The Sure Foundation Under the Solid Rock

Student Manual for Church and Online Study

Pastor Lenin Were
RTD Church International School of Ministry

Complete course in twelve chapters

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This manual helps disciples and new members establish a foundation in Jesus Christ and practice the faith they are learning. Use it for independent study, an RTD School of Ministry online course, or a local church class. Each chapter contains teaching, Scripture study, discussion, practical work, prayer, and a knowledge review.

The course follows the subjects of the original book and develops them into short lessons. Scripture passages are summarized rather than quoted at length. Read the referenced passages in your own Bible before drawing a conclusion or completing an assignment.

What you are working toward

- Understand the gospel and describe a faithful response to Jesus Christ.
- Develop a pattern of Scripture reading, prayer, worship, fellowship, and service.
- Exercise discernment in teaching, spiritual gifts, relationships, and ministry responsibilities.
- Apply what you learn through specific actions and a final personal discipleship plan.

About this public edition

This edition presents the complete twelve-chapter student course based on Pastor Lenin Were’s original book. It retains the book’s purpose of grounding believers in Christ while arranging the teaching into shorter lessons for church and online study. Read the cited Bible passages in context. The instructor guide and answer keys are distributed separately to approved instructors.

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How to study the course

A pattern for each chapter

1. Read the purpose and learning outcomes. Notice what you should be able to explain or do.
2. Read each assigned Bible passage in context. Use a notebook for observations and questions.
3. Study the teaching, then discuss the questions with a class, mentor, or trusted believer where possible.
4. Consider the practice case and complete the application assignment. Submit only the work requested.
5. Take the ten-question review. After feedback, return to the lesson and retry when needed.
6. Pray, put a specific response into practice, and record your next step.

Pace and support

Study at a pace that allows understanding and application. The longer chapters on prayer, leadership, and relationships are best spread over several sessions. A suggested classroom plan appears in the instructor guide. Online students should have a named instructor or mentor and a clear way to ask for help.

Learning and course completion

- Study the required lessons in all twelve chapters. The online course groups these lessons into thirty units.
- For online unit completion, earn at least 8 out of 10 on each chapter review. Review feedback and retry when needed.
- In a church class, complete each chapter assignment with instructor feedback or an agreed oral alternative.
- Prepare the final discipleship plan. Local church instructors use the twenty-mark rubric and a passing mark of 16 out of 20.

The online academy records unit and quiz completion. Its certificate confirms that those online requirements were met after all units were released. A church instructor should also review practical assignments and the final plan before announcing local class completion. The certificate does not confer ordination or an academic degree.

Your privacy and participation

Keep a private journal for personal reflection. You are not required to disclose intimate confessions, trauma, or another person’s confidential information to pass. Use fictional examples when appropriate. Ask for a readable, audio, or oral alternative if needed. Food fasting and particular spiritual manifestations are not assessment requirements.

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Use the headings in Word's navigation pane to move between chapters and lessons. Page numbers refer to this edition. Each chapter review follows its teaching and application material.

Continuing in a church community

A manual can explain and guide practice, but discipleship also involves shared life. As you study, seek opportunities for prayer, worship, service, and conversation with other believers. Arrange help with baptism, pastoral questions, and areas of life that need personal care.

Chapter 01

Introduction and Beginning Life in Christ

Begin the course through the author's testimony and learn how Christ forms the foundation of Christian life. Prepare a realistic pattern of Scripture reading, prayer, obedience, and fellowship.

Learning outcomes

- Explain why Jesus Christ is the foundation of Christian life.
- Describe repentance and faith at the beginning of the Christian journey.
- Distinguish learning biblical truth from putting it into practice.
- Prepare a realistic plan for Bible reading, prayer, and fellowship.

Words to understand

Foundation The base upon which something is built; Jesus Christ is the foundation of Christian life.

Repentance Turning from sin toward God.

Faith Trusting God and relying on Jesus Christ.

Disciple A learner who follows Jesus and learns to obey Him.

Fellowship Shared life in worship, learning, care, and service.

Lesson 1 A welcome from Pastor Lenin Were

Personal testimony adapted from the original introduction

I give glory and praise to our heavenly Father in the mighty name of Jesus Christ. I thank Him for the work He does through ordinary people and for the privilege of serving His purposes. My desire in preparing these teachings is to help believers become established in their walk with the Lord.

My own journey began during my first year of high school. One Sunday, a visiting preacher spoke at our school about salvation and the importance of giving our lives to Jesus. I had attended church before, but the message helped me understand that a person could repent, receive forgiveness, and begin a new life with the Lord.

Convicted of my sins, I responded to the altar call and gave my life to Jesus. A desire to know Him began to grow within me. As I became more aware of God's holiness, I also became deeply aware of my own unworthiness. I repeatedly returned to the altar, thinking I needed to be saved again.

A brother in the Christian Union explained that I had received Christ and now needed to live in repentance and find a place where I could grow spiritually. His guidance helped me begin learning how to live out the faith I had received. I started attending the school's Christian Union meetings and brought many questions with me.

As I became more involved, I was elected assistant Bible study leader. I was still young in the faith, yet I began teaching the Word while continuing to learn. Later, I became the Bible study leader and served in that role until I completed high school. Those years became an important part of my spiritual growth.

I also remember being water baptized at Nyayo Stadium in Kenya during a Christco annual repentance meeting. Pastor John Das and his wife, Roselyn Das, were holding a meeting for young people. Pastor Das gave us papers he had anointed and instructed us to write a five-year vision for our lives. I wrote about the desire in my heart to serve the Lord.

When my turn came for prayer, Pastor Das laid his hands on me and said, “You are called to the Ministry.” He repeated that calling and told me that my life belonged to God. He spoke about the importance of making decisions in light of that call. Over time, I experienced further confirmations through other servants of God, including people I did not know personally.

These experiences helped shape my conviction that God had called me to serve His house and help lay a firm foundation for His people. This manual grows out of that calling and the teachings shared within our ministry. My prayer is that your study will deepen your understanding of Scripture and strengthen your walk with Jesus Christ.

Welcome to the journey of learning and growing together.
Pastor Lenin Were
RTD Church International

Lesson 2 Jesus Christ is our foundation

Matthew 7:24–27; 1 Corinthians 3:10–11

Jesus described two people who built houses. Both heard His words, and both faced a storm. The wise builder acted on what Jesus said. The foolish builder heard without putting His teaching into practice. The difference became visible when the storm came.

This illustration teaches us to examine our response to Christ. A person may become familiar with Christian language and still avoid obedience in everyday life. Jesus calls us to hear His teaching and act on it. Learning becomes part of discipleship as we allow His words to direct our choices.

In 1 Corinthians 3, Paul describes himself as a builder who laid a foundation through his ministry. He identifies Jesus Christ as the foundation. Teachers and leaders help people grow, but their work must be built on Him. A student should therefore bring each lesson back to Christ and to the Scriptures that bear witness to Him.

Consider forgiveness. A learner may correctly explain a Bible passage about forgiving others yet continue planning revenge. The lesson has been understood intellectually, but it has not yet shaped the learner’s conduct. A practical response might begin with prayer, refusing retaliation, and asking for help with a difficult relationship. Obedience takes a concrete form.

As you study, ask what the passage reveals about God, what it teaches about human life, and how you should respond. Some responses will involve a decision today. Others will require patient practice and guidance. The purpose is to become increasingly responsive to the Lord in the situations you actually face.

Choose one teaching of Jesus that you already understand. Name a specific action that would express obedience to it this week. Keep the action within your responsibility; do not make your progress depend on someone else changing first.

Christ is the foundation of Christian life. We build faithfully as we receive His teaching and put it into practice.

Lesson 3 Beginning and continuing with Jesus

Ephesians 2:8–10; 1 John 1:8–2:2

Ephesians 2:8–10 presents salvation as God’s gift, received through faith. Good works follow as part of the life God prepares for His people. This gives a new believer a clear starting point: place your trust in Jesus Christ and receive what God gives through Him.

Pastor Lenin’s testimony describes the difference between attending church and personally responding to the message of salvation. That response involved conviction of sin, repentance, and a desire to know Jesus. The fuller teaching on salvation and the new birth will be developed in Chapter Three.

A believer who becomes aware of sin needs a truthful way to respond. In 1 John 1:8–2:2, John calls believers to acknowledge sin and points them to forgiveness and cleansing in Christ. His aim is that they should not sin; he also points them to Jesus Christ when they do.

This passage helps explain the concern raised in the opening testimony. A tender conscience can become troubled when a new believer notices failure. That concern should lead the person to God in confession and to a renewed response of obedience. A leader can help the believer understand Scripture, address a particular struggle, and learn to rely on Christ.

Repentance includes admitting what is wrong and turning toward what is right. If you have spoken dishonestly, a practical response may include telling the truth and correcting the harm where possible. If you have neglected prayer, begin again with a realistic time to meet with God. When a struggle persists, seek pastoral support rather than hiding it.

The Christian Union brother in the testimony offered help at an important moment. New believers benefit from people who can listen carefully and explain Scripture. Bring your questions to a trusted leader. Ask for the biblical basis of the teaching and take time to understand it.

Lesson 4 Establishing a pattern of growth

Acts 2:41–42; James 1:22–25

Acts 2 describes believers continuing in the apostles' teaching, fellowship, the breaking of bread, and prayers. Their new life included shared worship and ongoing learning. The church gave them a setting in which to receive teaching and participate in the life of the believing community.

In the opening testimony, Christian Union meetings and Bible study became part of Pastor Lenin's growth. You also need a setting where you can learn, ask questions, worship, and receive care. For an online student, this may include a local congregation and an arranged conversation with a course mentor.

Begin with a short passage you can read carefully. Notice who is speaking, who is being addressed, and what happens before and after the verses. Write one sentence about what the passage says before deciding how it applies. When you do not understand something, record the question and return to it with help.

James 1:22–25 warns against hearing the Word without doing it. After reading, identify one response that fits the passage. A reading about generosity may lead you to meet a need within your means. A reading about truthful speech may lead you to correct something you said.

Set aside a regular time to speak with God. You can begin by thanking Him, confessing sin, bringing your needs before Him, and praying for others. Use the Scripture you have read to guide your prayer. When your attention wanders, return to the passage and continue.

Choose a pattern you can sustain. For the coming week, begin with ten to fifteen minutes on five days if that fits your circumstances. If you miss a day, resume at the next opportunity. Contact a trusted leader or course mentor with a question from your study, and arrange to participate in worship or fellowship.

Discussion and reflection

1. What brought you to this course, and what do you hope to understand?

2. What did the Christian Union brother help Pastor Lenin understand?

3. What is one teaching you need to put into practice this week?

Practice case

A learner hears many sermons but says, “I will think about obeying when life is less busy.” Using Matthew 7:24–27, explain the response Jesus describes as wise.

Application assignment

On five days this week, read a short passage, pray, and record a response. Submit 100–150 words explaining one biblical insight, one action practiced or planned, and one question. An oral response is acceptable. Keep private confessions in your own journal.

A Complete response should use the relevant passage accurately, identify a practical step, and communicate clearly. Your instructor will give feedback if revision would help.

Closing prayer

Lord Jesus, be the foundation of my life. Help me receive Your Word, trust Your grace, and practice what I learn. Guide me into faithful prayer and fellowship. Amen.

Chapter 01 knowledge review

Choose one answer for each question. The suggested pass mark is 8 out of 10. Answers and explanations are held in the instructor guide. Use your notebook or the online answer form.

1. According to 1 Corinthians 3:11, who is the foundation of Christian life?

A. Jesus Christ
B. A respected teacher
C. Personal achievement
D. A church building

2. In Matthew 7:24–27, what does the wise builder do?

A. Listens without responding
B. Avoids every storm
C. Hears Jesus and acts on His words
D. Builds without a foundation

3. How does Ephesians 2:8–10 describe salvation?

A. A reward for church attendance
B. The result of public recognition
C. Payment for completing a course
D. God’s gift received through faith

4. What is repentance?

A. Blaming someone else
B. Turning from sin toward God
C. Concealing wrongdoing
D. Learning religious terms

5. According to 1 John 1:8–2:2, how should believers respond to sin?

A. Confess it and turn to God through Christ
B. Deny that it exists
C. Depend on their reputation
D. Hide it to appear mature

Chapter 01 knowledge review continued

6. What helped Pastor Lenin begin to grow after his conversion?

A. Christian Union fellowship and Bible study
B. Withdrawing from other believers
C. Depending only on his feelings
D. Avoiding questions

7. What pattern appears in Acts 2:42?

A. Competition for recognition
B. Teaching, fellowship, breaking bread, and prayers
C. Service without prayer
D. Learning without community

8. What does James 1:22–25 call believers to do?

A. Leave obedience to their leaders
B. Put the Word into practice
C. Hear the Word and stop there
D. Measure maturity by vocabulary

9. What is a helpful first step when a student does not understand a passage?

A. Ignore the passage permanently
B. Read the context and seek informed guidance
C. Create a meaning without reading it
D. Assume that questions show failure

10. Which is the clearest practical study plan?

A. Rely on a quiz score alone
B. Wait until life has no interruptions
C. Read whenever every question is already answered
D. Choose a regular time, read a passage, pray, and apply it

Chapter 02

The Core Commission of Discipleship

Learn what it means to follow Jesus, belong to His people, and help others grow. This chapter connects the Great Commission with the responsibilities of disciples and those who teach them.

Learning outcomes

- Explain the main actions in the Great Commission.
- Distinguish loyalty to Christ from dependence on a human leader.
- Describe how Scripture shapes doctrine and conduct.
- Plan a respectful first step in helping another person follow Jesus.

Words to understand

Commission An entrusted responsibility or mission.

