

Name \_\_\_\_\_ Date \_\_\_\_\_ Course Grade \_\_\_\_\_



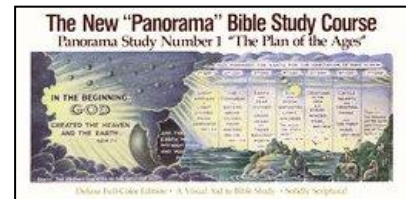
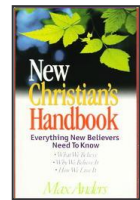
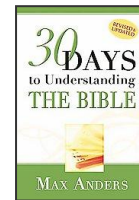
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**Course Description**

This course focuses on how to apply and teach the Bible. Topics include the major eras of the Old and New Testaments; an overview of major doctrines; a comparison of the four Gospels; the parables of Jesus; messianic prophecies; the Lord’s Supper; the resurrection of Jesus Christ; the distinctiveness of Christianity; literary forms; and how to be properly related to God, self, and others. Students will create a visual panorama and a written summary of the Bible for use in teaching the Bible.

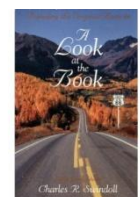
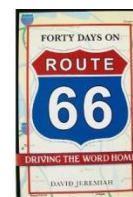
**Required Textbooks**

1. The Holy Bible. The *New American Standard Version*, the *New International Version*, and the *New King James Version* are recommended for study.
2. Max Anders. *30 Days to Understanding the Bible*, 4<sup>th</sup> ed. Nashville, TN: Thomas Nelson, 2005. <http://www.bestwebbuys.com/9781418500146>
3. Max Anders. *New Christian’s Handbook: Everything New Believers Need to Know*. Nashville, TN: Thomas Nelson, 1999. <http://www.bestwebbuys.com/9780785207078>
4. Alfred Thompson Eade. *The New Panorama Bible Study Course: Panorama Study No. 1: “The Plan of the Ages.”* Grand Rapids, MI: Fleming H. Revell, 1988. <http://www.bestwebbuys.com/9780800715786>  
<http://www.bestwebbuys.com/9780800754693>



**Recommended Resources**

5. David Jeremiah. *Forty Days on Route 66: Driving the Word Home*, 2008. B000M8HP26 <http://www.davidjeremiah.org/shop/c-10-resources.aspx?pagenum=2>



Books may be ordered from your local bookstore or the Internet. To receive the MS Word version of the portfolio email the professor.

## Student Requirements

**First**, successfully complete the **quizzes** in the **Portfolio** before class. This will assist student-leaders in focusing on core information and developing the time-on-task study skills and writing skills essential to effective learning and long-term memory.

**Second**, maintain the **journal** in the Portfolio using the three-step process of observation, interpretation, and application: (1) What is God teaching you in this session? (2) How are you going to apply these concepts to your life, family, and ministry? (3) How can your church apply these concepts to making disciples and developing leaders? This will assist student-leaders in developing reflection, application, and decision-making skills essential to spiritual growth.

**Third**, each session **discuss** the quizzes and journal in the Portfolio. (1) What are we, as a group, learning about the Bible and transformational leadership in this course? (2) How can we as leaders apply these concepts to our lives, families, and ministries? (3) How can our churches apply these concepts to making disciples and developing leaders? This will assist student-leaders in developing the relational, speaking, and creative/critical thinking skills essential to effective teaching and servant-leadership.

**Fourth**, complete the **final exam** in the Portfolio. Summarize the Bible in 1,000 words. This will assist student-leaders in developing long-term memory through multiple reviews of the core material and in focusing on Christian character, transformational servant leadership, and disciple-making skills. This will serve as the basis for the booklet or term paper. Week 11

**Fifth**, contribute to a **group presentation** on one of the **Bible Eras** or **Bible Topics**: Creation, Patriarch, Exodus, Conquest, Judges, Kingdom, Exile, Return, Silence, Gospels, Church, Missions, Epistles, Messianic Prophecies, or Distinctiveness of Christianity based on the textbook, online articles, and course notes. This group presentation can be a PowerPoint presentation, drama, role-play, charts, or drawings. This will assist student-leaders in developing the creative/critical thinking and teamwork skills essential to effective teaching and servant-leadership. Week 12

**Sixth**, present a typed **sermon manuscript** or **individual project** titled **Panorama of Bible History** based on textbooks, online articles, course notes, and other sources. The individual project can be a sermon manuscript, banner, booklet, chart, collage, dramatic reading, graphic organizer, lesson, monologue, outline, painting, poem, PowerPoint, scroll, song, story, timeline, or webpage (10 minutes). This will assist student-leaders in developing their learning and teaching style skills essential to effective servant-leadership. Week 13

