

Basic Christian Life

Parts 1, 2, 3

Discipleship Training for Dynamic Believers

Course Guide



The cover symbol is based upon Psalm one. The tree represents a dynamic Christian firmly planted in the Word of God and thus rooted in Christ. Colossians 2:7 is the New Testament variant with the same ideas of rooted, built up, established and abounding with thanksgiving.

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Getting Started

The following guidelines should be of great value in helping you start a *Basic Christian Life* group. You will also want to refer to them often as you continue in *Parts 2* and *3*.

The benefits of being a *Basic Christian Life* Group Leader

As a leader of a *Basic Christian Life* group, you will see the cause of Christ advanced in these two ways:

1. Growth in the spiritual lives of others.
2. Growth in your own spiritual life.

What does “spiritual growth” mean? First of all, there will be a development in walking more closely to Christ. This will be evidenced by more time spent with God: in prayer, in Bible reading and study, in Bible memorization and meditation. Secondly, growth will be evidenced by serving others. You as a leader will specifically show growth by how you are able to reach out to the people in your group, not just in the hour and a half you spend together each week, but beyond that by praying for them, calling them, encouraging, even meeting with some of them on an individual basis. And this ability to serve others will show itself in group members as they grow. This should become more evident as you go on to do *BCL Parts 2* and *3*.

This course guide is not the final authority on how to lead your group. Each leader and group being led are unique. But the information included here can offer you a helping hand.

Remember that *Basic Christian Life* is only a means to an end. Publications and programs do not make disciples. *Only a disciple can make a disciple.* This thought should guide your thinking as you help each member of your group grow toward spiritual maturity. You are influencing them by what you do, how you act, your character and relationship to others, and your attitudes. And in turn they are influencing others with their lives. Are you excited about the Bible and what you are learning? Are you excited about sharing your testimony with unbelievers? Does your heart burn to serve the Lord? This is what will take *Basic Christian Life* beyond just being another course and another program and will raise up dynamic believers who ardently serve the Lord.

Setting your goals

You have two general goals for your group:

1. To help each person become a mature disciple of Jesus Christ.
2. To equip each group member with the tools and know how to help him or her make disciples of others.

Give each person in your group the opportunity to develop the qualities, habits, and discipline that mark him or her as a man or woman of God. This maturity will be revealed in his relationship with God as well as his relationships with other people.

You will also want to encourage him to help others become disciples — passing on to them what he has learned about discipleship and experienced in his life with Christ.

Evaluating your progress

Use the following questions (and your own) to evaluate your leadership.

Who? Who am I serving?

Who are the people in my group? Do I really know them?

What? What are my goals for my overall *Basic Christian Life* ministry, for each of the three parts, and for each session?

What needs and expectations do my group members have?

Where? Where am I in my own Christian life?

Where am I taking this group?

Why? Why am I leading this group?

Why is each person in my group?

When? When will we reach our goals?

When will I spend time socially with each member of my group?

How? How do we achieve our goals?

How can I make our meetings a little different each time so that people will be excited to come?

How can I motivate each one to have a dynamic Christian life?

Getting organized

1. You will need at least an hour and a half for each session in *Basic Christian Life*. So when should you meet? Your final decision may involve some sacrifice on your part — you may have to give up a night or an afternoon each week that you wanted to save for yourself. But, after all, you've decided to serve this group, so find out what time is best for your group.

Consider such things as the types of jobs your group members have. For example, those with construction jobs or other outside work may prefer not to meet in the early evening. But people who commute to work early in the mornings may not want to be out late at night. Couples with young children may have days or times that are easiest for them to find babysitters. Assess your group's needs and encourage each member to be willing to compromise some if necessary.

2. Where will you meet — at church, in your home, in the homes of other group members, or somewhere else? You may find that a rotation system is best, in which you take turns going to each other's homes. This allows everyone to share the responsibility for hosting the group, and also divides the travel time.

Whatever you work out, try to find comfortable surroundings that encourage group involvement. You will have from six to ten people who

need room to interact in a relaxed way. You want to sit in a circle so you can all see each other and talk easily with one another. There are times when the group divides briefly into pairs, and in some sessions you will need space to divide into two groups away from each other.

3. What about refreshments? Let the group decide how much effort, if any, they want to give to this. Preparing refreshments shouldn't become a burden, but having them is usually a stimulus to relaxed interaction.
4. Children being present during the meeting can be a distraction. What arrangements do your group members need to make for babysitting?
5. Should you allow for informal socializing before the scheduled meeting time, with the group arriving early for this? Or would they prefer to begin the session when they arrive, and use the time afterward for talking? Discuss this and set a policy that will help them plan when to come and how long to stay.
6. What materials do you need to keep on hand for each session? Minimally, you will need your Bible, your workbook, this leader's guide and some extra pens and pencils. What are some other things that might be handy to have for each lesson?
7. Make sure you are always ready to share from your own Bible reading. Have your "Bible Reading Highlights" ready and visible so that the students see that you are regularly practicing what you are telling them to do. Also be prepared to quote every Bible memory verse word perfect. Remember, your influence is through your personal life. If you are only telling and not doing it yourself, the lives of your students will not be changed. They won't believe it is important if they don't see you doing the same thing. Nor will you be able to share any excitement about it. You must model the disciplines that you learned when you first took this course.

Handling potential problems

Your group may face a few of the problems listed here. By thinking about them beforehand, you'll be better able to deal with them should they occur.

- Frequent absences
- Frequent lateness

- Lack of preparation
- Lack of motivation
- Difficulties in relating to each other or to you
- Members who drop out
- Varying degrees of expectation and interest
- Members who seem to monopolize the group's time
- Considerations that require changing your regular meeting time
- Couples in which the husband and wife seem to be going different directions in their interests and expectations
- Members who are experiencing “dry” periods in their spiritual life

Difficulties such as these will not simply go away. You must handle them in an attitude of love and concern, so be prepared to do so. Here are several suggestions:

1. Talk alone with the persons involved. Share with them your concern and your desire for their success.
2. Establish a satisfactory agreement with the persons involved or with the group as a whole. This will make them accountable to each other.
3. Share your concerns with the entire group, pointing out your goals as their leader and your desire for them to share these with you. Always do this in a positive, encouraging manner.
4. Give occasional “motivational” chats — in a gracious, loving way — to remind, encourage, and correct.
5. Feel free to talk seriously about relevant Biblical principles that deal with problem areas.
6. Seek outside help from your pastor or from other mature Christians when necessary.

Getting together

1. Be sure each member of your group can hear and see the others. Arrange your chairs in a circle.
2. Situate yourself so you can lead comfortably and participate without dominating the discussion.

3. If you are married, discuss beforehand with your wife the role she will play in the group, and how to best accomplish this.
4. Start and end on time. Most people appreciate punctuality. *Don't allow the time to get away from you at the end.* You want the group to be anxious to return next week.
5. Try to involve each group member in all of the discussions.
6. Avoid embarrassing anyone. Some may feel uncomfortable at first in such activities as praying aloud or group discussions.
7. As the leader, participate in all the activities. A new group especially needs to see your example.
8. Be sure any instructions you give are clearly understood.
9. Be yourself. Use the outlines given in the course guide for each session, but don't be mechanical about it.
10. *Be prepared.* The others will be discouraged if you seem to not know what you are doing, especially after they've taken the time themselves to prepare.
11. Have your goals clearly in mind for each session.

Between meetings

Your commitment to the group includes more than giving your time to the group session itself. Accomplishing your goal of making disciples will require additional activities:

1. Are you establishing a caring relationship with each person? Get to know them apart from your time in the group. The stronger your relationship with each one outside the group, the more productive the group sessions will be.
2. Are you praying regularly for each group member?
3. How are you growing as a Christian? To succeed as a leader, you must keep growing yourself.
4. Remember your priorities. Don't let your responsibilities to the group override your personal relationship with God or your responsibilities to your family.

Memorizing Scripture can be fun

Scripture memorization often seems difficult. Here are some suggestions that can help you make it more meaningful and enjoyable:

1. **Try role-playing situations.** Two group members conduct a conversation in which one of them expresses a particular need. The other person then uses the verses he has memorized to help meet that need.

Some examples: a person who doubts his salvation; someone who feels he is not important enough for God to care about him; someone who feels his problems are unique and impossible to deal with; someone who believes his sins are so great that God cannot possibly accept him; or someone who must make an important decision and doesn't know how to make it. One of the "Beginning with Christ" memory verses in *Part 1* could be used in each situation.

2. **In reviewing memorized verses, call out only a phrase from a verse.** After someone in the group identifies what verse the phrase is from, he then quotes the reference and the entire verse.
3. **Make up quizzes** in which you give the group random portions of the verses, or only the topics or references, and have them supply the missing information.
4. **Have the group write paraphrases** of some of their memorized verses. They can then read these aloud, with others in the group identifying which verse was paraphrased, and then quoting the actual verse.
5. Encourage them to **use** memorized verses **in prayer**.
6. Have the group members **find cross-references** that will reinforce or amplify the content of the verses they have memorized.
7. Instead of always breaking into pairs to review verses, **try it together as a group**. Discuss insights brought out by different translations.
8. **Discuss together** how the verses have been applied in your lives.



The major point is to keep your Scripture memory review fresh and stimulating. Be creative!

ATTENTION: Church leaders

If you are a superintendent, pastor, or working in any area of Church-Based Leadership Training, you need to understand more deeply the importance of this course and its impact on your church or churches. Sometimes we are looking for new programs that we think are exciting or might fill some kind of gap in the church without focusing on the purpose. This course is not meant to be just another program, or an opportunity for church members to get together for fellowship. Its specific purpose is to take an individual from the position of being a new believer to being a New Testament disciple.

Our work is not completed when we bring a non-Christian to Christ. This new creature needs to grow and become a New Testament disciple. Our job is to be the tool in Christ's hand to establish him in his faith.

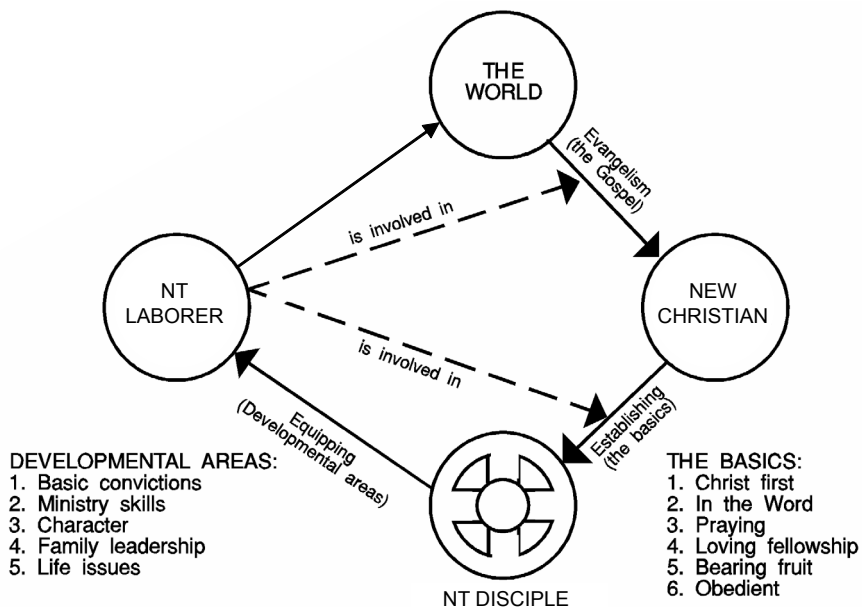
However, when he is established and his life characterizes the qualities of a New Testament disciple, our job as the grower or disciple maker, is still not completed. The harvest is plentiful, and the need is for laborers. So we now have to equip this New Testament disciple to reproduce himself — to enter the harvest as a disciple and to learn to labor for Jesus Christ in the field.

This is **your** task as a leader, to take your people from one step to the next. Look at the diagram that follows. You probably have done evangelism in different forms to bring new believers into your church, but once they have made that step they need to become established in their faith. This is a course to specifically accomplish that task. They will learn how to read their Bibles regularly, how to receive food from that Bible reading, how to memorize and meditate on Scripture, how to pray, how to share their faith with someone else, and how to lead a small group Bible study.

Once they have learned to do these things, they have become a New Testament disciple. But, as we have already noted, the task doesn't stop there. You then need to equip them to become laborers in God's vineyard. *Basic Christian Life* is an important step in building up and equipping laborers to go out and actively work for Christ. The fact is, if the members of your church are not established in the basics of the Christian life, they will not move on to become laborers.

For this reason, you will want to be sure that every member of your congregation has had the opportunity to take this course, even those who

THE DISCIPLE MAKING PROCESS



have been believers for many years. You may have preached or taught many of these things, but being in a small group and asked to participate and actually build the habits of the Christian life is often more effective. It will also help your whole congregation to be in tune with each other and what is happening with new believers. This can even help bridge the gap between older people and young people and bring harmony.

As you refer to the diagram of The Disciple Making Process you will see that the *Basic Christian Life* course can be a tool in establishing the new Christian so that he becomes a New Testament disciple. If this has been accomplished in your church through this course or an active discipling of new believers by others, then you can concentrate on the “developmental areas” as listed so that they will be equipped to labor in God’s harvest field and can go on to actively evangelize and disciple.

As you consider starting groups for the *Basic Christian Life* course, you need to give careful consideration to who will be in these groups. If you are a church superintendent, you may want to start by leading groups with your pastors. This should be very basic information for them, but will equip

them to lead groups in their own churches and in neighboring churches. When these men have finished the course, then each pastor should lead a group with his deacons. The ideal is that the deacons will go on to lead other groups among the members of the congregation or in other churches in order to help them. The desired final outcome is that all of the members in your church would be able to take this course, and many of them would also lead it with other groups that they are discipling.

It is very awkward to try to lead a group that has a deacon in it with a group of believers who have only been saved for 2 or 3 months. Chances are that he will not continue, or else that the other members of the group will feel very intimidated by him. So be sensitive to this. It is better to have a group of mature believers who are taking the course together, and then have a group of new believers.

There may be some times when it is even appropriate for unbelievers to be included in a group, if they have been seriously searching for Christ. Some unbelievers have taken it and gone on to get saved, become established in the church, begin leading other people to the Lord, and even start a new church!

As you make these decisions about the people who will be in a group, you need to realize that the course should be adapted accordingly. You will not ask the same kinds of questions of a group of pastors that you would an unbeliever. So prepare well and prepare specifically for the unique group you will be leading.

If you are going to start this course in a church for the first time, do not just tell everyone about it and then pass out books and think that you have started a group. Many people don't know what it is all about and stop coming after the third lesson, and all the books are gone! Instead start off with a lecture from the Bible that concludes with an assignment for them to do. When they return the following week, look over their assignments, discuss them, tell them what the course will involve and assign some Bible reading and a Bible verse to be memorized. When they come the third week, then you will have the people who are willing to be committed to meeting together for 3 months, and you can pass out the books and begin the actual course.

Remember as you lead the course, this is not just another lesson. Your goal is to change the life of each student! Do NOT lecture or preach a sermon. You are not teaching; you are discipling. Ask questions. You may find this difficult as a leader because people expect you to do everything

for them, but don't give in to the temptation to do all the talking. You are there to listen, to encourage, to hold them accountable. And you will actually learn from them as they discover the Bible and all the wonderful things God has in store for His children!

As you prepare to lead this course, look at it as an important step in the process of building up believers to meet the potential God has created in them. Make it your goal to lead them into a vibrant relationship with God that will overflow into the lives of all those around them: believers as well as unbelievers. Expect God to pour out His blessing on you as you minister and on them as they learn how to minister.



Important Reminder

Please note that this is a course guide **only** for the revised 2:7 named *Basic Christian Life* to be used with CBLT students. Therefore, if you are leading a group of students using *Navigators 2:7* workbooks, you need to use the course guide printed for those books to save confusion. Even though the material is identical, this course has been reorganized. Therefore you will be confused about the location of some of the materials and the new design. The other change is the assignments which have sometimes been increased in load as deemed appropriate for potential church leaders. If for any reason you do not have an appropriate course guide you will need to spend extra time at the beginning comparing the actual workbook with the course guide so that you understand the organization of the material, have located all of the information, and can direct the students in their studies.

Part 1.

**Your Life
in Christ**

Guidelines for *Part 1*

For most members of your group, *Part 1* of *Basic Christian Life* will probably mean the beginning of consistent and meaningful quiet times, the beginning of Scripture memory, and the beginning of group Bible study — habits that should bring them into a closer relationship with Jesus Christ.

Goals for *Part 1*

In *Part 1* you will want to help your group achieve these goals:

1. To enjoy reading the Bible.
2. To memorize the five “Beginning with Christ” verses.
3. To experience consistent and meaningful quiet times.
4. To complete the Bible study “Your Life in Christ.”
5. To study and discuss *Tyranny of the Urgent* by Charles E. Hummel.
6. To become familiar with the “Wheel Illustration.”

At the end of every session, check and see how many of the goals you have reached. Keep looking at them to remind yourself where you are taking your group.

A flowchart for *BCL, Part 1*

This flowchart shows how various aspects of the Christian life are emphasized in *Part 1*:

A. Bible Study

“Your Life in Christ”— Sessions 1–11

Distinctives of Reading, Scripture Memory, and Bible Study — Session 5

B. Prayer

Prayer is a regular ingredient in all twelve sessions.

Practical Suggestions on Prayer — Session 4

Guide to Conversational Prayer — Session 7

C. Scripture Memory

How to Memorize a Verse Effectively — Session 1

Memorizing the five “Beginning with Christ” verses — Sessions 2–7

“Beginning with Christ” Summary Quiz — Session 2

How to Review Memory Verses Together — Session 3

Distinctives of Reading, Scripture Memory, and Bible Study — Session 5

Why Memorize Scripture? — Session 12

D. Quiet Time

How to Mark Your Bible as You Read — Session 1

Where to Read in Your Bible — Session 1

Reading and Marking Exercise — Session 1

Sharing Quiet Time highlights — Sessions 2–12

How to Use Your “Bible Reading Highlights Record” — Session 5

Why Use the “Bible Reading Highlights Record” — Session 5

The Quiet Time — Session 5

E. The Obedient Christian Life

“The Wheel Illustration” — Session 9

A Personal Evaluation of the Wheel in My Life — Session 10

Preparing To Lead *Part 1*

Don't neglect your own planning, even though the outlines in this guide for each group session are fairly detailed. Become familiar now with the overall thrust of the course, the goals toward which you are working, and the schedule for completing the specifics of the course.

Here are general reminders to pass on to your group:

1. Plan ahead to complete the required number of quiet times and the verse review assignments. It's a little late to get started when Session 11 rolls around.
2. Please require your students to use a modern translation of the Scriptures for reading if one is available. Point out that this is *only* for their daily reading and marking and will help make it more fun and refreshing. It will revolutionize the way they think about the Bible and use it.
3. Use the "Bible Reading Highlights Record" and "My Personal Reading Record." These will be new tools for most of the group.
4. Pray for each other and for the group as a whole.
5. Be sure to continually review the verses they have memorized.
6. Don't forget the starting time for the meetings.
7. Start now to work at getting things signed off on the "Completion Record." Remind them not to get behind.

You must be the example in learning a positive, Christ-centered lifestyle with consistent disciplines. Be sure you are in the Scriptures regularly, studying, memorizing, and meditating. Spend regular time in prayer. Evaluate the balance in your personal Christian life by relating it to the "Wheel Illustration" in Session 9. Remember, influence is the key. What you say is only a very small part of that influence. People want to see how you live.

Examine yourself at the end of every session. Evaluate what happened during the session, whether you were adequately prepared, how well everyone participated. Keep it fresh all the time. During every session plan to do something slightly different than you have done before. Keep looking for ideas. And above all share your personal life with the group. Be open with them. Admit it when you don't know an answer. Share your personal prayer requests. Tell them how God has been speaking to you through Bible reading or prayer.

If your group is experiencing staleness, take a look at your focus. Has it just become an academic exercise without life? Who is reaching out to someone outside the group? Are you? How often do you praise individuals in the group? Do you know where they are struggling? Maybe the question is: Are **you** a dynamic believer? Pray about it. If you are struggling with dryness in your own life, get back on track and start reaching out to people around you.

Overview of *Part One*

Please note that Sessions 1, 3, 5 and 7 are extremely important to this course. If for any reason a student misses one of these, spend extra time with him to make sure that he understands the concepts. Otherwise he may become lost and drop out of the course, or not complete all of the requirements.

