

Course 101: Spiritual Foundation

## Facilitator's Guide





## **Cairn Series™ Course 101: Spiritual Foundation Facilitator's Guide**

Note to facilitator: It is important to become well acquainted with the contents of this course and to practice navigating through certain features. Take the time to go through the course by yourself, using this facilitator's guide, before leading a group session. This will help you decide how much material you will be able to schedule for each session, and will familiarize you with the suggested discussion questions and other content. Feel free to add your own comments and/or discussion questions in accordance with the needs of your group.

### **Course Home**

(Page 1 of 1) Introduce the course, emphasizing the importance of the subject matter and the need to get a good grasp on the spiritual foundations before getting to the specifics of camping.

Clicking on the Cairn Series™ or corporate sponsor logos will open pop-ups with additional information.

### **Course Introduction**

(Page 1 of 1) View the video clip. Foundations are what we build on. A good, solid foundation is vital. Do we know what our foundations are? Discuss some of the following questions:

- What is the difference between a calling and a career?
- How strong are your spiritual foundations?
- Where do they come from?
- How do they affect the way you live your life and how you minister?

## Knowledge Check

(Page 1 of 12) When facilitating this lesson in a group, have the participants either jot down their answers on a piece of paper or suggest an answer to the group. For each incorrect answer, a brief explanation is provided and the correct answer is indicated. See correct answers and explanations below.

**# 1 – TRUE/FALSE:** In the Old Testament, Joseph provides a good biblical model of someone with a “special calling” from God.

**False.** Joseph served God by working for good in whatever circumstances he found himself. Thus, he is not considered to have had a “special calling.”

**# 2 – TRUE/FALSE:** The CCI Statement of Faith identifies sanctification as a work of the Holy Spirit.

**True.** The CCI Statement of Faith states: “We believe in...the Person of the Holy Spirit and His work of conviction, regeneration, and sanctification...”

**# 3 – TRUE/FALSE:** In the New Testament, the Greek word for calling (*kaleo*) refers to a specific type of calling.

**False.** “Kaleo” means “to call” and it appears in various forms, referring to various types of calling throughout the New Testament.

**# 4 – TRUE/FALSE:** “Infallibility” and “inerrancy” are synonyms.

**False.** In a thesaurus, you will find them listed as synonyms. However, in theology *infallibility* means “without error,” but its connotation is less rigid than the word *inerrancy*. The word *inerrancy* is generally applied to Scripture in a comprehensive manner, whereas the word *infallible* is generally applied only to issues of faith in Scripture.

**# 5 – Christianity’s worldview would be least like what other religion’s worldview?**

**Correct answer:** Buddhism is least like Christianity in that it is essentially atheistic.

**# 6 – Which religious tradition appeared earliest historically?**

**Correct answer:** Hinduism emerged first, as early as 1200 B.C.

**# 7 – Christianity became the official religion of the Roman Empire:**

**Correct answer:** As a result of the Edict of Milan.

**# 8 – Parachurch organizations tend to focus their service:**

**Correct answer:** Where local churches lack the necessary human or material resources. Generally speaking, local churches do not have the human or material resources that many parachurch ministries require.

**# 9 – Match the following denominations with their place of origin:**

**Correct answers:**

- Presbyterian – Scotland
- African Methodist Episcopal – United States
- Methodist – England

- Anabaptist – Switzerland
- Christian Reformed Church – Netherlands

**# 10** – The oldest active denomination in the United States is:

**Correct answer:** The Reformed Church of America

“How well did you do?” The test-scoring feature can only be used by an individual taking the test on their own, or if the group answers the questions by consensus.

## **Lesson 1: The CCI Statement of Faith**

### **Introduction**

The objective of this lesson is to examine more closely CCI’s Statement of Faith, and to discover the significance of each of the specific tenets adopted by the CCI associations from around the world. Members of CCI/USA sign a statement expressing their agreement with this Statement of Faith.

(Page 1 of 20) The following video clip dramatically illustrates the importance of knowing not only what we believe, but also how to distinguish truth from error.

(Page 2 of 20) After viewing the clip, discuss some of the issues Greg faces. Have participants suggest how the situation might be handled, and how it could be avoided in the future.

(Pages 3-4 of 20) Some brief historical notes about CCI’s Statement of Faith.