**Seventh**, present a typed **booklet** or **term paper** titled **Overview of the Bible** based on textbooks, online articles, course notes, and other sources for distribution in your church. Be sure to footnote all the ideas, paraphrases, and direct quotes in your paper, whether from books or the Internet. Booklet should be at least 2,000-3,000 words in length. Text should be single-spaced. Font should be Times New Roman 12. Begin with an introduction and conclude with an application or call for commitment. Include illustrations and charts. This will assist student-leaders in developing the creative/critical thinking and writing skills essential to effective servant-leadership. Week 14

**Welcome to Bible Overview!**

**Your mentors in this course are Dr. Max Anders and your professors.**

### Accelerated Transformational Adult Learning

Our mission is to bring glory to God by assisting local churches to equip believers of various cultures and languages to live and minister biblically based on the inerrant Word of God. This equipping includes building biblical knowledge, Christian character, and ministry skills through church-based training centers. The course objective is to take student-leaders from where they are and move them to where they need to be. Students will learn how (1) to read with their brains, (2) to remember what they have read, (3) to sharpen their thoughts through journaling, (4) to speak effectively before others, (5) to work as learning teams of leaders, and (5) to biblically apply what they are learning to life, family, and ministry. Adults learn in multiple ways and so this course incorporates multiple learning styles. According to the **Cone of Learning**, writing, discussing, and applying are more effective learning strategies than the passive lecture used in many schools. The portfolio is foundational to learning because students remember more of what they write, discuss, and apply. The portfolios are designed to guide students in training themselves in how to read with their brains, how to summarize information, how to write and speak effectively, how to reflect and apply what they are learning, and how to work in groups.

The purpose of the **quiz** is to train your mind to actively reflect, analyze, and summarize key concepts which will then be synthesized and applied in journal reflection and group discussion. Learners remember more of what they actively discuss and apply than what they passively read and listen to. This is a key component of accelerated adult learning. Each student must do his part of the assignment so that the entire group can advance.

The purpose of the **journal** reflections is to guide/mentor you in discovering that genuine learning is about life change and developing Christian character. Thinking about what you are learning and discussing how to apply it with others has a way of making learning practical and meaningful and transformative. Reflection on Christian virtues (purity, integrity, honesty, self-control, charity, generosity, diligence, persistence, patience, kindness, compassion, courage, and humility) is a key component of character development.

The purpose of the **group activity and presentations** is to train you in how to display your thinking in charts, graphs, illustration, and drawings.. Displaying your thinking brings ideas to life in a special way and engages the whole group in the creative thinking process. Students learn better together. Over 80% of adults are visual learners. This is a key component to creativity, collaboration, cooperation, and team leadership—as well as in teaching the Bible. ..

The purpose of the **final exam** is an opportunity to put your thoughts together so that you can act on them and experience life change. The final exam provides multiple exposures to key concepts. Writing clarifies and sharpens your thoughts. The final exam is where students collect the ideas of mentors in order to fully develop and utilize them. By reviewing the final exams on an annual basis you will be able to harvest and retrieve what you have learned when you need it (otherwise you will lose it). Evaluated writing is a key component of learning, communicating, and leading.

The purpose of the **group presentations** is for students to learn to work together. Students benefit from group interaction as they communicate, cooperate, and collaborate. The public speaking component of this assignment along with formative feedback helps students gain experience and confidence. Students learn best in professional learning communities.

The purpose of the **sermon or individual project** is for students to improve by using their preferred learning strengths and creativity. Students benefit from using the unique God-given personality, gifts, and abilities as they teach and train others. The public speaking component of this assignment along with formative feedback helps students gain experience and confidence in teaching and preaching.

The purpose of the **booklet or term paper** is for students to enhance their writing skills. Students multiply their ministry as they communicate what they are learning to family, friends, and those they minister to in written form. Writing helps clarify ideas. Students benefit from the opportunity to both write and speak in formal settings. The public speaking component of this assignment along with formative feedback helps students gain experience, confidence, and vital ministry skills.

## Introduction

### Leadership Principles

People do not care how much you know until they know how much you care.

### Bible Quotes

All the good from the Savior of the world is communicated through this book; but for the book we could not know right from wrong. All the things desirable to man are contained in it. –Abraham Lincoln  
If you read the Word of God, it will help you; if you study the Word of God, it will change you' if you mediate on the Word of God, it will keep you.

In reading the Scriptures I find a great moral power. Therein I am made aware of two great forces for good...; the fear of God and the grace of God. The one is a deterrent to evil and the other is an encouragement to good. –Jim Elliot

It is not enough to be *under* the Word, we must be *in* the Word; God has spoken and He has not stuttered. God has communicated because He wants us to understand.