Doctrine Teaching about what Christians believe and how they live.

Accountability Answering honestly for one's decisions and responsibilities.

Fivefold ministry The ministries named in Ephesians 4:11 that equip believers for service.

Lesson 1 The commission belongs to Jesus

Matthew 28:18–20; John 1:43–51

Jesus sends His followers to make disciples among the nations. The commission includes baptizing and teaching people to obey what He commanded. Its center is Jesus: He has authority, gives the assignment, and promises His presence. Evangelism introduces people to the good news; discipleship continues as they learn to live under His lordship.

In John 1, Philip responds to Jesus and invites Nathanael to come and see. The invitation begins a relationship with Christ. A disciple can also invite a friend to read a Gospel, attend a service, or ask a sincere question. We cannot produce faith by pressure. We can explain, invite, listen, and remain available.

The original chapter emphasizes a spiritual connection between teachers and learners. Such a relationship should help a person recognize and follow Jesus. A miracle or personal encounter may become part of a testimony, but the gospel itself must be explained. A learner needs to know whom they are trusting and what He teaches.

Lesson 2 The cost and habits of following Christ

Luke 14:25–33; Luke 9:62; John 14:8–9

Jesus calls disciples to give Him first place. In Luke 14, His demanding language about family and possessions confronts divided allegiance. Read it with His wider teaching about love: the call to put Christ first does not authorize cruelty toward relatives or neglect of family responsibilities.

Carrying the cross involves yielding our lives to Christ even when obedience is costly. This may mean refusing dishonest gain, changing a damaging habit, or serving when recognition is absent. Counting the cost helps a learner make a thoughtful commitment rather than a promise made only in excitement.

A committed disciple also asks questions. Philip asked Jesus to show the Father. The disciples asked why they had failed in ministry. Questions can expose confusion and create an opportunity for teaching. Bring questions respectfully, examine the passage, and be willing to act on what becomes clear.

Lesson 3 Receiving teaching and practicing discernment

2 Timothy 3:16–17; 2 Timothy 4:1–5; Acts 17:10–12

Scripture teaches truth, exposes wrongdoing, corrects our direction, and trains us in righteous living. These purposes belong together. A class that provides information without helping people change remains incomplete. Correction should identify what is wrong, show the biblical reason, and help the learner take a better path.

The original book calls teachers to explain sound doctrine and students to receive instruction humbly. It also warns against placing a servant above the Bible. These two emphases support each other. Listen carefully to leaders and examine the passages they use. Respectful examination serves the truth and protects the whole congregation.

When a teaching is unclear, describe the specific concern and ask to study it together. Avoid gossip and personal attacks. A leader who is accountable should welcome a careful question and correct a mistaken reference or explanation. The aim is shared obedience to Christ, whose authority governs both teacher and student.

Lesson 4 The responsibilities of spiritual leaders

Hebrews 13:17; Ezekiel 34:1–6; 1 Peter 5:1–4

Leaders watch over people and will give an account to God. Ezekiel rebukes shepherds who feed themselves while neglecting the weak and scattered. Pastoral responsibility therefore includes teaching, protection, prayer, encouragement, and a willingness to seek those who have become isolated.

Authority must be exercised with care. A shepherd helps people grow in discernment and responsibility. Correction should not become humiliation, financial pressure, or a demand to conceal wrongdoing. Christ owns the flock; leaders are entrusted with its care.

Disciples can support that care by participating faithfully, communicating needs honestly, praying for leaders, and receiving correction. Leaders also need correction and support. A healthy congregation makes room for both learning and accountability.

Lesson 5 The ministry values that shape this course

Romans 10:9–13; Ephesians 4:11–16; Acts 15:13–18; Matthew 6:33

RTD’s source teachings emphasize the authority of Scripture, the death and resurrection of Jesus, salvation as God’s gift, continuing repentance, prayer, healing, and the work of the Holy Spirit. The ministry expects spiritual gifts to serve the church and understands the fivefold ministries as active in equipping believers.

The book connects the restoration of the tent of David with the ministry’s calling. In Acts 15, James uses that promise while considering Gentile inclusion among God’s people. The ministry applies the passage to its work of restoration, worship, and preparing people for the Lord. Read the passage in that larger setting before drawing a present application.

The book also rejects selling miracles and manipulating people for money. It teaches marriage between a man and a woman, a subject developed in Chapter Eleven. Students should understand these stated ministry

convictions and be able to ask questions about their biblical basis. Shared service grows through truth spoken with love.

Discussion and reflection

1. How does making disciples extend beyond inviting someone to a meeting?

2. What makes correction helpful rather than humiliating?

3. How can someone honor a leader while examining a teaching carefully?

Practice case

A new believer says, “I agree with anything my favorite preacher says, even when I cannot find it in the Bible.” Explain how you would affirm the desire to learn while directing the person toward Scripture and Christ.

Application assignment

Prepare a one-week discipleship invitation. Identify a person without including private details, choose a Gospel passage to read together, write two questions, and suggest one practical response. Submit 200–300 words explaining how you will invite rather than pressure the person.

A Complete response should use the relevant passage accurately, identify a practical step, and communicate clearly. Your instructor will give feedback if revision would help.

Closing prayer

Lord Jesus, teach me to follow You faithfully. Give me humility to learn, courage to obey, and love to help another person grow. Keep Your Word at the center of our life together. Amen.

Chapter 02 knowledge review

Choose one answer for each question. The suggested pass mark is 8 out of 10. Answers and explanations are held in the instructor guide. Use your notebook or the online answer form.

1. What is the main purpose of the Great Commission?

A. To make disciples of Jesus
B. To replace the local church
C. To collect followers for a speaker
D. To award ministry titles

2. Which action belongs to the Great Commission?

A. Measuring popularity
B. Teaching people to obey Jesus
C. Withholding Scripture
D. Avoiding questions

3. What does counting the cost involve?

A. Abandoning care for family
B. Predicting every future problem
C. Considering the commitment of following Christ
D. Buying a place in ministry

4. How should a disciple respond to an unclear teaching?

A. Repeat it without understanding
B. Ask respectfully and examine the passage
C. Attack the teacher publicly
D. Stop reading the Bible

5. What does 2 Timothy 3:16–17 teach about Scripture?

A. It benefits only leaders
B. It authorizes every personal opinion
C. It teaches, corrects, and trains believers
D. It removes the need for obedience

Chapter 02 knowledge review continued

6. To whom are church leaders accountable?

A. Only themselves
B. Only their admirers
C. God, with accountable care within the church
D. No one while serving

7. Why are the ministries of Ephesians 4 given?

A. To create rivalry
B. To replace every member's service
C. To establish celebrity status
D. To equip believers and build the body

8. What should a spiritual connection with a teacher encourage?

A. Dependence on the teacher's personality
B. Withdrawal from other believers
C. A deeper relationship with Jesus
D. Fear of every question

9. Which practice agrees with the source book's ministry values?

A. Freely serving rather than selling miracles
B. Exalting a leader above Scripture
C. Charging for forgiveness
D. Using pressure to obtain gifts

10. Which invitation best expresses discipleship?

A. Let us read a Gospel passage and discuss following Jesus
B. Take a title before you learn
C. Attend once and learning is complete
D. Agree with me before we speak

Chapter 03

Are You Born Again

Understand the good news of salvation, respond to Christ with repentance and faith, and learn how a new life begins to change daily conduct.

Learning outcomes

- Explain humanity's need for salvation.
- Describe the death and resurrection of Jesus as central to the gospel.
- Explain repentance, faith, grace, and new birth.
- Identify next steps for a person who has begun to follow Christ.

Words to understand

Grace God's undeserved favor and saving generosity.

Salvation God's rescue from sin and its judgment through Jesus Christ.

New birth The new life God gives through His Spirit.

Lord The One to whom a believer gives allegiance and obedience.

Lesson 1 Our need and the initiative of God

Psalm 51:5; Romans 3:23–24; Ephesians 2:1–10

This teaching begins with humanity's sinful condition, sometimes called the Adamic nature. This names the problem of sin within the human family; it does not mean that a particular child is less valuable to God. Sin appears in our desires, choices, and relationships, and we cannot repair our relationship with God by claiming personal merit.

Ephesians 2 describes God acting in mercy toward people who could not save themselves. Salvation begins with His grace. Good behavior, church attendance, a Christian family, and service do not purchase new life. They can become settings in which we hear the gospel, but our trust belongs in Christ.

Acknowledging need is an honest response to God. We admit our wrongdoing without excusing it and receive His mercy without pretending we have earned it. This creates humility toward others: the person who depends on grace has no ground for spiritual superiority.

Lesson 2 The good news about Jesus

John 3:16–17; Romans 5:6–11; 1 Corinthians 15:1–4

The Father sent His Son in love. Jesus died for our sins and rose from the dead. The gospel concerns what God has done through this death and resurrection. A presentation of salvation should explain those events and their meaning rather than asking a person to repeat religious words without understanding.

The cross reveals the seriousness of sin and the generosity of God's love. Through Jesus, sinners are reconciled to God. His resurrection belongs at the center of our hope: the Savior who died is alive, and faith looks to Him.

When sharing the gospel, use ordinary words. Explain that sin separates us from God, that Jesus gave Himself for sinners, and that He calls us to turn toward Him in trust. Allow the listener to ask questions. The invitation should be truthful and free of promises that every earthly difficulty will immediately disappear.

Lesson 3 Repentance and faith are a personal response

Acts 2:37–41; Romans 10:9–13; Romans 8:14

The people who heard Peter's preaching asked what they should do. His answer called for repentance and baptism and spoke of the gift of the Holy Spirit. Romans 10 joins believing in the heart with confessing Jesus as Lord. These passages invite a real response to God.

Repentance turns from sin toward God. Faith receives Christ and relies on Him. Confession acknowledges the truth before God and openly identifies with Jesus. A church can offer prayer and guidance without demanding that a new believer publish intimate details of past sins before a crowd.

Calling Jesus Lord means yielding to His direction. A person who has cheated should begin dealing honestly; a person who has nurtured hatred should begin learning forgiveness. These changes are responses to grace. They must not become a claim that a person can earn salvation by completing a checklist.

Lesson 4 New birth and a Christ centered life

John 3:1–8; 2 Corinthians 5:17; 1 John 5:1–5

Jesus tells Nicodemus that entry into God's kingdom requires new birth. Religious knowledge alone is insufficient. The Spirit gives life, and the believer begins a relationship with God that affects the direction of the whole person. Chapter Four will examine the source book's language about water, blood, and Spirit.

The original chapter warns against loyalty to a preacher replacing devotion to Jesus. A person may admire a ministry yet resist Christ's teaching when it challenges a favorite leader. The proper response is self-examination and renewed allegiance to Jesus. No teacher can occupy His place.

Spiritual growth becomes visible through trust, repentance, love, and obedience over time. A learner who struggles needs patient teaching. We should not pronounce every immature or fearful person unconverted on the basis of one behavior. Ask what the person believes about Jesus, study the Scriptures together, and address the actual concern.

Lesson 5 Continuing in the grace that saves

Titus 2:11–14; 1 John 1:8–2:2; Acts 2:42

This course stresses that grace both begins and sustains the Christian journey. Titus describes grace training believers to renounce ungodliness and live faithfully. Dependence on God remains essential after a first response to the gospel.

When you become aware of sin, confess it and return to obedience. Seek help with a recurring struggle instead of building a hidden life. Assurance should be nurtured through the gospel promises and honest attention to Scripture, rather than dependence on a passing feeling or a person's approval.

Begin participating in prayer, Scripture study, and Christian fellowship. Speak with a leader about baptism and ongoing discipleship. An online class can support these steps by explaining them and arranging follow-up. Completing a course records learning; it cannot replace a personal response to Christ.

Discussion and reflection

1. How would you explain grace to someone who believes good deeds purchase salvation?

2. What is the difference between confessing Jesus as Lord and admiring a preacher?

3. What help would you offer a new believer who feels confused after a failure?

Practice case

A student serves faithfully but says, “God must accept me because of how much I do for the church.” Write a response using Ephesians 2:8–10 that explains both grace and the place of good works.

Application assignment

Write a 200–300 word explanation of the gospel for a friend unfamiliar with Christian terms. Include our need, Christ’s death and resurrection, repentance and faith, and two next steps. A personal testimony may be included voluntarily; no account of private sins is required.

A Complete response should use the relevant passage accurately, identify a practical step, and communicate clearly. Your instructor will give feedback if revision would help.

Closing prayer

Father, I acknowledge my need of Your mercy. I believe that Jesus Christ died for sins and rose again. Forgive me and teach me to trust Him as Savior and follow Him as Lord. By Your Spirit, lead me in this new life. Amen.

Chapter 03 knowledge review

Choose one answer for each question. The suggested pass mark is 8 out of 10. Answers and explanations are held in the instructor guide. Use your notebook or the online answer form.

