

BOLD

BIBLE STUDY

OUR HERITAGE

LEADERSHIP

DISCIPLESHIP

LEADER'S GUIDE

COURSE A: BOOK #2  FALL 2014

FOR CORPS CADETS



BOLD FOR CORPS CADETS

COURSE A | BOOK #2 | FALL 2014 | 1st EDITION

Published by The Salvation Army National Christian Education Department,
National Headquarters

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SOAPS WORKSHEET

BOLD FOR CORPS CADETS | COURSE A | BOOK 2 | NOVEMBER | FALL 2014

NAME: _____

S

READ THE SCRIPTURE (1 pt.)

COMPLETE THE SOAPS SECTIONS USING THE FOLLOWING SCRIPTURE: 2 TIMOTHY 2:14-19 (NIV).

O

WRITE AN OBSERVATION (1 pt.)

WRITE AN OBSERVATION ABOUT THIS SCRIPTURE. IN OTHER WORDS, WHAT DO YOU "SEE" IN THIS SCRIPTURE?

A

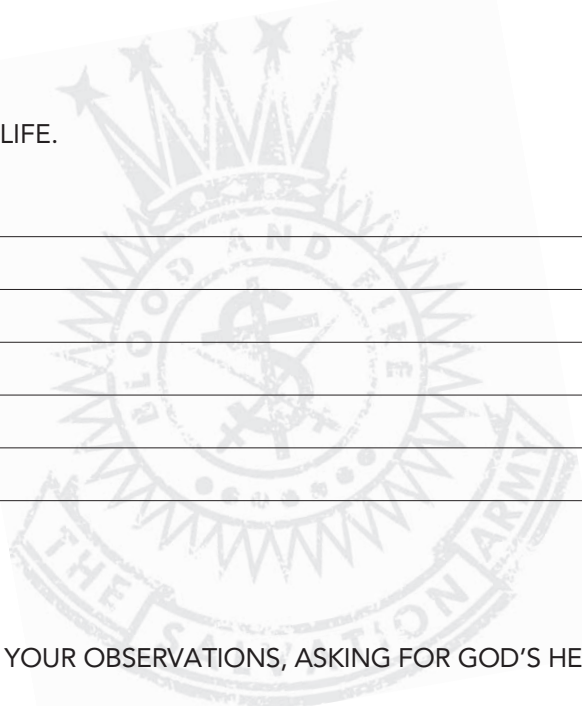
WRITE AN APPLICATION (1 pt.)

WRITE HOW THIS SCRIPTURE APPLIES TO YOUR LIFE.

P

PRAY (1 pt.)

PRAY SPECIFICALLY ABOUT THIS SCRIPTURE AND YOUR OBSERVATIONS, ASKING FOR GOD'S HELP IN APPLYING ITS TRUTH TO YOUR LIFE.





HIDING GOD'S WORD IN YOUR HEART



SUPPLIES NEEDED:

- Bibles
- Pens/pencils
- Highlighters
- Paper
- Newsprint or marker board
- Markers
- Bible Study Scriptures" sheet
- "Take Home Tear-Off" sheet

TEACHER OVERVIEW

The purpose of this lesson is to help corps cadets understand that Bible study is not a passive activity, but an active one, because the Bible itself is alive and active.

This lesson engages the corps cadets with a sword drill. Then the corps cadets explore Scripture passages that teach about Scripture. They find the actions and movements in the verses and discover what those actions say about studying God's Word. They figure out where God's Word needs to be and what the benefits of studying the Bible are. They learn that the Bible is alive and active and that Bible study is not a purely academic exercise. As application the corps cadets express how the lesson challenged their understanding of Bible study. Then they use the different action words from the studied verses, and list specific ways they'll make their Bible study more active.

Before class, write out the five questions each group is to answer from the Explore section of the lesson on newsprint or the marker board.

Make copies of the "Bible Study Scriptures" sheet found at the end of the lesson.

Make copies of the "Take Home Tear-Off" sheet found at the end of the lesson. At the end of class, give one to each corps cadet to take home.

LEADERSHIP PRINCIPLE

Leaders must learn to wait on the Lord before they act on His Word.



MEMORY VERSE

“Do your best to present yourself to God as one approved, a worker who does not need to be ashamed and who correctly handles the word of truth.” Timothy 2:15

INTRODUCTION

(5 Minutes)

Some people only see the Bible as an ancient book of wisdom and witticisms to be considered when convenient. Others see it as a collection of interesting stories with morals, like fables. Still others see it as promoting an outdated system of behavior, like all of the self-help books collecting dust in used bookstores. Overall, nothing earth-shaking.

This could not be further from the truth. Author Helen Exley said, “Books can be dangerous. The best ones should be labeled ‘This could change your life.’” This is most true of The Book, the Bible.

As part of the armor of God described in Ephesians 6:17, the Bible is called “the sword of the Spirit, which is the word of God.” But is it one of those ceremonial swords for decoration only, not for actual use? Not according to Hebrews 4:12: “For the word of God is alive and active. Sharper than any double-edged sword, it penetrates even to dividing soul and spirit, joints and marrow; it judges the thoughts and attitudes of the heart.”

All weapons are dangerous, especially if you don’t know how to use them. This is true for the sword of the Spirit as well. When we wield the Bible around without studying it and without allowing the Holy Spirit to guide us, people get hurt.

One of the ways the early Salvation Army helped its soldiers to practice was the sword drill. First, everyone held their Bibles in the air. Second, someone called out a Scripture reference, chapter and verse. Third, the first person to find the verse stood and read it aloud. A sword drill provided at least three benefits: 1) experience and comfort finding Scripture; 2) experience and comfort reading Scripture aloud; and 3) hearing and becoming familiar with more and more Scripture.

ENGAGE

(10 Minutes)

Do a “Sword Drill.”

First have the corps cadets get used to finding the books of the Bible, especially if you have corps cadets who are new to church and the Bible. Call out different books of the Bible and have whoever finds it first stand and read the first verse of the first chapter.



After they have found several of the books of the Bible, have them find these five passages:

- Psalm 119:9, 11, 105
- Deuteronomy 11:18-23
- Romans 12:2
- 2 Timothy 2:15
- 2 Timothy 3:16-17

READ

(5 Minutes)

Divide the brigade into five groups. Give each group one of the following passages:

Psalm 119:9, 11, 105; Deuteronomy 11:18-23; Romans 12:2; 2 Timothy 2:15; and 2 Timothy 3:16-17.

EXPLORE

(20 Minutes)

Give each corps cadet a copy of the “Bible Study Scriptures” sheet and a pen and highlighter.

Tell each group to read their passage and answer the following questions (written on newsprint or the marker board before class):

1. What are the actions, movements in the verses? Circle or highlight all the verbs (action words).
2. What do these action words tell you about studying God’s Word?
3. Where does God’s Word need to be?
4. What are the benefits of studying the Bible?
5. What else did you learn about studying the Bible from this passage?

After a few minutes, bring the groups back together and have them share their answers with the brigade. Encourage corps cadets to circle or highlight the action words in each verse and write down main ideas as the different groups report.

Ask: **What are the actions, movements in Psalm 119:9, 11, 105? Circle or highlight all the verbs** (action words).

How can a young person stay on the path of purity? By living according to your word. I have hidden your word in my heart that I might not sin against you. Your word is a lamp for my feet, a light on my path.



Ask: **What do these action words tell you about studying God's Word?**

Allow response. Then add from the following:

- Studying Scripture isn't only reading Scripture, but understanding it, memorizing it (hiding it in our heart), applying it and living it (not sinning).
- The words feet and path, although nouns instead of verbs, show movement.
- The need for light on the path means it's dark without God's Word. If we want to know where to go next, we need to study the Bible.

Ask: **Where does God's Word need to be?**

Allow response. Then add from the following:

- God's Word needs to be on the path ahead.
- God's Word needs to be right at my feet.
- God's Word needs to be in my heart.

Ask: **What are the benefits of studying the Bible?**

Allow response. Then add from the following:

- It helps us stay pure.
- It helps us stay on the right path.
- It helps us know the next step.
- It helps us not sin.

Ask: **What else did you learn about studying the Bible from this passage?**

Allow response. Then say something like: **"By living according to your word" suggests studying the Bible is not enough. What we learn has to be applied to our lives.**

Ask: **What are the actions, movements in Deuteronomy 11:18-23? Circle or highlight all the verbs** (action words).

"Fix these words of mine in your hearts and minds; tie them as symbols on your hands and bind them on your foreheads. Teach them to your children, talking about them when you sit at home and when you walk along the road, when you lie down and when you get up. Write them on the door frames of your houses and on your gates, so that your days and the days of your children may be many in the land the Lord swore to give your ancestors, as many as the days that the heavens are above the earth. If you carefully observe all these commands I am giving you to follow—to love the Lord your God, to walk in obedience to him and to hold fast to him—then the Lord will drive out all these nations before you, and you will dispossess nations larger and stronger than you."



Ask: **What do these action words tell you about studying God's Word?**

Allow response. Then add from the following:

- Studying God's Word includes actively participating with the Word, not passively reading it.
- Studying God's Word is not hearing only, but moving in obedience and living the application.
- Scripture has a place in all parts of our life and all times of our day.
- It has a place for adults and children.
- It is for home and work.
- It is for our minds and our hearts.

Ask: **Where does God's Word need to be?**

Allow response. Then add from the following:

- God's Word needs to be in our hearts and minds.
- God's Word needs to be on our tongues.
- God's Word needs to be written on our doors and gates.
- God's Word needs to be in our hands.
- God's Word needs to be in our homes.
- God's Word needs to be on the road, wherever we go.

Ask: **What are the benefits of studying the Bible?**

Allow response. Then add from the following:

- Studying and obeying the Scripture and teaching it to our children passes blessing from generation to generation.
- Remembering what God has done before, seeing how He has loved us, gives us hope for the future.

Ask: **What else did you learn about studying the Bible from this passage?**

Allow response. Then say something like: **There is not a place or a time or an activity where it doesn't belong. It can be done quietly and in stillness. It can be done in dialogue and movement. It applies to the fullness of our lives.**

Ask: **What are the actions, movements in Romans 12:2? Circle all the verbs (action words).**



“Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is—his good, pleasing and perfect will.”

Ask: **What do these action words tell you about studying God’s Word?**

Allow response. Then add from the following:

- Studying Scripture helps us not conform to the pattern of this world.
- By studying Scripture and through the power of the Holy Spirit, our minds are renewed and we are transformed, made completely new.
- The will of God is not simply given to us, but we can discern—see and understand—what the will of God is.
- Studying Scripture is proactive, not only reactive.

Ask: **Where does God’s Word need to be?**

Allow response. Then add from the following:

- God’s Word needs to be in our minds.
- God’s Word needs to be in our lives.

Ask: **What are the benefits of studying the Bible?**

Allow response. Then add from the following:

- We don’t have to conform to how the world sees and does things. We have the choice. “Paul was writing to first-generation believers at a time when the culture had not yet been influenced by Christian values. To be a Christian in Paul’s day was to be plagued continually by one’s past lifestyle and assaulted by the present society” (Bence, p. 199).
- Transformation. The Greek word for transformation is *metamorphousthe*. It’s the word used to describe a caterpillar turning into a butterfly.
- A renewed mind. Jewish writers and Greek philosophers understood that what we think affects what we do but they thought a renewed mind was only possible in the world to come. Paul taught that Jesus makes a renewed mind possible in this world (Keener, p. 438-439).
- Knowing God’s will.

Ask: **What else did you learn about studying the Bible from this passage?**

Allow response. Then say something like: **It can be proactive, not only reactive. When God tells us not to do something, He always pairs it with what to do. In this case, what not to do = do not conform and what to do = be transformed by the renewing of your mind.**



Ask: **What are the actions, movements in 2 Timothy 2:15? Circle all the verbs** (action words).

“Do your best to present yourself to God as one approved, a worker who does not need to be ashamed and who correctly handles the word of truth.”

Ask: **What do these action words tell you about studying God’s Word?**

Allow response. Then add from the following:

- It takes work. “Do your best” in the NIV is translated “work hard” in the *New Living Translation* and “be diligent” in the *New American Standard Bible*. In the *King James Version*, it’s translated “study.” But this verse is not so much “the student’s verse” as it is “the craftsman’s verse” (Black and McClung, pp. 162-163).
- When we’ve done the work, God approves.
- We can come to God—present ourselves to God.

Ask: **Where does God’s Word need to be?**

Allow response. Then add from the following:

- God’s Word needs to be in our hands.
- God’s Word needs to be in our minds.

Ask: **What are the benefits of studying the Bible?**

Allow response. Then add from the following:

- We can have God’s approval.
- We can be confident, without shame.
- We can learn how to handle the Word of God correctly. “The Greek words translated correctly handles mean, literally, ‘cuts a straight line.’” Other descriptions include cutting a road across the countryside; cutting a stone to fit into place in a building; and plowing a straight furrow (Black and McClung, 162-163).

Ask: **What else did you learn about studying the Bible from this passage?**

Allow response. Then say something like: **By studying the Bible, it’s possible to understand the Bible and to help others to understand it.**

Ask: **What are the actions, movements in 2 Timothy 3:16-17? Circle all the verbs** (action words).

“All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the servant of God may be thoroughly equipped for every good work.”



Ask: **What do these action words tell you about studying God's Word?**

Allow response. Then add from the following:

- God-breathed means inspired. Every bit of Scripture is inspired, given, by God to us.
- Every part of Scripture has value. All of it is useful.
- God's Word teaches us what God says about different subjects. When we know what the Bible teaches, we need to live by it.
- God's Word rebukes us. It tells us where we've thought wrongly and where we haven't done what God says is right. When we see where we went wrong, we should admit it.
- God's Word corrects us. It tells us to confess and stop doing what is wrong. It sometimes gives specific steps to show us what to do next.
- God's Word trains us in righteousness through teaching, commands, promises, warnings, encouragements, Biblical characters and God's dealing with man.
- Studying Scripture should make us want to do what it says because it equips us "for every good work."

Ask: **Where does God's Word need to be?**

Allow response. Then add from the following:

- God's Word needs to be in our minds.
- God's Word needs to be in our hearts.
- God's Word needs to be in our hands and feet.
- God's Word needs to be in our lives.

Ask: **What are the benefits of studying the Bible?**

Allow response. Then add from the following:

- We learn.
- Our mistakes are corrected.
- We are trained in righteousness.
- We are thoroughly equipped for every good work.

Ask: **What else did you learn about studying the Bible from this passage?**



Allow response. Then say something like: **We might wonder what some parts of the Bible are for. Why do we need the genealogies—who cares who begat who? Why do we need to know all the measurements of the ark and the tabernacle? This verse tells us that every part of the Bible is useful and can teach us something that will help us be better Christians and do the things God wants us to do.**

APPLY

(10 Minutes)

Ask: **How has your understanding of Bible study changed through this lesson?**

Allow response.

Say: **Using the different action words from these verses, list specific ways you're going to get your Bible study moving.**

Have the corps cadets turn over the "Bible Study Scriptures" sheet and use the back. After a few minutes, move on to the Pray section.

PRAY

(5 Minutes)

Say something like: **We're going to close with conversational prayer. This doesn't mean you each have to take a turn. I'm going to start and I'll pause at different times. I want you to say aloud words and phrases that describe God's Word, what it does and how we're to study it. For example, I'll start by saying, "Thank you God for your Word. It is... Then I'll pause and you fill in the blank with words like "alive" and "active" or whatever you feel is appropriate.**

Say: **Let's pray.**

Thank you God for your Word. It is...

Thank you God for your Word. It helps us...

Thank you God for your Word. It teaches us...

Thank you God for your Word.

Amen.

Give each corps cadet a "Take Home Tear-Off" sheet to take home.

RESOURCES AND RECOMMENDED FURTHER READING

Bence, Clarence L. *Romans: A Bible Commentary in the Wesleyan Tradition*. Indianapolis, IN: Wesleyan Publishing House, 1996, pp. 199-200.



Black, Robert and McClung, Ronald. *1 & 2 Timothy, Titus, Philemon: A Commentary for Bible Students*. Indianapolis, IN: Wesleyan Publishing House, 2004, pp. 178-179.

Keener, Craig S. *The IVP Bible Background Commentary: New Testament*. Downers Grove, IL: InterVarsity Press, 1993, p. 438-439.

Lennox, Stephen J. *Psalms: A Bible Commentary in the Wesleyan Tradition*. Indianapolis, IN: Wesleyan Publishing House, 1999, pp. 361-363.

Reflecting God Study Bible New International Version. Grand Rapids, MI: Zondervan Publishing House, 2000.

The Salvation Army Handbook of Doctrine. London, England: Salvation Books, The Salvation Army International Headquarters, 2010.

The Wesley Study Bible New Revised Standard Version. Nashville, TN: Abingdon Press, 2009.

WEB RESOURCE

www.biblestudytools.com/commentaries/wesleys-explanatory-notes/



TAKE HOME TEAR-OFF

These corps cadet booklet sections are included here for the teacher's information. They don't need to be incorporated into the lesson; the corps cadets do them on their own. Cut on the line and make copies for the corps cadets to take home.

LEADERSHIP PRINCIPLE

Leaders must learn to wait on the Lord before they act on His Word.

MEMORIZE

"Do your best to present yourself to God as one approved, a worker who does not need to be ashamed and who correctly handles the word of truth."
Timothy 2:15

DID YOU KNOW?

Sixteen hundred years ago, St. Augustine warned against what some today are calling a desire for a loose-leaf Bible. He said: "If you believe what you like in the gospel and reject what you like, it is not the gospel you believe, but yourselves."

GO DEEPER

Read the 1st "I Will" statement on "The Soldier's Covenant." Discuss or journal how it relates to today's lesson.

DEUTERONOMY 11:18-23

¹⁸ Fix these words of mine in your hearts and minds; tie them as symbols on your hands and bind them on your foreheads. ¹⁹ Teach them to your children, talking about them when you sit at home and when you walk along the road, when you lie down and when you get up. ²⁰ Write them on the door frames of your houses and on your gates, ²¹ so that your days and the days of your children may be many in the land the Lord swore to give your ancestors, as many as the days that the heavens are above the earth.

²² If you carefully observe all these commands I am giving you to follow—to love the Lord your God, to walk in obedience to him and to hold fast to him—then the Lord will drive out all these nations before you, and you will dispossess nations larger and stronger than you.

PSALM 119:9, 11, 105

⁹ How can a young person stay on the path of purity? By living according to your word.

¹¹ I have hidden your word in my heart that I might not sin against you.

¹⁰⁵ Your word is a lamp for my feet, a light on my path.

ROMANS 12:2

² Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is—his good, pleasing and perfect will.

2 TIMOTHY 2:15

¹⁵ Do your best to present yourself to God as one approved, a worker who does not need to be ashamed and who correctly handles the word of truth.

2 TIMOTHY 3:16-17

¹⁶ All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, ¹⁷ so that the servant of God may be thoroughly equipped for every good work.



THE BIBLE AS THE FOUNDATION FOR LIFE

W 2

SUPPLIES NEEDED:

- Bibles
- Pens/pencils
- Newsprint
- Marker
- Paper
- Tape
- Glue stick
- Scissors
- Hat/bowl/basket
- Poster board
- Envelopes
- “Jesus’ Illustrated Story” from *Amistad* on www.wingclips.com (optional)
- Computer with projector (optional)
- “Old Testament” sheet
- “New Testament” sheet
- “Program Logos” sheet
- “Take Home Tear-Off” sheet

TEACHER OVERVIEW

The purpose of this lesson is to help corps cadets consider the who, what, where, when, why, and how of Christian Education and to familiarize them with the various Salvation Army programs.

This lesson is based on Proverbs 22:6—“Start children off on the way they should go, and even when they are old they will not turn from it.” The lesson engages corps cadets with putting the books of the Bible in order. The corps cadets explain as many of The Salvation Army programs as they can, focusing on the 5 Ws and 1 H. As application,



the corps cadets discuss and plan how to keep Scripture at the heart of their brigade life. They're encouraged to memorize the books of the Old and New Testament and the first doctrine if they haven't already.

Asking the corps cadets to explain the programs is a good way to find out how much they know and what they think is important about each program. It also gives more experienced corps cadets the opportunity to take the lead. Student-to-student instruction is often more effective than teacher-to-student instruction.

Before class, especially if you have some corps cadets who are new to The Salvation Army, gather samples of some of the different curricula mentioned in the lesson.

Before class, cut out logos from "Logo Sheet" and put into a hat, bowl or basket.

Before class, make copies of the "Old Testament" and "New Testament" sheets. Cut them apart. Put the Old Testament and New Testament into separate envelopes. If you have a large brigade, make more than one set of each.

Before class, if using the movie clip, make sure the technology is set up and working.

Before class, make copies of the "Take Home Tear-Off" sheet found at the end of the lesson. At the end of class, give one to each corps cadet to take home.

Watch "Jesus' Illustrated Story" from *Amistad* on www.wingclips.com. Two African men, being transported to America to be sold as slaves, look through the pictures in a Bible and learn the story of Jesus and His love. Consider using as a wrap-up to the Explore section of the lesson.

LEADERSHIP PRINCIPLE

Leaders must learn to wait on the Lord before they act on His Word.