Look carefully for what God put in the Scriptures. –John 21:25

Men do not reject the Bible because it contradicts itself, but because it contradicts them.

Reading the Bible without mediating on it is like trying to eat without swallowing.

*Sola fidei regula*: the Bible is the only authoritative voice of God to man.

Take your directions from the Owner's Manual.

There is no accidental information in the Bible.

The Bible speaks ultimately, authoritatively, consistently, compassionately, guidingly, challengingly, realistically, adequately, and relevantly.

There are no nice subtle crosses in the Bible.

The Bible provides the floor plan for life.

The Bible tells how men can be saved and how saved men should live.

The Bible, through its principles and ideals, provides an enduring, relevant guide to Christian conduct.

The Holy Spirit and the Bible do not conflict.

The New is concealed in the Old—and the Old is revealed in the New. –St. Augustine

To be guided by the Holy Spirit is to be led into a knowledge of the will of God as revealed in the Bible and climaxed in Christ.

To pray well is to study well.

Until we can recreate and understand the cultural patterns of the various Biblical periods we will be handicapped in our understanding of the fuller meaning of Scripture. –Bernard Ramm

You're reading too much if you reflect on it too little. –Howard Hendricks

### External Links

1. Apologetics <http://www.4truth.net>
2. Baptist Theology <http://www.baptisttheology.org>
3. Bible [http://www.bible.org/series.asp?series\\_id=76](http://www.bible.org/series.asp?series_id=76)
4. Bible Atlas Online <http://anova.org/sev/atlas/hm/>
5. Bible Bulletin Board <http://www.biblebb.com/>
6. Bible History <http://www.bible-history.com/>
7. Bible in Pictures <http://www.creationism.org/books/BibleInPictures/>
8. Bible Land Photos <http://bibleplaces.com/>
9. Bible Study Notes by Dr. Thomas Constable of DTS <http://www.soniclight.com/constable/notes.htm>
10. Bible Study Resources [www.bible.org](http://www.bible.org)
11. Biola <http://www.go2rhcc.com/resources/OTHist/homepage.html>
12. Blue Letter Bible Timeline <http://www.blueletterbible.org/study/parallel/timeline/index.html>
13. Blue Letter Bible Study Tools/Charts <http://www.blueletterbible.org/study/>
14. Books of the Bible Daniel Akin – SEBTS <http://www.sebts.edu/president/>
15. Christian Classics Ethereal Library "World Wide Study Bible" <http://www.ccel.org/wwsb/>
16. Crosswalk.com Bible study tools <http://www.biblestudytools.net/>
17. E-sword.net Bible study tools <http://www.e-sword.net/>
18. Got OT Questions <http://www.gotquestions.org/Old-Testament-Survey.html>
19. Holy Land Photos <http://www.holylandphotos.org/>

20. Larkin's Bible Charts <http://members.citynet.net/morton/charts.htm>
21. Names of God <http://www.abu.nb.ca/ecm/topics/theme2.htm>
22. Old Testament Summary [http://www.bible.org/series.php?series\\_id=76](http://www.bible.org/series.php?series_id=76)
23. Old Testament Gateway <http://www.otgateway.com/>
24. Online Bible links <http://www.onlinebible.net/links.html>
25. Willmington's Bible Study Library (Theology and Bible Book Summaries)  
[http://www.churchplantingvillage.net/site/c.iiJTKZPEJpH/b.784509/k.67FF/Wilmingtons\\_Bible\\_Study\\_Library\\_1\\_2.htm](http://www.churchplantingvillage.net/site/c.iiJTKZPEJpH/b.784509/k.67FF/Wilmingtons_Bible_Study_Library_1_2.htm)

**Instructions**

You are beginning one of the most important studies of your life based on the Word of God. Much depends on the effort and dedication you invest in these sessions. Although this course is designed to require three or four hours to complete each session, every minute you spend will increase your understanding of God’s will and ways.

**To get the most out of the course it is vital that you do the following:**

1. Read your **Bible** and the **textbooks** each day.
2. Type answers to the **Quiz Questions** before class in preparation for discussion.
3. Type in your **Journal** brief personal reflections over each session.
4. Prepare for **Group Activities** before class.
5. Work on group presentations, individual projects, and booklets.

**Grade and Discuss the Quiz (60 minutes).**

Share your answers to the Take-home quiz questions.