1. What is the source of salvation according to Ephesians 2?

A. God’s grace
B. Family reputation
C. Course attendance
D. Ministry popularity

2. Which events belong at the center of the gospel?

A. A teacher’s achievements
B. A church’s building program
C. A person’s financial success
D. Christ’s death for sins and resurrection

3. What does repentance involve?

A. Turning from sin toward God
B. Blaming circumstances
C. Buying forgiveness
D. Hiding sin

4. What does confessing Jesus as Lord express?

A. A claim to instant maturity
B. Allegiance to and trust in Christ
C. Only admiration for religious language
D. A title for church officers

5. What did Jesus tell Nicodemus was necessary?

A. A prestigious family
B. A public office
C. An advanced title
D. New birth

Chapter 03 knowledge review continued

6. How should good works relate to grace?

A. They purchase grace
B. They replace faith
C. They make repentance unnecessary
D. They follow as a response to God's saving work

7. What danger does the chapter identify in excessive devotion to a preacher?

A. Asking for prayer
B. Learning from an experienced believer
C. Putting a human leader above Christ and Scripture
D. Attending Bible study

8. What is a helpful response when a believer recognizes sin?

A. Claim that church service cancels it
B. Depend only on emotion
C. Confess it and seek to obey with support
D. Conceal it indefinitely

9. What can an online course assess?

A. The complete state of a person's heart
B. God's final judgment
C. A student's understanding and submitted work
D. The sincerity of every private prayer

10. Which next step supports a new believer?

A. Avoiding all questions
B. Prayer, Scripture, fellowship, and baptism guidance
C. Remaining isolated
D. Depending on one emotional experience

Chapter 04

The Three Elements of Salvation

Study the source book's framework of the blood, water, and Spirit while keeping Christ's saving work at the center. Learn how biblical imagery, baptism, and the work of the Holy Spirit relate to a believer's life.

Learning outcomes

- Explain redemption and reconciliation through Christ.
- Describe the meaning of water baptism in Romans 6.
- Identify major works of the Holy Spirit in salvation and growth.
- Distinguish a biblical passage from an illustration built upon it.

Words to understand

Atonement Christ's saving work dealing with sin and restoring our relationship with God.

Redemption Being set free through the saving work of Christ.

Reconciliation Restoration of relationship with God.

Regeneration The new life given by the Holy Spirit.

Baptism The commanded act of identification with Christ and His people in water.

Lesson 1 Reading the framework as a whole

John 3:5–8; 1 John 5:6–12; Ephesians 2:8–10

This chapter is organized around blood, water, and Spirit. These themes help students examine the cross, cleansing and baptism, and the Spirit's life-giving work. They belong within a united confession of Jesus Christ, through whom God saves.

In 1 John 5, water, blood, and Spirit appear in testimony concerning Jesus. Read the whole paragraph before making an application. The passage does not present three independent sources of salvation that operate apart from Christ. The course uses this teaching framework as a teaching arrangement while keeping its claims accountable to the texts.

Christians have interpreted some details of water and Spirit language differently. For this course, learn the passages, state clearly what each says, and identify how RTD applies them. When an explanation goes beyond an explicit statement in the text, name it as an interpretation and bring questions to the instructor.

Lesson 2 The blood of Christ and reconciliation

Leviticus 17:11; Romans 5:6–11; Hebrews 9:11–14; 1 Corinthians 15:54–57

The Old Testament sacrificial system connects blood with life and atonement. The New Testament directs us to Jesus, whose self-giving death accomplishes what sinners cannot provide for themselves. Speaking of His blood refers to His life given in death; it is not a substance that church leaders can sell or distribute.

Romans 5 joins Christ's death, justification, reconciliation, and hope. While we were sinners, Christ died for us. Our response is gratitude and trust. We do not need to purchase another sacrifice or persuade a leader to add to His redeeming work.

The book celebrates victory over death. First Corinthians 15 places that victory in the death and resurrection of Christ and the hope of resurrection for His people. Daily struggles should be approached from that hope, rather than from the belief that the enemy holds a greater final authority than the risen Lord.

Lesson 3 Water cleansing and baptism

Exodus 30:17–21; James 1:22–25; Matthew 28:19–20; Romans 6:1–14

The priests washed their hands and feet before service. The book uses that washing as an illustration of examination and readiness before God. The command itself concerns priestly washing; an image of looking into water as a spiritual mirror is an application, not a detail stated in Exodus 30.

Jesus commands baptism as part of making disciples. Romans 6 connects baptism with participation in His death and resurrection and calls believers to walk in newness of life. The church should teach its meaning and help a believer prepare thoughtfully rather than treating the act as an empty form.

This teaching emphasizes obedience in baptism. That emphasis should remain connected to the gospel of grace. Water does not act independently of Christ or replace repentance and faith. A believer with questions or practical barriers should receive instruction and assistance. Discuss the ministry's baptism practice with a leader.

Lesson 4 The Holy Spirit gives life and helps believers

Titus 3:4–7; John 14:26; Romans 8:9–16, 26–27; Ephesians 1:13–14

Titus describes salvation in terms of mercy, regeneration, and renewal by the Holy Spirit. The Spirit is personally active in bringing new life, teaching, comforting, and enabling believers to live toward God. He is not simply a feeling or an impersonal force.

The book describes the Spirit as the one who supplies grace. This points to dependence on His work. It should not erase the distinction between the Holy Spirit, who is God, and grace, which describes God's generous action toward us. The Father, Son, and Spirit work in our salvation.

Romans 8 speaks of the Spirit's witness and His help in weakness and prayer. Ephesians describes believers as sealed with the promised Spirit. These texts give a stronger foundation than measuring God's presence only by emotional intensity. Seek His fullness while learning to trust His promises and obey His Word.

Lesson 5 Learning from the different accounts in Acts

Acts 2:37–41; Acts 10:44–48; Acts 19:1–7; Galatians 5:22–25

Acts records people receiving the gospel, water baptism, and the Holy Spirit in accounts with different circumstances. At Cornelius's house, the Spirit came as Peter spoke, before water baptism. In Acts 19, Paul clarified the message about Jesus, the disciples were baptized, and the Spirit came when he laid hands on them.

These accounts encourage attentive ministry and dependence on God. They should not be forced into a claim that every person must experience each event in exactly the same order. God acts as Lord; the church teaches, prays, baptizes, and helps people respond.

The book calls the church to depend on the Spirit in preparation for eternity. Continue seeking growth in love, holiness, and faithful service. Chapter Seven develops the infilling of the Spirit and spiritual gifts. The practical question here is how the grace of Christ is shaping the life you now live.

Discussion and reflection

1. How do blood, water, and Spirit relate to Jesus rather than operate separately?

2. What is the difference between the command in Exodus 30 and the source's mirror illustration?

3. What do the different sequences in Acts teach us about dependence on God?

Practice case

A learner says, "If the Holy Spirit came before baptism in Acts 10, baptism no longer matters." Explain why that conclusion does not follow from the account and how the believers responded.

Application assignment

Create a study page with three sections: blood, water, and Spirit. For each, summarize one passage in its context, explain its relation to Christ, and give one practical response. End with a question about baptism or the Spirit to discuss with a leader. Submit 300–400 words.

A Complete response should use the relevant passage accurately, identify a practical step, and communicate clearly. Your instructor will give feedback if revision would help.

Closing prayer

Father, thank You for reconciliation through Jesus Christ. Help me obey Your Word and walk in the life Your Spirit gives. Let my trust rest in Your saving work as I learn to follow You. Amen.

Chapter 04 knowledge review

Choose one answer for each question. The suggested pass mark is 8 out of 10. Answers and explanations are held in the instructor guide. Use your notebook or the online answer form.

1. What does the chapter's three-part framework organize?

A. Three ranks of church membership
B. Three methods of earning God's love
C. Three independent saviors
D. Themes of blood, water, and Spirit

2. What does Christ's blood signify in this teaching?

A. A product to purchase
B. His life given in His saving death
C. An alternative to His resurrection
D. A payment to a church leader

3. Which relationship does Romans 5 describe?

A. Religious competition
B. Personal fame
C. Reconciliation with God through Christ
D. Dependence on a teacher's wealth

4. What did priests wash in Exodus 30?

A. Only their garments
B. The walls of the tent
C. Their hands and feet
D. Only a mirror

5. What does Romans 6 connect with baptism?

A. Christ's death and resurrection and newness of life
B. A ministry title
C. An exemption from obedience
D. A guaranteed absence of hardship

Chapter 04 knowledge review continued

6. Who brings regeneration and renewal in Titus 3?

A. A certificate
B. The Holy Spirit
C. A person’s reputation
D. The marketplace

7. What happened at Cornelius’s house before water baptism?

A. A course graduation
B. A journey to Jerusalem
C. The appointment of a king
D. The Holy Spirit came upon the hearers

8. How should the mirror illustration be identified?

A. A quotation from Exodus 30
B. A devotional application of priestly washing
C. An additional saving ordinance
D. A command to avoid all teachers

9. What should the different accounts in Acts encourage?

A. Trust in emotion alone
B. A rigid sequence that ignores the text
C. Neglect of baptism
D. Dependence on God and careful attention to the account

10. How does the Spirit help in Romans 8:26–27?

A. By eliminating every question
B. By helping believers in weakness and prayer
C. By replacing the Father
D. By making Christian fellowship unnecessary

Chapter 05

The Bread of the Presence

Learn to receive and share the Word of God with reverence, sound understanding, and obedience. The chapter develops the book's bread imagery while distinguishing the tabernacle setting from its present ministry application.

Learning outcomes

- Describe the original setting of the bread of the Presence.
- Explain why Jesus calls Himself the bread of life.
- Use context to evaluate a teaching.
- Prepare a short Bible explanation that includes personal application.

Words to understand

Bread of the Presence The bread placed before the Lord in Israel's sanctuary.

Context The surrounding words and historical situation that help explain a passage.

Exposition Explaining what a biblical passage says and means.

Application A response to biblical truth in a present situation.

Lesson 1 The bread in its biblical setting

Exodus 25:23–30; Leviticus 24:5–9; Hebrews 9:1–5

God instructed Israel to place bread before Him in the sanctuary. Leviticus describes twelve loaves arranged before the Lord, replaced each Sabbath, and eaten by Aaron and his sons in a holy place. The arrangement belonged to the worship and priestly service of Israel.

The book uses this bread to picture teaching prepared in God's presence. That is a ministry application of the sanctuary image. Learning the original setting helps prevent an illustration from becoming a substitute for the passage itself. The bread was continually before the Lord; its replacement was weekly, rather than a command to bake it daily.

Reverence begins by listening carefully to what God actually says. Before asking how the bread illustrates preaching, identify who received the instructions, what they were commanded to do, and where the bread belonged. Then consider how the wider Bible directs us to Christ and to faithful service.

Lesson 2 Jesus is the bread of life

John 6:25–35, 48–63; Matthew 4:4

In John 6, Jesus directs the crowd beyond a recent meal to the life He gives. He identifies Himself as the bread of life and calls people to come to Him and believe. Spiritual nourishment is therefore centered on Christ, not merely on hearing an impressive message.

The source urges believers to receive teaching that brings life rather than empty religious performance. A sound message helps people know Jesus and respond to His truth. A teacher's passion, originality, or claim of revelation cannot take the place of that substance.

When you hear a sermon, ask what it teaches about Christ and how it handles the biblical passage. Does the explanation direct trust toward Him? Does it invite truthful repentance and faithful living? These questions help a student receive good teaching without measuring its value only by excitement.

Lesson 3 The teacher must first receive and practice the Word

Psalm 23:1–3; 2 Timothy 2:15; James 1:22–25

The book compares a shepherd receiving nourishment from God with a teacher feeding the congregation. This calls a teacher to prayer, careful reading, and personal obedience. Preparing a lesson involves more than collecting quotations. The message should first challenge the person who will deliver it.

Suppose you are preparing to teach truthful speech. Read the passage in context, examine your own habits, and consider whether you owe anyone a correction. A teacher can speak honestly about still learning, without pretending to have reached perfection. Integrity grows when preparation and conduct remain connected.

Prayerful dependence and disciplined study belong together. Ask the Holy Spirit for understanding, then pay attention to language, context, and the rest of Scripture. If an interpretation is uncertain, acknowledge the uncertainty and seek help rather than making a confident claim that the passage cannot support.

Lesson 4 Testing the bread we receive

2 Timothy 3:16–17; Acts 17:11; Luke 12:1; John 1:14

The source warns about teachings distorted by hypocrisy, greed, and self-promotion. Such distortion may leave people dependent on a personality or focused only on material rewards. Test a message by its handling of Scripture and by the direction of the response it encourages.

Jesus uses leaven as an image of hypocrisy in Luke 12. In other settings leaven serves a different illustration, so the image should be interpreted in its own passage. Likewise, John 1:14 speaks of the unique incarnation of the Son. When we say the Word takes shape in our lives, we mean that we obey it; we do not mean that believers repeat the incarnation.

Be careful with conclusions about other people. A struggling congregation needs truthful teaching and pastoral care. We cannot reliably judge the soundness of every sermon from a worship style, a person’s appearance, or the fact that an illness has not ended. Examine actual teaching and conduct before making an accusation.

Lesson 5 Preparing a faithful Bible lesson

John 6:63; 1 Timothy 4:13–16; 2 Timothy 4:2

Begin with a manageable passage. Read it more than once and write a sentence stating its main point. Note what the author says about God and the intended hearers. Explain unfamiliar words, then choose an example that serves the point without changing it.

Identify a practical response that follows from the text. If the passage calls for generosity, an application might be sharing a meal or meeting a need within one’s means. A promise of automatic wealth in exchange for giving would require a different claim and must not be slipped into the lesson.

Before teaching, ask whether the message is accurate, understandable, and honest about its own limits. Pray for the hearers and remain willing to correct mistakes. Faithful teaching helps the church return to the living Christ and grow through His Word.

Discussion and reflection

1. Why does the original setting of a passage matter before making an application?

2. How can preparation affect the teacher before it reaches a class?

3. How would you evaluate a message that is exciting but barely explains its Bible reading?

Practice case

A teacher says, “John 1:14 means every sermon I preach becomes another incarnation of God’s Word.” Use the passage and the distinction between exposition and application to respond respectfully.

Application assignment

Prepare a five-minute lesson from a short passage in John 6. Submit a 300–400 word outline containing the context, main point, explanation, one example, and one practical response. Identify any illustration you add as your own application.

A Complete response should use the relevant passage accurately, identify a practical step, and communicate clearly. Your instructor will give feedback if revision would help.