Lesson	1	2	3	4
Scripture Memory	Introduction to "Beginning with Christ"	1 John 5:11-12	How to Review Memory Verses Together	1 Corinthians 10:13
	How to Memorize a Verse Effectively	"Beginning with Christ" Summary Quiz	John 16:24	
Quiet Time	How to Mark Your Bible as You Read	Share highlights from Bible reading.		
	Where to Read in Your Bible		My Personal Reading Record	
	Reading and Marking exercise			
Bible Study	Introduction to the Bible study series	"God Cares for You," Part A	"God Cares for You," Part B	"The Person of Jesus Christ," Part A
Prayer				Practical Suggestions on Prayer

Other	How This Series Came About		<i>Tyranny of the Urgent</i>	
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Lesson	5	6	7	8
Scripture Memory	Distinctives of Reading, Scripture Memory, and Bible Study	John 1:9	Proverbs 3:5–6	Review all 5 “Beginning with Christ” Verses.
Quiet Time	Share thoughts from “Bible Reading Highlights Record”			
	How to Use Your “Bible Reading Highlights Record”			
	Why Use the “Bible Reading Highlights Record”			
	The Quiet Time			
	Distinctives of Reading, Scripture Memory, and Bible Study			
Bible Study	Distinctives of Reading, Scripture Memory, and Bible Study	“The Person of Jesus Christ,” Part B		“The Work of Christ,” Part A
Prayer			Guide to Conversational Prayer	
Other	“Completion Record”		What has impressed, helped, or challenged each group member in sessions 1–6	

Lesson	9	10	11	12
Scripture Memory	Review all 5 "Beginning with Christ" Verses.			Why Memorize Scripture, Part 1 and 2
Quiet Time	Share thoughts from "Bible Reading Highlights Record"			
Bible Study	"The Work of Christ," Part B	"The Spirit with-in You," Part A	"The Spirit with-in You," Part B	
Prayer				
Other	The "Wheel Illustration"	A Personal Evaluation of the Wheel in My Life		

New Feature

As you prepare to lead the course, look now at the small pictures that are at the beginning of every lesson. If this is your first time to use this version, examine these "symbols" and notice how they strive to show the focus of each lesson. Remember to point these out to your group as you begin each lesson, asking them what they mean, or why it is pictured this way. Obviously these pictures cannot always be comprehensive of the whole lesson. They are to add interest and give a picture summary.

Session 1



OUTLINE OF THIS SESSION

- A. Get acquainted with all the members of the class.
- B. Read the whole “How This Series Came About” section (pages 5–6).
- C. Read “General Comments” (pages 6–7).
- D. Learn how to make Bible reading exciting:
 - 1. Use a contemporary Bible translation.
 - 2. Study “How to Mark Your Bible as You Read” (pages 12–14).
 - 3. Study “Where to Read in Your Bible” (pages 14–15).
- E. Complete the “Reading and Marking Exercise” (pages 15–16) and share.
- F. Look over the five short passages they will be memorizing (in Lesson 2, pages 21–24).
- G. Read “How to Memorize a Verse Effectively” (pages 16–18).
- H. Read the Assignment for Session 2 (page 18).
- I. Close the session in prayer.

A. Get acquainted

Have each member of the group answer these questions:

- a. What is your name?
- b. What is your job?
- c. Where did you grow up?

It is important that the leader be the first to answer these questions. This gives the students an idea of how much time to take. You might say something like: “We are going to spend a few minutes getting acquainted. Some of you know each other quite well, but this will give me an opportunity to get acquainted with you. I believe that what we’re going to do now will be interesting and fun. I would like each of you as we go around the circle to tell us your name, your job, and where you grew up. Why don’t I start and then we can go around the circle to the left (or right).”

The primary goal is to break the ice and to get to know each other. Another goal is to make people comfortable about talking in the group. Each group member should participate in this very first session.

B. Read “How This Series Came About” (pages 5–6)

Have it read aloud by one person or by several. After it has been read, you may wish to give a brief testimony of the significance of *Basic Christian Life* in your own life or in the lives of others you know about. Keep it brief and vital.

C. Read the “General Comments” (pages 6–7)

At this point we do *not* discuss the “Completion Record” or the details of the course. For now, pages 6 and 7 are enough information for most students. Don’t be secretive. Tell them what they want to know. But don’t tell them more than they need to know at this point. Do answer any specific questions they ask.

D. Study how to make Bible reading exciting

1. Use a contemporary translation or paraphrase

This portion of the training session is a short lecture. The lecture might go something like this: “As other laymen, pastors, and Christian workers have gone through this course they have found that two

things make Bible reading exciting. The first is to get a contemporary translation or paraphrase.

“For Bible study you may have already selected a translation of the Bible which you feel best suits you and which is accepted by your church and associates. When we do Bible reading, however, we will often make it a practice to read one translation and then go on to read another translation or paraphrase. This creates a freshness and excitement in our Bible reading which does not degenerate over the months and years.”

You may need to explain some of the paraphrases available and their distinctives. You might even bring samples to class for them to see.

Then continue with something like: “The second thing that will make Bible reading exciting is marking our Bibles as we read them. This enables us to make decisions as to what really impressed us. It will keep our reading from ‘slipping through our fingers’ without having really gleaned something.” This will make a natural transition into the discussion of pages 12–14, “How to Mark Your Bible as You Read.”

2. Study “How to Mark Your Bible as You Read” (pages 12–14)

Have three people read, one person reading the first paragraph, another person reading the second paragraph and six subpoints, and the third person reading the copy down to Isaiah 11:1–7. As the person completes reading the six subpoints, point out examples of the markings in the Scripture texts.

1. *Brackets* are used to cover a phrase which is of general importance.
2. The short *diagonal lead-in line* implies that what is marked is of less importance than any other marking.
3. The *parallel diagonal lines* in the margin should be used when the passage being marked is greater than one verse or is a very long verse.
4. The *circle* can be used for repeated words within a passage or to indicate the people who are the principals in that particular passage. Quite often a circle is used when the reader goes back to review what he has already marked with some other type of marking, and uses the circle to mark some additional impression.

5. *Underlining* should be used for phrases or repeated words, but not whole sections. If too much underlining is done, it can become tedious or meaningless.

There are some people who, because of their backgrounds, have hesitated to mark in their Bibles. Some individuals dislike putting any marks in a book. Empathize with a student who feels this way, but remind him to mark in his Bible in the same way the other students do. The reading and marking aspect of the course is as necessary for graduating as is the memorizing of the five verses. Deal with him kindly.

3. Study “Where to Read in Your Bible” (pages 14–15)

The reason for not reading the Gospels consecutively is that the presentation is so similar (with the possible exception of John) that the students will tend to be impressed with some of the same things which they have just read in another Gospel. Thus, in order to affect their personal lives, it will be more helpful to have them read one Gospel now and read another in a month or two. Also, the variety will keep their Bible reading from becoming boring.

The reason for not reading Psalms and Proverbs consecutively is that both books contain so much of the same type of material. By reading one of these books concurrently with another Bible book, the student gets variety and will not hurry over the very deep and meaningful passages contained in Psalms and Proverbs. By reading another book concurrently there is time for the material from these two books to sink in and be assimilated.

There are two methods for reading two books concurrently. One method is to read a chapter out of each every day. The other method is to read out of one book one day and the other book on the next day. Students enjoy both of these methods, so it is really up to the individual to choose which method he would like to use. (The students should be advised not to read in more than two books of the Bible at one time. It can be difficult to maintain adequate continuity, especially if they are new believers.)

E. Do the “Reading and Marking Exercise” (pages 15–16)

Explain that they are going to read and mark Romans 12 using what they have just learned on pages 12–14. They will be sharing what they have marked in a few minutes. Give them time to do the exercise and then

share the results. Use this exercise both as an instructional tool and as an opportunity for interaction.

First share what you marked. Don't "steal the best stuff." Share one or two small things. You have done much of the talking so far in this session. Now encourage each group member to talk. Expect each person to say something. Thank each one as he finishes sharing.

F. Introduce the memory verses (pages 21–24)

Before showing the students how to effectively memorize Scripture, show them what memory work they will be expected to complete during this course. You might say something like: "During this course one of the most exciting things that you will be doing is memorizing five key Bible passages. If you never memorized another verse, these five would be the most helpful verses you could memorize! Right now you need to decide in what version you are going to memorize these five verses."

Explain the alternatives and give them whatever help they need in making this decision. Explain that they will be studying the "Beginning with Christ" materials for the next session.

G. Read "How to Memorize a Verse Effectively" (pages 16–18)

Once again have the students do the reading. As the leader, it is important that you have experienced everything taught in these pages and have proven the principles to be effective through your own experience.

It is as important for the student to do the preliminary work on a verse as it is to start doing the actual memorization. If he has heard what the verse says and if he understands what it means, then the memory work will go so much easier!

As they go through pages 16 and 17, it is important that the students understand the principles set forth. The objective is not so much to force the student to do these things as it is for him to understand the principles on these pages. If the student has trouble with his Scripture memory work, it will probably be because he is not applying one or two of these principles. He may memorize the verses any way he chooses. If he expects to graduate from the course, he will have to say the five verses without any mistakes. How he accomplishes this is up to him. Remind your group to use the following principles for effective memorization.

1. Audibly

If the student can speak audibly in a normal conversational tone, it will aid his success in memory work. This may be no more than whispering or simply moving his lips when working on a verse.

2. Topic and reference

The student should not just skim over the topic and reference to get into the actual content of the verse. The topic and reference are just as important as the content of the verse. If the student has the topics clearly in mind, he will be able to use the verses he memorizes with greater skill. If the student knows a reference, he is able to turn to the passage and use it.

3. First phrase

It is very important to immediately connect the last part of the reference with the first part of the verse. There should be no pause between stating the reference and starting the verse. If the student must pause to recall how the verse begins, he should then start over and say the topic, reference, and immediately start into the verse itself. This insures that the topic and reference are inseparably tied to the verse.

4. Add phrases

If the student continues to add phrases to what he has memorized, he should never have problems with transposing the contents of the verse. The shorter amount of time the student spends memorizing a given verse, the more important it is for him to review that verse to keep from losing his ability to quote it exactly.

5. Apply the verse to your life

The more impact a verse has when applied to the student's life, the easier it is to memorize and retain it.

6. Sequence

If a student violates the sequence in which the topic, reference, and verse are quoted, he will often find himself in trouble later in recalling all three important parts of the memorized verses. In using a verse with someone else, he may not audibly say the topic and reference, but the topic and reference should go through his mind before he quotes the verse audibly. When he says only the verse without the topic and reference, he has given the verse some of his review time, but he has

neglected to review the other two integral parts of his memory work. All three parts must be reviewed every time if he is to be successful.

It is important to always say the reference after quoting the verse. After committing a number of verses to memory and perhaps neglecting the review of a few verses, the student may only recall the last part of the verse and be unable to say the first part. If the reference is an integral part of the end of the verse as well as the beginning, he can then pick up the location of that verse from only knowing the last part of the verse.

7. Review, review, review

Call someone by name and have him read paragraph 7, down to the diagram. This is a very critical part of our Scripture memory work.

The visual illustration of overlearning used under this particular point is explained to the students after the text under point 7 has been read. You might say something like this: “You will notice there are several parallel lines printed under what we just read. The top line represents how long it will take us to memorize a verse to the point where we can say the topic, reference, and verse without any mistakes. Many people make the mistake of thinking they really know a memory verse when they are at this point; that is, when they are able to say the verse without any help. As we go on with this illustration you will see this is not really true.”

Continue to explain the diagram. Have someone else read parts of it, if you wish, or have all of it read in the normal course of covering pages 16–18. You might say something like: “The bottom line illustrates that you can confidently quote the verse. Psychologists call this overlearning. We have overlearned our name, our telephone number, our address, the names of friends, and routes we travel. It is not until we have gone through the process of overlearning that we really know a verse; then the Spirit of God can bring it to mind whenever he would choose to use it. Continuous review will help us overlearn a verse until we really know it.”

H. Read the Assignment For Session 2 (page 18)

Have one person read the assignment.

I. Pray

Lead in a closing prayer.

Session 2



OUTLINE OF THIS SESSION

- A. Get further acquainted with one another.
- B. Review Session 1.
- C. Have each one share with the rest of the class what he has read and marked in his Bible this week.
- D. Break into small groups to review memory verses — 1 John 5:11–12.
- E. Review memory methods:
 - 1. Practice aloud.
 - 2. Spot and correct repeated errors.
 - 3. Review is the key. Do it daily!
- F. Discuss the “Beginning with Christ” Summary Quiz (pages 25–26).
- G. Discuss questions in “God Cares for You, Part A” (pages 26–30).
- H. Read the Assignment for Session 3 (page 30).
- I. Close the session in prayer.

A. Get further acquainted.

This is the last session in which a new student may join the group. Therefore, it is important to have some type of activity for getting acquainted in this session.

Even though all of the students at the first session went through a get-acquainted exercise, it is still helpful to break the ice again so the students feel comfortable in the group. Go around the circle and have each student answer these questions:

1. What is your name?
2. What is your favorite food?
3. What is your favorite hobby?

B. Review Session 1

The review of Session 1 will be brief. It will consist of passing out materials to those who didn't receive them at the last session, and making comments on some of the highlights from each page. For example, on pages 6 and 7, simply say there are 12 sessions in this course; there will be requirements which must be met in order to graduate; most weeks they will spend an hour in preparation. Review the rest of the material in a similar manner.

C. Share with the group what you read and marked in your Bible this week

The major portion of Session 2 will be sharing. It is **important** that the students learn to share what they have been reading in the Scriptures. In fact, the sharing time becomes a highlight for many and a breakthrough for many who have never shared in a group before.

It is important for you as the leader to remember the following:

- (1) **Nothing** is too simple to be shared;
- (2) The student should feel free to share **more than once**;
- (3) It should be an **unhurried** time;
- (4) Those who haven't read will find the group pressure strong during the sharing time, and they **will be motivated** to read the following week;
- (5) It may be necessary to remind the students that they are **not** competing with each other.

It is important for you as the leader to share first, so the rest of the students will know what you expect from them. Every time you share from your reading share something (1) SIMPLE and (2) ENCOURAGING! Then ask group members to share spontaneously, rather than going around the circle.

D. Break into groups of two or three and review 1 John 5:11–12

At this point break the group up into smaller groups of two or three, made up of persons who are memorizing from the same version (in case some are using a modern translation). At this time husbands and wives should **not** review together. Tell the students that as they quote the verse assigned for this week they must be sure to say the **topic**, **reference**, **verse**, and **reference**.

Group members may want to scatter throughout the room where you meet, or even into other rooms where there are fewer distractions. As the leader, you will not want to try to manage everything in the session. Give your students the initiative. They can easily figure out what to do if you give them some idea of what you expect.

E. Review memory methods

This is a brief lecture in which you emphasize three main points:

1. Practice aloud

This allows another one of the senses — hearing — to be involved in the memory process. This helps memorization greatly. The student will want to practice aloud whenever possible. You may wish to ask if any of the students found this helpful during the last week. Do not reprimand those who have not done it, but commend those who have tried it.

2. Spot and correct repeated errors

An example of a repeated error would be leaving out an “and” or adding the word “and” in 1 John 5:11–12. Another example would be using the wrong beginning word. It is important to communicate to the students that this is a natural part of the process of learning a verse. It does not mean that they have failed in their memory work. When they get to the point where there might be one or two repeat-

ed errors within a verse, they can easily correct these errors after they have been identified and isolated.

3. Repetition, impression, association

You must be setting the example for your students in this! Sharing personal benefits and brief testimonials from time to time will continue to motivate them. The three principles of any kind of memory are:

- Repetition
- Impression
- Association

Repetition is the primary memory principle that applies to Scripture memory. The slogan is “Review, review, review!” Constant review can insure long and meaningful retention.

Impression is concentrating intently so that something makes a deeper imprint on your mind, concentrating intently as a person tells you his name, for example. Focusing your mental effort produces a more lasting impression of what you hear or see.

Association is a technique where you use some gimmick to aid your recall. You may remember that the Old Testament contains 39 books, that 3×9 is 27, and that there are 27 books in the New Testament. The 3×9 association aids recall.

F. Discuss the “Beginning with Christ” Summary Quiz (pages 25–26)

Ask for volunteers to answer each of the seven questions, or go around the circle. The subpoints of question 1 can be handled as individual questions if you wish.

The goal of these pages is to insure that each student reads the written material in the “Beginning with Christ” packet.

G. Discuss questions in “God Cares for You, Part A” (pages 26–30)

You will lead the Bible studies throughout *Basic Christian Life Parts 1* and *2*. In *Part 3* the students will start leading the Bible study discussions.

1. Methods of leading a Bible Study

The four methods of leading an effective Bible study are:

- Question by question: sharing in sequence
- Question by question: sharing at random
- Question by question: using prepared understanding questions
- Section by section: using prepared understanding questions

During *Part 1* you may use any of the first three methods. Here is a brief summary of these first three methods.

Question by question: sharing in sequence

In this method you go around the group in order with the first person giving his answer to question 1. The next person gives his answer to question 2, and so on. Other students are free to make additional comments after an answer has been given by the one responsible for answering that particular question.

This is an outstanding way to get young Christians started in Bible study. It gives them a sense of security and confidence. They can easily follow the discussion and see where it is going. Sharing in sequence also gives them an opportunity to discover whether or not they have a good answer for each of their questions.

Question by question: sharing at random

In this method the questions are still covered in order, but anyone in the group is free to contribute an answer. The leader might read a question and say, “Who would like to answer this question?” Or he might not read the question but ask, “Who would take question 5 for us?”

A danger of this approach is that some may dominate the discussion and others sit back quietly. Sometimes the leader may need to ask a quieter person, “Would you be willing to answer question 6 for us please?”

Question by question: using prepared understanding questions

In this method you may either share in sequence or at random. In addition to what is done in the first two methods, the leader has prepared questions to ask about some of the answers. This draws out a deeper response and often stimulates a more exciting discussion than the first two methods of leading. This may very well become the most frequent method you use in *Part 1*.

An understanding question asks a question about a previous answer. An understanding question accomplishes one or more of these three things:

- a. It stimulates active discussion and greater understanding.
- b. It enables the leader to emphasize a point.
- c. It enables the leader to clarify an issue he feels the discussion group members might misinterpret or misunderstand.

A common misuse of an understanding question is to ask an understanding question on material which has not been covered yet. This happens when a leader asks an understanding question on question 5 before someone in the group answers question 5. If you want to ask an understanding question on question 5 and no one has answered it, you should ask someone to read his answer to question 5 before you ask your understanding question.

In Lesson 3, after someone has answered question 1 of the Bible study, you might ask the group, “What would be some characteristics of a perfect father?” This is an understanding question. After the group “brainstormed” that question, you would return to answering the regular questions in the study.

Sometimes a question in the Bible study *is* an understanding question. For example, in Lesson 2 question 11 is an understanding question. On this type of question have several people answer and then continue. Don’t settle for one answer and hurry through. Get several answers.

Be well prepared as you come to lead the Bible study each week. Pray and prepare! Do a good job. You are setting the example of the quality of leading you will expect from your students in *Part 3*.

Several sessions in this course guide end with several understanding questions prepared for you to use if you wish. You may use all of them or some of them. It is valuable, when preparing your study, to write your understanding questions in the margin of your Bible study for easy reference. You may write out a combined list of questions including some from the course guide with questions from your own study also.

2. Understanding questions for “God Cares for You, Part A”

(Question 2) “What are some other ways to say the same thing?”

- (Question 3) “In the question, what does ‘all things’ refer to?”
 “What does the word ‘create’ imply?”
- (Question 4) “How can a person born of parents be created by God?”
- (Question 5) “What does it mean to be created in the image of God?”
 “Are non-Christians created in the image of God?
 Why do you say that?”
 “What are the implications of the phrase ‘to be fruitful?’”
- (Question 6) Have several give answers to this one. The students will vary in their answers.
 “What do you think ‘all my ways’ refers to?”
 “What is verse 5 really saying?”
- (Question 7) “What do you think the phrase ‘search me’ implies?”
- (Question 8) “What are ‘sparrow’ and ‘hairs of your head’ intended to illustrate in the story of this passage?”
- (Question 9) “What does the word ‘payment’ imply?”
- (Question 10) Ask several to answer part b. It is an understanding question.
- (Question 11) “Who do the shepherd and sheep represent?”
 “Why do you think Jesus may have used the example of a shepherd and his sheep?”
- (Question 12) “Why was that the most important item to you?”

H. Read the Assignment for Session 3 (page 30)

Have someone read the Assignment for Session 3.

I. Pray

Close in prayer by having someone else pray.

Session 3



OUTLINE OF THIS SESSION

- A. Study “How to Review Memory Verses Together” on page 41.
- B. Break into groups of two or three and review memory verses:
 - 1. “Assurance of Salvation” — 1 John 5:11–12
 - 2. “Assurance of Answered Prayer” — John 16:24
- C. Have each one share with the rest of the class what he has read and marked in his Bible this week.
- D. Discuss the article *Tyranny of the Urgent* (pages 32–37).
- E. Go over “My Personal Reading Record” and how to use it (pages 41–44).
- F. Discuss questions and the Summary of “God Cares for You” of the Bible study (pages 39–40).
- H. Read the Assignment for Session 4 (page 44).
- I. Close the session in prayer.

A. Study “How to Review Memory Verses Together” (page 41)

Let the students do the reading. The suggestion of reviewing the verses they know best first is an extension of the philosophy of constantly building upon successes rather than patching up failures. This approach gives the students an extra boost.

In this session you will work at developing a certain attitude, philosophy, or outlook among the students. The students should be trying to help each other succeed rather than competing with each other in order to excel. An excellent Biblical illustration is found in Ecclesiastes 4:9–10, quoted on page 41.