**Discuss the Journal and Application (20 minutes).**

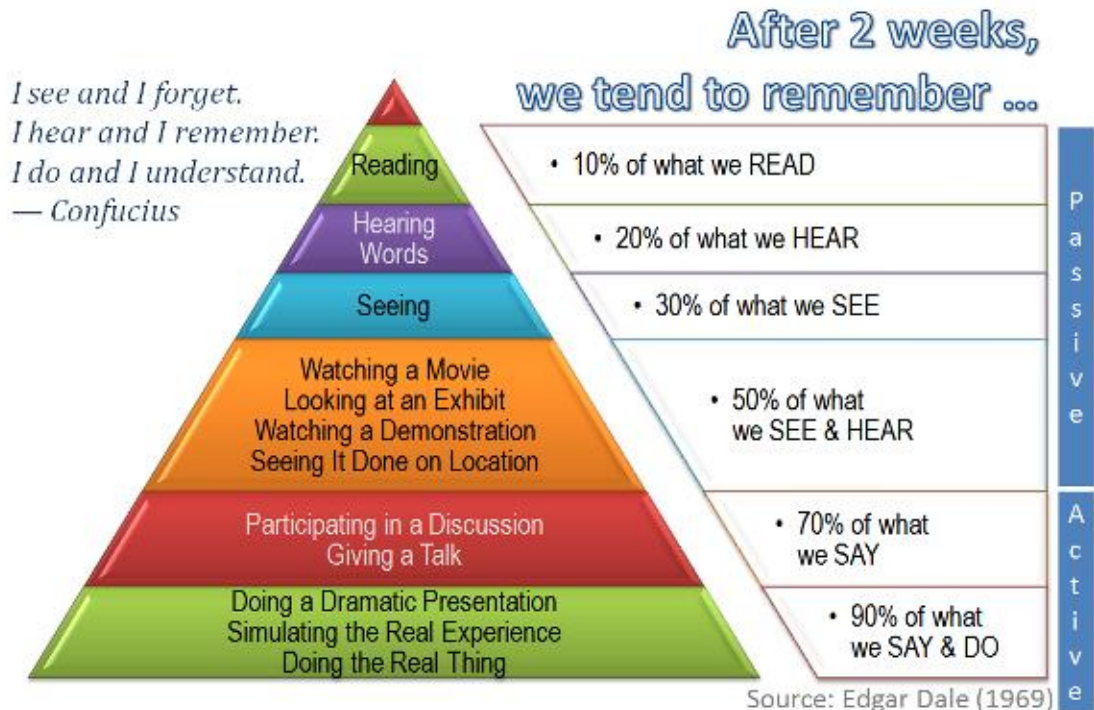
Share your reflections to the journal questions.

**Group Activity and Presentations (40 minutes)**

Students learn more by discussing and doing. Explore ways to better teach and apply what you are learning by creating illustrations, charts, drama, role play, visuals, etc.

# The Cone of Learning

sparkinsight.com



Adults learn in multiple ways. The purpose of the portfolio is to apply active learning through the Cone of Learning. Student-leaders are guided in reading, hearing, seeing, speaking, thinking, writing, participating, discussing, illustrating, presenting, and applying truth to their lives, families, and ministries. This results in transformational life-change.

<p><b>Mediation and Application Cards</b></p> <p>During the course place these on mirrors, in the kitchen, in the car, at work—and review daily.</p>	
<p><b>Principle: The Bible is God’s résumé and letter of references.</b>  <b>BIBLE—Basic Instructions Before Leaving Earth.</b></p> <p>Applications:</p>	<p><b>Principle: The Holy Spirit indwells and empowers us. We are not alone.</b></p> <p>Applications:</p>
<p><b>Principle: The Old Testament tells us that Jesus is coming!</b></p> <p>Applications:</p>	<p><b>Principle: Salvation is by grace through faith and results in good works (Eph. 2:8-10).</b></p> <p>Applications:</p>
<p><b>Principle: The Gospels tell us that Jesus came to save us from our sins.</b></p> <p>Applications:</p>	<p><b>Principle: We are involved in spiritual warfare on a daily basis.</b></p> <p>Applications:</p>
<p><b>Principle: The Epistles tell us how we should respond to Jesus’ coming.</b></p> <p>Applications:</p>	<p><b>Principle: Prophecy was written to remind us that we know the future—God wins!</b></p> <p>Applications:</p>
<p><b>Principle: The Revelation tells us that Jesus will return in power.</b></p> <p>Applications:</p>	<p><b>Principle: We should not be ignorant of the schemes of the devil.</b></p> <p>Applications:</p>

<b>Mediation and Application Cards</b> During the course place these on mirrors, in the kitchen, in the car, at work—and review daily.	
Principle:  Applications:	Principle:  Applications:
Principle:  Applications:	Principle:  Applications:
Principle:  Applications:	Principle:  Applications:
Principle:  Applications:	Principle:  Applications:
Principle:  Applications:	Principle:  Applications:

**Session 1: Understanding the Bible, Part 1**

Name \_\_\_\_\_ Date \_\_\_\_\_ Points \_\_\_\_\_

**Prayer****Overview of Syllabus (20 minutes).**

Share samples of individual projects and booklets.