Closing prayer

Lord Jesus, nourish me through Your truth. Give me reverence for Scripture and humility to receive correction. Help me practice what I learn and share Your Word faithfully with others. Amen.

Chapter 05 knowledge review

Choose one answer for each question. The suggested pass mark is 8 out of 10. Answers and explanations are held in the instructor guide. Use your notebook or the online answer form.

1. When was the sanctuary bread set in order according to Leviticus 24?

A. Only once a year
B. Whenever a priest chose
C. Each Sabbath
D. Only at a king's coronation

2. Who is the bread of life in John 6?

A. The most admired preacher
B. Jesus Christ
C. The sanctuary table
D. A ministry certificate

3. What is context?

A. An alternative to reading Scripture
B. A teacher's popularity
C. A private feeling about a verse
D. The surrounding words and setting of a passage

4. What should happen before a teacher applies a passage to others?

A. Avoid personal examination
B. Choose a title first
C. Receive and respond to its teaching personally
D. Assume personal perfection

5. What does John 1:14 directly concern?

A. The authority of a sermon title
B. Every Christian becoming an incarnation
C. A weekly baking schedule
D. The incarnation of the Son

Chapter 05 knowledge review continued

6. How should a claim of revelation be handled?

A. Accepted without examination
B. Used to end all questions
C. Judged only by volume
D. Examined in light of Scripture

7. What would be a sound application of teaching on generosity?

A. Buying spiritual power
B. Meeting a need within one's means
C. Competing for recognition
D. Promising wealth for every gift

8. What does the bread imagery in this course illustrate?

A. A ban on all study
B. An independent means of salvation
C. Spiritual nourishment and faithful teaching
D. The infallibility of teachers

9. Which question best tests a sermon?

A. Was its title unusual?
B. Did everyone feel the same emotion?
C. Was the speaker famous?
D. Does it explain the passage faithfully and direct us to Christ?

10. How should a teacher respond to a mistaken reference?

A. Remove all Bible references
B. Treat questions as rebellion
C. Correct it openly and continue learning
D. Defend it to preserve reputation

Chapter 06

The Importance of a Spiritual Father

Understand the source book's emphasis on spiritual parenting, teachability, and shared ministry. Learn how a mentoring relationship can strengthen responsibility while remaining accountable to Christ.

Learning outcomes

- Explain Paul's fatherhood language in 1 Corinthians 4.
- Identify responsibilities of both mentor and learner.
- Distinguish shared ministry from ownership of people or spiritual gifts.
- Respond wisely to correction and questions about direction.

Words to understand

Spiritual fatherhood A sustained relationship of gospel care, instruction, and example.

Mentor A person who helps another learn through guidance and example.

Spiritual covering The source book's term for protective guidance through biblical teaching and pastoral care.

Impartation Language used in the source for God sharing or strengthening spiritual grace through ministry.

Lesson 1 Fatherhood through the gospel

1 Corinthians 4:14–17; 1 Corinthians 11:1; 1 Thessalonians 2:7–12

Paul calls the Corinthians his beloved children and describes becoming their father through the gospel. His appeal concerns care, instruction, and example. The relationship is rooted in Christ and the good news that brought them life.

A spiritual parent can help a believer learn Scripture, develop habits, recognize growth, and respond to correction. This is more personal than receiving an occasional message. A mentor pays attention over time and has a sincere interest in the learner's good.

Paul also directs imitation toward his own imitation of Christ. The standard remains the Lord. Spiritual parenting does not make a leader the source of salvation or the sole channel through which God may speak. Believers can honor particular mentors while remaining members of the wider body of Christ.

Lesson 2 Learning through correction and example

1 Samuel 3:1–10; Hebrews 13:17; Proverbs 15:31–33

Eli helped Samuel recognize that the Lord was calling him and showed him how to respond. Samuel still had to listen to God. This illustrates the value of a guide who helps a learner recognize and answer a call rather than taking the Lord's place.

Correction is often uncomfortable because it reveals something we would rather avoid. Receive a concern carefully before defending yourself. Ask what specific behavior needs to change, what Scripture supports the correction, and what faithful action would look like.

A mentor should distinguish a biblical requirement from personal preference. Where the issue is a practical ministry arrangement, explain the reason for it. Where a leader has acted wrongly, correction must also be possible. Accountability is part of spiritual care in both directions.

Lesson 3 Sharing the burden of a ministry

Numbers 11:16–30; 1 Corinthians 12:4–7; Ephesians 4:15–16

Moses could not carry the burden of leadership alone. God appointed elders and placed His Spirit upon them so they could help. The book uses this account to teach shared grace, unity of purpose, and responsibility within a congregation.

Read the whole account, including Eldad and Medad and Moses's answer to Joshua. God's Spirit is not a leader's private possession. Shared ministry should help people serve the work entrusted to them without turning spiritual gifts into claims of personal ownership.

When joining a team, learn its purpose, responsibilities, and way of making decisions. Be honest about what you can offer. If a calling or circumstance changes, discuss it respectfully and arrange a responsible transition. The goal is faithful service and peace, not a threat that leaving a particular assembly automatically brings a curse.

Lesson 4 Direction and the discipline to respond

John 9:1–7; Hosea 6:4–6; Psalm 26:2

In John 9, Jesus gave a particular man a particular instruction to wash in the pool of Siloam. The man responded and returned seeing. The source draws a lesson about taking guidance seriously rather than seeking only an immediate experience.

The account does not establish that every person who remains ill has failed to obey a leader. Nor does it identify the blind man's problem as hypocrisy. Jesus's instruction belongs first to this encounter. A present application should encourage a willing response to sound guidance without assigning blame beyond the passage.

Practical preparation matters. A person praying for a ministry responsibility may also need to learn how to keep commitments, manage time, or work with others. A mentor can help identify those steps. Ask whether the proposed instruction is biblical, relevant, and appropriate to the actual need.

Lesson 5 Building a relationship that supports maturity

2 Timothy 2:1–2; 1 Peter 5:2–3; Acts 5:29

A mentoring relationship needs trust, regular conversation, and clear expectations. Agree on how often to meet and what you will study. A learner may bring a question, an area of service, and a practical challenge. A mentor should listen, pray, and help the person take increasing responsibility.

Honoring a guide does not require secrecy about wrongdoing, financial dependence, or surrender of every personal decision. No spiritual title authorizes a demand to disobey God. Seek help from accountable leaders when a relationship becomes coercive or confusing.

The aim is growth into faithful service. A mature disciple becomes better able to read Scripture, discern, obey, and help another person learn. Spiritual parenting has served its purpose when the learner's dependence on Christ deepens and their life becomes fruitful.

Discussion and reflection

1. What qualities distinguish sustained spiritual care from admiration for a speaker?

2. How can correction respect the learner's dignity?

3. What do the closing verses of Numbers 11 add to the lesson about shared ministry?

Practice case

A mentor tells a learner, “Every gift you have belongs to me, and God will abandon you if you ever serve elsewhere.” Respond using the chapter’s distinction between shared ministry, accountability, and Christ’s ownership of His people.

Application assignment

Prepare a mentoring plan for the next month. Include a study passage, a meeting rhythm, one area of growth, one agreed ministry responsibility, and a way to ask questions or raise concerns. Submit 250–350 words; do not promise lifelong allegiance to a person.

A Complete response should use the relevant passage accurately, identify a practical step, and communicate clearly. Your instructor will give feedback if revision would help.

Closing prayer

Father, thank You for those who have helped me follow Jesus. Make me teachable and grateful. Give those who guide others wisdom, humility, and care, and help us serve under the authority of Christ. Amen.

Chapter 06 knowledge review

Choose one answer for each question. The suggested pass mark is 8 out of 10. Answers and explanations are held in the instructor guide. Use your notebook or the online answer form.

1. How does Paul describe his fatherhood in 1 Corinthians 4?

A. Through ownership of the Corinthians
B. Through wealth
C. Through the gospel in Christ
D. Through a civil title

2. What standard governs imitation of a mentor?

A. Faithfulness to Christ
B. The mentor's popularity
C. The size of a platform
D. Every personal preference

3. How did Eli help Samuel?

A. He sold Samuel spiritual access
B. He replaced God's call
C. He forbade Samuel to listen
D. He helped Samuel recognize and answer the Lord

4. What was the elders' purpose in Numbers 11?

A. To share the burden of leadership
B. To compete with Moses
C. To replace God
D. To own the Spirit

5. What should correction identify?

A. A reason to conceal every question
B. Only a person's lack of status
C. An unlimited debt to a mentor
D. A specific concern and a faithful way forward

Chapter 06 knowledge review continued

6. What does the account of Siloam directly record?

A. A payment for healing
B. A rule that every illness comes from hypocrisy
C. A ban on asking questions
D. Jesus's instruction to one man and his response

7. Who owns the spiritual gifts distributed in the church?

A. The oldest team member
B. The most visible preacher
C. The person who first noticed them
D. God gives them for the common good

8. Which response supports a responsible ministry transition?

A. Claiming every disagreement is rebellion
B. Threatening a curse
C. Leaving all commitments unexplained
D. Communicating honestly and arranging a careful handover

9. What is a healthy aim of mentoring?

A. Growing discernment and dependence on Christ
B. Permanent inability to decide
C. Secrecy about harm
D. Dependence on a person for salvation

10. How should a request to disobey God be handled?

A. Obey because of the title
B. Assume it cannot happen
C. Refuse the wrong and seek accountable help
D. Hide it indefinitely

Chapter 07

The Infilling of the Holy Spirit

Learn to seek the Holy Spirit's fullness with faith, repentance, and a desire to serve. Study spiritual gifts alongside love, holiness, and the common good.

Learning outcomes

- Identify the Holy Spirit as God's personal gift and Helper.
- Explain why motives matter in seeking spiritual power.
- Compare accounts of receiving the Spirit in Acts.
- Distinguish spiritual gifts, spiritual fruit, and personal experiences.

Words to understand

Infilling The Spirit's empowering presence and work in a believer's life.

Spiritual gift An ability or manifestation given by the Spirit for service.

Spiritual fruit The character the Spirit develops in believers.

Tongues Spirit-given speech described in Acts and 1 Corinthians.

Edification Building up another person or the congregation.

Lesson 1 Ask the Father and depend on His generosity

Luke 11:9–13; John 14:16–17, 26; Ephesians 1:13–14

Jesus encourages His disciples to ask the Father, who gives the Holy Spirit. This invitation begins with God's generosity. The Spirit is a personal Helper who teaches and leads. We seek Him because we need God, not because we want an impressive spiritual reputation.

The book calls believers to hunger for the Spirit and to ask with a sincere heart. Such desire can be expressed through prayer, worship, and a willingness to obey. We do not need to purchase the gift or persuade God by a display intended to impress other people.

Ephesians connects believing the gospel with being sealed with the promised Spirit. The course also follows the source in encouraging believers to seek continuing fullness and empowerment. These themes should be taught together so a new believer does not conclude that every quiet season means God has abandoned them.

Lesson 2 Examine motives and turn from sin

Acts 8:14–24; James 4:3, 8; Ephesians 4:30–32

Simon saw the apostles' ministry and offered money for power to give the Spirit. Peter confronted the condition of his heart and called him to repentance. The passage exposes the attempt to treat God's gift as a purchasable means of influence.

Ask why you desire a particular gift. Do you want to serve people, bear witness to Jesus, and grow in obedience? Or are you seeking recognition, control, or a way to compete? Bring mixed motives honestly before God. His grace calls us to repentance and teaches us a better purpose.

This teaching emphasizes forgiveness and holiness. Ephesians also connects life in the Spirit with putting away bitterness, malice, and harmful speech. These are concrete responses. They are not a demand to reach sinless

perfection before receiving help from God, nor a basis for blaming a student who has not had a particular manifestation.

Lesson 3 The Spirit works in different settings

Acts 2:1–4; Acts 10:34–48; Acts 19:1–7

At Pentecost, the gathered disciples were filled and spoke as the Spirit enabled them. At Cornelius's house, the Spirit came while the gospel was being preached. In Ephesus, Paul explained the message about Jesus and laid hands on the disciples. Pay attention to what each account actually records.

The book includes the author's reports of people being filled in meetings, during prayer at a distance, and through ministry over the phone. These testimonies express confidence that God is not confined to one room or method. They should be identified as personal reports rather than universal requirements.

A prayer team can explain the Scripture, ask whether a person wants prayer, and pray without pressure. No one should be instructed to imitate a sound, manufacture a reaction, or prove sincerity by falling down. Our task is to point people toward the Lord and allow Him to work.

Lesson 4 Gifts serve the body and fruit shapes the person

1 Corinthians 12:4–11; 1 Corinthians 13:1–7; Galatians 5:22–25

The same Spirit distributes different gifts for the common good. A gift is entrusted for service; it does not establish greater personal worth. Love governs how the gift is used. Without love, impressive speech or ability does not accomplish the purpose Paul describes.

Fruit concerns the kind of person we are becoming: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. A person's ministry must therefore be considered together with their conduct. Power language cannot excuse dishonesty, cruelty, or a refusal to be corrected.

Choose one expression of fruit that needs attention in your life. Practice patience in conversation, truthfulness in reporting, or gentleness in correction. Seeking the Spirit includes yielding ordinary behavior to His direction.

Lesson 5 Receive tongues with gratitude and biblical order

1 Corinthians 12:29–30; 1 Corinthians 14:1–5, 26–33, 39–40

The book values speaking in tongues and recounts the author's experience after baptism at Nyayo Stadium. He reports initially resisting the gift because he did not understand it, later learning its value, and seeking renewed freedom in prayer. The account encourages gratitude for what God gives.