Often a person will ask why it is so important to memorize verses exactly and to be so meticulous in memory work. Page 41 gives them four excellent reasons based on the experience of many people.

It is important to apply points 4 and 5 in each session. If the person listening to a verse being quoted gives the person quoting the verse more hints than he really desires, the listener is doing the quoter an injustice. If the one quoting the verse struggles and strains and finally comes up with the exact words of the verse, it will be a tremendous victory and a great encouragement to him.

Whether or not the listener had to help the quoter, it is helpful if the one doing the quoting repeats the verse again word perfectly after he has struggled with the verse. He will now realize how the verse should be quoted. This will end the Scripture memory time on a note of victory and accomplishment.

B. Break into groups of two or three and review 1 John 5:11–12 and John 16:24

You will find that the previous discussion about Scripture memory will launch the students into their verse review with greater motivation. It will give them an immediate opportunity to apply the “listener” and “quoter” principles they have just learned.

Again it is best for people to review their memory verses with someone else who is memorizing in the same version. If this is not possible, have them exchange verse cards so that their accuracy can be checked.

After returning to the circle, you may ask: “How many of you were able to say at least one of the two verses without any mistakes at all?” Then you might commend them by saying: “That’s really terrific; you are doing a

fine job and that's great." You may then ask if any of them were able to say both verses without a mistake. Then praise them, too, and move on.

C. Have each one share with the rest of the group what he has read and marked in his Bible this week

It is not important for you to always share first. However, you may wish to share something first if no one else shares right away. Your example will stimulate the others to share.

This period of time should not be rushed. There is enough time for each person to share at least once from his reading. While you don't want those sharing to go off into a long discourse, they can briefly develop what a particular verse or passage meant to them. Once again the students should be praised and thanked each time they share with the group. This can be something simple like: "That's a wonderful thought!" "That's a very interesting thought." "Thank you for sharing that with us!" or "You certainly enjoyed reading that particular passage, didn't you?"

D. Discuss the article *Tyranny of the Urgent* (pages 32–37)

Remind them to take notes under 4 as this page is discussed. Have someone read the title and two quotations at the top. Have several share answers to 1, 2, and 3. This is an outstanding article, but you will find that it does not take long to discuss it. This article is clearly written, and its message simple to understand — though challenging to apply.

E. Go over How to Use "My Personal Reading Record" (pages 41–44)

Say something like: "Would each of you please turn to Romans on "My Personal Reading Record." Romans is in the New Testament. You will notice that there are 16 numbers in little squares after the book of Romans. There are 16 chapters in Romans and each of these squares represents one of the chapters. So let's say that you or I spend some time today reading the first two chapters of Romans. After we have completed our reading, we will then put a diagonal line, or an "X", in boxes 1 and 2 after the title "Romans." This enables us to keep track of where we are reading, and it is encouraging to see the progress we are making.

F. Discuss "God Cares for You, Part B" (pages 39–40)

Refer to the understanding questions below:

(Question 1) “What would be some characteristics of a perfect father?”

(Question 2) Have several answer question 2. It’s an understanding question.

(Question 3) “What does the word ‘receive’ imply?”

(Question 4) Have several answer. They will vary in their answers.

Are you spending enough time preparing and praying about effectively leading these Bible study sessions? If you do prepare and pray thoroughly, you will feel more at ease, and your students will gain more enjoyment and benefit.

G. Read the Assignment for Session 4

Have a student read the assignment.

H. Pray

Have a student lead in prayer to close the session.

Session 4



OUTLINE OF THIS SESSION

- A. Break into groups of two or three and review memory verses:
 - 1. “Assurance of Salvation” — 1 John 5:11–12
 - 2. “Assurance of Answered Prayer” — John 16:24
 - 3. “Assurance of Victory” — 1 Corinthians 10:13
- B. Have each one share with the rest of the group what he has read and marked in his Bible this week.
- C. Discuss questions on “The Person of Jesus Christ” (pages 46–48).
- D. Study “Practical Suggestions on Prayer” (pages 48–51).
- E. Read the Assignment for Session 5 (page 51).
- F. Close the session in prayer.

A. Break into groups of two or three and review 1 John 5:11–12, John 16:24, and 1 Corinthians 10:13

By now the students need very little guidance in doing their verse review. In this session simply say: “At this point, let’s break into our verse review groups and go over the first three verses we’ve memorized.”

B. Have each one share with the rest of the group what he has read and marked in his Bible this week

Share your excitement about your Bible reading. If you are not excited, you can’t expect your students to be excited. Often leaders cannot share the things that were most outstanding in their reading because they may be too advanced for the students. It is, therefore, important to look over your reading and select one or two items which are simple and encouraging and have them ready to share.

As the leader, you may occasionally go first in the sharing just to get the ball rolling. Often, however, the students will be quite eager to share and will take the initiative. Be alert to any who are not sharing from their reading. Draw them out. Find out if there are any problems.

C. Discuss questions in “The Person of Jesus Christ, Part A” (pages 46–48)

Check to see if your students are getting their Bible studies completed. If they are not, you may need to help them with HOW and WHEN to do their studies. From time to time review all of the introductory material at the beginning of this leader’s guide.

(Question 1) “What does the word ‘superior’ imply?”

“Just from what you’ve heard or read, what are some of the things angels do when they worship?”

“What does ‘sit at the right hand’ mean?”

(Question 2) “What does ‘Jesus is eternal’ mean?”

(Question 3) Have several give their answers.

(Question 4) “What does the word ‘Lord’ imply?”

(Question 7) “What makes you think Lazarus was really dead?”

(Question 8) “What does the word ‘Christ’ mean?”

What are you doing between meetings? Keep praying for your students and building social relationships with them. Deepening your friendship with each other will put more warmth and reality into all of your times together.

D. Study “Practical Suggestions on Prayer” (pages 48–51)

This is an exciting session — one you can look forward to and do with enthusiasm. Up to this point, the student has simply been reading the Scriptures. In a way, he has been having half a quiet time. Though you have never used the term “quiet time,” the course attempts to help the student learn how to have a successful quiet time. In this session you will add the other half of a quiet time — prayer.

- l-a. Ask two individuals to read 1 Corinthians 1:9 and 1 John 1:3. These are two excellent verses on the importance of fellowship with God.
- l-b. After these two verses have been read, ask the question: “What are some of the ingredients which help us to have fellowship on a human level between two people? Perhaps if we can answer that, it will give us some clues as to how to better fellowship with God. What would you say are some of the ingredients in good fellowship?”

Then let the students make as many comments as possible. They may say such things as honesty, love, mutual trust, time to talk together, and the need to discuss faults and failures as well as successes. Acknowledge whatever the students bring up and thank each student for his contribution. Commend the students for their participation, thank them, and show genuine appreciation for what they are saying. At this point in the course, actively sharing with each other is more important than the information they share.

Before the discussion starts dragging, stop and say, “Now let’s fill in the rest of the answer. The fewest ingredients we can have and still have fellowship with someone is when I listen as he talks to me, and he listens as I talk to him.” You will probably have to read what you want put in the blank several times to be sure that the students write in exactly what you have dictated.

As this point you may say something like: “So in having true fellowship with God, He speaks to us as we are reading in the Scriptures; these are His words for us. Then as we pray to God and respond to Him through prayer, this completes the fellowship. If one person

does all the talking and the other all the listening, that is not true fellowship; that is a lecture. If we do all the talking in prayer, and God does all the listening, that is not true fellowship. Nor is it fellowship if God does all the talking and we do all the listening.”

Occasionally a student will suggest that God speaks to him in prayer as well as from the Scriptures. Ordinarily you would reply something like this: “Thank you for your comment. That is a good point. It is true that God impresses us occasionally with a certain thought while we are praying. Perhaps we could say that the primary way God speaks to us is directly through the Scriptures. The ability to sense that God is speaking to us about something, for example, while we are praying, is something that comes with greater spiritual maturity.

“In helping a new Christian establish his fellowship with God, we will put the emphasis on his spending consistent time in the Scriptures. The Scriptures reveal God’s mind, and it is important for the young Christian to have God speak to him in this way. And, of course, we never outgrow the need to have God speak to us through the Scriptures. So we could say that God’s primary and most consistent means of speaking with man is directly through his Scriptures.”

- 1-c. Have a student read the first paragraph, then have them write in “He speaks to me” (on the left) and “I speak to him” (on the right). After this have another student read the paragraph under the illustration. As the leader, you will need to emphasize how this is all too often the way Christians read their Bibles and pray about other things unrelated to what God has said in his word.

Have the students fill in the blanks under “effective communication.” To the left insert “Word,” to the upper right — “Respond.” The blanks to the right could be left blank with the explanation that these blanks refer to items one would want to pray about but they are unrelated to what God spoke about from his word.

One of the great benefits of “responding to God in prayer” is that it makes the word of God come alive in a new way. As a result of this, our fellowship with the Lord becomes more meaningful and blessed.

Encourage the students to begin practicing this method in their daily reading program. Ask them to do this during the coming week and be able to share at the next session what they learned.

2. **A suggested prayer format** — You might say something like: “What we are going to look at now is one format we might use in prayer. It

is not something that we will want to use every day or it will get old, but it's the type of thing that we may want to use for a week or two, discontinue for a while, and then use again later.”

Have various group members locate the verses listed. After having each verse or verses read aloud, encourage the students to comment on what the verses say about “Adoration,” “Confession,” etc. Each person should record helpful comments in his or her workbook.

It is a good practice at the end of any segment of instruction to ask for any comments or questions relating to what has just been covered.

- 3. How the Trinity is involved in prayer** — Say something like: “Now we’ll write in some information about each Person of the Trinity in the spaces allotted here. I believe that you’ll find it quite interesting to get into a brief discussion of how the Trinity is involved in prayer. It is impossible to cover this in great detail, but perhaps this study will clarify your thinking as we go through this study.

“Please write in after the Father: ‘Our prayers should primarily be directed to the Father.’ Now who will read Matthew 6:9 for us? Who will take John 16:23? Who will take Ephesians 3:14? All right, thank you. Now, _____, if you would please read Matthew 6:9.”

Handle each of these three subpoints in the same manner. Dictate what should be written in by the students and have a student read the whole thing under subpoints b. and c. This enables the students to participate but does not make the work tedious. After the main statement has been read by a student, then have them read the three passages of Scripture and in this manner finish page 51. One caution to you, the leader: if someone prays to Jesus or to the Holy Spirit, do not make a big issue of this. The purpose is not to split doctrinal hairs.

E. Read the Assignment for Session 5 (page 51)

Ask a student to read the assignment for the coming week. Then ask if there are any questions or comments about the assignment.

F. Pray

Have someone close the session in prayer.

Session 5



OUTLINE OF THIS SESSION

- A. Break into groups of two or three and review your memory verses:
 - 1. “Assurance of Salvation” — 1 John 5:11–12
 - 2. “Assurance of Answered Prayer” — John 16:24
 - 3. “Assurance of Victory” — 1 Corinthians 10:13
- B. Have each one share with the rest of the group what he has read and marked in his Bible this week.
- C. Read and discuss the “How” and “Why” of using the “Bible Reading Highlights Record” (pages 54–56).
- D. Discuss “The Quiet Time” (pages 56–57).
- E. Read “Distinctives of Reading, Scripture Memory, and Bible Study” (pages 57–58).
- F. Discuss how to use the “Completion Record” (pages 9–10).
- G. Read the Assignment for Session 6 (page 58).
- H. Close the session in prayer.

A. Break into groups of two or three and review 1 John 5:11–12, John 16:24, and 1 Corinthians 10:13

Have the students break up into verse review groups (as usual) and quote the three verses. After their review work, you might ask who was able to say all three verses word perfectly. Be sure to praise them.

Then express your excitement about this session. You might say something like: “This session is going to be one of the most helpful and exciting times we will have during this course, and I believe you will find it interesting. Let’s share from what we’ve been reading and then we will get into some of the new material which I think you will find helpful and fun.”

B. Have each one share with the group what he has read and marked in his Bible this week

You might open with a statement something like: “What are some of the interesting things you’ve been reading this week that you’d like to share with the rest of us? Are you finding that your reading and marking is becoming a meaningful practice?” Let the students respond. You don’t want this to drag on and on, but you do want an indication of how the students are doing. Other questions you might ask are: “What books have you found particularly interesting in your reading?” “Have you found any books that have been difficult?” “Have they all been pretty interesting?”

C. Read and discuss the “How” and “Why” of using the “Bible Reading Highlights Record” (pages 54–56)

Have the students read through “How to Use Your “Bible Reading Highlights Record” going around the circle as usual. You will want to have them locate the various sections on the Highlights Record; for example, “translation,” “year,” “date,” etc. They can keep one hand on a copy of the Highlights Record and the other hand on pages 54 and 55.

Ask if there are any questions or comments about how to use the Highlights Record before going into an explanation of the reasons why (pages 55 and 56). In addition to providing a transition, this will also clear up any questions before going on to new material.

Have the students continue going around the circle as they read, “Why Use the “Bible Reading Highlights Record” aloud. You might want to begin by saying something like this: “Here are some excellent reasons for

using this Highlights Record. It is a valuable exercise and can be extremely helpful in our spiritual health and growth. Here on pages 55 and 56 we will be looking at some of the benefits that have been seen in the lives of other students involved in this course, and we can expect to derive some of these same benefits as we use the Highlights Record. So, _____, would you please read the first one.”

D. Discuss “The Quiet Time” (pages 56–57)

Have one person read the opening paragraph and someone else read the two definitions under question 1.

Have several locate the verses under “two major reasons for having a quiet time” and be ready to read them when the verses are requested.

Have someone read “a. For growth and nourishment” and the sentence after the heading. Then you might say, “Let’s see how the following verse indicates that the word of God is nourishment for our spiritual lives.”

Have the person who has found 1 Peter 2:2 read the verse. After that, ask for comments from the group as to what the verse says about growth. After several have commented, have them write in the blank in their own words an explanation of what 1 Peter 2:2 says about growth and nourishment. Do the same for each of the verses. Then go on to “b. For vital companionship with Jesus Christ” and follow the same procedure as in “a.”

E. Read “Distinctives of Reading, Scripture Memory, and Bible Study” (pages 57–58)

The purpose of this page is to highlight the spiritual benefits of each method of Scripture intake. Have the class read the first section “Reading.” Ask for any comments. Also ask for some other benefits of reading not mentioned in this paragraph. Do the same for the next two paragraphs on “Scripture Memory” and “Bible Study.” Possibly you or someone else could briefly summarize the main benefit of each type of Scripture intake.

F. Discuss how to use the “Completion Record” (pages 9–10)

“On the “Completion Record” you have the requirements which each of you must fulfill to graduate from this course. It will be exciting to have more and more of these categories signed off each week.

“Let me explain what each of these items means so you will see what is involved. The first five lines are probably clear. Starting tonight or in the next session, you can have some of the first five items signed. If next week you are able to say the first three verses without any mistakes (the topic, reference, the verse, and the reference), then the person who listens to you say these verses can sign in the three spaces after those first three verses.

“We have found that it is best not to have husbands and wives check off each other. We tend to be too lenient or too strict, and there have been a few family arguments over this type of thing. So let’s keep it simple and have the “Completion Record” signed by someone outside your immediate family.”

All that is necessary to get each of the five verses signed is for the person to say the topic, reference, verse, and reference sometime during a given session. If, for example, a person was unable to quote 1 Corinthians 10:13 correctly but he was able to spot where his mistake was, he could then go on to quote the other verses he wanted to quote and come back and quote 1 Corinthians 10:13. If at that time he could quote 1 Corinthians 10:13 without an error, it could be signed on the “Completion Record.”

“After having the first five spaces signed, you must wait one more week before you can complete all of “Beginning with Christ.” This means saying all five verses without coaching or help at all, without any mistakes. The five verses do not need to be said in the order they were assigned.”

The **“Reviewed “Beginning with Christ” for 14 consecutive days”** is worked on after all five verses have been memorized. Then the student will review all five verses to himself (or to another person if he so desires) for 14 consecutive days without missing a day of reviewing all five verses. This is normally recorded on the “Highlights Record” in the circle beside the date, so another group member can simply look over the student’s “Highlights Record” and see that there are fourteen circles consecutively marked with a check mark or an “X” to indicate that the student has completed 14 consecutive reviews of all five verses.

The **“Completed “Bible Reading Highlights Record” for 14 consecutive days”** is very similar to the “Reviewed “Beginning with Christ” for 14 consecutive days.” The student must go 14 consecutive days reading and marking in his Bible and then pick the best selection he has marked and record it on his “Highlights Record.” Another student may sign this selection on the “Completion Record” when he has looked at 14 consecu-

tive entries on the “Highlights Record” of the student who wants to be checked off for this item.

“**Bible study.**” When each topic of the Bible study is completed, another group member can sign it off along with the date. Often there are two parts each in different lessons. They must look at both of them before signing.

“**Booklet studied.**” The *Tyranny of the Urgent* space on the “Completion Record” can be signed off when the article has been read. Also “**Page 37–38**” can be signed off when this has been filled out.

“**Miscellaneous.**” Pages 86, 96, and 97 can be signed off when the required work has been completed for these pages.

The “**Five entries on the “Highlights Record”** is the place for you, as the leader, to look over at least five “Highlights Record” entries for each student. This enables you to be certain that each student is recording something that is meaningful, not too introspective nor too sketchy, and not making his application too difficult. Then make any comments you feel might help the student have a more enjoyable time in his reading. In most cases you will not say any more than, “It looks as though you are having a good time in your reading; keep up the good work.”

The graduation item, which is the last entry on the “Completion Record,” is self-explanatory. You can simply say to the students, “I will sign the graduation section on your “Completion Record” after you have completed all your work, and it will certify that you have graduated from this course. You should certainly be commended when you accomplish the assignments which will enable you to graduate in just a few more sessions.”

G. Read the Assignment for Session 6 (page 58)

Have one of the students read the assignment. Ask if the assignment is clear.

H. Pray

Have someone close in prayer.

Session 6



OUTLINE OF THIS SESSION

- A. Break into groups of two or three and review memory verses:
 - 1. “Assurance of Salvation” — 1 John 5:11–12
 - 2. “Assurance of Answered Prayer” — John 16:24
 - 3. “Assurance of Victory” — 1 Corinthians 10:13
 - 4. “Assurance of Forgiveness” — 1 John 1:9
- B. Have each one share with the rest of the class what he has read and marked in his Bible this week.
- C. Discuss Bible study questions and the Summary of “The Person of Jesus Christ, Part B” (pages 60–63).
- D. Read the Assignment for Session 7 (page 63).
- E. Close the session in prayer.

A. Break into groups of two or three and review 1 John 5:11–12, John 16:24, 1 Corinthians 10:13, and 1 John 1:9

Have the students break into verse review groups and quote the four passages. Praise those who were able to quote all four passages word perfectly. Encourage them to keep the verses sharp by reviewing them daily. As they learn additional verses, there may be a tendency to let their review slide. Share some of your struggles and victories in Scripture memory.

B. Have each one share highlights from his reading — particularly those which have been recorded on the “Highlights Record”

Say something like: “Tonight we want to do our usual sharing from what we’ve been reading. You may either share directly from what you marked in your Bible, or you may wish to read one or two entries from your “Highlights Record.” As we progress in the course we will get to the point where we only share from what we have actually written down on the “Highlights Record,” but for now that doesn’t matter so much. Whichever way you prefer to share tonight will be fine. Who would like to be first?”

In recording “The best thing I marked today,” it is quickest and simplest to write down the quotation from the Scripture exactly. This eliminates the step of having to paraphrase and is an expedient method. Some of the students, however, will elect to paraphrase the main thought of the passage or particular verse and that is also acceptable.

In this session especially commend those who share from the “Highlights Record” by saying something like: “That’s really terrific. You have recorded something that is very meaningful,” or “Thank you for sharing those things.”

C. Discuss “The Person of Jesus Christ, Part B” (pages 60–63)

Watch for the balance between “facts” and “application.” Knowledge is good, but without enough application it can lead to pride rather than godliness (1 Corinthians 8:1). Keep bringing in application.

(Question 2) Have several answer the second part of 2a. It is an understanding question.

NOTE: At this point you may want to stop and help students find a verse which corresponds to the temptation they have listed. Have them create

a title for the verse and memorize it along with the five “Beginning with Christ” verses.

(Question 3a) “In what forms does suffering come?”

(Question 3b) “What would be some ingredients in your relationship to a perfect brother?”

(Question 3c) “What does fear do to a person?”

“What does freedom from fear do to a person?”

Are all your people contributing to the Bible study discussion? Do some dominate while others sit back quietly? Draw out the quiet ones by asking them direct questions. You may give the quiet ones easier questions to build their confidence if you feel that is necessary.

D. Read the Assignment for Session 7 (page 63)

Emphasize the assignment on conversational prayer.

E. Pray

Remember especially some of the thoughts from the Bible study discussion.

