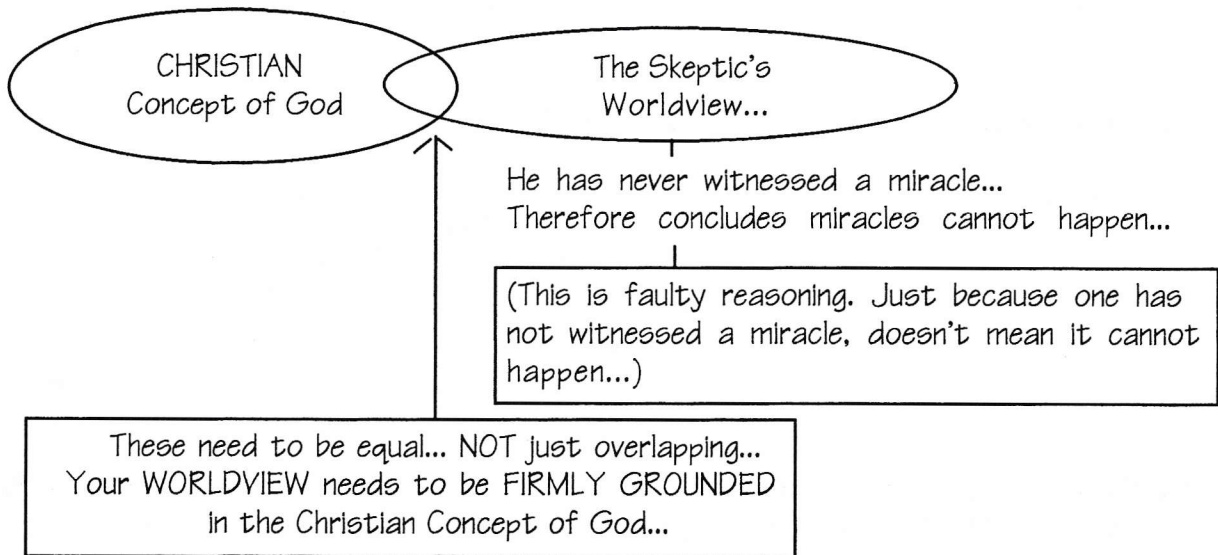
CHAPTER 15

Miracles & Healing

1. How can miracles be possible?(Acts 26:8, Hebrews 11:3.)



2. Why are many people skeptical about the existence of miracles?



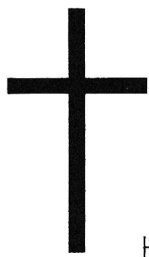
3. Where did sickness and disease come from?(Rom. 5:12; 1 Cor. 15:21,22.)

SIN & THE FALL...

When Adam & Eve first sinned against God...

This brought sickness, disease & death into the world.

4. How did God provide for our healing? (Is. 53:5, 1 Pet.2:24.)

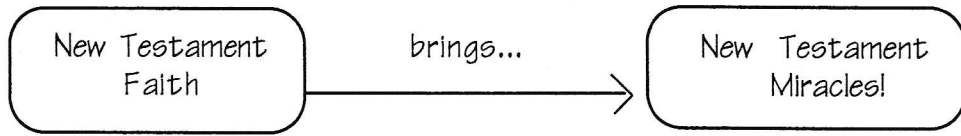


Through the death of Jesus on the CROSS!

Healing became the PRIVILEGE of ALL Believers!

5. Is healing for today? (Mark 16:17-18, John 14:12.)

YES!



Regardless of the time in history..

6. How is healing received?

Ways to receive healing

- A. Prayer (James 5:16.)
- B. God's Spoken Word (Ps. 107:20, Matt. 8:17.)
- C. The Laying on of Hands (Mark 16:17-18.)
- D. Calling for the Elders of the Church (James 5:14-15.)

7. Why are some healed and others not healed? (2 Cor. 4:16-17, Rom. 8:18,28.)

God KNOWS ALL

&

DOES ALL THINGS WELL, according to His purposes.

Sometimes He HEALS...

Sometimes He WAITS...

Opportunity for SPIRITUAL GROWTH... He uses the situation for good...

8. How should we respond to the fact that God does not always bring physical healing when we pray? (Mark 16:17-18, 1 Pet. 2:24, James 5:14-15, 3 John vs. 2.)

This does not destroy the fact that God CAN and DOES heal...

Follow God's Word Faithfully...



CHAPTER 15

Miracles & Healing

Read through your lesson carefully, and complete this worksheet to demonstrate you have learned the material.

PART 1: Matching 1 Point each, 5 Points possible.

Match each statement with the most appropriate word or phrase.

- | | |
|---|---|
| _____ 1. The cause of sickness, disease & death. | A. The death of Jesus on the Cross. |
| _____ 2. Their worldview is not grounded in the Christian concept of God. | B. Those skeptical of the existence of miracles. |
| _____ 3. Provided for our healing. | C. New Testament miracles. |
| _____ 4. The result of New Testament faith. | D. Believing God created the universe out of nothing. |
| _____ 5. Makes it possible to believe in miracles. | E. Sin & the Fall of Man |

PART 2: Fill in the Blank 1 Point each, 15 Points possible.

Fill in the blanks of each statement with the most appropriate word or phrase from the following word list.

- | | | | | |
|--------------|-----------|---------|-----------|--------------------|
| faulty | witnessed | sinned | purpose | God's Spoken Word |
| growth | prayer | nothing | destroy | Laying on of Hands |
| do not occur | follow | rejoice | the world | Calling for Elders |

- We know miracles are possible because we have an infinite, personal God who created the universe out of _____.
- Many people reject the miraculous because it does not fit with their view of _____. Since they have never _____ a miracle, they think miracles do not exist.
- This thinking is _____. The fact that we may never have seen a miracle in our normal daily experience does not mean that miracles _____.
- Sickness, disease and death entered the world when Adam and Eve _____ against God.
- Healing can be received through the following:
 - _____
 - _____
 - _____
 - _____
- God does not cause sickness, but at times He may wait to bring healing so he can use the opportunity to bring spiritual _____, or turn the situation for a good _____.
- The fact that some are not healed does not _____ the fact that God can and does heal. We _____ when people are wonderfully healed. When God does not answer our prayers for physical healing, we should continue to faithfully _____ the instructions of His Word.

Back To Basics Memory Work Quiz

Name _____

10 required points possible and
10 extra credit points possible.

Score: Required: _____
Extra Credit: _____

CHAPTER 15
Miracles & Healing

Directions:

This quiz is "Closed Book." After committing each verse or quote in your lesson to memory, complete this quiz to demonstrate you have learned the memory work. Write from memory the verses for each of the following references.

Required: (Worth 5 points each.)

Isaiah 53:5

But He was

James 5:16

Therefore confess

Extra Credit: (Worth 5 points each.)

1 Peter 2:24

He Himself bore

Mark 16:17,18

And these signs

Week 21
REVIEWING CHAPTERS 1-15

The Stand For Truth Game



Objective

By playing *The Stand For Truth Game* during this class, students will:

- Review the key teachings they have learned from chapters 1-15.
- Gain the confidence of knowing what they believe and why, by practicing defending their faith in a friendly and positive atmosphere.

Preparation Before Class

To prepare for teaching this lesson, you will need to do the following:

1. If necessary, refer to Section 4, *The Stand For Truth Game*, for information on the various ways to play this game.
2. Add chapters 9 - 15 to your stack of cards for *The Stand For Truth Game*.
3. Grade papers which students turned in, recording their grades in the Class Records found at the end of this guide.
4. Call any students if necessary.
5. Mail any correspondence if necessary.
6. Prepare any snacks, munchies, drinks, and rewards for the winning team.

Teaching The Class

1. Announcements:

2. Return graded Worksheets and Quizes to students.
3. Collect Worksheets due from Chapter 15.

***Suggestions
For All Ages...***

1. Consider offering healthy refreshments the whole class will enjoy on the days your group plays the Stand For Truth Game. This will create a more relaxed atmosphere, and contribute to each student having a positive experience in learning how to defend their faith.

2. Consider providing a reward to each member of the winning team. This will encourage a little bit of healthy competition between classmates.



4. Give students the Memory Work Quiz for Chapter 15.

5. Take Roll.

6. Opening Prayer/Worship: _____

7. Play The Stand For Truth Game. (Refer to Section 4 to decide how you are going to play the game.

8. Assign Homework:

1. For those who have not already done so, read through Chapter 15.

Week 22
CHAPTER 16

The Problem of Evil

Objective

After completing this lesson, students will:

- Know the definition and origin of evil, and when God will do away with evil.
- Have considered why a good God can allow evil to exist.
- Know why God did not make us so we could not sin, and how the free will He gave us relates to the problem of evil.
- Have considered God's purpose for evil and suffering.
- Be able to challenge atheists by showing them they are inconsistent when they use the problem of evil to deny the existence of God.



Preparation Before Class

To prepare for teaching this lesson, you will need to do the following:

1. Read through the Chapter 16 in the *Back To Basics* Textbook, the Chapter 16 Mindmapping Notes in this guide, and fill out this lesson plan.
2. Grade papers which students turned in, recording their grades in the Class Records found at the end of this guide.
3. Call any students if necessary.
4. Mail any correspondence if necessary.
5. Prepare any crowdbreakers, stories, illustrations and supplemental materials you would like to add to this lesson.

Teaching The Class

1. Announcements:

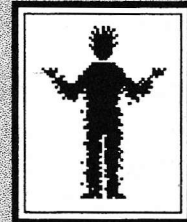
Crowd Breaker

Ideas...

For All Ages...

1. Have two volunteers play a Christian and an atheist, and discuss the problem of evil and the existence of God in for all the class to hear.

2. Let students share their experiences in discussing the problem of evil. Discuss why someone might begin to doubt God when bad things happen to "good" people.



2. Return graded Worksheets and Quizes to students.
3. Collect any worksheets which have not been turned in.
4. Take Roll.

5. Opening Prayer/Worship: _____

6. Introduce the Lesson:

a. Crowd Breaker Activity, Story, or Illustration: (Optional.)

b. Opening Questions

1. Have you ever heard someone argue that God cannot exist because there is evil in the world?
How did you respond?
2. Why do you think evil exists in this world?
3. _____

c. Words Students Need To Know:

- | | | |
|--------------------|-------------------|----------|
| 1. free will | 3. accountability | 5. _____ |
| 2. moral rebellion | 4. annihilate | 6. _____ |

7. Mindmapping Activity & Chapter Discussion:

Stories or Illustrations To Add:

8. Closing Questions or Thoughts:

9. Assign Homework:

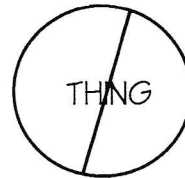
1. Read through Chapter 17.
2. Complete the Worksheet for Chapter 16.
3. Memorize the verses or quotes for Chapter 16 to prepare for the Memory Work Quiz.

CHAPTER 16

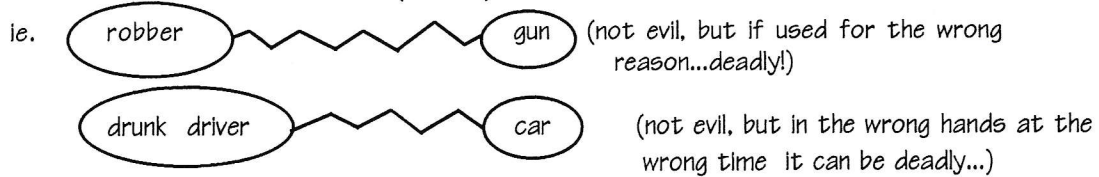
The Problem of Evil

1. What is evil? (Gen. 1 & 2)

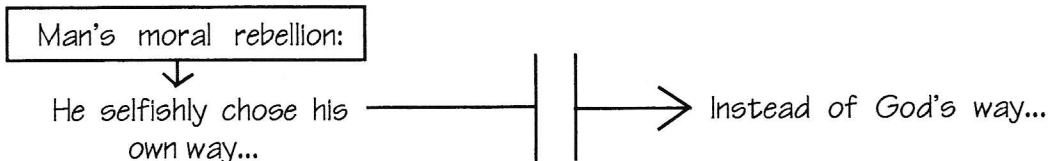
NOT a "THING!"
Not a "rival force" in the universe (like Star Wars)
Very REAL...
WE made it!! (God's good creation vs. Man's evil fall)



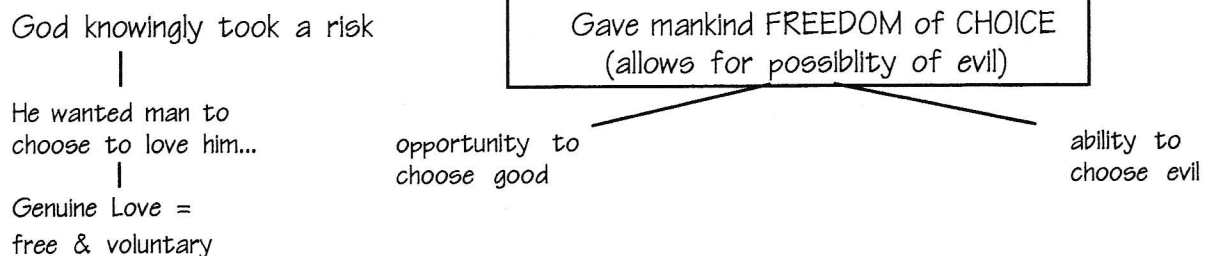
EVIL is a **BAD RELATIONSHIP** between God & Man or People & Things



2. Where did evil come from? (Rom. 5:12 & 19)



3. How does free will relate to the problem of evil?



4. Why didn't God make us so we could not sin?

Without freedom to choose:
We'd be like robots...
No place for praise or blame because nothing depends on human choice...

With freedom to choose:
We can love God genuinely...
We have responsibility, dignity & accountability...

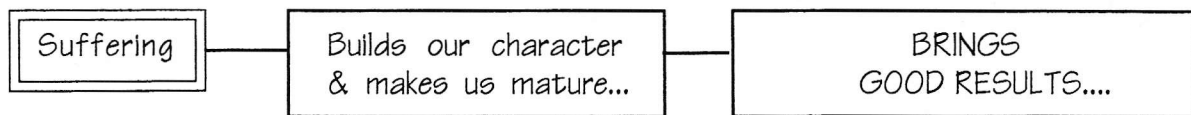
5. Why does a good God allow evil to exist?

Evil can't be destroyed → without destroying freedom
 ↓
 To annihilate evil → annihilates the very condition of our humanness...

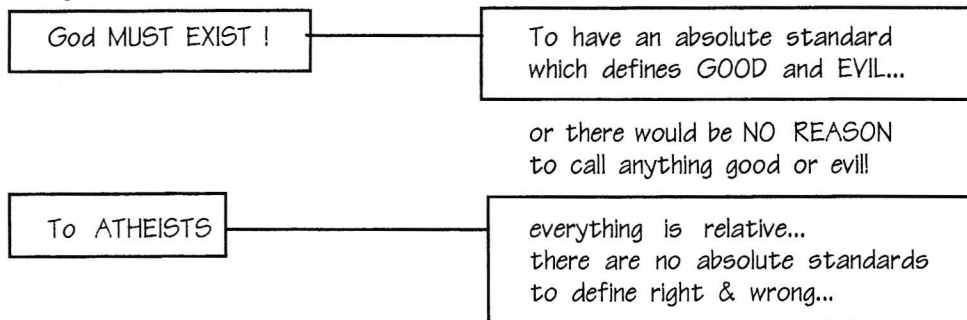
6. What is God's purpose for allowing evil and suffering? (Is. 55:8,9, James 1:2-4, 1 Pet. 1:6,7, 1 Pet. 5:10, Rom. 11:33.)

We may never understand
WHY in this life... ???

BUT... God is ALL-KNOWING & ALL-WISE, and tells us...



7. How are atheists inconsistent when using the problem of evil to deny the existence of God?



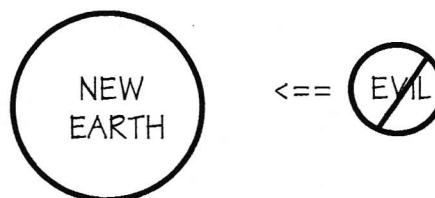
Therefore... the atheist is ————— BORROWING from the CHRISTIAN WORLD VIEW to REFUTE the CHRISTIAN WORLD VIEW... This argument is INCONSISTENT!

YOUR ANSWER: How do YOU account for the problem of evil, since in your atheistic world WITHOUT GOD, there is NO LONGER an absolute standard which defines good and evil?

8. When will God do away with evil? (Rev. 21:4-5, Rom. 8:18, 1 Pet. 1:6,7.)

Evil & Suffering is TEMPORARY! =====> Will be DESTROYED one day!

There will be a NEW EARTH, with NO MORE DEATH, MOURNING, CRYING or PAIN!



CHAPTER 16
The Problem of Evil

Read through your lesson carefully, and complete this worksheet to demonstrate you have learned the material.

PART 1: Matching 1 Point each, 5 Points possible.

Match each statement with the most appropriate word or phrase.

- | | |
|---|--------------------------------|
| _____ 1. Must be freely and voluntarily expressed. | A. Free will |
| _____ 2. Made evil possible. | B. God |
| _____ 3. Gives us the opportunity to choose good, and the ability to choose evil. | C. Taking away man's free will |
| _____ 4. Would annihilate the very condition of our humanness. | D. Man |
| _____ 5. Brought evil and suffering on the world. | E. Genuine Love |

PART 2: Fill in the Blank 1 Point each, 15 Points possible.

Fill in the blanks of each statement with the most appropriate word or phrase from the following word list.

freedom	wrong choice	responsibility	refute	bad relationship
pain	death	God	love	his own way
borrowing	inconsistent	suffering	accountability	good or evil

- Evil is a _____ between things or people, or between our will and God's will.
- God wanted to create people who would choose to _____ Him. This is why He created man with the _____ to choose. This gives man _____, dignity, and _____.
- Free will allows for the possibility of a _____.
- _____ did not create evil. Man brought evil upon himself and the world by selfishly choosing _____ apart from God's way.
- Sometimes, God knows that there are things to be accomplished in our character that can only come about through _____. Shielding us from this would be to rob us of a greater good.
- God promises that at the end of this present age, He will create a new earth where there is no more _____, mourning, crying or _____.
- Atheists often use the problem of evil to deny God's existence. In an atheistic world, there are no absolute standards. To have an absolute standard to define good or evil, God must _____. They are _____ from the Christian world view to _____ the Christian world view, and are therefore _____ in their argument.
- We can respond to the atheist with the question, "How do you account for the problem of evil, since there is no longer an absolute standard to define _____ if God does not exist?"

Back To Basics Memory Work Quiz

10 required points possible and
10 extra credit points possible.

Name _____

Score: Required: _____
Extra Credit: _____

CHAPTER 16
The Problem of Evil

Directions:

This quiz is "Closed Book." After committing each verse or quote in your lesson to memory, complete this quiz to demonstrate you have learned the memory work. Write from memory the verses for each of the following references.