Paul's instructions include personal prayer, interpretation, the building up of the congregation, and order. Read the whole discussion rather than selecting only an encouragement or only a restriction. The public use of a gift must serve those who are gathered and be guided by the passage.

Do not turn one testimony about syllables, feelings, or timing into a rule for everyone. The source does not provide a reason to mock a gift or shame a believer. Teach the passage, welcome sincere questions, and help the congregation pursue love and edification.

Lesson 6 Fire holiness and continuing fullness

Matthew 3:11–12; Isaiah 33:14–17; Romans 12:1–2; Ephesians 5:18–21

The author describes experiences of fire and purification in prayer and at his ordination. He presents these as moments of deep conviction and surrender. Their enduring teaching concerns a life made responsive to God, rather than the repetition of a bodily sensation.

Matthew 3 places Spirit and fire language beside warnings of judgment. Isaiah connects dwelling before the holy God with upright conduct. Because these images have a biblical context, an instructor should not assume that every reference to fire means the same experience.

Ephesians calls believers to be filled with the Spirit and connects that life with worship, thanksgiving, and relationships. Seek ongoing fullness through faith and obedience. Give thanks for spiritual experiences while assessing their fruit through the teaching of Scripture.

Discussion and reflection

1. How does Simon’s request help us examine our own motives?

2. Why must gifts and fruit be studied together?

3. How can a prayer team welcome God’s work without pressuring a learner to perform?

Practice case

An online student says, “I did not feel heat or speak like the person in the testimony, so God must have rejected me.” Prepare a response using this chapter’s distinctions and two Bible passages.

Application assignment

Prepare a 300–400 word study comparing Acts 10 and Acts 19. Identify the message about Jesus, what happened, and the response of those present. Add one spiritual gift you want to understand and one aspect of fruit you will practice this week.

A Complete response should use the relevant passage accurately, identify a practical step, and communicate clearly. Your instructor will give feedback if revision would help.

Closing prayer

Heavenly Father, thank You for the gift of the Holy Spirit. Fill and lead me so that I may honor Jesus and serve others. Purify my motives, develop Your fruit in me, and teach me to use every gift in love. Amen.

Chapter 07 knowledge review

Choose one answer for each question. The suggested pass mark is 8 out of 10. Answers and explanations are held in the instructor guide. Use your notebook or the online answer form.

1. Whom does Jesus encourage disciples to ask in Luke 11?

A. A seller of spiritual gifts
B. An impersonal force
C. The heavenly Father
D. Only a famous leader

2. What was wrong with Simon's request?

A. He listened to preaching
B. He asked a question
C. He had no public title
D. He tried to purchase spiritual power

3. What is the purpose of spiritual gifts in 1 Corinthians 12?

A. Personal superiority
B. Freedom from accountability
C. The common good
D. A guarantee of popularity

4. Which list describes spiritual fruit?

A. Wealth and public applause
B. Titles and certificates
C. Love, patience, gentleness, and self-control
D. Dreams and travel

5. What happened while Peter preached in Acts 10?

A. They purchased power
B. The Spirit came upon the hearers
C. Everyone traveled to Jerusalem
D. The gospel was withheld

Chapter 07 knowledge review continued

6. What should govern the use of every gift?

A. Love
B. Rivalry
C. Financial pressure
D. Secrecy about conduct

7. What does Paul seek for the gathered church in 1 Corinthians 14?

A. A single required emotional response
B. A contest between speakers
C. Confusion
D. Edification and order

8. How should the author's account of fire be used?

A. As proof that all quiet prayer fails
B. As a substitute for Scripture
C. As a required bodily test
D. As a personal testimony considered with its biblical application

9. What is an appropriate prayer team practice?

A. Require imitation of a sound
B. Sell access to the Spirit
C. Ask consent and pray without demanding a performance
D. Measure salvation by falling down

10. Which response expresses continuing fullness?

A. Ignoring daily conduct
B. Refusing correction
C. Worship, thanksgiving, and responsive obedience
D. Depending only on a past experience

Chapter 08

Prayer Fasting and Spiritual Warfare

Develop a life of prayer that includes worship, petition, intercession, surrender, and practical love. Learn to approach spiritual warfare through Christ's victory and the teaching of Scripture.

Learning outcomes

- Use the Lord's Prayer as a guide for personal prayer.
- Describe several forms of prayer.
- Connect fasting with humility, justice, and care for others.
- Explain the armor of God and its daily application.
- Distinguish biblical teaching about spiritual opposition from an interpretation of a dream.

Words to understand

Petition Asking God for a need.

Intercession Praying for other people.

Adoration Honoring God for who He is.

Fasting Voluntarily setting aside food for a time as part of seeking God; participation requires wisdom.

Spiritual warfare Standing against spiritual evil through allegiance to Christ and the resources God provides.

Lesson 1 Prayer as fellowship with the Father

Matthew 6:5–8; Luke 18:1–8; Hebrews 5:7

Prayer is communication with God. The source places it at the center of personal and congregational life. Believers speak, listen through Scripture, give thanks, confess sin, and bring needs to the Father. Prayer can happen in private or with others.

Jesus warns against prayer performed to gain admiration and against relying on empty repetition. His instruction invites sincere attention to the Father. Set aside a place and time where possible, but do not assume God hears only one posture, volume, or style.

Persistence expresses trust when an answer is delayed. Bring distress honestly before God and continue seeking Him. Prayer is also a setting in which our desires are examined and our choices become responsive to His will. The goal is fellowship with Him throughout life.

Lesson 2 Learning the prayer Jesus taught

Matthew 6:9–15; Luke 22:39–46

Our Father directs us to God in trust. Hallowed be Your name begins with reverence. Your kingdom come and Your will be done place His purposes before our own. Daily bread brings ordinary needs before Him, and forgiveness joins confession with a willingness to forgive others.

The request concerning temptation and deliverance recognizes our dependence on God in a world where evil is real. Praise acknowledges His rule and glory. These themes can guide prayer without turning the words into a technique that guarantees a desired result.

Try praying through each theme in your own words. Thank God for who He is, ask for His will, name today's needs, confess a wrong, pray about forgiveness, and ask for help against temptation. In Gethsemane, Jesus brought a painful request and yielded to the Father. Surrender can be expressed honestly even in deep distress.

Lesson 3 Petition intercession and thanksgiving

1 Timothy 2:1–4; John 17; Philippians 4:6–7; 1 Chronicles 4:9–10

Petition names a need; intercession brings others before God. Confession acknowledges sin. Thanksgiving remembers His generosity, and adoration honors His character. A balanced prayer life makes room for these different responses rather than returning only to personal requests.

Paul calls the church to pray for all people and those in authority. Jesus prays for His disciples in John 17. Create a prayer list that includes family, church, neighbors, leaders, people in difficulty, and those who have not heard the gospel. Ask what practical help might accompany the prayer.

The book reflects on Jabez's request for blessing, enlargement, God's hand, and protection from evil. The account encourages dependence on God. It is not a contract guaranteeing wealth to everyone who repeats the words. A fitting application asks that our lives become useful and a blessing rather than a source of harm.

Lesson 4 Fasting with mercy and obedience

Matthew 6:16–18; Isaiah 58:1–12; Acts 13:1–3

Jesus describes fasting without a display intended to gain attention. Isaiah confronts fasting that coexists with oppression and conflict. The prophet directs the people toward justice, feeding the hungry, clothing those in need, and care for others. The spiritual practice and the treatment of people cannot be separated.

The source challenges the church to notice people it has learned to pass by. Choose a practical response: share a meal, contribute clothing, serve with a trustworthy local ministry, or help address an immediate need. Honor the person's dignity and avoid making someone's hardship a public illustration without permission.

Fasting is a voluntary spiritual practice, not a course endurance test. This manual prescribes no food or fluid restriction. Discuss personal medical considerations with a qualified clinician before choosing a food fast. A student may complete the assignment through prayer and an act of mercy without fasting from food. The course assesses understanding and application, not deprivation.

Lesson 5 Standing in the armor God provides

Ephesians 6:10–18; James 4:7–8; 2 Corinthians 10:3–5

Paul begins by calling believers to strength in the Lord. The struggle is not against flesh and blood. People are therefore not targets for hostility or spiritual accusations. The armor describes God's provision for faithful resistance: truth, righteousness, readiness associated with the gospel of peace, faith, salvation, and the Word of God, joined with persevering prayer.

Apply the images concretely. Speak truth rather than spreading rumors. Practice righteousness in private decisions. Be ready to share the gospel of peace. Trust God when fear presses in, remember His saving work, and answer deception with Scripture understood in context.

The book encourages a team of intercessors. Shared prayer is valuable, but Ephesians does not say God's armor leaves the back spiritually unprotected. Do not build fear upon a missing item in a metaphor. Pray with others because the passage calls for prayer for all the saints and because the body shares burdens.

Lesson 6 Watchfulness surrender and perseverance

Matthew 26:36–46; Romans 8:26–27; Jude 20–25

In Gethsemane, Jesus asks His disciples to watch and pray. Their weakness shows the need for dependence and attentiveness. The source applies the account to a church that must remain awake to its calling. A present response includes regular prayer and a willingness to obey in difficult circumstances.

The Spirit helps believers in weakness. We may not know how to express every burden, yet God's help is not limited to eloquence. Pray simply, remain truthful, and receive support from the congregation. A person in distress should find care rather than an accusation that their pain proves a lack of prayer.

The book's midnight language describes urgency and surrender. It does not make a particular hour or bodily posture necessary for God to hear. A worker, parent, or person with limited mobility may pray faithfully in a different rhythm. Perseverance is expressed through continued trust and response.

Lesson 7 Interpreting testimony about spiritual opposition

Genesis 6:1–4; Numbers 13:25–33; 1 Samuel 17:32–47; 1 John 4:1–3

The author recounts a dream dated 26 November 2013 in which the author saw believers oppressed by a giant and understood the conflict in terms of Nephilim. Its pastoral emphasis is humility before God, resistance to fear, and dependence on the Lord's victory. This account is a personal testimony and interpretation.

Genesis 6 and Numbers 13 mention Nephilim, but those passages do not supply the detailed classification of present-day demons proposed in the original book. The course therefore does not require students to identify a demon behind a dream, an addiction, or a particular person. Claims about unseen causes need careful examination and must not displace practical care.

David's confidence before Goliath points attention to the Lord who delivers. We can apply that confidence without treating every large difficulty as evidence of a named spirit. Seek God, reject known sin, ask for accountable prayer, and address the actual situation honestly. Scripture gives believers sufficient grounds to stand in Christ without mastering a detailed classification of spirits.

Discussion and reflection

1. Which theme of the Lord's Prayer has received too little attention in your prayers?

2. How does Isaiah 58 challenge a fast that ignores the needs of others?

3. How can the armor imagery shape a decision at work or home?

4. Why should a personal dream be distinguished from a biblical command?

Practice case

A prayer group says that a struggling member must have a Nephilim spirit and that an intercessor must guard their unprotected back. Prepare a response that preserves prayer and spiritual care while testing those claims against the passages.

Application assignment

Keep a five-day prayer journal using the Lord's Prayer. Complete one act of mercy inspired by Isaiah 58. Submit a 300–400 word summary explaining two prayer themes, one armor image applied to a real decision, and what you learned through service. Do not identify the recipient of help. Food fasting is optional and is not graded.

A Complete response should use the relevant passage accurately, identify a practical step, and communicate clearly. Your instructor will give feedback if revision would help.

Closing prayer

Father, hallowed be Your name. Let Your will shape my life. Provide what is needed, forgive my sins, and teach me to forgive. Strengthen me to stand in truth and love and to pray faithfully for others. Amen.

Chapter 08 knowledge review

Choose one answer for each question. The suggested pass mark is 8 out of 10. Answers and explanations are held in the instructor guide. Use your notebook or the online answer form.

1. What does Jesus discourage in Matthew 6?

A. Private prayer
B. Honest requests
C. Trust in the Father
D. Prayer performed for admiration

2. What does intercession mean?

A. Predicting events
B. Avoiding people's needs
C. Praying for others
D. Repeating a prayer for money

3. What does praying for God's will express?

A. Trust and surrender to the Father
B. A promise of immediate comfort
C. An escape from all decisions
D. Control over God

4. What does Isaiah 58 connect with a faithful fast?

A. Justice, mercy, and practical care
B. Recognition for endurance
C. Conflict with neighbors
D. Neglect of the hungry

5. Which statement describes the fasting assignment?

A. Food fasting is optional and no restriction is prescribed
B. The longest fast earns the highest score
C. Medical concerns must be ignored
D. Everyone must avoid water

Chapter 08 knowledge review continued

6. Against whom is the struggle in Ephesians 6 explicitly not directed?

A. Flesh and blood
B. Deception
C. Spiritual evil
D. The schemes of the devil

7. Which item is identified as the sword of the Spirit?

A. Public status
B. A teacher's private opinion
C. A financial gift
D. The Word of God

8. What does Ephesians 6 say about prayer?

A. Persevere in prayer for all the saints
B. Prayer replaces truth
C. Prayer applies only at midnight
D. Only officers should pray

9. How is the source's Nephilim dream classified in this manual?

A. Personal testimony and interpretation
B. A clinical diagnosis
C. A mandatory map of demons
D. A new biblical command

10. What is an appropriate response to a distressed learner?

A. Diagnose a spirit from one symptom
B. Demand public confession of every detail
C. Assume weak faith
D. Listen, pray, and help the person seek suitable support

Chapter 09

Church Leadership

Study church leadership as a trust given for the care and equipping of God's people. Learn the source book's fivefold ministry model and the importance of character, preparation, and accountability.

