

Course I

Instructor's Guide

***For The 24-Week
Self-Confrontation Course***

Using the
Self-Confrontation manual, which
is based on the Old and New Testaments
as the only authoritative rule
of faith and conduct.

COURSE I INSTRUCTOR'S GUIDE

for

Self-Confrontation

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A Personal Message

Congratulations on completing the Self-Confrontation course and having a desire to teach it to others. You are now well aware that Scripture requires each believer to examine himself continually by God's Word. Biblical self-confrontation allows a believer to keep his relationship with God and others open, growing, and full of abundant life in Jesus Christ.

We urge you in all your instruction to hold steadfast to the absolute authority of God's Word, the unfailing and only hope in Christ, and the limitless power of the Holy Spirit. These spiritual resources are all-sufficient in every circumstance and testing of life.

Your firm commitment and quiet confidence in these irrefutable truths will be an enduring testimony to everyone you teach and to those with whom you labor toward a more Christlike ministry. This has been the mission of every believer from the inception of the church by the Lord Jesus Christ. The apostles swept the known world with the power of its life-changing message.

With a gentle spirit, diligently pursue the same goals that God has clearly established in His Word. Accept no man's contrived substitutes but trust the Lord to honor His Word in every situation. This *Instructor's Guide* will help you learn how to do just that.

Be patient but eagerly anticipate a full and rewarding ministry to and with others. That is our sincere prayer for you. God bless you in your every effort to lift up the Name of Jesus.

The BCF Team

Explanation of the *Instructor's Guide* Format

6

THE "PUT-ONS" 10 minutes

Explain (Principle 29) **BIBLICAL PRINCIPLES: BIBLICAL STRUCTURE FOR CHANGE** (*Self-Confrontation*, Lesson 7, Page 2 — Page 111 at the top). State:

"This principle deals with putting on righteous deeds (thoughts, words, and actions). Concentrating on the 'put-on' will often make the 'put-off' much easier to master. Let's take a look at *Galatians 5:16*. Notice where the emphasis is. If you walk by the Spirit; in other words put on living by the Holy Spirit, you will put off the flesh. When you focus your attention on the 'put-on,' your mind is not easily distracted to do wrong. When you focus your attention only on the 'put-off,' the temptation to do wrong is always before you."

Illustrate this point as follows:

HELPFUL EXERCISE: Ask all the students to close their eyes. Then state: "Think of a huge lion crouched on a rock just above you and ready to pounce on you." Pause. "Do you have the picture of the lion ready to pounce on you? Now, concentrate on the lion until I count to three. Then, as quickly as possible stop thinking of the huge lion. One ... two ... three. Work as hard as you can to stop thinking of the lion." *In this exercise you have repeated the term "lion" several times to emphasize that focus on the "put-off" makes it harder, not easier, to change.*

Pause. "Open your eyes. How many of you were able to get rid of the lion?"

Ask students who raised their hands (if any) how they were able to stop thinking of the lion. Most will indicate they thought of something else.

Tell the students, "The easiest way to get rid of the lion is to focus on thinking of something else, like a dove. In the same way, placing your focus on 'put-ons' makes it easier to accomplish 'put-offs' as well."

"Isn't it interesting that the world's focus is just the opposite. Most worldly therapies focus on the 'put off.' And the reason that we often fail to change in a permanent way is that we focus on the 'put-offs' to the exclusion of the 'put-ons.'"

TRANSITION STATEMENT: "As you put off the old practices of sin and put on the new practices of righteousness, God renews your mind. This is explained on Page 6 — Page 115 at the top."

1:40

RENEWING YOUR MIND 10 minutes

Explain the contents of **RENEWING YOUR MIND** (*Self-Confrontation*, Lesson 7, Pages 6-7 — Pages 115-116 at the top).

1. In I. The renewal of your mind with regard to your growth in Christ, highlight *Colossians 3:9-10* and explain the process of renewing your mind. Emphasize that God the Holy Spirit sovereignly renews our minds continuously as we obey Him. Refer to (*I Corinthians 4:16*) to show that the Lord is renewing the inner man day by day.

TRANSITION STATEMENT: "This does not mean that we should sit back and not work on thinking biblically. It is our responsibility to develop biblical ways of thinking, speaking, and acting as the Holy Spirit renews our minds."

2. Teach II. The renewal of your mind with regard to your personal responsibilities. In point A., emphasize (*I Corinthians 10:5*). Then, state that we are responsible for disciplining our thought lives and learning God's Word. Highlight Paragraph B. and read the first three words of each subparagraph.
3. Skip III. The renewal of your mind within the process of your biblical change. Encourage the students to read this portion during their study time.

1. All biblical principles in the *Self-Confrontation* manual will be referred to in italics.

2. All references to the *Self-Confrontation* manual are preceded by the word "*Self-Confrontation*" in bold italic type.

3. Portions contained in double-line boxes are helps that clarify and emphasize major teaching points.

4. In general, words in italics are important notes directed to you; they should not be read to the students.

5. Statements in regular type are instructions on how to teach.

6. Statements in bold letters and placed within quotes should be read to students, however, you should use words that you are familiar with, so that your statements do not sound stilted.

7. Scripture references not in bold print are given for your help; you will not have time to refer to or read these passages.

8. Scripture references in bold indicate that you should turn to the Scriptures and either you or a student read them aloud.

9. The shaded boxes contain main teaching topics and time allotted for teaching the section.

10. These numbers represent cumulative time for the lesson. As you finish each section, you should check the time elapsed for class.

Introduction

The objective of all BCF training is to help you rely wholly on the Scriptures, both for your personal life and for helping others. The only essential texts for all BCF courses are the Bible and the BCF discipleship/counseling training materials. All BCF-produced materials are designed to direct you back to God's Word as your standard for conduct and instruction. The major reason for this approach is to ensure that the student, in any nation, understands clearly that apart from the Scriptures, the only additional need for teaching and guidance is the Holy Spirit Himself. To help you teach others to deal with life biblically, the following guidance is provided:

Uses of the *Self-Confrontation* manual and this *Instructor's Guide*

The *Self-Confrontation* manual can be used as a resource by everyone. Unbelievers can understand their need for a personal relationship with Jesus Christ. Believers in Jesus Christ can find great comfort and help in establishing biblical practices for the trials they face. Bible scholars or seminary students can carry out in-depth research through the many Scripture references from the original languages of the Bible. No matter what your experience is in studying and applying Scripture, the manual encourages you to rely on the Word of God to discover God's sufficiency for every aspect of your life.

The material in the *Self-Confrontation* manual has been used in a wide variety of ways by church organizations, educational and training institutions, evangelism and discipleship ministries, and tens of thousands of individuals. The Self-Confrontation course has been used:

- To teach Sunday school groups of all ages;
- By educational and correctional institutions, for junior-high school, senior-high school, college, and seminary courses;
- By small-group leaders in conducting home Bible studies, noontime Bible discussion groups at work places, and home-fellowship groups;
- By pastors and others for sermon preparation, one-on-one discipleship; and
- In personal devotions, study, and Scripture memory programs.

Because the *Self-Confrontation* manual is a book on how to overcome in all difficulties of life, you will find it a useful reference for the rest of your life. However, the manual contains so much information, each lesson would take at least 10 hours to read all the referenced Scriptures and text. Therefore, this *Instructor's Guide* has been designed to teach the lessons contained in the manual. It helps to focus on the essential portions of the manual and the key Scripture verses.

Your focus and commitment as an instructor

As an instructor you have a great privilege and responsibility (*based on Matthew 28:19-20*) and are under stricter judgment before the Lord (*James 3:1*). Serving effectively as an instructor requires that you:

- A. Maintain a fervent personal commitment to walk in a manner worthy of the Lord (*Colossians 1:10*).
- B. Keep in mind that you are totally inadequate in yourself, but your adequacy is in the Lord (*II Corinthians 3:5-6*).
- C. Live as an example, thus demonstrating the life of a true disciple of Jesus Christ (*based on I Timothy 4:12; I Peter 2:21*).

- D. Focus on glorifying God, not on gaining credit or praise for self (*Matthew 5:16; Galatians 1:10-11; Colossians 3:17, 23-24*).
- E. Rely on the guidance and empowering of the Holy Spirit for your instruction and for results in the students' lives (*Colossians 1:11; II Timothy 1:14; I John 2:20, 27*).
- F. Continually examine (judge) yourself honestly and faithfully, and correct biblically any sinful practices in your life (*Psalms 139:23-24; Matthew 7:1-5; I Corinthians 10:12; 11:28; Galatians 6:4*).
- G. Study God's Word diligently and remain faithful in the practice of His Word (*Colossians 1:9; II Timothy 2:15; James 1:22-25*).
- H. Base your instruction on God's Word as the only standard, hope, and authority for your teaching. You are not to rely on your own (or the world's) knowledge, experience, or opinions (*Isaiah 55:8-11; Colossians 3:16; II Timothy 3:16-17; Titus 2:1; Hebrews 4:12*).
- I. Always point to the Lord and His Scriptures as the standard, authority, and hope. Do not seek to be an authority in the lives of your students (*Proverbs 30:5; Isaiah 55:8-11; John 5:19, 30; II Peter 1:20-21*).
- J. Be a servant to those you instruct. You are to exhibit a humble and gentle spirit — not a dominant or overbearing spirit — even in matters of disagreement or challenges to the instruction. This contrasts greatly with the world's view that the teacher must assert himself as the one in charge. Whether students ask questions from ignorance or a desire to dispute, treat the students as more important than yourself (*based on Matthew 20:25-28; John 13:13-17; I Corinthians 9:19; II Corinthians 8:3-6; Philippians 2:3-8; Colossians 4:6; I Thessalonians 2:3-9; II Timothy 2:24-25*).
- K. Labor out of love, not for financial gain (*Romans 12:9-21; II Corinthians 8:3-6; Philippians 1:9-11, 15-16, 21-26; I Thessalonians 2:5-12; I Timothy 1:5*).
- L. Teach with the view that someday the students may be teaching others also. Have as your goal to help them mature in Jesus Christ so that they too may stand ready to give others a reason for the hope that is within them (*based on II Corinthians 1:3-4; II Timothy 2:2; I Peter 3:15*).

Guidelines for all lessons

Keep discipleship in mind in every aspect of your teaching. The goal is to conduct the training in such a way that each student not only applies what is being learned, but he also has the confidence and encouragement to teach someone else.

With this in mind, you should read carefully and follow explicitly the guidelines listed below.

A. *Maintain unity as a team.*

Contribute as a team member. As much as possible, you should attend all lessons whether you are teaching or not, so that you can hear the points made by the other instructors, maintain continuity of teaching, and build up the team through personal evaluations.

You should refrain from contradicting fellow-laborers in front of others; instead, resolve differences privately and correct miscommunications in a spirit of unity.

B. *Concentrate your instruction primarily on discussion of the biblical principles and Scripture references that are highlighted (marked in bold face) in each lesson.*

As you prepare to teach, focus on the study of key Scripture passages so that you can explain them well. Make sure that the Bible is your primary text, not the *Self-Confrontation* manual. When explaining each Scripture passage, be sure to teach it in its context.

C. *Do not state your own opinions about any subject you discuss.*

Exercise care not to present private interpretations, views, or theological positions not held generally by believers. Remember that you are preparing the students to go anywhere in the world to teach these biblical principles. It is important that your students do not distract their students by presenting issues that divide (*Ephesians 4:3*).

Refrain from giving your personal views. Avoid using phrases such as “I think,” “I believe,” and “I feel” because they focus on the speaker’s authority. Also, avoid words that invite arguments. For example, when you say, “I disagree with you,” you are implying, “I have an opinion and you have an opinion, and you are wrong.” Your authority is to be the Scripture alone.