Session 7



OUTLINE OF THIS SESSION

- A. Break into groups of two or three and review all five “Beginning with Christ” verses.
- B. Have each one share highlights from his reading—particularly those which have been recorded in the “Highlights Record.”
- C. Ask for different ones to share what has impressed, helped, or challenged them during the first half of the course.
- D. Discuss “Guide to Conversational Prayer” (pages 66–68).
- E. Have some brief conversational prayer on two or three topics.
- F. Read the Assignment for Session 8 (page 68).

A. Break into groups and review all five of the “Beginning with Christ” verses

Have the students review together as usual and see how much they can get signed on their “Completion Records.” Say something like: “Let’s break right into our verse review groups. Let’s see how many things we can get signed on our “Completion Records.” Then we’ll get back together.”

B. Have each one share highlights from his reading — particularly those which have been recorded on the “Highlights Record”

Continue to give time for all to share. Give time for people to collect their thoughts. Don’t be upset by a brief silence. Discourage sharing without including specific highlights. Some will try to fudge on this and try to avoid the discipline of actually collecting their thoughts on paper. Therefore, you may even want to make an unofficial rule that you can only share if you have specific highlights. That may sound regimented but it will point out the importance of building in this discipline.

Also some will tend to expound beyond the highlight itself and start elaborating. Try to avoid this. You don’t want one individual to dominate.

C. Ask different ones to share what has impressed, helped, or challenged them during the first half of the course

You might say something like: “We would like to take a few minutes right now to give each of you an opportunity to express some of your reactions to what you’ve been learning in the course. We are halfway through the course and we would like for you to express what has most impressed you or helped you or challenged you during the time that we have been meeting. Feel free to share once or twice about the effectiveness of this course in your life so far.”

The primary purpose of this exercise is to help the students realize the benefits they have received. It helps them clarify what their investment of time and effort has meant for them thus far. Don’t hurry them. They should have enough time to express themselves without going into long discourses.

D. Discuss “Guide to Conversational Prayer” (pages 66–68)

You will initially ask them what most impressed them as they studied these three pages. After you have drawn out two or three comments, have the students share the reading of these pages. While they are reading, illustrate a point or draw out their questions or comments. The best preparation for leading this session is to have done a good bit of conversational prayer. If you can speak from recent personal experience, it will greatly assist your leadership.

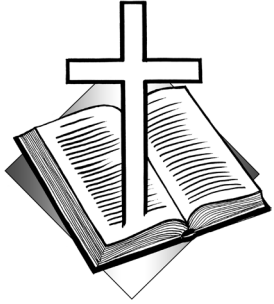
E. Have brief conversational prayer on two or three topics

Here is an opportunity for the students to get a feel for what conversational prayer is all about. Have two or three topics in mind to pray about. Ask for their suggestions. Then ask someone to lead off and suggest that you will close when you feel they are through praying.

F. Read the Assignment for Session 8 (page 68)

Have someone read the Assignment For Session 8.

Session 8



OUTLINE OF THIS SESSION

- A. Break into groups of two or three, review all five memory verses, and work on getting all memory items initialed on the “Completion Records.”
- B. Have each one share at least one item from the “Highlights Record” with the rest of the group.
- C. Discuss questions in “The Work of Christ, Part A” (pages 69–71).
- D. Read the Assignment for Session 9 (page 71).
- E. Have a time of brief conversational prayer.

A. Break into groups of two or three, review all five verses and work on getting items initialed on the “Completion Record”

Here is another opportunity for the students to review all five of the verses they have learned in this course. You will want to encourage them and challenge them to keep reviewing all of these verses every day. Be sure to commend those who are able to quote the verses word perfectly. You want them to establish good review habits early so they will continue in the future.

B. Have each one share at least one item from “Highlights Record” with the rest of the group

Follow the same procedure of the past several weeks. Keep the sharing moving, and praise those who do share from their “Highlights Record,” also those who share something practical and relevant to their life.

Are you reminding them of the need to get in the fourteen consecutive verse review and/or fourteen *Highlights* days? It's not too soon to start mentoring this so that you can assure their success.

Are you making plans to check *Highlights* within the next week or two? Remember, one of the requirements is for the leader to check *Highlights*. A suggestion regarding this might be to collect a page, take it home, and then give it back with comments and suggestions. This allows a closer, less hurried look on your part. Also, an actual written reply shows that you take this very seriously and that you are willing to write down your thoughts for their benefit.

C. Discuss questions in “The Work of Christ, Part A” (pages 69–71)

Remember, the understanding questions are only meant to be a guide to encourage discussion, not to dictate it.

(Question 1) “What does the word ‘save’ imply?”

“Who are ‘his people?’”

(Question 2) “How much do these four areas vary in importance?”

(Question 3) “What is the difference between teaching and preaching?”

(Question 4) “Why did Jesus give special attention to the twelve?”

- (Question 5) “What is the difference between being a servant of others and being a passive follower of others?”
- (Question 8) Have several give their answers.
- (Question 9) “What does it mean to be condemned?”
- (Question 11) Have several answer. This is an understanding question.

How are doing at covering your Bible study material in the time allotted? Decide what your goals are, allocate your time carefully, and emphasize key points accordingly. Don't let things happen by *default*. Prepare your study thoroughly. The emphasis you put on a particular study happens by *design*. A discussion should happen by *design*, not by *default*.

D. Read the Assignment for Session 9 (page 71)

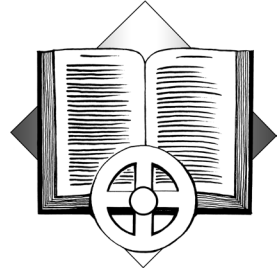
Have a student read the Assignment For Session 9.

E. Have a brief conversational prayer

Ask a student to begin the period of conversational prayer. This should be a highlight of every session, as the students become comfortable praying conversationally.

As you use conversational prayer, consider giving directions by suggesting some areas to pray about, such as praise, thanksgiving, forgiveness, personal problems, needs of the church, needs of others outside the group, and opportunities for sharing what they are learning.

Session 9



OUTLINE OF THIS SESSION

- A. Have each one share at least one item from his “Bible Reading Highlights Record” with the rest of the group.
- B. Break into groups of two or three, review all five memory verses, and work on getting all memory items initialed on the “Completion Record.”
- C. Discuss “The Wheel Illustration” (pages 76–83).
- D. Discuss Bible study questions and the Summary of “The Work of Christ” (pages 74–75).
- E. Read the Assignment for Session 10 (page 84).
- F. Have a time of brief conversational prayer.

A. Have each one share at least one item from his “Highlights Record” with the rest of the group

By now your sharing from the word of God should be very meaningful and personal. The sharing times will help to draw the group together in an atmosphere of rich fellowship, care, and concern for one another. Always maximize this portion of the session. Be sure you share each week too.

B. Break into groups of two or three, review all five verses, and work on getting items initialed on the “Completion Record”

Stress the importance of review again. Occasionally you will want to take a few minutes to talk about the meaning of one of the verses they have learned in this course. You will want to be part of one review group each week.

C. Discuss “The Wheel Illustration” (pages 76–83)

It is hard to overstate the relevance of the wheel to everything else that is included in *Basic Christian Life*. There isn't one dimension in the materials or the students' own involvement, both individually and collectively, that cannot be tied to the Wheel. As you look at the ingredients of *Basic Christian Life* (both *Part 1* and subsequent Parts), it becomes clear that you can relate the entire course to some aspect of the Wheel. This is true of prayer time, memory work, the “Highlights Record,” Bible studies, and the testimony.

It is important for your students to thoroughly and completely make the Wheel a part of their own experience. It will give them a way to measure their own walk, and a vivid illustration which reveals the thrust and direction of *Basic Christian Life*.

The “Wheel Illustration” itself is not important, but rather what it represents and what it can show us about ourselves. Convey its usefulness and show what is being done in each session to achieve the goals of becoming a balanced, obedient disciple. You may wish to use such questions as:

1. Why would you place Christ at the Hub?
2. Why is the Christian the Rim?
3. What are the results of a missing Spoke?

Use the analogy of a bicycle or car tire to show the results and answers to these or similar questions. Be sure to stress that all will be expected to evaluate their own lives in relationship to the Wheel (at the next meeting).

D. Discuss Bible study questions and Summary of “The Work of Christ” (pages 74–75)

Remind your students to get their Bible study work signed off on their “Completion Record.” They simply have another student look at their Bible study pages. If all the blanks are filled in, that subject can be signed off.

(Question 3) “What is an angel like?”

(Question 4) “What soldiers were these?”

(Question 5c) Have several give their answers.

(Question 6) “Why do you think the resurrection is a significant part of the gospel message?”

It may be about time to again review the introductory material at the beginning of this course guide.

E. Read the Assignment for Session 10 (page 84)

Have a student read the Assignment for Session 10.

F. Have brief conversational prayer

Ask a student to lead off a brief period of conversational prayer. Take note of those who might not participate from week to week. Don’t hesitate to review the principles should the time of prayer get too preachy, too formal and routine, or if there is too much time between a change of topics.

Session 10



OUTLINE OF THIS SESSION

- A. Break into groups of two or three, review all five memory verses, and encourage them to work on getting all memory items initialed on the “Completion Record.”
- B. Have each one share at least one item from his “Bible Reading Highlights Record” with the rest of the group.
- C. Discuss “A Personal Evaluation of the Wheel in My Life” (page 86).
- D. Discuss questions in “The Spirit within You, Part A” (pages 86–89).
- E. Read the Assignment for Session 11 (page 89).
- F. Have a time of brief conversational prayer.

A. Break into groups of two or three and review all five verses

Check to see if there are any who have not memorized all five verses. Stay on top of this potential problem. Remember they need time to have fourteen consecutive days of reviewing all five verses.

B. Have each one share at least one item from his “Highlights Record”

By now they should be feeling quite comfortable with using the “Highlights Record.” You should continue to make comments of encouragement as people share. Keep this activity vital and alive for the group. Have you checked “Highlights Records” yet? If not, plan to do so by Session 11, so as to complete this requirement for them.

C. Discuss “A Personal Evaluation of the Wheel in My Life”

Let them go around the circle with each sharing his answer to subpoint 1. When everyone has shared, go on to subpoint 2, then to subpoint 3. The hardest part about sharing the evaluation will be the reluctance some of the people have to bare themselves and admit their shortcomings. Approach this in a constructive way. Find out where people are making it, approach any weaknesses by asking how can I, or how can we, help each other, or why are we having problems in this area?

You are not out to drive home personal application, but to enable them to participate and to be sure that they come up with some answers. Just the fact that they do this will help impress upon them where they stand in these issues. You may wish to share one or two of your own comments. You should not read all of your comments if you have several. You may, however, ask several of them to share one or two of their comments.

Those who have parts 1 and 2 filled in and have at least one comment under 3 can have the **page 86** requirement signed on their “Completion Record.”

D. Discuss questions in “The Spirit within You, Part A” (pages 86–89)

Emphasize application and areas of agreement. Keep the focus away from controversy and speculation. If your attitude is positive, and if you have no axe to grind, the students will most likely have the same positive outlook.

- (Question 1) “What does it mean when it says that Jesus will come back in the same way that he went (vs. 11)?”
- (Question 2) “What do you think of heaven being like when you get there?”
- (Question 3) “How much control does one who reigns have over his subjects?”
- (Question 4) “What types of things would you imagine he might be praying or interceding about?”
- (Question 5) “How would you define joy (vs. 13)?”
- (Question 6) Have several give their answers.”
- (Question 7) “What is the significance of the word ‘another’ when Jesus says he will send ‘another counselor’ or ‘another comforter’?”
- (Question 8) “What does the word ‘holy’ mean to you?”
- (Question 9) “How do you think of the Holy Spirit — as a lesser member of the Trinity?”
- (Question 11) “What are some of the ways God can demonstrate his ‘power’ in an individual’s life?”
- (Question 12) Have several give their answers.

E. Read the Assignment for Session 11 (page 89)

Have someone read the Assignment for Session 11.

F. Have conversational prayer

It would be best for you to both start and end this time of conversational prayer. You will want the group to use some or all of their prayer time to pray about applying the truths portrayed by the “Wheel Illustration” in their lives.

Session 11



OUTLINE OF THIS SESSION

- A. Break into groups of two or three, review all five memory verses, and work on getting all memory items initialed on the “Completion Record.”
- B. Have each one share at least one item from his “Bible Reading Highlights Record” with the rest of the class.
- C. Discuss Bible study questions and Summary of “The Spirit within You” (pages 92–94).
- D. Read the Assignment for Session 12 (page 94).
- E. Have a time of brief conversational prayer.

A. Break into groups of two or three and review all five verses

After the group has reviewed all five verses, spend some time assessing “Completion Records.” Where do people stand? Who needs items checked off? Be on top of this as the leader. *If you want to help them succeed, then you need to know who needs what kind of help.*

B. Have each one share at least one item from his “Highlights Record”

Since there is not a lot of material to cover in this session, more time could be spent in sharing what they are getting out of their quiet times. If you are going to take some of their “Highlights Records” home to review, this would be a good time to do it.

C. Discuss Bible study questions and Summary of “The Spirit within You” (pages 92–94)

(Question 1) “What is ‘the flesh?’”

(Question 3) “In your mind what does the word ‘sword’ communicate?”

(Question 8) Have several give their answers.

In order to deepen the impression of the Wheel on their minds, you might spend a few minutes quizzing the students on the six component parts of the Wheel. Go in order:

- a. Christ the Center
- b. Obedience to Christ
- c. The Word
- d. Prayer
- e. Fellowship
- f. Witnessing

This will give them a grasp on the illustration and will give them a jump on the Scripture memory topics in *BCL, Part 2*. Remind them that the sequence goes: hub, rim, bottom spoke, top spoke, right spoke (“right hand of fellowship”), and left spoke. Use your hands to mark these parts in the air as you go through it in the group.

D. Read the Assignment for Session 12 (page 94)

Have someone read the assignment.

E. Have conversational prayer

Encourage the group to use some of the prayer time to talk to God about the truths covered in their Bible study discussion.

Session 12



OUTLINE OF THIS SESSION

- A. Break into groups of two or three, review all five memory verses, and help students to get all memory items initialed on their “Completion Record.”
- B. Have each one share at least one item from his “Bible Reading Highlights Record” with the rest of the group.
- C. Discuss “Why Memorize Scripture, Part 1” (page 96).
- D. Discuss “Why Memorize Scripture, Part 2” (page 96–97).
- E. Sign the “Graduate from *Part 1*” blank on the “Completion Record” of those who have gotten all their initials.
- F. Have a time of brief conversational prayer.

A. Break into groups of two or three and review all five verses

In this session, as the leader, you will want to graduate all those who have their “Completion Records” signed off. You can do it at this point in the session, or wait until the end.

Regarding review: You may wish to give a mini-quiz. In rapid fashion, throw out a mixture of verses, references, topics, and have them supply the missing ingredients. By now, they should have these pretty well down. This mini-quiz will be beneficial to you and to them in evaluating where they stand with the memory work.

B. Share from “Highlights Record”

A good portion of time can be used since the session covers only a few things.

C. Discuss “Why Memorize Scripture — Part 1” (page 96)

As the leader, you should have your list already compiled. If you have been in another *Basic Christian Life* group you will already have many good reasons. In your spare time you may wish to work on the way in which you state these reasons so they are really clear.

A very simple way to start the sharing is to go right around the circle and have each student give one reason. If someone says something about its helping to meditate on the Scriptures, then you might ask if anyone else had a similar reason. So for each person around the circle you might also get an additional two or three readings of the same idea put in different words. You would then go on to the next person and see what he would like to share. Then allow others to share how they had written down the same idea.

After you’ve gone around (maybe twice) some of the students will be out of things to contribute, so just allow them to pass. Then go on to the next person. When it gets down to just one or two who still have something left, have one of those students share the rest of what he has and then go to the other student and have him share the rest of what he has.

Do not rush during the sharing. You will want to remind the students to write down any ideas that are shared. Then they will have an expanded list of reasons for memorizing the Scriptures. As the leader, you are free to toss in a reason now and then when it’s your turn in the circle, or you may wish to wait until they start running out of reasons. It is some-

times helpful for the leader to share one of his best reasons the first time around. This will often excite the people about some terrific reasons for memorizing Scripture and increase their interest.

After the students have accumulated their lists of reasons, you will want to wrap up this segment by saying something like: “I am sure that you are convinced there are some fantastic reasons for hiding God’s word in our hearts. Scripture memory can give us some of the greatest benefits of our Christian life as well as our best opportunities for spiritual growth and ministry.

“During *Basic Christian Life, Part 2* you will accumulate twelve new memory verses. Doing two new memory verses each week is going to take some extra effort, but I am sure there will be accompanying blessings. We all want to be highly motivated as we launch into *Part 2*.”

D. Complete and discuss “Why Memorize Scripture — Part 2” (pages 96–97)

Have the group continue to Part 2 and call on someone to read sentence 1. Then go around the circle and have each share one benefit of Scripture memory. After an individual has shared one of his benefits, then ask others in the group who have stated a similar benefit to share briefly what they wrote down. Then go around the circle again, or continue from where you left off in the circle, and have them share a second or third benefit.

After they have given the benefits they personally expect from memorizing Scripture, proceed to 2 and cover this material in the same way as 1.

E. Sign the “Graduate from Part 1” blank on the “Completion Record” of those who have gotten all their initials

Make sure that all of the initials are there.

E. Have conversational prayer

Encourage them to express their gratefulness to the Lord for *BCL Part 1* and what has been of special help to them.

F. Conclusion

Make any comments necessary as to the beginning of *Part 2*: meeting time, day, and place. Consider giving them a preview of *Part 2* so they

may see what blessings they have in store. Be sure to congratulate your students for the fine job they did on *Part 1*. One way to emphasize their accomplishment is for your church to present a certificate of completion to each individual.

If some members of the group did not finish the *Part 1* requirements, encourage them to finish the material prior to the beginning of *Part 2*. Volunteer to help them in any way possible to ensure that they are able to continue with their group and begin *Part 2*. If someone is unable to continue with the group, encourage them to become part of a new *Part 1* group when one begins.

Part 2.

**The Spirit-
Filled
Christian**

Guidelines for *Part 2*

Basic Christian Life, Part 2 is the second of the three *Basic Christian Life* parts. It is based on *Part 1*, and *Part 1* is required before *Part 2* can be taken.

The guide for *Part 2* is an abbreviated version, specifically designed to introduce students to leading a group discussion. Therefore, as the leader, you will periodically need to refer to the guide for *Part 1* to refresh your mind on some of the details of leading a *Basic Christian Life* group.

Ask yourself the following questions to see how prepared you are to lead *Basic Christian Life Part 2*. All of the answers are found in “Getting Started” at the beginning of this course guide.

- What are the two primary benefits of being a small group leader?
- What are the two goals that I should have personally as a group leader?
- What can I do for myself to evaluate my progress?
- What do I need to do to organize my group?
- How did I handle problems during *Basic Christian Life Part 1*?
- How should I handle problems during *Part 2*?
- What do I need to do to make sure each meeting goes well and that all the members of the group participate?
- What else do I need to do to make disciples of my group members?
- How can I encourage my group as they memorize Scripture?
- What is the purpose of *Basic Christian Life*?

Goals for Part 2

Your primary goal in this part is to develop your group members' fellowship with Christ to the extent that every one of them would have valuable, fruitful and dynamic fellowship with Him. In *Part 2* you will want to help your group achieve these goals:

1. To memorize the twelve "Live the New Life" verses.
2. To experience consistent and meaningful quiet times.
3. To complete the Bible study "The Spirit-filled Christian."
4. To learn to share a personal testimony with unbelievers.
5. To study and discuss *My Heart Christ's Home* by Robert B. Munger.
6. To learn to spend a half day in prayer.

At the end of every session, check and see how many of the goals you have reached. Keep looking at them to remind yourself where you are taking your group.

Preparation to Lead Part 2

You may want to consider several points before beginning *Part 2*:

1. If you have students who did not complete *Part 1*, meet with them separately so that they can do it before starting *Part 2*. Under no circumstances should they take the 2 Parts simultaneously, even if they are mature believers. As mentioned before, you may do an accelerated course for mature believers, but they still must have the "Completion Record" totally filled out before they progress to *Part 2*. This is of course true for all students. If you allow students to continue without that, you will find that most of them will not complete all the assignments for this Part either. In this case you are not discipling them. Discipling involves life change, not head knowledge.
2. What can you do to reinforce the knowledge your students gained in *Part 1*? Encourage and prepare your group for *Part 2*. It will build on and expand their previous knowledge and experiences, specifically those from *Part 1*. Review "The Beginning with Christ" verses from time to time. Do not forget to check students' Bible memory and remind them to use their "Bible Reading Highlights Records."
3. Remind your group members to complete "Reviewed "Beginning with Christ" for 14 consecutive days."

4. In *Part 2* you will lead the Bible Study discussions using 4 methods. The fourth method is understanding (explanatory) questions, and this method will be used more extensively in *Part 3*.
5. *Part 2* introduces a personal salvation testimony. Be ready to:
 - a) Give your own testimony
 - b) Explain the principles of preparing a personal testimony
 - c) Help in composing a testimony (Lesson 9).
 - d) Encourage and help your students during their preparation of their testimonies.
 - e) Analyze each testimony and give guidance.
6. The half a day in prayer from Lesson 12 may become the most valuable experience for your group during this Part. Study the rules and principles for that to make sure you use them.
7. Lesson 12 is exclusively dedicated to half a day in prayer, and it cannot be used for any other activity that is in the “Completion Record.” So help your students to complete everything before Lesson 11.
8. Remind your group that all the questions in the Bible Study Sections must have a written answer before they can be checked in the “Completion Record.”