Learning outcomes

- Name the ministries listed in Ephesians 4:11.
- Describe the source book's leadership roles and their purposes.
- Explain why character and accountability are necessary.
- Distinguish a ministry gift from appointment to an office.
- Apply a fair process when serious concerns arise about a leader.

Words to understand

Apostolic ministry The source book's language for pioneering, establishing, and overseeing churches.

Pastor A shepherd entrusted with spiritual care and teaching.

Prophetic ministry Ministry that speaks encouragement, correction, or direction understood to be from God and subject to testing.

Evangelist A minister especially entrusted with proclaiming the gospel.

Ordination Formal church recognition and setting apart for a ministry role.

Commissioning Sending someone to undertake a particular responsibility.

Lesson 1 Christ gives ministers to equip His people

Ephesians 4:7–16; 1 Corinthians 12:12–31; Ephesians 2:19–22

Ephesians names apostles, prophets, evangelists, pastors, and teachers in the work of equipping the saints. The goal is the growth of the body in unity, knowledge of Christ, and mature service. Leaders are gifts to serve that purpose.

The book follows a continuing fivefold ministry understanding and urges these ministries to cooperate. It warns against one person suppressing every other gift. A healthy team recognizes different responsibilities and makes room for believers to contribute. Its members should care for one another rather than compete for visibility.

Christ remains the head and cornerstone. The original apostles have a foundational place in the witness to Jesus. The book also uses apostle for continuing pioneering and oversight ministry. Students should distinguish that ministry model from a claim to add new Scripture or exercise Christ's unique authority.

Lesson 2 Apostolic and prophetic responsibilities

Acts 13:1–3; Acts 14:21–23; Acts 15:32; 1 Thessalonians 5:19–22

In this ministry model, apostolic leaders help establish churches, guard teaching, develop leaders, and coordinate a shared vision. They should be accountable to church elders rather than operating without review. Recognition of a title must be accompanied by observable service and character.

Prophetic ministers bring encouragement, strengthening, and direction. This teaching recognizes that men and women can exercise prophetic ministry. A claimed message should be tested by Scripture and weighed within accountable leadership; the title prophet does not make every statement unquestionable.

In the leadership model taught in the original book, the highest apostolic oversight office is reserved for men. This is a stated ministry position about a role; it does not establish that women have lesser worth or ability. Men and women contribute to the work of the church, including the prophetic ministry recognized in this chapter. Learn how each role serves the body and how those entrusted with it remain accountable.

Lesson 3 Pastors teachers and evangelists

John 21:15–17; 2 Timothy 4:1–5; James 3:1; Acts 8:4–8

Pastors shepherd people through teaching, prayer, protection, encouragement, and care for those who are weak or scattered. The source compares this work with feeding and watering sheep. Care must include people who appear strong as well as those in obvious difficulty.

Teachers help believers understand Scripture accurately and apply it faithfully. They should explain rather than obscure the passage, remain willing to learn, and consider the greater responsibility associated with teaching. Preparation and a life consistent with the message both matter.

Evangelists proclaim the good news and help the church reach people beyond its present circle. The book describes them as the legs of the church. Evangelism should lead people to Christ and into continuing discipleship. Inviting people strongly does not authorize coercion or misleading promises.

Lesson 4 Deacons and the wider team of service

Acts 6:1–7; 1 Timothy 3:8–13; 1 Peter 4:10–11

The book describes deacons and deaconesses as practical assistants in church life. Responsibilities can include administration, welcoming, service arrangements, and assistance with teaching where appropriate. The precise assignment should be clear so a person knows what is entrusted to them.

Acts 6 shows a practical need addressed through recognized servants, allowing the community's ministry to continue. First Timothy emphasizes trustworthy conduct. A practical role is not a lesser category of Christian worth. Reliable service helps people receive care and enables the whole congregation to function.

Not every task requires an ordained title. Every member can contribute through the grace God gives. Leaders should explain how a person is trained, appointed, supervised, and supported. A clear handover and regular review help a team serve without confusion.

Lesson 5 Character preparation and recognition

1 Timothy 3:1–13; Titus 1:5–9; 1 Samuel 16:1–13; 2 Timothy 2:2

The author recounts a lesson from Pastor Paul Ndirangu Mugambi: David's anointing did not make him king immediately. Preparation and the later exercise of a calling must be distinguished. The lesson challenges the assumption that an experience alone qualifies someone for immediate authority.

Calling, gifting, character, training, appointment, and continuing accountability belong in the discussion of leadership. A person may be able to speak well yet need to grow in patience or honesty. A church should notice that need and provide a path of development rather than rewarding performance alone.

The original teaching warns against education replacing conversion and dependence on the Spirit. Formal study cannot save or sanctify a person by itself. Careful theological education can nevertheless support faithful

service when joined with personal faith, sound character, and prayer. Evaluate the teaching and the person rather than assuming that study itself is corruption.

Lesson 6 Protecting people and responding to wrongdoing

1 Samuel 2:12–17, 22–36; Ezekiel 34:1–10; 1 Timothy 5:19–21; Galatians 6:1–2

The book uses Eli's failure to confront his sons' misconduct as a warning against favoritism. A relative or gifted team member should not be shielded from review. Protecting the ministry's reputation cannot take priority over protecting people or facing truth.

When a serious concern is raised, listen carefully, document the concern appropriately, and involve accountable leaders who are not compromised by a conflict of interest. Any immediate protection needed should be addressed while the matter is examined. Temporary removal from a role may be appropriate, with a fair explanation and review.

Correction aims at truth and restoration, while some conduct may require a lasting change of responsibility. A worship roster or clothing policy should be addressed proportionately and must not be treated as equivalent to exploitation or abuse. Serious harm must not be reduced to an ordinary personality dispute.

Lesson 7 Leadership that nourishes the congregation

1 Peter 5:1–4; John 13:12–17; 2 Corinthians 8:20–21

The source repeatedly calls shepherds to feed rather than drain the flock. That includes refusing to sell miracles, manipulate giving, or turn ministry into self-promotion. Leaders should be transparent about entrusted resources and use authority as service.

Prayer and reverence matter, including in the way services are led. Make room for attentive worship while communicating clearly about timing, access, and practical needs. A person who must leave for work or care for a child should not automatically be judged as dishonoring God.

The test of leadership extends beyond a platform. Are people being taught, cared for, and equipped to serve? Can a leader receive correction? Are vulnerable members protected? A congregation grows toward maturity when its leadership practices the care it teaches.

Discussion and reflection

1. How does the purpose in Ephesians 4 change the way we think about titles?

2. What should be considered before appointing a gifted person to leadership?

3. How can a team correct a respected leader without favoritism?

4. What is the difference between spiritual authority and immunity from review?

Practice case

A talented relative of a senior leader is repeatedly accused of harmful conduct. Some say removing the person even temporarily will hurt the church. Explain how an accountable leadership team should respond, distinguishing protection, fair review, and restoration.

Application assignment

Choose one ministry role and prepare a 350–450 word responsibility profile. Include its purpose, biblical character expectations, main tasks, preparation, reporting relationship, and a process for raising concerns. Add one way the role will equip others rather than gather attention to itself.

A Complete response should use the relevant passage accurately, identify a practical step, and communicate clearly. Your instructor will give feedback if revision would help.

Closing prayer

Lord Jesus, Chief Shepherd, form our leaders in Your character. Give us wisdom to recognize and develop faithful servants, courage to face wrongdoing, and love that equips Your people for service. Amen.

Chapter 09 knowledge review

Choose one answer for each question. The suggested pass mark is 8 out of 10. Answers and explanations are held in the instructor guide. Use your notebook or the online answer form.

1. What is the purpose of the ministries in Ephesians 4?

A. To prevent all questions
B. To distribute prestige
C. To make other members unnecessary
D. To equip believers and build the body

2. Who remains the head of the church?

A. The most gifted minister
B. A founding committee
C. The largest congregation
D. Jesus Christ

3. Which ministry role especially concerns shepherding care?

A. A financial auditor
B. A building contractor
C. A civil magistrate
D. A pastor

4. How should claimed prophetic messages be handled?

A. Sold to those who can pay
B. Tested and weighed under Scripture
C. Accepted solely because of a title
D. Kept outside all review

5. What is an evangelist particularly entrusted to do?

A. Proclaim the gospel
B. Replace every pastor
C. Own a territory
D. Award salvation certificates

Chapter 09 knowledge review continued

6. Which trait is central in the qualifications of servants?

A. Fame
B. A family connection
C. An impressive wardrobe
D. Trustworthy character

7. What lesson is drawn from David's anointing?

A. Titles are sufficient evidence
B. Calling and preparation must be distinguished
C. An experience guarantees immediate office
D. Training is always harmful

8. What is ordination in this manual?

A. Formal recognition and setting apart for ministry
B. A guarantee against correction
C. An academic degree
D. A replacement for conversion

9. What should happen when a leader's relative is accused of serious harm?

A. Automatic concealment
B. Pressure on the person who raised the concern
C. An accountable and fair response without favoritism
D. Immediate dismissal of every concern

10. How should formal study relate to ministry?

A. Replace personal faith
B. Prove that someone is spiritually corrupt
C. Support service when joined with faith, character, and prayer
D. Make a person immune from review

Chapter 10

Stewardship

Learn to manage what God entrusts to you with honesty, care, and accountability. Apply stewardship to ordinary responsibilities and to practical service in the church.

Learning outcomes

- Define stewardship and identify entrusted responsibilities.
- Describe practical areas of service in church life.
- Prepare a clear report on an assigned task.
- Explain the place of faithfulness in service.

Words to understand

Steward A person entrusted to manage something that belongs to another.

Entrust To place something in another person's care.

Faithfulness Steady and trustworthy attention to a responsibility.

Handover Passing responsibility and necessary information to another person.

Lesson 1 What is entrusted belongs to God

Hebrews 3:1–6; Luke 12:42–48; 1 Corinthians 4:1–2

A steward receives responsibility for something that is not simply their own possession. Time, ability, resources, opportunities, and the care of people can all be entrusted to us. The first question is what the responsibility requires, rather than what recognition it will bring.

The source points to Moses's faithfulness in God's house and to Christ's greater place as Son. Our service takes place under His authority. A person may be responsible for a classroom, a sound system, a financial record, or a welcoming team. Each responsibility matters because it affects others.

Luke 12 connects greater trust with greater responsibility. This should produce careful attention rather than fear of every mistake. Ask what has been entrusted, what good use looks like, and how you will give an honest account. When something goes wrong, acknowledge it and help repair it.

Lesson 2 Recognizing the many places of service

1 Peter 4:10–11; Romans 12:4–8; Colossians 3:23–24

The book identifies administration, hospitality, ushering, music, media, and recognized ministry offices. Administration keeps records and arrangements clear. Hospitality welcomes and attends to guests. Ushers help people find their place and participate comfortably. Music and media teams prepare the practical tools that support worship and teaching.

Visible and less visible tasks belong to one shared work. A microphone that functions, a readable lesson, a room prepared on time, and a thoughtful welcome can remove distractions and help people participate. Do not dismiss a responsibility because it attracts little notice.

Choose service according to gifts, need, availability, and preparation. A student with limited time can still serve faithfully through an agreed task. Honest limits are better than promises that repeatedly fail. Leaders should help volunteers learn and provide clear expectations.

Lesson 3 Working faithfully when no one is watching

Luke 16:1–13; Ephesians 6:5–9; Colossians 3:22–24

The source challenges service performed only for an audience. Faithfulness includes the unseen task: updating a record, returning equipment, preparing before others arrive, and reporting a problem early. Trust grows when conduct remains consistent without praise.

Luke 16 contains a difficult parable about a dishonest manager. Read Jesus's teaching after the story as well as the story itself. The lesson draws attention to responsibility and faithful use of resources; it does not authorize a steward to alter financial records dishonestly.

The passages about servants and masters arose in an ancient social setting. A present application can encourage sincere work and responsible supervision without endorsing slavery or mistreatment. Ephesians also addresses those in authority and tells them to stop threatening. Accountability applies to the supervisor as well as the worker.

Lesson 4 Making an honest report

2 Corinthians 8:20–21; Proverbs 27:23; Luke 16:2

A steward should be able to explain what was assigned, what was done, what resources were used, and what remains. A short report helps a team act on facts. It also makes it easier for another person to continue the work if you are absent.

For a church event, record the agreed task, purchases approved, receipts retained, people responsible, and unresolved needs. Do not mix personal and entrusted funds or conceal a discrepancy. Bring an error to the appropriate leader promptly and keep an accurate correction.

For media service, a report may identify equipment condition, files prepared, access held by authorized people, and a technical issue needing attention. Stewardship of information includes respecting other people's privacy. Reports should contain what a responsible supervisor needs, without spreading personal details unrelated to the work.

Lesson 5 Called chosen and faithful

Matthew 25:14–30; Revelation 17:14; Numbers 12:7

The original chapter reflects on the words called, chosen, and faithful. A beginning in ministry is not the end of responsibility. The task is to continue serving the Lord with integrity and perseverance rather than relying on an earlier appointment.

In the parable of the talents, the servants received five, two, and one according to ability. The faithful servants put what was entrusted to use. The story directs attention toward faithful response, not comparison with someone else's allocation. In the story, a talent is a unit of value; applying it to gifts and opportunities is a further lesson.

Ask what faithfulness requires in the responsibility you already have. Finish an agreed task, seek training for an area of weakness, or make a necessary handover. Pray for endurance, and remember that serving God includes the ordinary acts by which a team becomes trustworthy.

Discussion and reflection

1. What has been entrusted to you that you sometimes treat as your personal possession?

2. How can an accurate report strengthen trust?

3. What responsibility would you continue doing faithfully if no one praised it?

Practice case

A volunteer discovers that an event's recorded balance is wrong. They fear the leader will be disappointed and consider adjusting the figures to make them agree. Explain a faithful response and the information the report should contain.