D. *Cover the material as suggested in this Guide.*

Follow closely the directions in this *Guide*. Not to do so may cause unnecessary duplication in the instruction and you may not have time to cover the important points or topics that need to be taught. In addition, since your goal is to train students to teach others, they should in turn be able to take the *Instructor’s Guide* and reproduce your teaching of the course. Be careful to make your teaching “reproducible.”

Except for brief additional biblically-based illustrations that you may desire to add, it is vital that you do not stray from the guidance in each lesson. The lessons are designed to build on one another throughout the course. If you stray from the outline, you may very well cover a subject planned for a later lesson and, in the process, neglect an important principle that should be covered only in the current lesson. This is particularly important if you are teaching as part of a team.

Be careful not to wander off into your “favorite” additional subjects. Adding your own material will cause unnecessary duplications and omissions. If you have more time, be sure your additional information conforms implicitly to the Scriptures and is in line with the biblical principles that the students need to learn from the BCF material.

When using illustrations either from your own experience, or illustrations contained in the Scripture, use only ones that support the objectives of the lesson. Be very careful not to bring any attention to yourself that may detract from the glory of Jesus Christ or the sufficiency of the Scriptures.

The case study that begins in Lesson 9 emphasizes the main teaching points and offers help for those who may be counseling others even while they are taking the course. As the Lord brings others who have need into the lives of you and your students, recognize that you are to comfort them in the way that God has comforted you (*II Corinthians 1:3-4*). However, while you and your students should respond to God-given opportunities to counsel others, be careful that you don’t assume responsibilities that are beyond your present capability. Your major focus and that of your students should be on self-confrontation.

E. *Use transitions when introducing each lesson and each subject within the lesson.*

Typically, when Jesus introduced a new subject, He told his hearers why it was important for them to listen. Throughout the Epistles, we are told not only what to do, but why it is good for us to do it. When you are teaching, introduce each lesson and each subject within the lesson by explaining why it is important for the students to pay careful attention to what you have to say. To help you, a special introduction is provided at the beginning of each lesson.

You will find that the students will be able to absorb your instruction easily if you develop the habit of following these steps when teaching each subject in the lesson:

- Introduce the subject by telling the students why what they are about to hear is important for them.
- Explain the subject.
- Summarize what you just told them.

F. *Lead with authority and humility.*

Your instruction is not to draw praise for self, but to give attention and glory to the Lord. Even though you are not to lord your position over the students, you must maintain order and give biblical direction in the class. You must gently guide the students in the direction needed to accomplish the objectives of each lesson.

G. *Be careful to keep the schedule.*

Do not try to cover the material in detail — you will not have time. The *Self-Confrontation* manual contains a wealth of material so it is important to focus your instruction on the key teaching points of each lesson. A suggested time-table is provided in each lesson with cumulative times inserted in the margin. Keep as close to these times as possible. If you should get behind, do not apologize for getting behind; merely continue your teaching until the next break and discuss with the teaching team how you should modify the instruction.

H. *Do not try to discuss all the Scripture references in the manual — you will not have time.*

A large number of verses are provided in the manual for each subject in order to emphasize the importance of Scripture as the basis for all that is written. The verses are listed in the same sequence that they are found in the Bible. Therefore, you should not assume that the first verse in a sequence is the key verse. You must choose carefully which verses to highlight in your instruction. In this *Guide*, key Scripture references are written in **bold** letters. These references should be read in class and explained.

I. *Refrain from using handouts or any visual aids.*

While visual aids may be helpful in teaching some types of courses, remember that this is a discipleship course. If the students begin to write down the text from transparencies or other aids, you have diverted their focus. The objective of training is to make students as conversant as possible with the Scriptures, using only the BCF materials to direct them back to God's Word. The students must not have the idea that they need anything else to teach this course. Believers should be able to use only the Scriptures, whether they are in a classroom, a restaurant, or in an open field.

J. *Do not merely read the Instructor's Guide to the students.*

You must carefully and diligently prepare your instruction so that you have no need to use the *Instructor's Guide* as a crutch. Students very quickly discern inadequate preparation of the instructor, and as a result you will lose their undivided attention. This does not mean that you should never read from the *Self-Confrontation* manual. You should carefully guide the students through the material and read only certain portions for emphasis.

K. *Respond to questions in a loving manner with answers that are based on the Scripture only, not on your own experience or the experience of others.*

You must carefully listen to each question; make sure that you and every student understand the question (in a large group, take care to repeat the question to insure that everyone has heard it); and answer the question based on biblical principles. Remember that answering questions is profitable only if the whole group gains from the answer. A good way to insure this is by broadening the answer to address the biblical principles involved, and not merely addressing an isolated, specific incident or detail. By

concentrating on the biblical principles, you reinforce your teaching to be consistent with God's Word.

In answering questions, help the students to maintain a focus on the subject of confronting self. This does not mean that discipleship/counseling methodology and objectives should never be discussed, but it is important that the general focus remain on dealing with self.

It is best to conduct question and answer sessions periodically rather than throughout the teaching lessons. Ask the students to write their questions on pocket-sized cards and submit them to you during class breaks. Then, the lead instructor can choose how and when to answer questions in a way that brings the greatest profit to the entire group during the question and answer periods.

L. ***Help the students prepare their manuals for their own study and for teaching others in the future.***

Each time you reach a point in the class where you are to read the Scriptures, proceed in the following way:

- Help the students find the Scripture reference in the *Self-Confrontation* manual.
- Remind them to highlight (or underline) the Scripture reference in the manual. Remember that because there are hundreds of Scriptures in each lesson, it will be impossible for students to remember the foundational verses unless you have them highlight the ones taught.
- Ask all the students to turn to the passage in their Bibles. Wait for all to find the passage and repeat the reference once or twice as appropriate. If you call upon someone before asking everyone to turn to the passage, those that are relatively unfamiliar with the Bible may not make the effort to find the passage. You should encourage the students, in every way possible, to become familiar with their Bibles.
- Ask a student to read the verse/passage only after all students have found it in their Bibles. It is essential for you to wait until the reading portion has been found before you select a student to read it. If you ask a particular individual to read from the Scripture before all have found it, some may not look up the passage, particularly those who have difficulty locating sections in their Bibles. Your aim should be to encourage all to read and study the Scriptures for themselves, even in class.

When reading portions of the *Self-Confrontation* manual, remember that you are to disciple the students through the teaching, not merely to get through a lesson. Even though the above guidance has been written for reading the Scriptures aloud, the same should apply to reading portions from the manual:

- Normally, ask a student to read the portion aloud.
- Emphasize key phrases and ask the students to highlight (or underline) these phrases.

Your Instructor's Guide

Your *Instructor's Guide* is designed to help you prepare and teach each lesson of the Self-Confrontation course.

The format is explained on Page 6. Note that all references to material in the *Self-Confrontation* manual are preceded by the word, *Self-Confrontation*. For example, a reference to Lesson 13, Page 2 (*or Page 215 at the top*) in the manual is written *Self-Confrontation*, Lesson 13, Page 2 — *Page 215 at the top*.

The chapters in this *Guide* relate directly to the corresponding lessons in the *Self-Confrontation* manual. Except for Lesson 23, the format for each lesson's teaching notes is as follows:

Relationship to other lessons: This portion describes how the lesson relates to the other lessons in the course. You should use most of this information in the introduction to each lesson. Generally, much of what is written here has also been placed in the box directly under the **INTRODUCTION TO THE LESSON** which is part of the **Lesson Plan**. The information in the box tells you how to convey the information to the students.

Overview of this lesson: This is an overview of the key teaching points in the lesson. It also suggests what parts of the lesson you should emphasize.

Special notes for this lesson: This section provides specific guidance and some cautions about common failures in teaching the lesson.

Prayer and study: This is a checklist of tasks to accomplish when preparing to teach the lesson.

Preparing the materials: This is a checklist showing you how to prepare your copy of the *Self-Confrontation* manual, your Bible, and any handouts you will need for the lesson.

Lesson plan: This is a guide for teaching the lesson. Helpful exercises and illustrations are included in many of the lessons. These have been found to be of significant assistance in emphasizing key teaching points or in giving the students a better perspective on important subjects. The homework assignments at the end of each lesson are designed to reinforce the learning process. Also, each lesson contains a Scripture memory assignment.

It is not necessary to know the original languages of the Scriptures (Hebrew and Greek) in order to teach this course. The *Instructor's Guide* contains no specific or detailed references to these original languages. You can confidently teach this course using only the Bible written in your own language. For your information, however, it is important for you to know that the contents of the manual have undergone years of evaluation for biblical accuracy, both for meaning and context.

Additional materials

You may desire to use some additional materials to aid in your teaching and preparation for the lessons.

Video Teaching Tapes

Video tapes of the one-week Concentrated Course are available as a supplement to your own teaching. There are 23 tapes, one for each of the lessons in the *Self-Confrontation* manual (except for Lesson 23 which is the exam). The tapes were produced at a concentrated course taught by Bob Schneider in January of 1995.

Audio Teaching Tapes

The content of the audio tapes is slightly different from the video teaching tapes. These tapes reflect the teaching in the regular 24-week course. They are 90 minutes in length which is about the amount of teaching time that is available in the two-hour lessons of the course. There are 24 tapes, one for each of the lessons in the *Self-Confrontation* manual. The tapes were produced during the first half of 1994 with Bob Schneider teaching.

Both the video and audio tapes may be used in a variety of ways:

- As primary teaching instruments. You would play the tapes first and then summarize and answer questions either at convenient stopping points or at the end of the teaching.
- As secondary instruments. You may teach some of the lessons and play the tapes for the remaining lessons.
- For students who miss a particular lesson. The student who was absent from the lesson could watch or listen to the tapes at his own convenience.

- In your own preparation for teaching. You can watch or listen to the tapes during your preparation for teaching and note additional points that are not in the *Instructor's Guide*.
- In your own personal study in conjunction with the *Self-Confrontation* manual and the *Instructor's Guide*. Using these tools allows you to progress much faster through the course than if you studied the manual without these helps and had to look up every referenced Scripture verse.

What to expect of the students

Homework: It is the responsibility of the students to decide how much time to spend on homework. Some may only have time to audit and others may be able to complete all of the homework. It will take the average student a minimum of 30 minutes a day to complete all of the homework. You should encourage them to complete as much of the homework as possible, since biblical change can only take place when what is heard is also applied (*Hebrews 5:14; James 1:22-25*). It will also help them develop discipline and consistency in their daily walk.

A **Written Homework Completion Record** form is provided at the end of this section. The form should be used as follows:

In the upper-left half of the square, mark an X to indicate that homework has been handed in and

In the lower-right half of the square, make one of the following marks to indicate each student's performance on the written homework assignment for that particular lesson:

- + (Biblically based)
- ✓ (Generally biblical, but needs help)
- (Unbiblical)

Attendance: A **Self-Confrontation Course Attendance Record** form is provided at the end of this section. Encourage the students to attend, but if they cannot attend you may wish to tape your class or provide a copy of the BCF Self-Confrontation Course tapes.

Exam: A written exam is included in Lesson 23 of the *Self-Confrontation* manual for those students wishing to take the class in preparation for further training. You should encourage students to complete the corresponding portions of the exam as part of each lesson's homework and to turn in the completed exam after Lesson 23.

Preparation of materials

You should carefully prepare your personal copy of the *Self-Confrontation* manual. This will eliminate the need for you to turn to the *Instructor's Guide* during your teaching. An example of a marked-up lesson from an instructor's personal *Self-Confrontation* manual is provided in Appendix 1 of this *Guide*. As you read below, locate each item on the marked-up lesson. As you prepare for each lesson, mark your *Self-Confrontation* manual as follows:

- A. On the cover page of each lesson, attach all portions of the lesson notes prior to the lesson plan.
- B. On Page 1 of each lesson, write or otherwise attach written instructions to yourself for what you will need to do to introduce each lesson (notice the arrow pointing to the transition statement at the bottom of the sample of Lesson 2, Page 1 in Appendix 1).
- C. On the pages that introduce major teaching segments, write (at the top) the amount of time necessary to teach the segment (look at top of Appendix 1, sample of Lesson 2, Page 1: "15 minutes for introduction"). You will find these times listed in the shaded boxes preceding the teaching segment in each lesson plan.