Don't neglect your own planning, even though the outlines in this guide for each group session are fairly detailed. Become familiar now with the overall thrust of the course, the goals toward which you are working, and the schedule for completing the specifics of the course.

Here are general reminders to pass on to your group:

1. Plan ahead to complete the required number of quiet times and the verse review assignments. It's a little late to get started when Session 11 rolls around.
2. Require your students to use a modern translation of the Scriptures for reading if one is available. Point out that this is *only* for their daily reading and marking and will help make it more fun and refreshing.
3. Use the “Bible Reading Highlights Record” and “My Personal Reading Record.”
4. Pray for each other and for the group as a whole.
5. Be sure to continually review the verses they have memorized.

6. Don't forget the starting time for the meetings.
7. Start now to work at getting things signed off on the "Completion Record." Remind them not to get behind.

You must be the example in learning a positive, Christ-centered lifestyle with consistent disciplines. Be sure you are in the Scriptures regularly, studying, memorizing, and meditating. Spend regular time in prayer. Evaluate the balance in your personal Christian life by relating it to the "Wheel Illustration" in Session 9. Remember, influence is the key. What you say is only a very small part of that influence. People want to see how you live.

Examine yourself at the end of every session. Evaluate what happened during the session, whether you were adequately prepared, how well everyone participated. Keep it fresh all the time. During every session plan to do something slightly different than you have done before. Keep looking for ideas. And above all share your personal life with the group. Be open with them. Admit it when you don't know an answer. Share your personal prayer requests. Tell them how God has been speaking to you through Bible reading or prayer.

Your success as a leader does not depend on you doing every aspect of this material but rather it depends on your eagerness to be useful for the Lord and readiness to help every member of your group. No course can produce a disciple; only a disciple can make another disciple. Rededicate yourself to become a channel for Holy Spirit; pray hard for every person. Also, by grace of the Lord, be an example of whatever you teach.

Lesson	1	2	3	4
Scripture Memory	Scripture Memory Instructions Principles for Memorizing Scripture	2 Corinthians 5:17 Galatians 2:20 Scripture Memory Principles Quiz	Romans 12:1 John 14:21	2 Timothy 3:16 Joshua 1:8
	Review memory verses from <i>Part 1</i> → → →			
Quiet Time	Share thoughts from "Bible Reading Highlights Record"			
Bible Study		"The Obedient Christian, Part A"	"The Obedient Christian, Part B"	"God's Word in Your Life"
Prayer				

Testimony				
Other				

Lesson	5	6	7	8
Scripture Memory	John 15:7	Philippians 4:6-7	Matthew 18:20	Hebrew 10:24-25
	Continue review of verses → → →			
Quiet Time	Share thoughts from "Bible Reading Highlights Record"			
Bible Study	"Conversing with God"	"Fellowship with Christians" Four Effective Methods for Leading a Bible Study Group Orientation to Understanding Questions	"Witnessing for Christ"	
Prayer				
Testimony				Common Pitfalls in Initial Testimony Preparation Testimony Workshop Outline Complete "Before," "How," & "After"
Other				

Lesson	9	10	11	12
Scripture Memory	Matthew 4:19	Romans 1:16		
	Continue review of verses → →			
Quiet Time	Share thoughts from "Bible Reading Highlights Record"			

Bible Study				
Prayer			How to Spend a Day in Prayer Complete 6 sections on spending a day in prayer	Half-day of Prayer
Testimony	Testimony Workshop			
Other		<i>My Heart Christ's Home</i>		

Sessions 7, 9, 11 and 12 are very important in this part. Students cannot complete the course if they are not present for these. If there is a difficult situation you may want to make arrangements to meet separately with a student to go over all the material covered.

Session 1



GOALS FOR SESSION 1

1. Make sure every student understands what is anticipated from him in *BCL 2*.
2. Increase willingness of the students to memorize the Scripture and lay down the foundation for the future success.

OUTLINE OF THIS SESSION

- A. Go over “A Review of the Goals of Part 1” (page 10).
- B. Preview *Part 2* by looking over the “Completion Record” (pages 7–8).
- C. Survey the “Scripture Memory Instructions” (pages 10–15).
- D. Read and discuss “Principles for Memorizing Scripture” (pages 16–17).
- E. Read the Assignment for Session 2 (page 17).
- F. Close the session in prayer.

A. Go over “A Review of the Goals of Part 1” (page 10)

- 1) If you have people from several groups of *Part 1*, take time to get to know each other. Ask them questions (names, occupations, hobbies)
- 2) Before starting to review the goals of *Part 1*, have several students tell the group what they expected when they first started to study *Part 1*? Were these goals realized?

Have the students take turns reading a paragraph at a time to the rest of the group.

B. Preview Part 2 by looking over the “Completion Record” (pages 7–8)

Have students take turns reading items from the “Completion Record.” Field any student questions as necessary. Point out new items and items that are similar to *Part 1*, but have changed somewhat (for example: the “Bible Reading Highlights Record” must be filled in for **21 consecutive days** this time).

Express your excitement as you lead your group through the “Completion Record.” Instead of pointing out various difficulties, emphasize the benefits they will gain from completing the course requirements.

Make sure they understand that in addition to memorizing the 12 new verses they must review the “Beginning with Christ” verses for 14 consecutive days. Explain that the new verses have to do with the Wheel.

C. Survey the “Scripture Memory Instructions” (pages 10–15)

Go around in a circle having each student read one section until completed. Answer student questions at the end. When students proceed to the part “Why do you want to memorize the Scripture,” give them enough time to list their personal reasons for memorizing Bible verses. Take several minutes to discuss this material before proceeding to the next section.

Remind your student that they will only need to memorize one or two verses a week. This will give them time to get to know the verses well and to use them for meditation. The “Topical Memory System” verses in *Part 2* are listed on pages 15–16. Encourage them to follow the instructions. It will help them avoid many difficulties while memorizing.

D. Read and discuss “Principles for Memorizing Scripture” (pages 16–17)

Continue reading and discuss as necessary.

E. Read the Assignment for Session 2 (page 15)

Have one student read the Assignment for Lesson 2. Make sure that everyone understands what is required.

F. Close the session in prayer

Lead in a closing prayer.

NOTE: As you complete *Part 2*, you may want your students to pray for different topics like self-discipline, insight, motivation, etc.

Session 2



GOALS FOR SESSION 2

1. Increase students' ability to work together building on what they did in *Part 1* in the areas of working on memorized Scriptures, sharing the insights from their quiet time, and discussing what they learned from the Bible study.
2. Study together the subject of our obedience to Him.

OUTLINE OF THIS SESSION

- A. Break into groups and review verses.
- B. Have students share quiet time thoughts, primarily from the "Bible Reading Highlights Record."
- C. Complete the "Scripture Memory Principles Quiz" (see page 28).
- D. Discuss questions in the Bible study "The Obedient Christian, Part A" (pages 22–27) using the leader's method of *Question-by-Question—Sharing in Sequence*. (The various discussion group leader's methods are explained in Session 6.)
- E. Read the Assignment for Session 3 (page 28).
- F. Close in prayer.

A. Break into groups and review verses

Review the two verses on “Christ the Center,” 2 Corinthians 5:17 and Galatians 2:20. Also review the “Beginning with Christ” verses from *Part 1*.

Have students break into groups of two or three to review. Circulate to make sure that students are saying their verses word-perfectly. Encourage them to get everything possible signed on their “Completion Record.” Double check that no married couples are signing each other’s “Completion Records.”

B. Have students share quiet time thoughts, primarily from the “Bible Reading Highlights Record”

Allow students to go first if they are ready, however be prepared from your own quiet time. Be careful not to dominate the sharing. Let them know in what way the “Bible Reading Highlights Record” helped you out personally. Work on keeping everybody focused and brief. Only allow them to share what they have actually written on their Record. It is not necessary for every student to share every time. Praise those who participate.

C. Complete the “Scripture Memory Principles Quiz” (see page 28)

Have students turn to page 28 to complete the Scripture Memory Principles Quiz. Instruct them to write at least six principles from memory, without looking back in their workbooks. Check to see that each student has at least six *correct* principles. Make sure you sign their “Completion Records.”

D. Discuss Questions in “The Obedient Christian, Part A” (pages 22–27)

Use the leader’s method of *Question-by-Question — Sharing in Sequence*. (The various discussion group leader’s methods are explained in Session 6.) Start with them reading, then ask questions and give comments. Find the most important verses and plan to discuss those as a group. As you close, ask them what was the most significant for them.

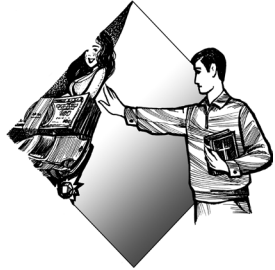
E. Read the Assignment for Session 3 (page 28)

Have a student read the Assignment for Session 3.

F. Close in prayer

Ask a student to close in prayer.

Session 3



GOAL FOR SESSION 3

Emphasize the importance of obedience in our fellowship with God. (Both memorizing and completing the Bible reading record would underline the obedience).

OUTLINE OF THIS SESSION

- A. Break into verse review groups.
- B. Share quiet time thoughts.
- C. Discuss questions and the Summary of “The Obedient Christian,” (pages 31–35), with the leader’s method of *Question-by-Question—Sharing at Random*.
- D. Read the Assignment for Session 4 (page 35).
- E. Before leaving the session, break into review groups.
- F. Close in prayer.

A. Break into verse review groups

Review Romans 12:1 and John 14:21.

B. Share quiet time thoughts

Try to draw out those who do not normally share. Remind them that whatever they share should be SIMPLE and ENCOURAGING. For some it would be better to talk short twice rather than one time but long. That would help them in other areas as well.

C. Discuss Questions 1–9 and the Summary of “The Obedient Christian,” (pages 31–35)

Use the leader’s method of *Question-by-Question — Sharing at Random*.

D. Read the Assignment for Session 4 (page 35)

Have a student read the Assignment for Session 4. Encourage everyone to be faithful in their quiet time readings.

E. Before leaving the session, break into review groups

Review 2 Corinthians 5:17, Galatians 2:20, Romans 12:1, and John 14:21.

Remind the students that review is one of the most important elements of memorization. If you have time you may want to have the students review their verses from “Beginning with Christ” as well.

F. Close in prayer

Ask several students to pray thanking God for something that they have already learned in this course.

Session 4



GOAL FOR SESSION 4

Emphasize the importance of knowing the Scriptures and applying them in life.

OUTLINE OF THIS SESSION

- A. Break into verse review groups and quote the two verses on “The Word,” 2 Timothy 3:16 and Joshua 1:8.
- B. Share quiet time thoughts.
- C. Discuss the Bible study “God’s Word in Your Life,” (pages 38–47), with the leader’s method of *Question-by-Question—Using Prepared Questions*
- D. Read the Assignment for Session 5 (page 48).
- E. Close in prayer.

A. Break into verse review groups and quote the two verses on “The Word,” 2 Timothy 3:16 and Joshua 1:8

Encourage students to fill in as much of their “Completion Record” as possible at this time. You may want to ask, “What does *inspiration* mean?” What does it mean to meditate day and night? A brief discussion of these questions may be beneficial to your students.

B. Share quiet time thoughts, primarily from the “Bible Reading Highlights Record”

Make sure that all students are using their “Bible Reading Highlights Record.” Make sure that you are too!

C. Discuss the Bible study “God’s Word in Your Life” (pages 38–47)

Use the leader’s method of *Question-by-Question — Using Prepared Questions*. Encourage some of your quieter students to share.

D. Read the Assignment for Session 5 (page 48)

E. Close in prayer

Split into groups of three or four, share some needs and pray for each other.

Session 5



GOAL FOR SESSION 5

Explain the role of the leader of the group as the motivator of the discussion.

OUTLINE OF THIS SESSION

- A. Break into verse review groups and quote the first verse on “Prayer,” John 15:7. (Encourage students on getting everything signed that they can on their “Completion Record.”)
- B. Briefly discuss the “Self-checking Quiz” on pages 50–52.
- C. Have students share quiet time thoughts from the “Bible Reading Highlights Record.”
- D. Discuss the Bible study “Conversing with God” (pages 53–61), with the leader’s method *Section-by-Section—Using Prepared Questions*.
- E. Read the Assignment for Session 6 (page 63).
- F. Close in prayer.

A. Break into verse review groups and quote the first verse on “Prayer,” John 15:7

B. Briefly discuss the “Self-checking Quiz” on pages 50–52

Ask if the students have any questions. Then briefly run through the main points of the quiz. Check to make sure that every student has scored their quiz and had their “Completion Record” signed.

C. Have students share quiet time thoughts from the “Bible Reading Highlights Record”

See if anyone is ready for you to sign their “Completion Record” for having fulfilled the requirements for the “Bible Reading Highlights Record.” Encourage everyone to continue to work on this. Praise those who have completed this goal!

D. Discuss the Bible study “Conversing with God” (pages 53–61)

Use the leader’s method *Section-by-Section — Using Prepared Questions*.

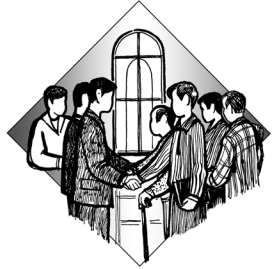
E. Read the Assignment for Session 6 (page 63)

F. Close in prayer

Pray using conversational prayer. Be sure you have enough time. Your prayer time may well become the most important part of your weekly meetings. As you pray all together, be sure

- When you start, don’t share prayer requests
- Have only one topic for prayer at a time
- Be short, one sentence is enough
- Make it volunteer prayer

Session 6



GOALS FOR SESSION 6

1. To supervise each student by checking his “Completion Record” watching his (her) success.
2. To clearly explain why one should properly use explanatory questions.

OUTLINE OF THIS SESSION

- A. Break into verse review groups and quote the second verse on “Prayer,” Philippians 4:6–7. (Encourage students getting everything signed that they can on their “Completion Record.”)
- B. Have students share some of their quiet time thoughts, primarily from the “Bible Reading Highlights Record.”
- C. Discuss the Bible study “Fellowship with Christians” (pages 66–75).
- D. Discuss “Four Effective Methods for Leading a Bible Study Group” (pages 77–78). The leader’s method will be *Section-by-Section—Using Prepared Questions*.
- E. Briefly discuss “Orientation to Understanding Questions” (page 78–79).
- F. Read the Assignment for Session 7 (page 79).
- G. Close in prayer.

A. Break into verse review groups and quote the second verse on “Prayer,” Philippians 4:6–7

Encourage them to work at getting everything signed that they can on their “Completion Records.” Make sure that they understand the verses.

B. Have students share some of their quiet time thoughts, primarily from the “Bible Reading Highlights Record”

C. Discuss the Bible study “Fellowship with Christians” (pages 66–75)

The leader’s method will be *Section-by-Section — Using Prepared Questions*. One of the aims of this Bible study on fellowship is students’ use of these principles in their churches.

D. Discuss “Four Effective Methods for Leading a Bible Study Group” (pages 77–78)

1. Split the reading up between several group members having them each read a section.
2. Explain to students that they will be leading Bible Study discussions in *Basic Christian Life Part 3* using these methods. However, these methods can also be applied to a variety of other small group situations as well.
3. Prepare some questions to use for this discussion that demonstrate these different methods.

E. Briefly discuss “Orientation to Understanding Questions” (pages 78–79)

1. Refer to the Bible studies that you have already completed and have the students point out understanding questions.
2. Ask if they have any other questions about *Understanding Questions*.
3. Have them come up with some of their own understanding questions for one or several of the Bible studies.

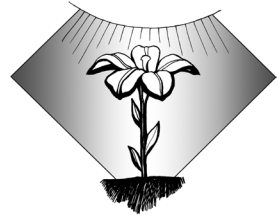
F. Read the Assignment for Session 7 (page 79)

Make sure that students understand that the next session may be a bit longer than usual.

G. Close in prayer

Have several students pray about what they have learned in this session.

Session 7



GOAL FOR SESSION 7

To help group understand elements of the personal testimony. Composing a testimony is one of the most important aspect of *Part 2* as well as the whole *BCL* course.

OUTLINE OF THIS SESSION

- A. Break into verse review groups and quote the first verse on “Fellowship,” Matthew 18:20.
- B. Discuss the Bible study “Witnessing for Christ” (pages 82–89).
- C. Discuss how to go about preparing an effective personal testimony.
- D. Discuss a tentative time and place for Sessions 9 and 12.
- E. Read the Assignment for Session 8 (page 98).
- F. Close in prayer.

A. Break into verse review groups and quote the first verse on “Fellowship,” Matthew 18:20

Help them work at getting more items completed and signed on the “Completion Record.” Give praise where it is due.

B. Discuss the Bible Study “Witnessing for Christ” (pages 82–89)

Use the Leader’s Outline Questions for “Witnessing for Christ” provided at the end of the Bible study.

C. Discuss how to go about preparing an effective personal testimony

1. Go over the material studied, “Why Prepare a Personal Testimony” and “Preparing a Personal Testimony — General Comments” (pages 91–93). Emphasize with your group that their testimonies are to be shared with unbelievers, usually in a one-to-one situation. People may have heard testimonies in church, but the audience there is different. These are supportive people who have had the same experience. Re-emphasize:

The testimony you will prepare during this course...

- **will be designed to give to a non-Christian.**
- **will be best suited for sharing one-on-one or in a small group.**
- **will serve as a “door opener,” not a “convincing tool.”**

Help them to think about the fact that they must look for a point with which an unbeliever can identify, and the language should be kept appropriate for people who have not been to church. Review the material and ask if there are any questions. Share how you have used the testimony that you prepared.

2. Study “The Grape Illustration” (page 95).

You may want do a small research during the session, on the word for “testimony” as a spiritual and an everyday-use word. Discuss specific examples of actual use of this word, for example, testimony in a court.

You may say, “Look at this illustration, and see how each grape illustrates a possible testimony. There are several topics that each of us can share his or her testimony on to show how God is working in our

lives. But there is one major testimony in the Christian’s warehouse that can be used in his spiritual ministry. It is the grape with lines in it. Please write down on that grape, ‘Salvation, how I was saved.’

Remind them that the personal salvation testimony is similar to a lady’s black dress. It can be used to make a trim look during an official reception, or it can be used with some adornments to make informal or even trivial look. A black dress is universal in itself, and personal testimony is alike. According to circumstances you can boil it down to several sentences, or you can put more details.

Remind your students that the next week they will have to prepare their salvation testimonies, and not ones on other areas. Then you may say, “I guess, you will find preparing your personal testimony a significant and noteworthy task. It won’t be easy. But it’s worth doing it.”

Ask your students what they might share under each of these items. Also ask for other types of testimonies, make sure that everyone writes them in.

3. Read “Helps for Preparing Your Personal Testimony” (pages 93–97).

Have students take turns reading a paragraph at a time. Discuss any questions after the reading is finished. The better your students understand the ‘why’s’ and ‘how’s’ in regard to their testimonies, the more fruitful their preparation time will be. These principles are very important; they are the core of the testimony.

4. Study “Two Testimony Formats” (pages 97–98).

Read the “Two Testimony Formats” section, making sure that everyone understands the difference between the two formats and what situation is best for each format.

5. Listen to a personal testimony on tape or share your testimony

D. Discuss a tentative time and place for Sessions 9 and 12

Explain what will be happening during sessions 9 and 12 and that extra time will be needed for each of these sessions. Write down the tentative times and places for these sessions.

The assignments for Sessions 9 and 12 require more space and time. For Session 9 you would need desks that are comfortable for writing. It is not desirable to have this session after the evening worship since people would be tired, though it’s a matter of choice.

Session 12 is 4 hours of prayer. It is important to remember the following:

- Usually a church is a more comfortable place for this. You would have more room to provide privacy for each student with the minimal interruption.
- What can you do to make you group more vital and efficient?
- You may want to have tea available, and probably have lunch together after the session.

E. Read the Assignment for Session 8 (page 98)

Have a student read the assignment. Remind the students that you are available if they need help with any of their assignments. Remind them to bring their rough drafts to the next session.

F. Close in prayer

Lead in a closing prayer, thanking God for all that you have learned through this course. You may want to pray for God's help in preparing the testimonies, for the local church ministries, as well as for the missionaries that the students know of.

You need to be open to their prayer requests and thanks. Encourage volunteers to pray and to express their feelings, longings and desires before God.

Session 8



GOAL FOR SESSION 8

To help each student in composing a testimony on the way they were saved.

OUTLINE OF THIS SESSION

- A. Have students share quiet time thoughts from the “Bible Reading Highlights Record.”
- B. Break into verse review groups and quote the second verse on “Fellowship,” Hebrews 10:24–25.
- C. Read and discuss “Common Pitfalls in Initial Testimony Preparation” (pages 100–101).
- D. Read and discuss “Testimony Workshop Outline” (pages 101–102).
- E. Have students share and discuss their work on the three pages of notes on BEFORE, HOW, and AFTER.
- F. Read the Assignment for Session 9 (page 102).
- G. Close in prayer.