MEMORY VERSE

"Do your best to present yourself to God as one approved, a worker who does not need to be ashamed and who correctly handles the word of truth." Timothy 2:15

INTRODUCTION

(5 Minutes)

Start with The Salvation Army's first doctrine: "We believe that the Scriptures of the Old and New Testaments were given by inspiration of God and that they only constitute the Divine rule of Christian faith and practice."

Add Proverbs 22:6—"Start children off on the way they should go, and even when they are old they will not turn from it."



Combine these with two statements by William Booth. The first is, “We are preparing a mighty force for the Salvation War of the future... and to create such a force must be worthy of any amount of sacrifice and toil and care on our part. Let us make haste to be the means of converting, teaching, watching over, drilling, and using the children, and it may yet be said not only of individuals, but of the nations, ‘A little child shall lead them.’”

The second is, “I want to see a new translation of the Bible into the hearts and conduct of living men and women.”

When you put them all together, you get the basis for The Salvation Army’s Christian Education program. It flows from Sunday school to the corps training and character building programs all the way through the adult rehabilitation center and prison correspondence programs.

ENGAGE

(10 Minutes)

“Do Books of the Bible” puzzle.

Ask: **How many of you know the names of the books of the Bible in order?**

Allow response.

Divide the brigade into teams of four. Give the older corps cadets the envelope with the books of the Old Testament. Give the younger corps cadets the envelope with the books of the New Testament. Tell them to put the books of the Bible in order from memory. If you have a very competitive group, time them. If most of your corps cadets are unfamiliar with the books of the Bible, allow them to use the table of contents in front of the Bible.

READ

(5 Minutes)

Have the corps cadets find and read Proverbs 22:6 and Deuteronomy 6:4-9.

EXPLORE

(20 Minutes)

Write “Christian Education In The Salvation Army” across the long side of a piece of poster board and leave it on a table. Have a glue stick available.

Hang six separate sheets of newsprint around the room. As you talk, write one word at the top of each sheet as indicated.



Say something like: **In this lesson we're going to explore Christian Education in The Salvation Army. We're going to think about:**

- **WHO Christian Education is for and who can teach it.**
Write the word WHO at the top of the first sheet of newsprint.
- **WHAT Christian Education is.** Write the word WHAT at the top of the second sheet of newsprint.
- **WHERE Christian Education is taught.** Write the word WHERE at the top of the third sheet of newsprint.
- **WHEN Christian Education is taught.** Write the word WHEN at the top of the fourth sheet of newsprint.
- **WHY Christian Education is taught.** Write the word WHY at the top of the fifth sheet of newsprint.
- **HOW Christian Education is taught.** Write the word HOW at the top of the sixth sheet of newsprint.

Have some samples of the different curricula available, especially if you have some corps cadets who are new to The Salvation Army. Let them look through it while you talk if it won't distract them too much.

Use the hat/bowl/basket of logos you prepared before class. Say something like: **When it's your turn, pull a Salvation Army program logo out of the hat/bowl/basket. Do your best to explain what the program is by answering the 5Ws and 1H. If you aren't familiar with the program, you can pass the logo to someone else to explain. When you've finished describing the program, glue the logo onto the poster board. But the end we'll have a poster.**

As the corps cadets explain the programs, write the answers on the appropriate sheets of newsprint. To get more people involved, you could have a different corps cadet write the answers onto the newsprint for each program.

If the activity starts to drag or the corps cadets begin to lose interest, switch to a rapid-fire version. Post a corps cadet at each piece of newsprint to record answers. Pull out a logo, ask the questions one at a time, and have corps cadets call out their ideas as quickly as possible. Or, do a Jeopardy® type version in which you pick a logo (but don't show the corps cadets) and read the 5Ws and 1H from the lesson notes. The corps cadets guess the name of the program in the form of a question, e.g. "What is Girl Guards?" Whichever corps cadet, or team, guesses correctly puts the logo onto the poster.

Add from the following as needed:

SUNDAY SCHOOL

Who? The youngest children through adults, from the corps and the community.



What? A solid foundation in Scripture and Christian living from a Wesleyan-holiness perspective.

Where? Usually at the corps but could be done out in the community.

When? On Sunday, before or after the main service or during Holiness Meeting.

Why? To build on the spiritual foundation as children grow into adulthood.

How? Through Scripture, stories, songs, crafts, games, activities, and discussion.

JUNIOR SOLDIER PREP/JUNIOR SOLDIER/ HONOR JUNIOR SOLDIER PROGRAMS

Who? Children not younger than 7, not older than 13, after a month or more of consistent attendance at the corps, who have indicated they have received Jesus as their Savior.

Taught by Christian adults, young or older, although sometimes teenagers teach it as part of their own training. In this case, Salvationist preferred.

What?

Junior Soldier Prep: To help the children learn the words and meaning of the Junior Soldier promise, introduction to the beliefs, practices and mission of The Salvation Army.

Junior Soldiers: a training program for junior members of the church. Over the course of the five-year program, JS learn more about the Bible and Jesus, The Salvation Army, living a Christian life and serving.

Honor Junior Soldiers: The HJS course provides the opportunity to explore the fundamental beliefs of The Salvation Army, their Scriptural basis, and to develop the spirit of Salvationism. It covers each doctrine of The Salvation Army, the history of The Salvation Army, Salvation Army symbols, terminology and procedures.

Where? Usually at the corps. Sometimes at camp.

When? Usually meets once a week during the school year, often on Sundays—during Holiness meeting or Sunday school time. Some corps have Junior Soldier classes on a weekday.

Why? To prepare for membership in the church; to be trained in the church; opportunity to grow in the church, mature spiritually.

How? Through curriculum created through National Headquarters using memorization, activity sheets, Bible stories, songs, games, puzzles, dramas, and conversations with other young people and loving and caring adults. Projects related to Christian growth, WWJD, and the Bible.



CORPS CADETS

Who? Ages 12 and in 6th grade, starting before 19th Bday and completing before 25.

Active, uniform wearing Salvationist, which means corps cadets are expected to be Christians, having accepted Jesus as their Savior.

What? A five year course of Bible study, Salvation Army heritage, leadership and discipleship currently called BOLD.

Where? Generally at the corps, but can be done at different people's houses. Some of the activities are done in the community.

When? Varies by corps. Some do all the lessons on one weekend. Some have corps cadet class every week, on a Sunday or a weekday.

Why? Training in order to grow spiritually and become better equipped for effective service in The Salvation Army.

How? Through a curriculum, produced by the National Christian Education department, called BOLD: B—Bible study, O—Our Heritage, L—Leadership, D—Discipleship. Bible study, discussion, film clips, popular music, different prayer techniques, mentoring by loving and caring adults, hands-on activities, ministry training and practice, reflection and application.

THE GUARDING PROGRAM—MOONBEAMS

Who? Boys and girls, Pre-K through Kindergarten, 4 or 5 (6 if still in Kindergarten), from the corps or the community.

What? Sixteen emblems on a variety of subjects from health to nature to family and church.

Where? Usually conducted at the corps and community centers. Some at camp.

When? Usually one weekday, as it fits in corps schedule, during the school year with a break during the summer and at camp in the summer.

Why? To teach young children to love God, to help everyone whenever they can even without being asked, and to always do their best.

How? Through interaction with other children, the love and attention of caring adults, hands-on learning, Bible stories, songs, snacks, puzzles, crafts, short lessons, prayer, etc.

SUNBEAMS

Who? Girls, grades 1-5, from the corps and the community.

What? Emblems on a variety of subjects from art to drug awareness to reading to Salvation Army history to Native American lore and outdoor living.



Where? At the corps, in someone's home, in the community, at camp.

When? Usually one weekday, as it fits in corps schedule, during the school year with a break during the summer and at camp in the summer.

Why? To help the pledge, declaration and motto become true in their lives. They promise to love God, to be obedient, to be loving and kind to all, to pray morning and evening, speak the truth, be kind to animals, never steal, swear, gamble, touch harmful drugs or strong drink, and to do right.

How? Through interaction with other girls, the love and attention of caring adults, Bible stories, prayer, lecture, observation, hands-on experience, projects, guest teachers, field trips, crafts, food, music, etc.

GIRL GUARDS

Who? Girls, grades 6-12, from the corps and the community.

What? Emblems in different areas: Arts and Skills, Health and Happiness, Nature, People, Personal Growth, and Present and Future. It focuses on spiritual, mental, physical and social health and growth.

Where? At the corps, in someone's home, in the community, at camp.

When? Usually one weekday, as it fits in corps schedule, during the school year with a break during the summer and at camp in the summer.

Why? To help the declaration become true in their lives: helping them to be well-rounded young ladies, growing in all areas of their lives, especially in their relationship with Christ.

How? Through interaction with other girls, the love and attention of caring adults, Bible study, prayer, lecture, learning to make good choices and developing skills, observation, hands-on experience, projects, guest teachers, field trips, service, crafts, food, music, etc.

ADVENTURE CORPS

Who? Boys in grades 1-8, divided into two sections: Explorers for boys in grades 1-4 and Rangers for boys in grades 5-8, from the corps and the community.

What? A series of achievement emblems and levels, including Sports, Health, Nature, Science, Arts, Hobbies, Family and Culture, and Bible and The Salvation Army. It emphasizes discipleship, evangelism, and life skill development.

Where? At the corps, out in the community, at camp. In a balanced environment for learning, developing and caring that is child oriented and Christ centered.

When? Usually one weekday, as it fits in corps schedule, during the school year with a break during the summer and at camp in the summer.



Why? To help boys develop their God-given individuality and potential and to help the motto, pledge, and prayer to be true for the boys involved. They promise to explore God's Word and God's World to find ways to serve Him and help others; to develop and guard good habits so that I will grow as God desires; and to adventure into the world with the "good news" of Jesus Christ. They pray to discover that Jesus is the Way, the Truth, and the Life, and to find out for themselves that following Him is the greatest adventure of all.

How? Through Bible stories and study, interaction with other boys, the love and attention of caring adults, lots of physical activity, prayer, lecture, observation, hands-on experience, projects, field trips, service, crafts, food, etc.

CRADLE ROLL

Who? Families with young children (birth to age 5).

What? Enroll their children as members of the corps and keep the family in touch with the corps and future events involving children's programming.

Where? Usually in the nursery at the corps.

When? During corps programs.

Why? Bring up a child in the way he should go—it cannot start too early.

How? Through Bible stories, songs, finger plays, hands-on experiences, play time, prayer, and the love and attention of caring adults.

SONday'SCOOL

Who? Every and any child. Those children who, for whatever reason can't, won't or just don't come on Sunday, especially at-risk children.

What? Sunday school that's not on Sunday. A solid Bible-based Christian education curriculum. Doesn't depend on prior church attendance or Bible knowledge. Geared to children's level of understanding, helping children better comprehend the Word of God and put it into use in their daily lives.

Where? At the corps or out in the community. In a balanced environment for learning, developing, and caring that is age-appropriate and Christ-centered.

When? Meets weekly for at least 45 minutes. Not on Sunday.

Why? To move children toward membership, both in the Christian education program and in the body of Christ, the church. To lead children into a relationship with God through Jesus Christ.

How? Through songs, Bible stories, lots of physical activities, food, and the love and attention of caring adults.



Prime Time

Who? Un or undersupervised children.

What? An after-school program that includes recreation, homework help, and Bible lessons.

Where? Usually at the corps a.k.a. a safe environment.

When? After school, between 2 pm and 6 pm.

Why? For many children, after-school hours are the most dangerous time of the day. To give children a safe place to learn about God and develop a relationship with God through Christ Jesus while learning other important life lessons.

How? Through recreation, snacks, homework help, safety, love and attention of caring adults, Bible stories, games, crafts, songs, prayer and other activities.

VBS—VACATION BIBLE SCHOOL

Who? Usually children aged 5 to 12, from the corps and community. Some VBS cater to all age groups, including adults. Varies according to the needs of the community.

What? Five days of Bible truths put into activities around a central theme.

Where? Usually at the corps, but might be done outside or in a camp setting.

When? Most often done during the summer break, often the week before school starts to feed into the fall programs. Some corps have VBS over spring break.

Why? To introduce children who may not go to church regularly, as well as those who do, to Bible truths that will lead them to a relationship with Jesus Christ.

How? Through snacks/meals, crafts, games, Bible stories, prayer, love and attention of caring adults, music—with motions and sometimes sign language, and videos all around a theme. Active and interactive. Curriculum available through different Christian publishers.

BIBLE BOWL

Who? Any active Salvationist young person in the 7th through 12th grades who attends the corps regularly and claims Jesus as Savior. A Bible Bowl team consists of a minimum of four players and a maximum of seven players. A maximum of three corps may combine to form one team.

What? Young people who participate in Bible Bowl study the Bible and memorize specific verses of Scripture. They become immersed in the truths of the Bible. The young people grow in their understanding of God's values and principles and learn to apply the truths they have learned to their everyday lives. It can take the place of one year of Corps Cadets.



Where? At the corps and then at different venues for the divisional and territorial levels.

When? September through May.

Why? To excite young people with the Word of God and its relevance to their daily lives, to plant the Word of God in their hearts and minds, and to develop Bible study habits that will continue with them throughout life.

How? Through group Bible studies, personal study, quizzing, competition, application, prayer, fellowship, and mentoring by loving and caring adults.

HOME LEAGUE/WOMEN'S MINISTRIES

Who? Adult women from the corps and the community.

What? A four-fold program that encourages women to learn more of God and His will concerning us; to improve skills and develop powers of thought; to share in rich Christian friendship; and to know the joy of giving and providing for others. In some countries, basic health and wellness, nutrition, and parenting skills are also taught.

Where? At the corps, in people's homes, in the community, and at camp.

When? Usually once a week through the whole year, camp in the summer.

Why? To win women to Christ and assist in their spiritual growth, nurturing an awareness of the needs of the family, the community, the nation, and the world; To help them to live pure lives in their houses.

How? Through a variety of activities including Bible study, fellowship, service projects, conversation, prayer, worship, field trips, and food.

MEN'S FELLOWSHIP

Who? Men of all ages from the corps and community.

What? It has a three-fold purpose: evangelism (reaching men for Christ), fellowship (sharing in worship, social life, education and recreation), and service (providing the satisfaction of making a contribution to the work of the kingdom).

Where? At the corps, in the community, at camp.

When? There is no designated time. Often men meet monthly.

Why? To help the men be men of God, prayer, service and fellowship.

How? Through food, Bible study, prayer, sports, worship, cleaning and repairing and other service projects, and mentoring and being mentored.

CLASSES FOR ARC/HARBOR LIGHT

Who? Adult men and women who are clients of the ARC and Harbor Light, including recovering addicts and homeless people.



What? Physical and spiritual care that prepares people to re-enter society and return to gainful employment.

Where? In a clean and healthy living environment.

When? Since it's part of each element of the program, it's for as long as the people are in the rehabilitation program.

Why? To develop life skills and a personal relationship with God as provided by Jesus Christ.

How? Through good food, work therapy, leisure time activities, group and individual counseling, spiritual direction and resources including chapel time.

CORRESPONDENCE CLASSES FOR PEOPLE IN PRISON

Who? People in prison. The lessons are reviewed by designated Bible guides, usually Salvation Army officers.

What? Bible lessons, based on memorizing Scripture and applying it in their context.

Where? In prison.

When? The people can take as much time as they want with each set of lessons. They can do it whenever it fits into the prison schedule and at their own pace.

Why? To give inmates the opportunity to make changes in their lives and to lead them to the cross.

How? By correspondence. Appropriate for both individual and group study, the lessons include open-ended questions that give prisoners the chance to wrestle with life questions and with God.

Once all the logos have been placed on it hang the "Christian Education In The Salvation Army" poster on the classroom wall.

Ask: **Who is Christian Education for?**

Allow response. Then say something like: **Every body.**

Ask: **Who can teach it?**

Allow response. Then say something like: **Teenagers, young adults, and older adults, male and female, who know and love Jesus and who are willing, able, and enthusiastic. For some classes, like Junior Soldiers and Corps Cadets, experienced Salvationists are preferred.**

Ask: **What is Christian Education?**

Allow response. Then say something like: **It can include teaching about Scripture; the nature and person of God; living a Christian life; the history, terminology,**



and traditions of The Salvation Army; the history of the Church as a whole; having a Christian worldview; and much more. But Christian Education is not only teaching about Christian things. It's showing how faith in Christ changes how we understand and view everything.

Ask: **Where is Christian Education taught?**

Allow response. Then say something like: **Anywhere.**

Ask: **When is Christian Education taught?**

Allow response. Then say something like: **Any time.**

Ask: **Why is Christian Education taught?**

Allow response. Then say something like: **For the transformation of people into Godly children and Godly adults.**

Ask: **How is Christian Education taught?**

Allow response. Then say something like: **Through songs and stories and badge work and correspondence courses and conversations after basketball games. In other words, however it works. Catherine Booth said, "Cast off all bonds of prejudice and custom, and let the love of Christ, which is in you, have free course to run out in all conceivable schemes and methods of labor for the souls of men."**

Have the corps cadets look up Deuteronomy 6:4-9. Ask one corps cadet to read the verses.

Say: **God's Word and the life that flows from it is to be in your heart and is to be shared—in stillness (when you sit), in motion (when you walk); at home and on the road; at night (when you lie down) and in the morning (when you get up); for you (on your hands), for those close to you (on your foreheads), for your home and neighborhood (on the doorframes), and for the larger world (on your gates).**

If you have time, consider watching "Jesus' Illustrated Story" from Amistad on www.wingclips.com.

APPLY

(10 Minutes)

Ask: **How can we as a corps or corps cadet brigade make sure that we keep the Word of God at the center of our life together?** (*The Salvation Army Handbook of Doctrine*, p. 23.)

Allow response. Choose ideas to put into action.



Then have the corps cadets do one or both of the following:

Memorize the books of the Old and New Testaments if they haven't already. Say something like: **Every Bible has a table of contents so you can look up whatever passage you need without memorizing the order of the books. That's true. But when you have the order memorized, it makes looking up Scripture a lot easier. It's kind of like memorizing your times/multiplication tables. You can figure it out every time using addition. But you get things done a lot faster if you don't have to start at the beginning every time.**

Memorize the first doctrine if they haven't already. Say something like: **The Salvation Army has eleven doctrines, also called statements of faith. The first one explains what we believe about the Bible. It says, "We believe that the Scriptures of the Old and New Testaments were given by inspiration of God, and that they only constitute the Divine rule of Christian faith and practice."**

PRAY

(5 Minutes)

If you have a large brigade, divide into six groups. If you have a small brigade, divide into three groups. Remember one corps cadet can be a group if necessary. Have each group stand in front of one of the sheets of newsprint: who, what, where, when, why, or how. Encourage each group to pray down their list. If you have a small brigade, you can pray together, moving from one sheet to the next as you pray.

Give each corps cadet a "Take Home Tear-Off" sheet to take home.

RESOURCES AND RECOMMENDED FURTHER READING

Reflecting God Study Bible New International Version. Grand Rapids, MI: Zondervan Publishing House, 2000.

The Salvation Army Handbook of Doctrine. London, England: Salvation Books, The Salvation Army International Headquarters, 2010.

The Wesley Study Bible New Revised Standard Version. Nashville, TN: Abingdon Press, 2009.

WEB RESOURCES

www.boothyouth.com

www.thesalvationarmynationalheadquarters.org



TAKE HOME TEAR-OFF

These corps cadet booklet sections are included here for the teacher's information. They don't need to be incorporated into the lesson; the corps cadets do them on their own. Cut on the line and make copies for the corps cadets to take home.

LEADERSHIP PRINCIPLE

Leaders must learn to wait on the Lord before they act on His Word.

MEMORIZE

"Do your best to present yourself to God as one approved, a worker who does not need to be ashamed and who correctly handles the word of truth."
Timothy 2:15

DID YOU KNOW?

Catherine Booth read through the Bible 8 times by age 12. After his conversion, William Booth committed himself to read four chapters of the Bible daily and read the entire Bible in one year. In *The Soul-Winner's Secret*, Samuel Logan Brengle testifies, "Personally, for years I have given the best hour of the day to the Bible, and now I want it more than I want my food."

GO DEEPER

Read the 1st "I Will" statement on "The Soldier's Covenant." Discuss or journal how it relates to today's lesson.

Explore Doctrine 1 in *The Salvation Army Handbook of Doctrine*, pp. 1-23.