D. On all pages of your manual:

1. Highlight or underline every portion you will read aloud directly from the manual (in the sample of Lesson 2, Page 1 in Appendix 1: “**I. Purposes** ...” has been highlighted).
2. Highlight or underline every Scripture reference that will be read aloud either by you or a student (note that *Matthew 7:1-5* and *Galatians 6:1-5* have been highlighted on the sample of Lesson 2, Page 1 in Appendix 1).
3. In the margins, insert necessary notes from this *Instructor's Guide* (look under the summary box at the top of the sample of Lesson 2, Page 1 in Appendix 1: “Merely read *Principle 2* ...” This statement has been copied from the *Instructor's Guide*, Page 33).
4. Attach to the *Self-Confrontation* manual any portions of this *Instructor's Guide* that you will need to read in the class. This is usually done best with clear tape to create a hinge near the spine of the book. Make sure that the hinge is near the spine so that it appears as if you are merely turning a page of the manual. Otherwise, the students may become confused because they think they are missing a foldout in their manuals.
5. At every point in the manual where you will need to turn to another page or transition to another section, write out what you need to say and to what page you need to turn.

How to get started

If you desire to teach the Self-Confrontation Course and you have no other avenue by which you can begin to teach others, start by inviting a small group of interested people to a weekly study. Although the instructions in this *Guide* are geared for the two-hour, 24-week course, you can adapt this *Instructor's Guide* to fit the time allotted. If you decide to change the length of the lessons, the time-table in the margin will help you judge how to adapt the material to shorter sessions. Even if you change the length of the classes, you should at least cover the key teaching points for each lesson. **NOTE:** *You may wish to use the Track I Instructor's Guide for shorter session since it is designed for teaching lessons of a little over an hour in length.*

Plan for rapid growth in numbers so that you may be prepared to accommodate all who desire to take the course. As you teach the course, look for students who may be candidates to help you in teaching so that you can share this responsibility as the Lord brings others to the course.

If you are a pastor and desire to use the *Self-Confrontation* manual in the preparation of your sermons, you will find ample material on spiritual growth, discipleship, and problem-solving. The manual provides practical suggestions and illustrations on how to face and deal with all problems of life. Attending one of the week-long concentrated courses would also be very helpful.

Concentrated Courses

As you progress in your study and ministry, you will find that attending one or more of the Concentrated Courses will provide helpful training for developing a biblical discipleship/counseling ministry in your church or organization. Details are provided on Pages 7 and 8 in Supplement 2 of the *Self-Confrontation* manual. There are up to four tracks offered at the Concentrated Courses; however, you will be able to take only one track during each course. Track I provides the foundation for teaching the Self-Confrontation Course, Tracks II and III prepare you to counsel others, and Track IV assists you in training others to counsel and provides guidance on establishing a counseling ministry. For more information, contact BCF Headquarters at the following address:

42-600 Cook Street, Suite 100
 Palm Desert, CA 92211-5143
 Phone: (760) 773-2667
 FAX: (760) 340-3778

E-mail for orders: orders@bcfministries.org

E-mail for other: admin@bcfministries.org

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Webpage for orders and information: <http://www.bcfministries.org>

Semester _____

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Semester

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Lesson 1 Plan

YOU CAN CHANGE BIBLICALLY (PART ONE)

✓ Relationship to other lessons

In Lesson 1, you will introduce the entire course and show the students the importance and benefits of completing all twenty-four lessons.

Lesson 1 presents the basic foundation of salvation: the Lord Jesus Christ is the Rock upon which everything else in one's life is built. This is the only lesson in which you will have an opportunity to present the plan of salvation thoroughly. This is especially important for you to cover since an individual cannot biblically confront his problems without regeneration in Jesus Christ. Consequently, salvation is the first step to lasting biblical change. Therefore, even if all the students attend your church or are involved in the same organization as you, remain diligent to present the plan of salvation. You do not know the hearts of the students.

✓ Overview of this lesson

This lesson contains a large volume of material, so you will need to pace yourself carefully or you will not cover all that should be taught. Time allotments are provided for each section to help you pace yourself as you progress through the teaching period. Also, note the times in the margin that are provided to indicate how many minutes should have elapsed since the beginning of the lesson.

You should emphasize that everyone needs this course, whether they are unbelievers, have been believers for only one day, or have been believers for many years. It is important to show the students their need to confront themselves biblically. A **HELPFUL EXERCISE** is provided to show each student his need for confronting himself biblically.

Also, it is essential that the students understand and incorporate the *complete* salvation message into their lives. People often have a very shallow understanding of the new birth.

✓ Special notes for this lesson

As appropriate and as time permits, whenever a box appears at the top of the page in the *Self-Confrontation* manual, read (or have a student read) the contents aloud as an introduction to that section.

Do not try to cover the material in detail — you will not have time. The lesson contains a wealth of material (more than you can teach in detail during the allotted time), so it is important to focus your instruction on the key teaching points.

Do not try to discuss all the Scripture references in the lesson — you will not have time. Key Scripture references are written in **bold** letters; they should be read in class and discussed.

✓ Prayer and study

- ☐ Pray for wisdom as you prepare and teach; pray for a profitable and meaningful lesson for you and your students.
- ☐ Study carefully *Self-Confrontation*, Pages 6-16 at the top.
- ☐ Read *Self-Confrontation*, Lesson 1 and Supplements 1 and 2.
- ☐ Study **BIBLICAL PRINCIPLE: YOU CAN CHANGE BIBLICALLY (PART ONE)** (*Self-Confrontation*, Lesson 1, Page 2 — Page 19 at the top). Become familiar with every verse.

- ☐ Study the lesson plan that follows.



Preparing the materials

- ☐ After studying the following lesson plan, prepare to instruct by writing the appropriate teaching notes from this instructor's guide in your copy of the *Self-Confrontation* manual. Photocopy appropriate pages of this guide.
- ☐ Make copies of the **Written Homework Completion Record** and **Self-Confrontation Course Attendance Record** forms (see the **Introduction** section for an explanation of their uses).

Cumulative
Time
0:00



Lesson Plan

ORIENTATION 10 minutes

1. Welcome the students and open in prayer.
2. Introduce yourself (and co-instructor if applicable).
3. Ask students to introduce themselves
4. Make sure all students are registered for the Self-Confrontation course.

0:10

INTRODUCTION TO COURSE 45 minutes

NOTE TO THE INSTRUCTOR: Statements in **bold face** letters and placed within quotation marks should be read to students; however, you should use words that are familiar to you, so that your statements do not sound stilted.

WARNING: Be careful that you do not take time to turn to the Scriptures referenced unless the references are in **bold type**.

“During the next 45 minutes, I will be helping you see the need for this course. This part is not in the *Self-Confrontation* manual, so you don’t need to open it yet. You may want to take some notes; however, it is not necessary.

“Take a look at the cover of your *Self-Confrontation* manual. Note that the subtitle is ‘A Manual for In-Depth Biblical Discipleship.’ You may ask, ‘What does confronting yourself have to do with discipleship? And what is in-depth discipleship, anyway?’

“You also may be asking yourself, ‘Do I really need this course? After all, I have confronted myself enough. Why should I need more confrontation?’

“We’re going to take some time to answer these questions. Let’s start by reviewing God’s overall plan for reaching the world with the Gospel and how you and I fit into His plan. We know His plan from Jesus’ words just before He went back to heaven. Let’s turn to *Acts 1:8*.” (Have student read.) “We know from this passage that the Lord’s eternal plan is to use believers as His witnesses in their own communities, in the nations, and even in the remotest part of the earth.

“The Lord not only tells us what His plan is; but He also tells us how to fulfill such a great task. His method is to equip and encourage His children to make disciples of Jesus Christ. This is found in *Matthew 28:19-20*.” (Have student read.)

“This is often called the ‘Great Commission’ because it is a command to every believer. Note that there are two parts to making disciples: baptizing and teaching. Of course only believers are to be baptized, so evangelism is implied as part of making disciples. Often, this is the only part of the ‘Great Commission’ that is emphasized. But the second part is just as important. It involves nurturing the new disciple.

“The discipleship process must be so thorough that the new disciple can teach others in the same way he is being taught. God’s plan is that every one of His children is to be involved in making disciples, thus, continuing the multiplication process until the whole world is reached. Let’s look at an example of this process in *II Timothy 2:2*.” (Have student read.)

“At the same time that believers are carrying out their responsibilities to make disciples, God is doing a marvelous work in their lives.” Ask a student to read *Romans 8:28-29* out

loud. Do not explain this passage in detail, since it will be taught in Lesson 6. Only emphasize the following: “God actively works all things in the lives of His children for their good” (verse 28), “which is to fulfill His promise to conform them into the image of His Son, the Lord Jesus Christ” (verse 29).

“Since God’s plan is perfect, powerful, complete, and easily understood, you might wonder why every person in the world has not been disciplined? Jesus said in *Matthew 7:14*, ‘... the way is narrow that leads to life, and few are those who find it.’ It is certainly true that many reject the Gospel and are totally responsible for their rejection. However, this does not excuse God’s children from their responsibility to present the Gospel and make disciples.

“Part of the problem is that believers often are not committed to being a part of God’s plan.

“Think for a moment about the spiritual history of many believers. Like all human beings, they come into this world as sinners, going their own way. Most believers receive Jesus Christ as Savior in their early teens. After receiving Christ, many experience a ‘first love’ relationship with the Lord. As a result, they are excited about their new lives; they understand how the Scriptures apply to their lives for the first time; they desire to have fellowship with other believers; they repent of their old ways; and so forth. But how long does this ‘first love’ experience last? Usually, it lasts only a short time; perhaps six months, a year, or maybe even two. Then what happens? They encounter a test or a trial in which they become defeated. After awhile, they gain victory, but later they are defeated again. By the time they are in their early twenties, many believers have developed patterns of falling into spiritual defeat.

“While struggling with these ups and downs, many believers are not seeking to minister to others as part of God’s plan to make disciples. They are too busy in their own lives, caught up in the midst of personal and interpersonal problems. For example, they may experience grave difficulties at home or work, disappointments with others, financial losses, health problems, and so forth.

“Another problem is that many of our spiritual leaders have invited non-biblically based professionals to replace those who practice biblical discipleship.

“Though much of Scripture deals with the problems of life, many church leaders refer troubled sheep entrusted to them to counselors, seminar speakers, teachers, and treatment centers who approach life either totally or partially through humanistic psychology. In many Christian educational institutions, students are told that when they become church leaders, they should expect to have people come to them with three kinds of problems: physical, mental, and spiritual. They are encouraged to refer those with physical and, so-called, mental problems to outside experts because in their institution, students are being trained to deal only with spiritual problems. What they don’t realize is that when they become church leaders, practically all the people who will be asking them for help are dealing with what the world categorizes as mental problems, such as, depression, anxiety, interpersonal problems, etc.

“Sadly, most people who should be helped by church leaders are referred to others who neglect the Bible as their authority, either partially or completely. Is it any wonder that the church lacks spiritual vitality when the ideas and philosophies of the world are substituted for the truth of God’s powerful Word?

“A third problem is that the church has not emphasized biblical discipleship.

“Instead of discipleship, many church leaders concentrate primarily on evangelism. Discipleship involves evangelism as the first step, but concentrates further on teaching disciples how to live victorious lives in Christ. Jesus, our example for discipleship, spent most of His time training the twelve men He called to be His disciples. The Lord taught the masses; however, His primary objective was to train His disciples so that they would

continue the process of making disciples after He returned to heaven. He trained them thoroughly to face, deal with, and endure all situations of life. Thus, they would remain victorious and available to the Holy Spirit to continue the multiplication process.