**Grade and Discuss this Take-home Quiz (60 minutes)**

Complete this quiz before class. Each answer should be 50 words. The quiz is worth 50 points.

Writing answers to **quiz** questions is an opportunity to train your mind to actively reflect, analyze, and summarize key concepts which will then be synthesized and applied in journal reflection and group discussion. Learners remember more of what they actively discuss and apply than what they passively read and listen to. This is a key component of accelerated adult learning. Each student must do his part of the assignment so that the entire group can advance. Students learn better together.

1. How would you summarize the **Geography of the Old Testament**? (30 Days, 21-28)

2. How would you summarize the **Historical Books of the Old Testament**? (29-40)

3. How would you summarize the **Creation Era**? (41-46)

4. How would you summarize the **Patriarch Era**? (47-51)

5. How would you summarize the **Exodus Era**? (52-58)

6. How would you summarize the **Conquest Era**? (59-64)

**Journal Reflections (20 minutes)**

Writing **journal** reflections is an opportunity to experience transformational life change and develop Christian character. Thinking about what you are learning and discussing how to apply it with others has a way of making learning practical and meaningful. Reflection on Christian virtues (sexual purity, integrity, honesty, self-control, charity, generosity, diligence, persistence, patience, kindness, compassion, courage, and humility) is a key component of character development.

1. What is it that you really want to learn in this course? In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can your church apply these concepts in making disciples and developing leaders?

**Group Activity and Presentations (40 minutes).**

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals. The **group activity and presentations** is an opportunity to display your thinking in charts, graphs, illustration, and drawings.. Displaying your thinking brings ideas to life and engages the whole group in the creative thinking process. Students learn better together. Over 80% of adults are visual and relational learners. This is a key component to creativity, collaboration, cooperation, and team leadership—as well as in teaching the Bible. .

The Story of the Old Testament			
Era	Figure	Location	Description
C	A	E	The garden of Eden, where Adam is created. Near the convergence of the Tigris and _____ Rivers.
P	A	C	Abraham migrates from Ur, near Eden, to Canaan, where he and the other patriarchs live until the time of slavery in _____.
E	M	E	During a severe famine, the Israelites migrate to Egypt and are enslaved four hundred years before their exodus to _____.
C	J	C	Joshua leads the conquest of the Promised Land in _____.

**Session 2: Understanding the Bible, Part 2**

Name \_\_\_\_\_ Date \_\_\_\_\_ Points \_\_\_\_\_

**Prayer****Grade and Discuss this Take-home Quiz (60 minutes)**

Complete this quiz before class. Each answer should be 50 words.  
Each question = 7 points. The quiz is worth 50 points.

1. How would you summarize the **Judges Era**? (65-70)

2. How would you summarize the **Kingdom Era**? (71-76)

3. How would you summarize the **Exile Era**? (77-83)

4. How would you summarize the **Return Era**? (84-90)

5. How would you summarize the **Silence Era**? (91-97)

6. How would you summarize the **Poetical Books**? (98-105)

7. How would you summarize the **Prophetical Books**? (106-111)

**Journal Reflections (20 minutes)**

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can your church apply these concepts in making disciples and developing leaders?

**Group Activity and Presentations (40 minutes).**

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals, etc., about the Old Testament.

<b>Story of the Old Testament</b>			
<b>Era</b>	<b>Figure</b>	<b>Location</b>	<b>Description</b>
C	A	E	The garden of Eden, where Adam is created. Near the convergence of the Tigris and Euphrates Rivers.
P	A	C	Abraham migrates from Ur, near Eden, to Canaan, where he and the other patriarchs live for 200 years until the time of slavery in Egypt.
E	M	E	During a severe famine, the Israelites migrate to Egypt and are enslaved 400 years before their exodus to freedom.
C	J	C	Joshua leads the conquest of the Promised Land in Canaan.
J	S	C	The Israelites live in Canaan under a loose tribal system ruled by judges for the next 400 years.
K	D	I	With the formation of a formal monarchy, the land is now referred to by the national name of Israel.
E	D	B	Because of judgment for national moral corruption, Israel is conquered by foreign nations, finally forcing her leaders into 70 years of exile in Babylonia.
R	E	J	The exiled Israelites are allowed to return to Jerusalem to rebuild the city and temple, though they remain under the dominion of Persia.
S	P	J	Though dominion of the land changes from Persia to Greece to Rome, Israel is allowed to worship in Jerusalem for the next 400 years of "silence."

**Session 3: Understanding the New Testament**

Name \_\_\_\_\_ Date \_\_\_\_\_ Points \_\_\_\_\_

**Prayer****Grade and Discuss this Take-home Quiz (60 minutes)**

Complete this quiz before class. Each answer should be 50 words.  
Each question = 8 points. The quiz is worth 50 points.