OLD TESTAMENT

GENESIS	2 CHRONICLES	DANIEL
EXODUS	EZRA	HOSEA
LEVITICUS	NEHEMIAH	JOEL
NUMBERS	ESTHER	AMOS
DEUTERONOMY	JOB	OBADIAH
JOSHUA	PSALMS	JONAH
JUDGES	PROVERBS	MICAH
RUTH	ECCLESIASTES	NAHUM
1 SAMUEL	SONG OF SONGS	HABAKKUK
2 SAMUEL	ISAIAH	ZEPHANIAH
1 KINGS	JEREMIAH	HAGGAI
2 KINGS	LAMENTATIONS	ZECHARIAH
1 CHRONICLES	EZEKIEL	MALACHI

NEW TESTAMENT

MATTHEW	EPHESIANS	HEBREWS
MARK	PHILIPPIANS	JAMES
LUKE	COLOSSIANS	1 PETER
JOHN	1 THESSALONIANS	2 PETER
ACTS	2 THESSALONIANS	1 JOHN
ROMANS	1 TIMOTHY	2 JOHN
1 CORINTHIANS	2 TIMOTHY	3 JOHN
2 CORINTHIANS	TITUS	JUDE
GALATIANS	PHILEMON	REVELATION



TRAINING JUNIOR SOLDIERS



THE SALVATION ARMY
HARBOR LIGHT

SONday'SCOOL™



Home League



HOW TO STUDY YOUR BIBLE, PART I

W
3

SUPPLIES NEEDED:

- Bibles
- Pens/pencils
- Highlighters
- Paper
- Newsprint or marker board
- Markers
- Study Bible
- One-volume commentary (Wesleyan one)
- Bible dictionary
- Bible concordance
- Envelopes
- “Old Testament” sheet from lesson two
- “New Testament” sheet from lesson two
- “Name That Book” sheet
- “John 1:1-18” sheet
- “Take Home Tear-Off” sheet

TEACHER OVERVIEW

The purpose of this lesson is to teach corps cadets the first two steps of inductive Bible study: observation and interpretation.

This lesson introduces the inductive Bible study method. Corps cadets are engaged by either: seeing how much they know about the Bible by matching the books with their categories; or considering why people don't like to do Bible study. Corps cadets learn the three steps: observation tells what the passage says; interpretation tells what the passage means; and application tells how the meaning of the passage applies to our lives. This lesson focuses on observation and interpretation. The fourth lesson focuses on application. Corps cadets also explore various Bible study tools. As application, corps cadets read the same passage daily and move through the first two steps.



Before class, make copies of the “Old Testament” and “New Testament” sheets from lesson two. Cut the names of the books apart. Put the Old Testament books in one envelope and the New Testament books in another. Label them. Make at least two sets, depending on the size of your brigade.

Also, make copies of the “Name That Book” sheet from this lesson. Cut the categories apart. Put the Old Testament categories in one envelope and the New Testament categories in another. Label them. Make at least two sets, depending on the size of your brigade.

Before class, make 7 copies of the “John 1:1-18” sheet for each corps cadet. Staple each set together. Then, during the week following the lesson, email or text the passage (John 1:1-18) to corps cadets—in case they lose the booklet. You could also put it on the corps Facebook page as a reminder.

Before class, make copies of the “Take Home Tear-Off” sheet found at the end of the lesson. At the end of class, give one to each corps cadet to take home.

LEADERSHIP PRINCIPLE

Leaders must learn to wait on the Lord before they act on His Word.

MEMORY VERSE

“Do your best to present yourself to God as one approved, a worker who does not need to be ashamed and who correctly handles the word of truth.” Timothy 2:15

INTRODUCTION

(5 Minutes)

Do you feel like this? “I don’t know how to study the Bible. Nobody ever showed me. I tried reading it from the beginning but got stuck in Numbers. Who even uses most of these words? It’s confusing. It’s boring. It’s hard.”

When people are taught how to study the Bible, they “get the excitement of actually discovering stuff,” said Bible teacher Dr. Howard Hendricks. “That is what is lacking today. We give people all the answers. If you don’t have the basics, you are not going to get that much out of Bible study. Once people are taught how to do something, they can see the value of it.”

The inductive Bible study method has three steps. Observation tells us what the passage says. Interpretation tells us what the passage means. Application tells us how the meaning of the passage applies to our lives. In inductive Bible study, the Bible is the primary source of information about itself.

Bible teacher Kay Arthur wrote, “Inductive Bible study draws you into personal interaction with the Scripture and with the God of the Scriptures.” Through it you learn “truth that transforms you when you live by it.”



ENGAGE

(10 Minutes)

Do the “Name That Book” or “Why Don’t People Study the Bible?” activity.

“NAME THAT BOOK” ACTIVITY

Divide the brigade into two or more groups, depending on the size of your brigade.

Consider having the younger corps cadets put the New Testament into its categories and the older corps cadets put the Old Testament into its categories. Or, mix teams and have them do both.

Give each group a table or open space on the floor and the envelopes with the Bible categories. Have each group spread out the categories, keeping the Old and New Testament categories separate.

Give each group the envelopes with the book names.

Say: **When I say, “Go,” put the books of the Bible into their proper categories. For example, Genesis is Law and Psalms is Poetry. Go.**

As each group finishes, check against the following category lists.

OLD TESTAMENT CATEGORIES

- LAW: Genesis, Exodus, Leviticus, Numbers, and Deuteronomy
- HISTORY: Joshua, Judges, Ruth, 1 & 2 Samuel, 1 & 2 Kings, 1 & 2 Chronicles, Ezra, Nehemiah, and Esther
- POETRY: Job, Psalms, Proverbs, Ecclesiastes, and Song of Songs
- MAJOR PROPHETS: Isaiah, Jeremiah, Lamentations, Ezekiel, and Daniel
- MINOR PROPHETS: Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, and Malachi

NEW TESTAMENT CATEGORIES

- GOSPELS: Matthew, Mark, Luke, and John
- HISTORY: Acts
- PAUL’S LETTERS: Romans, 1 & 2 Corinthians, Galatians, Ephesians, Philippians, Colossians, 1 & 2 Thessalonians, 1&2 Timothy, Titus, and Philemon
- GENERAL LETTERS: Hebrews, James, 1 & 2 Peter, 1 & 2 & 3 John, and Jude
- PROPHECY: Revelation



If you have corps cadets who need to move around, make it a running race. Divide the brigade into two teams. Put two sets of the categories on one side of the room. Divide the books of the Bible among the members of each team. The first corps cadet on each team runs to the categories and places their books where they think they go. Then they run back and tag the next person on their team. The next corps cadet runs and places their books where they think they go. They can also rearrange any books they think have been misplaced, before running back to tag the next person.

Whichever option you choose, after all the books have been put into their categories, say something like: **To study the Bible properly, we need to know to what category, also called genre, the book we're studying belongs. This is one of the questions we'll learn to ask in this lesson as we start learning the inductive Bible study method.**

"Why Don't People Study the Bible?" Activity:

Write the question: "Why don't people study the Bible?" on the marker board or a piece of newsprint.

Ask corps cadets to call out their answers, or go around and ask individuals. If they have trouble answering the question, ask what words come to mind when they hear the words Bible study.

Write their responses on the marker board or newsprint or have a corps cadet who needs to be more involved write the answers down for you.

If all the answers are positive (i.e., what the corps cadets think you want to hear instead of what they really think), add a few of your own: hard, boring, not relevant, takes too long, etc.

Read some of the negative comments from the list. Then say something like: **If this is what people really think about Bible study, is it any surprise people don't do it more often? Maybe part of the problem is nobody ever taught them how to study the Bible and left them to figure it out on their own. In this lesson and the next one, we're going to start learning the inductive Bible study method.**

READ

(5 Minutes)

Have the corps cadets find and read 2 Timothy 3:16-17 and 2 Timothy 2:15.

EXPLORE

(20 Minutes)

Say: **In her book, *How to Study the Bible*, Kay Arthur explains, "The main requirement in learning to study the Bible inductively is the willingness to**



slow down and really look at what the Scripture is saying...Inductive Bible study uses the Bible itself as the primary source of information about the Bible.” The three parts of the inductive Bible study method are observation, interpretation and application. Kay Arthur explains, “Accurate interpretation and correct application rest on the accuracy of your observations. The three parts are not fully separate. Sometimes they are simultaneous” (Arthur, p. 8).

Say: Observation answers the question: What does the passage say? Interpretation answers the question: What does the passage mean? Application answers the question: How does the meaning of this passage apply to me?

Say: It’s important to observe carefully before trying to interpret, because you have to know what it says before you can understand what it means. It’s important to interpret accurately before trying to apply, because you have to know what it means in general before you can know what it means specifically for your life.

Say: In this lesson we’ll focus on observation and interpretation. We’ll focus on application in the next lesson.

Ask a corps cadet to read, from the BOLD booklet, the elements under Observation:

- Prayer. Start, end and continue throughout.
- Context. Environment where something lives.
- 5W and 1 H. Interview the text.
- Obvious. Facts, people, places, events. What is repeated? Key words and phrases.
- Genre. Poetry, history, law, letters, or prophecy.
- Contrasts/Comparisons

Ask another corps cadet to read, from the BOLD booklet, the elements under Interpretation:

- Context. What does the context say about the writer’s relationship with God, or even with the natural world?
- How it fits into the Bible as a whole.
- The Bible doesn’t contradict itself.
- What did the author mean at the moment?
- Is the teaching specific or general?
 - Does it apply only to specific people?
 - Does it apply only to a cultural problem of the day?



- Does it apply only to a certain time in history?
- Has it been replaced by a broader teaching?
- Once you have your own interpretation, check against commentaries to see if you're on the right track.

Ask: **Why is prayer important in the whole process?**

Allow response. Then say something like: **Bible study isn't strictly an academic exercise. The Bible is God's living and active Word. We need the Holy Spirit's guidance to help us understand, apply, and live the Word we're studying.**

Ask: **What difference does immediate context make?**

Allow response. Then add from the following:

- Imagine your favorite character on a TV show is named Betty and your favorite Aunt is also named Betty. Now, imagine your sister runs into your room one morning, obviously upset, and says, "Betty died." Does the context matter—TV or real life? Fictional character or real person?
- Look at the often quoted verse, Philippians 4:13 (KJV), "I can do all things through Christ which strengtheneth me." People use the verse all the time when they have a difficult task to accomplish. The point of the passage, however, is to thank the Philippians for their offering. Paul is glad, not because he needs the money, but because it's good for the Philippians to show their concern in a practical way. When he says, I can do all things, or "I can do all this..." (in the *NIV*), he's talking about being content no matter what life brings, not being able to do one task.

Ask: **Why does knowing the type of literature/genre matter? What is the difference between poetry, prophecy, law and epistles?**

Allow response. Then add from the following:

- Consider the description of the beloved in Song of Songs 4. Your eyes are doves. Your hair is like a flock of goats. Your teeth are like a flock of sheep just shorn. Your lips are like a scarlet ribbon. Your neck is like the tower of David. If we take this literally, as an historical description, she is far from beautiful. But when we know Song of Songs is poetry, we understand.
- Consider the difference between a parable and history. A parable is a story with a moral. The sower in the parable was not a particular, historical sower. The prodigal son was not a particular, historical person. There have been people like the people in the parables and there will be again. That's why the parables are timeless. In the histories, however, David was a real person. Abraham was a real, historical person. Jesus was a real, historical person.



Ask: **Why is it important to know how it fits into the whole teaching of the Bible?**

Allow response. Then add from the following:

- We've all seen examples of people taking verses out of context. You can make the Bible say almost anything you want it to if you pick and choose. Yes, there are passages that say women shouldn't speak in church and should keep their heads covered. These are specific to a cultural moment. Paul also wrote about Priscilla and Aquilla, both of whom were teachers of the gospel.
- In the Old Testament we meet Esther who was a queen who spoke directly to the king and saved her people. Scripture says she was placed there for that moment. We also meet Deborah who was a judge over women, men and the nation.

Ask: **What does "Scripture will never contradict Scripture" mean? How is this different from one teaching being replaced by another?**

Allow response. Then say something like: **Scripture will never contradict Scripture. So, it's not going to say, "Don't commit adultery" in one part, and then say, "Go ahead, it's okay," in another. When Jesus came, His teaching challenged some of what the Old Testament taught. He replaced one teaching with another.**

Ask a corps cadet to look up and read Matthew 5:38-39.

Say: **Eye for eye, and tooth for tooth is found in Exodus 21:24; Leviticus 24:20; and Deuteronomy 19:21. Jesus acknowledged that teaching and then moved past it.**

Ask a corps cadet to look up and read Matthew 5:17-18.

Say: **Jesus made it clear. He came to fulfill the law and the prophets, not to abolish them.**

Say something like: **Once you've observed the text and interpreted it, check your interpretation against commentaries and other Bible study tools to see if you're on the right track.**

As you ask each of the following questions, if you have an example of the Bible study tool mentioned, hold it up.

Ask: **What do the footnotes in study Bibles tell you?**

Allow response. Then say something like: **In study Bibles, the footnotes tell you something about the meaning, explain some of the words, and guide you to other passages that expand the understanding.**

Ask: **What do the letters in the center margin of a study Bible tell you?**

Allow response. Then say something like: **In study Bibles, the letters in the center margin refer to where else in Scripture that idea or word or passage is found.**



Ask: **What is a concordance?**

Allow response. Then say something like: **A concordance shows you where key words are in Scripture. Words are listed alphabetically. Most concordances show you the most popular verses in which the word appears. An exhaustive concordance shows you every time the word appears in the whole Bible. In order to use one you need to know the Bible version you're using. Some concordances are for *King James Version*. The concordance in your Bible will be for your version. You'll need to know what word is used in your version. For example, in the *KJV*, 1 Corinthians 13:13b reads, "the greatest of these is charity." In the *NIV*, it reads, "the greatest of these is love."**

Ask: **What is a topical concordance?**

Allow response. Then say something like: **A topical Bible concordance gives you Scriptures that refer to the whole idea, e.g. mercy, not only Scriptures that include the actual word, mercy. The entries are in alphabetical order.**

Ask: **What is a Bible dictionary?**

Allow response. Then say something like: **A Bible dictionary explains different words and concepts in Scripture, often giving their historical background. You look up the word or concept the same way you would in a regular dictionary. The entries are in alphabetical order.**

Ask: **What is a commentary?**

Allow response. Then say something like: **Unlike most of the other study tools, a commentary isn't organized alphabetically. It's organized by chapter and verse. A commentary explains and interprets biblical text. It helps you study verses in context. It's important to know the theological background of the commentary you're using. We belong to the Wesleyan Holiness movement. While you're becoming familiar with Scripture, it's important to use commentaries that come from the same perspective.**

Practice using Bible commentaries, concordances, etc. Have a variety of Bible study tools available. Corps cadets can work together in groups if you have a large brigade. Give a topic or a key word or a passage. Have them look it up. If they have notes in their own Bibles, help them become familiar with them.

APPLY

(10 Minutes)

Give each corps cadet a set of the "John 1:1-18" sheets you prepared before class and a pen if they don't have one.

Say: **Read through the passage. Mark the words that stick out.**



Allow a few moments to start the process.

Say: **Read John 1:1-18 every day and write down or highlight what sticks out. Bring it back next week to share.**

PRAY

(5 Minutes)

Close in prayer.

Pray the corps cadets will: understand that studying the Bible is transforming; know the Bible and have a deep and active relationship with Jesus; ask the Holy Spirit to interpret what they're reading; and stay open.

Give each corps cadet a "Take Home Tear-Off" sheet to take home.

RESOURCES AND RECOMMENDED FURTHER READING

Arthur, Kay. *How to Study Your Bible: The Lasting Rewards of the Inductive Approach*. Eugene, OR: Harvest House Publishers, 1994.

Black, Robert and McClung, Ronald. *1 & 2 Timothy, Titus, Philemon: A Commentary for Bible Students*. Indianapolis, IN: Wesleyan Publishing House, 2004, pp. 178-179.

Henrichsen, Walter and Jackson, Gayle. *Studying, Interpreting and Applying the Bible*. Grand Rapids, MI: Zondervan Publishing House, 1990.

Keener, Craig S. *The IVP Bible Background Commentary: New Testament*. Downers Grove, IL: InterVarsity Press, 1993, p. 630, 620.

Ryken, Leland. *How to Read the Bible as Literature*.

Reflecting God Study Bible New International Version. Grand Rapids, MI: Zondervan Publishing House, 2000.

The Salvation Army Handbook of Doctrine. London, England: Salvation Books, The Salvation Army International Headquarters, 2010.

The Wesley Study Bible New Revised Standard Version. Nashville, TN: Abingdon Press, 2009.

WEB RESOURCES

Just, Felix, S.J., Ph.D. www.catholic-resources.org/Bible/Exegesis.htm.

Newcombe, Tim. "Howard Hendricks' 4 Bible Study Steps" in *Bible Study Magazine*. Available at <http://www.crosswalk.com/print/11690781>. Accessed on 1/10/14 at 10:32 AM.



TAKE HOME TEAR-OFF

These corps cadet booklet sections are included here for the teacher's information. They don't need to be incorporated into the lesson; the corps cadets do them on their own. Cut on the line and make copies for the corps cadets to take home.

LEADERSHIP PRINCIPLE

Leaders must learn to wait on the Lord before they act on His Word.

MEMORIZE

"Do your best to present yourself to God as one approved, a worker who does not need to be ashamed and who correctly handles the word of truth."
Timothy 2:15

DID YOU KNOW?

Exegesis is a scary word for some. It's a serious Bible study word. It means the "careful investigation of the original meaning of texts in their historical and literary contexts." It is from two Greek words that, together, mean, "to lead out of." The process basically involves asking analytical questions about various aspects of the texts and their contexts. The opposite of exegesis is eisegesis which means "reading (one's own opinions) into" (Just).

GO DEEPER

Read the 1st "I Will" statement on "The Soldier's Covenant." Discuss or journal how it relates to today's lesson.

Scan through Leland Ryken's *How to Read the Bible as Literature*.

Use *How to Study Your Bible* by Kay Arthur.

NAME THAT BOOK

OLD TESTAMENT CATEGORIES	NEW TESTAMENT CATEGORIES
LAW	GOSPELS
HISTORY	HISTORY
POETRY	PAUL'S LETTERS
MAJOR PROPHETS	GENERAL LETTERS
MINOR PROPHETS	PROPHECY

[illegible]



HOW TO STUDY YOUR BIBLE, PART II

W 4

SUPPLIES NEEDED:

- Bibles
- Paper
- Pens/pencils
- Newsprint or marker board
- Markers
- Tape or easel
- Newspaper, classified ads
- “Read All About It” skit
- DVD player with monitor and *How the Grinch Stole Christmas* (Jim Carrey)
DVD or computer with projector and www.wingclips.com “The Book Says”
from *How the Grinch Stole Christmas* (Jim Carrey)
- “Take Home Tear-Off” sheet

TEACHER OVERVIEW

The purpose of this lesson is to teach corps cadets about application, the third step in the inductive Bible study method.

The lesson expands on the third step of the inductive Bible study—application. The corps cadets are engaged either with the necessity of application through a skit that shows reading all about something isn’t enough; or with the ways the Bible can be misused through a film clip from *How the Grinch Stole Christmas*, in which the Mayor twists the meaning of “The Book of Who” to say what he wants it to say. Corps cadets explore the question—why does application matter? They learn application questions and discover that 2 Timothy 3:16-17 includes the HOW of application—teaching, reproof, correction, and training in righteousness. They consider how Scripture can be misused and misapplied and recognize that God wants us to be transformed. As application, the corps cadets reflect on how important their cell phones are to them and are asked, “What if you treated your Bible the way you treat your cell phone?” They’re encouraged to download a Bible app (with their parents’ permission). They use the application questions and 2 Timothy 3:16-17 to help them apply John 1:1-18 to their lives.



During the week before the lesson, email or text the passage (John 1:1-18) to corps cadets—in case they lose the booklet. You could also put it on the corps Facebook page as a reminder.

Before class, if using the film clips, make sure technology is set up and working.

Before class, make copies of the “Take Home Tear-Off” sheet found at the end of the lesson. At the end of class, give one to each corps cadet to take home.

LEADERSHIP PRINCIPLE

Leaders must learn to wait on the Lord before they act on His Word.

MEMORY VERSE

“Do your best to present yourself to God as one approved, a worker who does not need to be ashamed and who correctly handles the word of truth.” Timothy 2:15

INTRODUCTION

(5 Minutes)

Why does it matter if we read, understand and apply Scripture? “(T)he Bible is the story of communities of faith learning how to live, and change, and grow together. And when we lose Biblical literacy we lose our story, and we lose our hope... We need to be able to talk about Moses and the Israelites taking the risk of leaving Egypt, getting lost, and then finding the promised land. We need the early Christians of the Book of Acts to tell us what it meant to be the church together in those early days. We need Paul’s letters to small local churches struggling to figure out who they are and what that means. We need it all” (Rev. Emily C. Heath in “A Letter from the ‘Dying’ Church”).

Second Timothy 3:16-17 is “the strongest statement in the Bible about itself” (Walter Liefeld). It tells us:

- Scripture is God-breathed. Breath is connected to life. God’s Word is alive. “The Greek word for breath also means spirit. It is by the Holy Spirit that all Scripture is given.”
- Scripture directs both our belief and our behavior.
- Scripture equips us for good work. Scripture is essential in preparation as a leader (Black and McClung).

ENGAGE

(10 Minutes)

Do the “Read All About It” activity or watch “The Book Says” from *How the Grinch Stole Christmas*.



“READ ALL ABOUT IT” ACTIVITY

Have two corps cadets act out the “Read All About It” skit.

Then ask: **Would you want corps cadet one to be your sky diving instructor, brain surgeon, veterinarian, or corps officer? Why or why not?**

Allow response.