A. Have students share quiet time thoughts from the “Bible Reading Highlights Record”

Ask your students to try to keep it short as there is a lot of work for this session. On the other hand there may be a tendency to minimize the importance of these steps: Sharing quiet time thoughts, verses review and group prayer. Though these steps are not given a lot of attention in the Course Guide, it does not mean that we ignore them or minimize their importance.

B. Break into verse review groups and quote the second verse on “Fellowship,” Hebrews 10:24–25

C. Read and discuss “Common Pitfalls in Initial Testimony Preparation” (pages 100–101)

1. Introduce this material by explaining that these are the pitfalls that other people have experienced when they wrote their testimonies.
2. Ask several students to take turns reading the “Common Pitfalls in Initial Testimony Preparation.”
3. Ask if the students have any questions. Make sure you are prepared to answer questions about introducing spiritual material.
4. Encourage the students to begin this assignment immediately so that they are properly prepared for the next seminar.

D. Read and discuss “Testimony Workshop Outline” (pages 101–102)

1. Have one student read the “Testimony Workshop Outline.”
2. Ask if there are any questions.
3. Make sure that you have a definite time and place for the next session (Session 9).

E. Have students share and discuss their work on the three pages of notes on BEFORE, HOW, and AFTER

Make sure that each student has filled these pages out. Discuss what should or should not be included on these pages.

Study material on pages 93–97 in advance. When someone reads what he has written on the *before*, *how*, and *after* pages, have a pen and a notepad to write down possible mistakes. Help each student choose which testimony format they are going to use.

Some in your group will need to be reminded to include more general information on their “before” page.

Try to be open and gracious when listening to what they have compiled. Approve whatever possible. Show them that you are optimistic and excited about this material that would become the vital part of their testimony. Make a special effort to make each student successful.

F. Read the Assignment for Session 9 (page 102)

Make sure that students understand that they are to bring the first draft with them to the next seminar, and that they are to prepare it according to the directions under “Point 3” in “The Sequence of Your Preparation” from Lesson 7. Ask each student to bring several extra sheets of paper for the next session.

G. Close in prayer

Have several students pray for God’s guidance as they prepared their testimonies.

NOTE: It may be wise if you bring prepared note cards with you to Session 9 for the students to put their completed outlines on. They should be the size of a $\frac{1}{4}$ piece of paper. Paper may be used, but of course it will not last as long. If you can find something that size that is thicker, it will be easier for the students to use.

PLEASE NOTE:

1. Now you are at $\frac{2}{3}$ of the way through *Part 2*. When was the last time you had special time with individuals, or married couples, to motivate them? Consider having friendly fellowship within the next several weeks.
2. Have you ordered materials for the *Part 3*? Do it now so you can get it on time.

Session 9



GOALS FOR SESSION 9

1. Bring everyone to completion of composing their personal testimonies.
2. Show appreciation on them completing the work.

OUTLINE OF THIS SESSION

- A. Break into verse review groups and quote the first verse on “Witnessing,” Matthew 4:19.
- B. Read the Assignment for Session 10 (page 104).
- C. Have prayer.
- D. Proceed into your extended class session for doing personal testimony preparation.

A. Break into verse review groups and quote the first verse on “Witnessing,” Matthew 4:19

Encourage students to work at getting everything signed that they can on their “Completion Records.”

B. Read the Assignment for Session 10

C. Have prayer

Ask several students to pray for God’s blessing on this time of preparation.

D. Proceed into your extended class session for doing personal testimony preparation

Keys to effective teamwork in composing testimonies

The known philosophy here is in the importance of your group members meeting together and working on composing their testimonies. It allows them to accomplish a lot within a short time. That achievement will lift up their spirits and they will see the end. Sometimes work on the personal testimony can be the most difficult and discouraging part of *BCL 2*.

It may be that you will need two class sessions to help your group finish their work. Between the two lessons they can then make changes according to how you have instructed them.

Plan for Team work

1. Have the students break up into twos and review the work that they have done on their testimonies so far.
2. Circulate among the students and review each students work as well. Give pointers as you see necessary.
3. Remember: you will need to cover Points 3–6 under “The Sequence of Your Preparation” (in Lesson 7) during this session.
4. Make sure that each student has completed **at least** points 3, 4, and 5 by the end of this session.
5. Be as encouraging as you can. Your students may feel overwhelmed by the task, so you need to encourage them that they are doing well.
6. After receiving your comments, the student ought to go back to the workshop room and continue, using your insights

Husband and wife team

If both husband and wife are qualified leaders, each of them can take care of half the group. It would be good if the wife would help the ladies while the husband helps either ladies or men. If they both work that would enable them to complete their work faster.

Number of attempts done

Be sure to explain if one needs a few attempts, it does not mean that he has less ability. Usually it can be explained that some stories are more complicated than others and thus require more time. This helps those who finish quickly not to boast and those who need more time not to feel inferior.

Read to edit

Sometimes testimonies are so complicated that it's impossible to understand it just by listening to it. Be ready to read some stories. Especially that needs to be done after you pointed out major mistakes.

Follow one direction

Once one has chosen his direction, help them to stick with that direction, especially after a second or third attempt since changing at this point can produce stress and hassles. Later they can try to compose another testimony or two.

Leader's attitude

As a leader, you should have a proper attitude toward this part of the course. Remember:

1. Everyone is excited about his story. They are not able to be unbiased about their past. And any correction that you make could be taken as intrusion into their personal space.
2. You should do your work quickly but without creating stress. Stay calm and encouraging. Listen to the students more
3. Praise whatever is worthy in what they do. Be optimistic about students. But don't accept poor quality work.
4. Don't be too grim-faced, students need humor. They need to relax as they assess their stories.

Procedure for evaluation

1. Suggest only those changes that will give the biggest result in shortest time.

2. Organize your assessment around the three basic parts, “Before,” “How,” and “After.” Are all three parts there?
3. Pick out the one of these three (“Before,” “How,” and “After”) that is closest to being finished and give suggestions that would help them to complete it.
4. Consider the principles on pages 93–96 and be alert to any kinds of violation.
5. Make some quick notes as you listen to their testimonies. You may use very simple signs like:
 - + great
 - not important
 - ? questions you have

You may use a slash “/” to indicate their plot development. For example:

Born in LA/ 3 bro. and 1 sister/ talk about old bro. more/ father was an engineer/ discovered oil drill +/- mother was a swimming coach +/- and so on.

You need practice to make it routine.

6. Praise whatever is possible to praise.
7. After listening to them for the first time, emphasize only general things. Don’t overload them with information and criticism.
8. When you evaluate them, you can say, “You did a great job with your ‘Before’ part. It is exciting!” But when you come to providing suggestions, change it to ‘we’ like, “In the “How” part we could talk about the gospel more.”
9. As you check their testimonies, be sure to include three things...
 - a. Listen to all three parts “Before,” “How” and “After”. What part is almost finished? Is it all clear? Do you have any significant suggestions?
 - b. Consider the 12 points (pp. 93–96). Study and review them if you don’t remember them.
 - c. Apply the evaluation procedure.
Periodically review this. You need to be able to keep these principles in your memory.

Session 10



GOALS FOR SESSION 10

1. Help your students to comprehend and grasp the “Lordship of Jesus in everything.”
2. Help each of the students to assess their obedience to the Lordship of Jesus.

OUTLINE OF THIS SESSION

- A. Break into verse review groups and quote the second verse on “Witnessing,” Romans 1:16.
- B. Have students share some quiet time thoughts, primarily from the “Bible Reading Highlights Record.”
- C. Confirm the time and place for Session 12 (half day of prayer).
- D. Discuss *My Heart Christ’s Home* (pages 106–114).
- E. Take the opportunity to give personal testimonies.
- F. Work on completing personal testimonies if necessary.
- G. Discuss opportunities to take *Basic Christian Life Part 3*.
- H. Read the Assignment for Session 11 (page 119).
- I. Close in prayer.

A. Break into verse review groups and quote the second verse on “Witnessing,” Romans 1:16

Check to make sure that students have gotten everything possible signed on their “Completion Records.” Be encouraging!

B. Have students share some quiet time thoughts, primarily from the “Bible Reading Highlights Record”

C. Confirm the time and place for Session 12 — the half-day of prayer

Make sure that everyone is prepared for Session 12 by confirming the time and place where you will meet. Do not answer questions about it now as the half-day of prayer will be discussed more in Session 11.

You need to consider the following:

- a. Your group needs to be fresh. Don’t plan it when students would be tired or when they will be in a hurry and rush. Consider when they work, some may work at night.
- b. Find a place that would provide whatever you need for concentration. Consider using a big house or church building. You need to make a decision about what to do with children and phone calls. Think through these issues. Usually church buildings work the best.
- c. What plans need to be made regarding tea and a snack? Because it is a 4-hour long session, eating together would be a great thing to do at the end. It would reduce the desire to hurry home afterwards because of hunger.

D. Discuss *My Heart Christ’s Home* (pages 106–114)

Walk through the discussion material for *My Heart Christ’s Home*. Make sure that each group member understands the significance of each room, and has written something about it. You may want to ask each person to share what they have written under each item.

Let them talk although don’t allow it to last too long. Finish before they lose their interest. Go over the rooms and discuss them each individually:

Library	Mind — What are we thinking of. See Philippians 4:8, Proverbs 23:7, Luke 6:45
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Dining Room	Our desires and appetites and cravings — Look for the things of God
Drawing Room	Contemplation time — Rejoice in the Lord; eat from the Bible; don't worry
Workshop	Our gifts, abilities and skills. What fruit do we bring?
Rumpus Room	Friendship, free time, laughter. Don't forget God in that time
Hall Closet	Hidden sins
Transferring the Title	Give it all to Christ

Praise the students for good discussion at the end of your conversation. You may need to explain more what Lordship really means or does not mean.

E. Take the opportunity to give personal testimonies (in under four minutes each) from a small note card outline

Let three or four people read their testimonies using their written drafts. Don't listen to too many people at a time. Save some time to help those who still have problems completing their assignment. Let someone watch the time and give a signal after three minutes. That will provide them a chance to talk within the 4 minute time frame. Help them see what could be dropped out to make a long story short. Give them another chance at the same session. As a leader you should listen to what they say and let another student watch the time.

F. Work on completing personal testimonies if necessary

If you were not able to complete Points 3–6 under “The Sequence of Your Preparation” (in Lesson 7), do so now.

If you have one or two students like that, let them work on their testimonies while others are reading their stories

Or you may give them time afterwards and then you may use extra time to review the verses and other students still could help those who are not finished yet.

G. Discuss opportunities to study *Basic Christian Life Part 3*

Be prepared with the details of when *BCL Part 3* will begin. Encourage all students to finish the requirements for *Part 2* so that they will be able to enroll for the next session.

H. Read the Assignment for Session 11 (page 119)

Emphasize that they are now to share their testimony with someone that they know is not saved. Encourage them that it doesn't matter if it is not perfect. This is just an opening step for them to be excited about what Christ has done in their lives and share it sincerely with someone else.

I. Close in prayer

Spend some time as a group praying about *My Heart Christ's Home*.

Session 11



GOALS FOR SESSION 11

1. Create in students an anticipation for the benefits of the Day of Prayer.
2. Give them some practical ideas on how they could benefit from their time spent with God

OUTLINE OF THIS SESSION

- A. Break into verse review groups and quote all the verses they have learned in *BCL Part 2*.
- B. Have students share some quiet time thoughts from the “Bible Reading Highlights Record.”
- C. Ask students to share their experiences of giving their testimony.
- D. Take the opportunity to give completed testimonies from a small note card outline.
- E. Discuss *How to Spend a Day in Prayer* (pages 122–130), the section “Why A Day of Prayer?” (pages 131–132), and “Divide the Day into Three Parts” (page 132).
- F. Discuss “How to Stay Awake and Alert” and “How to Make a Worry List” (pages 132–133).

- G. Discuss “A Checklist for a Day in Prayer” (pages 133–134).
- H. Discuss “How to Take Notes during a Half Day of Prayer” (pages 134–135).
- I. Read the Assignment for Session 12 (page 135).
- J. Close in prayer.

A. Break into verse review groups and quote all the verses learned in *BCL Part 2*

Remind students that they will have only one more opportunity to complete the work required on their “Completion Record.”

B. Have students share some quiet time thoughts from the “Bible Reading Highlights Record”

C. Ask students to share their experiences of giving their testimony

This is the time to encourage them in giving their testimonies to other people. Ask how they felt, how God helped them, was the individual interested. You are to sign their “Completion Record” for this. You can do this as they share. Make sure that you have an experience to share with them about giving your testimony. Get excited about it!

D. Take the opportunity to give completed testimonies from a small note card outline

Have the second half of your group share their testimonies. Include any who needed to rework their testimony to be under four minutes. Don’t worry about how a student reads his testimony, focus on the actual words.

E. Discuss *How to Spend a Day in Prayer* (pages 122–130), the section “Why A Day of Prayer?” (pages 131–132), and “Divide the Day into Three Parts” (page 132)

- 1. Ask if anyone has any questions about *How to Spend a Day in Prayer*.
- 2. Review “Why a Day of Prayer?” Make sure that you are prepared to explain the “Why” for each section.
- 3. Have 3 students read the sections on “Divide the Day into Three Parts.” Be prepared to explain and answer student questions. Use your own experiences to answer the questions or to elaborate if possible.

4. Discuss with students how often it would be good to have a day of prayer—or a half day like they will be doing next week. You may want to suggest that it would be good at least twice a year or quarterly. It depends on the level of your students spiritually. If they have been Christians for several years already, ask them to search their hearts. Encourage them on their spiritual journey. You may need to search your own conscience on this. How often do you take a day of prayer? Why or why not?

F. Discuss “How to Stay Awake” and “Alert and How to Make Worry List” (pages 132–133)

Have one person read each point under “How to Stay Awake and Alert” and “How to Make a Worry List.” Explain the points and answer questions as necessary.

G. Discuss “A Checklist for a Day in Prayer” (pages 133–134)

Read the checklist, noting items that you found particularly helpful. You may want to suggest that students bring something to eat or drink, as that can be very helpful in keeping oneself awake. Some people prefer to fast which is fine, as long as this is not their first time fasting. If you are not used to it an empty stomach is usually more distracting than helpful during a half-day of prayer.

H. Discuss “How to Take Notes During a Half Day of Prayer” (pages 134–135)

Have students review the Notes individually. Answer questions as necessary. Remind students that this is just an example. Their notes may not look like this, but they **must** take notes!

You may introduce this topic by saying, “During your prayer time it is great to make a written record of whatever the Lord says to you. That will help you to have clarity of mind. As you jot down what the Lord says to you it enables you to see what the Lord is doing. It’s up to you how much you write, but you still need to write down some ideas. It may be brief, as long as you understand that it must be real, not just copying Scripture passages. You need to write in your own thoughts about what God is saying to you personally.”

You may plan the four hours however you would like. These are a few examples of what you might choose to focus on:

- You may focus more on reading and less on praying.
- You may focus more on praying.
- You may focus most on praying for others' needs.
- You may focus primarily on praying for your own needs.

These are just a few examples and are not the rule. You should spend your prayer time in a way that will benefit you the most.

Make a List

If you decided to pray more than anything else be sure to have a specific written list of your requests. It will help you to focus. We suggest that you write down small requests, because normally the big things hinder us more than the little things.

Conclusions

Toward the end of your time use 15 or 20 minutes to write down conclusions that you can make. Refer to the example given on pages 134–135 where a man was convicted that it is important to be faithful in our fellowship with the Lord, memorize the Scriptures and became aware of the balanced Christian life.

Be sure NOT to confuse your conclusions with the To Do List. We are talking about general impressions on what happened.

If you come back to these ideas in a few weeks it will help you track what the Lord taught you during the prayer time.

I. Read the Assignment for Session 12 (page 135)

Encourage them again about giving their testimony a second time.

Make sure that everyone knows where and when to meet for the half-day of prayer. There is not an option for students to have their own day of prayer. The first time they do this they need to do it as a group. It is wise if you can meet in a church building or a place with several rooms so that individuals can be by themselves, but near each other for general encouragement.

J. Close in prayer

Pray for your relatives and acquaintances whom you want to see saved. It would allow students to see how testimonies can be used.

Session 12



GOAL FOR SESSION 12

Experience spending half a day in prayer.

OUTLINE OF THIS SESSION

- A. Meet together for a brief orientation (10 minutes or less).
- B. Scatter and spend individual time alone with God (3 hours and 20 minutes).
- C. Come back together again to share what each one has done during his time alone and his observations on this experience (30 minutes).
- D. Close your gathering.

A. Meet together for a brief orientation (10 minutes or less)

Make sure that everyone has the necessary items: Bible, paper, pencil, and watch. Bring several extra just in case someone has forgotten theirs. Also at this time ask how many have shared their testimony with at least two people. You will want to take time at the end of the day to initial this. If any students have questions about the prayer time answer them now.

B. Scatter and spend individual time alone with God (3 hours and 20 minutes)

Make sure that everyone knows when and where they are supposed to meet together again. Be clear about when everyone is supposed to meet back together. Give a specific time (i.e. 12:30), and remind them to begin writing their conclusions about 15 minutes before that.

Remember: Nicer rooms should be used by ladies.

You may want to go around to each one once or twice during the prayer time in case they have questions. Otherwise make sure you are also praying and can share afresh.

C. Come back together again to share what each one has done during his time alone and his observations on this experience (30 minutes)

Everyone will be excited! Give everyone a chance to share; including yourself. Draw them out and praise them for having taken the time to do this together.

D. Close your gathering

Finish on time! The only reason for a late finish is a late start. Warn people about that! After everyone is gone, take care of whatever needs are left. Commit yourself to finish well; it can be challenging for some people.

Remember:

You are finished with *Part 2*; see the progress that your students made. Do they have all the records in their "Bible Reading Highlights Record?" Are they ready for *Part 3*? Did you appoint a time and place to start *Part 3*?

Did you order the material for *Part 3*? Did you congratulate each student individually with finishing the race of *Part 2*? Make sure that you do!

Optional: You may want to arrange another informal gathering

1. You could make this a time of fellowship, perhaps over a meal or some refreshments.
2. At this meeting you could double check everyone's "Completion Records" and give the final signature.
3. You may also want to introduce *Part Three* at this time and set up the time and place that you will be meeting for that.

Part 3.

**Walking with
Christ**

Guidelines for *Part 3*

Basic Christian Life, Part 3 is the third in the series of the *Basic Christian Life* course. It is based on *Parts 1* and *2* which are required before *Part 3* can be taken.

The guide for *Part 3* is an abbreviated version, specifically designed to introduce students to leading a group discussion. Therefore, as the leader, you will periodically need to refer to “Getting Started” at the beginning of this Course Guide to refresh your mind for some of the ideas for leading a *Basic Christian Life* group.

Before you begin *Part 3* see if you can write out the goals and purposes of *Basic Christian Life*. Try to develop some innovative ways of making your group interesting and unique. Make sure that you can answer the “who, what, when, where, why and how” of your group. And finally, don’t forget that **Memorizing Scripture can be Fun!**

Part 3 was designed for active involvement and your students are not infants who need bottles. You need to make them real disciples by helping them improve their leadership skills. You must develop them into good leaders.

A Note To Make You An Effective Multiplier

To all BCL Coaches who want to multiply their effectiveness with the *CDM 2:7* materials:

The *CDM 2:7* is somewhat different from the CBLT *BCL* course, as was noted at the beginning of this course guide. It is the responsibility of each

CBLT Center and coach to ensure that there is a smooth transition for using the *CDM 2:7* on a wider scale. Please note the following recommendations:

- a. Each BCL student upon completion of the course should be given one *CDM 2:7* version.
- b. During the last session in *Part 3* the CBLT coach needs to introduce and briefly go over the *CDM 2:7* format and point out the specific differences.
- c. The BCL students ready to lead a *CDM 2:7* group **must** be given one of the *CDM 2:7* Course Guides for.
- d. If for any reason no *CDM 2:7* guides are available the CBLT coach needs to have the participants write down some page numbers and other memos that will make the passing on of the material easier and more successful. It is crucial that 3rd and 4th generation coaches do a super job, even better than you, because without that your ministry and life's investment will come to naught in a very short time.
- e. As a basis for this and for the *Practical Evangelism* course you will need to have a large number of *CDM 2:7, Course One* **and** guides available to pass out to participants as a means of discipling others.

Goals for *Part 3*

In *Part 3* you will want to help your group achieve these goals:

1. To memorize the twelve “Proclaim Christ” verses.
2. To experience consistent and meaningful quiet times.
3. To complete the Bible study “Walking with Christ.”
4. To give a personal testimony without notes.
5. To share the “Bridge Illustration.”
6. To learn different forms of meditation.
7. To begin to develop priorities in life.

