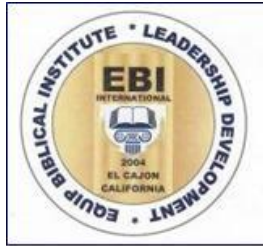


Name _____ Date _____ Course Grade _____



Session 1: The Purpose Driven Life8
 Session 2: You Were Planned for God’s Pleasure11
 Session 3: You Were Formed for God’s Family15
 Session 4: You Were Created to Become Like Christ.....18
 Session 5: You Were Shaped for Serving God22
 Session 6: You Were Made for a Mission25
 Session 7: Understanding the Christian Life28
 Session 8: God’s Expectations and Holiness32
 Session 9: Holiness and Spiritual Snares36
 Session 10: Spiritual Snares and Spiritual Warfare40
 Session 11: The Spiritual Disciplines44
 Session 12: Group Presentations49
 Session 13: Sermons or Individual Projects49
 Session 14: Booklet or Term Paper Presentations49

Course Description

This course focuses on how to teach the basic purposes and principles for living the Christian life. Topics include living a purpose-driven life of worship, fellowship, discipleship, ministry, evangelism, holiness, spiritual snares, spiritual warfare, and spiritual disciplines. Students will create a visual panorama of spiritual disciplines and an action plan to apply the Christian life for use in teaching the Bible.

Required Textbooks

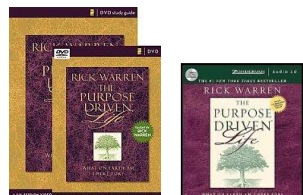
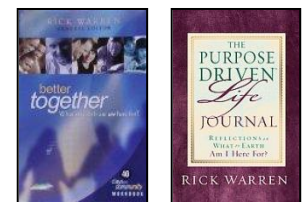
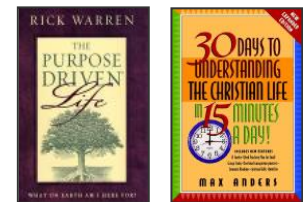
1. *The Holy Bible*. The New American Standard Version, the New International Version, and the New King James Version are recommended for study.
2. Dr. Rick Warren. *The Purpose Driven Life: What on Earth Am I Here for?* Grand Rapids, MI: Zondervan, 2002. ISBN 9780310205715
<http://www.bestwebbuys.com/9780310205715>
3. Dr. Max Anders. *30 Days to Understanding the Christian Life*. Nashville, TN: Thomas Nelson, 1998. 9780785209980
<http://www.bestwebbuys.com/9780785209980>

Recommended Resources

4. Dr. Rick Warren. *Better Together: What on Earth Are We Here for?* Lake Forest, CA: Purpose Driven, 2004. 978-1417403264
5. Dr. Rick Warren. *The Purpose Driven Life Prayer Journal*. Grand Rapids, MI: Zondervan, 2002. 9780310803065
<http://www.bestwebbuys.com/9780310205715>

Other Resources

6. Dr. Rick Warren. *The Purpose Driven Life Curriculum Kit: A Six-Session Video-Based Study for Groups or Individuals*. Zondervan, 2007.
<http://www.bestwebbuys.com/9780310278658>
7. Dr. Rick Warren. *The Purpose Driven Life: What on Earth Am I Here for?* Compact Disc for Commuters. Grand Rapids, MI: Zondervan, 2002.
<http://www.bestwebbuys.com/9780310247883>



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. (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 purposes of the Christian life in 1,000 words. This will assist student-leaders in developing long-term memory through multiple reviews of the core material. This will serve as the basis for the booklet or term paper. Week 11

Fifth, contribute to a **group presentation** on one of the **Aspects of the Christian Life** based on *Understanding the Christian Life: Human Condition and the Ways of God, God's Expectations, Holiness, Spiritual Snares, Spiritual Warfare, and Spiritual Disciplines*. This group project can be a PowerPoint presentation, dramatic skit, role-play, set of 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 Spiritual Disciplines** based on one of the books in the bibliography, textbooks, online articles, course notes, and other sources. The individual project can be a sermon manuscript, booklet, chart, collage, dramatic reading, graphic organizer, monologue, outline, painting, poem, PowerPoint, scroll, song, timeline, or webpage. This will assist student-leaders in developing their learning and teaching style skills essential to effective Christian living and servant-leadership. Week 13

Seventh, create a typed **booklet** or **term paper** titled **Action Plan for the Purpose Driven Life** based on textbooks, online articles, course notes, and other sources to be distributed in your church. Focus on incorporating all five purposes. 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 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 Christian living, teaching, preaching, and servant-leadership. Week 14

Welcome to the Purpose-Driven Christian Life!