1. How would you summarize the **Geography and Structure of the New Testament**? (115-126)

2. How would you summarize the **Gospel Era**? (127-133)

3. How would you summarize the **Church Era**? (134-140)

4. How would you summarize the **Missions Era**? (141-147)

5. How would you summarize the **Epistles**? (148-157)

5. How would you summarize the **Overview of Bible Doctrine**? (161-168)

6. How would you summarize the **Doctrine of the Bible**? (169-176)

**Journal Reflections (20 minutes)**

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can your church apply these concepts in making disciples and developing leaders?

**Group Activity and Presentations (40 minutes).**

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals, etc., about the New Testament.

<b>New Testament Eras</b>			
ERA	FIGURE	LOCATION	STORY LINE SUMMARY
G	J	P	Jesus comes in fulfillment of the Old Testament _____ of a Savior and offers _____ and the true kingdom of God. While some accept Him, most reject Him, and He is crucified, buried, and resurrected.
C	P	J	Peter, shortly after the _____ of Jesus, is used by God to _____ the _____, God's next major plan for man.
M	P	R	Paul _____ the church into the _____ Empire during the next two _____.
E			The Epistles are letters to the churches and to individuals to _____ them and _____ them in the Christian faith.



4. How would you summarize the **Doctrine of Angels**? (206-214)

5. How would you summarize the **Doctrine of Man**? (215-223)

6. How would you summarize the **Doctrine of Sin**? (224-231)

**Journal Reflections (20 minutes)**

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can your church apply these concepts in making disciples and developing leaders?

**Group Activity and Presentations (40 minutes).**

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals, etc., about these doctrines of the Bible.

<b>The Great Doctrines of the Bible</b>	
Doctrine	Importance
The Bible	
God	
Christ	
Holy Spirit	
Angels	
Man	
Sin	
Salvation	
The Church	

**Session 5: Understanding Bible Doctrines, Part 2**

Name \_\_\_\_\_ Date \_\_\_\_\_ Points \_\_\_\_\_

**Prayer****Grade and Discuss this Take-home Quiz (60 minutes)**

Complete this quiz before class. Each answer should be 50 words.  
Each question = 8 points. The quiz is worth 50 points.

1. How would you summarize The **Doctrine of Salvation?** (232-239)

2. How would you summarize the **Doctrine of the Church?** (241-249)

3. How would you summarize the **Doctrine of Future Things?** (250-261)

4. How would you summarize **The Summary of the Bible?** (262-264)

5. How would you summarize **What the Bible Teaches in 1,000 Words?** (264-267)

6. How would you summarize **The Message of the Bible?** (267-269)

**Journal Reflections (20 minutes)**

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can your church apply these concepts in making disciples and developing leaders?

**Group Activity and Presentations (40 minutes).**

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals, etc., about the doctrines of Salvation, the Church, or the Future.

<b>The Great Doctrines of the Bible</b>	
<b>Doctrine</b>	<b>Importance</b>
Salvation	
The Church	
The Future	

**Review**

Old Testament

ERA	FIGURE	LOCATION	STORY LINE SUMMARY
C	A	E	Adam is created by God, but he sins and destroys God's original _____ for man.
P	A	C	Abraham is _____ by God to "father" a people to _____ God to the world.
E	M	E	Through Moses God delivers the Hebrew people from slavery to Egypt and then gives
C	J	C	Joshua leads the conquest of the
J	S	C	Samson and others were chosen as judges to govern the people for
K	D	I	David, the greatest king in the new monarchy, is followed by a succession of mostly unrighteous kings, and God eventually judges Israel for her
E	D	B	Daniel gives leadership and encourages faithfulness among the exiles for the next
R	E	J	Ezra leads the people back from exile to
S	P	J	Pharisees and other entomb the Israelites in legalism for the next

New Testament

ERA	FIGURE	LOCATION	STORY LINE SUMMARY
G	J	P	Jesus comes in fulfillment of the Old Testament _____ of a savior and offers _____ and the true kingdom of God. While some accept Him, most reject Him, and He is crucified, buried, and resurrected.
C	P	J	Peter, shortly after the _____ of Jesus, is used by God to _____ the _____, God's next major plan for man.
M	P	R	Paul _____ the church into the _____ Empire during the next two _____.

**Session 6: What Do We Believe? Part 1**

Name \_\_\_\_\_ Date \_\_\_\_\_ Points \_\_\_\_\_

**Prayer****Grade and Discuss this Take-home Quiz (60 minutes)**

Now that we have surveyed the major doctrines, we will look at them in greater depth the goal of making application for new believers. Complete this quiz before class. Each answer should be 50 words. Each question = 6 points. Each quiz is worth 50 points.