Required: (Worth 5 points each.)

Quote: Why Evil Exists...—Josh McDowell

God is

Quote: Evil & Our Humanness...—Norman Geisler

If we are

Extra Credit: (Worth 5 points each.)

Quote: Building Character...—Paul Little

Sometimes in

Quote: Evil & God's Existence...

To have an

Week 23
CHAPTER 17
Last Things

Objective

After completing this lesson, students will:

- Know the four key doctrines of regarding last things, as recorded in the Bible, including the Blessed Hope, the Tribulation, the Millennial Reign of Christ, and the Final Judgement.
- Have learned to respond to the common challenge, "How could a loving God send anyone to hell?"
- Have an understanding of what will ultimately happen to the earth during the end times.
- Know what we should do while we wait for these things to happen.

Preparation Before Class

To prepare for teaching this lesson, you will need to do the following:

1. Read through Chapter 17 in the *Back To Basics* Textbook, the Chapter 17 Mindmapping Notes in this guide, and fill out this lesson plan.
2. Grade papers which students turned in, recording their grades in the Class Records found at the end of this guide.
3. Call any students if necessary.
4. Mail any correspondence if necessary.
5. Prepare any crowdbreakers, stories, illustrations and supplemental materials you would like to add to this lesson.

Teaching The Class

1. Announcements:



Crowd Breaker

Ideas...

For All Ages...

1. Show the class a popular end times video. You could plan this on a separate date from the date of this class. Discuss the video.

2. Let students share their feelings about the end times. Talk about their excitement, fears, and worries, and how this affects their conduct today.



2. Return graded Worksheets and Quizes to students.
3. Collect Worksheets from Chapter 16.
4. Give students the Memory Work Quiz for Chapter 16.
5. Take Roll.

6. Opening Prayer/Worship: _____

7. Introduce the Lesson:

a. Crowd Breaker Activity, Story, or Illustration: (Optional.)

b. Opening Questions

1. What have you heard or been taught about the end times?
2. Has your family discussed with you what the Bible says about the end times?
3. _____

c. Words Students Need To Know:

- | | | |
|-------------------------|------------------|---------------------------------|
| 1. Blessed Hope | 5. The Beast | 9. Great White Throne Judgement |
| 2. Rapture | 6. False Prophet | 10. Judgement Seat of Christ |
| 3. Tribulation | 7. Perish | 11. Book of Life |
| 4. Millenium/Millennial | 8. Condemn | 12. _____ |

8. Mindmapping Activity & Chapter Discussion:

Stories or Illustrations To Add:

9. Closing Questions or Thoughts:

10. Assign Homework:

1. Read through Chapter 18.
2. Complete the Worksheet for Chapter 17.
3. Memorize the verses or quotes for Chapter 17 to prepare for the Memory Work Quiz.

CHAPTER 17

Last Things

1. What is the Blessed Hope? (1 Cor. 15:51-52; 1 Thess. 4:16-17; Titus 2:13.)

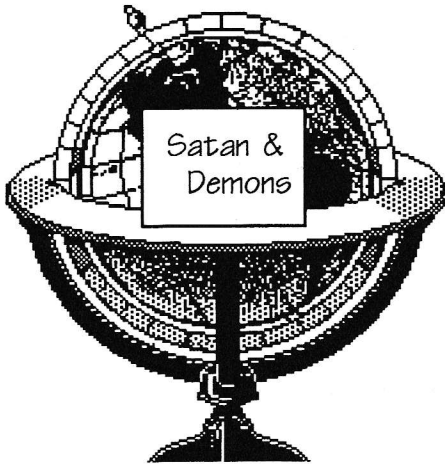
All Christians who have DIED
are RESURRECTED

All Christian STILL ALIVE
are CAUGHT UP

To MEET the
LORD in the AIR
(RAPTURED)

And Given
GLORIFIED BODIES
Fit for heaven

2. What is the Tribulation? (Matt. 24:21; Rev. 3:10.)



Confined To
Earth for
7 Years

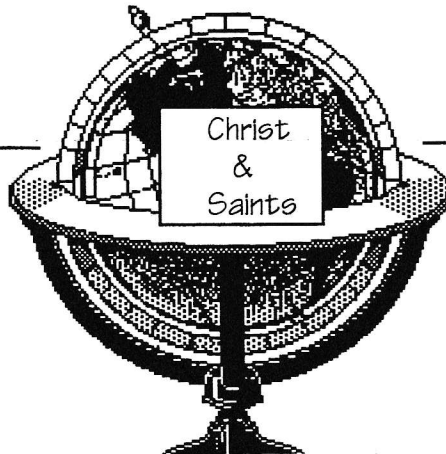
UNBELIEVERS
Experience
TERRIBLE SUFFERING
(God's Judgement for
Disobedience & Rebellion)

BUT =====> Believers will be spared...
SO... We must prepare for
Christ's return!

3. What is the Millenial Reign of Christ? (Rev. 24:27-29; Rev. 1:7; Rev. 20:1-6.)

After the Tribulation:

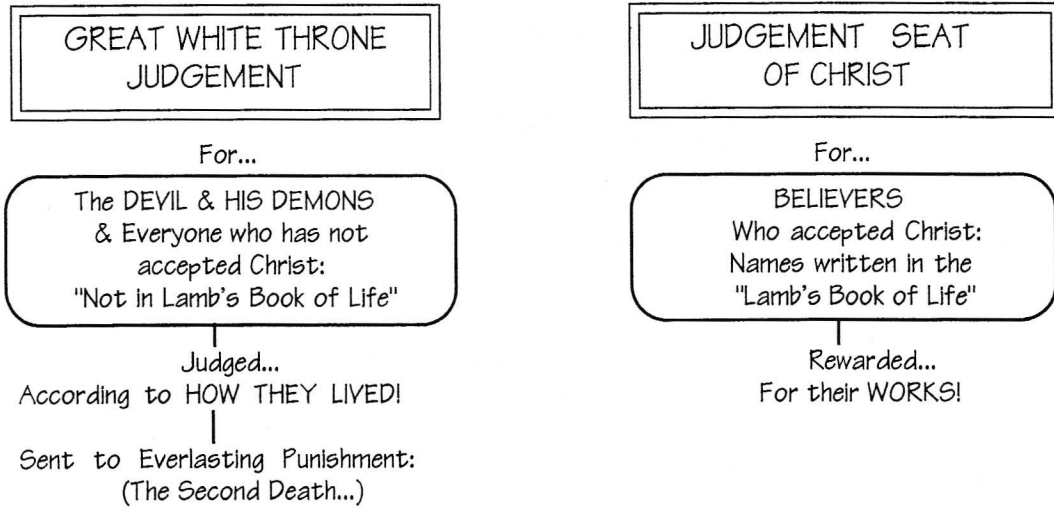
CHRIST RETURNS
VISIBLY--
With His Saints



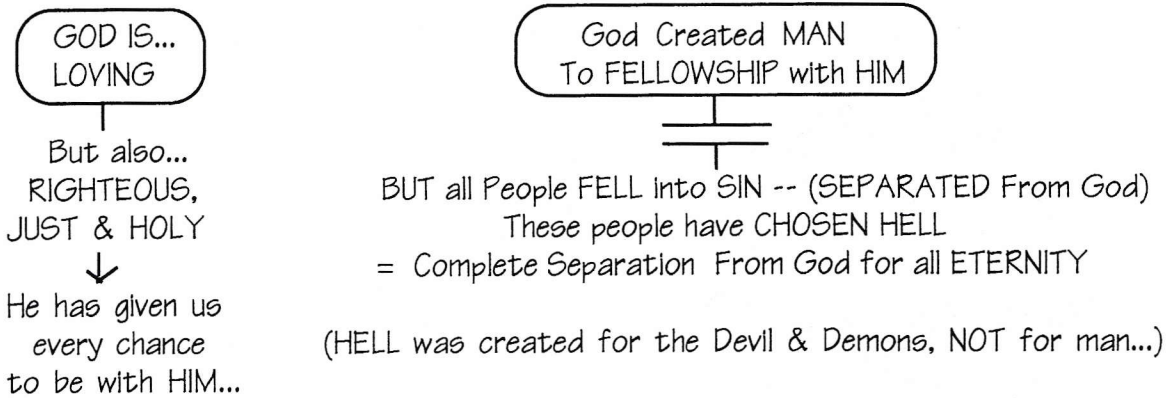
To reign on EARTH
1000 yrs.

UNIVERSAL PEACE
|
& NO TEMPTATION
By Satan & Demons
(Imprisoned!)

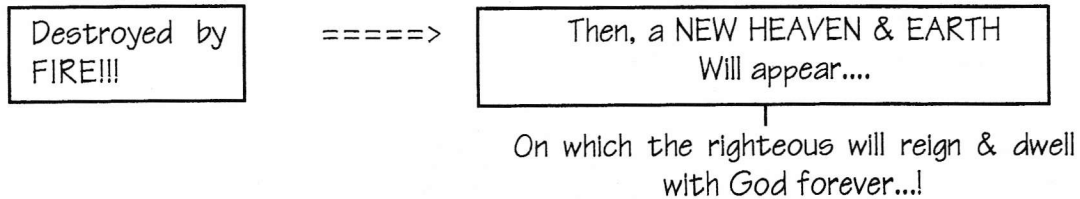
4. What is the Final Judgement? (Great White Throne Judgement: Rev. 19:20; Rev. 20:10-15; Rev. 21:8; Matt. 25:41. Judgement Seat of Christ: 2 Cor. 5:10; 1 Cor. 3:11-15; Matt.25:46.)



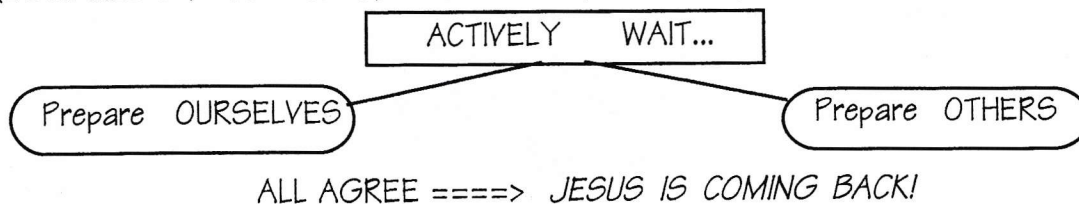
5. How could a loving God send anyone to hell? (2 Pet. 3:9; John 3:16-20.)



6. What does the Bible tell us will happen to the earth? (2 Pet. 3:10-13; Rev. 21:1.)



7. What should we do while we wait for these last things to happen? (2 Pet. 3:11-14; 1 John 3:2-3; Luke 21:34-36, Titus 2:13; Heb. 10:25; Matt. 28:19-20.)



CHAPTER 17 Last Things

Read through your lesson carefully, and complete this worksheet to demonstrate you have learned the material.

PART 1: Matching 1 Point each, 5 Points possible.

Match each statement with the most appropriate word or phrase.

- | | |
|---|-------------------------------------|
| _____ 1. Believers who have died, and those who are still alive are caught up to meet the Lord in the air. | A. The Millenium |
| _____ 2. The seven year period when the devil and his demons will be confined to the earth. | B. The Tribulation |
| _____ 3. The 1000 year peried when Christ will physically return with His saints to reign on the earth. | C. The Judgement Seat of Christ |
| _____ 4. A Judgement of everlasting punishment awaiting the devil, his demons and those who have not accepted sal-
vation through Jesus Christ. | D. The Great White Throne Judgement |
| _____ 5. A Judgement to determine the rewards each believer will
enjoy throughout eternity based on their faithfulness and
dedicated service. | E. The Blessed Hope |

PART 2: Fill in the Blank 1 Point each, 15 Points possible.

Fill in the blanks of each statement with the most appropriate word or phrase from the following word list.

- | | | | | |
|----------|------------|------------------|----------------|----------------------|
| deserves | chosen | Gospel of Christ | temptation | Satan and his demons |
| judges | glorified | be worshiped | raptured | coming back |
| fire | imprisoned | believers | grow in Christ | heaven and earth |

- Though Christians may differ in their understanding of end time events, they all agree that Jesus is _____.
- When all Christians are "caught up" or _____ to meet the Lord in the air, each believer's body will be changed to a _____ body fit for heaven.
- During the Tribulation, Satan and his demons will bring incredible suffering to the lives of unbelievers as God _____ a rebellious and disobedient world.
- God will spare _____ from this world-wide Tribulation.
- During the Millenial Reign of Christ, Christ will _____ by all, establish universal peace, and replace all failed systems of government. There will be no _____ by Satan and his demons as they will be _____ during the Millenium.
- God created man to fellowship with Him. Because of our fallen nature, our sins have separated us from Him. No one _____ to go to heaven. Hell is complete separation from God, and was originally intended for _____. God has given us every possible chance to go to heaven. All that are in Hell, have _____ it.
- The present earth will be destroyed with _____. Then God has promised a new _____ will appear, where believers will live with Him forever.
- While we wait, we must prepare ourselves by seeking to _____ and prepare others by sharing the _____.

Back To Basics Memory Work Quiz

Name _____

10 required points possible and
10 extra credit points possible.

Score: Required: _____
Extra Credit: _____

CHAPTER 17
Last Things

Directions:

This quiz is "Closed Book." After committing each verse or quote in your lesson to memory, complete this quiz to demonstrate you have learned the memory work. Write from memory the verses for each of the following references.

Required: (Worth 5 points each.)

2 Corinthians 5:10

For we must

1 John 3:2b-3

But we know

Extra Credit: (Worth 5 points each.)

1 Corinthians 15:51-52

Listen,

2 Peter 3:14

So then,

Week 24
CHAPTER 18

The Purpose of the Church

Objective

After completing this lesson, students will:

- Know the Biblical definition of the Church, including God's purpose and mission for the Church.
- Know the purpose of the Baptism in the Holy Spirit in helping the Church to fulfill its purpose in the world.
- Be able to identify our responsibilities after becoming a member of the Church.
- Know how the joy of giving our tithes and offerings as an act of worship to the Lord is a vital part of our response to God's grace in our lives.

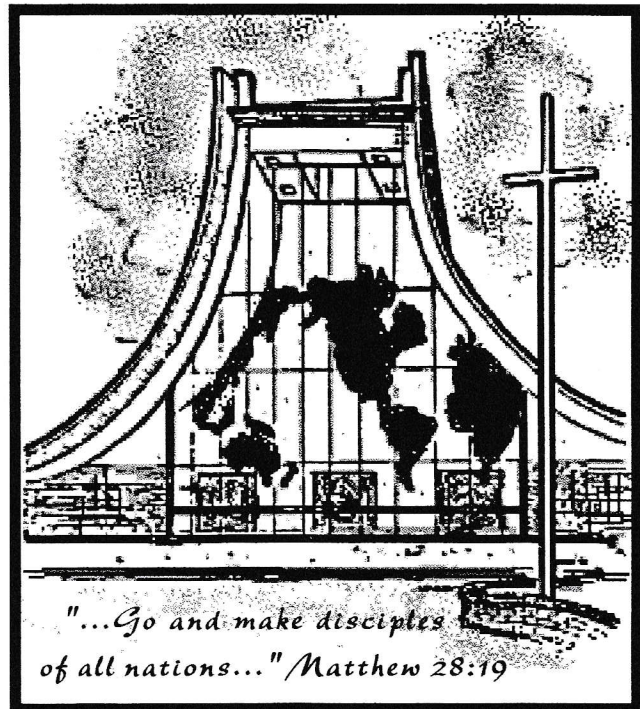
Preparation Before Class

To prepare for teaching this lesson, you will need to do the following:

1. Read through Chapter 18 in the *Back To Basics* Textbook, the Chapter 18 Mindmapping Notes in this guide, and fill out this lesson plan.
2. Grade papers which students turned in, recording their grades in the Class Records found at the end of this guide.
3. Call any students if necessary.
4. Mail any correspondence if necessary.
5. Prepare any crowdbreakers, stories, illustrations and supplemental materials you would like to add to this lesson.

Teaching The Class

1. Announcements:

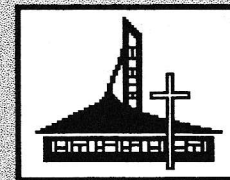


Crowd Breaker

Ideas...

For All Ages...

1. Have students give examples of ways the Church can impact today's world. Write each example on the board and discuss it.
2. Have students discuss ways they would personally like to become involved to help the Church make a difference in our society.



2. Return graded Worksheets and Quizzes to students.
3. Collect Worksheets from Chapter 17.
4. Give students the Memory Work Quiz for Chapter 17.
5. Take Roll.

6. Opening Prayer/Worship: _____

7. Introduce the Lesson:

a. Crowd Breaker Activity, Story, or Illustration: (Optional.)

b. Opening Questions

1. Why do you think God created the Church?

2. _____

3. _____

c. Words Students Need To Know:

1. Body of Christ

4. Universal Church

7. Tithe

2. Disciples

5. Temple

8. _____

3. Local Church

6. Bride of Christ

9. _____

8. Mindmapping Activity & Chapter Discussion:

Stories or Illustrations To Add:

9. Closing Questions or Thoughts:

10. Assign Homework:

1. Read through Chapter 19.

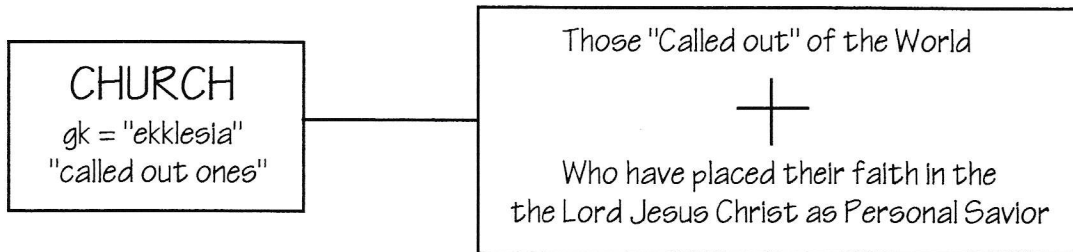
2. Complete the Worksheet for Chapter 18.

3. Memorize the verses or quotes for Chapter 18 to prepare for the Memory Work Quiz.

CHAPTER 18

The Purpose of the Church

1. What is the Church? (1 Cor. 1:2; 1 Cor. 12:13.)



2. What is the mission of the Church? (Col. 3:16; Ps. 5:7; Ps. 29:2; Mark 16:15; Matt. 28:19,20; Acts 5:42; 2 Cor. 4:12; 1 Cor. 14:26; Eph. 4:11-13; Heb. 10:25.)

- A. Worship God
- B. Evangelize the World
- C. Encourage and Equip Believers

3. How does the baptism in the Holy Spirit enable believers to fulfill God's purpose for the Church? (John 7:38,39; Eph. 5:18b,19; 1 Cor. 14:14,15; Acts 4:30-32; Mark 16:20; Gal 5:22-27; 1 Cor. 14:12; Eph. 4:16.)