Your mentors in this course are Dr. Rick Warren and Dr. Max Anders, as well as 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

Everything rises or falls with leadership.

Christian Life Quotes

All of our abilities come from God. Even abilities used to sin are God-given; they are just being misused or abused. . . . Since your natural abilities are from God, they are just as important and as 'spiritual' as your spiritual gifts. The only difference is that you were given them at birth. —Rick Warren

God gives each man a special task in life, and a blessing to carry it out.

God has a comprehensive purpose for your life.

God created you to do something good. —Ephesians 2:10

God allows persecution to accomplish His purposes.

God formed me for a special place where I fit perfectly. —O.S. Hockins

God takes everything in your life and focuses it for His purposes. —Henry Blackaby

God's purpose is to be accomplished by ordinary people who believe in and serve an extraordinary God. —Avery Willis

God has made us in such a way that He is the only One who can meet our needs for significance.

God has a creative plan for your life.

God has a clear priority for your life.

God has a job for me that no one else can do. — Ephesians 2:10

God has plans for you (Jer. 29).

God isn't trying to mess up our lives.

God chooses us to be trophies of His grace, glory, and goodness.

God is more interested in what I become than what I do. —Henry Blackaby

God is grooming you for His purposes.

God's purpose is bigger than your problem.

God's will should be our highest priority.

If I can help somebody as I pass along, if I can cheer somebody up with a word or song, if I can show somebody how he's traveling wrong, then my life will not be in vain. —Martin Luther King Jr.

If I try to meet the needs of people I will never complete the work of the Father. —Henry Blackaby

If you are still here, God has a job for you.

It *feels good* to do what God made you to do. When you minister in a manner consistent with the personality God gave you, you experience fulfillment, satisfaction, and fruitfulness. —Rick Warren, 246

Our sense of emptiness is not accidental; it is a fundamental clue as to our origin, purpose and destiny. Nothing that we experience on earth can truly satisfy.

The God who calls me is also the One who will enable me to do His will. —Henry Blackaby

There is a design behind my life—a purpose, a plan. Jeremiah 1:4

Using Your Personality: The Bible gives us plenty of proof that God uses all types of personalities. Peter was a *sanguine*, Paul was a *choleric*, Jeremiah was a *melancholy*. . . . There is no 'right' or 'wrong' temperament for ministry. We need all kinds of personalities to balance the church and give it flavor. —Rick Warren

What we do in life echoes in eternity.

What were you placed on earth for—to live for Jesus—eternal gain.

We have no problems, just challenges to adjust to the plan of God.

When ordinary people begin to see their extraordinary potential, life is no longer a trivial pursuit. —Tom Julien

You are the way God made you for a reason.

You're just a player in a much bigger plan.

You were made to rule the world.

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
4. Bible Atlas Online <http://anova.org/sev/atlas/htm/>
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
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
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



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 **Discussion 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. Type in your **Action Plan** a paragraph that expresses your personal application.

Grade and Discuss Quiz (60 minutes)

Take the quiz at home, grade it in class, then discuss the right answers.

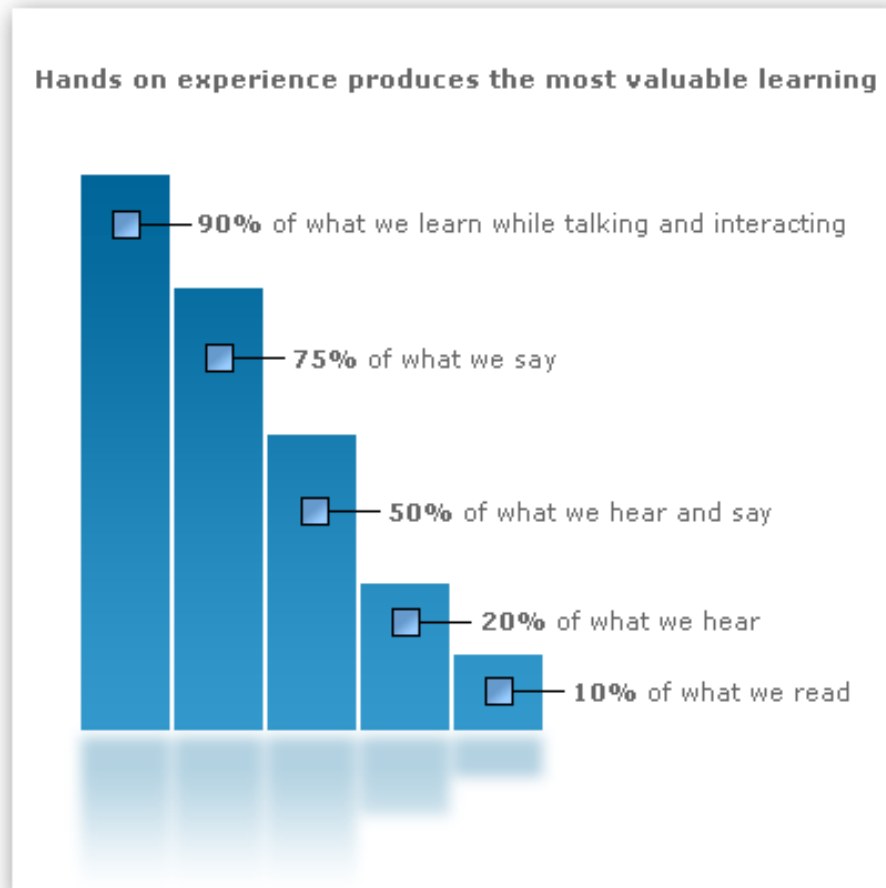
Grade and Discuss Quiz and Journal (20 minutes)