The following narrated video clip presents CCI’s Statement of Faith.

(Page 5 of 20) Following the reading of the Statement of Faith, proceed to the next page.

(Page 6 of 20) CCI’s Statement of Faith is brief and speaks clearly to the central, foundational issues of evangelical faith and doctrine. You will notice that it does not attempt to deal with many of the issues that distinguish one denomination from another. This is because CCI represents camps and conferences with roots in a broad variety of evangelical traditions.

Click on the blue text to access a pop-up window that will provide helpful details about the topic under consideration.

(Page 7 of 20) The following video clip discusses the importance of a statement of faith for unity and stability in a camp and among the staff.

(Page 8 of 20) Following the video clip, discuss the following questions:

- How explicit should a particular camp’s statement of faith be?

- How important is it that all staff members be in agreement with the camp's statement of faith?

(Pages 9-14 of 20) The CCI Statement of Faith is examined point by point, with additional detail available in pop-up windows for all blue underlined text. The facilitator can spend as much time as deemed necessary to cover the various doctrinal points. Allow time for discussion and questions from participants.

### **Reflection**

(Page 15 of 20) The following video clip shows how Greg dealt with his difficult situation.

(Page 16 of 20) After the video clip, discuss some of the questions below:

- Do you think Greg did the right thing? Why or why not?
- Is Christianity "exclusive" or "inclusive"? Explain.
- How do we decide similar issues when they are not as clear-cut as in Greg's case?

(Page 17 of 20) The following video clip features a discussion of some of the positive ramifications of having a clear statement of faith.

(Page 18 of 20) Following the video clip, have participants share their own experiences of dealing with doctrinal issues with campers and staff. What were some of the positive or negative results?

(Page 19 of 20) Use the action items and discussion questions to assess and review the content of Lesson 1: CCI Statement of Faith.

Review CCI's Statement of Faith, or that of your camp.

- Challenge yourself on its statements. What do you believe?
- Ask God to give you special insight into your own beliefs.
- Reflect on the discussion questions with a group of your coworkers.
- Why is having a statement of faith important?

How can CCI's or your own statement of faith be applied in the real world of camping?

Wrap up this lesson on the Statement of Faith and answer any lingering questions before moving on to the next lesson.

### **Resources**

(Page 20 of 20) This may be a good time to explain some of the features of the *Library* section of this CD-ROM.

- 1) Click on the *Library* button at the top of the screen.
- 2) Click on the *Glossary* button to open a list of words, with their definitions, used in this course.
- 3) Click on the *Links* button to open a list of Internet links related to this course.  
Note: You will need an active Internet connection to use this feature. The Cairn Series™ link will open a web page that is managed and regularly updated by

CCI/USA, and makes available a wealth of information, photos, documents, and other material for further research.

- 4) Click on the *Reference* button to access a number of articles from the CCI archives on topics related to the various lessons in this course. These articles are contained on the CD-ROM and do not require an Internet connection. You may want to open one or two articles to demonstrate.
- 5) Click on the *Bibliography* button to access a list of books and other resources related to this course, as well as some information about Dan Bolin, the content expert for this course.
- 6) Click *Close* to return to the course.

**This concludes Lesson 1.**

## **Lesson 2: Christian Distinctives**

### **Introduction**

This lesson discusses the Christian worldview and how it is different from competing ideologies. Our own worldview affects every aspect of our life and ministry. In order to minister effectively to those with differing views, we must have a good grasp of not only our own worldview, but also theirs.

(Page 1 of 30) We will be examining some of the distinctives of Christianity and comparing them with those of the major world religions and sects.

### **Your Worldview**

(Page 2 of 30) Briefly explain the concept of “worldview,” and what it includes and entails.

(Page 3 of 30) Introduce the idea of differing worldviews.

(Page 4 of 30) Ask participants to help place the rings in the corresponding boxes. Discuss answers if needed.

### **Correct answers:**

- Christians in different denominations – Much in Common; circles overlap greatly
- A Christian and a Muslim – Some Commonality; circles overlap to a degree
- A Christian and a New Ager – Opposed Worldviews; circles do not overlap

**Hint:** Believers in different denominations of the same religion share similar worldviews and thus, many more beliefs are common than are not. However, the Christian and the New Age proponent are worlds apart. The Christian and Muslim, though they disagree on most things, do share a small degree of commonality, i.e., a belief in one God.