"In summary, when we consider the typical believer's lack of victory, the common practice of Christian leaders referring believers to non-biblical counselors, and the lack of in-depth discipleship in the church today, is it any wonder that severe problems are so prevalent among believers today? Satan understands very well the importance of discipleship, so he attempts, in many ways, to discourage Christians from making disciples. He will even encourage believers to be busily involved in many church activities if that will divert them from making disciples.

"As we have already seen in *Matthew 28:19-20*, biblical discipleship is God's plan. But biblical discipleship as described and demonstrated in the Scriptures is much broader and deeper than the 'discipleship' that is often practiced today. Let's go back to *Matthew 28:20*. Jesus made it clear in this passage that making disciples includes teaching disciples to observe *all* that He taught. The word '*all*' in verse 20 indicates that discipleship is thorough. Biblical discipleship deals with every aspect of a person's life. It is in-depth discipleship. There are many words in the New Testament that indicate the breadth and depth of biblical discipleship. These include such words as evangelizing, restoring, instructing, training, admonishing, correcting, stimulating, comforting, helping, establishing, and encouraging.

"This brings us to the final question: What does confronting yourself have to do with discipleship?

"You may be wondering why you should be taking a course in Self-Confrontation at this stage in your spiritual growth especially if you have been a Christian for many years, or if you are involved in discipling others. You may be thinking that you have matured beyond the need for continued self-confrontation.

"Let's conduct an exercise that will help you determine how much you may need to practice self-confrontation."

HELPFUL EXERCISE: "Let's start by looking at God's standard for success in life." Then, read *Matthew 22:37-40* to establish that God's standard for the believer's life is love. Point out that in *verse 40* Jesus summarized all the commandments with just two that focus on wholehearted love for God and others.

"This contrasts quite starkly from the way we evaluate success. Our eyes often are focused on how much Scripture a person knows, how many individuals he has led to the Lord, how well he can preach, etc."

Then, have the students take out paper on which to record their responses to the following questions. Ask the students to rate themselves on a scale of zero to ten, zero being not loving at all and ten representing perfect love, on the question, "**Am I a loving person toward others?**" Have the students rate themselves and write down their ratings on paper. Tell them that they will not be asked to show their rating to anyone else. (Pause to give students time to write.)

Then, state to the students, "Now, all of you had some kind of criterion for measuring how loving you think you are. You might have thought, 'Well, I'm not perfect, but I'm more loving than the person sitting next to me.' So you rated yourself above a five. But God has given us the characteristics (actions) of love in *I Corinthians 13*. Let's turn to *I Corinthians 13:4-8a*."

Ask the students to read the passage and then rate themselves again by writing down another number as they compare themselves with each of the scriptural characteristics/actions of love. While you are providing time for the students to consider the number they will write down, pick out some of the characteristics of

love from the passage and ask three or four questions like, "When was the last time you were impatient? ... unkind? ..." Then ask them, "Did your number go down significantly?"

Next, say, "Now, let's take a look at the example of how we are to love." Then, ask the students to turn to *John 13:34-35* and point out that we are to love just as Jesus loves. Ask, "How did Jesus love?" Read *John 13:4-5, 12-15*. And state, "Jesus demonstrated love by laying aside His right to be served by serving His disciples instead, and doing the very thing none of them was willing to do. He set aside the traditional position of a master by getting up from the table, taking off his garments, and washing their feet. In fact, Jesus said He did not come to be served but to serve. Loving means being a servant to others."

"Seeing the standard of unselfish, sacrificial love demonstrated by Jesus, retake the love test based on *I Corinthians 13:4-8a*, but this time be more specific in its application to your life. Instead of saying the word 'love,' substitute your name. After each descriptive phrase characterizing love, also bring the standard of Jesus Christ into the picture so that you will say, 'Am I (Your name) as patient as Jesus was patient? Am I (Your name) as kind as Jesus was kind?' You can change your number if you like." (Pause) Again, ask them, "Did your number go down significantly?"

Conclude by stating something like the following: "What have you learned from this exercise?"

"First, we tend to measure ourselves by man's standards rather than by God's perfect standard.

"Second, this exercise reveals how easily we tend to focus on 'self' instead of focusing on God. That's why confronting self biblically is so important for everyone as long as they live on this earth.

"By now, you may be saying to yourself, 'What's the use? My score is so low, I will never be like Jesus.' You may remember that the Apostle Paul described himself in *I Corinthians 15:9*, as 'the least of the Apostles.' Later, in *Ephesians 3:8*, he described himself as 'the very least of all the saints;' and just before his death, in *I Timothy 1:15*, he described himself as the chief of all sinners. The more he matured in the Lord, the more he saw himself as a sinner. It was not that he was sinning more; rather, he was increasingly sensitive to his sin."

"The purpose of this exercise is not to discourage you; rather, it should give you an appreciation of God's mercy and grace. It should also help you see the need for changes in your life. God loves us in spite of our sin, but His plan for us is change. God's plan for each believer is to be saved, then grow in Christ, and finally, to disciple others.

"Loving God and loving your neighbor are not only the commands by which you need to examine your life. The same commands are also how you need to look at the lives of those whom you disciple. So, the question is: 'How do those you are disciplining rate on a scale of zero to 10? Are they loving persons according to God's standard as revealed in *I Corinthians 13*?' (Pause)

"You see, much of the disciplining done today is focused on activities and intellectual knowledge rather than on development of love for God and neighbor. We teach people how to conduct Bible studies and memorize Scripture but fail to teach them how to apply God's Word in daily living. For example, how do you help a mother who has outbursts of anger when her child disobeys? How do you help a person who has been dominated by various sinful practices? How do you help someone who uses childhood experiences as an excuse not to be an overcomer today?"

"In summary, this course will help you learn how to measure yourself by God's perfect standard as revealed in Jesus Christ and God's Word. In addition to helping you deal with your own life, this course will teach you how to disciple others in biblical patterns for living victoriously in all circumstances."

TRANSITION STATEMENT: "Now, let's look at the *Self-Confrontation* manual. Let's turn in the manual to Page vii — *Page 12 at the top* to learn more about the purposes of the course."

0:55

PURPOSES OF THIS COURSE 10 minutes

1. On Page vii of the *Self-Confrontation* manual, read the first two paragraphs. Then, point out that the Bible is applicable to every culture. It goes against man's wisdom in dealing with life in every culture, just as Jesus went against men's traditions (even among the religious leaders) in His culture. On the other hand, the Bible speaks to every heart because it is God's Word to man. Perhaps acceptance of the claim that the Bible is totally sufficient is a bridge you may need to cross.

Then, read only the two purposes of the course located at the middle of the page.

Do not cover the remainder of this section. Suggest that the students read the remaining portion during their personal study time.

TRANSITION STATEMENT: "In order to obtain an overview of the contents of the *Self-Confrontation* manual and course, let us turn to page i — *Page 6 at the top*."

2. Introduce the *Self-Confrontation* manual using the **TABLE OF CONTENTS** (*Self-Confrontation*, Pages i-v — *Pages 6-10 at the top*) and provide an overview of course subjects.
 - a. Point out that the lessons build on one another.
 - Lessons 1-8 establish the basic foundation for Lessons 9-21. Even the chapters discussing specific problem areas are in a sequence that is helpful when dealing with the typical problems of life.
 - Lessons 9 and 10 deal with the problem of preoccupation with self because a biblical view of self is a necessary prerequisite to understanding how to deal with all problems of life.
 - The subjects anger and bitterness are next in Lesson 11 because they are involved to some degree in all problems.
 - With this foundation, relationship problems can be addressed properly; thus, the next six lessons deal with various interpersonal problems.
 - After dealing with the subjects of depression, fear, and worry, the list ends with life-dominating practices of sin, which often include the sins addressed in previous lessons when they are practiced deliberately and habitually to the point that an individual is identified by them.
 - b. When introducing *Self-Confrontation*, Lesson 23, explain that this exam is required for those students who wish to take the class in preparation for further training. The exam emphasizes aspects of personal discipleship and biblical counseling. It is an open-book (meaning open Bible and manual) test and should be turned in after Lesson 23. Also show students that the purpose of the exam is to encourage them to apply significant biblical truths for dealing with their lives, not merely to test their intellectual

understanding. This is why applicable portions of the exam may be completed in each lesson's homework.

- c. In addition, show students where the **SUPPLEMENTS AND PRACTICAL HELPS** section is located in the *Self-Confrontation* manual. Tell them that the supplements include materials that are:
 - (1) Common to more than one lesson,
 - (2) Important application exercises, and
 - (3) Detailed additional information for reference.

Then, state:

"While the manual is copyrighted, in the footers of some of the supplements you are granted permission to reproduce the page for personal or ministry use."

1:05

BREAK 10 minutes

1:15

Review what was covered before the break as follows:

"Hopefully, now you are convinced that this course is important to you and you recognize that the purposes of this course are 1) to teach you how to face, deal with, and endure all difficulties of life and 2) to prepare you to help others to overcome their difficulties of life. So let's go to Page 17 at the top which is the title page for Lesson 1."

BEGINNING OF CHANGE 35 minutes

1. Introduce this lesson as follows:

"The title page of each lesson contains the memory passage for that lesson.

"The first page of each lesson (Page 1 at the bottom) lists the purposes and the outline of the lesson.

"Since the lessons are based upon biblical principles, the second, and sometimes also the third, page lists the relevant biblical principles. The pages that follow are expansions of the biblical principles.

"Then, the last three pages of each lesson contain homework and a study guide for daily devotions. The study guide contains the same homework as is on the Homework page; the assignments are just broken up into daily half-hour portions. It is structured so that you can complete some each day during the study portion of your daily devotional time. Completing your homework in this manner will help you establish a consistent time of daily devotions which is vital to victorious living."

"It is important to keep in mind that the *Self-Confrontation* manual contains many Scripture references to direct you back to God's Word. The Bible is our primary source. The manual is merely the resource to direct us to the source — the Word of God."

"Certain portions of the *Self-Confrontation* manual will not be covered in detail since it is designed to be a reference for use in all of life. For that reason, we will suggest that you highlight or underline major teaching points or

Scripture references in your manuals to help you prepare for your own study and for teaching others in the future.”

“We will also not be using transparencies or other visual aids. While visual aids may be helpful in teaching some types of courses, remember that this is a discipleship course. The objective of this training is to make you as conversant as possible with the Scriptures. Believers should be able to use only the Scriptures, whether you are in a classroom, a restaurant, or in an open field. This is especially true if the Lord directs you to minister outside the United States, particularly in less affluent countries where visual aids are not readily available.”

2. Read the purposes of **LESSON 1: YOU CAN CHANGE BIBLICALLY (PART ONE)** (*Self-Confrontation*, Lesson 1, Page 1 — *Page 18 at the top*).
3. Introduce the **BIBLICAL PRINCIPLE: YOU CAN CHANGE BIBLICALLY (PART ONE)** (*Self-Confrontation*, Lesson 1, Page 2 — *Page 19 at the top*) by explaining:

“The entire course is based on biblical principles. The reason for this is that biblical principles are applicable in all cultures and do not change. They are also applicable to all tests and trials of life. Therefore, you can be confident that the 105 principles listed in the *Self-Confrontation* manual will be applicable to your lives no matter what your situation or place in life is.”

4. Read *Principle 1*. Then state the following:

“You may wonder why this course includes a detailed explanation of the salvation message. The reasons are twofold:

- “a. Many churchgoers have not wholeheartedly committed themselves to Christ as Lord and Savior. Thinking that they are believers because they attend church or have made an emotional response to a gospel message, these individuals are trying to live God’s way without His empowering grace; and
- “b. Many believers lack assurance of salvation, not having understood the essential elements of the gospel message. Thus, they often live in a defeated manner.”