Discuss what God is teach us and how we can apply what we are learning.

Group Activity and Presentations (40 minutes)

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

**I read and I forget.
I see and I remember.
I do and I understand.**



Mediation and Application Cards During the course place these on mirrors, in the kitchen, in the car, at work.	
<p>Principle: It's not about you.</p> <p>Applications:</p>	<p>Purpose #5: You were made for a mission.</p> <p>Applications:</p>
<p>Purpose #1: You were planned for God's pleasure.</p> <p>Applications:</p>	<p>Principle: Loving God, Loving Others, Serving</p> <p>Applications:</p>
<p>Purpose #2: You were formed for God's family.</p> <p>Applications:</p>	<p>Principle: Pursuing Holiness</p> <p>Applications:</p>
<p>Purpose #3: You were created to become like Christ.</p> <p>Applications:</p>	<p>Principle: Avoiding Spiritual Snares</p> <p>Applications:</p>
<p>Purpose #4: You were shaped for serving God.</p> <p>Applications:</p>	<p>Principle: Victorious Spiritual Warfare</p> <p>Applications:</p>

Session 1: The Purpose Driven Life

Name _____ Date _____ Points _____

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

Share samples of individual projects and booklets.

Grade and Discuss this Take-home Quiz and Journal (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. What do you think are the implications of the first sentence of this book, "It is not about you"? (17-21)

The purpose of your life is far greater than your own personal fulfillment, your peace of mind, or even your happiness. It's far greater than your family, your career, or even your wildest dreams and ambitions. If you want to know why you were placed on this planet, you must begin with God. You were born by His purpose and for His purpose.

2. What does this statement mean, "You are not an accident"? (22-26)

3. What are the five great benefits of purpose-driven living? (27-35)

4. What do you feel most people's lives are driven by? What has been the driving force in your life? (36-40)

5. What does this statement mean, "The way you see your life shapes your life"? (41-46)

6. Up to this point, what image or metaphor has best described your life? A race, circus, test, journey, struggle, or something else? Why? (47-52)

7. If we understood that life on earth is really preparation for eternity, how would we act differently? (53-59)

8. How can we bring glory to God? (55-57)

9. What do people get attached to on earth that keeps them from living for God's purposes?

10. What have you been attached to that could keep you from living for God's purposes?

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 of 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 could we as church leaders teach these lessons to current and future 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. .

Session 2: Your Were Planned for God's Pleasure

Name _____ Date _____ Points _____

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

Complete this quiz before class. Each answer should be 50 words.

Each question = 4 points. The quiz is worth 50 points.

1. How is "living your whole life for God's pleasure" different from the way most people understand "worship"? (63-68)

2. What does this statement mean, "The smile of God is the goal of your life"? (69-76)

3. What common (thankless) tasks could you start doing as if you were doing it directly for Jesus? (69-76)

4. What does this statement mean, "The heart of worship is surrender"? (77-84)

5. Since God knows what is best, in what areas of life do we need to trust Him most? (85-91)

6. How is a friendship with God similar to any other friendship, and how is it different? (92-99)

7. What can we do to remind ourselves to think about God and talk to Him more often throughout the day? (92-99)

8. What kind of worship pleases God? (100-107)

9. How can we choose to be closer to God? (107-113)

10. Share something you learned from a time when God seemed distant. (107-113)

11. When is it appropriate to express anger to God? (110)

12. What fears surface when you think of surrendering your complete life to Christ? (107-113)

13. How can we stay focused on God's presence, especially when He feels distant? (107-113)

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 could we as church leaders teach these lessons to current and future 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 about being planned for God's pleasure.