(Page 5 of 30) Briefly work through the elements of a worldview. Whether we are conscious of it or not, these questions govern our behavior, attitudes, and lifestyle.

(Page 6 of 30) Have participants come up with a “consensus” worldview. The object is to end up with a worldview that is consistent with orthodox Christianity.

**Correct answers:**

Ultimate Reality – God is personal

Nature of Humanity – Created in His image

Humanity’s Problem – Sin

Salvation – Through grace

The Ultimate Goal – Heaven

**Christian Worldview**

(Page 7 of 30) In the following video clip, camp leaders discuss some of the facets of our Christian worldview. Suggestion: Try to listen to this discussion from the point of view of someone with an opposing worldview.

(Page 8 of 30) Following the video clip, have participants share their feedback. Discuss how the ideas presented in the video clip would sound to a Muslim, for example.

(Page 9 of 30) Briefly review the elements of a Christian worldview.

The following video clip speaks to the worldview of today’s generation.

(Page 10 of 30) Following the video clip, discuss these questions:

- What are some of the difficulties in presenting the gospel in a culture that likes to pick and choose their beliefs?
- Is Christianity too rigid? If not, why does it appear that way to people who are not believers?
- How important is our level of conviction when presenting the gospel?

**Different Worldviews**

(Page 11 of 30) This section discusses the beliefs that are central to some of the major world religions. Help participants identify the symbols denoting these religions for use in the interactive exercise to follow.

(Page 12 of 30) Ask participants to help match the world religion symbols with the appropriate rings.

**Correct answers:** (top to bottom)

- Judaism
- Islam
- Hinduism
- Buddhism

**Hint:** Judaism is the closest, of course. Islam shares common roots through Abraham and a belief in the one true God, but is more distant as we’ll see in the next few topics. Buddhism is further away from the Christian worldview than Hinduism, because in Buddhism, neither God nor men have essence.

(Page 13 of 30) This section will discuss in more detail the distinctives of each of the four major world religions. Each religion will be featured in a narrated Flash presentation.

### **Judaism**

(Page 14 of 30) Review the clip about Judaism. Discuss comparison table if needed.

### **Islam**

(Page 15 of 30) Review the clip about Islam. Discuss if needed.

### **Hinduism**

(Page 16 of 30) Review the clip about Hinduism. Discuss if needed.

### **Buddhism**

(Page 17 of 30) Review the clip about Buddhism. Discuss if needed.

### **New Age**

(Page 18 of 30) Briefly introduce the New Age movement from personal knowledge and experience.

(Page 19 of 30) Review the clip about New Age. Discuss if needed.

### **Sects**

(Page 20 of 30) The following video clip features a discussion of sects that have some Christian foundations.

(Page 21 of 30) At the conclusion of the video clip, have the participants discuss some of the questions below:

- Have you come across any examples of “Jesus-plus” sects or groups? What did they add to the gospel?
- How do we get beyond the common religious terminology and uncover the aberrant beliefs of certain sects or religious groups?
- Does having a clear statement of faith begin to make sense in light of the examples discussed in the video clip?

(Page 22 of 30) Introduction to a closer examination of three major sects:

- Mormonism
- Jehovah’s Witnesses
- Christian Science

### **Mormonism**

(Page 23 of 30) Click on a few of the stones in the cairn and compare the Mormon view with that of orthodox Christianity. Make sure the participants can detect the errors contained in this sect’s teaching.

### **Jehovah’s Witnesses**

(Page 24 of 30) Click on a few of the stones in the cairn and compare the Jehovah’s

Witnesses view with that of orthodox Christianity. Make sure the participants can detect the errors contained in this sect's teaching.

### **Christian Science**

(Page 25 of 30) Click on a few of the stones in the cairn and compare the Christian Science view with that of orthodox Christianity. Make sure the participants can detect the errors contained in this sect's teaching.

### **Reflection**

(Pages 26-27 of 30) Lead the participants through a discussion of this camping scenario. Discuss each of the three possible responses.