TRANSITION: “Since salvation is the basic foundation for spiritual growth and is a prerequisite for overcoming life’s problems, it is essential that you understand and incorporate all the aspects of salvation into your life. Let’s begin by looking at the primary word relating to a person’s responsibility when he is saved, the word *belief*. How does one distinguish between a believer and an unbeliever?”

HELPFUL EXERCISE: “What are some of the things that believers do that demonstrate to others what a believer is like?” Take notes on the answers and summarize to conclude. The list may look something like this:

Some common deeds of a believer

- Calls Jesus Lord
- Witnesses for Christ
- Reads the Bible
- Says he loves God
- Frequent churchgoer
- Gets along well with others

- **Helps others in need**

- **Gives financially**

Then, note that unbelievers can display outwardly all of these characteristics (*Matthew 7:21-23; II Corinthians 11:13-15*). Suggest that the students consider the life of Judas — none of the other disciples seemed to detect his sin (*John 13:21-25*). Then ask, **“So how can you know that you are a believer?”** At this point, explain that to understand the characteristics of a true believer, it is necessary to know the essential truths regarding salvation.

TRANSITION: “To understand these truths better, let’s turn to Page 3 — *Page 20 at the top.*”

5. Teach **YOU CAN CHANGE BIBLICALLY (PART ONE)** (*Self-Confrontation*, Lesson 1, Pages 3-7 — *Pages 20-24 at the top*).
 - a. Merely refer to points **I. If you do not already have a sincere ...** through **III. The answer to your spiritual problems ...** on Pages 3-4 — *Pages 20-21 at the top*. Mention that most churchgoers are very familiar with these sections.
 - b. Explain **IV. God empowers you to choose His solution to your spiritual problem** (*Self-Confrontation*, Lesson 1, Pages 4-5 — *Pages 21-22 at the top*). Tell the students that the reason you will be spending time on this portion is because there are so many misunderstandings and unbiblical teachings about these points.
 - (1) In teaching Paragraph A., Subparagraph 1., highlight *Romans 10:9-10*. State:

“Notice that salvation includes both believing in the heart and confessing with the mouth, a public declaration, Jesus as Lord. The word ‘Lord’ means master. You are to submit to Him as your master or head. This means that you are placing yourself under new management. There is no such thing, in God’s eyes, as separate ‘salvation’ and ‘lordship’ decisions.”

- (2) In teaching Paragraph A., Subparagraph 2., refer to *Mark 1:15*. State:

“Repentance is very important since it is an admission that you have gone your own way and are turning around to go God’s way. Also, notice that in *Luke 13:3*, Jesus says that unless a person repents, he shall perish. Many groups teach that you should not tell someone that he needs to repent for salvation purposes since they claim that repentance is a work. This is not so; repentance is not a work, but a decision to turn around which carries with it the very important admission of having gone the wrong way. The fruit of repentance are the righteous works that follow salvation.”

- (3) Read Paragraph A., Subparagraph 3., without comment.
- (4) In teaching Paragraph A., Subparagraph 4., ask the students to turn to *John 1:12*, then state:

“In *John 1:12*, receiving and believing are synonyms. This leads to a deeper understanding of the biblical truth about belief. You don’t need to turn there, but in the sixth chapter of John’s Gospel, Jesus says something rather startling to the people who have been following Him. He had just fed over 5,000 the day before and left them that night. So when they found Him on the other side of the Sea of Galilee the next day, He chided them because they were only interested in getting more food and told them that they should eat Him. This was so strange that He even had to explain to His disciples that He was talking about a spiritual truth by

relating believing in Him with feeding on Him. You see, the Lord said that to become the children of God, we must receive Jesus into our lives just as completely as we receive physical food into our bodies.

“In John 17:3, eternal life is equated with knowing Jesus Christ in an intimate way, that is, becoming one with Him.” Then, merely read *Verses 22 and 23*. *“In fact, in II Corinthians (the reference is II Corinthians 11:2), God says that Christians are betrothed to Christ. As a result, you begin a new life of intimacy with the Lord of the Universe.*

“It is also important to understand that faith and works go together. Think about this: people do not become engaged to each other on the basis of past ‘good works’ (i.e., based on ‘proof’ of being a good wife or husband); they want to become married because they desire to live in union with one another for the rest of their lives. However, during the marriage ceremony, they make a very serious commitment to live as one from that point on. It would seem strange for either of them to live as if they were still single, e.g., not telling others they are married, making decisions independently, etc. and still claim to be married.

“It is the same way in making a commitment to Jesus Christ. Salvation is by grace through faith, not by works; but when you receive the Lord Jesus Christ, you will do good works because you are a new creation. You will live differently, obeying and serving Christ out of your love for Him. Let’s look at Ephesians 2:8-10. Notice that God tells us we are not saved by good works, but as saved people, the way we show we are saved is by our good works.”

(5) *Do not teach paragraphs B. and C. — encourage students to read this portion during their study time.*

- c. Read the contents of **V. By faith, you can take the first step of biblical change.** Then provide students an opportunity to respond to salvation. Ask those who have a desire to make this commitment to see you after class. Explain that you would consider it a privilege to answer any questions and to help them make a decision for Christ. *Never assume that your students are saved just because they have attended church for many years.*
- d. Merely refer to point **VI. You must understand that man’s way of solving problems falls short of God’s solutions** on Pages 5-6 — *pages 22-23 at the top. Suggest that the students read this section during their study time.*
- e. Emphasize in **VII. You need to understand the difference between man’s way and God’s way ...** (*Self-Confrontation*, Lesson 1, Pages 6-7 — *pages 23-24 at the top*) that man’s way is a life oriented on self, while God’s way is a life that is intimately related to Him and totally focused on living for Him. Stress the need for explaining the contents of Paragraph C. to anyone who is seriously considering a commitment to Christ.

1:50

CONCLUSION 10 minutes

1. Review **LESSON 1: HOMEWORK** (*Self-Confrontation*, Lesson 1, Page 8 — *page 25 at the top*) by stating the following:

“The assignments are placed in order of descending importance. Each of you must decide before the Lord how much time you can spend on homework. If all the homework cannot be completed, it is best to proceed from the top to the bottom of the assignments in order.”

- a. Suggest to your students that they should set aside at least 30 minutes each day, perhaps 15 minutes in the morning and 15 minutes at night, to do the homework. This

will help them develop discipline and consistency in their daily walk. Encourage them to prayerfully analyze their present schedules and establish when they will set aside time for their daily devotions.

- b. Explain the **STUDY GUIDE FOR DAILY DEVOTIONS** (*Self-Confrontation*, Lesson 1, Pages 9-10 — *Pages 26-27 at the top*) by stating the following:

“As I mentioned at the beginning of the lesson, the STUDY GUIDE FOR DAILY DEVOTIONS is an alternative plan for completing homework assignments. It is structured so that you can complete some each day during the study portion of your daily devotional time. Completing your homework in this manner will help you establish a consistent time of daily devotions which is vital to victorious living. It also contains homework assignments that build on one another; therefore, it is important to complete the first day’s assignment before moving to the second day.

“If you are currently using some other material during the study time of your daily devotions, we encourage you to replace that with the assigned homework for the duration of the course because it will be relevant to your life and, therefore, will help you live more effectively in a manner that pleases the Lord.”

- c. Explain that students who plan to take further biblical counseling training must complete all items marked with an asterisk. Those asterisked items requiring written homework should be given to the instructor at the beginning of the following lesson.
- d. Remind the students to complete Items 1 and 2 of the exam in *Self-Confrontation*, Lesson 23, if they desire to take the class in preparation for further biblical counseling training using BCF material. The exam should be turned in at the end of Lesson 23.
- e. Tell the students how they can contact you in case any of them have questions or need some help with the homework during the week.
2. Preview the next lesson. You may want to say the following:

SUGGESTED PREVIEW OF NEXT LESSON: “When you receive Christ into your life, it doesn’t mean that all of your present problems will disappear or that you won’t have any more problems in the future. But it does mean that you can face, deal with, and endure any problem of living in a way that you never could have before you were saved. In fact, you can begin the process of biblical change immediately. The next lesson describes the wonderful changes that take place as a result of being born spiritually. These changes equip believers to grow spiritually and live victoriously.”

3. Remind those who made a decision for salvation to see you after the class or, if that is not possible, to contact you as soon as possible.

CLOSE IN PRAYER

2:00

Lesson 2 Plan

YOU CAN CHANGE BIBLICALLY (PART TWO)

✓ Relationship to other lessons

The first two lessons establish a foundation for the entire course. Lesson 1 laid the basic foundation of salvation — the Lord Jesus Christ is the Rock upon which everything else is built. Man cannot please God or overcome problems without a relationship with Jesus Christ. Lesson 2 explains changes that take place in one's life as a result of the new birth.

✓ Overview of this lesson

The major teaching point of Lesson 2 is that the process of lasting biblical change begins when you receive the Lord Jesus Christ. The students should understand that as a result of the new birth, each believer has: a new relationship with God, divine empowering now available to live the Christian life, a new purpose for living, and a new plan for spiritual growth. It is important for every believer to understand these truths as a vital part of his overcoming hindrances to spiritual growth and victorious living even in the midst of difficult circumstances and relationships.

People often live out their lives according to their feelings (i.e., emotions) rather than obedience to God's Word. A **HELPFUL EXERCISE** is provided in the lesson's introduction to demonstrate that a believer must bring all of life under the scrutiny of God's Word.

✓ Special notes for this lesson

Lesson 2 is the only one that provides the biblical basis for two very important practices for spiritual nourishment on a daily basis: **devotions** and **Scripture memory**. Since these practices are covered in the latter half of the lesson, be careful to pace yourself so that you are not hurried when you teach them at the end of the lesson.

As time permits, whenever a box appears at the top of the page in the *Self-Confrontation* manual, read (or have a student read) the contents aloud as an introduction to that section.

Do not try to cover the material in detail — you will not have time. The lesson contains a wealth of material (more than you can teach in detail during the allotted time), so it is important to focus your instruction on the key teaching points.

Do not try to discuss all the Scripture references in the lesson — you will not have time. Key Scripture references are in **bold** letters; they should be read in class and discussed.

✓ Prayer and study

- ☐ Pray for wisdom as you prepare and teach; pray for a profitable and meaningful lesson for you and your students.
- ☐ Read *Self-Confrontation*, Lesson 2 and Supplement 3.
- ☐ Study **BIBLICAL PRINCIPLES: YOU CAN CHANGE BIBLICALLY (PART TWO)** (*Self-Confrontation*, Lesson 2, Page 2 — Page 31 at the top). Become familiar with every verse.
- ☐ Study the lesson plan that follows.



Preparing the materials:

- ☐ After studying the following lesson plan, prepare to instruct by writing the appropriate teaching notes from this instructor's guide in your copy of the *Self-Confrontation* manual. Photocopy appropriate pages of this guide.
- ☐ Reproduce enough copies of the **BIBLE STUDY AND APPLICATION FORMAT** (*Self-Confrontation*, Supplement 3, Page 1 — *Page 437 at the top*) for the students to use for homework.

Cumulative
Time
0:00



Lesson Plan

ORIENTATION 10 minutes

1. Welcome the students. Ask if there are any new students present. If so, arrange to meet these students during the break to familiarize them with materials and course requirements.
2. Review memory verses. Have the students pair off to recite *Ephesians 2:8-9*, the assigned memory verses.
3. Ask if there are questions about homework from the previous lesson.
4. Open in prayer.

0:10

INTRODUCTION TO THE LESSON 15 minutes

1. Introduce the lesson with the following statements and exercises:

"The first two lessons establish a foundation for the entire course. Lesson 1 laid the basic foundation of salvation — the Lord Jesus Christ is the Rock upon which everything else in life is built. Man cannot please God or overcome the basic problems of life without a personal relationship with Jesus Christ. Lesson 2 explains the changes that take place in a person as a result of the new birth.