7. Why are authenticity, mutuality, sympathy, and mercy needed for real fellowship to exist? (138-144)

8. Why are honesty, courtesy, confidentiality, and frequency needed for cultivating community? (145-151)

9. What are the steps to restoring a relationship? (152-159)

10. What would make it easier for you to be able to share your needs, hurts, fears, and hopes with others? (152-158)

11. What are the barriers that keep us from loving and caring for other believers? 160-167)

12. What are the most common excuses people give for not joining a church, and how would you answer them? (160-167)

13. What could our group do to protect and promote the unity in our churches?

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 could we as church leaders teach these lessons to current and future 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 about being formed for God's family.

8. How do we abide in God's Word? (186-192)

9. What is the difference between reading and studying the Bible? (189)

10. What does this statement mean: "The truth will set you free, but first it may make you miserable"? (191)

11. Why does God allow problems in our lives? (193-197)

12. Since God intends to make you like Jesus, He will take you through the same experiences Jesus went through. What did Jesus have to go through? (197)

13. How should we respond to problems? (197-200)

14. What does this statement mean, "Every temptation is an opportunity to do good"? (201-202)

15. How does God teach us love, peace, patience, integrity, humility, and endurance? (202-203)

16. How does temptation work? (203-204)

17. How can we overcome temptation? (204-208)

18. How are we to defeat temptation? (209-216)

19. Why does spiritual growth take so much time? (217-221)

20. How can we cooperate with God in the spiritual maturity process? (221-223)

Journal Reflections (20 minutes)

1. What is God teaching you in this session? Which of the steps to defeating temptation could help you most? How has God used pain or trouble to help you grow?

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

3. How could we as church leaders teach these lessons to current and future 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 about being created to become like Christ.

8. What kinds of experiences from your past have shaped you? (246-248)

9. Why does God intentionally allow you to go through painful experiences? (246-248)

10. What is the best use of your life? (249-255)

11. How do real servants act? (257-264)

12. How do real servants think? (265-270)

13. What does this statement mean: "God loves to use weak people"? (272-278)

14. How did Paul react to his weakness? (277)

15. What do you love to do that you could use to serve others in the family of God?

Journal Reflections (20 minutes)

1. What is God teaching you in this session? What painful experiences have you gone through that God could use to help others who are going through the same kind of situation?

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

3. How could we as church leaders teach these lessons to current and future 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 about being shaped for serving God.

6. How does one live the balanced Christian life? (305-311)

7. What does this statement mean, “Living on purpose is the only way to really live-everything else is just existing”? (312-319)

8. What is a life purpose statement? (313)

9. Share your life purpose statement based on life’s five great questions.

10. What can our group do together to help fulfill the Great Commission?

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 could we as church leaders teach these lessons to current and future 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 about being made for a mission.

Session 7: Understanding the Christian Life

Name _____ Date _____ Points _____

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

Complete this quiz before class. Each answer should be 30-50 words.

Each question = 2.5 points. The quiz is worth 50 points.

1. Where do we find the meaning of life? (1-8)

2. Why is it okay to want to be happy? (8-11)

3. What is God like? (11-2)

4. What three things does God desire? (13)

5. What is God offering mankind? (14)

6. How does God see us? (19-23)

7. What are the two fundamental longings of mankind? (24)

8. What is our great task as Christians? (26)

9. What are the four main elements in the program of God? (29-31)

10. How do God's dealings in the Old Testament differ from those in the New Testament? (31-37)

11. What are the three consequences when we are properly related to God? (37)

12. How would you summarize love for God? (43-46)

13. What is personal love and public love for God? (46-48)

14. What is worship? (49-52)

15. How would you summarize love for others? (55-57)

16. How are we to love those in need? (57-58)

17. How are we to love other Christians? (58-60)

18. How are we to love our family? (60-61)

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 could we as church leaders teach these lessons to current and future 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 about the ways of God or loving others.

Session 8: Pursuing Holiness

Name _____ Date _____ Points _____

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

Complete this quiz before class. Each answer should be 30-50 words.
Each question = 3 points. The quiz is worth 50 points.