- A. Worship God in an added dimension.
- B. Evangelize in the power of the Holy Spirit with supernatural signs.
- C. Build up the Church by responding to the full working of the Holy Spirit in expressing the fruit, gifts and ministries as in the early Church.

4. What are the different ways the Church is described in the Bible?

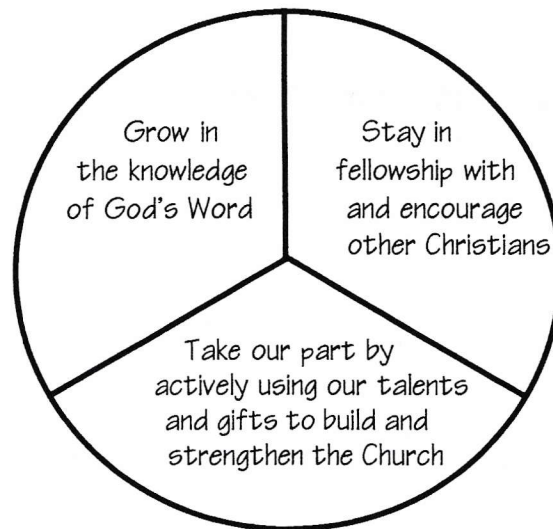
(1 Cor. 12:27; Rom. 12:5; Eph. 1:22,23; 1 Cor. 1:2; 1 Thess. 1:1; Gal. 1:2,3; 1 Cor. 3:9, 16,17; 1 Pet. 2:5; Eph. 5:25,32; 2 Cor. 11:2; Rev. 19:7.)

- A. The Universal Body of Christ.
- B. A Local Body of Believers.
- C. A Temple or Dwelling Place for God's Spirit.
- D. The Bride of Christ.

5. What are our responsibilities after becoming a member of the Church?

(1 Cor. 14:12; Eph. 4:15-16; Gal. 6:10.)

Our Life As
Members of
the Church



6. What should be our attitude about giving? (2 Cor. 9:7; 1 Cor. 16:1-2; Mal. 3:8-10.)

Out of A Heart of



Joyful Reponse
To God's Grace
In our life...



Give (tithe)
As an act
of WORSHIP
to God...
with joy, faith,
and hope...



This develops CHARACTER & Inspires FAITH & TRUST in our lives...

CHAPTER 18

The Purpose of the Church

Read through your lesson carefully, and complete this worksheet to demonstrate you have learned the material.

PART 1: Matching 1 Point each, 5 Points possible.

Match each statement with the most appropriate word or phrase.

- 1. Those called out of the world who have placed their faith in the Lord Jesus Christ as Savior.
2. The only right motive for giving.
3. One tenth of our income given to the Lord.
4. A heart of joyful response to God's grace in our life.
5. The fruit of giving to the Lord.
A. Worship
B. Tithe
C. The Church
D. Character, faith and trust
E. Our attitude towards giving

PART 2: Fill in the Blank 1 Point each, 15 Points possible.

Fill in the blanks of each statement with the most appropriate word or phrase from the following word list.

- ways, Word, universal, evangelize, fruit, gifts and ministries
Bride of Christ, worship, gifts and talents, local, supernatural signs
dimension, dwelling place, fellowship, strengthen, encourage and equip

- 1. The mission of the church is to _____ God, _____ the world, and _____ believers to grow in the _____ of God and in the knowledge of His _____.
2. The Baptism in the Holy Spirit empowers and enables Christians to worship God in an added _____, evangelize in the power of the Spirit with accompanying _____, and build up the Church by responding to the full working of the Holy Spirit in expressing the _____ as in the early Church.
3. The Bible describes the Church as the _____ Body of Christ, the _____ Body of Believers, a temple or _____ for God's Spirit, and as the _____.
4. After becoming a member of the Church, we should desire to grow in the knowledge of God's Word, to stay in _____ with other Christians, and to encourage one another. As an active member of the Church, God desires that we take our part, actively using the _____ He has given us to build and _____ the body of Christ.

Back To Basics Memory Work Quiz

Name _____

10 required points possible and
10 extra credit points possible.

Score: Required: _____
Extra Credit: _____

CHAPTER 18
The Purpose of the Church

Directions:

This quiz is "Closed Book." After committing each verse or quote in your lesson to memory, complete this quiz to demonstrate you have learned the memory work. Write from memory the verses for each of the following references.

Required: (Worth 5 points each.)

Hebrews 10:25

Let us

Romans 12:5

So in

Extra Credit: (Worth 5 points each.)

Mark 16:15

Go into

2 Corinthians 4:12

So it

Week 25
REVIEWING CHAPTERS 1-18

The Stand For Truth Game

Objective

By playing *The Stand For Truth Game* during this class, students will:

- Review the key teachings they have learned from chapters 1-18.
- Gain the confidence of knowing what they believe and why, by practicing defending their faith in a friendly and positive atmosphere.



Preparation Before Class

To prepare for teaching this lesson, you will need to do the following:

1. If necessary, refer to Section 4, *The Stand For Truth Game*, for information on the various ways to play this game.
2. Add chapters 16-18 to your stack of cards for *The Stand For Truth Game*.
3. Grade papers which students turned in, recording their grades in the Class Records found at the end of this guide.
4. Call any students if necessary.
5. Mail any correspondence if necessary.
6. Prepare any snacks, munchies, drinks, and rewards for the winning team.

Teaching The Class

1. Announcements:

2. Return graded Worksheets and Quizes to students.
3. Collect Worksheets due from Chapter 18.

***Suggestions
For All Ages...***

1. Consider offering healthy refreshments the whole class will enjoy on the days your group plays the Stand For Truth Game. This will create a more relaxed atmosphere, and contribute to each student having a positive experience in learning how to defend their faith.

2. Consider providing a reward to each member of the winning team. This will encourage a little bit of healthy competition between classmates.



4. Give students the Memory Work Quiz for Chapter 18.

5. Take Roll.

6. Opening Prayer/Worship: _____

7. Play The Stand For Truth Game. (Refer to Section 4 to decide how you are going to play the game.

8. Assign Homework:

1. For those who have not already done so, read through Chapter 19.

Week 26 & 27
CHAPTER 19

World Views

Objective

After completing this 2-week lesson, students will:

- Know the definition of a world view, including the major elements of a world view.
- Be able to identify the major world views, especially those which are the major competitors to the Christian world view.
- Know how to respond to those with the world views of Naturalism, Marxism, Secular Humanism and the New Age Movement.
- Know the important elements of developing a Christian world view.

Preparation Before Class

To prepare for teaching this lesson, you will need to do the following:

1. Read through Chapter 19 in the *Back To Basics* Textbook, the Chapter 19 Mindmapping Notes in this guide, and fill out this lesson plan.
2. Grade papers which students turned in, recording their grades in the Class Records found at the end of this guide.
3. Call any students if necessary.
4. Mail any correspondence if necessary.
5. Prepare any crowdbreakers, stories, illustrations and supplemental materials you would like to add to this lesson.

Teaching The Class

1. **Announcements:**

2. **Return graded Worksheets and Quizzes to students.**



**Crowd Breaker
Ideas...**

For All Ages...

1. Show a video or video clip which discusses differing world views and belief systems from a Christian perspective. Suggested speakers include: R.C. Sproul, Josh McDowell, etc.



3. Collect any Worksheets which have not been turned in yet.

5. Take Roll.

6. Opening Prayer/Worship: _____

7. Introduce the Lesson:

a. Crowd Breaker Activity, Story, or Illustration: (Optional.)

b. Opening Questions

1. Name some common world views which you hear people teaching or following today.

2. _____

3. _____

c. Words Students Need To Know:

1. World view

5. Polytheism

9. The New Age Movement

2. Theism

6. Marxism

10. New World Gov't, Religion, Christ, etc.

3. Naturalism

7. Communism

11. _____

4. Pantheism

8. Secular Humanism

12. _____

8. Mindmapping Activity & Chapter Discussion:

Stories or Illustrations To Add:

9. Closing Questions or Thoughts:

10. Assign Homework:

1. Read through Chapter 20.

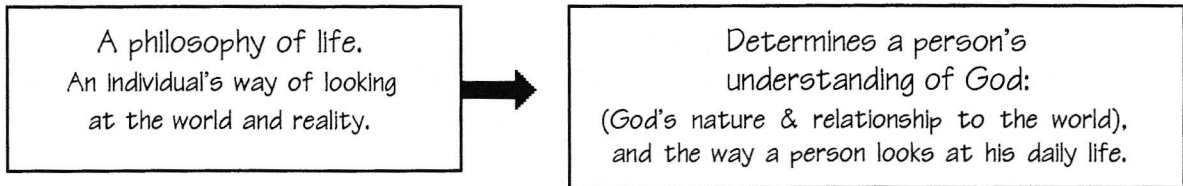
2. Complete the Worksheet for Chapter 19.

3. Memorize the verses or quotes for Chapter 19 to prepare for the Memory Work Quiz.

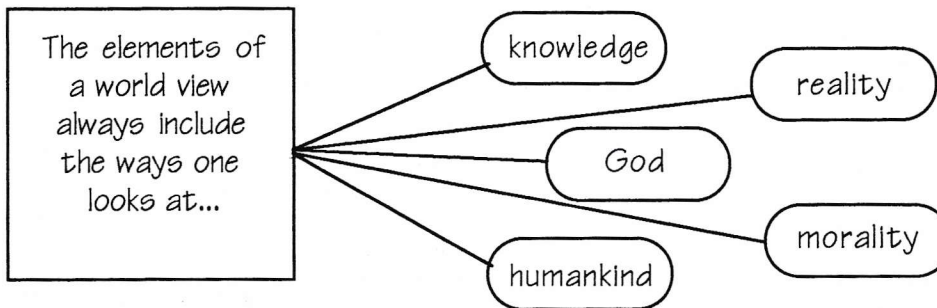
CHAPTER 19

World Views

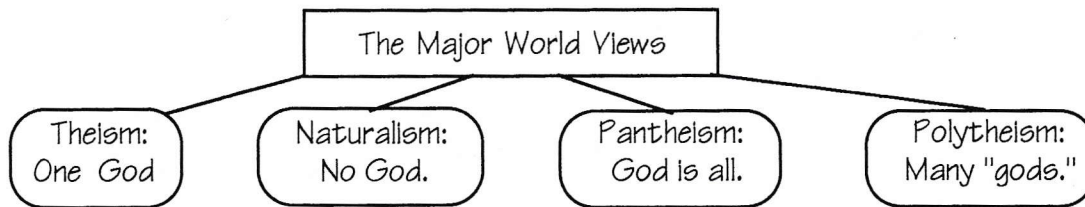
1. What is a world view?



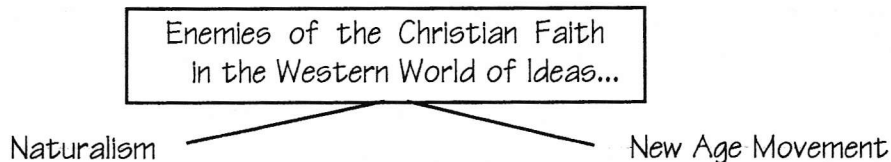
2. What are the major elements of a world view?



3. What are the major world views?



4. What are the major competitors to the Christian world view?



5. What is Naturalism?

ATHEISTIC World View. (No God exists.)
 Sum Total of Reality = The MATERIAL Universe.
 Always existing matter developed into an ordered universe by CHANCE.

Naturalism gave rise to the philosophies of MARXISM & SECULAR HUMANISM.

6. What is Marxism?

COMMUNISM:
The Communist Manifesto.

A socialistic model developed by Karl Marx.
 Response to Capitalism. Claims to be scientific.
 But it is philosophical. Attacks views of Christianity.

7. What are the beliefs of Marxism?

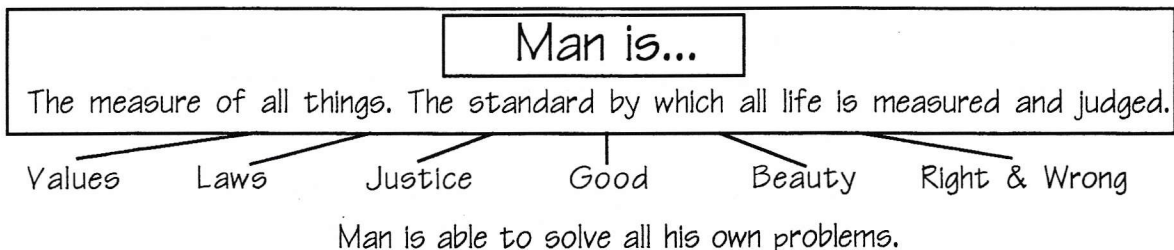
God Atheism. God doesn't exist. Matter is reality.
Humanity Evolved from animals. Nature determined by economic forces.
Ethics No moral absolutes. Whatever advances communism is right.
The Problem The distinction between laborer and owner alienates man from enjoying the fruit of its labors.
The Solution Eliminate private property and class distinctions. (Money & politics.)
Hope Found in political revolution.

8. How should we respond to Marxism?

Understand that...	
The goal & plan of Marxism	The goal and plan of Christianity
Deny individual worth and freedom Proclaim state as ultimate...	Transform people, and therefore society, through the power of Jesus Christ...
Reform men by changing institutions and laws...	remakes institutions and lessens laws by changing men...
PROBLEM: deludes people into a false perception of what is ultimate...	God and not His created order is ultimate!

9. What is Secular Humanism?

One of the most organized, challenging and non-Christian philosophies today...
 Represents a core of prominent scientists and philosophers.
 Creed = *The Humanist Manifesto*



10. What are the beliefs of Secular Humanism?

God Does not exist. Matter is all that exists.
Humanity A "oneness" of matter at the highest point of evolutionary process.
Religion Creating a just and peaceful world to escape from facing problems.
The Solution The scientific method of rational inquiry.
Jesus Christ Just a good moral teacher. Bible authors embellished the truth.
After Death NOTHING. There is no survival of a person's consciousness...

11. How should we respond to Secular Humanism?

<i>In Secular Humanism...</i>	<i>In Christianity...</i>
Without God... there can be no absolute TRUTH or values. Everything a matter of opinion. Life quided by the values of the majority or dictator in power.	Humanity owes obedience to God... the source of absolute truth and values.
Humanity is the highest source of authority. Humanity must save itself...	God is the ultimate authority... Humanity needs God as Savior...

12. What is the New Age Movement?

A PANTHEISTIC world view coming out of Hinduism and Buddhism. Borrows from every other major world view. Tailored for western man.

Not a unified system. Yet has a unifying philosophy binding it together.

All is God, divine, and part of a the divine oneness of God, including humanity. The BASIC HUMAN PROBLEM is that we are ignorant of our true nature. The SOLUTION is to embrace New Age beliefs and practices.

13. What are the beliefs of the New Age Movement?

- Key Writings* From Hinduism, Eastern mystics, Tao and Buddhist writings, Bible passages, Mysticism, Astrology, magic, etc.
- God* Impersonal force or principle. Everyone and everything is God. We are "God."
- Jesus* Ascended master or guru, not God or the Savior. Did not rise from the dead, but ascended to a higher spiritual realm, merging with the divine power.
- Humanity* Divine extentions of the same divine substance as God.
- Salvation* Gaining a new perspective. Everything is part of the divine oneness..
- Afer Death* There is no literal heaven or hell. We are reincarnated over and over until we attain enlightenment.
- Other Beliefs and Practices* Visualization, tarot cards, hypnosis, meditation, yoga, channelling, spiriT guides, UFO phenomenon, crystals, etc.

14. What are some of the key terms, philosophies, and practices of the New Age Movement?

- The New Age* Name from astrology. Predicts a coming age of universal peace & harmony.
- "God"* Impersonal force pervading the universe.
- Spirit Guide* Entity who provides guidance through a medium (someone capable of channelling). Presented as angelic beings or ascended masters.
- Channeling* Submitting one's body and mind to be used as a vehicle through which a spirit guide can speak.
- Cosmic Consciousness* When a person's awareness of reality is linked with the greater reality of the universe.
- Altered State of Consciousness* A new level of awareness achieved through mental and emotional exercises.
- Personal Transformation* Attempting to receive a psychic or mystical experience by entering into an altered state of consciousness, causing the person to doubt any previously held reality.
- Visualization* Attempting to use the power of the mind to bring changes to the material realm. The belief that thinking hard and long enough will cause something to happen.
- Self-Realization* Self-Actualization. Achieved when one knows that his or her self is essentially indistinguishable from "God."
- Globalism* The belief that the transformation of the world into a "global village," will bring society into a greater state of oneness and ascent towards consciousness.

15. What is the scope and influence of the New Age Movement?

ALL LEVELS OF SOCIETY:

education, health, psychology, art, business, industry,
government, religion, science, and entertainment.
Books--\$1 Billion/year

The movement uses just enough CHRISTIAN LANGUAGE and IDEAS
to confuse and attract Christians
and infiltrate the Christian Church with
some of its ideas and philosophies.

NETWORKING GROUPS...

dedicated to a NEW WORLD GOVERNMENT,
a NEW WORLD RELIGION,
and a NEW AGE CHRIST.
(Includes famous entertainers & personalities
who use their reputation to influence others...)

16. How should we respond to the New Age Movement?

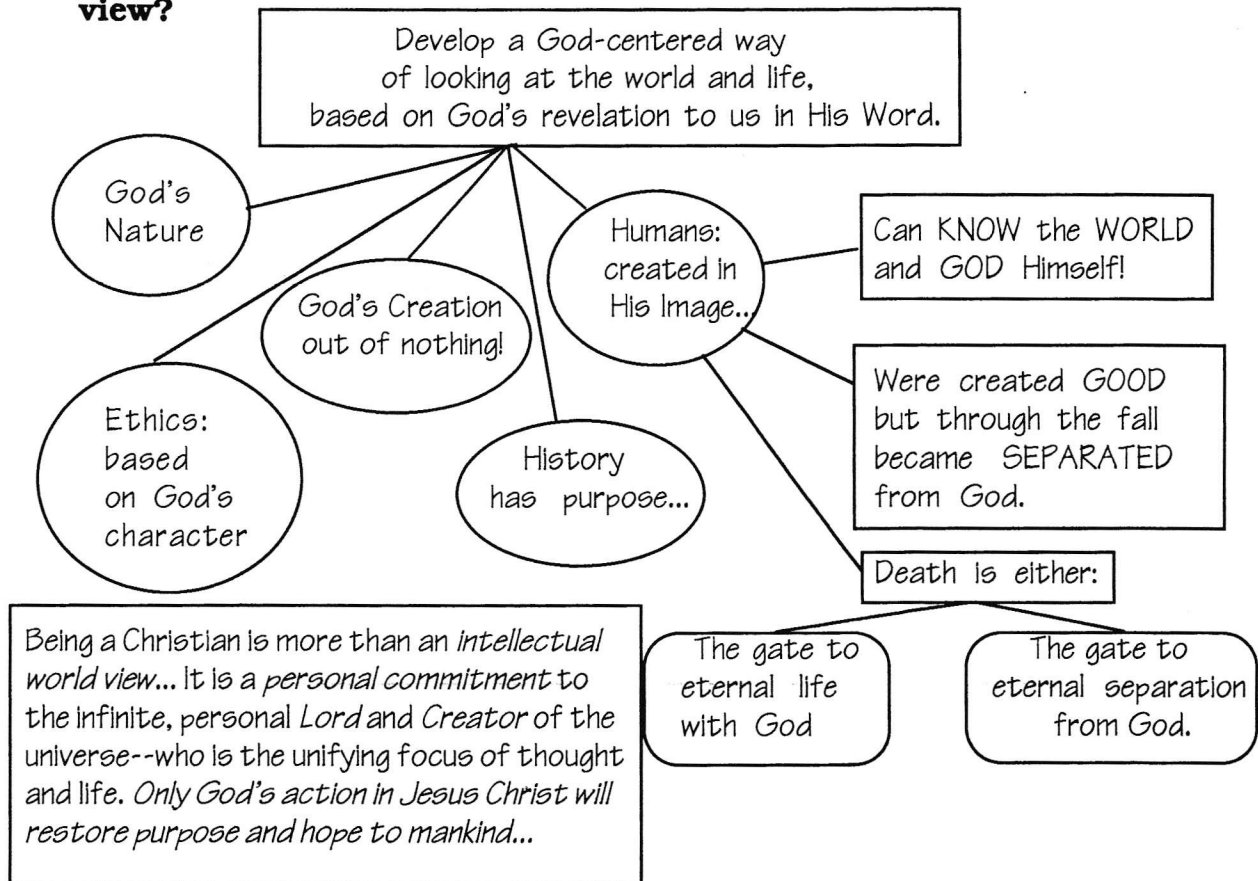
Realize...