Application assignment

Complete a stewardship review of one task at church, work, or home. Submit 250–350 words identifying the responsibility, resources, current condition, one improvement, and how you will report or hand over the work. Use no confidential financial or personal information.

A Complete response should use the relevant passage accurately, identify a practical step, and communicate clearly. Your instructor will give feedback if revision would help.

Closing prayer

Lord, help me care faithfully for what You place in my hands. Make me honest in small matters, attentive to others, and willing to give an account. Let my service honor You. Amen.

Chapter 10 knowledge review

Choose one answer for each question. The suggested pass mark is 8 out of 10. Answers and explanations are held in the instructor guide. Use your notebook or the online answer form.

1. What is a steward?

A. Someone who owns everyone's gifts
B. Someone entrusted to manage another's resources
C. Someone exempt from reports
D. Someone who serves only on a platform

2. What does Luke 12 connect with greater trust?

A. Less accountability
B. Automatic public recognition
C. Greater responsibility
D. Freedom from all supervision

3. Which is an example of less visible faithful service?

A. Promising more than one can do
B. Concealing a broken item
C. Taking credit for another's work
D. Returning equipment and updating its record

4. What should a useful report include?

A. The task, progress, resources, and remaining needs
B. Only praise for the worker
C. Unrelated private details
D. Only problems caused by others

5. What should happen when entrusted funds do not balance?

A. Invent a receipt
B. Blame the newest volunteer
C. Hide the difference
D. Report the discrepancy and correct the record honestly

Chapter 10 knowledge review continued

6. What does eye service mean in the chapter's application?

A. Working mainly to impress those watching
B. Serving an unseen need
C. Reading a passage carefully
D. Preparing an accurate report

7. How should Luke 16 be applied?

A. As permission to falsify records
B. As a ban on all management
C. As a promise that dishonesty always succeeds
D. With attention to Jesus's teaching on faithfulness

8. Which amounts appear in the talents parable?

A. Four, two, and one
B. Ten, five, and three
C. Five, two, and one
D. Five, three, and two

9. Why is a clear handover useful?

A. It transfers personal blame
B. It replaces training forever
C. It helps another person continue the work responsibly
D. It hides the task from others

10. What should guide a decision to accept a service role?

A. Fear of refusing any request
B. Competition with another volunteer
C. Gifts, need, availability, and preparation
D. Its visibility alone

Chapter 11

Relationships Courtship and Marriage

Prepare for relationships and marriage through mature judgment, sexual integrity, honest communication, and a shared commitment to Christ. Develop care for married couples, single people, children, and those carrying painful experiences.

Learning outcomes

- Explain leaving, cleaving, and becoming one in Genesis 2.
- Identify important questions for a courtship and premarital conversation.
- Describe faithful love and responsibility within marriage.
- Prepare practical boundaries against sexual temptation.
- Distinguish forgiveness and restoration from permission for harm.
- Respond with dignity to children and people affected by sexual wrongdoing or trauma.

Words to understand

Covenant A solemn commitment involving responsibility and faithfulness.

Courtship A relationship intentionally considering marriage.

Fidelity Faithfulness to one's marriage commitment.

Chastity Sexual conduct consistent with the Christian teaching being followed.

Consent A freely given agreement that must not be produced by threats, force, or pressure.

Reconciliation Restoring relationship through truth, repentance, and responsible change.

Lesson 1 Marriage as covenant and shared life

Genesis 2:18–25; Matthew 19:4–6; Hebrews 13:4

The book teaches marriage as a covenant between a man and a woman. Genesis describes leaving father and mother, holding fast to one's wife, and becoming one flesh. These words give the relationship a new priority and a call to faithful shared life.

Leaving includes growing in responsibility and establishing appropriate boundaries with relatives. Cleaving involves loyal commitment rather than treating the spouse as disposable. Becoming one includes bodily union and the wider joining of lives, decisions, and responsibilities. These commitments should be discussed before a wedding.

Maturity is more than reaching an age or paying for a ceremony. Consider character, ability to make decisions, work, money, and willingness to care for another person. A modest household or temporary support from family does not by itself prove an absence of covenant. The practical question is whether the couple can act responsibly and protect their marriage from controlling interference.

Lesson 2 Discerning readiness and shared direction

Proverbs 31:30; 2 Corinthians 6:14–18; 1 Corinthians 7:12–16

The source urges believers considering marriage to seek a partner whose faith and direction can be shared. Attraction or admiration for appearances is insufficient. Discuss worship, honesty, service, family expectations, children, money, work, and how disagreements are handled.

Observe conduct over time. Does the person keep promises, accept correction, speak truthfully, and respect your freedom to say no? Do they take responsibility for their own actions? Seek wise counsel from trusted people who know you. No parent or spiritual leader should force you to marry a particular person.

The call to choose thoughtfully must not be misapplied to someone already married to an unbeliever. First Corinthians 7 addresses that situation directly and requires careful reading. Do not turn courtship counsel into a command to abandon an existing marriage. Singles also have a full place in the church and should not be treated as incomplete Christians.

Lesson 3 Courtship with honesty and wise boundaries

Song of Songs 8:4; Job 31:1; 1 Corinthians 6:18–20; 1 Corinthians 15:33

The book calls young adults to guard sexual integrity and avoid situations in which their stated intentions are repeatedly undermined. Agree on practical boundaries before a difficult moment. Consider meeting settings, timing, media habits, physical affection, and how you will leave a situation that becomes pressuring.

Boundaries are responsibilities for both people. A person who keeps pushing after you say no is showing something that needs serious attention. Religious language, gifts, or promises of marriage do not authorize access to another person's body. Seek trustworthy help if a relationship becomes coercive.

Bring a developing relationship into appropriate counsel without turning it into a public performance. Privacy can protect dignity; secrecy that isolates you from every source of advice can increase confusion. You are free to end a courtship. An engagement is a serious intention, but it is not a requirement to proceed with a harmful or unwanted marriage.

Lesson 4 Preparing for a wedding and a life together

Mark 10:6–9; Proverbs 15:22; Ephesians 4:25–32

The book values a public marriage commitment before God and the congregation. A wedding can include vows, prayer, witnesses, and the church's support. Its expense does not measure holiness. Preparation should give at least as much attention to the life being promised as to the celebration.

Arrange premarital conversations about expectations, responsibilities, finances, conflict, relatives, children, faith, and any matter that needs further care. Tell the truth about existing commitments. Do not pressure a person to disclose every painful experience in a group setting or use private information to control them.

If a couple has been living contrary to the teaching of the church, the response should include honest repentance and pastoral guidance about a faithful way forward. Prior wrongdoing does not place them beyond forgiveness. The church should not promise that a ceremony automatically removes every problem or declare that every marriage without its own ceremony is invalid. Particular situations require individual pastoral attention.

Lesson 5 Love respect and responsibility in marriage

Ephesians 5:21–33; Colossians 3:18–19; 1 Peter 3:1–7

The book teaches the husband's responsibility for leadership and the wife's response of respect and support. Read these passages with their commands to love, honor, and care. The husband's example is Christ's self-giving love. Leadership must not become self-interest, harshness, or a demand to silence the spouse.

Build habits of listening and shared discussion. A spouse's knowledge, work, gifts, and concerns should be taken seriously. Make time for friendship and care within the marriage, while recognizing the value of other healthy relationships and trustworthy support. Unity is strengthened through responsible cooperation.

The book calls women to nurture younger generations and urges men to care for their homes. These responsibilities are worth developing without reducing a person's worth to income, fertility, or a particular domestic arrangement. Parents and other mature believers can model faith, patient instruction, care for children, and integrity in daily life.

Lesson 6 Affection intimacy and faithful conduct

1 Corinthians 7:3–5; Proverbs 5:15–20; 1 Thessalonians 4:3–8

Christian marriage calls for mutual affection and fidelity. First Corinthians 7 addresses both spouses, emphasizing mutual responsibility rather than permission for one person to control the other's body. Intimacy should involve willing participation, tenderness, and consideration.

Marriage does not remove the need for consent. Physical force, threats, humiliation, and pressure are inconsistent with love. A spouse who experiences pain, fear, or difficulty needs listening and appropriate help. No one should be told that refusing a sexual act authorizes the other spouse to be unfaithful.

The source rightly says marriage is not a cure for lust. Character and habits need attention before and within marriage. Guard what you watch, be truthful about a struggle, and seek accountable support. Each person remains responsible for their own choices; another person's weakness does not excuse betrayal.

Lesson 7 Conflict repentance and the possibility of restoration

Ecclesiastes 4:9–12; Galatians 6:1–2; Ephesians 4:25–32

Two people can strengthen each other when one becomes weak. The source applies the strength of companionship to marriage and encourages prayer rather than retaliatory wrongdoing. A spouse's failure is not a reason to imitate that failure.

Restoration requires more than a verbal apology. Tell the truth, acknowledge harm, stop the wrongdoing, and accept appropriate accountability. Trust may need time and observable change. Prayer can support this process, but it must not be used to pressure a person into pretending nothing happened.

Forgiveness does not require remaining in immediate danger or concealing abuse. When harm is present, protection and suitable professional support matter. A person seeking help should not be blamed for a perpetrator's conduct. Do not promise that a person can control another adult's repentance by praying in a particular way.

Lesson 8 Addressing painful histories with dignity

Psalm 34:18; Ezekiel 18:20; Mark 10:13–16; 1 Corinthians 7:12–16

The book recognizes that past experiences can affect relationships. A thoughtful premarital process makes room for concerns about trust, safety, previous commitments, and emotional wounds. The person should be treated with dignity and allowed to choose an appropriate setting for disclosure.

Sexual assault is the responsibility of the perpetrator. It does not make the person harmed guilty of sexual sin or less worthy of love and respect. Prayer and pastoral care can accompany help from a qualified mental health professional. Evidence-based psychotherapy can help people with trauma-related difficulties; a church should not tell someone that counseling cannot help. See Support Note S1 in the instructor guide.

Children must be welcomed and protected regardless of their parents' marital history. Ezekiel 18 warns against assigning a parent's guilt to a child. First Corinthians 7:14 addresses a household with a believing and unbelieving spouse; it is not a warrant to label children born outside a wedding as cursed. The church's response should be care, truthful teaching, and hope in Christ.

Lesson 9 Spiritual concerns and a faithful plan forward

John 4:16–18; 1 John 1:9; 1 John 4:1–3; James 1:5

The book also discusses fears about generational bondage, spiritual spouses, dreams, and past relationships. A person may bring these concerns to a trusted pastor for prayer and careful conversation. A dream or bodily experience alone does not establish that the person is married to a demon or controlled by an ancestor's actions.

John 4 distinguishes the woman's previous husbands from the man who was not her husband. It does not state that every sexual partner automatically becomes a marriage recognized by God. Avoid building a frightening personal history from a conclusion the passage does not make.

The author's marriage testimony describes a long-distance relationship and meeting face to face two weeks before the wedding. He presents it as an account of faith and God's help. Its application is trust and prayerful care, not a timetable every couple must copy. Seek wisdom, allow time for honest knowledge of each other, and ask for help with matters that need attention.

Discussion and reflection

1. How would you explain leaving and cleaving without requiring wealth before marriage?

2. Which issues should a couple discuss before making vows?

3. How does Christ's self-giving love challenge selfish leadership?

4. What is needed to rebuild trust after betrayal?

5. How should the church speak to children and people affected by sexual assault?

Practice case

An engaged couple reports repeated coercion. One partner says spiritual submission requires the wedding to proceed and that refusing intimacy will justify unfaithfulness. Explain a response that honors Christian marriage, rejects coercion, and makes room for protection and appropriate help.

Application assignment

Prepare a 400–500 word relationship preparation or marriage review plan. Address shared faith, communication, money and work, relatives, sexual boundaries, conflict, and sources of support. Use a fictional example or a private personal plan. Submit only what you choose to share; do not identify another person's confidential history.

A Complete response should use the relevant passage accurately, identify a practical step, and communicate clearly. Your instructor will give feedback if revision would help.

Closing prayer

Father, give us wisdom and integrity in relationships. Form us in love, faithfulness, and respect. Bring care to those who have been harmed, protect children, and help our homes honor Jesus in truth and kindness. Amen.

Chapter 11 knowledge review

Choose one answer for each question. The suggested pass mark is 8 out of 10. Answers and explanations are held in the instructor guide. Use your notebook or the online answer form.

1. What does Genesis 2 describe concerning marriage?

A. Leaving, cleaving, and becoming one
B. A contest between families
C. A temporary public performance
D. A requirement to be wealthy

2. Which factor matters in discerning readiness?

A. Pressure from relatives
B. Appearance alone
C. Observed character and a shared direction
D. The cost of a wedding

3. Who should be responsible for courtship boundaries?

A. Both people
B. Only the parents
C. Only the pastor
D. Only the woman

4. What should happen when a person is pressured to marry?

A. Let a title decide
B. Ignore the pressure
C. Protect free choice and seek trustworthy support
D. Assume an engagement removes choice

5. What example governs the husband’s love in Ephesians 5?

A. A right to disregard concerns
B. Christ’s self-giving love
C. Competition for power
D. Control through fear

Chapter 11 knowledge review continued

6. How should 1 Corinthians 7:3–5 be applied?

A. As permission for force
B. As an excuse for betrayal
C. As mutual care and responsibility without coercion
D. As a demand to ignore pain

7. What supports restoration after serious wrongdoing?

A. Concealing every concern
B. Truth, changed conduct, and accountability
C. Only words of apology
D. Retaliation

8. Who is responsible for sexual assault?

A. The person harmed because of appearance
B. The perpetrator
C. The child in the household
D. The person who disclosed it

9. How should the church treat children born outside a wedding?

A. As unable to receive blessing
B. With dignity, welcome, and care
C. As responsible for their parents' history
D. As automatically cursed

10. What does John 4:18 distinguish?

A. Previous husbands from a man who was not her husband
B. Every relationship as an automatic marriage
C. Marriage from all responsibility
D. A wedding timetable for every couple

Chapter 12

Worship

Understand worship as reverence, devotion, and a whole-life response to God. Learn how song, service, generosity, and holiness belong together in worship led by the Holy Spirit.