1. How would you summarize **Who God Is?** (*New Christian's Handbook*, 1-8)

2. How would you summarize **What Is the Trinity?** (9-15)

3. How would you summarize **What Has God Done?** (16-22)

4. How would you summarize **Who Is Jesus?** (23-30)

5. How would you summarize **What Did Jesus Teach?** (31-38)

6. How would you summarize **What Did Jesus Do?** (39-47)

7. How would you summarize **Who Is the Holy Spirit?** (48-55)

8. How would you summarize **What Does the Holy Spirit Do?** (56-63)

**Journal Reflections (20 minutes)**

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can your church apply these concepts in making disciples and developing leaders?

**Group Activity and Presentations (40 minutes).**

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals, etc., about what we believe about Jesus or the Holy Spirit.



5. How would you summarize **Is Humanity Really Lost?** (97-104)

6. How would you summarize **How Can We Be Saved?** (105-113)

7. How would you summarize **What Happens when I Am Saved?** (114-121)

**Journal Reflections (20 minutes)**

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can your church apply these concepts in making disciples and developing leaders?

**Group Activity and Presentations (40 minutes).**

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals, etc., about what we believe about the Bible or Salvation.

**Session 8: What Do We Believe? Part 3**

Name \_\_\_\_\_ Date \_\_\_\_\_ Points \_\_\_\_\_

**Prayer****Grade and Discuss this Take-home Quiz (60 minutes)**

Complete this quiz before class. Each answer should be 50 words.  
Each question = 6 points. The quiz is worth 50 points.

1. How would you summarize **What Is the Spiritual War?** (122-130)

2. How would you summarize **How Can We Win the Spiritual War?** (131-139)

3. How would you summarize **What Is the Church?** (140-147)

4. How would you summarize **What Is the Church Supposed to Do?** (148-156)

5. How would you summarize **Who Can Lead the Church?** (157-164)

6. How would you summarize **What Does the Future Hold?** (165-174)

7. How would you summarize **What Is Hell?** (175-182)

8. How would you summarize **What Is Heaven?** (183-194)

**Journal Reflections (20 minutes)**

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can your church apply these concepts in making disciples and developing leaders?

**Group Activity and Presentations (40 minutes).**

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals, etc., about what we believe about spiritual warfare, the church, or the future.

**Session 9: Why Do We Believe It?**

Name \_\_\_\_\_ Date \_\_\_\_\_ Points \_\_\_\_\_

**Prayer****Grade and Discuss this Take-home Quiz (60 minutes)**

Complete this quiz before class. Each answer should be 50 words.  
Each question = 10 points. The quiz is worth 50 points.

1. How would you summarize **Why Believe in Truth?** (195-202)

2. How would you summarize **Why Believe in God?** (203-209)

3. How would you summarize **Why Believe Jesus Is God?** (210-217)

4. How would you summarize **Why Believe the Bible?** (218-225)

5. How would you summarize **How Can I Believe in Spite of the Pain?** (226-236)

**Journal Reflections (20 minutes)**

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can your church apply these concepts in making disciples and developing leaders?

**Group Activity and Presentations (40 minutes).**

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals, etc., about truth, God, Jesus, the Bible or suffering.



5. How would you summarize **How Do I Pray?** (270-276)

6. How would you summarize **How Can Know God's Will?** (277-284)

7. How would you summarize **How Do I "Give Away" My faith?** (285-292)

8. How would you summarize **What Are the Spiritual Disciplines?** (293-201)

**Journal Reflections (20 minutes)**

1. In light the textbook readings, group discussion, and/or recommended resources, what is God teaching you? How did this session strengthen your relationship with Jesus?

2. How are you going to apply these concepts to your life, family, and ministry?

3. How can your church apply these concepts in making disciples and developing leaders?

**Group Activity and Presentations (40 minutes).**

In groups of three or four, apply what you are learning by creating illustrations, charts, drama, role play, visuals, etc., about the “Great Wager,” spiritual health, faith, spiritual snares, prayer, God’s will, evangelism, or spiritual disciplines.

**Session 11: Final Exam**

Name \_\_\_\_\_ Date \_\_\_\_\_ Points \_\_\_\_\_

Complete this exam before class. The exam is worth 100 points.

The **final exam** is an opportunity to put your thoughts together so that you can act on them and experience transformational life change. The final exam provides multiple exposures to key concepts. Writing clarifies and sharpens your thoughts. The final exam is where students collect the ideas of mentors in order to fully develop and utilize them. By reviewing the final exams on an annual basis you will be able to harvest and retrieve what you have learned when you need it. Evaluated writing is a key component of learning, communicating, and leading.

Summarize the Bible in 1,000 words.