1. New Age Thinking is as old as SIN itself. (The serpent's words to Eve...)
 - a. God's Word can't be trusted.
 - b. Man does not have to die.
 - c. Man can become a "god."
 - d. Man can evolve through hidden knowledge.

2. God's Word...
 - a. Is the SOURCE of Spiritual life.
 - b. Is the STANDARD by which all spiritual teaching must be measured.
 - c. Explodes the New Age Myth in Philippians 2:6-8.
(Jesus didn't view equality with God as something to be grasped. Rather He obediently humbled Himself---> became a man who died on a cross to provide us with eternal life!

3. The failure of Secular Humanism gave rise to the New Age Movement.
(Man is trying to fill the God-shaped vacuum in his heart...)

17. What are the important elements of developing a Christian world view?



CHAPTER 19
World Views

Read through your lesson carefully, and complete this worksheet to demonstrate you have learned the material.

PART 1: Matching 1 Point each, 5 Points possible.

Match each statement with the most appropriate word or phrase.

- | | |
|---|---|
| _____ 1. The way one looks at knowledge, reality, God, humankind, and morality. | A. The major world views. |
| _____ 2. Theism, Naturalism, Pantheism and Polytheism. | B. What is a world view? |
| _____ 3. Naturalism and the New Age Movement. | C. The elements of a world view. |
| _____ 4. A philosophy of life. | D. What is a Christian world view? |
| _____ 5. A way of looking at the world and life, based on God's revelation to us in His Word. | E. The major competitors of the Christian world view. |

PART 2: Fill in the Blank 1 Point each, 15 Points possible.

Fill in the blanks of each statement with the most appropriate word or phrase from the following word list.

standard	Communism	truth	no God	institutions and laws
God	one	chance	evolutionary	Christian
source	a man	opinion	state	impersonal force

- Theism is a world view which teaches that there is _____ God, and includes Christianity and Judaism.
- Naturalism is an atheistic world view, teaching there is _____. Naturalists believe that the universe is the sum total of reality. Matter developed into an ordered universe by _____. Naturalism gave rise to Marxism and Secular Humanism.
- Marxism is a socialistic model called _____, teaching the _____ is the ultimate authority. Marxism eliminates private property and class distinctions, denies the worth and freedom of the individual, and tries to reform men by changing _____.
- Secular Humanism teaches there is no God. Man is the highest point of the _____ process. There is no absolute _____. Man is the _____ by which all life is measured and judged, and is able to solve all his own problems. Everything is a matter of _____. Life is subject to the values of those in power.
- The New Age Movement comes out of Hinduism and Buddhism, and is an un-unified, pantheistic world view which borrows from every other major world view. New Agers teach that God is an _____. Everyone and everything is considered to be "_____." The New Age Movement influences all levels of society, and uses just enough _____ language and ideas to confuse and attract weak Christians.
- We can combat these philosophies with the understanding that God is the ultimate authority and _____ of absolute truth. The message of Christianity is not for men to become "gods," but that God became _____, and died for our sins to transform our lives and provide us eternal life!

Back To Basics Memory Work Quiz

Name _____

10 required points possible and
10 extra credit points possible.

Score: Required: _____
Extra Credit: _____

CHAPTER 19
World Views

Directions:

This quiz is "Closed Book." After committing each verse or quote in your lesson to memory, complete this quiz to demonstrate you have learned the memory work. Write from memory the verses for each of the following references.

Required: (Worth 3 points, 3 points and 4 points, respectively.)

Quote: Ideas—Auguste Comte

Ideas

Quote: Belief Determines Convictions—Ravi Zacharias

It is out

Quote: The Christian World View

In the Christian

Extra Credit: (Worth 5 points each.)

Quote: Achieving a Christian World View

To achieve

Quote: Why We Were Created—St. Augustine

Thou has

Week 28
CHAPTER 20

World Religions

Objective

After completing this lesson, students will:

- Know why all religions are not basically the same.
- Be able to identify the beliefs of the major religions of the world, which include Hinduism, Buddhism, Judaism, and Islam.
- Know why it is important to not confuse tolerance of *persons* of differing beliefs with tolerance of *spiritual falsehoods* which have eternal consequences.
- Know why Christianity is unique when compared to all other religions, and why Jesus is the only way to God.

Preparation Before Class

To prepare for teaching this lesson, you will need to do the following:

1. Read through Chapter 20 in the *Back To Basics* Textbook, the Chapter 20 Mindmapping Notes in this guide, and fill out this lesson plan.
2. Grade papers which students turned in, recording their grades in the Class Records found at the end of this guide.
3. Call any students if necessary.
4. Mail any correspondence if necessary.
5. Prepare any crowdbreakers, stories, illustrations and supplemental materials you would like to add to this lesson.

Teaching The Class

1. Announcements:

2. Return graded Worksheets and Quizes to students.
3. Collect the Worksheets from Chapter 19.

Aren't all religions basically the same? Don't Christians, Hindus and Buddhists really all worship the same God? **Who is God?** Who is Jesus Christ? **What is Sin?** How can I be saved? Is Jesus the only way to God?

Crowd Breaker

Ideas...

For All Ages...

1. Show a video or video clip which discusses the world religions from a Christian perspective. Suggested speakers include: R.C. Sproul, Josh McDowell, Norman Geisler, etc.

For Youth...

2. Have five volunteers play-act for the class as if they are a Jew, Hindu, Buddhist, and Muslim respectively. The fifth student plays the Christian, who interviews the others on their beliefs about God, Jesus Christ, Sin and Salvation.

4. Give students the Memory Work Quiz for Chapter 19.

5. Take Roll.

6. Opening Prayer/Worship: _____

7. Introduce the Lesson:

a. Crowd Breaker Activity, Story, or Illustration: (Optional.)

b. Opening Questions

1. Name some common world religions are popular today.
2. Have you ever tried to witness to anyone of a different religion?
3. Have you ever considered joining another religion at one time in your life?
4. _____

c. Words Students Need To Know:

- | | | |
|-------------|------------------|---------------|
| 1. Judaism | 5. Mediator | 9. Muslim |
| 2. Hinduism | 6. Nirvana | 10. Tolerance |
| 3. Buddhism | 7. Karma | 11. Allah |
| 4. Islam | 8. Enlightenment | 12. _____ |

8. Mindmapping Activity & Chapter Discussion:

Stories or Illustrations To Add:

9. Closing Questions or Thoughts:

10. Assign Homework:

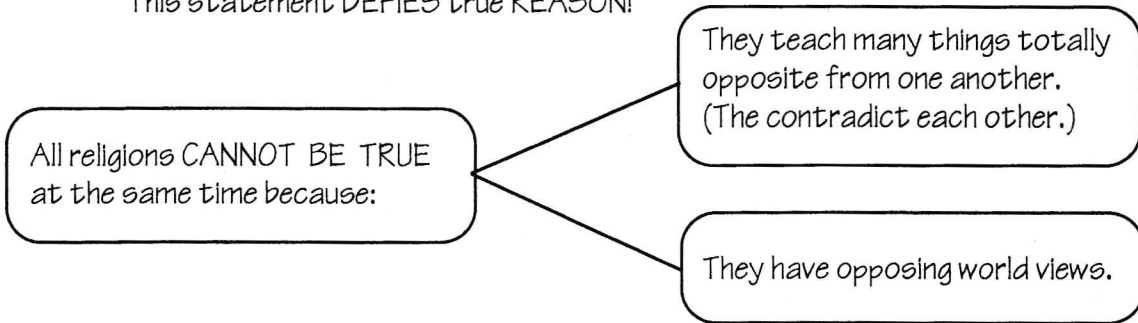
1. Read through Chapter 21.
2. Complete the Worksheet for Chapter 20.
3. Memorize the verses or quotes for Chapter 20 to prepare for the Memory Work Quiz.

CHAPTER 20

World Religions

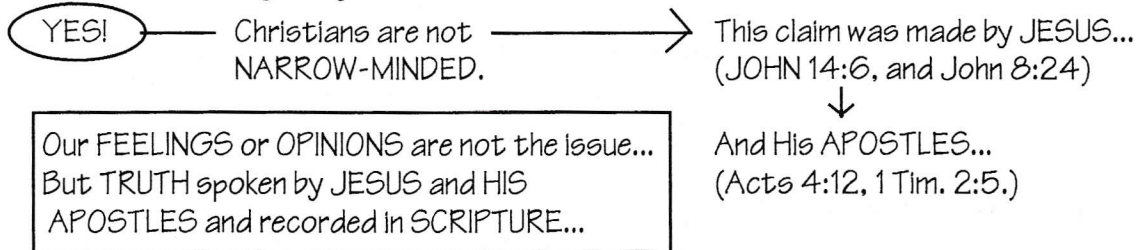
1. Aren't all religions basically the same?

NO! Many say all religions really worship the same God.
This statement DEFIES true REASON!



ie. Hinduism	teaches.....	There are MANY gods.	} OPPOSITE TEACHINGS!
Christianity	teaches.....	There is only ONE God.	

2. Is Jesus the only way to God? (John 14:6; John 8:24; Acts 4:12; 1 Tim. 2:5.)



3. What are the major non-Christian religions of the World?

Hinduism Buddhism Judaism Islam

4. What are the beliefs of Hinduism?

- Ultimate Goal in Life — Achieve "nirvana" - Reunite with "Brahma" through re-incarnation, moving up or down based on life conduct. (Law of Karma)
- God — Brahman - A formless, all-encompassing force
- Jesus Christ — Not God or Savior. One of many incarnations or sons of God.
- Sin — Relative. Whatever helps is good. Whatever hinders is vice.
- Salvation — Man is justified through devotion, meditation, good works and self-control.

5. What are the beliefs of Buddhism?

Evolved from Hinduism.
Also teaches reincarnation and karma, with different meaning.

Ultimate Goal — Achieve "nirvana" which is defined as "total nothingness," the elimination of all desire. This "enlightenment" must be personally achieved.

Jesus Christ — Only a good teacher. Less important than Buddha.

God — Buddhism denies God's existence.

Sin — Anything which hinders man's progress. Man is responsible for his own sin. Pain and suffering comes from evil desire & is overcome by following the "Eightfold Path to Enlightenment."

Salvation — Man is saved by self-effort.

6. What are the beliefs of Judaism?

The heritage of Christianity. Many similarities.
Major difference is in who Jews believe Christ is...

God — One God.

Jesus Christ — Only a good teacher. Not accepted as Messiah because
1) He didn't bring lasting peace.
2) Jewish idea of Messiah is a man sent from God to deliver Israel from oppression, not sins.

Sin — Man is born free, with ability to choose between good and evil. Each man is accountable for himself.

Salvation — Gained through commitment to the One True God and living a moral life. Focus is more on ethical and moral behavior than on an afterlife.

7. What are the beliefs of Islam?

Muhammed is the founder. Considered Allah's chief prophet.
Teachings found in the Koran, viewed as the word of God, supposedly revealed to Muhammed from Allah. Followers are called Muslims

Ultimate Goal — Not to know Allah, but to obey him.

God — Allah is the one God. An absolute deity whose will is law.

Jesus Christ — Only a man, a prophet. Below Muhammed in importance. Did not die for man's sins. They teach that Judas was the one who died on the cross.

Sin — The failure to do Allah's will, and one's religious duties as outlined in the "Five Pillars of the Faith."

Salvation — Man earns his own salvation, and pays for his own sins.

8. How tolerant should we be of other world religions?

We need to RESPECT and TOLERATE



people who do not accept the truths of Christianity



BUT... We DO NOT need to respect SPIRITUAL FALSEHOODS contradicting TRUTH which have eternal consequences & deny masses the only way of salvation through Jesus Christ.



They too are individuals made in God's image.

9. How is Christianity unique compared to all other religions?

All other religions are based on teachings of their FOUNDERS who DIED.

Christianity is based on HISTORICAL EVENTS of the LIFE, DEATH and RESURRECTION of CHRIST.

Based not only on what Christ TAUGHT, but also on WHO HE IS, and WHAT HE DID. JESUS HIMSELF provides us with SALVATION!

CHAPTER 20

World Religions

Read through your lesson carefully, and complete this worksheet to demonstrate you have learned the material.

PART 1: Matching 1 Point each, 5 Points possible.

Match each statement with the most appropriate word or phrase.

- | | |
|---|---|
| _____ 1. The major non-Christian religions of the world. | A. What Buddhism teaches about Jesus. |
| _____ 2. Jesus Christ was just a good teacher and not the Messiah, because he did not bring lasting peace to the world. | B. What Islam teaches about Jesus. |
| _____ 3. Jesus Christ was one of the many incarnations or sons of God. | C. Judaism, Hinduism, Buddhism and Islam. |
| _____ 4. Jesus Christ was only a good teacher. | D. What Hinduism teaches about Jesus. |
| _____ 5. Jesus Christ was only a man, a prophet. He did not really die for man's sins. Judas really died on the cross instead of Jesus. | E. What Judaism teaches about Jesus. |

PART 2: Fill in the Blank 1 Point each, 15 Points possible.

Fill in the blanks of each statement with the most appropriate word or phrase from the following word list.

does not exist	relative	nirvana	world views	feelings and opinions
Scripture	opposite	accountable	elimination	rose from the dead
historical facts	obey	works	moral life	total nothingness

- All religions cannot be true at the same time, because they often have opposing _____ and they teach many things completely _____ from one another.
- The claim of Christianity that Jesus is the only way to God is not based on _____, but on claims made by Jesus and His apostles as they are recorded in _____.
- Hinduism teaches that the ultimate goal in life is to achieve _____—reuniting with their god, an all-encompassing force named "Brahman." Sin is _____. Whatever helps is good. Whatever hinders is vice. Man is justified through his own _____.
- Buddhism teaches that the ultimate goal in life is to achieve "nirvana"-which they define as _____, through "enlightenment" or the _____ of all desire. They teach that God _____. Sin is anything hindering man's pro-gress. Pain and suffering are caused by evil desire. Man is saved by his own self-effort.
- Judaism teaches that there is only one God. Man is born free, with the ability to choose between good and evil. Each man is _____ for himself. Salvation is gained through commitment to the one true God, and living a _____.
- Islam teaches the ultimate goal of life is not to know "Allah," (whom they believe is the one true God), but to _____ him. He is an absolute deity whose will is the law. Sin is the failure to do Allah's will. Man earns his own salvation and must pay for his sins.
- Christianity is the only religion based on the _____ of the life, death and resurrection of Jesus Christ, who claimed to be one with God, died to pay the price for our sins, and _____.

Back To Basics Memory Work Quiz

Name _____

10 required points possible and
10 extra credit points possible.

Score: _____ Required: _____
Extra Credit: _____

CHAPTER 20
World Religions

Directions:

This quiz is "Closed Book." After committing each verse or quote in your lesson to memory, complete this quiz to demonstrate you have learned the memory work. Write from memory the verses for each of the following references.

Required: (Worth 5 points each.)

Quote: Why All Religions Are Not Equal—Josh McDowell

All religions

Acts 4:12

Salvation

Extra Credit: (Worth 5 points each.)

John 14:6

No one

1 Timothy 2:5

For there

Week 29
CHAPTER 21

Cults

Objective

After completing this lesson, students will:

- Be able to identify a cult, by knowing the definition of a cult.
- Know the most common social and doctrinal characteristics of cults.
- Know the Biblical warning about those who would attempt to pervert and distort the truth Christian faith.
- Know that "new revelation" which has been added to the Bible by non-Christian cults is contrary to Scripture, which tells us that we are not to add to or take away from the Bible.
- Be able to identify the major non-Christian cults, including Christian Science, Unity School of Christianity, Unification Church, Jehovah's Witnesses, and Mormonism.
- Understand how Christian Terminology used by the different cults usually has a different meaning than the meaning held to by the Christian Faith.
- Know some of the do's and don'ts of witnessing to those in cults.



Preparation Before Class

To prepare for teaching this lesson, you will need to do the following:

1. Read through Chapter 21 in the *Back To Basics* Textbook, the Chapter 21 Mindmapping Notes in this guide, and fill out this lesson plan.
2. Grade papers which students turned in, recording their grades in the Class Records found at the end of this guide.
3. Call any students if necessary.
4. Mail any correspondence if necessary.
5. Prepare any crowdbreakers, stories, illustrations and supplemental materials you would like to add to this lesson.

Crowd Breaker

Ideas...

For All Ages...

1. Show a video or video clip which discusses non-Christian cults from a Christian perspective. Suggested speakers include: Josh McDowell, R.C. Sproul, Norman Geisler, Walter Martin, etc.

For Youth...

2. Have one or two volunteers play-act before the class as if they are a Jehovah's Witness or a Mormon. The remaining student plays the Christian, who interviews the others on their beliefs about God, Jesus Christ, Sin and Salvation.

Teaching The Class

1. Announcements:

a. Date of graduation is _____. Last day to turn in work is _____.