Responses No. 1 and No. 3: Incorrect. What you have said to Lindsey is true, but your response doesn't acknowledge her worldview, or help her see the big picture of the belief she is espousing and how the Christian faith stacks up against it.

Response No. 2: Correct. That's a good response. From here you can help Lindsey see that her worldview is not unique and the ultimate reality of her view is probably not what she wants or has even thought about. You can help her see the big picture and realize there is more to that "sin stuff" and it really makes sense.

In the following video clip, camp leaders examine three levels of revelation of God through the camping experience.

(Page 28 of 30) Following the video clip, make sure the participants can identify each of the three levels of revelation mentioned in the discussion (nature, relationships with Christians, and Scriptures). Stress the importance of expressing love in the camping experience. Ask participants to share from their own experiences.

(Page 29 of 30) Allow some time for discussion and perhaps a time of prayer for wisdom, courage, and love in standing up for the truth of the gospel. Encourage participants to become better acquainted with what they believe, and also with the belief systems of those to whom they will be ministering.

Use the action items and discussion questions to assess and review the content of Lesson 2: Christian Distinctives.

- Compare your worldview with the alternatives around you. Are you satisfied with yours? Does it strengthen your relationship with Jesus?
- Challenge yourself on its statements. What do you believe?
- Ask God to give you special insight into your own worldview.
- Reflect on the discussion questions with a group of your coworkers.

### **Discussion Questions**

- How does understanding the worldview of other religions help you minister to others' needs, even if you never meet someone from those particular faiths?

- How can you apply what you have learned about these worldviews and beliefs to your work at camp? To your personal faith?

### **Resources**

(Page 30 of 30) Browse through some of the resources related to Lesson 2 contained in the library. Remind participants of the resources available for further study.

**This concludes Lesson 2.**

## **Lesson 3: Faith Traditions**

### **Introduction**

This lesson will examine the roots and central distinctives of some of the main branches of historic Christianity. The purpose of this lesson is to celebrate the richness of the diversity in Christ's body, the church.

(Page 1 of 12) The metaphor of a tree with roots and branches will be used throughout this lesson.

(Page 2 of 12) Discuss the differences in meaning and application of "unity" and "uniformity" as they relate to Christianity and the camp situation.

The following video clip illustrates some of the many issues that arise in a camp setting that can irritate, offend, and even divide various groups and individuals.

(Page 3 of 12) Following the video clip, ask the participants whether any of the issues raised by the discussion group were familiar to them. Participants may share some of their own experiences. Encourage them to share some of their more humorous examples. In order to experience unity, we need to be able to laugh at ourselves once in a while!

(Page 4 of 12) The next section will examine where all this diversity came from.

### **Early Church**

(Pages 5-6 of 12) These pages explore roots of the church in Scripture and history.

### **Growth**

(Page 7 of 12) Click on the three acorns for details about the Orthodox and Roman Catholic churches and the Great Schism.

### **Reformation**

(Page 8 of 12) Click on the acorns representing the roots of the participants or those of their parents and grandparents. Discuss the diversity represented within the members of your group and their immediate ancestors. Emphasize the richness that this brings to the group.

## Reflection

(Page 9 of 12) Diversity within Christianity can either be a cause for celebration or an excuse for division. The camp setting is strategically neutral and is the ideal place for diversity to flourish and for unity to be strengthened. Discuss the role of camp leadership and staff in creating conditions where Christian diversity will be celebrated, and unity promoted.

The following video clip features a conversation about the common ground we share in Jesus Christ, and emphasizes that the defining values of our camping ministry are His person and work.

(Page 10 of 12) Following the video clip, read John 17:20-23 and discuss its implications for the camp setting.

“My prayer is not for them alone. I pray also for those who will believe in me through their message, that all of them may be one, Father, just as you are in me and I am in you. May they also be in us so that the world may believe that you have sent me. I have given them the glory that you gave me, that they may be one as we are one: I in them and you in me. May they be brought to complete unity to let the world know that you sent me and have loved them even as you have loved me” (NIV).

(Page 11 of 12) Encourage the participants to value their own roots, but also to appreciate the diversity of other Christian traditions. “In necessary things, unity; in disputed things, liberty; in all things, charity” (variously ascribed).

Use the action items and discussion questions to assess and review the content of Lesson 3: Faith Traditions.