MOVIE CLIP ACTIVITY

Watch “The Book Says” from *How the Grinch Stole Christmas* at www.wingclips.com. In this clip, “when young Cindy wishes to welcome the Grinch into their town, she must challenge the mayor on his interpretation of “The Book Of Who.”

READ

(5 Minutes)

These passages will be used throughout the Explore section of the lesson: James 1:22-25; 2 Timothy 3:16-17; 2 Timothy 2:15; and Romans 12:2.

EXPLORE

(20 Minutes)

Have the corps cadets look up James 1:22-25. Ask one corps cadet to read the verses.

Ask: **According to James 1:22-25, why does application matter?**

Allow response. Then add from the following:

- If we only read and listen, but don’t do what the Bible says, we’re lying to ourselves. If we read, remember, and do what we’ve learned, we’ll be blessed in what we do.
- Once you know what a passage means, you’re responsible to live it. Application flows out of thorough observation and correct interpretation. Application begins with belief, which then results in doing.
- No matter how much you know about God’s Word, if you don’t apply what you learn, Scripture will never benefit your life. Observation and interpretation are the “hearing” of God’s Word. Application is the embracing of the truth, the “doing” of God’s Word.

Have the corps cadets look up 2 Timothy 3:16-17. Ask one corps cadet to read the verses.



Say: **Second Timothy 3:16-17 is the HOW of application. What does each part mean?**

Allow response. Then add from the following:

- **Teaching** (doctrine): God's Word teaches us what God says about different subjects. When we know what the Bible teaches, we need to live by it. If we've believed any false teaching, we need to adjust our thinking.
- **Reproof**: God's Word reproves or rebukes us. It tells us where we've thought wrongly and where we haven't done what God says is right. When we see where we went wrong, we should admit it.
- **Correction**: God's Word tells us to confess and stop doing what's wrong. It sometimes gives specific steps to show us what to do next.
- **Training in Righteousness**: God's Word was also given as a handbook for living. God equips us through: teachings; commands; promises; warnings; the lives of biblical characters; and stories of how God deals with man.

Say: **Application is about what the text means to you. Before we can be certain our application is correct, Hendricks says that each person "needs to know the text, relate it to life, meditate on its meaning, and then practice it." Hendricks designed the following application questions:**

- Is there an example for me to follow?
- Is there a sin to avoid?
- Is there a promise to claim?
- Is there a prayer to repeat?
- Is there a command to obey?
- Is there a condition to meet?
- Is there a verse to memorize?
- Is there an error to mark?
- Is there a challenge to face?

Say: **Create a mnemonic to remember these application questions. What is a mnemonic? It's a learning technique to help you remember information. It could be a visual or a rhyme or a sentence. Who can think of a mnemonic?**

Allow response.

Say: **If you're a musician, how do you remember the lines and spaces of the scale? The spaces spell FACE. The lines are EGBDF. Some people remember it by Every Good Boy Deserves Fun (or Fudge). Some people use ROY G. BIV to remember the colors of the rainbow (red, orange, yellow, green, blue, indigo, violet).**



If you have a large brigade, you can divide it into smaller groups. If you have an average to small brigade, have them work together to create a mnemonic to remember the application questions.

After a few minutes, bring the brigade back together and have the groups share their mnemonics.

Ask: **In what ways can Scripture be misused?**

Brainstorm ways Scripture can be misused. Write the ideas (or assign a corps cadet to write them) on a marker board or piece of newsprint. Then add from the following (from Henrichsen and Jackson):

The Scriptures may be misused when:

- You are ignorant about what the Bible says on a given subject.
- You take a verse out of context.
- You read into a passage and have it say what it doesn't say.
- You give undue emphasis to less important things.
- You use the Bible to try to get God to do what you want, rather than what God wants done.
- You apply cultural standards instead of biblical standards.
- You try to strengthen a legitimate truth by using a Scripture incorrectly.
- You apply it out of prejudice from past training or teaching.

Have the corps cadets look up Romans 12:2. Ask one corps cadet to read the verse.

Say: **What does Romans 12:2 say God wants for us?**

Allow response. Then say something like: **The goal is a transformed life. How do we know the Bible is from God and still applicable today? People say all the time, "That book changed my life." The Bible not only changes lives, it transforms them. It applies today because observing, interpreting and applying the Scripture still leads to transformation.**

APPLY

(10 Minutes)

Have the corps cadets take out their cell phones and put them on the table.

Say something like: **How important is your cell phone to you? What do you need it for? How do you use it?**



Allow response. Then say: **What if we treated our Bibles the way we treat our cell phones?**

What if we:

Carried it with us everywhere?

Turned back to get it if we forgot it?

Checked it for messages throughout the day?

Used it in case of emergency?

Spent an hour or more using it each day?

Used it to stay in touch with our friends and to strengthen our friendships?

Didn't just use its simplest functions, but used it to its fullest capacity?

Ask: **Can the Bible be used in all these ways?**

Allow response.

Encourage corps cadets to download a Bible app to their smartphones, with their parents' permission. Then they will have the Bible as close to them as their phone. YouVersion; Bible.is; Bible Gateway; and Olive Tree+ are all highly recommended, free Bible apps.

Take a few moments for corps cadets to share some of what they learned through the Scripture study this past week.

Give each corps cadet a copy of the "Application" sheet and a pen.

Say: **Use the application questions and 2 Timothy 3:16-17 to apply John 1:1-18 to your life.**

If you have time, let the corps cadets start in class. Otherwise, encourage them to complete it at home.

PRAY

(5 Minutes)

Say: **Kay Arthur wrote, "Observation, interpretation, and application lead to transformation. Ultimately the goal of personal Bible study is a transformed life and a deep and abiding relationship with Jesus Christ. Through it you are changed from glory to glory into the image of Jesus."**

Give each corps cadet a piece of paper and a pen.



Say something like: **To close class today, write out a prayer asking God, in your own words, to make Scripture come alive to you as you study; to transform your life; and to help you develop a deep and abiding relationship with Jesus.**

Allow a few minutes for them to write. Consider writing one as well.

End the prayer time with a simple “**Amen.**”

Give each corps cadet a “Take Home Tear-Off” sheet to take home.

RESOURCES AND RECOMMENDED FURTHER READING

Arthur, Kay. *How to Study Your Bible: The Lasting Rewards of the Inductive Approach*. Eugene, OR: Harvest House Publishers, 1994.

Black, Robert and McClung, Ronald. *1 & 2 Timothy, Titus, Philemon: A Commentary for Bible Students*. Indianapolis, IN: Wesleyan Publishing House, 2004, pp. 178-179.

Henrichsen, Walter and Jackson, Gayle. *Studying, Interpreting and Applying the Bible*. Grand Rapids, MI: Zondervan Publishing House, 1990.

Reflecting God Study Bible New International Version. Grand Rapids, MI: Zondervan Publishing House, 2000.

The Salvation Army Handbook of Doctrine. London, England: Salvation Books, The Salvation Army International Headquarters, 2010.

The Wesley Study Bible New Revised Standard Version. Nashville, TN: Abingdon Press, 2009.

WEB RESOURCES

Heath, Rev. Emily C. in “A Letter from the ‘Dying’ Church.” www.huffingtonpost.com/rev-emily-c-heath/a-letter-from-the-dying-c_b_5441228.html?ncid=fbklnkushpmg00000051 accessed 6/5/14 at 8:56 am.

Just, Felix, S.J., Ph.D. www.catholic-resources.org/Bible/Exegesis.htm.

Newcombe, Tim. “Howard Hendricks’ 4 Bible Study Steps” in *Bible Study Magazine*. Available at www.crosswalk.com/print/11690781. Accessed on 1/10/14 at 10:32 AM.



REMEMBER TO FILL OUT THE COURSE EVALUATION.



TAKE HOME TEAR-OFF

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LEADERSHIP PRINCIPLE

Leaders must learn to wait on the Lord before they act on His Word.

MEMORIZE

"Do your best to present yourself to God as one approved, a worker who does not need to be ashamed and who correctly handles the word of truth."
Timothy 2:15

DID YOU KNOW?

Dwight L. Moody said, "I prayed for faith and thought it would strike me like lightning. But faith did not come. One day I read, 'Now faith comes by hearing, and hearing by the Word of God.' I had closed my Bible and prayed for faith. I now began to study my Bible and faith has been growing ever since." (DLM was an American evangelist and publisher.)

GO DEEPER

Read the 1st "I Will" statement on "The Soldier's Covenant." Discuss or journal how it relates to today's lesson.

"READ ALL ABOUT IT" SKIT

PERSON 1 sits at a table circling items in the classified section of a newspaper.

PERSON 2 approaches: What are you doing?

PERSON 1: I'm looking for a job.

PERSON 2: What kind of job?

PERSON 1: Any job really. I'm not that fussy.

PERSON 2: Have you seen anything good?

PERSON 1: Yes, here's one for a sky diving instructor.

PERSON 2: Do you have any experience?

PERSON 1: No, but I've read about it.

PERSON 2: What else is there?

PERSON 1: Here's one for a brain surgeon.

PERSON 2: You aren't a doctor.

PERSON 1: True, but I've seen a lot of medical shows and I've got a great memory.

PERSON 2: Keep looking.

PERSON 1: Okay. Here's one for a veterinarian.

PERSON 2: You don't even have a pet. What do you know about taking care of animals?

PERSON 1: I read several pet care books. They had pictures and I'm a visual learner.

PERSON 2: Honestly, you can't do any of those things without experience. You can't just read all about it.
You actually have to practice it.

PERSON 1: I hear you.

PERSON 1 glances back at the newspaper: Wait, here's one for a corps officer. I've read parts of the Bible.

PERSON 2 throws his/her hands up in the air and walks off.

NOVEMBER QUESTIONS

BOLD FOR CORPS CADETS | COURSE A | BOOK 2 | FALL 2014

NAME: _____

CORPS: _____

Answer the following questions. Circle the appropriate letter for multiple-choice questions. For the true/false statements, correct false statements to make them true. Please use a separate sheet of paper if needed. Staple it to this sheet with your name and corps at the top.

MONTHLY QUESTIONS (3 pts. each)

- Fill in the blanks. Bible study should be _____ and _____ because the Bible is _____ and _____ like a _____ sword. (Hebrews 4:12)
- Where does God's Word need to be according to Psalm 119:9, 11, 105; Deuteronomy 11:8-22; and 2 Timothy 3:16-17? List at least six.

- What are some of the benefits of studying the Bible according to Psalm 119:9, 11, 105; Romans 12:2; and 2 Timothy 3:16-17? Circle all that apply.
 - Helps us stay pure and not sin.
 - Helps us stay on the right path and know the next step.
 - Gives us the answers so we can win every theological argument.
 - Renews our minds so we don't have to conform to the world.
 - Trains us in righteousness and equips us for every good work.
- Name five of the Christian education programs offered by The Salvation Army?

DISCIPLESHIP (10 pts. possible)

Corps cadet counselor to award full points if completed satisfactorily, partial points if completed partially, and no points if not completed.

PERSONAL DEVOTIONS (4 pts.)

BIBLE READING & PRAYER

Complete the SOAPs sections using the following Scripture: 2 Timothy 2:14-19.

- ☐ Read the Scripture (1 pt.)
- ☐ Wrote an Observation (1 pt.)
- ☐ Wrote an Application (1 pt.)
- ☐ Prayed (1 pt.)
- ☐ Did not do SOAPs this month (0 pts.)

STEWARDSHIP (3 pts.)

TIME, TALENT & TREASURE

This month, I...

- ☐ tithed 10% of my income to the corps
- ☐ tithed less than 10% of my income
- ☐ volunteered personal time
- ☐ other: _____

EVANGELISM (3 pts.)

SHARING YOUR FAITH

This month, I...

- ☐ invited a friend to a corps program
- ☐ brought a friend with me to the corps
- ☐ prayed with a friend
- ☐ shared Scripture with a friend
- ☐ witnessed to a friend

DIY - DO IT YOURSELF

I completed...

- ☐ Option 1 ☐ Option 3
- ☐ Option 2 ☐ Option 4

SUMMARY

COMPLETED BY CORPS CADET COUNSELOR:

Class Participation (5 pts.) _____
 Recited Memory Verse (5 pts.) _____
 Activity Record (30 pts.) _____
 Discipleship (10 pts.) _____

COMPLETED BY DHQ:

Monthly Questions (50 pts.) _____
 Total (100 pts.) _____

DIY - DO IT YOURSELF

(100 pts. total for course; 50 pts. each)

- ☐ 1st of 2 _____ ☐ 2nd of 2 _____

ACTIVITY RECORD		W1	W2	W3	W4	W5	TOTAL
ATTENDANCE	Sunday School (2 pts., 10 max.)						
	Corps Cadet Classes (3 pts., 15 max.)						
	Worship Service (2 pts., 10 max.)						
	SA Youth Meetings (1 pt., 10 max.)						
	Div./Ter. Events (1 pt., 5 max.)						
PARTICIPATION	Prayer Meeting or Bible Study (1 pt., 5 max.)						
	SS Class or Activity Taught (2 pts., 10 max.)						
	Practices Attended (1 pt., 5 max.)						
	Visitation & Service (1 pt., 10 max.)						
	Worship Service Participation (1 pt., 5 max.)						
TOTAL							

Corps Cadet: _____

SIGNATURE

DATE

Corps Cadet Counselor: _____

SIGNATURE

DATE

Corps Officer: _____

SIGNATURE

DATE

SOAPS WORKSHEET

BOLD FOR CORPS CADETS | COURSE A | BOOK 2 | DECEMBER | FALL 2014

NAME: _____

S

READ THE SCRIPTURE (1 pt.)

COMPLETE THE SOAPS SECTIONS USING THE FOLLOWING SCRIPTURE: PROVERBS 11:1-6.

O

WRITE AN OBSERVATION (1 pt.)

WRITE AN OBSERVATION ABOUT THIS SCRIPTURE. IN OTHER WORDS, WHAT DO YOU "SEE" IN THIS SCRIPTURE?

A

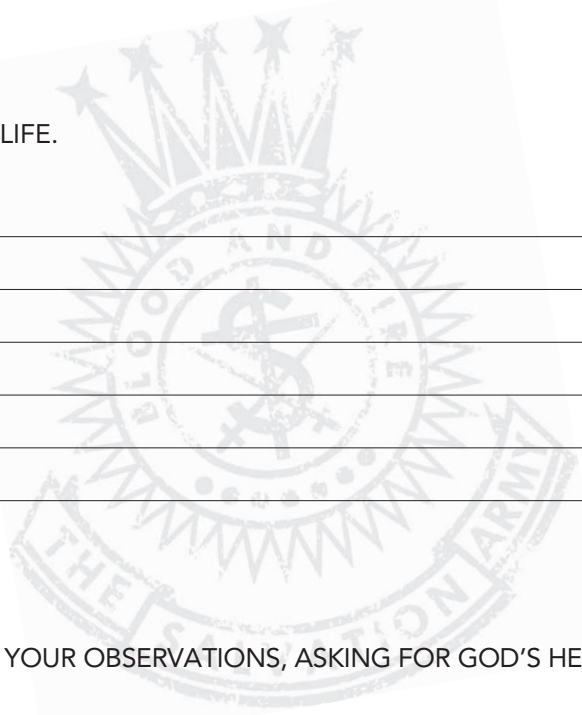
WRITE AN APPLICATION (1 pt.)

WRITE HOW THIS SCRIPTURE APPLIES TO YOUR LIFE.

P

PRAY (1 pt.)

PRAY SPECIFICALLY ABOUT THIS SCRIPTURE AND YOUR OBSERVATIONS, ASKING FOR GOD'S HELP IN APPLYING ITS TRUTH TO YOUR LIFE.





NO ONE WILL EVER KNOW

SUPPLIES NEEDED:

- Bibles
- Paper
- Pens/pencils
- 4" x 6" index cards
- Scissors
- Tape or glue sticks
- "Psalm 15" sheet
- Balderdash® (optional)
- Computer with projector and www.wingclips.com
"How Bad Can I Be?" from *The Lorax* or DVD player
with monitor and *The Lorax* DVD (optional)
- "Take Home Tear-Off" sheet



TEACHER OVERVIEW

The purpose of this lesson is to help corps cadets understand the importance of telling the truth—with our words and our actions.

In this lesson, corps cadets are engaged through a game where the biggest liar wins. Then they compare and contrast the stories of Achan from Joshua 7 and Ananais and Sapphira from Acts 5. Through this, corps cadets discover that the personal choices of Achan, Ananais and Sapphira had personal and corporate consequences. They explore walking in integrity through Psalm 15 and touch on commandments 8 and 9: you will not steal and you will not give false testimony. As application, corps cadets consider how they use their money and reflect on whether they're trying to hide something from God.

Before class, if using the film clips, make sure technology is set up and working.

Before class, make copies of the "Take Home Tear-Off" sheet found at the end of the lesson. At the end of class, give one to each corps cadet to take home.

LEADERSHIP PRINCIPLE

A leader's integrity will directly affect his or her influence.



MEMORIZE

“The integrity of the upright guides them, but the unfaithful are destroyed by their duplicity.” Proverbs 11:3 (NIV)

The integrity of the upright allows them to use a mind uncluttered by deception and guilt, and enables them to trust their own motives. The unfaithful, entangled in a web of lies, lose the capacity to trust themselves, and self-destruct (Lennox, *Proverbs*, p. 102).

INTRODUCTION

(5 Minutes)

Commandment 8: Do not steal; Commandment 9: Do not give false testimony against your neighbor.

“No one will ever know” are five words that’ll get you into trouble every time. Any sentence that’s usually spoken in a whispered secretive voice can’t lead anywhere good. Whether you’re found out or not, those five words go before bad choices. That was the case for Achan in the book of Joshua and Ananias and Sapphira in the book of Acts.

We meet Achan immediately after Joshua fought the battle of Jericho and the walls came tumbling down. Joshua gave clear directions before the battle that all of the devoted things (gold, silver, bronze, etc.) were to go into the treasury. Not one was to be kept. During the battle, Achan thought, “No one will ever know”, and he took some.

Ananias and Sapphira belonged to the early church when everybody shared everything they had. People sold fields and houses and brought the money to the apostles to distribute so everyone had what they needed. Ananias and Sapphira wanted to participate. They sold their field, counted their money, and thought, “No one will ever know” if we don’t give it all.

In both cases, God knew and there were consequences to pay.

ENGAGE

(10 Minutes)

Play a “Truth or Lie” game or play a few rounds of Balderdash®.

“TRUTH OR LIFE GAME

1. Give each corps cadet a pen or pencil and a 4" x 6" index card.
2. Have each corps cadet write down three things about themselves that are true and one thing that is not. (Remind them to share appropriate information. This isn’t the time to reveal deeply personal details.



3. Pair up corps cadets. Try to match corps cadets with partners with whom they're less familiar.
4. Have each person in the pair take a turn telling the other the four things written down.
5. Have the partner guess which item is the lie.

If you have a small brigade and a little time, have each corps cadet tell their "facts" to the rest of the brigade. You could make TRUTH and LIE paddles for corps cadets to hold up. Or, have corps cadets vote on each item and a tally.

BALDERDASH®.

Don't buy the game. See if someone at the corps has it and is willing to loan it to you for the lesson. If nobody has the game, look through the dictionary for 3 words that your corps cadets won't know. Write down each word and its definition on an index card.

1. Give each corps cadet a pen and several index cards.
2. Choose one corps cadet to be the reader. Have the reader say one of the words out loud. The guesser could write the word on the marker board or newsprint if it would help.
3. Each corps cadet writes a definition for the word on an index card. The reader has a card with the definition written on it.
4. The corps cadets hand in their cards. The reader reads each one out loud.
5. The corps cadets vote on which is the real definition. The person whose definition gets the most votes wins the round.
6. Choose a different corps cadet to be the reader and repeat.

Ask: **Who was the most convincing liar? Why was the lie convincing?**

Allow response.

Say: **In this game it was a good thing to be called the most convincing liar. Is it a good thing in life in general?**

Allow response.

Say: **We're going to look at three people who thought they could lie to God.**

READ

(5 Minutes)

These passages will be used throughout the Explore section of the lesson: Joshua 6:18-19 and 7:1-26; Acts 5:1-11; Psalm 15; Psalm 78:72; and Deuteronomy 5:19-20.



EXPLORE

(20 Minutes)

Divide the brigade into two groups. Give one group Joshua 6:18-19 and 7:1-26. Give the other group Acts 5:1-11. Give them a few moments to read the passage and be ready to answer questions. Bring them back together.

Ask: **What did Achan do wrong?**

Allow response. Then add from the following:

- He gave into temptation.
- He disobeyed a direct and clear command.
- He stole from God and the Temple: a beautiful robe from Babylonia, two hundred shekels of silver, and a bar of gold weighing fifty shekels.
- He stole by deliberately taking a lifetime's worth of gold and silver.
- He risked his family and the entire community for his own gain.
- He let others die rather than admit his sin.
- He hid and lied and caused the whole community to have to stand and be questioned, instead of admitting his sin.
- Perhaps he even hoped he wouldn't be found out.

Ask: **What did Ananias and Sapphira do wrong?**

Allow response. Then add from the following:

- They lied.
- They agreed together to lie—conspired to defraud.
- They stole by not giving all.
- They tried to get credit for something they didn't do—wanted more credit than they deserved.
- They risked the welfare of the whole community for their own gain.