2. Return graded Worksheets and Quizes to students.

3. Collect the Worksheets from Chapter 20.

4. Give students the Memory Work Quiz for Chapter 20.

5. Take Roll.

6. Opening Prayer/Worship: _____

7. Introduce the Lesson:

a. Crowd Breaker Activity, Story, or Illustration: (Optional.)

b. Opening Questions

1. Have class discuss their one-on-one experiences in dealing with cults.

2. _____

c. Words Students Need To Know:

- | | | |
|---------------------|------------------------|---------------------------------|
| 1. Cult | 5. Jehovah's Witnesses | 8. Unity School of Christianity |
| 2. Doctrinal system | 6. Unification Church | 9. False prophet(s)/teacher(s) |
| 3. Orthodox | 7. Christian Science | 10. _____ |
| 4. Mormonism | | |

8. Mindmapping Activity & Chapter Discussion:

Stories or Illustrations To Add:

9. Closing Questions or Thoughts:

10. Assign Homework:

1. Read through Chapter 22.
 2. Complete the Worksheet for Chapter 21.
 3. Memorize the verses or quotes for Chapter 21 to prepare for the Memory Work Quiz.
-
-

CHAPTER 21

Cults

1. What is a cult?

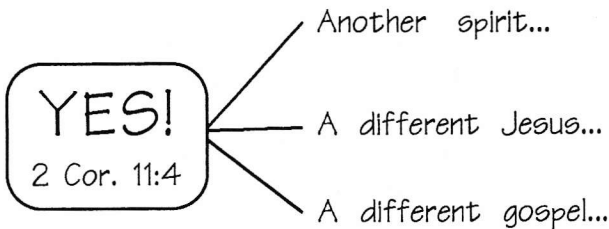
A "GROUP" of people

claiming to be Christian

embracing a doctrinal system taught by a group or person

which denies central doctrine(s) of the Christian faith and distorts historic Christianity.

2. Does Scripture warn of false Christs and false gospels that would attempt to pervert and distort the true Christian faith? (2 Cor. 11:4, Matt. 24:11, Acts 20:30, 2 Pet. 2:1, 1 Tim. 4:1-2, 2 Cor. 11:13-15.)



3. What is important to note concerning the claim by some to have "new revelation" from God, other than what is given in the Bible? (Gal. 1:6-8, Jude 3.)

Those who claim to have "new revelation" have not listened to what the Bible teaches!

The GOSPEL of CHRIST

was once for all delivered to the saints...

NOT to be ADDED TO... or TAKEN AWAY FROM!

4. What are the most common social characteristics of cults?

- A. A dominant or "charismatic" leader.
- B. Unusual enthusiasm in spreading its message.
- C. Belief their group is elite or superior.
- D. Strict discipline.
- E. Freedom of thought & questions discouraged.
- F. Excessive control over personal life.
- G. Opposition to orthodox Christianity.
- H. Fraudulent or deceptive practices.

5. What are the most common doctrinal characteristics of cults?

- A. Denial of true nature of God. (ie. The Trinity.)
- B. Denial or confusion of the true nature and works of Christ. (ie. His Deity.)
- C. Denial of salvation by grace through faith.
- D. Sources of revelation or authority other than the Bible.
- E. Claim to have exclusive truth.

6. What are the major non-Christian cults?

Cult	Teachings
Christian Science	God.....Impersonal force. All that exists. Matter.....An illusion. Christ.....Not God. Man.....Already saved. Goals.....Achieve a oneness with God.
Unity School of Christianity	God.....Impersonal force or divine principle. Sin.....Negative thinking. Jesus.....Man Christ.....The divine idea. Bible.....Allegory which can be interpreted to gain truth through Unity's Metaphysical Dictionary.
Unification Church	Jesus.....Not God. He brought spiritual redemption, but died prematurely. Sun Young.....The new messiah, who will finish what Moon Jesus failed to complete. Holy Spirit.....A feminine counterpart to God the Father.
Jehovah's Witnesses	Christ..... A pre-existent God, a sinless spirit being, who was created by God, through whom God created the world. The Trinity..... They deny it exists. Holy Spirit.....An impersonal force Salvation.....Earned through works. Hell.....Does not exist. Death.....The point at which a person ceases to exist.
Mormonism	God..... Polytheistic--They believe in many gods. God is amaterial creature. Once a man. Jesus.....Was the premortal brother of Lucifer. Had several wives. Writings of Joseph Smith.. Considered new Scripture. Man.....Progressively becoming a god. Salvation..... Comes through works. There are ranks in heaven.

7. Does Christian terminology have a different meaning in the cults than in the Christian faith?

Their system of belief RE-DEFINES our KEY TERMS with DIFFERENT MEANINGS!

8. What are some of the Do's and Don'ts of witnessing to cults?

DO'S:

1. Identify with them!
2. Labor patiently with them!
3. Exhaust all efforts to answer their questions.
4. Let them save face.
5. Take the opportunity to present the Gospel.

DON'TS:

1. Don't have a self-righteous attitude.
2. Don't attack them.
3. Don't lose your patience.
4. Don't dodge questions they ask you if you don't know the answers.
5. Don't expect all of them to respond the same way.

CHAPTER 21

Cults

Read through your lesson carefully, and complete this worksheet to demonstrate you have learned the material.

PART 1: Matching 1 Point each, 5 Points possible.

Match each statement with the most appropriate word or phrase.

- | | |
|--|---------------------------------|
| _____ 1. View Sun Myung Moon as new Messiah. | A. Unity School of Christianity |
| _____ 2. Believe matter is an illusion. | B. Mormonism |
| _____ 3. Deny Trinity and bodily resurrection of Christ. | C. Unification Church |
| _____ 4. Believe in many gods and that God was once a man. | D. Christian Science |
| _____ 5. Believe that God is impersonal, and sin is negative thinking. | E. Jehovah's Witnesses |

PART 2: Fill in the Blank 1 Point each, 8 Points possible.

Fill in the blanks of each statement with the most appropriate word or phrase from the following word list.

- | | | | |
|-----------|---------|-----------|---------------------|
| add to | Bible | gospels | central doctrines |
| doctrinal | confirm | take away | pervert and distort |

- A cult is a group of people, claiming to be Christian, who embrace a _____ system taught by an organization or leader(s) who deny one or more of the _____ of the Christian faith as they are taught in the sixty-six books of the _____.
- Jesus and the apostles warned that there would be false Christs and false _____ that would attempt to _____ the true Christian faith.
- Those who claim to have "new revelation" from God other than that given in the Bible do not understand that the Scriptures _____ the gospel of Christ was "once for all delivered to the saints," (Gal. 1:6-8). We are not to _____ or _____ from the Bible.

PART 3: Look It Up 1/2 point each, 7 Points possible.

Refer to the diagrams in Chapter 21 to complete the following lists.

- Briefly list the most common social characteristics of cults. (Worth 4 points=1/2 pt. each.)

A. _____	E. _____
B. _____	F. _____
C. _____	G. _____
D. _____	H. _____
- Briefly list the most common doctrinal characteristics of cults. (Worth 3 points=1/2 pt. each, Because there are 5 answers, 1/2 point is given FREE.)

A. _____	D. _____
B. _____	_____
C. _____	E. _____

Back To Basics Memory Work Quiz

Name _____

10 required points possible and
10 extra credit points possible.

Score: Required: _____
Extra Credit: _____

CHAPTER 21
Cults

Directions:

This quiz is "Closed Book." After committing each verse or quote in your lesson to memory, complete this quiz to demonstrate you have learned the memory work. Write from memory the verses for each of the following references.

Required: (Worth 3 points, 3 points, and 4 points, respectively.)

Galatians 1:8

But even

Quote: Jehovah's Witnesses...

Jehovah's

Quote: Mormons...

Mormons

Extra Credit: (Worth 10 points.)

Quote: Redefining Essential Truths —Walter Martin

Non-Christian

Week 30
CHAPTER 22

Every Christian's Ministry

Objective

After completing this lesson, students will:

- Know that God wants every Christian to develop a deep, personal relationship with Him.
- Know how prayer, worship, Bible study, and church membership develop our relationship with God, producing fruits of Godly character, witnessing, healthy relationships, and serving God with our talents and gifts.
- Be able to identify the different types of prayer and worship.
- Know the importance and benefits of studying Scripture.
- Know the importance of evangelism, and how God can use us to lead others to Christ.
- Know that God has given them their own personal motivational gifts and talents in order to discover God's purpose for their lives and ministry.

Preparation Before Class

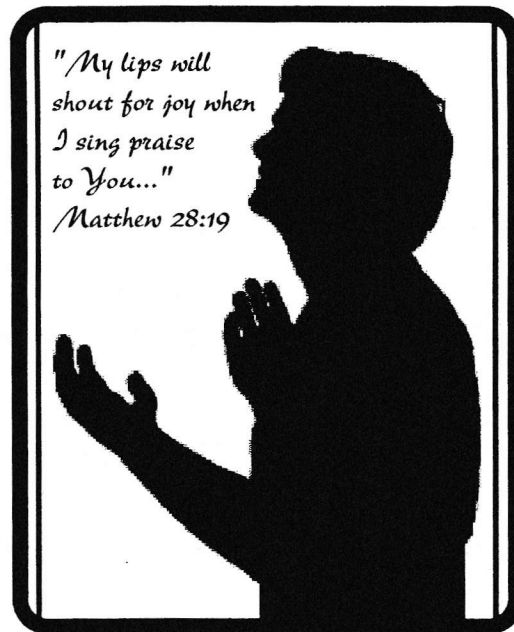
To prepare for teaching this lesson, you will need to do the following:

1. Read through Chapter 22 in the *Back To Basics* Textbook, the Chapter 22 Mindmapping Notes in this guide, and fill out this lesson plan.
2. Grade papers which students turned in, recording their grades in the Class Records found at the end of this guide.
3. Call any students if necessary.
4. Mail any correspondence if necessary.
5. Prepare any crowdbreakers, stories, illustrations and supplemental materials you would like to add to this lesson.

Teaching The Class

1. Announcements:

- a. Date of graduation is _____. Last day to turn in work is _____.



Crowd Breaker Ideas...

For All Ages...

1. Taking one motivational gift at a time, have students volunteer the possible ministry areas in which a person with that gift might serve God.

For Youth...

2. Write the seven motivational gifts onto seven pieces of paper. Fold them up and put them in a container. Have volunteers take one at a time, acting out the gift for the students to guess. Then discuss the various gifts.

2. Return graded Worksheets and Quizes to students.
3. Collect the Worksheets from Chapter 20.
4. Give students the Memory Work Quiz for Chapter 20.
5. Take Roll.

6. Opening Prayer/Worship: _____

7. Introduce the Lesson:

- a. Crowd Breaker Activity, Story, or Illustration: (Optional.)

b. Opening Questions

1. Have class discuss what they believe are their own motivational gifts.
2. What do you think is every Christian's ministry?
3. _____

c. Words Students Need To Know:

- | | | |
|-------------|---------------|----------|
| 1. Talents | 3. Compassion | 5. _____ |
| 2. Perceive | 4. Exhort | 6. _____ |

8. Mindmapping Activity & Chapter Discussion:

Stories or Illustrations To Add:

9. Closing Questions or Thoughts:

10. Assign Homework:

1. Complete the Worksheet for Chapter 22.
3. Memorize the verses or quotes for Chapter 22 to prepare for the Memory Work Quiz.

CHAPTER 22

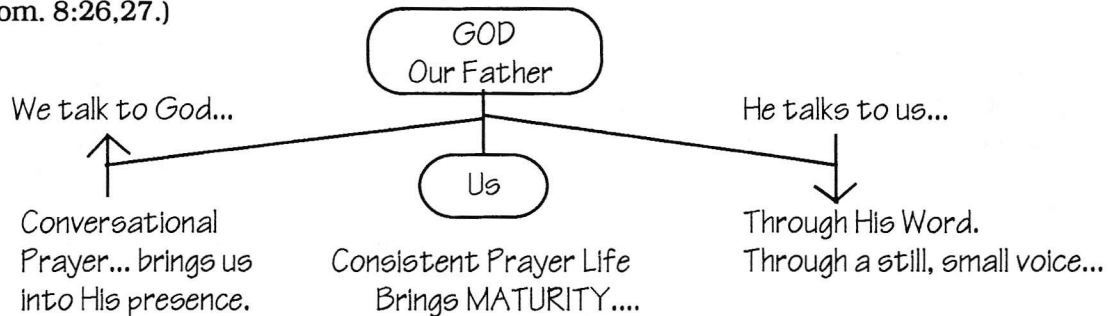
Every Christian's Ministry

1. What is every Christian's ministry? (Phil. 1:6; Mark 12:29-31.)



- A. More sensitive to the Holy Spirit
- B. Positive witness.
- C. Healthy relationships
- D. Discovering & fulfilling God's purpose by using talents & giftings.

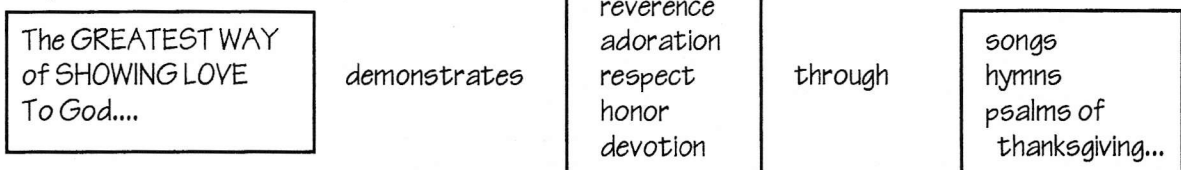
2. Why is prayer important? (James 5:16; Eph. 6:18; 1 Thess. 5:16-18; Acts 2:42; Rom. 8:26,27.)



3. What are the different kinds of prayer mentioned in the Bible?

- A. Petition----- Asking God to meet our needs.
- B. Thanksgiving----- Thanking God for what He has done.
- C. Praise----- Thanking God for what He is.
- D. Worship----- Developing an attitude of praise.
- E. Intercession----- Praying for the needs of others.

4. How important is worship in the life of a believer? (John 4:24; Ps. 100:4; Eph. 5:18,19; Ps. 71:23.)

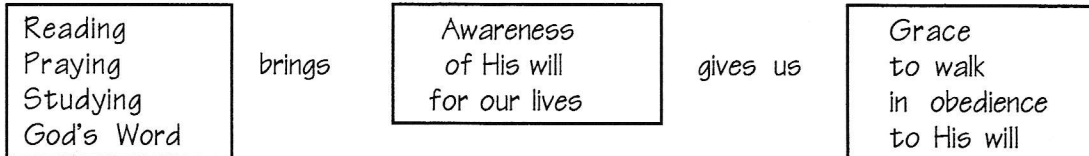


5. How should I worship God? (Ps. 92.; Ps. 103:1; Ps.47:1; Ps. 28:2; Ps. 47:1; Ps. 150; Ps. 134:1; Ps. 95:6; Ps. 30:11.)

Direct your mind & spirit to God in adoration--->Then spontaneously express praise, using your:

MOUTH -----> Singing, Audible Praise
 HANDS -----> Lifting, Clapping, Musical Instruments
 BODY -----> Standing, Bowing, Prostrating, Dancing

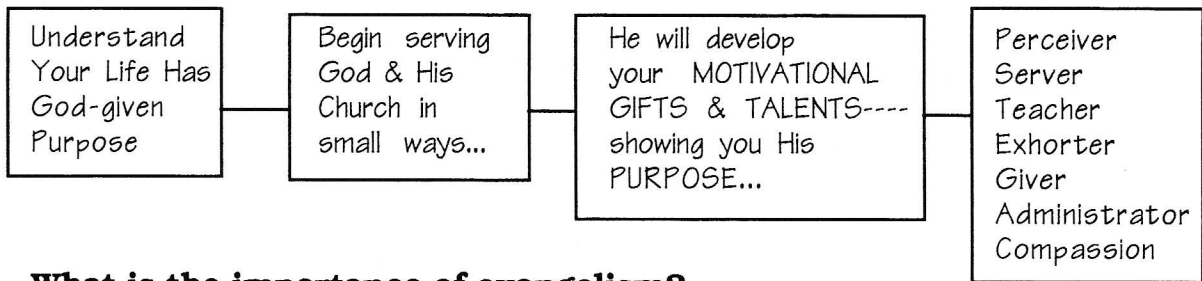
6. Why is it important to read and study God's Word daily? (2 Tim. 2:15)



7. How do I benefit from studying Scripture? (Heb. 4:12; Ps. 119:9; Matt.4:4; Matt. 7:24,25; Ps. 1:1-3; Ps. 119:11; John 15:7.)

- A. Uncovers SIN and MISTAKES.
- B. Cleanses you from POLLUTIONS of sin.
- C. Imparts STRENGTH.
- D. Gives you DIRECTION.
- E. Makes your life FRUITFUL and prosperous.
- F. Provides you a sword for VICTORY over sin.
- G. Gives you POWER to pray.

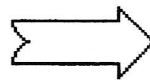
8. How can I find God's purpose for my life and ministry? (Rom. 12:6-8; 1 Pet. 4:10.)



9. What is the importance of evangelism?

(Rom.1:16; Matt. 5:14,16)

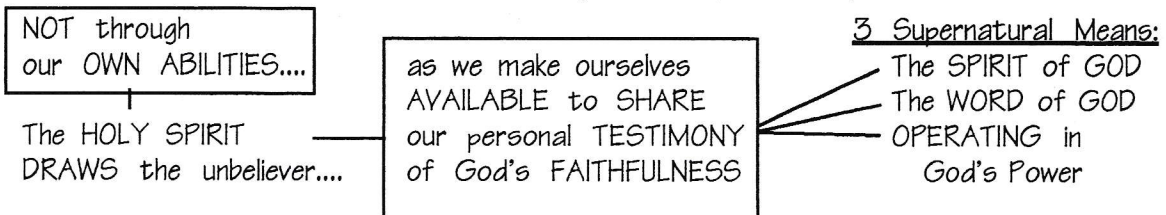
Christians are to spread the news (WITNESS) about WHO Jesus is, and WHAT He does in lives...



More than TELLING!

We must also SHOW others through our OWN LIVES...

10. How can I lead others to Christ? (1 Cor. 2:4; Acts 1:8.)



CHAPTER 22

Every Christian's Ministry

Read through your lesson carefully, and complete this worksheet to demonstrate you have learned the material.

PART 1: Matching 1 Point each, 5 Points possible.

Match each statement with the most appropriate word or phrase.

- | | |
|--|-----------------|
| _____ 1. Asking God to meet our needs. | A. Thanksgiving |
| _____ 2. Telling God we are grateful for what He has done. | B. Intercession |
| _____ 3. Developing an attitude of praise. | C. Worship |
| _____ 4. Demonstrating gratitude to God for what He is. | D. Petition |
| _____ 5. Praying for the needs of others. | E. Praise |

PART 2: Fill in the Blank 1 Point each, 15 Points possible.