"The process of lasting biblical change begins when you receive the Lord Jesus Christ. As a result of the new birth, significant changes take place in your life and it is important that you understand these truths. It is particularly important to understand these changes when you are in the midst of difficult circumstances and relationships so that you will overcome all hindrances to spiritual growth.

"There are a number of misconceptions among new believers that tend to bring defeat. We see some examples with a couple of exercises."

"Think back to when you first became a believer. What were some of the changes that took place in your life immediately after you received Christ?"

NOTE: The purpose of this exercise is to help the students understand that many of the changes they remember are dependent on their feelings. Many of them will describe feeling-oriented items similar to those on the list below.

Differences after becoming a believer

- | | |
|-----------------------|----------------------------------|
| • Had peace | • Troubles disappeared |
| • Felt good | • Loved everybody |
| • Felt happy | • Desired fellowship |
| • Felt less sorrowful | • Became interested in the Bible |
| • Felt contented | • Felt relief |

Then state, **"Many of the items remembered are feelings. (Pause) Now think back: What did you do when those feelings disappeared? Often, new believers depend on and tend to live by their feelings. Then, when the initial enthusiasm and euphoria of the first love experience with the Lord disappear, they become defeated very easily.**

TRANSITION STATEMENT: “Another problem area or misconception has to do with what activities we tend to consider as ‘spiritual.’ Think about this:”

“What are the types of activities in which a believer is involved on a daily basis?” *NOTE: The purpose of this exercise is to demonstrate that living as an overcomer in Christ is accomplished primarily in the routine activities of life. This is where most of our time is spent and where most of our spiritual battles take place. Many Christians tend to think that spirituality is demonstrated primarily in church or other “spiritual” activities. The list will probably be similar to the following:*

Typical activities

- Work at home or on the job
- Pay bills
- Discipline children
- Arbitrate family squabbles
- Drive to work
- Have personal devotions
- Prepare meals
- Buy food and clothing

IMPORTANT POINT TO EMPHASIZE: “Normally, a very small portion of a believer’s day is spent in devotions and various church meetings which are the only activities many consider to be ‘spiritual.’ This idea misses the mark considerably.

“The real spiritual battles occur when the believer carries out his daily or routine responsibilities of life. It is relatively easy to be victorious during daily devotions or when involved in most church activities because few trials or tests occur at these times. It is much more difficult to exhibit the fruit of the Spirit (*Galatians 5:22-23*), that is, love, joy, peace, patience, etc., when he must deal with people who do not act the way he would like! It is often in the daily routine of life that he is most challenged to live obediently and, thus, to grow spiritually.

“In summary, the two exercises we just conducted help us to see that our understanding of spiritual growth is often very different from the teaching of the Bible. Many Christians are defeated because they tend to live by their feelings and they are unprepared for the daily spiritual battles. This is why believers need to learn how to live at a deeper level and have a better understanding of the resources God has provided for living according to His standards.”

2. Read the purposes of **LESSON 2: YOU CAN CHANGE BIBLICALLY (PART TWO)** (*Self-Confrontation*, Lesson 2, Page 1 — Page 30 at the top).

TRANSITION STATEMENT: “Remember that this course is built on biblical principles, so let’s turn to Page 2 — Page 31 at the top and read *Principle 2* to learn more about changing biblically.”

0:25

BEGINNING TO GROW 15 minutes

1. Merely read *Principle 2, BIBLICAL PRINCIPLES: YOU CAN CHANGE BIBLICALLY (PART TWO)* (*Self-Confrontation*, Lesson 2, Page 2 — Page 31 at the top). Note that the first part of *Principle 2* is simply a paraphrase of the passage in *Colossians 2* referenced at the end of the first sentence. Tell the students that although you will not go to the passage in the Bible, they should highlight or underline the reference in their manuals so they will remember to review the passage later.

TRANSITION STATEMENT “Since you are to be established and growing in the Lord, He has graciously given you everything you need to continue in Him.

So, before we look at *Principle 3*, let's look together at **YOU CAN CHANGE BIBLICALLY (PART TWO)** on Pages 3-5 — *Pages 32-34 at the top*. This portion will expand on *Principle 2*. We will come back to *Principle 3* shortly."

2. Teach the contents of **YOU CAN CHANGE BIBLICALLY (PART TWO)** (*Self-Confrontation*, Lesson 2, Pages 3-5 — *Pages 32-34 at the top*).
 - a. Teach **I. The process of lasting biblical change begins** Introduce this section by stating that there are four significant changes that take place in a person's life as a result of the new birth and that these are described in Paragraphs A. through D.
 - (1) Read the first paragraph of **A. God's perspective and your assurance** and have the students highlight or underline the phrase, *a different relationship with God*. State that this section describes the believer's new relationship with God. Then, merely read the first sentence of each sub-point. **REMINDER:** *Keep telling the students to highlight so they can review later and keep before them the foundational teaching points and Scripture passages.*
 - (2) Read the first paragraph of **B. God's sufficiency and your resources** and have the students highlight or underline the phrase, *God's divine power*. State that this section describes the divine empowering available to all believers. Then, merely read each sub-point.
 - (3) Read the first paragraph of **C. God's purpose and your focus** and have the students highlight or underline the phrase, *a different purpose*. State that this section describes the believer's new purpose for living. Then, merely read the first sentence of each sub-point.
 - (4) Read the first paragraph of **D. God's plan and your obedience** and have the students highlight or underline the phrase, *God's plan*. State that this section describes the new plan for the believer's spiritual growth. Then, merely read the first sentence of each sub-point.
 - b. Merely read the title sentence, **II. The process of biblical change ends when you enter into eternal fellowship with** *Mention that there is not enough time to discuss this, but encourage the students to study this portion during their study time.*

0:40

TRANSITION STATEMENT: "Although you will become perfect when you reach heaven, self-confrontation is a part of commitment in this life; and in fact, it is essential for discipleship. After the break we will go to Page 6 — *Page 35 at the top*."

BREAK 10 minutes

0:50

Review what was covered before the break as follows:

"Last hour, we learned that as a result of the new birth, four significant changes take place in your life. You gain: 1) a new relationship with God, 2) divine empowering now available by which to live the Christian life, 3) a new purpose for living, and 4) a new plan for spiritual growth. Now let us see how self-confrontation relates to discipleship. Please turn to Page 6 — *Page 35 at the top*."

AN ESSENTIAL FOR DISCIPLESHIP 10 minutes

In **BIBLICAL SELF-CONFRONTATION: AN ESSENTIAL FOR DISCIPLESHIP** (*Self-Confrontation*, Lesson 2, Page 6),

1. Read the box at the top of Page 6 — *Page 35 at the top*.
2. Emphasize that the biblical principles taught in this course are essential for living as an overcomer in Christ.
3. Remind the students that this is an in-depth discipleship course.
4. Read only Questions 3, 5, and 11 as samples of what they will be addressing in the rest of the course.

1:00

TRANSITION STATEMENT: "Not only has God given believers everything they need to be established in Him; He also tells them to prepare themselves to help others. This brings us to *Principle 3*. Let's turn back to Page 2 — *Page 31 at the top* to read the principle."

PREPARATION FOR DISCIPLESHIP/COUNSELING 15 minutes

1. Read the topic sentence of *Principle 3*, **BIBLICAL PRINCIPLES: YOU CAN CHANGE BIBLICALLY (PART TWO)** (*Self-Confrontation*, Lesson 2, Page 2 — *Page 31 at the top*). Then remind the students of the two purposes of this course (Page vii: first, to teach you how to face, deal with, and endure problems in your own life, and second, to prepare you to help others). Then, note that *Principles 2* and *3* correspond to these. Explain *Principle 3* as follows:
 - a. Read the first sentence of *Principle 3* and *Matthew 7:1-5*. Then state:

"In *verse 1*, Jesus said that you are not to pass sentence on others; instead, you are first to take the log or plank out of your own eye as stated in *verse 5*."

HELPFUL ILLUSTRATION: "When even a speck of dust gets into your eye, what happens? Your eye begins to water and you cannot see clearly. Your vision becomes distorted, and things may even seem magnified. Imagine what it would be like if you had a log in your eye. It is obvious that you would need to remove the log before you could see clearly to help someone else."

TRANSITION STATEMENT: "If you take the log out of your own eye, God's Word tells you that you will see clearly how to take the speck out of another's eye. This is important because you are responsible to do more than just take the speck out as we see in the next sentence of *Principle 3*."

- b. Read the second sentence of *Principle 3* and *Galatians 6:1-5*. Then:

Note in *verse 1* that those who are spiritual are to restore others. Then ask, "Who is spiritual? Is it someone who has been a Christian five years? 10 years? 20 years?" Answer: "Look at *Galatians 5:25*. Notice that God says here that we are to walk in the Spirit; therefore, those who are walking in the Spirit are spiritual. This means that even a very young Christian can be spiritual and, therefore, is commanded to restore others."

"It is important to emphasize that we are to restore others. It is not enough to point out the problem; we are to help the one who has fallen to get up and even to help him continue on the path of righteous living."

Note in *verse 4* that, **"You are responsible to examine your own life and are not to compare yourself to any standard other than God's. Also, notice that self-confrontation is to be ongoing even while helping others."**

TRANSITION STATEMENT: "This principle is expanded upon in the next subject, **BIBLICAL SELF-CONFRONTATION: A PREREQUISITE FOR HELPING OTHERS BIBLICALLY** on Page 7 — Page 36 at the top."

2. Briefly cover the contents of **BIBLICAL SELF-CONFRONTATION: A PREREQUISITE FOR HELPING OTHERS BIBLICALLY** (*Self-Confrontation*, Lesson 2, Pages 7-8 — Pages 36-37 at the top).
 - a. Read the box at the top of the page, then note that you have already talked about the necessity of taking the log out of your eye before you can see clearly to help someone else.
 - b. Then ask the students to highlight the reference **Hebrews 5:14** at the bottom of the page and turn to the Scripture passage. Explain to the students that even though only *verse 14* is quoted in the manual, the Scriptures are the authority, not the manual. Therefore, it is important to study the verse in context. So let's examine *verses 12* through *14*. Point out that learning all the biblical truths in this course will not produce maturity. It is the personal practice of the truths that matures.
 - c. Tell the students to read this entire section during their study time. Then state the following:

"The Scriptures will be painting a picture of you during this course that you may not always like. You may be punctured by God's Word in many ways as we study together, but you will gain immensely from the experience if you remain open to the Holy Spirit's conviction. Conviction, even if it does not feel good, is the loving work of the Holy Spirit in your life to show you that you need to change.

"The work of God's Word on our lives can be illustrated by considering what happens at a picnic (outdoor meal) when the sun comes out immediately after a rain. What effect does the sun have on muddy ground?" Answer: "The mud hardens. What about butter — how does the sun affect it?" Answer: "The butter softens and melts. Notice, the sun softens the butter, but hardens the mud.

"In the same way, we harden or soften ourselves depending upon our response to the Word of God.

"You will not remain the same after studying God's Word in this course. You can choose to respond and soften toward the Lord in loving obedience, or you can refuse to respond and delude yourself" (based on Hebrews 3:12-13; 5:14; James 1:22-25).

TRANSITION STATEMENT: "Two daily disciplines that will help you immensely to live consistently as a doer of the Word are daily devotions and Scripture memory. Please turn to Page 9 — Page 38 at the top."

FOUNDATIONS FOR GROWTH 35 minutes

Teach **BIBLICAL BASIS FOR DAILY DEVOTIONS AND SCRIPTURE MEMORY** (*Self-Confrontation*, Lesson 2, Pages 9-11 — *Pages 38-40 at the top*).