Preparation For Leading *Part 3*

As you prepare for *Part 3* look back and try to see what was successful and what could have been better. Here we are a few ideas to think about:

- A. Purpose of *Basic Christian Life* is to:
 - 1. Make disciples
 - 2. Raise up new leaders to facilitate *BCL*
- B. Watch for tension and nervousness. Especially men can be tired since they have too many responsibilities.
- C. Help everyone in your group to become good friends with each other; don't build everything just around yourself.
- D. What about your own presentation of the "Bridge Illustration," are you a good example?
- E. Do you know how to pay attention as you listen to others?
- F. Are you spending adequate time communing with God? Or do you use that time to prepare for group?
- G. There is a lot to study during sessions 8–10, so before you start, be sure to have a preparation plan that recognizes that. Don't think of those items as unconnected, rather include them all when you begin to plan your sessions.
- H. Schedule your students to lead the Bible studies and give their testimonies. Don't plan for one student to do both during the same session. That won't be beneficial for your students. Plan ahead of time!
- I. You will need an extra ½ hour now for your sessions during *Part 3*. If you previously had 90 minute sessions, you will now need 2 hours.
- J. Please note that this guide is not as complete as the two previous guides. In this guide you will receive the basic session outline with a few instructions on how to carry it out. Occasionally, you will receive a reminder about work that you need to plan for or what you should focus on as you work through this part of *Basic Christian Life*.

Don't neglect your own planning, even though the outlines in this guide for each group session are fairly detailed. Become familiar now with the overall thrust of the course, the goals toward which you are working, and the schedule for completing the specifics of the course.

Here are general reminders to pass on to your group:

- 1. Plan ahead to complete the required number of quiet times and the verse review assignments. It's a little late to get started when Session 11 rolls around.

2. Require your students to use a modern translation of the Scriptures for reading if one is available. Point out that this is *only* for their daily reading and marking and will help make it more fun and refreshing.
3. Use the “Bible Reading Highlights Record” and “My Personal Reading Record.”
4. Pray for each other and for the group as a whole.
5. Be sure to continually review the verses they have memorized.
6. Don’t forget the starting time for the meetings.
7. Start now to work at getting things signed off on the “Completion Record.” Remind them not to get behind.

You must be the example in learning a positive, Christ-centered lifestyle with consistent disciplines. Be sure you are in the Scriptures regularly, studying, memorizing, and meditating. Spend regular time in prayer. Evaluate the balance in your personal Christian life by relating it to the “Wheel Illustration” in Session 9. Remember, influence is the key. What you say is only a very small part of that influence. People want to see how you live.

Examine yourself at the end of every session. Evaluate what happened during the session, whether you were adequately prepared, how well everyone participated. Keep it fresh all the time. During every session plan to do something slightly different than you have done before. Keep looking for ideas. And above all share your personal life with the group. Be open with them. Admit it when you don’t know an answer. Share your personal prayer requests. Tell them how God has been speaking to you through Bible reading or prayer.

If your group is experiencing staleness, take a look at your focus. Has it just become an academic exercise without life? Who is reaching out to someone outside the group? Are you? How often do you praise individuals in the group? Do you know where they are struggling? Maybe the question is: Are **you** a dynamic believer? Pray about it. If you are struggling with dryness in your own life, get back on track and start reaching out to people around you.

At the end of every session, check and see how many of the goals you have reached. Keep looking at them to remind yourself where you are taking your group.

Lesson	1	2	3	4
Scripture Memory	Scripture memory instructions	Romans 3:23; Isaiah 53:6	Romans 6:23; Hebrew 9:27	Romans 5:8; 1 Peter 3:18
			Review all verses that have been learned so far → → →	
Quiet Time		Share thoughts from "Bible Reading Highlights Record" → →		
Bible Study		Orientation to leading Bible Study Groups	"Maturing in Christ"	"The Lordship of Christ," Part A
			Critique Student Leaders of Bible Study Discussions → →	
Testimony		Give personal testimonies		"Bridge Illustration"
Other	"How to Meditate on the Scriptures"	Discuss Meditation Exercises		

Lesson	5	6	7	8
Scripture Memory	Ephesians 2:8–9	Titus 3:5	John 1:12	Revelation 3:20
	Review all verses that have been learned so far → → →			
Quiet Time	Share thoughts from "Bible Reading Highlights Record" → →			
Bible Study	"The Lordship of Christ," Part B & Summary	"Faith and the Promises of God," Part A	"Faith and the Promises of God," Part B & Summary	Verse Analysis of Matthew 6:33
	Critique Student Leaders of Bible Study Discussions → →			
Testimony	Present the "Bridge Illustration"		Give personal testimonies	
Other				"Priorities," Part A

Lesson	9	10	11	12
Scripture Memory	1 John 5:13	John 5:24		
	Review all verses that have been learned so far → → →			

Quiet Time	Share thoughts from "Bible Reading Highlights Record" → →			
Bible Study	"Knowing God's Will," Part A	"Knowing God's Will," Part B & Summary	"Walking as a Servant," Part A	"Walking as a Servant," Part B & Summary
	Critique Student Leaders of Bible Study Discussions → →			
Testimony	Give personal testimonies		Present "Bridge Illustration"	
Other	"Priorities," Part B	"Priorities," Part C		

Using *Basic Christian Life* more effectively, Evangelism Training

Evangelism is one of the most important ministries a disciple can have. Many Christians are disappointed and confused because of not being involved in ministry. The *Basic Christian Life* course emphasizes evangelism as a natural expression of relationships a disciple have with Christ.

Developing an evangelism ministry requires one to be a Christ-centered person who has tools to share the Gospel effectively and uses biblical principles. Evangelism training provided in *BCL* includes the following:

1. Learning to share your testimony.
2. Memorizing 12 verses from the Gospel.
3. Learning to share the Gospel using "The Bridge Illustration."
4. Completing the Unit that motivates to evangelize (*Part 2*).
5. Studying and discussing evangelism principles.
6. Studying and discussing principles of communicating the Scriptures.
7. Learning to lead the exploratory sessions on Bible Study Guidelines.

BCL provides a complete course of personal evangelism training for each student. This part of the Leader's Guide will teach you to get the maximum benefit out of this evangelism training.

How to use your testimony

Part 2 requires quite thorough preparation of a personal testimony. This course provides the basic training for developing a personal testimony. Furthermore, all of us need to repeat and improve the method we use to

share our testimonies, so it will always be fresh and vibrant whenever we share it with someone.

When you work with your students during *Part 3*, you need to motivate them to have their testimonies ready to be shared with others. Their testimonies need to be designed to share their salvation experience with an individual, not a group. A student has to be able to share his testimony in a dialogue situation. In such a situation the presentation might be interrupted by the listener's comments and questions. Each student in your group has to know the outline of their testimonies, in order to be able to continue the presentation after answering the questions or discussing the comments.

Quite often an opportunity to share your personal testimony follows a positive aspect of your life that has been noticed by an unbeliever.

Here are some examples:

“How come you are not upset with your boss' attitudes toward you?”

“I wish I were as tranquil (patient, happy, hopeful) as you”

“Why haven't I ever seen you having quarrels with your wife like my wife Maria and I?”

When it happens, we are to be ready to make a transition from this positive aspect that has been noticed, to a description of our behavior prior to our salvation — the “before” part of our testimony.

One's capability to share his testimony in a natural conversational way depends on his clear understanding of what is going to be communicated, and practical communicability.

The *opportunity* to practice personal testimonies in various situations using a role-play is to be given during the classes or as a homework assignment. Even in the beginning of *Part 3* students should be motivated to share their testimonies with unbelievers. You should as well give your group members opportunities during week meetings, to share about their experiences with testimonies, and to pray for those they will testify to.

How to use “The Bridge Illustration”

As you know, the “Bridge Illustration” gives one a wonderful opportunity to share the Gospel for several reasons:

1. It provides a simple and basic structure to discuss the Bible with an unbeliever.
2. It provides a visual aid that helps to communicate the news and protect the communicator from failure.
3. It provides something that can be given to an unbeliever to refer to.
4. It leads to dialogue and understanding.

And like the testimony, the “Bridge Illustration” (BI) becomes an effective tool only when used often. It needs to become one’s second nature. There are two things that help your students to get more acquainted with the BI:

1. *To memorize the structure* — verses and every point.
2. *To consider what needs to be emphasized in the verses, and how to switch from point to point.* It’s helpful to check every verse that will be used, and to make up several questions that can be used during the conversation with an unbeliever to help him think about the Gospel. Here are two examples:

Romans 3:23

- a. What truth about all people is given in this passage?
- b. Does it mean that I have sinned? Does it mean that you have sinned?
- c. How would you define “sin?”
- d. What do you think the phrase “all fall short of the glory of God” mean?

John 3:16

- a. According to this verse who loved the world?
- b. What two things did God do in this statement?
- c. Who do you think is included in the term “world?”
- d. Does it include me? Does it include you?
- e. Have you ever thought about the statement that “God loves you?”
- f. What did God’s love to you and me make Him do?
- g. What do you think is the meaning of the words, “gave his one and only Son?” (Here is a wonderful chance to talk about Christ’s deity and about his sonhood. His death is sufficient redemption for our salvation, because he is God’s son. The Christ who died for us and rose again, is the basis of the Good News.)

- h. Why did God send his only Son to die for us?
- i. Have you ever thought about the meaning of the word “perish”? If you perish, how does it reflect in your present life and life after death?
- j. What do you think is “everlasting life?” What is the influence of “everlasting life” to us now and in eternity?

When we use questions like these, we should confirm their correct answers (entirely or partially) to help the unbelievers. If needed we have to provide more information to the other person.

Somebody has said, “Thoughts are puzzled out when they come through the mouth”. Often it is true for unbelievers. When he tries to answer your questions that are based on these verses, the Gospel becomes clear and “puzzled out” for them. It is one of the objects of our testimonies.

The BI role-play is often critical for a successful testimony. Remember that the best time to repeat something of what you study is right after you learned it. Encourage your students to use this at least once a week during the next six weeks after they checked the completion of this assignment in their “Completion Record.”

It is very helpful to listen to others’ presentation of the BI, so you should lead several sessions where some students present the BI before the whole group.

Motivate your students to share the Gospel using the BI in *Part 3*. Quite often it is naturally arranged — you explain to your friend what you study in the Bible. “Can I take several minutes to share this illustration with you?” Many people were brought to Christ by the *Part 3* students.

One of the biggest difficulties for Christians is guiding the conversation towards discussion of the Gospel. Though some Christians are gifted for that, most of us still need a simple technique. One of the easiest and the most effective ways to guide the conversation towards the Gospel is using the following five questions:

1. Are you interested in questions about Christianity?
2. Have you ever thought of becoming a Christian?
3. If someone asks you what a real Christian is, what would you answer him?

4. Would you like to know what the Bible says about what a real Christian is?
5. Can I explain why I ask these questions?

These questions may be effectively used both with strangers and acquaintances. Even when there is a negative answer, each of these questions allows you to proceed to the next one. Here is the sample conversation in which one of the parts receives negative answers.

Q: “Brian are you interested in Christianity?”

A: “No, not really.”

Q: “But have you ever thought of becoming a Christian?”

A: “I decided that religion is not for me.”

Q: “That’s interesting. And if someone asked you what a real Christian is, what would you answer?”

A: “Well, someone who attends a church. But most of the Christians I know are hypocrites.”

Q: “Right, Brian, usually Christians go to church. And I also know some of them who are hypocrites. But can I take several minutes to share with you what the Bible says about what a real Christian is?”

At this point you share the Gospel in brief using the BI. If the answer for the fourth question is “not now,” you can still go on talking about the Gospel in the following way, “Before we close this topic, let me tell you why I asked you this question.” And right away you can share your testimony within 2–3 minutes in short form. Quite often the person that listens to your testimony will get interested and ask questions or comment on it, and it gives you the opportunities for further discussion.

The five questions above should be memorized so that you can use them freely. It becomes more natural through role-play where each part has different answers. These questions should be shared during *Part 3*.

Remember, you have to know these questions and use them. You will lead your group more effectively if you share the Gospel with others and use these questions regularly.

Using the “List of people with whom I want to share the Gospel”

This list’s goal is to boil down your list of your unbeliever acquaintances so that you can focus your prayers and evangelism efforts on several of them who are the most open to the Gospel, and to allow the Holy Spirit to use you to convict these people in their need in Christ.

Challenge your group members to pray for these people daily having their names listed among their daily prayer materials.

They can change the form of their prayer for these people to keep their prayers from turning into a ritual. Sometimes they need to concentrate and spend their prayer time praying for different people each day of the week.

Group prayer can be empowered by making a general list that includes every personal list of each student. It is better to arrange this list by names. Each student should have this list.

You may want to encourage your students regularly to pray for those whom you want to bring to the Gospel. It is also helpful when students pray for each other’s lists. They should be motivated not only to pray for these people’s conversion, but also for the steps that lead up their salvation.

Relationships with unbelievers

It is helpful when you participate in different activities together with your group members and their friends. Invite one of your students to have lunch with you, and ask him to invite an unbeliever to join you. You may invite him for a picnic, fishing, or somewhere else where he can take his unbelieving friends.

During this time try to demonstrate how to relate to an unbeliever in an unobtrusive way. You should look for a way to engage a person in a talk about Christ when there is an opportunity. You may also want to help your group members to learn how to behave with people who are open and receptive to the Gospel. Your enthusiasm in developing contacts with unbelievers, relationships with them and sharing the Gospel with them will be the most encouraging example for your students. Your group should use the “List of people with whom I want to share the Gospel” to the end of the *BCL* course.

Final comments

In each part of the *BCL* course there are one or two issues that are difficult for the students to understand and apply. For many of the students

sharing the Gospel is included in that category, and some people experience continuing failure in this area.

The *BCL* course provides discipleship training. A disciple is a person that lives a Christ-centered life. Learning to be an effective witness is not an extra assignment for those who long to be a balanced disciple. Use the “Wheel Illustration” to motivate your students to develop a natural approach to their testimonies. Pay special attention to the prayer, motivation, guiding, preparation to witnessing. Remember that you want to help each of your students to finish *Part 3*, and be able to say with all confidence, “As a disciple of Christ, I learned to witness effectively to my surrounding.” May God reward you and your students’ missionary work.

Session 1



GOALS FOR SESSION 1

1. Introduce students to the goals for *BCL Part 3* and help them be excited about this course.
2. To help your group learn how to meditate on Scriptures.

OUTLINE OF SESSION 1

- A. Go over “A Review of the Goals of *Part 2*” (page 12).
- B. Preview *Part 3* by looking over the “Completion Record” (pages 9–10).
- C. Survey the “Scripture Memory Instructions” (pages 12–15).
- D. Read through “The Topical Memory System” and discuss (pages 15–17).
- E. Do the group exercise “How to Meditate on the Scriptures” (pages 17–22).
- F. Read the Assignment for Session 2 (page 22).
- G. Close the session in prayer.

A. Go over “A Review of the Goals of *Part 2*” (page 12)

Have the students take turns reading a paragraph at a time to the rest of the group. This will help your group to evaluate the goals and will give them more confidence with the goals for *Part 3*.

B. Preview *Part 3* by looking over the “Completion Record” (pages 9–10)

Have students take turns reading items from the “Completion Record.” Field any student questions as necessary. Point out new items and items that are similar to *Part 2*, but have changed somewhat (for example: the “Bible Reading Highlights Record” must be filled in for 28 consecutive days this time). Remind them to review the verses they studied before. You may tell them what is anticipated and when. The assignments that are listed in other part ought to be a thrilling anticipation for your students.

C. Survey the “Scripture Memory Instructions” (pages 12–15)

Go around in a circle having each student read one section until completed. Answer student questions at the end.

D. Read through “The Topical Memory System” and discuss (pages 15–17)

Help the students get excited about memorizing topically and having Bible verses in their hearts that they need and can use. Have each student read a section until completed. Answer any questions at the end.

E. Do the group exercise “How to Meditate on the Scriptures” (pages 17–22)

Make sure that your students have a good understanding of what meditation is and that they understand why it is important to meditate on the Word. Explain the methods of Bible Reading.

Continue reading and discuss as necessary. Make sure that everyone comes up with a paraphrase for 2 Timothy and some relevant questions for the Hebrews passage.

F. Read the Assignment for Session 2 (page 22)

Have one student read the Assignment for Session 2. Make sure that everyone understands what is required.

G. Close the session in prayer

Lead in a closing prayer.

Session 2



GOAL FOR SESSION 2

Display effective ways to lead a group and enable them to lead a group discussion.

OUTLINE OF SESSION 2

- A. Break into verse review groups and review the two verses on “All Have Sinned,” Romans 3:23 and Isaiah 53:6. (Encourage them to get anything signed that they can on the “Completion Record.”)
- B. Have students share quiet time thoughts, primarily from the “Bible Reading Highlights Record.”
- C. Discuss methods 3–6 in your meditation exercises (pages 25–27).
- D. Go over the section “Orientation to Leading Bible Study Discussion Groups” (pages 27–35).
- E. Discuss Questions 1–6 in “Maturing in Christ, Part A” (pages 34–37).
- F. Give an opportunity for someone to share a personal testimony with the class without notes in less than four minutes.
- G. Read the Assignment for Session 3 (page 37).
- H. Assign Bible study leaders for Session 3.
- I. Close in prayer.

A. Break into verse review groups and review the two verses on “All Have Sinned,” Romans 3:23 and Isaiah 53:6

Have students break into groups of two or three to review. Circulate to make sure that students are saying their verses word-perfectly. Encourage them to get everything possible signed on their “Completion Record.” Help them to understand that “Proclaim Christ” verses will be used to do outreach during the course.

B. Have students share quiet time thoughts, primarily from their “Bible Reading Highlights Record”

Allow students to go first if they are ready, however be prepared from your own quiet time. Be careful not to dominate the sharing. Help shy people talk.

C. Discuss methods 3–6 in your meditation exercises (pages 25–27)

Have students share what they did during meditation exercises 3–6. Make sure that everyone has completed each of the exercises.

D. Go over the section “Orientation to Leading Bible Study Discussion Groups” (pages 27–35)

Have the students take turns reading different paragraphs. Allow them to ask questions or comment. Feel free to add your own comments as to what you have found helpful when you lead. Under the Summary-of-Discovery questions, you may need to have them look at “Part B” of “Maturing in Christ” so that they can see a study with several different sections and how a question needs to be used for each one of those.

Explain as simple as you only can. You know that the only way of mastering those principles would be using those principles. Let them understand it all, pray for them. Don’t read it all, just point out them to most important parts and be sure to answer their questions.

E. Discuss Questions 1–6 in “Maturing in Christ, Part A” (pages 34–37)

F. Give an opportunity for someone to share a personal testimony with the class without notes in less than four minutes

If possible try to get somebody to volunteer, but if no one volunteers then just choose someone. Remind the students that they will all be expected to give their testimonies without notes and in less than four minutes during this part of *Basic Christian Life*. Pray for those who do it. Encourage them.

G. Read the Assignment for Session 3 (page 37)

Have a student read the Assignment for Session 3. Encourage them to start sharing their testimony with unbelievers now. Emphasize that it isn't important whether they do it perfectly or in so many minutes. What we do in our group is to try to refine our skills and help each other to gain confidence and develop, but what we do in the world is just share and let God lead us through it, and let the Holy Spirit speak to the other person.

H. Assign Bible study leaders for Session 3

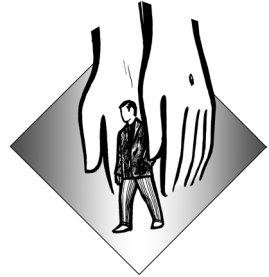
Let them know that they will be leading the discussion next time. They need to know that ahead of time. There are two common ways to appoint leaders. One way would be to appoint volunteers or you can just go through in alphabetical order. Always remind who is doing what and when.

If your group is small assign one Bible study leader, however if you have more than eight students you will need to assign more than one Bible study leader per session. You may choose to assign leaders by having them volunteer (keep in mind that each student must lead at least once) or you may assign them sessions alphabetically.

I. Close in prayer

Spend 10 minutes praying for personal and family needs conversationally.

Session 3



GOAL FOR SESSION 3

To analyze the group leader's job in a way that will encourage students to do better as group leaders.

OUTLINE OF SESSION 3

- A. Break into verse review groups and quote the two verses on "Sin's Penalty," Romans 6:23 and Hebrews 9:27.
- B. Share quiet time thoughts.
- C. Have an opportunity for anyone to give a personal testimony without notes in less than four minutes.
- D. Discuss the Bible study questions and read the Summary of "Maturing in Christ" (pages 41–45).
- E. A brief critique will be given for each study leader.
- F. Read the Assignment for Session 4 (pages 47–48).
- G. Close in prayer.

A. Break into verse review groups and quote the two verses on “Sin’s Penalty,” Romans 6:23 and Hebrews 9:27

You must teach your group that the purpose of memorization is to help them apply the verses. How do they apply these verses? As they arrive, help them form groups and review the verses. They ought to understand the purpose for memorization is not just to learn the words by heart, but to look for ways to apply those verses. So, ask them how did they apply those verses?

B. Share quiet time thoughts

Try to draw out those who do not normally share. Continue to be a good example in sharing.