Fill in the blanks of each statement with the most appropriate word or phrase from the following word list.

serve	consistent	purpose	body	studying Scripture
worship	hands	communicating	showing	deep, personal
Word	power	obedience	mouth	gifts and talents

- Every Christian's ministry is to develop a _____ relationship with God through prayer, worship, Bible study, and becoming an active member of a healthy well-balanced church.
- Prayer is _____ with God. A _____ prayer life will help us become a solid, mature Christian.
- _____ is the greatest way you can show your love for God.
- When you come into God's presence by directing your mind and spirit to Him in adoration, you will express various forms of worship with your _____ (singing, praise, shouting), _____ (lifting, clapping, musical instruments), and _____ (standing, bowing, prostrating, dancing).
- As we read and study God's Word daily, God will make us aware of His will for our lives and give us the grace to walk in _____ to His will. _____ will uncover sin and mistakes in our lives, cleanse us from the pollution of sin, impart strength, give us direction, make our life fruitful and prosperous, provide us with a sword for victory over sin, and give us the power to pray.
- As we begin to _____ God in small ways, He will reveal His _____ for our life as He develops our unique motivational _____.
- Evangelism spreads the news about who Jesus is by _____ others what He does through our own lives.
- The Holy Spirit uses three supernatural means to draw others to Christ as we make ourselves available to share our personal testimony of God's faithfulness. These include the Spirit of God, the _____ of God, and operating in God's _____.

Back To Basics Memory Work Quiz

Name _____

10 required points possible and
10 extra credit points possible.

Score: Required: _____
Extra Credit: _____

CHAPTER 22
Every Christian's Ministry

Directions:

This quiz is "Closed Book." After committing each verse or quote in your lesson to memory, complete this quiz to demonstrate you have learned the memory work. Write from memory the verses for each of the following references.

Required: (Worth 5 points each.)

1 Thessalonians 5:16-18

Be joyful

1 Peter 4:10

Each one

Extra Credit: (Worth 5 points each.)

2 Timothy 2:15

Do your

Acts 2:42

They devoted

Week 31
REVIEWING CHAPTERS 1-22

*The Stand For
Truth Game*

Objective

By playing *The Stand For Truth Game* during this class, students will:

- Review the key teachings they have learned from chapters 1-22.
- Gain the confidence of knowing what they believe and why, by practicing defending their faith in a friendly and positive atmosphere.



Preparation Before Class

To prepare for teaching this lesson, you will need to do the following:

1. If necessary, refer to Section 4, *The Stand For Truth Game*, for information on the various ways to play this game.
2. Add chapters 19-22 to your stack of cards for *The Stand For Truth Game*.
3. Grade papers which students turned in, recording their grades in the Class Records found at the end of this guide.
4. Call any students if necessary.
5. Mail any correspondence if necessary.
6. Prepare any snacks, munchies, drinks, and rewards for the winning team.

Teaching The Class

1. Announcements:

2. Return graded Worksheets and Quizzes to students.

***Suggestions
For All Ages...***

1. Consider offering healthy refreshments the whole class will enjoy on the days your group plays the Stand For Truth Game. This will create a more relaxed atmosphere, and contribute to each student having a positive experience in learning how to defend their faith.

2. Consider providing a reward to each member of the winning team. This will encourage a little bit of healthy competition between classmates.



3. Collect Worksheets due from Chapter 22.
4. Give students the Memory Work Quiz for Chapter 22.
5. Take Roll.
6. Opening Prayer/Worship: _____
7. Play The Stand For Truth Game. (Refer to Section 4 to decide how you are going to play the game.

8. Assign Homework:

1. Next week is the last week you need to turn in any homework or make up work.

What is God's Purpose For My Life?

Objective

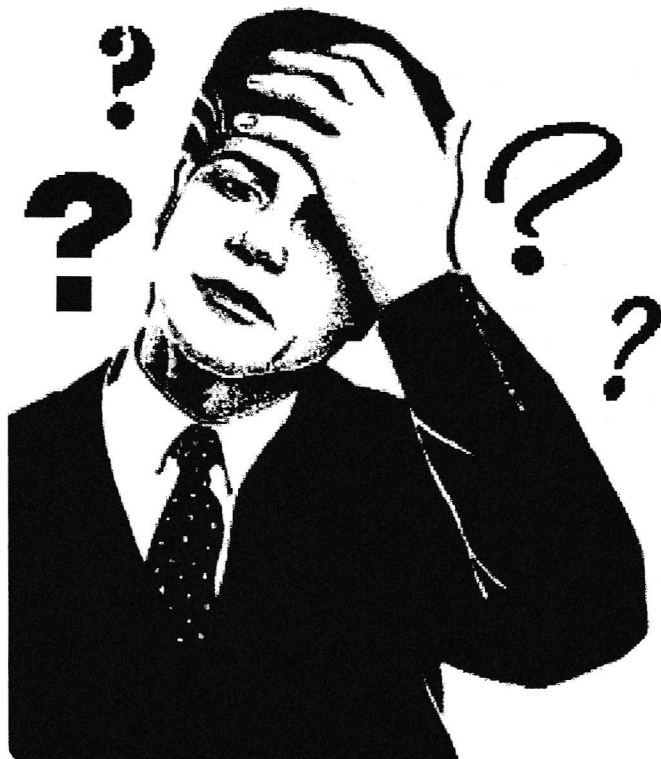
During this class, students will:

- Take the appropriate Motivational Gift Test for their age group and needs, to test for their own God-given motivational gifts and talents.

Preparation Before Class

To prepare for teaching this lesson, you will need to do the following:

1. Have ordered and received at least one Motivational Gift Testing Sheet for each student in your class from Don & Katie Fortune. (See ordering information in Section 6, *Getting Your Materials & Supplies.*)
2. You may want to familiarize yourself with the Fortune's material, by reading through one or both of their books, *Discover Your God-Given Gifts*, or *Discover Your Children's Gifts*.
3. Grade papers which students turned in, recording their grades in the Class Records found at the end of this guide.
4. Prepare and photocopy a graduation flyer, such as the one you will find in Section 9, *Samples & Stuff To Help You*.
5. Mail Graduation Letter to all students. If you are teaching youth, you will want to mail the Graduation Flyer and Letter to the parents and their students, instructing them about the Graduation Ceremony and dress codes for the celebration. Refer to section 9, *Samples & Stuff To Help You*, for a sample graduation letter.
6. Call any students if necessary.
7. Consider inviting your Senior Pastor, etc. to the briefly speak to your class at the Rehearsal/Party for Week 34.
8. Prepare any snacks, munchies, and drinks to serve while students are taking their Motivational Gift Tests.
9. Arrange your classroom so that students can comfortably take the exam during the class.



Suggestions For All Ages...

1. Consider offering healthy refreshments the whole class will enjoy during the test.
2. Have soft, instrumental music playing while your students take their Motivational Gift Tests. This will create a more relaxed atmosphere, since many students become nervous while taking long tests.



Teaching The Class

1. Announcements:

- a. GraduationRehearsal/Party: _____
 - b. GraduationDay: _____
- _____
- _____
- _____

2. Return graded Worksheets and Quizes to students.

3. Collect any Worksheets that have not been turned in. (Last day to turn in work.)

4. Take Roll.

5. Opening Prayer/Worship: _____

6. Administer the Motivational Gift Tests. (Refer to Section 4 to decide how you are going to play the game.)

7. Assign Homework. Have students write a short paper about the benefits they received from taking *Back To Basics*. (This is especially helpful with youth. You may consider publishing short quotes from these papers in your bulletin when you are recruiting students for your next class!)

Week 33

Review of Motivational Gift Test Results

Objective

During this class, students will:

- Review the results of their Motivational Gift Tests.
- Discover areas of ministry and/or career they might explore which will best suit them.

Preparation Before Class

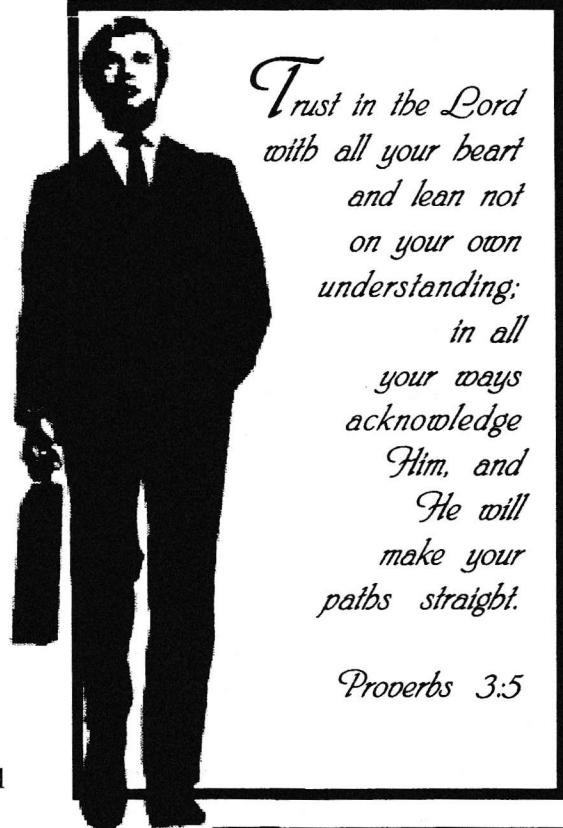
To prepare for teaching this lesson, you will need do the following:

1. Grade the Motivational Gift Tests and other papers which students turned in, recording their grades in the Class Records found at the end of this guide. This is the last week you have to grade papers!
2. Photocopy one ministry and career assessment chart for each student in your class. Double-sided copies save paper! (This chart is found on page B-165.)
3. Call any students if necessary.
4. If you are not the Pastor, consider inviting your Senior Pastor, Youth Pastor, etc. to the briefly speak to your class at the Graduation Rehearsal Party for Week 34.
5. Prepare any snacks, munchies, and drinks to serve while students are reviewing the results of their Motivational Gift Tests.
6. If you are considering having a potluck for the Graduation Rehearsal Party, photocopy the potluck sign-up sheet found in Section 9, *Samples & Stuff To Help You*. (Call the parents of youth.)

Teaching The Class

1. Announcements:

- a. Graduation Rehearsal/Party Day: _____

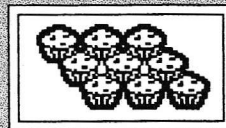


Suggestions For All Ages..

1. Consider offering healthy refreshments the whole class will you are reviewing and discussing the results of your students' motivational gift tests.

For Youth...

2. It is a good idea to invite parents to come when you review the motivational gift tests for youth.



b. Graduation Day: _____

2. Return the last of the graded Worksheets and Quizes to students.
3. Collect the written testimonies of students.
4. Take Roll.
5. Opening Prayer/Worship: _____
6. Administer the Motivational Gift Tests. (Refer to Section 4 to decide how you are going to play the game.

7. Ask the top student(s) in your class to give a 1-2 minute testimony about taking this Catechism class at the graduation. (Testimonies may include what they learned, why they liked the class, how it helped them, etc. This is especially helpful with youth, and helps the entire leadership and congregation see the benefits of continuing to teach the course each year.)

Motivational Gift Test Results

Date: _____

Name: _____

Gift#1 _____

Gift#2 _____

Gift#3 _____

ISSUES TO CONSIDER

Look at the Information Chart under the areas applying to your combination of three motivational gifts as written above. You will find possible areas of ministry you might pursue, as well as possible careers in which you will experience varying measures of success based on your unique combination of motivational gifts.

The careers have been divided into categories that are most highly probable, very possible, and possible for each personality type. Some careers and ministries have a place for every type of motivational gift. These are marked with a +.

Keep in mind that if you are still young, the scores on this test may vary slightly as you mature, and your motivational gifts will often become easier to identify. The results of this test are intended to *suggest what may motivate you, and job/career and ministry areas you might consider*. We encourage you to explore the ministries and career possibilities listed with your giftings that interest you before making a decision on which areas of service or work best suit your personality, offering you the greatest success and satisfaction.

Have a wonderful time as you begin to explore various areas of ministry to find one that best motivates you, and suits your personality!

Sincerely,

Motivational Gift Information Chart

1. Possible Areas of Ministry:

The areas of ministry listed under your motivational gifts are possible choices for you to serve the Body of Christ with your motivational gifts. Feel free to explore various areas of ministry to find one that best motivates you, and suits your personality.

Perceivers

(Also Givers & Compassion People)

Prayer & Healing Ministries:

intercessory prayer, anointing with oil, prayer breakfasts, prayer groups, hospital calls, praying by phone, prayer chain, fasting, and prayer counseling.

Servers

(Also Givers & Compassion People)

Practical Ministries:

office help, church secretary, doing mail-outs, church kitchen help, nursery work, organizing files, custodial work, repairing, bake sales, writing letters, preparing communion, childcare, financial support, bazaar crafts, tape ministry, baby showers, phone-calling, handling registration, advertising, making gifts, missionary barrels, sports programs, ushering, wedding showers, hospitality, wedding hostess, making choir robes, church treasurer, recreation programs, work parties, helping people move, and news releases.

Teachers

(Also applies to Administrators & Perceivers)

Educational Ministries:

Bible teacher, workshop leader, youth ministry, retreat speaker, researching, church library, seminar leader, adult classes, children's ministry, discipling, word studies, book reviewing, Sunday school teacher, women's Bible study, editing, Bible school instructor, tutoring, and teaching new believers.

Exhorters

(Also applies to Perceivers and compassion people)

Counseling Ministries:

prayer counseling, marriage counseling, teen counseling, pregnancy counseling, hotline help, encouraging others, home visitation, hospital visitation, problem solving, inner healing, follow-up calls, and crisis center.

Givers

(Perceivers and exhorters)

Outreach Ministries:

child evangelism, mime teams, drama in high schools, political causes, missions, TV/radio programs, college campus ministry, street witnessing, bus ministry outreach, coffeehouse outreach, men's breakfasts, women's luncheons, door-to-door witnessing, Vacation Bible School, and placing Bibles.

Administrators

(Also applies to Exhorters and teachers)

Leadership Ministries:

organizer, emcee, Sunday school supt., department head, planner, troubleshooter, home group leader, missions coordinator, Christian ed. director, leader, committee chairman, and church administrator.

Compassion Person

(Also applies to Servers & Givers)

Caring Ministries:

hospitality, food bank, hospital visitation, food for shut-ins, overnight guests, clothing bank, nursing homes, deliver Communion, entertaining, prison visitation, helping elderly, food for new moms, driving service, baby sitting, AA/Alcoholics Anonymous, dial-a-prayer, missions, street ministry, crisis center, hospice care, assisting retarded, prayer help line, abuse aid, women's shelter, helping handicapped, helping needy, rides to church, feeding hungry, halfway house, and help unwed mothers.

All the Gifts

(Depends on talents and interests)

You may wish to explore any of the following areas of ministry. These apply to all of the motivational giftings, depending on individual talents and preference.

Creative Ministries:

Music, choirs, playing piano, dramatic readings, trio/quartet, translation work, designing posters, drama, leading worship, playing organ, mime presentations, puppetry, interpreting, bulletin boards, writing, songwriting, church orchestra, church band, decorate church, making banners, and arts and crafts.

NOTE: In addition to all of these personal and church-related ministries, there are hundreds of civic, environmental, and para-church organizations in which you may be led to be involved. Just remember to keep your priorities straight: God, family, job, and then outside ministry.

2. Possible Careers & Jobs

Below are listed the most probable job and career choices for your motivational giftings. We have divided the careers and jobs into categories that are most highly probable, very possible, and possible. Some careers have a place for every type of motivational gift. These are marked with a +.

Perceiver

Success is Highly Probable:

air traffic controller, airplane pilot, ambassador, criminologist, guidance counselor, inspector, judge, lawyer, life insurance agent, market researcher/analyst, military officer, minister+, missionary+, paramedic, philosopher, reporter, scientist+, systems analyst, teacher (drama), teacher (science), theologian.

Success is Very Possible:

Accountant, actor, architect, astronomer, auditor, banker, business consultant, business owner+, buyer, chemist, chiropractor, city planner, college professor, conservationist, contractor, dentist, department store manager, dietitian, doctor+, engineer, evangelist, geologist, hospital administrator, hotel manager, investment fund manager, journalist+, manufacturer, marketing executive, mathematician, medical technologist, nutritionist, optometrist, performing artist+, physician+, physicist, politician, psychiatrist, psychologist, public administrator, radio/TV producer, religious education director, research scientists, researcher, restaurant manager, retailer+, salesman, school administrator, sociologist+, teacher (history), teacher (social studies), writer+.

Success is Possible:

advertising executive, agricultural worker, anthropologist, archaeologist, artist+, auctioneer, bank teller, biologist, bookkeeper, botanist, guildler, carpenter, childcare provider, civil servant+, clerk, conductor (music), composer+, commercial artist, computer programmer, cook, curator, economist, electrician, farmer, firefighter, flight attendant, forest ranger, funeral director, geographer, home economist, industrial designer, interior decorator, librarian, licensed practical nurse, mechanic, mechanical drawing, meteorologist, miner, musician+, nurse(RN)+, occupational therapist, oceanographer, office worker, personnel manager, pharmacist, photographer, physical therapist, printer, proofreader, public relations director, purchasing agent, radio/TV announcer, railroad engineer, realtor, recreation director, seamstress/tailor, secretary, shipbuilder, social worker, statistician, surgeon, surveyor, teacher (art), teacher (business ed.), teacher (elementary+), teacher (English), teacher (foreign language), teacher, (home economics), teacher, (mathematics), teacher (music)+, teacher (physical ed.), teacher (special ed.), technician, travel agent, truck driver, welder, wholesaler, zoologist, X-ray technician.

Server

Success is highly probable:

accountant, agricultural worker, architect, assembly line worker, auditor, bank teller, barber/beautician, bookkeeper, builder, bus driver, cashier/checker, carpenter, childcare provider, civil servant+, clerk, computer operator, computer programmer, cook, dental hygienist, dock worker, electrician, farmer, firefighter, fisherman, flight attendant, forest ranger, geographer, heavy equipment operator, industrial designer, interior decorator, janitor, landscaper, librarian, licensed practical nurse, mason, mathematician, mechanic, mechanical drawing, metalworker, miner, office worker, pet groomer, plumber, postman, professional housecleaner, receptionist, seamstress/tailor, secretary, shipbuilder, statistician, surgeon, surveyor, taxidermist, teacher (business ed.), technician, telephone operator, toolmaker, truck driver, waiter/waitress, welder, zookeeper, zoologist, X-ray technician.

Success is very possible:

air traffic controller, artist+, commercial artist, conservationist, dietitian, fashion designer, florist, funeral director, geologist, home economist, medical technologist, meteorologist, minister+, missionary+, model, musician+, nurse (RN)+, nutritionist, occupational therapist, oceanographer, paramedic, pharmacist, photographer, physical therapist, purchasing agent, railroad engineer, speech therapist, systems analyst, teacher (art), teacher (Home economics), teacher (mathematics), veterinarian.

Success is Possible:

Actor, airplane pilot, ambassador, anthropologist, archaeologist, astronomer, auctioneer, automobile dealer, banker, biologist, business consultant, business owner+, buyer, chemist, chiropractor, composer+, contractor, criminologist, curator, dentist, doctor+, economist, engineer, evangelist, guidance counselor, inspector, journalist+, life insurance agent, manufacturer, market researcher/analyst, optometrist, performing artist+, physician+, politician, proofreader, psychiatrist, realtor, recreation director, reporter, research scientist, researcher, restaurant manager, retailer+, salesman, scientist+, social worker, sociologist+, teacher (elementary)+, teacher (English), teacher (foreign language), teacher (history), teacher (music)+, teacher (physical ed.), teacher (science), teacher (social studies), teacher (special ed.), travel agent, writer+.