Ask: **What was different about the two situations?**

Allow response. Then add from the following:

- Achan deliberately ignored a direct command and stole by taking and keeping something that wasn't his.



- Ananias and Sapphira stole credit for something they didn't do. They deserved credit, but not as much as they wanted. They stole, not by taking, but by keeping.
- Ananias and Sapphira told bold-faced lies. Achan lied by not speaking up.

Ask: **Is there a difference between an active and passive lie?**

Allow response. Then add from the following:

- Yes. An active lie is spoken. A passive lie is usually unspoken.
- No. Both are lies. If you look up "to lie" in the dictionary, the first definition usually involves saying something that isn't true with the intention of deceiving someone. That might suggest to some that an active lie is worse. The other definitions include deliberately deceiving by any means, including not speaking up and allowing someone to keep a false impression of you or someone else. So whether you speak a lie or lie by being silent, it doesn't matter. Both are lies.

Ask: **What was the consequence in each case?**

Allow response. Then add from the following:

- Death. Ananias and Sapphira both dropped dead on the spot.
- Death. In Achan's case, his death and the death of his whole family by stoning. "Stoning is a communal form of execution...used to punish crimes against the entire community that constitute violations of the covenant" (Walton, Matthews, and Chavalas, pp. 218-220).

Ask: **Why was it so important that it be dealt with? Why was it such a big deal that the punishment had to be so severe?**

Allow response. Then add from the following:

- In both cases, the challenge to truth, obedience, safety, and unity, the challenge to what God required, came from within. That is perhaps more dangerous than from without.
- If God had not challenged Ananias and Sapphira and others heard what they had done, people might have believed it was acceptable to lie to God and the church. People might have believed integrity wasn't important.
- In the case of Ananias and Sapphira, the church was new. The standards needed to be set. The people needed to know that God takes the purity and commitment of His people (individually and together) seriously.



Say: **"In a list that may have been designed to instruct children, the psalmist lists ten qualities... The number ten may have been chosen to remind the hearers of the Ten Commandments or as an aid to count off these qualities (one for each finger)" (Lennox, Psalms, pp. 61-62). What does integrity look like (Psalm 15)?**

Allow response. Then add from the following:

1. Blameless walk.
2. Does what is righteous.
3. Speaks the truth from their heart.
4. Utters no slander.
5. Does no wrong to a neighbor.
6. Casts no slur on others.
7. Despises a vile person but honors those who fear the Lord.
8. Keeps an oath even when it hurts, and does not change their mind.
9. Lends money to the poor without interest.
10. Does not accept a bribe against the innocent.

Say: **Integrity is active, with repeated choices.**

Have the corps cadets trace their hands on a full sheet of paper. Have them write one of the directions from Psalm 15 on each finger.

If some corps cadets have difficulty writing, copy the handout and cut it into strips. Have the corps cadets use tape or a glue stick to attach the strips to the traced hands.

Have a corps cadet read Psalm 78:72.

Say something like: **Obviously we don't have to be perfect to have integrity. Nobody would call David perfect. He was, however, called a man after God's own heart. He was a man who ruled with integrity. That's because every time he sinned, he came straight back to God and confessed. He accepted responsibility for his actions and the consequences. He didn't expect that he wouldn't have to suffer the consequences simply because he said he was sorry.**

Say: **Lt.-Colonel Dr. Herb Rader wrote: "Integrity is not another word for perfection, but integrity means that we not only tell the truth in our dealings with others, but we listen to the truth about ourselves and grieve when we fail.... Integrity requires not only that we tell and live the truth, but that we face the truth even when it is disturbing.... Integrity is a matter of the heart."**

If you don't have time, move to the Apply section of the lesson.



If you do have time, say: **A. W. Tozer was a modern day prophet concerned about the church compromising itself. He said, “One compromise here, another there, and soon enough the so-called Christian and the man in the world look the same.”**

Then show “How Bad Can I Be?” from *The Lorax* at www.wingclips.com. The clip demonstrates what happens when a good man makes a few too many compromises.

APPLY

(10 Minutes)

Say: **“The truest test of piety is what is done to another human being, especially where money is concerned”** (Lennox, Psalms, pp. 62).

Ask the following questions and allow response:

- **Do you get your money from allowance or a job?**
- **What are you expected to do with it?**
- **What do you buy with it?**
- **Do you save?**
- **Do you tithe?**
- **Do you borrow?**
- **Do you lend? Why or why not?**
- **What would you do if you were given \$1 million?**
- **The tithe on \$1 million is \$100,000. How would you feel writing a check for that amount and putting it in the tithe envelope?**

Say: **“I Will” statement 4b in “The Soldier’s Covenant” says: “I will be a faithful steward of my time and gifts, my money and possessions, my body, my mind and my spirit, knowing that I am accountable to God.”**

Ask: **Do you feel you meet this standard? If not, what do you need to do in order to meet it?**

Allow response.

PRAY

(5 Minutes)

Say something like: **Ananias and Sapphira and Achan all hid something, thinking they wouldn’t be found out. God knew. They couldn’t hide it from God. As we**



close this lesson, pray silently, asking God to show you if there's anything you're trying to keep from Him. Or, if you already know what it is, ask God to help you give it all to Him and to forgive you for holding back.

Allow a few minutes for quiet reflection and silent prayer.

End the prayer time with a simple **"Amen."**

Give each corps cadet a "Take Home Tear-Off" sheet to take home.

RESOURCES AND RECOMMENDED FURTHER READING

Bence, Philip A. *Acts: A Bible Commentary in the Wesleyan Tradition*. Indianapolis, IN: Wesleyan Publishing House, 1998, pp. 69-70.

Keener, Craig S. *The IVP Bible Background Commentary: New Testament*. Downers Grove, IL: InterVarsity Press, 1993, p. 334-335.

Lennox, Stephen J. *Proverbs: A Bible Commentary in the Wesleyan Tradition*. Indianapolis, IN: Wesleyan Publishing House, 1998, p. 102.

Lennox, Stephen J. *Psalms: A Bible Commentary in the Wesleyan Tradition*. Indianapolis, IN: Wesleyan Publishing House, 1999, pp. 239-241.

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The Salvation Army Handbook of Doctrine. London, England: Salvation Books, The Salvation Army International Headquarters, 2010.

Tsunami of the Spirit: Come Roll Over Me A Festschrift for General Paul and Commissioner Kay Rader.

Walton, John H., Matthews, Victor H., and Chavalas, Mark W. *The IVP Bible Background Commentary: Old Testament*. Downers Grove, IL: InterVarsity Press, 2000, pp. 218-220.)

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WEB RESOURCES

www.huffingtonpost.com/2013/02/27/tax-cheating_n_2772773.html
Accessed 5/14/2014 at 3:05 pm.

www.statisticbrain.com/how-many-people-cheat-on-taxes/
Accessed 5/14/2014 at 2:55 pm.



TAKE HOME TEAR-OFF

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LEADERSHIP PRINCIPLE

A leader's integrity will directly affect his or her influence.

MEMORIZE

"The integrity of the upright guides them, but the unfaithful are destroyed by their duplicity." Proverbs 11:3 (NIV)

DID YOU KNOW?

When 1,500 adults were asked, "How much, if any, is an acceptable amount to cheat on income tax?": 87% said "none at all" and only 11% said "a little here and there" or "as much as possible." When asked about the reason for their honesty: 95% said personal integrity, 63% said fear of an audit, and 41% said because they believe their neighbors are honest. An estimated 1.6 million Americans cheat on their taxes. Due to unreported income, the U.S. Treasury loses \$270 billion a year.

GO DEEPER

Read the 2nd, 3rd and 5th "I Will" statements on "The Soldier's Covenant." Discuss or journal how they relate to today's lesson.

Watch *Captain America: The Winter Soldier*. Discuss who has hidden agendas and who shows integrity.

PSALM 15 (NIV)

1. Blameless walk.
2. Does what is righteous.
3. Speaks the truth from their heart.
4. Utters no slander.
5. Does no wrong to a neighbor.
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PERSONAL AND ORGANIZATIONAL

W 2

SUPPLIES NEEDED:

- Bibles
- Large plastic trash bags or plastic tablecloth
- Masking tape
- Large marshmallows
- Bandanna or sleep mask
- Wet wipes
- Long sheets of paper
- Pens
- Thin markers
- Tape or pushpins
- “Colonel Bo Brekke” sheet
- “Major Massilamony Annapakiam” sheet
- Map or globe
- Paper or sticky notes
- “Take Home Tear-Off” sheet

TEACHER OVERVIEW

The purpose of this lesson is to help corps cadets consider, through the lives of Colonel Bo Brekke and Major Massilamony Annapakiam, how a person’s integrity can affect an organization’s integrity.

This lesson engages the corps cadets with an activity about how hard it is to keep lies straight. Then the corps cadets explore the integrity of Joseph with Potiphar’s wife. They learn about two Salvationists who demonstrated integrity throughout their lives—Colonel Bo Brekke and Major Massilamony Annapakiam. As application, corps cadets remember moments when they’ve stood up, what it cost them, and how it benefited them and others.



Throughout this BOLD curriculum, there will be lessons about people all around the world. It would be a good idea to have an accurate world map or a current world globe in the classroom. During each lesson, put the name of the person and event on a slip of paper and attach it to the map, globe. With each new person or story, mark where it took place. Then the corps cadets will have a visual reminder of the worldwide Salvation Army. You could also run off a small image of the flag of each country mentioned—in this lesson the main countries are India and Pakistan. The Brekkes also served in Norway, Denmark, Scotland, Eastern Europe (Moscow), Sri Lanka, and Bangladesh.

Before class, search for images online under The Salvation Army Catherine Booth Hospital Nagercoil and Colonel Bo Brekke images. Use the images to supplement the lesson.

Before class, make copies of the “Take Home Tear-Off” sheet found at the end of the lesson. At the end of class, give one to each corps cadet to take home.

LEADERSHIP PRINCIPLE

A leader’s integrity will directly affect his or her influence.

MEMORIZE

“The integrity of the upright guides them, but the unfaithful are destroyed by their duplicity.” Proverbs 11:3 (NIV)

INTRODUCTION

(5 Minutes)

According to Merriam-Webster, integrity is the quality of being honest and fair and having strong moral principles. Being whole, complete and undivided. The opposite of integrity is hypocrisy. Hypocrisy is the behavior of people who do things that they tell other people not to do; behavior that does not agree with the moral standards or beliefs someone claims to believe or feel.

The Salvation Army’s Doctrine 9 says: “We believe that continuance in a state of salvation depends upon continued obedient faith in Christ.” In other words, we don’t ask Jesus for forgiveness, breathe a sigh of relief that we’re not going to hell, call ourselves Christians, and then do whatever we want. What we actually do needs to match what we say we believe.

The Salvation Army as an organization is known for its integrity—in how it spends money, how it provides services, and how it stands up for what it believes even when it’s not popular. There is an interesting connection between the corporate integrity of The Salvation Army (internationally) and the integrity of individuals



within The Salvation Army. Sometimes people give the international Salvation Army credit because of a specific Salvationist or program they know personally. Sometimes people give the local Salvation Army credit because of the reputation of The Salvation Army as a whole.

Two Salvationists who have demonstrated tremendous integrity throughout their lives are Colonel Bo Brekke and Major Massilamony Annapakiam.

ENGAGE

(10 Minutes)

Do “Watch Where You Walk” activity.

Stretch the two pieces of plastic, or a plastic tablecloth, out on the floor and tape down the ends. Ask for two volunteers, one willing to step on marshmallows in bare feet. Tell the volunteer who is going to walk on the marshmallows to place at least a dozen marshmallows spread out over one side of the tablecloth/piece of the plastic. Then tell the volunteer to memorize where the marshmallows are placed.

While the corps cadet is doing this, talk about how difficult it can be to keep our lies straight once we start telling them. We have to walk very carefully to make sure we don’t step in one and make a mess.

Have the first corps cadet take off their shoes and try to walk, blindfolded, without stepping on any of the marshmallows, trying to remember where they put them. (Consider having another corps cadet hold the first volunteer’s hand, for stability, not guidance.) Provide wet wipes for the corps cadet’s feet at the end.

Have the other volunteer walk, blindfolded, on the clear side/piece of the plastic.

This could also be done as an obstacle course in a large meeting room. Again, allow the volunteer who will walk the course to set it up. The obstacle course for the other volunteer should have no obstacles, but simply be a straight path.

Ask each of the volunteers: **Was it easy or difficult to walk your path/obstacle course? Why?**

Allow response.

READ

(5 Minutes)

Have all the corps cadets look up both passages and read them: Proverbs 11:3 and Genesis 39:6-23.



EXPLORE

(20 Minutes)

Say: **In Genesis 39:6-23 we find the familiar story of Joseph and Potiphar's wife.**

Ask: **When approached by Potiphar's wife in Genesis 39, how did Joseph demonstrate his integrity?**

Allow response. Then say something like: **He reminded her that he worked for her husband and wouldn't betray Potiphar's trust. He refused repeatedly. He wouldn't go to bed with her or even be with her. The mighty Samson succumbed to this kind of seduction more than once.**

Ask: **How did Potiphar's wife up the stakes and how did Joseph respond?**

Allow response. Then say something like: **One day none of the servants were around when he came. Had she noticed that he deliberately avoided being alone with her? Had she arranged for the servants to be away? He ran, leaving his cloak behind.**

Ask: **What were the short-term and long-term results of Joseph's show of integrity?**

Allow response. Then add from the following/say something like: **Potiphar's wife lied and Joseph was put in prison. In prison he was put in charge. He interpreted the dreams of two other prisoners. Two years later he was called upon to interpret the Pharaoh's dream. Joseph was put in charge of all of Egypt. In the short-term, it might have seemed that Joseph's integrity cost him too much, but in the long-term, it paid off.**

Divide the brigade into two groups. Give one group the "Colonel Bo Brekke" sheet and the other group the "Major Massilamony Annapakiam" sheet. Ask each group to read their sheet, paying special attention to actions of integrity.

Give each group a long sheet of paper and pens or markers. Tell them to draw a timeline about their person, highlighting specific moments of integrity. After a few minutes, hang the timelines (or have group members hold them) and have each group introduce their person to the rest of the brigade. Encourage more than one person from each group to participate if possible.

Ask: **What might have happened at each point if they had made different, easier choices?**

Allow response. Then add from the following:

- Major Annapakiam could've chosen to hide herself away after her childhood injury. Instead she chose to use the gifts God gave her and become a nurse, even a teacher. No one would've benefitted from her care as a nurse or her knowledge as a teacher.



- She could've chosen to put her sister in an institution, instead she chose to keep her at home and care for her personally. Her sister wouldn't have had lifelong loving care.
- She could've chosen to take the money, use it for the care of her sister, and live more comfortably. Unqualified people would be called nurses and all those they served would suffer.
- She could've chosen to quit and let someone else make the difficult decisions. Someone else might not have been able to resist the temptation of the bribes. Again, unqualified people would be called nurses.
- She could've chosen to be angry with God for the misfortunes of her life. She would've missed out on the opportunity to serve Him and others would've missed out on the opportunity to know her sweet disposition and godly spirit.
- When sent to Sri Lanka, Bangladesh and Pakistan, the Brekkes could've chosen to say, "No, we're not going to those difficult places." They may not have been able to be officers any more and the Sallie Ann program wouldn't exist.
- They could've moved on to the next appointment and not given any consideration to the people left behind. Programs like Sallie Ann wouldn't have lasted.
- He could've chosen to ignore the information about the officer taking kickbacks. He could've asked for a cut of the kickbacks. He'd probably be alive and have a healthy retirement fund, but his personal integrity and the integrity of The Salvation Army in Pakistan and around the world would've suffered.

Ask: **Who benefited from their integrity? How?**

Allow response. Then add from the following:

- The people at the different corps who received from Brekkes' ministry.
- The men at Hope House received compassionate care.
- The people who make Sallie Ann products are able to better support themselves and their families and communities are strengthened.
- The people who'd been paying kickbacks could have a place to live without paying extra.
- All the patients for whom Major Annapackiam was responsible received quality care.
- The reputation of the School of Nursing remained strong so quality young women continued to apply.



- The young women who graduated were able to get well-paying jobs overseas because the value of their education remained high.
- Major Annapackiam's sister Rachel is cared for with love.
- Many who witnessed their integrity over the years were certainly strengthened in their faith and commitment.

Ask: **Does having integrity always mean enduring persecution?**

Allow response. Then say something like: **Not everybody who shows integrity experiences violence. If that were the case, most of us would be far too frightened ever to stand up. Consider people you know who have shown long term integrity, e.g., people at the corps who have done their jobs through transitions.**

APPLY

(10 Minutes)

Be ready to answer these questions yourself. Have the corps cadets answer aloud if you have time. Otherwise have them answer the questions in their books.

Ask: **What are some situations in which you've had to stand your ground?**

Allow response.

Ask: **What has it cost you?**

Allow response.

Ask: **How has it benefited you and others?**

Allow response.

PRAY

(5 Minutes)

Close in prayer. If you're comfortable with guided conversational prayer, allow the corps cadets to add. Pause where indicated. Let corps cadets fill in specifics. For example, when praying for the faithful, allow time for corps cadets to say the names of people.

Say something like:

Lord, we ask you for courage to face difficulty. Pause.

Lord, we ask you for strength to stand up for what is right. Pause.

Lord, we ask you to help us be aware of and appreciate those who press on, no matter what, like the faithful at the corps. Pause.



Lord, we thank you for being our perfect example of a life lived with complete integrity.

Amen.

Give each corps cadet a "Take Home Tear-Off" sheet to take home.

RESOURCES AND RECOMMENDED FURTHER READING

Lt.-Colonel Dr. Herbert C. Rader.

Reflecting God Study Bible New International Version. Grand Rapids, MI: Zondervan Publishing House, 2000.

The Salvation Army Handbook of Doctrine. London, England: Salvation Books, The Salvation Army International Headquarters, 2010.

Watson, Robert A. and Brown, Ben. *"The Most Effective Organization in the U.S." Leadership Secrets of The Salvation Army*. New York, NY: Crown Business, 2001.

The Wesley Study Bible New Revised Standard Version. Nashville, TN: Abingdon Press, 2009.

WEB RESOURCES

www.biblegateway.com

www.dawn.com

www.merriam-webster.com

www1.salvationarmy.org

www.ucanews.com



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DID YOU KNOW?

Management authority Peter Drucker said, "No one even comes close to (The Salvation Army) with respect to clarity of mission, ability to innovate, measurable results, dedication, and putting money to maximum use."

The chairman of Marriott International wrote, The Salvation Army demonstrates that "to achieve at the highest levels, you have to have a purpose that goes beyond being profitable, and that includes serving others."

The chairman of PepsiCo, Inc. wrote, The Salvation Army has achieved a "truly unique balance... between real life-changing faith and the resulting committed personal discipline."

GO DEEPER

Read the 2nd, 3rd and 5th "I Will" statements on "The Soldier's Covenant." Discuss or journal how they relate to today's lesson.

Explore Doctrine 9 in *The Salvation Army Handbook of Doctrine*, pp. 179-190.

Interview corps people about maintaining integrity at home, at work, and in the community.

COLONEL BO BREKKE

BO BREKKE, born in Norway, was commissioned as a Salvation Army officer in 1980. General Shaw Clifton described Colonel Bo Brekke as “a Salvation Army leader of unusual and distinctive talents.” He and his wife Birgitte, born in Denmark, demonstrated these as they served in various corps appointments in Norway and Denmark before being sent to Sri Lanka.

In Sri Lanka, Bo Brekke was the manager of Hope House: Home for Employed Disabled Men. “Both he and his wife were known for their hearts of compassion towards the marginalized” (Clifton). They served in Sri Lanka for six years and developed a deep love for South Asia and its people.

Then they served in Bangladesh for seven years. The experience, Bo Brekke said, “enriched our lives beyond description. It changed our views on almost all issues.” Here they were inspired to begin the Sallie Ann project, The Salvation Army’s global fair trade venture.

Handicrafts from developing nations are sold around the world. A part of the profits are returned to the artists so they can better support themselves and their families, and that benefits their whole community.

“The Brekkes’ service together in many lands was marked by creativity and imagination in order to reach out to the poor, giving them dignity, and also to share their personal faith as Salvationists in the Lord Jesus Christ as Savior” (Clifton). In each of their moves, the Brekkes’ honored their commitment as officers and strove to make each place better than it was when they arrived.

On September 15, 2006, after time in Northern Scotland and Eastern Europe (Moscow), Colonel Bo Brekke was appointed as Territorial Commander of the Pakistan Territory. As he did everywhere, Colonel Bo Brekke demonstrated integrity in his new position. He learned about an officer in Islamabad who

had convinced headquarters to buy 2 acres of land for homeless families. Then the officer required the families to pay him for a place on the land. Colonel Brekke transferred the officer to Lahore where he could keep an eye on him.

The officer was so angry with Colonel Brekke for taking away his extra income that he hired two assassins. On September 27th, 2007 at 6:30 pm, while working alone in his office on the territorial headquarters compound in Lahore, Colonel Bo Brekke was shot and killed. At the same time that his official funeral was being held in Oslo, Norway, 400 people gathered at Salvation Army headquarters in Pakistan to celebrate the life of Bo Brekke, who showed integrity to the end.