- Look into your own denomination in more detail. Understand its worldview.
- Ask God to give you special insight into your own faith and how your tradition has affected your walk.
- Reflect on the discussion questions with a group of your coworkers.
- How does your tradition affect the way we work together in Christian camping?
- How does it affect your relationships with coworkers and guests?
- What is the difference between unity and uniformity?

## Resources

(Page 12 of 12) Click on *Library* and then on *Reference* to access the resources for Lesson 3. Encourage participants to acquaint themselves with the doctrinal statements of the denominations with which they are affiliated.

**This concludes Lesson 3.**

## Lesson 4: Church And Parachurch

This lesson explores how the church and the parachurch can work together to accomplish the purposes of God's kingdom.

### Introduction

(Pages 1-2 of 19) Some camps are owned by or closely tied to a particular church or denomination, while many other camps operate more or less independently from the church. Each of these arrangements has positive aspects as well as challenges. Ultimately, however, the purpose is the same: to proclaim the gospel of Jesus Christ, and to further God's kingdom by making disciples.

The following video clip discusses the role of the Christian camp and its special relationship to the church.

(Page 3 of 19) At the conclusion of the video clip, discuss some of the issues below:

- What is the importance of camp staff being connected during the year to a local church?
- Should a camp conduct baptisms or the Lord's Supper? If so, are there any special considerations?
- What are some ways that camp staff can encourage their guests to become involved in a local church when they return home?

The following narrated Flash presentation explains the three aspects of the church—universal, worldwide, and local.

### The Church

(Page 4 of 19) Following the Flash presentation, provide time for questions and discussion.

### Church Metaphors

(Page 5 of 19) This lesson introduces three biblical metaphors for the church—body, building, and bride.

(Page 6 of 19) Click on each of the three metaphors for more details. Discuss the significance and implications of each one.

(Page 7 of 19) Read the Bible passages and come to a consensus on the answers.

### Correct answers:

- Each serves in a different way
- We are a single unit

(Page 8 of 19) **Correct answers:**

- Christ is the cornerstone
- Christians are built on the foundation of the apostles and prophets

(Page 9 of 19) **Correct answers:**

- Jesus Christ is the bridegroom
- Jesus Christ is delighted in his bride

### **Church Functions**

(Pages 10-11 of 19) This section explains the four main functions of the church:

- Evangelism
- Teaching
- Worship
- Fellowship

### **Discussion:**

- Can these four functions be ranked in order of priority?
- How might our own gift mix influence which function(s) we prioritize?
- How might our own particular denominational roots influence priority?

In the following video clip, camp leaders discuss how distinctions between the church and parachurch are sometimes blurred in a camp setting. This is not a simple issue.

(Page 12 of 19) At the conclusion of the video clip, discuss some of the possible areas of conflict between the church and parachurch as they relate to Christian camping (philosophy, goals, authority, organization, function, etc.).

### **The Parachurch**

(Page 13 of 19) Many camps fall into the category of parachurch organizations as they come alongside the church to help further God's kingdom purposes. What are some other types of parachurch organizations that you might interact with in a camp setting? Have participants list organizations.

The following video clip speaks to the contributions that various parachurch organizations make to the cause of Christ.

(Page 14 of 19) Following the video clip, discuss some of the advantages of the close cooperation of the church and parachurch. Identify some of the special challenges.

### **Distinctions**

(Page 15 of 19) Ensure that participants clearly understand the distinctions between the church and parachurch. Pay special attention to the terminology used in the table.

The following Flash presentation further explains the distinctions and functions of both the church and the parachurch.

(Page 16 of 19) If necessary, use the pause button to allow time for explanation and discussion.

In the following video clip, camp leaders share insights about the strategic importance of partnership between the Church and parachurch.

### **Reflection**

(Page 17 of 19) At the conclusion of the video clip, discuss how camp leadership and staff can develop working, effective partnerships with the local church and denominational structures.

(Page 18 of 19) Encourage participants to take the lead in building solid relationships and productive partnerships with local and national church structures.

Use the action items and discussion questions to assess and review the content of Lesson 4: The Church and Parachurch.

- Make sure you are active in a local church.
- Pray about how you can support your own church.
- Reflect on the discussion questions with a group of your coworkers.
- In what ways is the mission of your camp or conference center similar to that of the church? How is it different?
- Why is the distinction between the church and parachurch important?