Learning outcomes

- Define worship and explain worship in spirit and truth.
- Identify several biblical expressions of worship.
- Explain living sacrifice in Romans 12.
- Distinguish Old Testament sacrifices from their fulfillment in Christ.
- Prepare a personal and congregational plan for worship with integrity.

Words to understand

Worship Reverence, adoration, and a life directed toward God.

Living sacrifice The offering of our lives to God in responsive obedience.

Contrite Sincerely humbled and repentant.

Consecration Setting a life or responsibility apart for God.

Fulfillment The way Christ brings God's saving purposes and earlier biblical patterns to their intended goal.

Lesson 1 God is the center of worship

Deuteronomy 10:12–13; Matthew 4:10; John 4:19–26

Worship honors God for who He is and responds to His worth. Jesus directs worship to the Lord alone. A ministry platform, a performer, or our own emotional satisfaction must not become the center. The question is whom we are honoring and how our response agrees with His truth.

Jesus speaks to the Samaritan woman about worship in spirit and truth. Read His words within the conversation about place, knowledge, and the Father seeking worshipers. Worship involves the whole person in a truthful response to God; it is not established by belonging to one location or producing a single outward reaction.

The book calls the church away from entertainment that leaves the heart untouched. Music can serve worship with skill and beauty, while the whole gathering remains directed toward God. Examine the content, purpose, and conduct of a service rather than assuming that style alone proves or disproves worship.

Lesson 2 The many expressions of worship

Psalm 33:1–3; Psalm 66:1–4; Psalm 134:2; Hebrews 13:15–16

The book describes song, instruments, thanksgiving, giving, gathered worship, lifted hands, bowed knees, and a life surrendered to God. These expressions can help people honor Him with body, voice, attention, and action. Worship extends beyond the singing portion of a service.

Use these expressions with understanding. A song should communicate truth. An instrument should support the congregation rather than become a contest for attention. A lifted hand or a bowed knee can express

devotion, but a person's physical ability may affect how they participate. Reverence is not measured by copying another person's posture.

Hebrews links praise with doing good and sharing. This connects worship to generosity and practical love. A service should encourage the life that follows it: truthful speech, care for neighbors, and faithfulness with what has been entrusted.

Lesson 3 Presenting ourselves as a living sacrifice

Romans 12:1–2; Psalm 51:10–17; Mark 7:20–23

Romans 12 calls believers to present their bodies as a living sacrifice in response to God's mercy. This includes the choices made through our bodies and the renewal of our minds. Worship is expressed in a life increasingly directed by the will of God.

The book identifies the heart as an altar in its devotional application. Pride, deceit, and greed undermine worship because they contradict the God we claim to honor. Psalm 51 directs attention to a humbled and repentant heart. We come truthfully, trusting God's mercy and willing to change.

Begin with one specific matter. Correct an untruth, stop nurturing a rivalry, or make time to care for someone you have ignored. A worship rehearsal cannot substitute for repentance, and repentance should lead to action. Offer both your gifts and your conduct to God.

Lesson 4 Reading sacrifice and fire through Christ

Genesis 8:20–22; 1 Chronicles 21:26–27; 1 Kings 18:30–39; Hebrews 10:1–14

The book reflects on Noah, David, and Elijah and the seriousness of offering worship to God. Elijah repairs the altar of the Lord and uses twelve stones corresponding to the tribes of Israel. His prayer asks that the people recognize the Lord and turn back to Him.

These accounts belong to their own settings in the history of God's people. The Christian reader must also attend to Hebrews, which presents Christ's sacrifice as decisive and sufficient. We do not repeat animal offerings or add a second saving sacrifice to His. Earlier patterns are read in relation to Him.

The book's fire imagery calls for God's purifying work and the Spirit's life in worship. It is a devotional application of biblical images. It does not require literal fire, a physical sensation, or a spectacular sign before God receives every prayer. The proper response is dependence on God and a life yielded to His truth.

Lesson 5 Allowing God to shape the worshiper

Exodus 20:24–26; Isaiah 45:9; John 15:1–8; Malachi 3:1–4

The book uses uncut altar stones and the potter's work to illustrate surrender to God's shaping. Exodus gives a particular altar command; applying it to a person's formation is a further illustration. A teacher should say which is the historical instruction and which is the present lesson.

John 15 gives a direct picture of dependence: branches bear fruit by remaining in the vine. Christ's words abide in His disciples, and the Father is glorified through their fruit. Surrender includes receiving correction, remaining in the Word, and allowing conduct to change.

Malachi's refining imagery reminds us that God takes worship seriously. Growth may uncover selfish motives or habits we need to leave. Receive that conviction with hope. The purpose of this course is a continuing walk with Christ, and formation continues after the last quiz.

Lesson 6 Worshiping together with integrity

Hebrews 10:24–25; 1 Corinthians 14:26–33, 40; 2 Corinthians 9:6–8

Gathered worship encourages the whole body. Plan with care so people can participate, hear, understand, and respond. Musicians, readers, prayer leaders, ushers, and media workers serve a shared purpose. Skill and preparation should express love for God and the congregation.

The book includes tithes and offerings as expressions of worship. Giving should be honest and willing, without selling divine favor or pressuring people to neglect responsibilities. The precise teaching of a congregation about tithing should be explained openly rather than hidden within promises about miracles.

For online participation, provide readable words, intelligible sound, and a way to follow the teaching when a connection is weak. Encourage students to connect with a local worshiping community as they are able. The end of the course should lead into a pattern of prayer, fellowship, service, and continued learning.

Discussion and reflection

1. What makes a song or act of service an expression of worship?

2. How does living sacrifice connect a Sunday gathering with the rest of the week?

3. Why must fire and altar illustrations be read in their context and through Christ?

4. What would make a congregation easier for a new person to participate in?

Practice case

A worship team has strong musical ability but is divided by competition and dishonesty. Some members say better instruments will restore the presence of God. Explain how preparation, repentance, and the purpose of worship should guide the response.

Application assignment

Prepare a one-week worship plan of 300–400 words. Include Scripture, prayer, one expression of thanksgiving, an act of generosity or service, and a change in conduct. If you serve in a team, add one practical improvement that helps the congregation participate. Connect the plan to Romans 12:1–2 and John 4:24.

A Complete response should use the relevant passage accurately, identify a practical step, and communicate clearly. Your instructor will give feedback if revision would help.

Closing prayer

Father, receive my life in response to Your mercy. Turn my attention to Jesus and renew my heart. Let my words, music, giving, and daily conduct honor You through the work of Your Spirit. Amen.

Chapter 12 knowledge review

Choose one answer for each question. The suggested pass mark is 8 out of 10. Answers and explanations are held in the instructor guide. Use your notebook or the online answer form.

1. Who is the center of Christian worship?

A. The venue
B. God
C. The performer
D. The most emotional person

2. What does Jesus teach in John 4:24?

A. Only one outward posture is acceptable
B. Music replaces truth
C. Worship must be in spirit and truth
D. Worship depends only on location

3. Which activity can express worship?

A. Concealing wrongdoing
B. Thanksgiving and practical generosity
C. Competition for attention
D. Manipulating a gift

4. What does Romans 12 call believers to offer?

A. Only public performance
B. Another saving animal sacrifice
C. Only spare money
D. Their bodies as a living sacrifice

5. What does Psalm 51 emphasize?

A. A humbled and repentant heart
B. Performance without change
C. The cost of an instrument
D. Avoiding confession

Chapter 12 knowledge review continued

6. What does Hebrews 10 teach about Christ's sacrifice?

A. It is decisive and sufficient
B. It requires constant replacement
C. It can be sold by ministers
D. It removes the need for faithfulness

7. How is fire imagery used in this manual?

A. As a required physical test
B. As an illustration of purification and dependence on God
C. As permission to use literal fire on people
D. As proof that quiet worship fails

8. How do branches bear fruit in John 15?

A. By relying on appearance
B. By abiding in Christ
C. By separating from the vine
D. By competing with the vine

9. Which approach to giving agrees with this chapter?

A. Pressure to conceal debt
B. Payment for a miracle
C. Willing generosity without buying divine favor
D. A contest for recognition

10. What should course completion lead toward?

A. Freedom from accountability
B. An automatic ministry office
C. Continuing worship, fellowship, service, and growth
D. An end to all learning

Final discipleship plan

Prepare a 1,000–1,200 word plan showing what you have learned and how you will continue following Christ. An 8–10 minute audio response or an arranged oral conversation may be used instead. Organize the response under the five prompts below.

The gospel and a response to Christ

Explain salvation through Jesus, repentance, faith, and the source book's blood, water, and Spirit framework. Use two passages in context.

Teaching and helping another person grow

Choose a short passage and outline how you would explain it to a new believer. Include one practical response and a way to invite questions.

A month of spiritual practice

Plan a realistic month of Scripture, prayer, worship, fellowship, and service. Explain how you will depend on the Spirit and examine your motives.

Accountable service

Identify one area of service and how you will prepare, report, seek guidance, and receive correction. Explain how leadership should care for people.

Relationships and continued growth

Using a fictional example, explain one principle of relationship integrity and a wise way to respond when someone needs help. End with two personal learning goals.

Assessment rubric

Criterion	What the instructor looks for	Marks
Biblical accuracy	The explanation agrees with the selected passages and distinguishes the gospel from personal opinion.	5
Context and discernment	The response reads passages in context and identifies testimony or application honestly.	5
Practical application	The plan contains realistic actions, accountable service, and care for others.	5
Clear communication	The work answers the prompts in understandable language and identifies questions for continued study.	5

Suggested completion threshold: 16 out of 20. Your instructor may request revision where an essential teaching is misunderstood. The purpose is demonstrated understanding and a practical path for growth.

After the course

Review the plan with a mentor or ministry leader. Agree on a next step in church participation, service, or further study. Give thanks for what you have learned and continue practicing it in ordinary life.

Original book reading companion

The revised lessons above can be studied on their own. Where copies of the original 2022 book are available, use the readings below to revisit Pastor Lenin Were's fuller teaching and testimony while working through the corresponding chapter of this manual.

Page numbers below refer to the original printed book, not this manual. The study-focus labels are guides for locating themes; they are not quotations of the original headings. Some readings overlap where a theme continues across a page. Read the cited Bible passages in context as you study.

Chapter	Study focus in the original book	Print pages
01	The author's testimony and beginning in ministry	3–5
02	The commission to make disciples	6–9
02	The cost of following Jesus	10
02	Learning together and caring for the flock	10–12
02	The Word of God and ministry values	12–20
03	What salvation means	21–23
03	Grace and new birth	24–29
04	The blood of Christ and atonement	30–32
04	Water baptism and new life	32–36
04	The Spirit's work in salvation	36–42
05	The bread of the Presence	43–47
05	Jesus, the bread of life	48–53
06	The role of spiritual parents	54–56
06	Covering, counsel, and discernment	57–63
07	Seeking the Holy Spirit	64–68
07	Holiness, gifts, and testimony	69–76
08	Learning to pray	77–84
08	Fasting, mercy, and service	85–86
08	The armor of God	87–95
08	Persevering in prayer	96–108
09	Callings and offices in the church	109–114
09	The apostolic foundation and the body of Christ	115–126
09	Shepherding and accountability	127–138
10	Stewardship of what is entrusted	139–143
10	Called, chosen, and faithful	144–148
11	Marriage foundations and readiness	149–160
11	Character, commitment, and mutual care	161–173
11	Boundaries, discernment, and restoration	174–183
12	What worship is	184–187
12	Living sacrifice and true worship	188–200

Using this course online or with a church group

Both routes use the same student lessons. In the online academy, one unit may include several short lessons from this manual. For example, C01-L01 means Chapter 01, Lesson 1. Your instructor's shared lesson map identifies the online unit and church session for each lesson.

Online: sign in to the private academy, read the unit and Bible passages, consider the discussion prompt, practice the action, and complete the chapter review when it appears. Read on a phone or computer and return to the same unit when you need more time.

In a church group: bring this manual, read the assigned lessons before or during the session, discuss the prompts, and complete the same chapter review and application work on paper or through an agreed oral alternative. An instructor may record checked paper work in the academy for enrolled learners with an account.

Keep personal reflection and sensitive details private. Share only the learning summary or assignment requested. Ask your instructor if you need help, feedback, or a different way to complete an activity.

My session record

Use this optional record for dates and next steps. Your academy progress, if you have an account, is recorded separately.

Session	Chapter focus	Date	Next step
1	Welcome and foundations	_____	_____
2	Discipleship and ministry values	_____	_____
3	Salvation and new birth	_____	_____
4	Blood water and Spirit	_____	_____
5	Receiving and teaching Scripture	_____	_____
6	Spiritual guidance and accountability	_____	_____
7	Infilling gifts and fruit	_____	_____
8	Prayer and fasting	_____	_____
9	Spiritual warfare	_____	_____
10	Ministry roles	_____	_____
11	Character and accountability	_____	_____
12	Stewardship and practical reports	_____	_____
13	Readiness and courtship	_____	_____
14	Marriage and mutual care	_____	_____
15	Care and restoration	_____	_____
16	Worship and a life surrendered	_____	_____
17	Discipleship plan and next steps	_____	_____