Through all of their appointments, Colonels Bo and Brigitte Brekke faithfully served the needs of others.

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On September 15, 2006, after time in Northern Scotland and Eastern Europe (Moscow), Colonel Bo Brekke was appointed as Territorial Commander of the Pakistan Territory. As he did everywhere, Colonel Bo Brekke demonstrated integrity in his new position. He learned about an officer in Islamabad who

had convinced headquarters to buy 2 acres of land for homeless families. Then the officer required the families to pay him for a place on the land. Colonel Brekke transferred the officer to Lahore where he could keep an eye on him.

The officer was so angry with Colonel Brekke for taking away his extra income that he hired two assassins. On September 27th, 2007 at 6:30 pm, while working alone in his office on the territorial headquarters compound in Lahore, Colonel Bo Brekke was shot and killed. At the same time that his official funeral was being held in Oslo, Norway, 400 people gathered at Salvation Army headquarters in Pakistan to celebrate the life of Bo Brekke, who showed integrity to the end.

Through all of their appointments, Colonels Bo and Brigitte Brekke faithfully served the needs of others.

MAJOR MASSILAMONY ANNAPAKIAM

MAJOR MASSILAMONY ANNAPAKIAM grew up in a Salvation Army institution. There, as a child, she had a terrible accident with a rusty swinging gate that disfigured her face. Her facial injury essentially meant she'd never marry. In her culture, marriage is seen as the highest and best position for a woman. Despite this sad blow to her self- image and the usual hopes of a young woman in her culture, she became a skilled nurse. She eventually rose to the position of director of nursing at The Salvation Army's 300-bed Catherine Booth Hospital in Nagercoil, South India. She served with great distinction as a model of humility and integrity, and of selfless but effective service.

Since graduation from the highly respected nursing school essentially guaranteed a well-paying overseas position, families would've happily paid her anything she demanded to enroll their daughters. She never accepted a penny. Once, when she refused to enroll

an utterly unqualified candidate for the School of Nursing, the family attacked her and doused her with kerosene. Although several attempts were made to ignite the flammable fluid, the lighter wouldn't work, and Major Annapackiam escaped unharmed.

Major Annapackiam's sister, Rachel, has schizophrenia and requires significant care. Rather than put her in an institution, Major Annapackiam cared for her sister at home with great compassion and patience.

Although many efforts were made to correct Major Annapackiam's facial deformities, including several plastic surgical procedures in New York, nothing could correct the scars of childhood.

Nevertheless, she continued to have a sweet disposition and a godly spirit throughout her long career in the hospital. She finally retired to a tiny house where she continues to care for her sister.

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BILLY GRAHAM & MISTER ROGERS

W
3

SUPPLIES NEEDED:

- Bibles
- Paper
- Pens/pencils
- Newsprint or marker board
- Markers
- Tape or pushpins
- Pictures of Mister Fred Rogers
- Pictures of Billy Graham
- Blank thank you cards and envelopes
- Stamps
- *Disposition of Forces*
- Corps directory
- Scissors
- "Scripture Passages" sheet
- "Billy Graham Fact Sheet"
- "Mister Fred Rogers Fact Sheet"
- "Take Home Tear-Off" sheet

TEACHER OVERVIEW

The purpose of this lesson is to introduce corps cadets to two leaders, Reverend Dr. Billy Graham and Mister Fred Rogers, who demonstrated integrity in different arenas.

This lesson engages corps cadets with the question, "What does integrity look like in action?" Then corps cadets explore Scripture about integrity. They take different facts about Billy Graham and Fred Rogers and connect them to the Scripture passages. As application, corps cadets reflect on the areas of their lives in which they might be inconsistent and how that might affect their present and future leadership. Then they write thank you cards to people who have demonstrated integrity in their lives.



There are numerous images of Billy Graham and Mister Rogers available through image searches on the Internet. Choose a few and run them off before class.

Before class, make copies of the “Take Home Tear-Off” sheet found at the end of the lesson. At the end of class, give one to each corps cadet to take home.

LEADERSHIP PRINCIPLE

Leaders must learn to wait on the Lord before they act on His Word.

MEMORY VERSE

“Do your best to present yourself to God as one approved, a worker who does not need to be ashamed and who correctly handles the word of truth.” Timothy 2:15

INTRODUCTION

(5 Minutes)

In his book, *Developing the Leader Within You*, John C. Maxwell declared the most important ingredient of leadership is integrity. Integrity is defined as “the state of being complete, unified.” Maxwell wrote, “Integrity is not what we do so much as who we are. And who we are, in turn, determines what we do” (p. 36). Or, as Socrates said, “The first key to greatness is to be in reality what we appear to be.”

Billy Graham and Mr. Fred Rogers loved Jesus, were ministers and reached many. But their styles and their arenas were very different. Billy Graham was bold, large, loud, dramatic, and known for huge crusades. Over the course of his life, Billy Graham preached to more people than anyone else in history. That doesn’t include the people who watched his crusades on television. Mr. Fred Rogers was known for coming into our living rooms by way of the television and inviting each of us into his neighborhood almost every day for 34 years. He was quiet, still, reflective, musical, conversational, and a listener.

Billy Graham openly preached. Mister Rogers followed St. Francis’ model—“Preach the gospel at all times and when necessary, use words.” Both of them lived lives of integrity wanting those who looked to them always to see the person they expected. Also, they wanted those who looked to them always to see Jesus.

ENGAGE

(10 Minutes)

Ask: **What does integrity look like in action?**

Ask the corps cadets to give examples of situations in which people either demonstrated integrity or a lack of integrity.



READ

(5 Minutes)

Divide brigade into two, three or six groups, depending on the size of your brigade. Give each group three, two or one of the following verses to read and discuss: 1 Peter 3:15-16; 1 Peter 2:12; 1 Thessalonians 2:4-6; Colossians 3:23-24; 2 Corinthians 8:20-21; and Colossians 3:11.

EXPLORE

(20 Minutes)

Give each group a copy of the “Scripture Passages” sheet and pens or highlighters. Have them underline, circle or highlight the words or concepts in their verses that explain integrity.

Bring the groups back together to share what they discovered. Encourage corps cadets to make notes in the margins as the groups take turns explaining.

Ask: **What do the Scripture passages teach about living a life of integrity?**

Allow response. Then add from the following as needed:

1 Peter 3:15-16: Living a life of integrity means:

- Knowing to whom your heart belongs—Jesus Christ.
- Knowing what you believe and being ready to give a testimony about your hope in Christ.
- Being respectful and gentle in your response, not dogmatic and argumentative.
- Behaving in a way that honors Jesus so that nobody can slander you.

1 Peter 2:12: Living a life of integrity means:

- Living in the community, not separate from it.
- Doing good works and glorifying God.
- Living in a way that, if someone accuses you of doing wrong, your life will speak for itself and God will receive the credit.

1 Thessalonians 2:4-6: Living a life of integrity means:

- Being able to speak confidently because you are approved by God to receive and share the gospel.
- Not trying to please people, but trying to please God who knows our hearts.



- Speaking honestly and living transparently, knowing God sees all.
- Being able to say honestly, “As God is my witness.”
- Being careful how you use your power and authority.

Colossians 3:23-24: Living a life of integrity means:

- Putting your whole heart into whatever you do.
- Working for the Lord, instead of for people’s approval.
- Serving Jesus Christ in everything you do, knowing the reward that matters comes from Christ.

2 Corinthians 8:20-21: Living a life of integrity means:

- Being transparent when it comes to finances. It’s not enough to say, “Trust me. God’s okay with how I’m handling the money.” It’s important to put safeguards in place at the beginning because the mishandling of money has been the downfall of many men.
- When Paul received a large gift of money, he made sure there was someone from the sending church, someone from his group, and a third neutral person all watching how they handled the money.

Colossians 3:11: Living a life of integrity means:

- Recognizing that people have value because they were created by God and saved by Jesus.
- Never playing favorites or putting up artificial dividing walls.
- Working to tear down dividing walls.

Recap what they’ve learned about integrity from the Scripture passages.

Ask: **Have any of you heard of Billy Graham? What can you tell us about him?**

Allow response.

Ask: **Have any of you heard of Mister Rogers? What can you tell us about him?**

Allow response.

Hang sheets of newsprint around the room. At the top of each sheet, tape one of the Scripture passages from the “Scripture Passages” sheet.

Divide the brigade into two groups. Give one group the “Billy Graham Fact Sheet” and the other group the “Mr. Fred Rogers Fact Sheet.” Give both groups scissors and tape. Have each group, working together, cut apart the fact sheets and place



each fact under the Scripture they feel it best matches. They don't have to put a fact under every Scripture. After a few minutes, bring the brigade back together. Have a different corps cadet share each Scripture passage and the facts under it.

Ask: **What did you learn about Billy Graham and Mister Rogers?**

Allow response.

Ask: **What were some of the choices they made to maintain their integrity?**

Allow response. Then add from the following:

- Both Billy Graham and Fred Rogers put a strong emphasis on prayer and Bible study.
- Billy Graham put financial safeguards in place to be sure no one could accuse them of using the crusades to make a profit.
- Billy Graham never traveled, met, or ate alone with a woman other than his wife.
- Fred Rogers followed a regular disciplined schedule to keep his priorities straight.
- Fred Rogers responded to every one of his fan letters himself.

Ask: **What about their lives reflect the leadership principle?**

Allow response.

If you have time, have corps cadets with smart phones look up quotations by Billy Graham and Mister Rogers. Have them choose their favorite and say why.

APPLY

(10 Minutes)

Say: **Billy Graham and Fred Rogers were both very consistent people. In what area(s) of your life are you inconsistent?**

Allow response. Be ready to respond yourself.

Say: **How could you work on that area?**

Allow response. Be ready to respond yourself.

Say: **How could inconsistency in that area affect your current or future leadership?**

Allow response. Be ready to respond yourself.

Hand out blank note cards and envelopes. Say something like: **Write a note to people who have demonstrated integrity for you. Give specific examples in the notes if you can.**



If it helps your brigade, you might want to play some meditative music while they write their notes. If your corps cadets tend to get distracted by other stimuli, allow them to write in quiet.

Have stamps, the *Disposition of Forces*, and the corps directory available. After a few minutes, encourage corps cadets to address the envelopes. They can either hand deliver the letters or mail them.

PRAY

(5 Minutes)

Say something like: **Let's stand together to close in prayer. When people have integrity, they help us to stand stronger. When we stand together, we also stand stronger.**

Close in prayer. Include the following:

Thank God for the examples of Billy Graham and Mister Rogers.

Thank God for the people in your lives who have shown integrity.

Ask God to help each of you to be more consistent and to demonstrate integrity.

Give each corps cadet a "Take Home Tear-Off" sheet to take home.

RESOURCES AND RECOMMENDED FURTHER READING

Hollingsworth, Amy. *The Simple Faith of Mr. Rogers: Spiritual Insights from the World's Most Beloved Neighbor*.

Reflecting God Study Bible New International Version. Grand Rapids, MI: Zondervan Publishing House, 2000.

Rogers, Fred. *Life's Journeys According to Mr. Rogers: Things to Remember Along the Way*.

Rogers, Fred. *Many Ways to Say I Love You: Wisdom for Parents and Children from Mr. Rogers*.

Rogers, Fred. *The World According to Mr. Rogers: Important Things to Remember*.

Rogers, Fred. *You Are Special: Words of Wisdom for all ages from a beloved neighbor*.

The Salvation Army Handbook of Doctrine. London, England: Salvation Books, The Salvation Army International Headquarters, 2010.

The Wesley Study Bible New Revised Standard Version. Nashville, TN: Abingdon Press, 2009.



WEB RESOURCES

www.beliefnet.com/columnists/godspolitics/2007/06/jim-wallis-billy-grahams-integrity-and.html#ixzz2vwuDtMg1

www.beliefnet.com/columnists/godspolitics/2007/06/jim-wallis-billy-grahams-integrity-and.html#wZhlesSbBIM6ovDw.99

“Billy Graham,” The Biography Channel website, www.biography.com/people/billy-graham-9317669 (Accessed Jan 07, 2014).

“Fred Rogers,” The Biography Channel website, <http://www.biography.com/people/fred-rogers-9462161> (Accessed Jan 07, 2014).

www.brainyquote.com/quotes/quotes/b/billygraham446535.html.
Accessed 10:50 am on 3/14/14

www.dailychristianquote.com/dcqgraham.html. Accessed 10:38 am, March 14, 2014

www.thejesussite.com/quotes/integrity.html accessed 10:44am, 3/14/14

www.travisagnew.org/2008/11/03/the-influence-of-billy-graham/

www.travisagnew.org/2008/11/06/personal-integrity-of-billy-graham/

www.travisagnew.org/2008/11/10/organizational-ability-of-billy-graham/

www.travisagnew.org/2008/11/15/biblical-conviction-of-billy-graham/

www.travisagnew.org/2008/11/17/innovative-spirit-of-billy-graham/

www.travisagnew.org/2008/11/19/why-did-god-use-billy-graham/



REMEMBER TO FILL OUT THE COURSE EVALUATION.



TAKE HOME TEAR-OFF

These corps cadet booklet sections are included here for the teacher's information. They don't need to be incorporated into the lesson; the corps cadets do them on their own. Cut on the line and make copies for the corps cadets to take home.

LEADERSHIP PRINCIPLE

A leader's integrity will directly affect his or her influence.

MEMORIZE

"The integrity of the upright guides them, but the unfaithful are destroyed by their duplicity."
Proverbs 11:3 (NIV)

DID YOU KNOW?

Billy Graham is an honorary Knight Commander and Mister Rogers was a Hall of Famer.

Billy Graham received the Ronald Reagan Presidential Foundation Freedom Award, the Congressional Gold Medal, the Templeton Prize for Progress in Religion, and the Speaker of the Year Award. He was also bestowed with the Honorary Knight Commander of the Order of the British Empire (KBE).

Mister Rogers received four daytime Emmys, a Lifetime Achievement award from the National Academy of Television Arts and Sciences and the Presidential Medal of Freedom. He was also inducted into the Television Hall of Fame. One of his famous sweaters is on display at the Smithsonian Institution.

GO DEEPER

Read the 2nd, 3rd and 5th "I Will" statements in "The Soldier's Covenant." Discuss or journal how they relate to today's lesson.

BILLY GRAHAM

Tour the Billy Graham Center museum at www.wheaton.edu/bgcmmuseum.

Tour the Billy Graham Library at www.billygrahamlibrary.org.

Watch a sermon by Billy Graham at www.youtube.com/watch?v=UQ97ndFry3E.

MISTER ROGERS

Tour the Fred Rogers Museum at www.fredrogerscenter.org (click on Fred Rogers Exhibit for virtual tour).

Watch Mister Rogers being inducted into the TV Hall of Fame at www.youtube.com/watch?v=PI_9GegVoYk.

Watch Mister Rogers receiving his Lifetime Achievement Award at www.youtube.com/watch?v=H5yFsFMm-Ow.

Watch 35 facts about Mister Rogers at <https://www.youtube.com/watch?v=4Xck2ByutMg#t=12>.

Read www.relevantmagazine.com/culture/10-mr-rogers-quotes-you-need-read.

1 Peter 3:15-16

But in your hearts revere Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have. But do this with gentleness and respect, keeping a clear conscience, so that those who speak maliciously against your good behavior in Christ may be ashamed of their slander.

1 Peter 2:12

Live such good lives among the pagans that, though they accuse you of doing wrong, they may see your good deeds and glorify God on the day he visits us.

1 Thessalonians 2:4-6

On the contrary, we speak as those approved by God to be entrusted with the gospel. We are not trying to please people but God, who tests our hearts. You know we never used flattery, nor did we put on a mask to cover up greed—God is our witness. We were not looking for praise from people, not from you or anyone else, even though as apostles of Christ we could have asserted our authority.

Colossians 3:23-24

Whatever you do, work at it with all your heart, as working for the Lord, not for human masters, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving.

2 Corinthians 8:20-21

We want to avoid any criticism of the way we administer this liberal gift. For we are taking pains to do what is right, not only in the eyes of the Lord but also in the eyes of man.

Colossians 3:11

Here there is no Gentile or Jew, circumcised or uncircumcised, barbarian, Scythian, slave or free, but Christ is all, and is in all.

BILLY GRAHAM FACT SHEET

BILLY GRAHAM was an evangelist at revival meetings, and on radio and television for over 40 years.

William Franklin Graham, Jr. was born on November 7, 1918, in Charlotte, NC, the first of four children raised on the family's dairy farm.

Billy Graham became a Christian when he was 16 during a revival series run by evangelist Mordecai Ham.

Billy Graham joined a Southern Baptist Convention church, where he was ordained in 1939.

While at college, Billy Graham studied theology and anthropology and met his wife Ruth Graham. They raised five children together.

Billy Graham started preaching full-time in 1952. Radio interviews and newspaper articles helped spread the news of his crusades. Over the course of his life, he preached the gospel to as many as 215 million people in live audiences in over 185 countries. (FYI, there are only 195 countries in the world.)

Early in Billy Graham's preaching career, his mentor's integrity was questioned. From that moment, Billy Graham put strict procedures in place to be sure his and his staffs' moral integrity were protected. Graham said, "From that day on, I didn't travel, meet, or eat alone with a woman other than my wife."

"Early in the Billy Graham Evangelistic Association's development, Graham put himself and his entire staff on a set salary so they couldn't be accused of using the crusades to make a profit." He said, "Like it or not, money is an essential part of any ministry, and safeguards must be put in place to avoid abuses or misunderstandings and to handle all finances with integrity and openness."

Billy Graham said, "The time has come for all evangelists to practice full financial disclosure. The world is watching how we walk and how we talk. We must have the highest standards of morality, ethics and integrity if we are to continue to have influence."

In 1953, well before it was politically correct, Billy Graham held integrated crusades in the still segregated South. He saw every man and woman as equal in God's eyes, regardless of their race. Different evangelical groups and world leaders supported him because of his character and moral integrity.

Billy Graham wanted to reach people who wouldn't come to a crusade. He used magazines, radio, movies, and books. He said, "As long as the essential message of the gospel is not obscured or compromised, we must use every legitimate method we can."

Billy Graham was overwhelmingly regarded in a positive light. His integrity has encouraged millions to follow his spiritual guidance, including Mohammad Ali, Bono, Martin Luther King, Jr., and United States presidents from Eisenhower to Bush. He has been rated by the Gallop organization as "One of the Ten Most Admired Men in the World" 51 times.

C. S. Lewis once told Billy Graham that "you have many critics, but I have never met one of your critics who knows you personally."

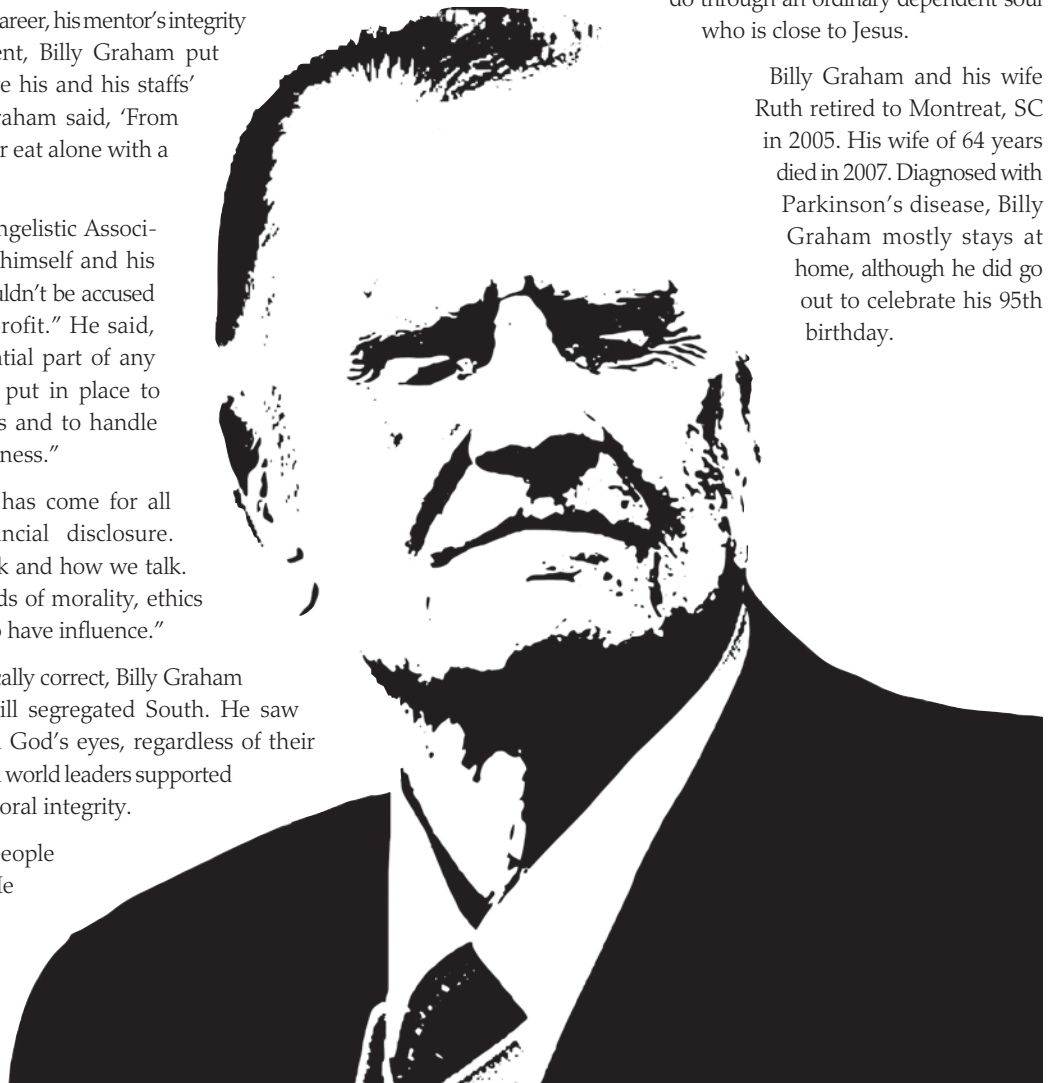
Even in the middle of success, he worked even harder, but for God's approval, not man's. "The fear that he lives with is not that, outwardly, he may fail, but that, inwardly, he may fail the Almighty."