NOTE TO THE INSTRUCTOR: *The teaching on the importance of **daily devotions** and **Scripture memory** is a major thrust of this lesson; take the time needed to cover these topics completely. While daily devotions and Scripture memory are explained only in this lesson, they will continue to be emphasized throughout the course.*

1. Introduce these vital daily practices as two of the most important habits that should be established early in the life of every Christian.
2. Read the box at the top of Page 9 — *Page 38 at the top* and briefly explain **Psalm 1:1-4**.
3. Under **DAILY DEVOTIONS**:
 - a. After reading the topic sentence, **I. Developing a habit of daily devotions ...**, explain only Paragraphs B. and E. through G. After reading Paragraph E., turn to **Psalm 19:7-11**. Have the students turn to the passage, but do not have them read it aloud; instead, ask them as you go down the passage to list the words in the passage that describe the character value of God's Word.

"Daily devotions should be times that help you learn to be devoted to the Lord. Sadly, many believers, knowing only that they should 'have daily devotions,' simply learn to read Scripture verses, passages, or devotional books, and often, these do not apply to their lives or circumstances. It is important to recognize that devotional time spent in God's Word should directly relate to the very areas in your life where God has your attention. Often, this is in trials, relationships, and responsibilities. To help you develop a plan to apply the Scriptures to your life, let's look at II. Your daily devotions will enhance ..., Paragraph D."

- b. Take time to explain thoroughly the **BIBLE STUDY AND APPLICATION FORMAT** (*Self-Confrontation*, Supplement 3 — *Page 437 at the top*). Describe the heading of each column, and show that these are four of the ways that Scripture is profitable in our lives, as described in *II Timothy 3:16*. **NOTE:** *Do not turn to the passage; state that we will study this passage in greater detail in Lesson 3.*

Refer to the examples on the next page. Point out to the students that this study format will help them to study the Word of God with the purpose of putting it into practice in their personal lives.

4. Under **SCRIPTURE MEMORY**:
 - a. After reading the topic sentence, **I. Memorizing Scripture is beneficial ...**, read Paragraph B. Explain from **Matthew 4:1-10** how Jesus quoted from Scripture during his temptation in the wilderness. *Do not have the students read the passage; instead, merely point out the verses where Jesus said, "It is written."*
 - b. Read Paragraph G. of **I. Memorizing Scripture is beneficial** Have a student read **Psalm 119:9, 11** and emphasize the value of memorizing Scripture to keep from sinning.
 - c. Merely refer the students to **FOUR PLANS FOR MEMORIZING SCRIPTURE** (*Self-Confrontation*, Lesson 2, Pages 12-13 — *Pages 41-42 at the top*). Then state:

"It is important for you to have a specific plan for memorizing God's Word, starting with the verses that apply directly to your life in your current trials, tests, and temptations. If you do not already have a plan for Scripture memory, choose one and begin your memory work immediately. The four plans listed on Pages 12-13 are designed as helps."

- d. Read only the topic heading sentence, **II. Memorizing Scripture can extend...**, then state:

"A devotional time in the morning helps you to start your day in the way the Lord wants you to go. Then, Scripture memory and review help you keep your mind focused on God's Word throughout the day.

"Do not memorize during your devotional time. Instead, take advantage of 'free' moments during the day to review memory verses. You will be making wise use of the 'empty' times when temptations often arise due to undisciplined thinking.

"Then, a short devotional time in the evening helps you to review the day before the Lord, allowing you to judge yourself in light of God's standards and to make changes in your living practices out of your commitment of loving obedience to Him."

1:50

CONCLUSION 10 minutes

1. Briefly review *Principle 3, BIBLICAL PRINCIPLES: YOU CAN CHANGE BIBLICALLY (PART TWO) (Self-Confrontation, Lesson 2, Page 2 — Page 31 at the top)*.
2. Review the homework assignment.
 - a. Emphasize the need to study diligently the examples of a completed **BIBLE STUDY AND APPLICATION FORMAT** (*Self-Confrontation, Supplement 3 — Page 437 at the top*).
 - b. Remind the students to complete Item 3 of the exam in *Self-Confrontation, Lesson 23*, if they desire to take the class in preparation for further biblical counseling training using BCF material.
 - c. Mention that copies of the **BIBLE STUDY AND APPLICATION FORMAT** (*Self-Confrontation, Supplement 3, Page 1 — Page 437 at the top*) are available for the students.
3. Preview the next lesson. You may want to say the following:

SUGGESTED PREVIEW OF NEXT LESSON: "The next lesson expands on this lesson by describing, in detail, the authority, power, and provision that are available to the believer."

CLOSE IN PRAYER

2:00

Lesson 3 Plan

MAN'S WAY AND GOD'S WAY (PART ONE)



Relationship to other lessons

The first two lessons established a foundation for the entire course. Lesson 1 laid the basic foundation of salvation — the Lord Jesus Christ is the Rock upon which everything else is built. Man cannot please God or face and deal with the basic problems of life without a personal relationship with Jesus Christ. Lesson 2 explained what happens in a person's life as a result of the new birth. Lessons 3 and 4 expand on Lesson 2. Lesson 3 focuses on God's authority, power, and provision available to the believer; Lesson 4 contrasts man's way and God's way.

Throughout this course you will be contrasting man's way with God's way to show students the stark difference between the inaccurate philosophies of the world and the truth and practicality of God's Word. Continuously pointing out these differences is important because many students are not aware of them and, therefore, may not recognize the need to make biblical changes in their own lives. In so doing, you will be following the example of our Lord Jesus in the Gospels as well as that of the Old and New Testament writers.

Self-Confrontation Lessons 3 and 4 lay the biblical foundation for the rest of the course. You may find yourself repeatedly referring back to many of the Scriptures found within these lessons.



Overview of this lesson

The contents of Lesson 3 will provide much hope for the students, since the focus is on the sufficiency, power, and provision of the Lord in the lives of believers. The lesson stresses the authority of the Scriptures, the empowerment of the believer by the Holy Spirit, and communication with God through prayer.

Many Christians do not believe that God's Word is sufficient for dealing with all of life's problems. Even though some Christians believe intellectually that the Scriptures are applicable to the problems of life, they still turn to other solutions in so-called "serious" cases. They either do not know how to apply Scriptures to life's problems or they are intimidated by what they hear from professional counselors. An exercise is provided to help them understand that Scripture is sufficient for *every* problem of living, regardless of whether it is perceived to be "simple" or "serious."

In the homework for this lesson and the next two lessons, the students will be asked to develop a personal testimony. This will help them better understand and be assured of their relationship to Jesus Christ. It will also enable you, as the instructor, to know if any of your students need to have the Gospel presented to them.



Special notes for this lesson

As appropriate and as time permits, whenever a box appears at the top of the page in the **Self-Confrontation** manual, read (or have a student read) the contents aloud as an introduction to that section.

Do not try to cover the material in detail — you will not have time. The lesson contains a wealth of material (more than you can teach in detail during the allotted time), so it is important to focus your instruction on the key teaching points.

Do not try to discuss all the Scripture references in the lesson — you will not have time. Key Scripture references are written in **bold** letters; they should be read in class and discussed.



Prayer and study

- ☐ Pray for wisdom as you prepare and teach; pray for a profitable and meaningful lesson for you and your students.
- ☐ Read *Self-Confrontation*, Lesson 3 and Supplements 4 and 5.
- ☐ Study **BIBLICAL PRINCIPLES: MAN'S WAY AND GOD'S WAY (PART ONE)** (*Self-Confrontation*, Lesson 3, Page 2 — Page 49 at the top). Become familiar with every verse.
- ☐ Study the lesson plan that follows.



Preparing the materials

- ☐ After studying the following lesson plan, prepare to instruct by writing the appropriate teaching notes from this instructor's guide in your copy of the *Self-Confrontation* manual. Photocopy appropriate pages of this guide.
- ☐ Make copies of the **BIBLE STUDY AND APPLICATION FORMAT** (*Self-Confrontation*, Supplement 3, Page 1 — Page 437 at the top) for the students.

Cumulative
Time
0:00



Lesson Plan

ORIENTATION 10 minutes

1. Welcome the students. Ask if there are any new students present. If so, arrange to meet these students during the break to familiarize them with materials and course requirements.
2. Review memory verses. Have the students pair off to recite *Matthew 7:1, 5*.
3. Ask if there are questions about homework from the previous lesson.
4. Open in prayer.

0:10

INTRODUCTION TO THE LESSON 20 minutes

1. Introduce the lesson with the following statement and exercise:

"The first two lessons established a foundation for the entire course. Lesson 1 laid the basic foundation of salvation — the Lord Jesus Christ is the Rock upon which everything else for living in a meaningful and fruitful way is built. Man cannot please God or face and deal with the basic problems of life without a personal relationship with Jesus Christ. Lesson 2 explained what happens in a person's life as a result of the new birth. Lesson 3 expands on Lesson 2. Lesson 3 focuses on God's authority, empowering, and provision available to the believer.

"Many will agree that the Bible is without error but they will also say that other resources are needed to understand fully how to deal with what the world calls serious psychological problems. Whether or not you view God's Word as sufficient for dealing with life's problems is of great significance.

"To help you address this, let's start with an exercise. I'm going to mention some problems by their common names. For each of the problems mentioned, answer the following question: 'Does God provide sufficient guidance through the Bible, the Holy Spirit, and prayer to face and deal with this difficulty?'

"First, on a piece of paper write the words I will mention. Then, after you have written all the words, we will look at whether or not you believe that the Bible, the Holy Spirit, and prayer, are enough to deal with them.

Give the students the entire list of problems first. Repeat the name of each problem and give time for the students to write them down. Then, ask the question:

"If you believe that the Bible, the Holy Spirit, and prayer are enough, write the word, 'enough' beside the ones that apply. If you believe that someone or something else is also required, write 'more is needed' beside the ones that apply."

Sample Problems

Depression

Child Abuse

Deep anxiety

Broken arm

Alcohol Abuse

Fear

Do not come to any resolution of the answer at this point. Tell the students that you will wait until the end of the lesson to discuss answers to the questions, but that they should be considering their responses as you progress through the lesson.

"So, if you will turn to Lesson 3, Page 1 — *Page 48 at the top*, you will see that the first purpose of this lesson is to show you God's resources for living God's way."

2. Read the purposes of **LESSON 3: MAN'S WAY AND GOD'S WAY (PART ONE)** (*Self-Confrontation*, Lesson 3, Page 1 — *Page 48 at the top*).

TRANSITION STATEMENT: "As mentioned before, each lesson is based on biblical principles, so let's start by turning to Page 2 — *Page 49 at the top*."

0:30

THE BIBLE IS SUFFICIENT 25 minutes

1. Introduce **BIBLICAL PRINCIPLES: MAN'S WAY AND GOD'S WAY (PART ONE)** (*Self-Confrontation*, Lesson 3, Page 2 — *Page 49 at the top*) by saying:

"The three biblical principles on this page are very important and are well taught in most Bible-believing churches, so we will concentrate only on what is neglected on these subjects. Let's start with *Principle 4*."

2. Read *Principle 4*. Explain that the *only* authority we have for knowing God's way is the Bible. You may wish to use the following illustration:

HELPFUL ILLUSTRATION: "The designers and manufacturers of a machine or vehicle write a user's manual to help buyers know how to operate it. To keep the machine functioning properly, you must follow the instructions in the user's manual very carefully.

"Similarly, the Bible is our user's manual from God. He, who made us, gives us His specific directions in His manual, the Word, for how we should live and for the changes we need to make for fruitfulness in our lives. The Bible provides clear instructions to God's children for how to face, deal with, and endure every aspect of life before Him. To use any other book or teaching even partially is to invite confusion and defeat in a believer's life.

"Suppose you were using a machine that required fuel and you needed more fuel, but you were short of money. So you decided that instead of filling the machine up with fuel, you put water into the fuel tank. What would happen to the machine? Of course, the machine would not operate properly and eventually not at all.