Teacher

Success is highly probable:

anthropologist, archaeologist, astronomer, biologist, botanist, chemist, chiropractor, college professor, composer+, computer programmer, curator, doctor+, engineer, geologist, journalist+, librarian, market researcher/analyst, mathematician, medical technologist, meteorologist, minister+, nutritionist, oceanographer, optometrist, pharmacist, philosopher, physician+, physicist, proofreader, psychiatrist, psychologist, reporter, research scientist, researcher, school administrator, scientist+, surgeon, teacher (English), teacher (history), teacher (mathematics), teacher (science), teacher (special ed.), theologian, writer+.

Success is very possible:

advertising executive, air traffic controller, airplane pilot, ambassador, architect, auditor, business owner+, buyer, city planner, conductor (music), conservationist, criminologist, dentist, department store manager, economist, geographer, guidance counselor, hospital administrator, hotel manager, industrial designer, inspector, investment fund manager, judge, lawyer, military officer, missionary+, musician+, paramedic, public administrator, radio/TV producer, religious education director, sociologist+, speech therapist, statistician, systems analyst, teacher (art), teacher (drama), teacher (music)+, teacher (social studies), technician, zoologist.

Success is possible:

accountant, artist+, bank teller, banker, bookkeeper, builder, business consultant, civil servant+, commercial artist, computer operator, contractor, dietitian, home economist, interior decorator, life insurance agent, manufacturer, marketing executive, mechanical drawing, nurse (RN)+, occupational therapist, personnel manager, performing artist+, photographer, physical therapist, politician, printer, public relations director, purchasing agent, radio/TV announcer, realtor, restaurant manager, retailer+, salesman, teacher (business ed.) teacher (elementary)+, teacher (home economics), travel agent.

Exhorter

Success is highly probable:

advertising executive, ambassador, auctioneer, guidance counselor, minister+, occupational therapist, personnel manager, psychologist, public relations director, radio/TV announcer, realtor, receptionist, recreation director, religious education director, social worker, sociologist+, speech therapist, teacher (physical ed.), teacher (social studies), teacher (special ed.), travel agent.

Success is very possible:

ambassador, anthropologist, automobile detailer, business owner+, childcare provider, chiropractor, city planner, civil servant+, college professor, composer+, conservationist, contractor, criminologist, dentist, department store manager, dietitian, doctor+, engineer, evangelist, home economist, hospital administrator, hotel manager, investment fund manager, journalist+, landscaper, licensed practical nurse, life insurance agent, market research/analyst, marketing executive, medical technologist, military officer, missionary+, model, optometrist, paramedic, performing artist+, physician+, politician, postman, psychiatrist, public administrator, radio/TV producer, reporter, restaurant manager, retailer+, salesman, school administrator, teacher (business ed., drama, elementary+, home economics, history), waiter/waitress, writer+.

Success is possible:

advertising executive, air traffic controller, archaeologist, architect, artist+, bank teller, banker, bookkeeper, builder, business consultant, carpenter, chemist, clerk, conductor (music), commercial artist, computer operator, computer programmer, cook, dental hygienist, dock worker, economist, electrician, fashion designer, firefighter, fisherman, flight attendant, florist, forest ranger, funeral director, geographer, geologist, heavy equipment operator, industrial designer, inspector, interior designer, janitor, judge, lawyer, librarian, manufacturer, mason, mathematician, mechanic, mechanical drawing, metal worker, meteorologist, musician+, nurse (RN)+, nutritionist, oceanographer, office worker, pet groomer, pharmacist, philosopher, photographer, physical therapist, physician, plumber, printer, professional housecleaner, proofreader, psychiatrist, purchasing agent, railroad engineer, scientist+, secretary, shipbuilder, statistician, surgeon, surveyor, systems analyst, teacher (art, English, foreign language, mathematics, music+, science), technician, telephone operator, theologian, truck driver, wholesaler, zoologist, X-Ray technician.

Giver**Success is highly probable:**

advertising executive, auditor, bank teller, banker, bookkeeper, business consultant, business owner+, buyer, carpenter, clerk, contractor, dock worker, economist, electrician, evangelist, farmer, investment fund manager, janitor, landscaper, manufacturer, mason, mechanic, metalworker, miner, missionary+, office worker, paramedic, retailer+, salesman, Teacher (business ed.), technician, toolmaker, travel agent, truck driver, waiter/waitress, welder, wholesaler.

Success is very possible:

accountant, advertising executive, agricultural worker, assembly line worker, auctioneer, automobile dealer, barber/beautician, botanist, builder, bus driver, cashier/checker, childcare provider, civil servant+, computer operator, computer programmer, cook, dental hygienist, department store manager, doctor, giver, firefighter, fisherman, flight attendant, florist, forest ranger, funeral director, geographer, guidance counselor, home economist, industrial designer, interior decorator, librarian, licensed practical nurse, marketing executive, mechanic, mechanical drawing, medical technologist, meteorologist, minister+, musician+, nurse (RN), nutritionist, occupational therapist, oceanographer, pet groomer, performing artist+, pharmacist, photographer, physical therapist, physician+, plumber, postman, printer, professional housecleaner, purchasing agent, railroad engineer, realtor, receptionist, recreation director, restaurant manager, seamstress/tailor, secretary, shipbuilder, social worker, sociologist+, statistician, surveyor, systems analyst, teacher (elementary+, foreign language, mathematics, physical ed., science, social studies, special ed.), telephone operator, veterinarian, zookeeper, zoologist, X-ray technician.

Success is possible:

air traffic controller, airplane pilot, ambassador, anthropologist, archaeologist, architect, artist+, astronomer, biologist, chemist, chiropractor, city planner, college professor, composer+, commercial artist, conservationist, criminologist, curator, dentist, dietitian, engineer, geographer, guidance counselor, hospital administrator, hotel manager, inspector, journalist+, judge, lawyer, life insurance agent, market researcher/analyst, military officer, model, optometrist, philosopher, politician, proofreader, psychiatrist, public administrator, public relations director, radio/TV announcer, radio/TV producer, religious education director, reporter, research scientist, researcher, school administrator, scientist+, speech therapist, surgeon, taxidermist, teacher (art, drama, English, home economics, history, music+), theologian, writer+.

Administrator

Success is highly probable:

advertising executive, air traffic controller, airplane pilot, ambassador, anthropologist, business owner+, city planner, college professor, conductor (music), contractor, department store manager, heavy equipment operator, hospital administrator, hotel manager, judge, lawyer, market researcher/analyst, marketing executive, military officer, minister+, personnel manager, politician, public administrator, public relations director, radio/TV producer, recreation director, religious education director, reporter, restaurant manager, salesman, school administrator, teacher (physical ed.), theologian, travel agent, wholesaler, writer+.

Success is very possible:

anthropologist, archaeologist, architect, astronomer, automobile dealer, banker, biologist, builder, business consultant, buyer, chemist, chiropractor, composer+, commercial artist, computer programmer, conservationist, criminologist, curator, doctor+, economist, engineer, inspector, investment fund manager, journalist+, life insurance agent, manufacturer, mathematician, meteorologist, missionary+, optometrist, philosopher, physician+, physicist, printer, proofreader, psychiatrist, psychologist, purchasing agent, radio/TV announcer, realtor, research scientist, researcher, retailer+, scientist+, sociologist+, surgeon, systems analyst, teacher (history, science, social studies, special ed.), zoologist.

Success is possible:

artist+, auctioneer, auditor, bank teller, botanist, civil servant+, cook, dentist, dietitian, evangelist, farmer, fashion designer, flight attendant, geographer, geologist, home economist, industrial designer, interior decorator, medical technologist, musician+, nurse(RN)+, nutritionist, occupational therapist, oceanographer, paramedic, performing artist+, pharmacist, photographer, social worker, speech therapist, statistician, surveyor, teacher (art, business ed., drama, elementary+, English, foreign language, home economics, mathematics, music+), technician, telephone operator, veterinarian.

Compassion Person

Success is highly probable:

artist+, childcare provider, composer+, commercial artist, conservationist, fashion designer, florist, home economist, interior decorator, licensed practical nurse, model, musician+, nurse (RN)+, nutritionist, occupational therapist, office worker, pet groomer, performing artist+, pharmacist, philosopher, photographer, physical therapist, social worker, speech therapist, teacher (art, drama, elementary+, home economics, music+, social studies, special ed.), telephone operator, waiter/waitress, veterinarian, zookeeper, zoologist.

Success is very possible:

anthropologist, archaeologist, barber/beautician, botanist, cashier/checker, civil servant+, clerk, conductor (music), computer operator, cook, dietitian, doctor+, farmer, flight attendant, forest ranger, guidance counselor, janitor, librarian, mechanical drawing, minister+, missionary+, physician+, professional housecleaner, receptionist, seamstress/tailor, secretary, speech therapist, teacher (business ed., English), truck driver, welder, writer+, X-ray technician.

Success is possible:

actor, agricultural worker, ambassador, assembly line worker, astronomer, bank teller, biologist, builder, bus driver, carpenter, chiropractor, dental hygienist, electrician, evangelist, firefighter, fisherman, funeral director, geographer, journalist+, landscaper, life insurance agent, market researcher/analyst, mason, mathematician, mechanic, medical technologist, metalworker, meteorologist, miner, oceanographer, optometrist, paramedic, personnel manager, plumber, postman, printer, proofreader, psychiatrist, psychologist, public relations director, realtor, recreation director, religious education director, reporter, scientist+, shipbuilder, statistician, surveyor, taxidermist, teacher (foreign language, history, mathematics, science), technician, toolmaker, travel agent.

The previous section on assessing ministries and careers suited to each type of motivational gift has been adapted from *Discover Your God-Given Gifts*, by Don & Katie Fortune, © 1987, by Don & Katie Fortune. Published by *Chosen Books*. Used with permission.

Graduation Rehearsal & Class Party



Objective

During this class, students will:

- Learn about what is going to happen at their *Back To Basics* graduation ceremony.
- Have fun!

Preparation Before Class

To prepare for teaching this lesson, you will need to do the following:

1. Call any students if necessary. (For youth, you may want to call parents and confirm that you have invited them to this Rehearsal Party.)
2. If you are not the Pastor, confirm that your Senior Pastor, Youth Pastor, etc. will briefly speak to your class at the Party.
3. Prepare any snacks, munchies, and drinks to serve while students during the party.
4. If you were planning a potluck, you may want to confirm what each person is bringing by sending them a brief postcard. (Find the *Back To Basics* Postcard in Section 9, *Samples & Stuff To Help You.*)

Teaching The Class

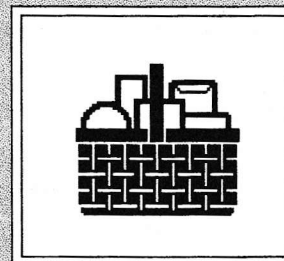
1. Announcements:

- a. Graduation Day: _____

Suggestions

For All Ages...

1. Have a potluck for your last class & party!
2. Consider having students share brief testimonies about how the class has helped them during the party.



Week 35

Graduation!

Objective

Have a special celebration for each graduate to confirm them in the faith, and give them a day they will always remember.

Preparation Before Class

To prepare for the Graduation Ceremony, we suggest that you do the following:

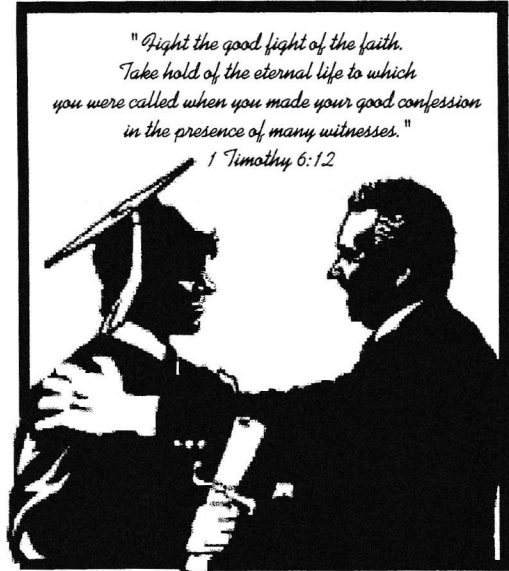
One Month Before The Ceremony:

1. Plan the *Back To Basics* graduation service with the rest of the church leadership. You may use the next page to plan the service.

One or Two Weeks Before The Ceremony:

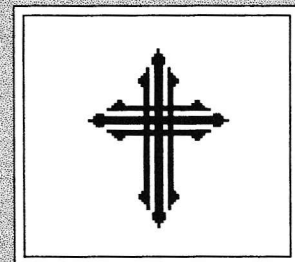
2. Purchase blank certificate paper at your local office supply store, and make enough photocopies of the blank graduation certificate found in Section 9, for each graduate. You may want to fill in your church name in calligraphy before you copy the certificates.
3. Write each graduate's name on a certificate. Date the certificates, and have all the appropriate people sign them. (ie. Senior Pastor, Youth Pastor, and Teachers.)
4. If you are planning to give each graduate a present, make sure to purchase them at least 1 week before this service.
5. Order a cake for your reception.
6. Purchase any decorations, paper plates, napkins, punch, etc. for the reception.
7. Confirm finalized service plans with the church leadership, and anyone else participating in the service.
8. Call any students if necessary. (For youth, you may want to call parents and confirm plans, if you have not spoken to them already.)
9. Assign someone to be in charge of picking up the cake, decorating the reception area, and organizing the reception. Don't be shy! Get as many volunteers as you need!

TIP: Plan to have students meet at least a half hour before the service, so that everything runs smoothly.



Suggestions

1. Have a cake reception for all your graduates from *Back To Basics*.
2. Consider giving each graduate a present, if your class is small enough to not break your budget! If the class is small, you might give a small Bible, or a book. For larger classes, a smaller gift will be just as appreciated!



Possible Order of Service for:

Date: _____

Back To Basics — Graduation Celebration

Leadership Involved in Ceremony:

NAME	PHONE
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

Minutes	Time	Item / Pastor or Speaker
		1. Worship: _____ _____
		2. Introduction to Service: _____
		3. Announcements & Prayer: _____
		4. Offering & Special Music: _____
		5. Introduction to Back To Basics Graduation: _____
		6. Confirmation Message: _____ _____
		7. Top Student Testimonial: _____
		8. Presentation of Gifts, Awards & Certificates: (Call Students up front.) NOTE: It helps to have the students all seated together during the service. _____
		9. Confirmation of Graduating Class by Laying on of Hands (Pastors, Elders, Board Members & Teachers): _____
		10. Dismiss Grads to be seated in congregation for rest of service Announcement of Reception Location following Service: _____ _____
		Benediction: _____

PART C

Grading

*Answer Keys for
Worksheets & Quizzes*



Answer Keys

For Lessons 1 - 22

Chapter 1: Defending the Faith

Worksheet

Part 1: Matching

1. D
2. E
3. A
4. B
5. C

Part 2: Fill in the Blank

1. what; why
2. answers and reasons
3. parents; background; own
4. confirming; ignorance
5. show; objectively true; who told us
6. minds
7. either; both
8. informed decision

Memory Work Quiz

Required:

1 Peter 3:15 — But in your hearts set apart Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have. But do this with gentleness and respect.

2 Corinthians 10:5 — We demolish arguments and every pretension that sets itself up against the knowledge of God, and we take captive every thought to make it obedient to Christ.

Extra Credit:

Titus 1:9 — He must hold firmly to the trustworthy message as it has been taught, so that he can encourage others by sound doctrine and refute those who oppose it.

Jude 3 — ...Contend for the faith that was once for all delivered to the saints.

Chapter 2: The Reliability of Scripture

Worksheet

Part 1: Matching

1. D
2. A
3. B
4. E
5. C

Part 2: Fill in the Blank

1. salvation
2. life
3. same; historical literature
4. original; reliability
5. confirmed; disconfirmed
6. early church fathers; 200; eleven
7. rituals; identical
8. much closer; date

Memory Work Quiz

Required:

Quote: Eyewitnesses — F.F. Bruce — "The evidence points out that the New Testament was written within the lifetime of the contemporaries of Christ. People were still alive who could remember the things He said and did."

Chapter 2: The Reliability of Scripture, (continued)

Required:

Quote: Archaeology — J.P. Moreland — "While thousands of archeological discoveries have confirmed the Bible, not a single one has ever disconfirmed it."

Extra Credit:

Quote: Evidence — Josh McDowell—"There is more evidence for the reliability of the text of the New Testament as an accurate reflection of what was initially written than there is for any ten pieces of classical literature put together."

2 Peter 1:16 — We did not follow cleverly invented stories when we told you about the power and coming of our Lord Jesus Christ, but we were eyewitnesses of His majesty.

Chapter 3: The Bible

Worksheet

Part 1: Matching

1. D
2. B
3. E
4. C
5. A

Part 2: Fill in the Blank

1. inspiration; guided; will; character
2. 66; 1600; three
3. false
4. 48; Messiah
5. A. authoritative
B. prophetic
C. authentic
D. dynamic
E. accepted

Memory Work Quiz

Required:

2 Timothy 3:16 — All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness.

2 Peter 1:21 — For prophecy never had its origin in the will of man, but men spoke from God as they were carried along by the Holy Spirit.

Extra Credit:

Romans 15:4 — For everything that was written in the past was written to teach us, so that through the endurance and encouragement of the Scriptures we might have hope.

Galatians 3:24 — So the law was put in charge to lead us to Christ so that we may be justified by faith.

Chapter 4 : The Existence of God

Worksheet

Part 1: Matching

1. D
2. A
3. B
4. E
5. C

Chapter 4 : The Existence of God, (continued)

Part 2: Fill in the Blank

- | | |
|--|--------------------------|
| 1. Himself | 6. nothing; irrational |
| 2. creation; intelligent design; the moral law | 7. uncaused cause; first |
| 3. caused | 8. nature |
| 4. beginning | 9. behavior |
| 5. suddenly | 10. intellectual; moral |

Memory Work Quiz

Required:

Quote: The Cause of the Universe — Norman Geisler — “The universe had a beginning. Anything that has a beginning must have been caused by something else. Therefore, the universe was caused by something else, and this cause was God.”

Quote: The Great Designer — Norman Geisler — “All designs imply a designer. There is a great design in the universe. Therefore, there must be a Great Designer of the universe.”

Quote: The Moral Law — Norman Geisler — “All people are conscious of an objective moral law. Moral laws imply a Moral Lawgiver. Therefore, there must be a Supreme Moral Lawgiver.”

Extra Credit:

Quote: Nature and Design — R.C. Sproul — “The whole realm of nature shouts of the design of the universe. This design must have a Designer.”

Quote: God Taking Initiative — Dan Story — “God has taken the initiative and revealed Himself to us: in nature, in our moral conscience, in Scripture, and in Jesus Christ.”