When visiting his library, he said: "It's too much Billy Graham. My whole life has been to please the Lord and honor Jesus, not to see me and think of me."

Billy Graham knew his strength came from prayer and his best preaching came from the overflow of his personal Bible study. His simple trust in the power of God's Word, privately and corporately, has served to empower the great success of his ministry.

Billy Graham often asked, "Why me, Lord? Why did you choose a farm boy from North Carolina to preach to so many people?" The answer is his personal intimacy with God. The main lesson of Billy Graham's life is what an Almighty God can do through an ordinary dependent soul who is close to Jesus.

Billy Graham and his wife Ruth retired to Montreat, SC in 2005. His wife of 64 years died in 2007. Diagnosed with Parkinson's disease, Billy Graham mostly stays at home, although he did go out to celebrate his 95th birthday.



MISTER ROGERS FACT SHEET

FRED MCFEELY ROGERS was born on March 20, 1928 in Latrobe, Pennsylvania, an only child until he was 11 when his parents adopted a baby girl.

Fred Rogers began playing the piano as a young boy and then studied music composition in college, graduating with honors.

Mister Rogers met his wife Joanne in college. They got married in 1952 and raised two boys together.

Fred Rogers' parents got a television during his senior year of college and he immediately decided he wanted to be part of it.

Mister Fred Rogers was the much-loved host of the public television show, *Mister Rogers' Neighborhood*, which ran from 1968 to 2001.

Mister Rogers earned his divinity degree in 1962, and at his ordination the Presbyterian Church asked him to serve children and families through television.

Mister Rogers had the same daily schedule for decades. He got up at 5. He prayed. He read and studied Scripture. He wrote. He made phone calls. He answered fan mail—he answered every letter himself. He went for a swim. He weighed himself. He started his day.

Mister Rogers weighed 143 pounds most of his adult life. His weight made him happy. He said, "It takes 1 letter to say I, four letters to say love, and three letters to say you." He didn't drink, smoke, or eat meat. He got up early and went to bed early.

Mister Rogers' wife Joanne said the three words that best described him were courage, love and discipline. He started every day with prayer and Scripture. She said, "He prayed for the legions of friends and family and for the peace-makers of the world."

Mister Rogers had all kinds of people on his program. All colors, all sizes, all backgrounds. He had people with disabilities. He often had famous musicians like Yo-Yo Ma and Wynton Marsalis on his show.

Mister Rogers' Neighborhood changed very little during its 33 years on the air. The ritual of changing from dress shoes to sneakers and sport coat to cardigan while singing, "It's a beautiful day in the neighborhood" started in the very first episode and became a consistent, comforting routine for his young audience. He did the same thing for the next 864 shows. He also used the same puppets and characters.

Fred Rogers was the series' producer, host and head puppeteer. He also wrote the scripts and songs. He wanted every word exactly right so the message would be clear and true.

He approached his young audience with respect and a directness about issues children faced that were rarely touched on by other programs. He'd say children need to know there's someone they can always trust to tell them the truth, especially when it's hard.

"The world is not always a kind place," he said, talking about his show. "That's something all children learn for themselves, whether we want them to or not, but it's something they really need our help to understand."

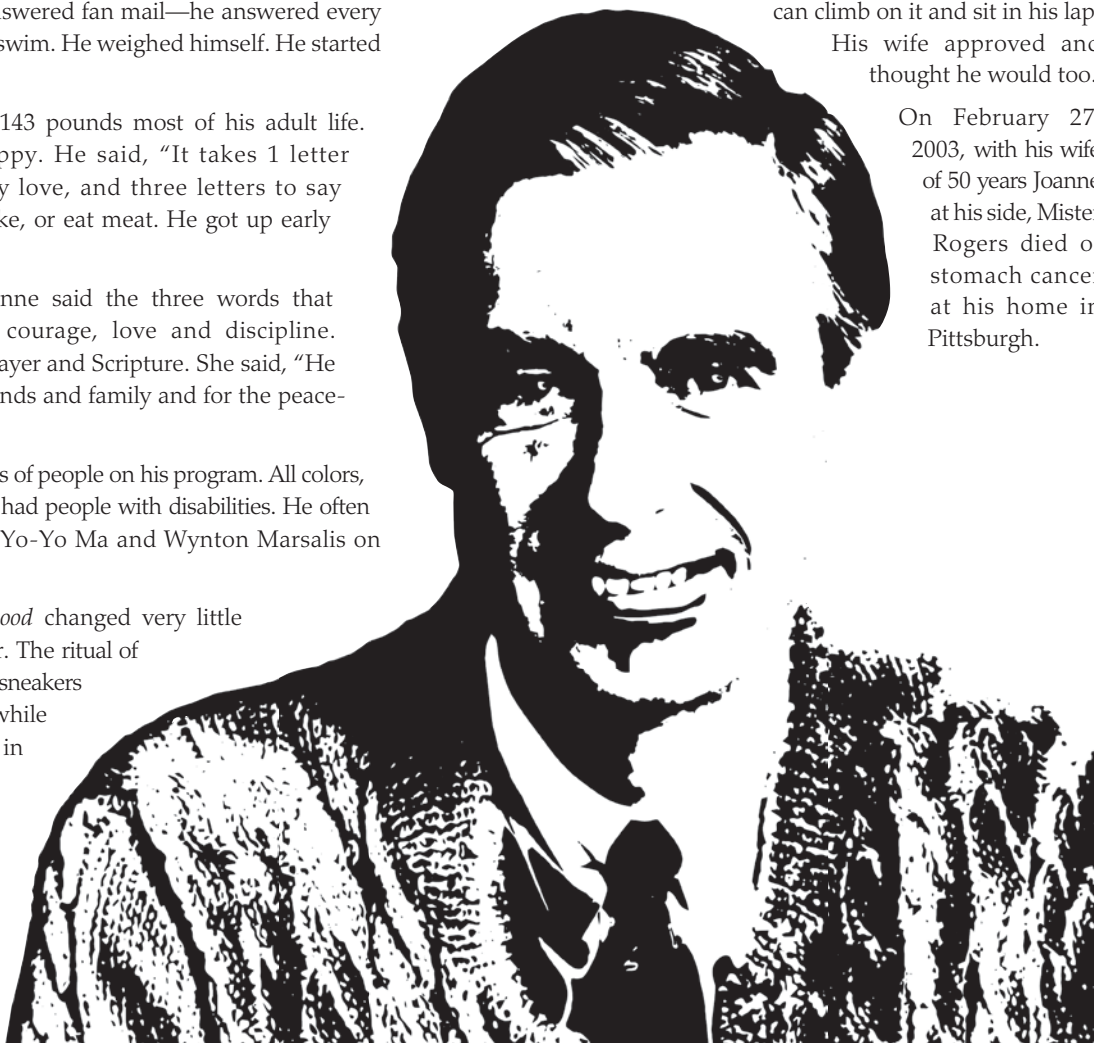
"Those of us in broadcasting have a special calling to give whatever we feel is the most nourishing that we can for our audience," Mister Rogers said. "We are servants of those who watch and listen."

In 1968, he served as chairman of a White House forum on child development and the mass media, and was often consulted as an expert or witness on those issues.

Marc Brown, the creator of *Arthur*, illustrated Mister Rogers into an episode called, "Arthur Meets Mister Rogers." "He had the special ability to look within every person he came in contact with and sense what things were inside you, and talk about difficult things. And when he talked to you, he was there 100 percent."

There's a statue of Mister Rogers in Pittsburgh. He's sitting down and tying his shoes. Children can climb on it and sit in his lap. His wife approved and thought he would too.

On February 27, 2003, with his wife of 50 years Joanne at his side, Mister Rogers died of stomach cancer at his home in Pittsburgh.





LIVE WHAT YOU BELIEVE

SUPPLIES NEEDED:

- Bibles
- Pens/pencils
- Newsprint or marker board
- Markers
- Easel or tape
- Colored pencils or thin markers
- Adult volunteer
- “Take Home Tear-Off” sheet

W
4

TEACHER OVERVIEW

The purpose of this lesson is to help corps cadets understand that having a strong work ethic is one practical way to demonstrate integrity.

This lesson engages corps cadets with the question: How can you tell what someone really believes when their actions and words don't match? They learn to let their yes be yes and their no be no. Corps cadets explore Scriptures that remind them to do everything with all their might and for God's glory. They discuss the character traits and job skills needed for a strong work ethic and explore the reality that who they spend time with shapes the person they become. As application, corps cadets find ways to eliminate distractions from their rooms, making the rooms more helpful for homework and devotions.

Before class, find an adult volunteer willing to give contradictory answers to questions the corps cadets ask. For example, the guest could say yes while shaking their head, no while nodding their head, or cross their fingers while answering. Encourage the volunteer to ham it up.

Before class, if using the movie clip, make sure the technology is set up and working.

Before class, make copies of the “Take Home Tear-Off” sheet found at the end of the lesson. At the end of class, give one to each corps cadet to take home.

LEADERSHIP PRINCIPLE

A leader's integrity will directly affect his or her influence.



MEMORIZE

"The integrity of the upright guides them, but the unfaithful are destroyed by their duplicity." Proverbs 11:3 (NIV)

INTRODUCTION

(5 Minutes)

C.S. Lewis said, "Integrity is doing the right thing even if no one is watching."

Will Rogers is credited with saying, "Live your life in such a way that you wouldn't be ashamed to sell the family parrot to the town gossip."

Billy Graham said, "Integrity means that if our private life was suddenly exposed, we'd have no reason to be ashamed or embarrassed."

Proverbs 11:3 says, "The integrity of the upright guides them, but the unfaithful are destroyed by their duplicity." What does that mean? When we consistently lie, we can no longer even trust ourselves. Developing integrity enables us to trust our own motives (Lennox, p. 102).

Some people feel integrity is a big word for big moments. Integrity absolutely makes a difference in huge life and death confrontations about whether or not you'd deny Christ. Integrity is essential when making life-long promises like taking wedding vows and deciding to have children. Being able to stand your ground in big matters, however, starts by standing your ground in small matters. Scripture reminds us that whatever we do, in word or deed, we need to do it all for the Lord, standing before Him in integrity, letting our yes mean yes and our no mean no.

Integrity is in fact surprisingly practical. It is a series of everyday decisions that lead to the development of character.

ENGAGE

(10 Minutes)

Play a round of "What Do I Believe?"

Have an adult guest come to class for a "What's My Line?" variation. The corps cadets take turns asking the guest yes or no questions about different topics like drugs, drinking, smoking, etc. The guest answers in contradictory ways. For example, the guest might say yes while shaking their head, say no while nodding their head, or cross their fingers while answering.

After a few minutes, ask: **Can you tell where our guest stands on the different issues we discussed? Why or why not?**

Allow response. Then ask a corps cadet to read Matthew 5:33-37.



Say: **People used to swear oaths. What you swore on determined how seriously you had to take the oath. For example, swearing on the earth was less significant than swearing on the heavens. These verses say oaths are unnecessary. Say what you mean and mean what you say. If you say yes, mean yes. If you say no, mean no. Jesus did away with oaths in favor of always speaking the truth. Say Yes or No. It's enough.**

If you need an additional activity, show “Sworn Oath” from *Paul Blart: Mall Cop* found on www.wingclips.com. You’ll need a computer with projector or the DVD with a DVD player and monitor. In this clip, Paul Blart is a mild-mannered, dutiful family man who works as a security guard in a New Jersey mall. As criminals are overtaking the mall, Paul Blart pledges to stay inside and to try to protect those being held hostage. He is someone who keeps his word even at the risk of personal injury.

Ask: **Do you trust what people say or what they do?**

Allow response.

Ask: **What if the two don’t match?**

Allow response.

Ask: **Do what you say and what you do match? Do you live what you believe?**

Allow response.

READ

(5 Minutes)

These passages will be used throughout the Explore section of the lesson: Matthew 5:33-37; 1 Corinthians 10:31-33; Colossians 3:17; and Colossians 3:22-24.

EXPLORE

(20 Minutes)

Ask: **Which statement doesn’t belong? Why?**

- I love Jesus.
- I want to be like Jesus.
- I want others to see Jesus in me.
- I do the least I can get away with at school, at home, and at the corps.

Say: **Let’s look at three passages to find out how we should do whatever we do.**



Ask corps cadets to open their Bibles to 1 Corinthians 10:31-33. Have one corps cadet read the verses.

Ask: **Whatever we do, how are we to do it?**

Allow response. Then say, if necessary: **Whatever we do, we're to do it for God's glory.**

Ask corps cadets to turn to Colossians 3:17. Have one corps cadet read the verse.

Ask: **Whatever we do, how are we to do it?**

Allow response. Then say, if necessary: **Whatever we do, we're to do it in the name of Jesus.**

Ask corps cadets to turn to Colossians 3:22-24. Have one corps cadet read the verses.

Ask: **Whatever we do, how are we to do it?**

Allow response. Then say, if necessary: **Whatever we do, we're to do it with all our heart and for the Lord. When we serve, we're serving Jesus.**

Say: **If we love Jesus and want to be like Jesus and want others to see Jesus in us, we cannot do the least, we have to do our best.**

Say something like: **One example of integrity in action is doing your job properly—whether your job is chores at home or homework or a part-time job after school. Integrity means if I say I'm giving you a full day's work, you can trust that I'm giving you a full day's work.**

Ask: **What is a work ethic?**

Allow response. Then say something like: **A work ethic is a combination of character traits and job skills and habits. It's the entire way you approach what you do. You can have a strong work ethic or a weak one.**

Say something like: **You might say you don't need a work ethic because you don't have a job yet. Your job is school and home and the corps. Whatever you're doing, you're representing Christ.**

Ask: **What are some of the character traits involved in a good work ethic?**

Allow response. Then add from the following:

- Integrity
- Cooperation—ability to be a team player
- Responsibility
- Discipline
- Appropriate initiative
- Reliability



- Persistence
- Positive attitude
- Respect

Ask: **What are some of the job skills involved in a good work ethic?**

Allow response. Then add from the following:

- Being on time
- Prioritizing
- Focusing, especially in distracting situations
- Multi-tasking
- Grouping similar tasks
- Breaking large projects into smaller tasks with deadlines
- Making to-do lists with deadlines
- Staying organized/decluttering
- Getting work done on time and done right
- Leaving time to evaluate work
- Keeping a positive attitude
- Resisting gossip
- Being polite and respectful
- Giving credit where credit is due and not taking credit for other people's work or ideas.

Ask: **What is the difference between having a solid work ethic and being a workaholic?**

Allow response. Then say something like: **The difference is someone with a solid work ethic works to live while a workaholic lives to work. Workaholics tend to get their sense of identity from their work. They tend to put their work ahead of everything else in their lives. You don't get credit for working when you should be doing something else, like spending time with family or in worship. They tend to fill the time they have with work and feel uncomfortable when they're not at work. Someone with a strong work ethic is able to get the work done in the time given, lives a balanced life—separating work and home, and knows how to work when it's time to work and relax and recreate when it's time to relax.**

Ask: **What are some ways to stay balanced?**



Allow response. Then add from the following:

- Take care of yourself.
- Get enough sleep.
- Eat right.
- Relax and recharge.
- Have hobbies and other activities

Ask: **How does who your friends are affect your work ethic and overall integrity?**

Allow response. Then add from the following:

- What we think leads to what we say which leads to what we do which leads to who we are. Who we choose to spend time with affects what we think about and what we talk about which affects what we do and eventually who we become.
- If you're hanging with a group of people who feel entitled, that everything should be handed to them, they aren't going to help you develop a solid work ethic.
- If you're hanging with people who think it isn't cool to be smart, or people who think doing the least that's expected and sliding by is good enough, they aren't going to encourage you to work harder or do your best.
- If you're hanging with people who throw their whole heart and mind into everything they do (even when it's unglamorous and they're not getting credit), who do everything for God's glory and in His name (even if it's household chores or homework), who understand that serving others is serving Jesus, they're going to encourage you to do the same.
- Consider finding a work ethic mentor. Find someone you respect—at school or at the corps. If you have a big project coming up, ask them to help you set up a good work plan.

APPLY

(10 Minutes)

Say: **"I Will" statement 4b says, "I will be a faithful steward of my time and gifts, my money and possessions, my body, my mind and my spirit, knowing that I am accountable to God."**

Give each corps cadet a piece of paper and a pencil or pen. Have colored pencils or thin markers available.

Say something like: **Draw a picture of your room. Then draw in and label the things that distract you when you're trying to study.**



If corps cadets have trouble thinking of distractions, spend a moment or two brainstorming. If it helps your corps cadets, write the distractions on a marker board or piece of newsprint. Some suggestions are:

- Social networking
- Web surfing
- Phone calls
- Long breaks
- Other people wanting your time and attention
- Staring blankly at computer/daydreaming
- Hobbies and personal interests
- A cluttered workspace
- Other—doing other stuff you were avoiding, like cleaning your room (even good things can be distracting, like finally cleaning your room because it beats studying).

Give corps cadets a minute or two to draw and label.

Say something like: **Look at the room again. What can you do to it to make studying more effective? How can you get rid of some of the distractions?**

Again, if corps cadets have trouble thinking of ways to fix the problem, spend a moment or two brainstorming ideas. Write the ideas on a marker board or newsprint if that helps. Some suggestions are:

- Put phone in a different room when studying
- Use a timer to set length of breaks
- Put away unfinished projects
- Turn off social media so you don't get updates while studying
- Tell friends you will be studying and unavailable

PRAY

(10 Minutes)

Say: **Why does what we think about matter?**

Allow response. Then say: **What we think leads to what we say. What we say leads to what we do. What we do leads to who we are. If our spirit and/or body are enslaved, Christ is no longer in charge and we can no longer be trusted.**



Say something like: **As you pray through the “I Will” statements about integrity, ask God to keep you strong in the places you’re strong; to strengthen the places you’re weak; and to remind you that it’s only in His strength and the power of His Holy Spirit that you’re able to keep the promises you’ve made.**

- I will uphold Christian integrity in every area of my life, allowing nothing in thought, word or deed that is unworthy, unclean, untrue, profane, dishonest or immoral.
- I will maintain Christian ideals in all my relationships with others; my family and neighbors, my colleagues and fellow Salvationists, those to whom and for whom I am responsible, and the wider community.
- I will uphold the sanctity of marriage and of family life. I will be a faithful steward of my time and gifts, my money and possessions, my body, my mind and my spirit, knowing that I am accountable to God.
- I will abstain from alcoholic drink, tobacco, the non-medical use of addictive drugs, gambling, pornography, the occult and all else that could enslave the body or spirit.

Give each corps cadet a “Take Home Tear-Off” sheet to take home.

RESOURCES AND RECOMMENDED FURTHER READING

Reflecting God Study Bible New International Version. Grand Rapids, MI: Zondervan Publishing House, 2000.

The Salvation Army Handbook of Doctrine. London, England: Salvation Books, The Salvation Army International Headquarters, 2010.

The Wesley Study Bible New Revised Standard Version. Nashville, TN: Abingdon Press, 2009.

WEB RESOURCES

Gregoire, Carolyn. “14 Signs Your Perfectionism Has Gotten Out of Hand.” www.huffingtonpost.com/2013/11/06/why-perfectionism-is-ruin_n_422069.html. Accessed 5/22/2014 at 11:40 am.

www.lifehack.org.

www.smallbusiness.chron.com/5-factors-demonstrate-strong-work-ethic-15976.html.

www.universitysurvival.com



REMEMBER TO FILL OUT THE COURSE EVALUATION.



TAKE HOME TEAR-OFF

These corps cadet booklet sections are included here for the teacher's information. They don't need to be incorporated into the lesson; the corps cadets do them on their own. Cut on the line and make copies for the corps cadets to take home.

LEADERSHIP PRINCIPLE

A leader's integrity will directly affect his or her influence.

MEMORIZE

"The integrity of the upright guides them, but the unfaithful are destroyed by their duplicity." Proverbs 11:3 (NIV)

DID YOU KNOW?