**Journal Reflections (20 minutes)**

1. What did God teach you during this course? Why is it important that you obey?

2. How have you applied these concepts to your life, family, and ministry during this course?

3. How has your church applied these concepts in making disciples and developing leaders?

**Group Activity and Presentations (40 minutes).**

Prepare for next session's group presentations.

### Session 12: Group Presentations

Name \_\_\_\_\_ Date \_\_\_\_\_ Points \_\_\_\_\_

Contribute to a **group presentation** on one of the **Bible Eras** or **Bible Topics**: Creation, Patriarch, Exodus, Conquest, Judges, Kingdom, Exile, Return, Silence, Gospels, Church, Missions, Epistles, Messianic Prophecies, or Distinctiveness of Christianity based on the textbook, online articles, and course notes. This group project can be a PowerPoint presentation, dramatic skit, role-play, charts, or drawings. This will assist student-leaders in developing the creative/critical thinking and teamwork skills essential to effective teaching and servant-leadership. Invite family and friends to watch. Videotaping this assignment so that students can view themselves would help them improve as well.

The **group presentation** is an opportunity for students to learn to work together. Students benefit from group interaction as they communicate, cooperate, and collaborate. The public speaking component of this assignment along with formative feedback helps students gain experience and confidence. Students learn best in professional learning communities.

### Session 13: Sermons or Individual Projects

Name \_\_\_\_\_ Date \_\_\_\_\_ Points \_\_\_\_\_

Present a typed **individual project** or **sermon** titled **Panorama of Bible History** based on textbooks, online articles, course notes, and other sources. The individual project can be a chart, an outline, a painting, a scroll, a collage, a booklet, or a PowerPoint presentation. This will assist student-leaders in developing their learning and teaching style skills essential to effective servant-leadership. Invite family and friends to watch. Videotaping this assignment so that students can view themselves would help them improve as well.

The **sermon or individual project** is an opportunity for students to improve by using their preferred learning strengths and creativity. Students benefit from using the unique God-given personality, gifts, and abilities as they teach and train others. The public speaking component of this assignment along with formative feedback helps students gain experience and confidence.

### Session 14: Booklet or Term Paper Presentations

Name \_\_\_\_\_ Date \_\_\_\_\_ Points \_\_\_\_\_

Present a typed, illustrated **booklet** or **term paper** titled **Overview of the Bible** based on textbooks, online articles, course notes, and other sources for distribution in your church. Be sure to *footnote all the ideas, paraphrases, and direct quotes in your paper*, whether from books or the Internet. Booklet should be at least 2,000-3,000 words in length. Text should be single-spaced. Font should be Times New Roman 12. Begin with an introduction and conclude with an application or call for commitment. Include illustrations and charts. This will assist student-leaders in developing the creative/critical thinking and writing skills essential to effective servant-leadership. Invite family and friends to watch. Videotaping this assignment so that students can view themselves would help them improve as well.

The **booklet or term paper** is an opportunity for students to enhance their writing skills. Students multiply their ministry as they communicate what they are learning to family, friends, and those they minister to in written form. Writing helps clarify ideas. Students benefit from the opportunity to both write and speak in formal settings. The public speaking component of this assignment along with formative feedback helps students gain experience and confidence.

### Debriefing and Testimonials

1. What learning activities did you enjoy most about this course? How did they help you learn?

2. How have you applied what you learned during this course? What difference is it making? How did this course strengthen your relationship with Jesus?

### Transfer of Credits to Southern California Seminary

To transfer credits from Equip Biblical Institute to Southern California Seminary, students must present a complete portfolio of their course work. The portfolio consists of the quizzes, journal reflections, booklets or term papers, and exams for each course. Upon successful completion of the course, students may transfer units into the Bachelor of Arts in Biblical Studies degree. If the portfolio for a course is not complete, the credits may not be transferable.

Attendance Policy. Attending class on time is important to receive the most out of the course. Entering class late disrupts the learning process of all students. Students are permitted three absences for a 14-week semester course. For the semester (28 classroom hours plus 56 homework hours) courses, more than 10 minutes late is a *Tardy*; more than 20 minutes late is an *Absence*. Two tardies count as one absence. College credit cannot be transferred to Southern California Seminary when a student misses four or more class sessions. A grade of NC (No Credit) will be recorded when a student misses four sessions or does not complete coursework on time. Exceptions must be *approved in writing* by the class instructor, the Site Director, and the Director of Equip Biblical Institute and will involve additional assignments mandated by Equip Biblical Institute. Students who attend all 14 sessions will receive 100 points.

**Transformational Learning Tip:** If you review this portfolio once a year (such as on New Year's Day) as part of a commitment to life change—you will exponentially increase your memory and ability to apply this material to your life, family, and ministry.