C. Have an opportunity for anyone to give a personal testimony in less than four minutes

Choose one or two students to give their testimonies during this session. Make sure that they are under four minutes long.

D. Discuss the Bible study questions and read the Summary of “Maturing in Christ,” (pages 41–45)

Allow the leader that you assigned last session to lead the Bible study discussion. Be prepared to give a critique when they are finished. If you have a large group, make two groups. Sometimes you need to put men and ladies in separate groups, although separating the couples may result in them leaving earlier next time.

E. Give a brief critique of the study leader(s)

Be positive! Point out what they could do better rather than what they did wrong. On the other hand, make sure you comment about at least one thing which they could improve upon.

If husband and wife are both able of leading, then the husband can help with the men and the wife can help with the ladies.

If you have to assess two groups yourself, you may spend half time in one and half time in another group either sitting with them or just listening. If you have two from different genders, you may listen some to ladies and participate with men.

F. Read the Assignment for Session 4 (pages 47–48)

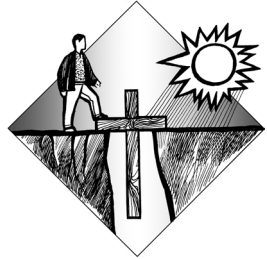
Have a student read the Assignment for Session 4. Encourage everyone to be faithful in their quiet time readings. Assign Bible study leaders for Session 4.

If your group is small assign one Bible study leader, however if you have a larger group assign a leader each for the men and the women.

G. Close in prayer

Ask several students to pray thanking God for something that they have already learned in this course.

Session 4



GOALS FOR SESSION 4

Explain to your students the “Bridge Illustration” as an outreach tool. Be prepared to give details about evangelism.

NOTE: Here you have a lot of material to study, so watch your time! Make a plan so that you do not miss any of the points you need to cover during this lesson.

OUTLINE OF SESSION 4

- A. Share quiet time thoughts.
- B. Break into verse review groups and quote the two verses on “Christ Paid the Penalty,” Romans 5:8 and 1 Peter 3:18.
- C. Have a student share his testimony without notes.
- D. Ask for students to tell about sharing their testimonies with someone.
- E. Discuss the “Bridge Illustration” (pages 56–63).
- F. Meet in separate groups for men and women in your Bible study discussion. Discuss Questions in “The Lordship of Christ, Part A” (pages 51–54)
- G. Read the Assignment for Session 5 (pages 63–64).
- H. Assign Bible study leaders for Session 5.
- I. Close in prayer.

A. Share quiet time thoughts, primarily from the “Bible Reading Highlights Record”

Make sure that all students are using their “Bible Reading Highlights Record.” Make sure that you are too!

B. Break into verse review groups and quote the two verses on “Christ Paid the Penalty,” Romans 5:8 and 1 Peter 3:18

Encourage students to fill in as much of their “Completion Record” as possible at this time. This is the time when they know half of the verses. Use some creativity in reviewing the verses.

C. Have a student share his testimony without notes

Make sure that it is under four minutes. Be encouraging!

D. Ask for students to tell about sharing their testimonies with someone

This is a time to encourage them to get out and start doing what they have been learning. You might ask how long they thought they gave their testimony when they shared in “real life.” Was it too long? Was the person interested? Did they give a positive or a negative response? Even if they don’t feel they were able to give it all, or as well as they had practiced, they should still be allowed to have it signed on their “Completion Record.” This is not an evaluation of how well they did, just if they did do it or not!

E. Discuss the “Bridge Illustration” (pages 56–63)

Be prepared to share the “Bridge Illustration” from memory. After sharing it, go over each individual part and explain its importance and answer any questions that the students may have. Remind them that they will also be expected to share this illustration in a session and also with 3 non-Christians.

F. Meet in separate groups for men and women in your Bible study discussion. Discuss questions in “The Lordship of Christ,” Part A (pages 51–54)

Be prepared to critique the students. If you have a small group you will not be able to split them up for this discussion, but if your group is larger

you will need someone to critique the leader of the group that you do not take part of. Remind them to be positive. Spend a few minutes after the discussion encouraging the leader.

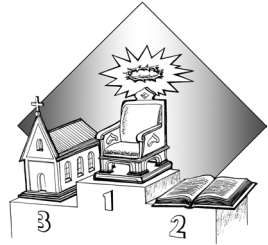
G. Read the Assignment for Session 5 (pages 63–64)

Assign Bible study leaders for Session 5. You will need to assign two leaders for this session if possible, one for the men and one for the women.

I. Close in prayer

Split into groups of three or four, share some needs and pray for each other.

Session 5



GOALS FOR SESSION 5

1. Develop skills in leading a Bible study.
2. Help them to master using the “Bridge Illustration.”

OUTLINE OF SESSION 5

- A. Break into verse review groups and quote the first verse on “Salvation Not by Works,” Ephesians 2:8–9.
- B. Have students share quiet time thoughts from the “Bible Reading Highlights Record.”
- C. Give an opportunity for another person to share a personal testimony without notes in less than four minutes.
- D. Ask for students to tell about sharing their testimonies.
- E. Practice giving “The Bridge Illustration.”
- F. Discuss Bible study questions and the Summary of “The Lordship of Christ” (pages 66–71).
- G. Read the Assignment for Session 6 (page 72).
- H. Close in prayer.

A. Break into verse review groups and quote the first verse on “Salvation Not by Works,” Ephesians 2:8–9

B. Have students share quiet time thoughts from the “Bible Reading Highlights Record”

See if anyone is ready for you to sign their “Completion Record” for having fulfilled the requirements for the “Bible Reading Highlights Record.” Encourage everyone to continue to work on this.

C. Give an opportunity for another person to share a personal testimony without notes in less than four minutes

Remind the students that they will all need to complete this requirement to graduate from *Basic Christian Life, Part 3*.

D. Ask for students to tell about sharing their testimonies

E. Practice giving “The Bridge Illustration”

Make sure that each student is prepared to give the “Bridge Illustration.” Allow time for 1–3 students to give the “Bridge Illustration,” depending on the size of your group. Remind the others that they will be giving the “Bridge Illustration” in the following weeks.

F. Discuss Bible study questions and the Summary of “The Lordship of Christ” (pages 66–71)

Make sure that you have some positive input for the Bible study leaders for this session. Ask them what was the most difficult part in that presentation.

G. Read the Assignment for Session 6 (page 72)

Assign Bible study leaders for Session 6. If you have a small group, try to arrange for each member to lead the Bible study twice. This will give them confidence for the future.

H. Close in prayer

Pray using conversational prayer. Share some needs and pray for each other and for the people where you would use your gospel presentation such as relatives, colleagues and etc.

Session 6



GOAL FOR SESSION 6

Keep a high level of interest, preparation and participation.

Assess your own work by asking:

- Whom do I serve?
- Do I know my group members personally?
- Do I know my goal for each session?
- What are the needs and anticipation of every group member?
- Where do I bring my students?
- How do they feel about the course?
- When I will spend my time with all the students to meet them closer?

Remember — **Prayer** is the most important part in your preparation.

OUTLINE OF SESSION 6

- A. Break into verse review groups and quote the second verse on “Salvation Not by Works,” Titus 3:5.
- B. Have students share some of their quiet time thoughts from the “Bible Reading Highlights Record.”
- C. Ask for students to tell about sharing their testimonies with someone.

- D. Practice giving “The Bridge Illustration.”
- E. Discuss questions in “Faith and the Promises of God, Part A” (pages 74–79).
- F. Read the Assignment for Session 7 (page 80).
- G. Assign Bible study leaders for Session 7.
- H. Close in prayer.

A. Break into verse review groups and quote the second verse on “Salvation Not by Works,” Titus 3:5

Have students work at getting everything signed that they can on the “Completion Record.”

B. Share some of your quiet time thoughts from your “Bible Reading Highlights Record”

C. Ask for students to tell about sharing their testimonies with someone

D. Practice giving “The Bridge Illustration”

Have one or two students present the “Bridge Illustration.” Make sure you give a good critique with positive comments about how they can improve. However, remember that the object of this exercise is to encourage them to share with others, not to get everything word perfect.

E. Discuss questions in “Faith and the Promises of God, Part A” (pages 74–79)

Meet in separate groups for men and women in your Bible study discussion. Give a brief critique of each study leader (or have someone else give the critique). Continue to make sure that those leading the groups are receiving positive feedback when they are finished.

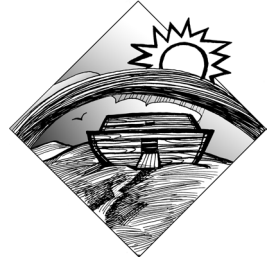
F. Read the Assignment for Session 7 (page 80)

G. Assign Bible study leaders for Session 7

H. Close in prayer

Teach them to share difficulties that they have in walking with Christ. Pray for one another.

Session 7



GOAL FOR SESSION 7

Your purpose for today is to make it possible for students get credit for the “Bridge Illustration.”

OUTLINE OF SESSION 7

- A. Break into verse review groups and quote the first verse on “Must Receive Christ,” John 1:12.
- B. Share some quiet time thoughts from the “Bible Reading Highlights Record.”
- C. Discuss Bible study questions and the Summary of “Faith and the Promises of God” (pages 82–87).
- D. Give a short critique on the discussion leaders.
- E. Give an opportunity for someone to share a personal testimony without notes in less than four minutes.
- F. Practice giving “The Bridge Illustration.”
- G. Read the Assignment for Session 8 (page 88).
- H. Close in prayer.

A. Break into verse review groups and quote the first verse on “Must Receive Christ,” John 1:12

Remind students to work at getting more items completed and signed on the “Completion Record.” See if they can think of ways to apply those verses that they are studying.

B. Share some quiet time thoughts from the “Bible Reading Highlights Record”

Let them pray for the things God told them.

C. Discuss Bible study questions and the Summary of “Faith and the Promises of God” (pages 82–87)

D. Give a short critique on the discussion leaders

E. Give an opportunity for someone to share a personal testimony without notes in less than four minutes

Continue with the pattern that you have already established. If you have some who have given their testimony to a non-Christian, ask them about it now.

F. Practice giving “The Bridge Illustration”

Continue with the pattern that you have already established.

G. Read the Assignment for Session 8 (page 88)

Have a student read the assignment. Remind the students that you are available if they need help with any of their assignments. Encourage them as they begin explaining to others the “Bridge Illustration.”

H. Close in prayer

Lead in a closing prayer, thanking God for all that you have learned through this course, and ask Him to lead each one to an individual whose heart is prepared to hear the gospel through the “Bridge Illustration.”

Session 8



GOALS FOR SESSION 8

1. Learn to analyze the verses.
2. To find a balance between Matthew 6:33 and basic priorities.
3. Learn principles and points for determining the important priorities.

OUTLINE OF SESSION 8

- A. Break into verse review groups and quote the second verse on “Must Receive Christ,” Revelation 3:20.
- B. Have students share quiet time thoughts from the “Bible Reading Highlights Record.”
- C. Give an opportunity for another individual to share his personal testimony without notes in less than four minutes.
- D. Ask for individuals to tell about how they shared the “Bridge Illustration.”
- E. Discuss the “Verse Analysis of Matthew 6:33” (pages 90–93).
- F. Discuss “Priorities, Part A” (pages 94–99).
- G. Read the Assignment for Session 9 (page 99).
- H. Close in prayer.

A. Break into verse review groups and quote the second verse on “Must Receive Christ,” Revelation 3:20

B. Have students share quiet time thoughts from the “Bible Reading Highlights Record”

C. Give an opportunity for another individual to share his personal testimony without notes in less than four minutes

D. Ask for individuals to tell about how they shared the “Bridge Illustration” with a non-Christian

Make this a time of encouragement, even if individuals feel they weren't successful or adequate. Draw their attention to the fact that God uses our weaknesses. Praise them for their efforts and have someone sign off on their “Completion Record.” Make sure everyone understands that this is a course requirement.

E. Discuss the “Verse Analysis of Matthew 6:33” (pages 90–93)

Review your verse study. Prepare some understanding questions and decide what method you will use to discuss this section. Be prepared to answer student questions.

Check to see that everyone has read Matthew 6:19–34 aloud twice.

F. Discuss “Priorities, Part A” (pages 94–99)

Have students read the section out loud, paragraph by paragraph, commenting on anything that they found important or had questions about. Make sure that you have read the material beforehand and are prepared with comments and questions of your own. Encourage the students to answer each other's questions.

G. Read the Assignment for Session 9 (page 99)

Assign Bible study leaders for the next session.

H. Close in prayer

Have several students pray for God's guidance as they begin to develop priorities.

Session 9



GOAL FOR SESSION 9

Explain some priorities for singles. That will be the case with Session 10 as well.

OUTLINE OF SESSION 9

- A. Share some quiet time thoughts from the “Bible Reading Highlights Record.”
- B. Break into verse review groups and quote the first verse on “Assurance of Salvation,” 1 John 5:13.
- C. Give an opportunity for another individual to share a personal testimony without notes in less than four minutes.
- D. Ask for individuals to tell about how they shared the “Bridge Illustration.”
- E. Discuss “Priorities, Part B” (pages 102–104).
- F. Discuss questions in “Knowing God’s Will, Part A” (pages 104–107).
- G. Give a brief critique of each study leader.
- H. Read the Assignment for Session 10.
- I. Close the session in prayer.

A. Share some quiet time thoughts from the “Bible Reading Highlights Record”

Also ask them to share the system that they have for their quiet time with God. They may give one another some good ideas about the way you may do that.

B. Break into verse review groups and quote the first verse on “Assurance of Salvation,” 1 John 5:13

Encourage students to work at getting everything signed that they can on their “Completion Records.”

C. Give an opportunity for another individual to share a personal testimony without notes in less than four minutes

D. Ask for individuals to tell about how they shared the “Bridge Illustration”

Remind them that they need to share it with 3 different individuals and not to put it off till the end of the course.

E. Discuss “Priorities, Part B” (pages 102–104)

Have students read the section out loud, paragraph by paragraph, commenting on anything that they found important or had questions about. Make sure that you have read the material beforehand and are prepared with comments and questions of your own. Encourage the students to answer each other’s questions.

To discuss priorities for singles you may ask something like:

What advantages for the ministry do singles have?

Are there any indications in the Bible to stay that way?

F. Discuss questions in “Knowing God’s Will, Part A” (pages 104–107)

Meet in separate groups for men and women in your Bible study discussion.

G. Give a brief critique of each study leader

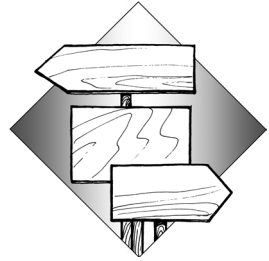
Be encouraging! The next session is overloaded with material, so be ready to do it yourself next time.

H. Read the Assignment for Session 10

I. Close the session in prayer

Ask your students to pair off and pray for each other, especially about their priorities.

Session 10



GOAL FOR SESSION 10

Explain the priorities for married people.

OUTLINE OF SESSION 10

- A. Break into verse review groups and quote the second verse on “Assurance of Salvation,” John 5:24.
- B. Have students share some quiet time thoughts from the “Bible Reading Highlights Record.”
- C. Give an opportunity for someone to share a personal testimony without notes in less than four minutes.
- D. Ask for individuals to tell about how they shared the “Bridge Illustration.”
- E. Discuss “Priorities, Part C” (pages 110–114).
- F. Discuss questions and the chart in “Knowing God’s Will, Part B” (pages 115–121).
- G. Give a short critique on the discussion leaders.
- H. Read the Assignment for Session 11 (page 122).
- I. Close in prayer.

A. Break into verse review groups and quote the second verse on “Assurance of Salvation,” John 5:24

Check to make sure that students have gotten everything possible signed on their “Completion Records.” Be encouraging!

B. Share some quiet time thoughts from your “Bible Reading Highlights Record”

C. Give an opportunity for someone to share a personal testimony without notes in less than four minutes

Make a list of the remaining students who need to complete this exercise. Try to fit as many as possible into this session. You will have only one more opportunity (during Session 12) to help your students accomplish this exercise.

D. Ask for individuals to tell about how they shared the “Bridge Illustration”

E. Discuss “Priorities, Part C” (pages 110–114)

Have students read the section out loud, paragraph by paragraph, commenting on anything that they found important or had questions about. Make sure that you have read the material beforehand and are prepared with comments and questions of your own. Encourage the students to answer each other’s questions.

It is a good idea to think about priorities in 4 ways, (1) order of priorities, (2) priorities for husbands and wives, (3) priorities for kids, (4) short review of the family institution. If you have singles in your group make sure that you help them to think through their priorities.

Some possible questions are:

What did you learn about the priorities?

What is the connection between priorities and fruitful Christian living?

What priority principles did God reveal to you?

What areas should your priorities include?

Please explain the triangle.

How important is the care of your children?

What practical steps are you going to make to put into practice what you have learned?

F. Discuss questions and the chart in “Knowing God’s Will, Part B” (pages 115–121)

Meet in separate groups for men and women in your Bible study discussion if possible.

G. Give a short critique on the discussion leaders

H. Read the Assignment for Session 11 (page 122)

Assign Bible study leaders. If you have already worked your way through the group once or twice consider leading the last two Bible studies yourself. Keep in mind however, that if you have a large group you will still need to separate the students into two groups.

I. Close in prayer

Spend some time as a group praying about priorities.

Session 11



GOAL FOR SESSION 11

Help your students to accomplish whatever is left from their assignments.

OUTLINE OF SESSION 11

- A. Have several students share some quiet time thoughts from the “Bible Reading Highlights Record.”
- B. Break into verse review groups and have students quote all the verses learned in *BCL Part 3*.
- C. Practice giving “The Bridge Illustration.”
- D. Discuss questions in “Walking as a Servant, Part A” (pages 124–127).
- E. Make a short critique on the performance of all of the discussion leaders.
- F. Read the Assignment for Session 12 (page 129).
- G. Close in prayer.

A. Have several students share some quiet time thoughts from the “Bible Reading Highlights Record”

Make sure that you are taking at least 15–30 minutes for this. It is very important that every member of your group has a regular quiet time.

B. Break into verse review groups and have students quote all the verses learned in *BCL Part 3*

Remind students that they will have only one more opportunity to complete the work required on their “Completion Record.”

C. Practice giving “The Bridge Illustration”

This may seem unnecessary when they have already been giving the “Bridge Illustration” to others, but it needs to become a very part of them, and at the same time you may be able to give them encouragement of ideas that might improve their presentation.

If some have shared with an unbeliever this past week, ask them to tell about their experience. Ask how it is different from presenting it in the group. Ask how many people each person has presented the “Bridge Illustration” to.

D. Discuss Questions in “Walking as a Servant, Part A” (pages 124–127)

Meet in separate groups for men and women in your Bible study discussion. Give a brief critique of each leader. (If you have chosen to lead the Bible study have your students give a critique of you. This will help them to think more about the finer aspects of discussion leading. Make sure you tell them ahead of time, so that they are prepared.)

E. Make a short critique on the performance of all of the discussion leaders

F. Read the Assignment for Session 12 (page 129)

Assign Bible study leaders. If you have already worked your way through the group once or twice consider leading the last two Bible studies yourself. Keep in mind however, that if you have a large group you will still need to separate the students into two groups.

G. Close in prayer

Let it be prayer of praise!

Session 12



GOALS FOR LAST SESSION

Praise your group for their successful completion of the course.

Note:

- (1) Did they all complete the course?
- (2) Did you assess yourself as a leader?
- (3) Evaluate the level of the individuals as disciples, and the possibility and ability they have to lead a *BCL* course?

OUTLINE OF SESSION 12

- A. Break into verse review groups, and encourage students to get anything signed that they can on the “Completion Record.”
- B. Have students share some quiet time thoughts from the “Bible Reading Highlights Record.”
- C. Discuss questions and the Summary of “Walking as a Servant” (pages 132–136).
- D. Assess all of them as group leaders.
- E. Close in conversational prayer.

A. Break into verse review groups, and encourage students to get anything signed that they can on the “Completion Record”

B. Have students share some quiet time thoughts from the “Bible Reading Highlights Record”

Give everyone a chance to share. Remind them that this should not become a life time habit that will feed their souls and draw them close to God.

C. Discuss questions and the Summary of “Walking as a Servant” (pages 132–136)

Meet in separate groups for men and women in your Bible study discussion. Bring the group together and briefly critique the leaders.

D. Assess all of them as group leaders

Praise them all for their ability to facilitate Bible group. This is the time to encourage them to disciple others, and to talk about the *CDM 2:7* version which they will use to nurture new believers. Please refer again to the beginning of “Guidelines for *Part 3*” under the first topic “A Note To Make You An Effective Multiplier.” Make sure that all of your students understand the differences between these two versions of this course and are committed to discipling others.

E. Close in conversational prayer

Encourage the group to pray a lot this time! Mark whatever had happened! Express what you feel!

Optional: You may want to arrange another informal gathering.

You could make this a time of fellowship, perhaps over a meal or some refreshments.

At this meeting you could double check everyone’s “Completion Records” and give the final signature.

You may also want to introduce the next course at this time and set up the time and place that you will be meeting with those who would like to participate.