Chapter 5 : God's Nature & Attributes

Worksheet

Part 1: Matching

1. D
2. E
3. F
4. A
5. B
6. C
7. J
8. I
9. H
10. G

Part 2: Fill in the Blank

1. Spirit; visible
2. one
3. false gods
4. Trinity
5. persons
6. Son; Holy Spirit
7. power; glory

Memory Work Quiz

Required:

John 4:24 — God is Spirit, and His worshipers must worship in spirit and in truth.

Isaiah 45:5 — I am the Lord, there is no other; apart from Me there is no god.

Matthew 28:19 — Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit.

Chapter 5 : God's Nature & Attributes, (continued)

Extra Credit:

Psalm 139:7-8 — Where can I go from Your Spirit? Where can I flee from Your presence? If I go up to the heavens, You are there; If I make my bed in the depths, You are there.

Isaiah 43:10,11 — Before Me no God was formed, nor will there be one after Me. I even I am the Lord, and apart from Me there is no savior.

Chapter 6 : Creation & the Fall of Man

Worksheet

Part 1: Matching

1. D
2. A
3. B
4. C
5. E

Part 2: Fill in the Blank

1. all things; nothing; Word of Power
2. transitional form
3. messenger
5. highest angel
6. greater
7. rebellion
8. free will
9. flesh; eyes; boastful pride
10. spiritual death
11. Redeemer

Memory Work Quiz

Required:

Romans 5:12 — Therefore, just as sin entered the world through one man, and death through sin, and in this way death came to all men, because all sinned.

2 Corinthians 5:21 — God made Him who had no sin to be sin for us, that in Him we might become the righteousness of God.

Extra Credit:

1 Corinthians 10:31 — So whatever you eat or drink or whatever you do, do it all for the glory of God.

Hebrews 11:3 — By faith we understand that the universe was formed at God's command, so that what is seen was not made out of what was visible.

Chapter 7 : Creation or Evolution?

Worksheet

Part 1: Matching

1. E
2. C
3. B
4. A
5. D

Part 2: Fill in the Blank

1. beliefs; ultimate destiny
2. scientific evidence
3. personal creator
4. fixed boundaries; change
5. past and future; present
6. people
7. common ancestor; common creator
8. disprove
9. beginning

Chapter 7 : Creation or Evolution? (continued)

Memory Work Quiz

Required:

Quote: Scientific Evidence — Scott M. Huse — “Evolution is generally accepted to be a fact of science, not because it can be proven by scientific evidence, but because the only alternative, special creation, is totally unacceptable.”

Quote: Transitional Forms — Ken Ham — “Even evolutionary scientists have admitted that there are no transitional forms anywhere in the world, living or fossil. What we observe are distinct groups of animals and plants, as we would expect on the basis of what the Bible teaches.”

Extra Credit:

Quote: Evolution as a Belief — Scott M. Huse — “The widespread assumption that evolution is an established fact of science is absolutely false. Evolution can only correctly be labeled as a belief, as a subjective philosophy of origins, the religion of many scientists.”

Quote: Changing Species — Charles Darwin — “Not one change of species into another is on record... we cannot prove that a single species has been changed.”

Chapter 8 : Absolute Truth & Moral Relativism

Worksheet

Part 1: Matching

1. B
2. C
3. D
4. E
5. A

Part 2: Fill in the Blank

1. Moral absolutes
2. Moral relativism; objective
3. contradicts; true
4. wronged
5. justify; God’s holiness; in trouble
6. God’s Word; morality; worldview
7. principle; nature and character
8. commandment

Memory Work Quiz

Required:

Quote: Moral Absolutes — J.P. Moreland — “Moral absolutes are objective standards of right and wrong which are the same for all people. They have been determined by God in His Word, and are not subject to man’s opinion.”

Quote: God’s Commandments — Josh McDowell — “All of God’s commandments and precepts [teachings] come from the nature and character of God. God’s desire is not that we respond to a set of precepts, but to the very Person from whom the precepts come.”

Extra Credit:

Quote #1: Why People Choose Relativism — R.C. Sproul — “People often choose relativism to justify their own behavior. But deep down in their heart, all people know (even if they don’t like to admit it) that some acts are absolutely wrong.”

Quote #2: Why People Choose Relativism — R.C. Sproul — “People embrace relativism when objective truth is a threat to them. They know that if the holiness of God is real, then they are in real trouble.”

Chapter 9 : The Deity of Christ

Worksheet

Part 1: Fill in the Blank

1. God; Word
2. God; human
3. equal; less
4. temporary; being
5. subtraction; addition

Part 2: Answer Search

1. A. Divine names
B. Divine attributes
C. Accepted worship
D. Claimed to be God
E. Equal authority to God
F. Creator
2. A. Virgin birth
B. Sinless life
C. Miracles
D. Substitutionary work on cross
E. Bodily resurrection from the dead
F. Exaltation to God's right hand

Memory Work Quiz

Required:

Colossians 2: 9 — For in Christ all the fulness of deity lives in bodily form.

John 1: 1, 14 — In the beginning was the Word, and the Word was with God, and the Word was God... The Word became flesh and made His dwelling among us.

John 14:9 — Anyone who has seen Me has seen the Father.

Extra Credit:

Philippians 2: 6-7 — Who, being in very nature God, did not consider equality with God something to be grasped, but made Himself nothing, taking the very nature of a servant, being made in human likeness.

Colossians 1:17 — He is before all things and in Him all things hold together.

Chapter 10 : Salvation

Worksheet

Part 1: Matching

1. D
2. A
3. E
4. C
5. B

Part 2: Fill in the Blank

1. sinned
2. forgiveness
3. salvation
4. good enough
5. corrupted
6. die
7. sinners; repent; faith
8. witness; guilt; leadership
9. changed life; commands

Memory Work Quiz

Required:

Romans 6:23 — For the wages of sin is death, but the gift of God is eternal life in Jesus Christ our Lord.

Ephesians 2: 8, 9 — For it is by grace you have been saved, through faith — and this not from yourselves, it is the gift of God—not by works, so that no one can boast.

Chapter 10 : Salvation, (continued)

Extra Credit:

1 **John 1:9** — If we confess our sins, He is faithful and just and will forgive us our sins and purify us from all unrighteousness.

John 3:16 — For God so loved the world that He gave His one and only Son, that whoever believes in Him shall not perish but have eternal life.

Chapter 11 : Evidence for the Resurrection

Worksheet

Part 1: Matching

1. B
2. F
3. A
4. D
5. G
6. C
7. E

Part 2: Fill in the Blank

1. resurrection: foundation; salvation
2. Old Testament
3. predicted; flesh; God
4. failed; proven
5. persecution; death; the Church; the world

Memory Work Quiz

Required:

Quote: Disciple's reaction to the Resurrection — Ross Chenault — "The disciples were so convinced of the reality of His resurrection, that they were willing to die for their faith in Christ. The early church came into existence in spite of the persecution and death of the apostles. There is not adequate explanation for this if Christ did not rise from the dead."

Extra Credit:

John 11:25 — I am the resurrection and the life. He who believes in Me will live, even though he dies; and whoever lives and believes in Me will never die.

2 **Peter 1:16** — We did not follow cleverly invented stories when we told you about the power and coming of our Lord Jesus Christ; but we were eyewitnesses of His majesty.

Chapter 12 : Water Baptism & Communion

Worksheet

Part 1: Matching

1. C
2. A
3. B
4. E
5. D

Part 2: Fill in the Blank

1. old enough
2. understand
3. dedicate
4. gift; lead
5. save; inward
6. A. bury
B. identify
C. circumcision
D. good conscience
7. judgement; Passover Lamb
8. received; forgiveness

Chapter 12 : Water Baptism & Communion, (continued)

Memory Work Quiz

Required:

Romans 6:4 — We were therefore buried with Him through baptism into death in order that, just as Christ was raised from the dead through the glory of the Father, we too may live a new life.

Acts 2:38 — Repent and be baptized, every one of you in the name of Jesus Christ for the forgiveness of your sins. And you will receive the gift of the Holy Spirit.

Extra Credit:

Galatians 2:20 — I have been crucified with Christ and I no longer live, but Christ lives in me. The life I live in the body, I live by faith in the Son of God, who loved me and gave Himself for me.

Romans 6:6 — For we know that our old self was crucified with Him so that the body of sin might be done away with, that we should no longer be slaves to sin.

Chapter 13 : The Person & Work of the Holy Spirit

Worksheet

Part 1: Matching

1. B
2. E
3. D
4. C
5. A

Part 2: Fill in the Blank

1. God; third
2. personality
3. born again; eternal life; power
4. unlearned languages
5. willing; yielded
6. every generation
7. A. witnessing
B. prayer
C. understanding
D. Guidance
E. spiritual gifts

Memory Work Quiz

Required:

Jude vs. 20 — But you, dear friends, build yourself up in the most holy faith and pray in the Holy Spirit.

Acts 1: 8 — But you will receive power when the Holy Spirit comes on you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth.

Extra Credit:

Romans 8: 26, 27 — In the same way, the Spirit helps us in our weakness. We do not know what we ought to pray for, but the Spirit Himself intercedes for us with groans that words cannot express.

Galatians 5:16 — Live by the Spirit, and you will not gratify the desires of the sinful nature.

Chapter 14 : Sanctification

Worksheet

Part 1: Matching

1. C
2. E
3. A
4. B
5. D

Part 2: Fill in the Blank

1. immediately; holy; saint
2. incentive
3. control
4. effort
5. body; sin
6. purifying
7. maturity
8. living and walking
9. A. blood
B. Word
C. Holy Spirit
D. cooperation and effort

Memory Work Quiz

Required:

1 **John 1:7** — But if we walk in the light, as He is in the light, we have fellowship with one another, and the blood of Jesus, His Son, purifies us from all sin.

2 **Corinthians 7:1** — Let us purify ourselves from everything that contaminates body and spirit, perfecting holiness out of reverence for God.

Extra Credit:

1 **Thessalonians 4: 3-4** — It is God's will that you should be sanctified: that you should avoid sexual immorality; that each of you should learn to control his own body in a way that is holy and honorable.

1 **Corinthians 10:13** — No temptation has seized you except what is common to man. And God is faithful; He will not let you be tempted beyond what you can bear. But when you are tempted, He will also provide a way out so that you can stand up under it.

Chapter 15 : Miracles & Healing

Worksheet

Part 1: Matching

1. E
2. B
3. A
4. C
5. D

Part 2: Fill in the Blank

1. nothing
2. the world; witnessed
3. faulty; do not occur
4. sinned
5. A. Prayer
B. God's Spoken Word
C. Laying on of Hands
D. Calling for Elders
6. growth; purpose
7. destroy; rejoice; follow

Chapter 15 : Miracles & Healing, (continued)

Memory Work Quiz

Required:

Isaiah 53:5 — But He was pierced for our transgressions, He was crushed for our iniquities; the punishment that brought us peace was upon Him, and by His wounds we are healed.

James 5:16 — Therefore confess your sins to each other and pray for each other so that you may be healed. The prayer of a righteous man is powerful and effective.

Extra Credit:

1 Peter 2:24 — He Himself bore our sins in His body on the tree, so that we might die to sins and live for righteousness; by His wounds you have been healed.

Mark 16: 17,18 — And these signs will accompany those who believe... they will place their hands on sick people, and they will get well.

Chapter 16 : The Problem of Evil

Worksheet

Part 1: Matching

1. E
2. B
3. A
4. C
5. D

Part 2: Fill in the Blank

1. bad relationship
2. love; freedom; responsibility; accountability
3. wrong choice
4. God; his own way
5. suffering
6. death; pain
7. exist; borrowing; refute; inconsistent
8. good or evil

Memory Work Quiz

Required:

Quote: Why Evil Exists — **Josh McDowell** — "God is not evil, nor did He create evil. Man brought evil upon himself by choosing his own way apart from God's way."

Quote: Evil & Our Humanness — **Norman Geisler** — "If we are free creatures, the only way God could annihilate all evil is to annihilate freedom. But to annihilate freedom would be to annihilate the very condition of our humanness."

Extra Credit:

Quote: Building Character — **Paul Little** — "Sometimes in His infinite wisdom, God knows that there are things to be accomplished in our character that can only come about through suffering. Shielding us from this suffering would be to rob us of a greater good."

Quote: Evil & God's Existence — **Ross Chenault** — "To have an absolute standard of evil, God would have to exist. Without an absolute standard of right and wrong, there would be no reason to call anything evil."

Chapter 17 : Last Things

Worksheet

Part 1: Matching

1. E
2. B
3. A
4. D
5. C

Part 2: Fill in the Blank

1. coming back
2. raptured; glorified
3. judges
4. believers
5. be worshiped; temptation; imprisoned
6. deserves; Satan and his demons; chosen
7. fire; heaven and earth
8. grow in Christ; Gospel of Christ

Memory Work Quiz

Required:

2 Corinthians 5:10 — For we must all appear before the judgement seat of Christ; that each one may receive what is due him for the things done while in the body, whether good or bad.

1 John 3: 2b-3 — But we know that when he appears, we shall be like Him, for we shall see Him as He is. Everyone who has this hope in him purifies himself, just as He is pure.

Extra Credit:

1 Corinthians 15: 51-52 — Listen, I tell you a mystery; We will not all sleep, but we will all be changed — in a flash, in the twinkling of an eye, at the last trumpet. For the trumpet will sound, the dead will be raised imperishable, and we will be changed.

2 Peter 3:14 — So then, dear friends, since you are looking forward to this, make every effort to be found spotless, blameless, and at peace with Him.

Chapter 18 : The Purpose of the Church

Worksheet

Part 1: Matching

1. C
2. A
3. B
4. E
5. D

Part 2: Fill in the Blank

1. worship; evangelize; encourage and equip; ways; Word
2. dimension; supernatural signs; fruit, gifts and ministries
3. universal; local; dwelling place; Bride of Christ
4. fellowship; gifts and talents; strengthen

Memory Work Quiz

Required:

Hebrews 10:25 — Let us not give up meeting together, as some are in the habit of doing, but let us encourage one another — and all the more as you see the Day approaching.

Romans 12:5 — So in Christ we who are many form one body, and each member belongs to all the others.

Chapter 18 : The Purpose of the Church, (continued)

Extra Credit:

Mark 16:15 — Go into all the world and preach the good news to all creation.

2 Corinthians 4:12 — So it is with you. Since you are eager to have spiritual gifts, try to excel in gifts that build up the church.

Chapter 19 : World Views

Worksheet

Part 1: Matching

1. C
2. A
3. E
4. B
5. D

Part 2: Fill in the Blank

1. one
2. no God; chance
3. Communism; state; institutions and laws
4. evolutionary; truth; standard; opinion
5. impersonal force; God; Christian
6. source; a man

Memory Work Quiz

Required:

Quote: Ideas — Auguste Comte — “Ideas govern the world or throw it into chaos.”

Quote: Belief Determines Convictions — Ravi Zacharias — “It is out of one’s belief or disbelief in God that all other convictions are formed.”

Quote: The Christian World View — Ross Chenault — “In the Christian world view, God the Creator and Lord of all must be the unifying focus of thought and life. Only God’s action in Jesus Christ will restore purpose and hope to mankind.”

Extra Credit:

Quote: Achieving a Christian World View — Ross Chenault — “To achieve a Christian world view, we must develop a God-centered way of looking at the world and life, based on God’s revelation to us in His Word. Every decision and action should be oriented towards Him and His purpose for our lives in the world.”

Quote: Why We Were Created — St. Augustine — “Thou has made us for Thyself, O God, and our hearts are restless until they rest in Thee.”

Chapter 20 : World Religions

Worksheet

Part 1: Matching

1. C
2. E
3. D
4. A
5. B

Part 2: Fill in the Blank

1. world views; opposite
2. feelings and opinions; Scripture
3. nirvana; relative; works
4. total nothingness; elimination; does not exist
5. accountable; moral life
6. obey
7. historical facts; rose from the dead

Chapter 20 : World Religions, (continued)

Memory Work Quiz

Required:

Quote: Why All Religions Are Not Equal — Josh McDowell — “All religions cannot be true at the same time, because they teach many things completely opposite from one another.”

Acts 4:12 — Salvation is found in no one else, for there is no other name under heaven given to men by which we must be saved.

Extra Credit:

John 14:6 — No one comes to the Father except through Me.

1 Timothy 2:5 — For there is one God and one mediator between God and men, the man Christ Jesus.

Chapter 21 : Cults

Worksheet

Part 1: Matching

1. C
2. D
3. E
4. B
5. A

Part 2: Fill in the Blank

1. doctrinal; central doctrines; Bible
2. gospels; pervert and distort
3. confirm; add to; take away

Part 3: Look It Up

1.
 - A. Dominant or charismatic leader
 - B. Unusual enthusiasm in spreading its message.
 - C. Belief that group is elite, special, superior.
 - D. Strict discipline carried out by group.
 - E. Freedom of thought and questions discouraged.
 - F. Excessive control over personal life.
 - G. Opposition to orthodox Christianity.
 - H. Fraudulent or deceptive practices.
2.
 - A. Denial of the true nature of God.
 - B. Denial or confusion of true nature or works of Christ.
 - C. Denial of salvation by grace through faith.
 - D. Sources of revelation or authority outside of the Bible.
 - E. Claim to have excessive truth.

Memory Work Quiz

Required:

Galatians 1:8 — But even if we or an angel from heaven should preach a gospel other than the one we preached to you, let him be eternally condemned!

Quote: Jehovah's Witnesses — Ross Chenault — “Jehovah's Witnesses deny the Trinity, the bodily resurrection of Christ, and the deity of Christ. To them the Holy Spirit is not God but an impersonal force.”

Quote: Mormons — Ross Chenault — “Mormons believe in many “Gods;” that God the Father was once a man who achieved Godhood. They believe they can also achieve Godhood through good works, and following the teachings of the Mormon Church.”

Chapter 21 : Cults, (continued)

Extra Credit:

Quote: Redefining Essential Truths — Walter Martin — “Non-Christian cults frequently use the same terms as Christians do... But their system of belief has redefined these terms in an “entirely different sense from that intended by the writers of Scripture.”

Chapter 22 : Every Christian's Ministry

Worksheet

Part 1: Matching

1. D
2. A
3. C
4. E
5. B

Part 2: Fill in the Blank

1. deep, personal
2. conversation; consistent
3. Worship
4. mouth; hands; body
5. obedience; Studying Scripture
6. serve; purpose; gifts and talents
7. showing
8. Word; power

Memory Work Quiz

Required:

1 Thessalonians 5: 16-18 — Be joyful always; pray continually; give thanks in all circumstances, for this is God's will for you in Christ Jesus.

1 Peter 4:10 — Each one should use whatever gift he has received to serve others, faithfully administering God's grace in its various forms.

Extra Credit:

2 Timothy 2:15 — Do your best to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the Word of Truth.

Acts 2:42 — They devoted themselves to the apostle's teaching and to the fellowship, to the breaking of bread and to prayer.