### **Resources**

(Page 19 of 19) Click on *Library* and then on *Reference* to access the resources for Lesson 4.

**This concludes Lesson 4.**

## **Lesson 5: Christ's Calling**

This lesson explores the concept of a "call" to ministry. Ask participants to share their experience, if applicable, of God's call on their life to ministry.

### **Introduction**

(Pages 1-2 of 41) Introduction to the concept of a "call" to ministry.

In the following video clip, camp leaders converse about some of the differences between initial enthusiasm and the reality of a call from God, and the difference between a job and ministry.

(Page 3 of 41) Discuss with the participants times when they did something in their own strength, versus times when they knew God was "running the show." How might this apply to camping?

### **Calling Defined**

(Pages 4-5 of 41) Examine the Scripture passages to make sure the biblical concept of a "call" is clearly understood.

(Page 6 of 41) Discuss “special calls” to a specific ministry or task, versus the general call to serve God.

(Page 7 of 41) Have participants come to a consensus on the two biblical characters from this list who had a “circumstantial” call rather than a “special” call.

**Correct answers:**

- Daniel
- Joseph

**Hint:** The Apostle Paul, Isaiah, Jeremiah, and Abraham each experienced a powerful interaction with God for a special purpose. Daniel and Joseph were both captives, yet faithfully served pagan authorities and expressed their faith within the context of work and in high political office.

(Page 8 of 41) Introduction to the concept of a “general” call for all believers.

(Page 9 of 41) In the following video clip, camp leaders talk about call, vocation, and ministry in a more general sense; we are all responsible to be faithful and obedient to what God wants us to do.

(Page 10 of 41) Following the video clip, discuss with participants some of the facets of this general call on the lives of all believers. What are some of the things God calls all believers to be and do?

**Call To Love**

(Pages 11-12 of 41) Love is central to all of the Christian life and ministry. Discuss with participants some of the factors in camping and ministry in general that can test both our love for God and our love for others. Have the group discuss how our love can be rekindled and maintained in the midst of the busyness and stress of ministry.

In the following video clip, camp leaders discuss the importance of having a sense of call and purpose in order to survive in ministry.

(Page 13 of 41) Following the video clip, ask the participants to share from their experience a time when their calling was tested. Who or what motivated and helped them to continue on?

**Great Commission**

(Page 14 of 41) Review the text and mandate of the Great Commission. Stress the three actions of going, baptizing, and teaching.

The following Flash presentation further explains the implications of the Great Commission.

(Page 15 of 41) After the Flash presentation concludes, answer any remaining questions about the Great Commission.

### **A Life Worthy**

(Page 16 of 41) We do not have much to share with others if our own lives do not reflect the Lord whom we claim to follow.

In the following video clip, camp leaders discuss the difference between sacrifice and surrender. Ask participants to listen carefully and then be ready to talk about their understanding of these two concepts.

(Page 17 of 41) Following the video clip, ask participants to share their understanding of the theoretical and practical differences between sacrifice and surrender as it concerns ministry.

(Page 18 of 41) Lead the participants through this section on the requirements for living out our call. Click on each of the links highlighted in blue for a more complete description.

### **Called Alongside**

(Page 19 of 41) While leading the participants through this section, emphasize the role of the Holy Spirit as Comforter and Counselor. Discuss how this might be experienced in our daily lives.

(Page 20 of 41) Christians complement the ministry of the Holy Spirit in the lives of others as they encourage, comfort, and urge them toward growth and maturity.

(Page 21 of 41) Click on several (or all) of the passages in the table and explain their significance and implications.

### **Call Previewed**

(Page 22 of 41) Have participants come to a consensus on their answers for these matching exercises.

#### **Correct answers:**

To Love – Neighbor  
Great Commission – Baptize  
A Life Worthy – Live at peace  
Alongside – Holy Spirit is an example

(Page 23 of 41) Matching exercise:

#### **Correct answers:**

To Love – Love God  
Great Commission – Teach  
A Life Worthy – Be holy  
Alongside – Help one another

(Page 24 of 41) Matching exercise:

**Correct answers:**

To Love – Greatest Commandment  
Great Commission – Going  
A Life Worthy – Freedom  
Alongside – Encourage one another

(Page 25 of 41) Matching exercise:

**Correct answers:**

To Love – We have failed if we don't  
Great Commission – Local, national, global  
A Life Worthy – Hope of eternity  
Alongside – Comfort one another

**Hearing The Call**

(Page 26 of 41) Emphasize the uniqueness of call, similar to the concept that each of us is unique in our personality, giftedness, and background.