1. What does it mean to “See ourselves as God sees us”? (65-71)

2. How are we to pursue the image of God within? (71-75)

3. How can we enjoy what God has given us to enjoy? (75-76)

4. What is the role of a steward? (79-83)

5. What is the role of an ambassador? (83-84)

6. What is the role of discipline? (84-85)

7. What satisfies our drive for meaning? (88-90)

8. What is our natural tendency when serving others? (90-92)

9. Why do we need to serve others? (92-93)

10. What is the work of God? (97-99)

11. How can we maintain our balance? (99-100)

12. How can we maintain our perspective? (100-103)

13. How can we develop patience in the process? (103-105)

14. What does this statement mean: "Truth doesn't change"? (107-109)

15. Why do we need absolute truth? (110-112)

16. What should be our response to absolute truth? (112-114)

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 could we as church leaders teach these lessons to current and future 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 about God's expectations and holiness.

Session 9: Avoiding Spiritual Snares

Name _____ Date _____ Points _____

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

Complete this quiz before class. Each answer should be 30-50 words.

Each question = 2.5 points. The quiz is worth 50 points.

1. How do our actions fit into personal commitment? (117-121)

2. How do our attitudes fit into personal commitment? (121-122)

3. How do our goals fit into personal commitment? (122-125)

4. Why do we need other Christians? (127-130)

5. Why must we be willing to give to others? (131-133)

6. Why must we be willing to receive from others? (133-134)

7. How does God use time and trials in Scripture? (137-140)

8. What are the biblical examples of time and trials? (140-142)

9. Why do we need an eternal perspective? (142-146)

10. What secular intellectual attack is being made on Christians? (151-158)

11. What should be our intellectual response to this secular attack? (158-160)

12. What should be our personal response to this secular attack? (160-162)

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 could we as church leaders teach these lessons to current and future 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, about holiness or spiritual snares.

6. What can be done about spiritual exhaustion? (217-222)

7. In what three ways does Satan tempt us to sin? (227-232)

8. What is the relationship between guilt and forgiveness? (232-235)

9. What is the Source of our victory in spiritual warfare? (235-237)

10. Why do we need spiritual armor? (239-242)

11. What are the pieces of armor that are affixed to the body? (242-248)

12. What are the pieces of armor that are not affixed to the body? (248-253)

13. Why is the battle for the mind so crucial? (255-257)

14. How can we guard our minds? (258-260)

15. What is the key to breaking the hold of besetting sin? (260-262)

16. What do we understand about prayer? (267-270)

17. What do we not understand about prayer? (271-274)

18. Why should prayer focus on our relationship with God? (274-277)

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 could we as church leaders teach these lessons to current and future 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 about spiritual snares, spiritual warfare, or prayer.

Session 11: The Spiritual Disciplines

Name _____ Date _____ Points _____

Prayer**Grade and Discuss this Quiz (80 minutes)**

Complete this quiz before class. Each answer should be 50 words.
Each question = 5 points. The exam is worth 50 points.

1. What is corporate worship—and who is the audience? (279-283)

2. What is personal worship? (283-284)

3. How is worship the pursuit of God? (284-287)

4. Why are all tasks important? (289-291)

5. What is wrong with the spiritual versus secular mindset? (291-292)

6. How can we live a life of godly balance? (292-297)

7. How is the body of Christ related to spiritual gifts? (299-301)

8. How is service related to ministry gifts? (301-303)

9. What is learning by doing all about? (303-304)

10. How does God want us to share the good news of salvation on a personal level? (307-315)

11. How does God want us to share the good news of salvation on a corporate level? (315-316)

12. How does God want us to share the good news of salvation on a support level? (316-317)

13. How do we find the moral will of God? (319-321)

14. How do we make decisions in the circumstantial will of God? (321-326)

15. How can we know we are living in the will of God? (326-327)

16. Why is spiritual vigilance necessary? (329-332)

17. How can we be effective and control our life? (333-334)

18. How can we know we are making the most effective use of time? (334-339)

19. How would you summarize living a life of love? (341-351)

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 Purpose Driven Life in 1,000 words.

Journal Reflections (20 minutes)

1. What did God teach you during this course?

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** titled **Aspects of the Christian Life** based on one of the topics in the textbooks. This group project can be a PowerPoint presentation, dramatic skit, role-play, set of illustrated charts or drawings. This will assist student-leaders in developing the creative/critical thinking and teamwork skills essential to effective teaching and servant-leadership.

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 Spiritual Disciplines** 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. 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 **Action Plan for the Purpose Driven Life** 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 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.

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.