Procrastination can be sign of perfectionism. "The great irony of perfectionism is that while it's characterized by an intense drive to succeed, it can be the very thing that prevents success," according to York University researchers. Perfectionism is strongly connected to fear of failure and self-defeating behavior, such as excessive procrastination. If you're a perfectionist because you're trying to please other people, you're even more likely to procrastinate.

GO DEEPER

Read the 2nd—5th "I Will" statements in "The Soldier's Covenant." Discuss or journal how they relate to today's lesson.

www.unstuck.com has a free app to help set and meet goals.

Look up "how to stop procrastinating" at www.realsimple.com and www.Lifehack.org.

DECEMBER QUESTIONS

BOLD FOR CORPS CADETS | COURSE A | BOOK 2 | FALL 2014

NAME: _____

CORPS: _____

Answer the following questions. Circle the appropriate letter for multiple-choice questions. For the true/false statements, correct false statements to make them true. Please use a separate sheet of paper if needed. Staple it to this sheet with your name and corps at the top.

MONTHLY QUESTIONS (3 pts. each)

- Which of the following is NOT something Achan, Annanais, and Sapphira did wrong?
 - They gave into temptation.
 - They lied.
 - They tried to get others to join them.
 - They stole from God.
 - They risked the welfare of the whole community for their own gain.
- True or False. Ananias and Sapphira suffered the same punishment for their sin as Achan did for his: banishment from the community.

- Why were the consequences so severe?

- True or False. When Potiphar's wife tried to get Joseph to sleep with her, Joseph said he wouldn't betray her husband's trust, he refused every advance, he kept his distance when possible, and, when she persisted, he ran.

DISCIPLESHIP (10 pts. possible)

Corps cadet counselor to award full points if completed satisfactorily, partial points if completed partially, and no points if not completed.

PERSONAL DEVOTIONS (4 pts.)

BIBLE READING & PRAYER

Complete the SOAPs sections using the following Scripture: Proverbs 11:1-6.

- ☐ Read the Scripture (1 pt.)
- ☐ Wrote an Observation (1 pt.)
- ☐ Wrote an Application (1 pt.)
- ☐ Prayed (1 pt.)
- ☐ Did not do SOAPs this month (0 pts.)

STEWARDSHIP (3 pts.)

TIME, TALENT & TREASURE

This month, I...

- ☐ tithed 10% of my income to the corps
- ☐ tithed less than 10% of my income
- ☐ volunteered personal time
- ☐ other: _____

EVANGELISM (3 pts.)

SHARING YOUR FAITH

This month, I...

- ☐ invited a friend to a corps program
- ☐ brought a friend with me to the corps
- ☐ prayed with a friend
- ☐ shared Scripture with a friend
- ☐ witnessed to a friend

DIY-DO IT YOURSELF

I completed...

- ☐ Option 1 ☐ Option 3
- ☐ Option 2 ☐ Option 4

SUMMARY

COMPLETED BY CORPS CADET COUNSELOR:

Class Participation (5 pts.) _____
 Recited Memory Verse (5 pts.) _____
 Activity Record (30 pts.) _____
 Discipleship (10 pts.) _____

COMPLETED BY DHQ:

Monthly Questions (50 pts.) _____
 Total (100 pts.) _____

DIY-DO IT YOURSELF

(100 pts. total for course; 50 pts. each)

- ☐ 1st of 2 _____ ☐ 2nd of 2 _____

ACTIVITY RECORD		W1	W2	W3	W4	W5	TOTAL
ATTENDANCE	Sunday School (2 pts., 10 max.)						
	Corps Cadet Classes (3 pts., 15 max.)						
	Worship Service (2 pts., 10 max.)						
	SA Youth Meetings (1 pt., 10 max.)						
	Div./Ter. Events (1 pt., 5 max.)						
PARTICIPATION	Prayer Meeting or Bible Study (1 pt., 5 max.)						
	SS Class or Activity Taught (2 pts., 10 max.)						
	Practices Attended (1 pt., 5 max.)						
	Visitation & Service (1 pt., 10 max.)						
	Worship Service Participation (1 pt., 5 max.)						
TOTAL							

Corps Cadet: _____

SIGNATURE

DATE

Corps Cadet Counselor: _____

SIGNATURE

DATE

Corps Officer: _____

SIGNATURE

DATE



DIY – DO IT YOURSELF

The “DIY – Do It Yourself” component can be completed at any time within the course. As a brigade, choose two of the four themes. Then choose one of the options offered for each of the chosen themes. Complete the activity and then answer the questions on the “DIY Debrief Sheet.”

OPTION 1: MERCY

Participate in a Salvation Army Community Care Ministry at one of the following:

- Nursing home
- Prison
- Adult Rehabilitation Center
- Other

PARTICIPATE IN A SALVATION ARMY COMMUNITY CARE MINISTRY

See if any Community Care visits have already been planned. Join in if possible. If not, organize your own. Make sure you get all the proper permissions.

Remind the corps cadets that we sometimes think The Salvation Army’s community care ministries are nothing more than handing out copies of the *War Cry* and warm socks to people in nursing homes around Christmas and Easter. That’s like saying The Salvation Army is nothing more than the red kettle and bell at Christmas. Community Care ministry is not about the *War Cry* or the socks. It’s about the people.

According to its international mission statement, The Salvation Army’s mission “is to preach the gospel of Jesus Christ and meet human needs in his name without discrimination.” When we go out into the community to serve, it’s essential that we remember every person with whom we come in contact is loved by God and has as much value as we do, because every person is made in the image of God (Genesis 1:26, 27).

Go over the Helpful Hints for Community Care Ministry with the corps cadets again.

Helpful Hints for Community Care Ministry

1. Whatever ministry you’re participating in, it’s essential to remember that you’re serving people. You aren’t simply preparing and serving meals, packing and distributing gifts. It is all about the people.



2. Not everyone you're working to help will receive the help graciously. Some will appear ungrateful. This can be frustrating and might even make you angry. It's okay to have those feelings, but you need to be able to control them.
3. Be respectful through the whole process.
4. Smile.
5. Look people in the eye. This shows respect and reinforces their inherent value as people created by God. People want to be seen.
6. Be ready to listen to people's stories. People want to be heard. We sometimes say we speak for the voiceless or for those who can't speak up for themselves. We need to be ready and willing to listen to the unheard.
7. Keep focused on the job, especially if you're working with a partner or a group of people. This isn't the time to carry on lengthy conversations with each other.
8. This isn't a time to be on your telephone, either with calls or texts or selfies of you and your friends "Doing the Most Good."
9. Don't keep checking your watch or asking what time it is.
10. You're representing both The Salvation Army and, even more importantly, Jesus Christ. Your behavior through the whole process reflects on both.

OPTION 2: LOVE

- Participate in I'll fight Day at www.illfightday.com as a brigade.
- Show unconditional love to a family member, a neighbor, someone at school, and someone at the corps.

PARTICIPATE IN I'LL FIGHT DAY AT WWW.ILLFIGHTDAY.COM

I'll Fight Day is usually in December but any day is a good day to have an I'll Fight Day. The website www.illfightday.com gives a lot of really great options. If none of them work for your brigade, have a brainstorming session and see what the corps cadets want to do. The criteria should not simply be "what they are comfortable doing."

SHOW UNCONDITIONAL LOVE TO A FAMILY MEMBER, A NEIGHBOR, SOMEONE AT SCHOOL, AND SOMEONE AT THE CORPS

Brainstorm some ideas together of how to show unconditional love in these four contexts.



Some possibilities are:

- To a family member
 - Ask how a parent’s day was.
 - Do something extra and unexpected for your family.
 - Spend extra time with a grandparent.
 - Be more understanding of family members’ situations.
 - Take an interest in another family member’s hobby.
- To a neighbor
 - Bring in their trash and recycling containers.
 - Rake their leaves, pull their weeds, or mow their grass without getting paid.
 - Offer to walk their dog on a rainy day.
 - Help them carry their groceries in from the car.
- To someone at school
 - Sit with someone in class or in the cafeteria who usually sits alone.
 - Help a new student fit in.
 - Stand up for a student with disabilities who is being teased or bullied.
 - Tutor a student who is struggling without being paid.
- To someone at the corps
 - Make sure everyone is invited, included, and accepted.
 - Meet and greet people before and after worship.
 - Look for people who aren’t participating and look for ways to include them.

OPTION 3: BIBLE STUDY

- Participate in NB4: The “No Bible, No Breakfast, No Bible, No Bed” Bible reading campaign for spiritual renewal. Use www.oneyearbibleonline.com.
- Memorize Scripture: Choose a favorite passage of Scripture or several verses on a particular topic, e.g. mercy, love or integrity.
- Do inductive Bible study for a month.



PARTICIPATE IN NB4: NO BIBLE, NO BREAKFAST, NO BIBLE, NO BED: A BIBLE READING CAMPAIGN FOR SPIRITUAL RENEWAL

Major Young Sung Kim, territorial ambassador for holiness, Eastern Territory, explains the program (*Good News*, April 2013):

Catherine Booth, “the Mother of The Salvation Army,” read the Bible eight times by the time she was 12. After his conversion, William Booth committed himself to read four chapters of the Bible daily and read the entire Bible in one year. In *The Soul-Winner’s Secret*, Samuel Logan Brengle testifies, “Personally, for years I have given the best hour of the day to the Bible, and now I want it more than I want my food.” This is the Army in which God has called us to serve.

Lt. Colonel Lyell M. Rader, Sr., a legendary evangelist, used “No Bible, No Breakfast! No Bible, No Bed!” as a teaching slogan in his evangelistic campaigns and as a standard for his children.

The slogan conveys the idea that, before starting the day (or during any moment of the day!), we will find the best time and place for meditating on God’s Word, and spend time reading the Bible with a prayerful heart. Through exercising this spiritual discipline, God will speak to us, perhaps in a still small voice. We are then called to pass this blessing along to someone else as a way of affirming our faith in the Word.

Use these resources to follow the NB4 program for a month.

www.oneyearbibleonline.com

www.armyonitsknees.org

MEMORIZE SCRIPTURE:

- Choose a passage or verses on a theme.
- Write the verses out on note cards and sticky notes.
- Keep them with you to read during the day whenever you have a moment.
- Stick one to the front of your notebook.
- Use it as the screen saver on your phone and computer.
- Read it and add it as your ring tone.
- Stick the verses up wherever you spend time: on the bathroom mirror, on the refrigerator, on your bedroom wall or dresser, etc.
- Once you’re confident with one verse, add on the next verse.
- Review the old verse daily as well.



DO INDUCTIVE BIBLE STUDY FOR A MONTH

Inductive Bible study has three parts. The first is Observation—what does the passage say? The second is Interpretation—what does the passage mean? The third is Application—How does the meaning of the passage apply to me?

Encourage corps cadets to choose a portion of Scripture that suits them.

- Some like snippets. They might start in Proverbs.
- Some like poetry. Start in Psalms.
- Some are melancholic. Start in Lamentations.
- Some like the big picture. Start with a book or chronological study. Or help them choose a character they want to know better: Deborah the judge or David the shepherd turned warrior turned king.
- Others might find a word they want to trace. Or a concept (topic) they want to follow.
- For some who only know a few verses, perhaps starting them with a chapter study to see the context of their favorite verses. Challenge them to see if the verses mean what they thought.

OPTION 4: INTEGRITY

SOCIAL MEDIA AND MUSIC

Delete music that you've downloaded without paying for it. Be honest on social media. Get rid of pirated movies.

Do you post things on Facebook or Twitter that other people have written without giving them credit and allow people to believe they are your words? According to Merriam-Webster dictionary, plagiarize means "to use the words or ideas of another person as if they were your own words or ideas."

Add attribution to your social media accounts from here on. Edit previous posts as necessary. If you can't track down who said it, at least put, Someone said, "... " or I read somewhere...

POP CULTURE

List things that today's culture says are okay, but aren't in God's eyes. If you do any of them, make an action plan to help you change your behavior.

The action plan needs to include:

- What you are going to do
- How you are going to do it



- When you are going to do it
- Who is going to hold you accountable

CONSIDER COMMITMENTS

Consider your commitments and whether they reflect your true priorities. Make a list of your commitments at home, at school, with your friends, and at the corps. Ask yourself the following questions:

1. Do my commitments match my true priorities?
2. Can I, in good conscience, say I'm fulfilling the expectations of my commitments?
3. Are any of my current commitments keeping me from doing what I believe I should be doing?

Sometimes having integrity means saying "No" because you have already said "Yes" to something else. Prayerfully decide whether you need to step down from some of your commitments.



REMEMBER TO FILL OUT THE COURSE EVALUATION.

WHAT DID YOUR BRIGADE
CHOOSE TO DO?

ANSWER

WHAT SPECIFICALLY
DID YOU DO?

ANSWER

WHAT WAS HARD?

ANSWER

WHAT WAS EASY?

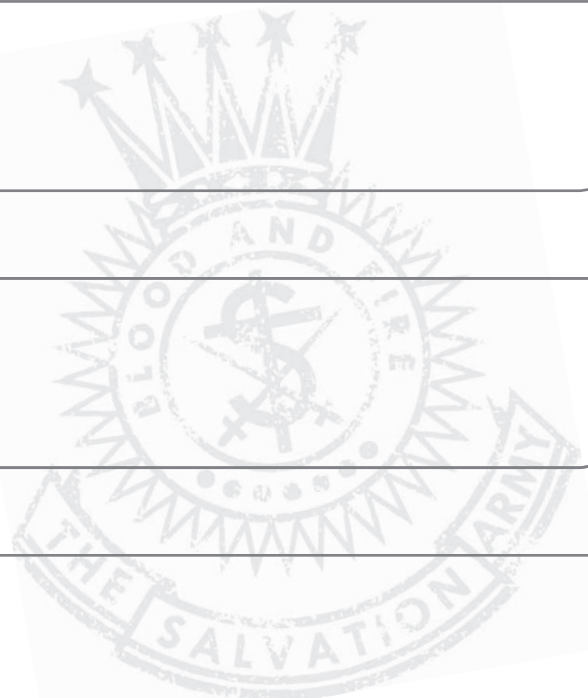
ANSWER

WHAT WOULD YOU DO
DIFFERENTLY?

ANSWER

WHAT DID YOU LEARN?

ANSWER





NOVEMBER QUESTIONS

MONTHLY QUESTIONS: (3 pts. each)

1. Fill in the blanks. Bible study should be alive and active because the Bible is alive and active like a two-edged sword. (Hebrews 4:12)
2. Where does God's Word need to be according to Psalm 119:9, 11, 105; Deuteronomy 11:8-22; and 2 Timothy 3:16-17? List at least six.

On the path, at my feet, in our hearts, in our minds, on our tongues, in and on our hands, on our doors, on our gates, in our homes, with us on the road, in our lives.

3. What are some of the benefits of studying the Bible according to Psalm 119:9, 11, 105; Romans 12:2; and 2 Timothy 3:16-17? Circle all that apply.
 - a. *Helps us stay pure and not sin.*
 - b. *Helps us stay on the right path and know the next step.*
 - c. Gives us the answers so we can win every theological argument.
 - d. *Renews our minds so we don't have to conform to the world.*
 - e. *Trains us in righteousness and equips us for every good work.*

4. Name five of the Christian education programs offered by The Salvation Army.

Sunday school, Junior Soldiers, Corps Cadets, Moonbeams, Sunbeams, Girl Guards, Adventure Corps, Cradle Roll, VBS, Bible Bowl, Prime Time, SONday'SCOOL, Home League/Women's Ministries, Men's Fellowship, ARC/Harbor Light, and Prison Correspondence.

5. True or False. Christian education is for everyone. It can be taught anywhere, at any time, and by whatever means work, by people who know and love Jesus. It's taught so people can be transformed into godly children and godly adults.

True.

6. Fill in the blanks. Inductive Bible Study has three parts:

Observation—What does the passage say?

Interpretation—What does the passage mean?

Application—How does the passage apply to me?

7. Which of the following is NOT part of the Observation step?
 - a. Pray throughout the process.
 - b. Consider the context.
 - c. Interview the text.

- d. Look for the obvious.
- e. Notice the genre.

f. Explore how it fits into the teaching of the whole Bible.

8. When interpreting, remember the Bible doesn't contradict itself. One teaching is, however, sometimes replaced by a broader teaching. Give an example.

In Matthew 5:38-39, Jesus referenced the Old Testament teaching—eye for eye, and tooth for tooth—found in Exodus 21:24; Leviticus 24:20; and Deuteronomy 19:21. Then He replaced it with, “But I tell you, do not resist an evil person. If anyone slaps you on the right cheek, turn to them the other cheek also.”

9. Fill in the blanks. Second Timothy 3:16-17 is the how of application. It says, “All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the servant of God may be thoroughly equipped for every good work.”

10. List four ways Scripture can be misused.

The Scriptures may be misused when:

You are ignorant about what the Bible says on a given subject.

You take a verse out of context.

You read into a passage and have it say what it doesn't say.

You give undo emphasis to less important things.

You use the Bible to try to get God to do what you want, rather than what God wants done.

You apply cultural standards instead of biblical standards.

You try to strengthen a legitimate truth by using a Scripture incorrectly.

You apply it out of prejudice from past training or teaching.

REFLECTION QUESTION (20 pts.)

Answer must be a minimum of 4 to 6 sentences.

Describe your Bible study before this unit. How will your Bible study change?

There are no specific answers to the reflection question. The answers given, however, should draw from the unit materials and demonstrate application. The corps cadets need to be specific about what challenged them, why it did, and how they'll apply it to their lives.



DECEMBER QUESTIONS

MONTHLY QUESTIONS: (3 pts. each)

1. Which of the following is NOT something Achan, Annanais, and Sapphira did wrong?
 - a. They gave into temptation.
 - b. They lied.
 - c. They tried to get others to join them.**
 - d. They stole from God.
 - e. They risked the welfare of the whole community for their own gain.

2. True or False. Ananias and Sapphira suffered the same punishment for their sin as Achan did for his: banishment from the community.

False. They all died. Ananias and Sapphira both dropped dead on the spot while Achan and his whole family were stoned to death.

3. Why were the consequences so severe?

The lies challenged truth, obedience, safety and unity. The challenge to what God required came from the inside and risked the safety and future of the whole community. That can be more dangerous than from the outside. God takes the purity and commitment of His people (individually and together) seriously and standards needed to be set.

4. True or False. When Potiphar's wife tried to get Joseph to sleep with her, Joseph said he wouldn't betray her husband's trust, he refused every advance, he kept his distance when possible, and, when she persisted, he ran.

True.

5. What was one way Major Annapakiam demonstrated integrity?

- Instead of hiding because of her injury, she chose to use the gifts God gave her and become a nurse and teacher.***
- She took care of her sister Rachel, who has schizophrenia, at home, even in retirement.***
- She refused to take bribes or accept unqualified people into the nursing program, even when her life was threatened.***
- Instead of being angry with God for her misfortunes, she served Him faithfully and showed a sweet disposition and godly spirit throughout her life.***

6. True or False. When Colonel Bo Brekke discovered that a Salvation Army officer in Islamabad was involved in corrupt money dealings, he ignored the situation and hoped it would go away. The situation resolved itself.

False. When Colonel Bo Brekke discovered the corruption, he transferred the officer to Lahore to keep an eye on him. This cut off the officer's extra income and made him angry. The officer hired two assassins who shot and killed Colonel Brekke in his office.

7. Living a life of integrity means (circle all that apply):
- a. *Living in a way that, if someone accuses you of doing wrong, your life will speak for itself and God will receive the credit (1 Peter 2:12).*
 - b. *Knowing what you believe and being respectful and gentle in your conversation, not dogmatic and argumentative (1 Peter 3:15-16).*
 - c. *Speaking honestly and living transparently, knowing God sees all (1 Thessalonians 2:4-6).*
 - d. *Putting your whole heart into whatever you do and working for the Lord, instead of for people's approval (Colossians 3:23-24).*
 - e. Being able to say, "Trust me. God's okay with how I'm handling the money" (2 Corinthians 8:20-21).
8. Which of the following did Billy Graham and Fred Rogers NOT have in common?
- a. They met their wives at college and were married for more than 50 years.
 - b. They were ordained ministers.
 - c. *They had charismatic, outgoing personalities.*
 - d. They relied on prayer and Bible study to stay strong in their faith and work.
 - e. When they found their calling, they stayed with it to the end of their lives.
9. Fill in the blanks. A work ethic is a combination of character traits and job skills and habits.
 What we think leads to what we say which leads to what we do which leads to who we are.
10. How does who your friends are affect your work ethic?
If your friends feel entitled, or think it isn't cool to be smart, or think doing the minimum is good enough, they're not going to help you work harder and build a strong work ethic. If your friends throw their whole heart and mind into everything they do and do it for God's glory, they'll encourage you to do the same.

REFLECTION QUESTION (20 pts.)

Answer must be a minimum of 4 to 6 sentences.

What is integrity? In what areas of your life do you need your integrity strengthened? How can you do this?

There are no specific answers to the reflection question. The answers given, however, should draw from the unit materials and demonstrate application. The corps cadets need to be specific about what challenged them, why it did, and how they'll apply it to their lives.



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