(Page 27 of 41) The following video clip discusses the uniqueness of each person's call and the peace that comes from knowing we are serving God according to our unique abilities and personalities.

(Page 28 of 41) At the conclusion of the video clip, participants may want to discuss if they agree or disagree with the idea: "What's best for you is best for the ministry."

(Page 29 of 41) The quote by Dallas Willard may prompt some discussion about risk versus safety, waiting for God to direct versus moving forward, and expecting God to correct our course if necessary.

The next video clip discusses some of the misconceptions and ambiguities about knowing and following God's will.

(Page 30 of 41) Following the clip, discuss the question below:

How important to us is praise and recognition by our peers and by those to whom we minister? Is God's affirmation and encouragement sufficient to keep us going?

(Page 31 of 41) "God doesn't waste a thing!" This is a difficult concept to accept when the road ahead is unclear or life is throwing obstacles in our way.

The following video clip discusses how the Lord equips and motivates us to fulfill our calling in spite of any difficulties.

(Page 32 of 41) After watching the video clip, wrap up this section with time for questions and comments.

## **Reflection**

(Page 33 of 41) This section contains several video testimonies of God's working in the lives of various people involved in camping.

(Pages 34-39 of 41) Review the video testimonies.

(Page 40 of 41) Lead the group through the discussion questions and then spend some time in prayer related to God's call to follow and serve Him.

## **Resources**

(Page 41 of 41) Click on *Library* and then on *Reference* to access the resources for Lesson 5.

**This concludes Lesson 5.**

## **Conclusion**

(Page 1 of 3) Watch the concluding video clip.

(Pages 2-3 of 3) This page contains some concluding comments and reminders.

## **Learning Check**

(Page 1 of 22) Although the Learning Check was designed for a single user, the facilitator may lead the group through this exercise by asking for a consensus answer to each of the questions.

### **Correct answers:**

Question 1:

George Fox – Quakers

John Smythe – Baptists

Thomas Campbell – Disciples of Christ

John Wesley – Methodist

John Knox – Presbyterian

Question 2:

Netherlands – Reformed Church of America

Scotland – Presbyterian

Germany – Lutheran

England – Baptist

United States – Disciples of Christ

Question 3:

Confined to the present – Local church

Transcends space – Worldwide church

Believers across time and space – Universal Church

Question 4:  
The Great Schism

Question 5:  
Constantine

Question 6:  
Baptize – Call to the Great Commission  
Holiness – Call to a life worthy of the gospel  
Neighbor – Call to love  
Encouragement – Call to come alongside

Question 7:  
The process of salvation

Question 8:  
Most similar – Judaism  
Similar – Islam  
Different – Hinduism  
Most different – Buddhism

Question 9:  
Joseph  
Daniel

Question 10:  
To appoint someone to full-time ministry

Question 11:  
A temporal arrangement  
A sociological reality

Question 12:  
Body  
Building  
Bride of Christ

Question 13:  
Inerrant applies to everything; infallible applies to matters of faith.

Question 14:  
His personal return to earth  
His bodily resurrection

Question 15:  
A life-long process of maturing in faith

Question 16:

Eternal Life with God – The ultimate goal

Sin – Humanity's problem

A work of grace – Salvation

In the image of God – The nature of humanity

Personal – Ultimate reality

Question 17:

The ultimate goal is everlasting life

Humankind is in rebellion against God

Question 18:

The Holy Spirit is an invisible active force... – Jehovah's Witnesses

The Holy Spirit is the development of Life... – Christian Science

The Holy Spirit is a person, not a force... –Orthodox Christian

The Father, Son, and Holy Ghost are...three personages... – Mormon

Question 19:

Liturgical practices (baptism)

Question 20:

An opened or closed door (opportunity)

Lightning bolts or e-mail

Counsel from another believer

Confirmation in your own heart

**End of course**