"The faithful believers in years past understood the value of the Bible very well. Their standard was 'faith only' and 'Scripture only.' They taught that the Scriptures were both inerrant and sufficient. This means that the Bible is not only without error, but it also has all the guidance needed. It is enough.

"Sadly, in recent years, even though the evangelical world affirms that the Scriptures are without error, it seems to have abandoned the truth that God's Word is sufficient, or complete, for all of life."

TRANSITION STATEMENT: "Let's take a look at what the Bible tells us about its work and purpose in our lives. Remember, the rest of each lesson beyond the principles section serves as an expansion of each principle. So let's expand on *Principle 4* and then we will come back to the next principle. Let's turn to Lesson 3, Page 3 — *Page 50 at the top*."

3. Teach **SCRIPTURE IS YOUR AUTHORITY** (*Self-Confrontation*, Lesson 3, Pages 3-5 — Pages 50-52 at the top). Discuss only Paragraphs B., G. and H. as follows:
- a. Explain Paragraph B. **Inspired by God for our training and equipping** as follows:

"Let's read *II Timothy 3:16-17*. Who is the author of the Scriptures? God. What is the purpose of the Scriptures? They are for teaching, reproof, correction, and training in righteousness. Why? Note in *verse 17*, God says it is so that the man of God may be equipped for every good work, that is, so that he can know how to deal with every situation of life in a victorious way. The word "every" is very significant because it shows that God's Word is sufficient to provide all the guidance we need to face, deal with, and endure every personal problem of life.

"It is inconsistent to claim, as some do, that the Bible is inerrant, but it does not provide enough guidance to handle the really serious problems of life. You see, since the Bible claims to be sufficient, it would be in error if it were not sufficient. Therefore, if you believe that the Bible is inerrant, you must conclude that it is also sufficient."

Remind the students that the four items listed in *II Timothy 3:16-17* have been used as the basis for the **BIBLE STUDY AND APPLICATION FORMAT** (*Self-Confrontation*, Supplement 3) which was explained in Lesson 2. *Do not turn to Supplement 3.*

- b. When explaining Paragraph G. **A testimony to its own sufficiency**:
- (1) Emphasize in *II Peter 1:3* that God has granted believers *everything* pertaining to life and godliness. Then state:

"But some will say, 'All truth is God's truth.' They say, 'Let's not rule out the possibility that some truths may be understood separately from the Bible.' Certainly, believers should be willing to receive truth wherever it exists, and in most disciplines, such as mathematics or medicine, much truth is found outside the Bible. (Where mathematics or medical issues are addressed in the Bible, the Scriptures are accurate.) But in the case of how to live before God, before others, and with ourselves, the Bible has all the truth.

"The Scriptures were written for the express purpose of showing us how to face, deal with, and endure every problem of life. This includes physical problems and even the very serious so-called mental problems of today. While the Lord normally uses medical doctors to treat physical problems, He uses the Scriptures to provide guidance on how to act and have joy in the midst of each problem.

"For example, even though a broken arm needs to be treated medically, the Lord provides us guidance in His Word and strength through the Holy Spirit to act biblically in the midst of the pain. In the same way, when a person's mental capacity is altered due to an impaired brain the Lord may use a medical doctor to treat the physical impairment, but He holds every person responsible for moral choices. A person with defective thinking may understand little, but he still can choose to be loving or unloving. God tells us in His Word that He will judge every person for every moral deed (*based on Ecclesiastes 12:13-14; Romans 2:5-6*)."

- (2) Read Subparagraph 2. and *Deuteronomy 4:2*.
- (3) Read Subparagraph 3., *Proverbs 30:6*, and *Revelation 22:18-19*. Note that God will reprove those who add to or subtract from His words.
- c. When explaining Paragraph H. **Always effective ...**, read *Isaiah 55:8-9, 11*. Since only *Isaiah 55:11* is printed in the manual, ask the students to write in *verses 8-9* as well.

Point out that while we cannot depend on man's reasoning we can know God's way through the Word.

TRANSITION STATEMENT: "Not only do we have God's Word, but the Holy Spirit empowers us. We will see this when we discuss *Principle 5* after the break."

0:55

BREAK 10 minutes

1:05

Review what was covered before the break as follows:

"So far, we have been talking about our user's manual, the Bible. It provides us all the instructions we need to know how to face, deal with, and endure every aspect of life. To use any other book or teaching even partially is to invite confusion and defeat in a believer's life.

"Not only do we have God's Word, but the Holy Spirit empowers us. We see this in *Principle 5* on Page 2 — Page 49 at the top."

THE HOLY SPIRIT IS NECESSARY 20 minutes

1. Read *Principle 5* on **BIBLICAL PRINCIPLES: MAN'S WAY AND GOD'S WAY (PART ONE)** (*Self-Confrontation*, Lesson 3, Page 2 — Page 49 at the top).
2. Summarize the work of the Holy Spirit in our lives using **THE HOLY SPIRIT EMPOWERS YOU TO SOLVE YOUR PROBLEMS** (*Self-Confrontation*, Lesson 3, Pages 6-8 — Pages 53-55 at the top) as a guide.
 - a. Introduce this subject by reading the contents of the box.
 - (1) Have the students highlight *John 16:7-13* in the box, but only read *verses 7-8, 13*. Then ask:

"Why was it to the Apostles' advantage that the Holy Spirit take the place of Jesus?" (Pause) "Suppose you were there, listening to Jesus teaching this truth, and He asked, 'Who would you rather have with you, me or the Holy Spirit?' Who would you choose?" (Pause) "Many would choose Jesus, but when He restricted himself to His earthly body, He could only go home with one person. On the other hand, the Holy Spirit is with every believer no matter where he goes."

- (2) Explain *I Corinthians 2:12-14*. Emphasize that even a person with many years of education and experience cannot understand the things given to us by God, because they are spiritually appraised.
 - b. At this point, mention that there is much teaching in the Body of Christ about the Holy Spirit, and this is a very important subject. And because there is not more time, you will only highlight aspects not commonly understood or practiced by believers. Then, merely read the topic sentence, **I. The Holy Spirit is fully divine....**
 - c. Under **II. The Holy Spirit provides an overcoming...**, discuss only Paragraph B. Refer quickly to items 1-4, 6, 9, 11-13, 15-16. When referring to item 11., read *I John 2:27*. Then ask:

1:25

"Does this verse indicate that we should ignore our pastors and teachers. Of course not! Remember in *Ephesians 4:12*, God tells us that He has given pastors and teachers specifically to equip us for ministry. But the passage is telling us that we can confidently depend on the Holy Spirit to provide accurate guidance for our lives even when others teach error. Consequently, we should evaluate every teaching, depending on the Holy Spirit's illumination through His Word."

TRANSITION STATEMENT: "Not only is Scripture our authority, and the Holy Spirit powerful in our lives, but prayer also provides us communication with the Lord. Principle 6 on Page 2 — Page 49 at the top emphasizes this point."

PRAYER IS VITAL 20 minutes

1. Read *Principle 6, BIBLICAL PRINCIPLES: MAN'S WAY AND GOD'S WAY (PART ONE)* (*Self-Confrontation*, Lesson 3, Page 2 — Page 49 at the top).
2. Explain the contents of **PRAYER PROVIDES COMMUNICATION WITH GOD** (*Self-Confrontation*, Lesson 3, Pages 9-12 — Pages 56-59 at the top) emphasizing:
 - a. In **I. Biblical truths about God's work...**:
 - (1) Under Paragraph A., read only points 1. and 5.
 - (2) Under Paragraph B., read only points 1., 6. through 8.
 - b. In **II. Observations from the Gospels about...**, only note that consistency, diligence, and selflessness were essential ingredients of Jesus' pattern of prayer. *Do not read the contents.*
 - c. In **III. Scriptural teaching to believers about prayer**, merely note the need for fervent, effectual prayer according to God's Word. Then, on Page 11 — Page 58 at the top, refer to the three headings, *How you are to pray*, *When you are to pray*, and *What you are to pray*.
 - d. In **IV. Unprofitable practices in your prayer life**, emphasize the need to pray meaningfully and to avoid unprofitable practices in prayer. In introducing this section, mention that we may miss God's answers to our prayers because we have preconceived ideas about the answers we should get. You may wish to use the following illustration:

HELPFUL ILLUSTRATION: "In a mountainous area, there was a severe rainstorm that started a flood. The water rose at such a rapid rate that only the roofs of some homes were visible. On one of these roofs sat a believer praying to God for help. Someone in a small boat approached and offered a ride to safety. But the man on the house refused, saying, 'I'm praying to the Lord for help and I am confident that He will save me.' As the water rose higher and covered his feet, a larger boat came along and offered to rescue him. Again the man refused, saying, 'I'm praying to the Lord for help and I am confident that He will save me.' Just as the water reached the man's chest, a helicopter let down a rope for him. But, again, he refused, saying the same thing. The man ultimately drowned.

"When the drowned man appeared before the Lord, he asked, 'Lord, I asked you to save me and I believed that you would. Why didn't you?' The Lord replied, 'What do you mean? I sent you two boats and a helicopter and you refused My answer to your prayer three times.'

"While we may not experience a flood, we may often fail to recognize answers to our prayers because they don't fit our expectations. We miss God's answers to prayer because we are looking for our own preconceived answers."

Then read the first three points and comment briefly on each point.

1:45

CONCLUSION 15 minutes

1. Briefly summarize key points of the lesson by reviewing key phrases of *Principles 4-6, BIBLICAL PRINCIPLES: MAN'S WAY AND GOD'S WAY (PART ONE)* (*Self-Confrontation*, Lesson 3, Page 2 — *Page 49 at the top*).
2. Then go back to the list of problems the students wrote down during the class exercise at the beginning of the lesson and ask the students to re-evaluate their answers to the original question by asking them, **"Based on what you have learned in class today, for which of these problems does God not typically provide completely adequate guidance through the Bible, the Holy Spirit, and prayer?"** The answer is "diabetes," which usually requires medical treatment.
3. Students should by now understand that the Lord teaches us how to face and deal with all problems of life. Also, tell them that even though diabetes needs to be treated medically, the Lord provides guidance in His Word and strength through the Holy Spirit for us to act biblically even when dealing with physical problems. Mention that the Lord could also choose, in His sovereignty, to eliminate any physical problem without the use of medical procedures if He so desired.
4. Review homework assignment.
 - a. Remind the students to complete Items 4-8 of the exam in *Self-Confrontation*, Lesson 23, if they desire to take the class in preparation for further biblical counseling training using BCF material.
 - b. In **PREPARING A PERSONAL TESTIMONY** (*Self-Confrontation*, Supplement 4), explain that this portion of the homework is related to the previous lesson. Every believer must be prepared to give an account of the hope that is within him (*I Peter 3:15*). Also, explain **HOW TO USE A CONCORDANCE** (*Self-Confrontation*, Supplement 5 — *Pages 442-443 at the top*).
 - c. Mention that copies of the **BIBLE STUDY AND APPLICATION FORMAT** are available for the students.
5. Preview the next lesson. You may want to say the following:

SUGGESTED PREVIEW OF NEXT LESSON: "In Lesson 4, we will investigate some of the false philosophies that are presented by the world as 'truth,' and you will see the total inadequacy of the world's wisdom. You will also discover that the biblical view of self is diametrically opposed to what is being taught on this subject in many pulpits and so-called 'Christian' counseling courses."

CLOSE IN PRAYER

2:00

Lesson 4 Plan

MAN'S WAY AND GOD'S WAY (PART TWO)

✓ Relationship to other lessons

In Lesson 3, emphasis was placed on three significant resources that God provides to the believer for daily living. The Word, the Holy Spirit, and prayer are totally adequate to enable a believer to face and deal with all of life's problems. But there may still be doubt in the minds of some students who have been intimidated by those who dismiss the Bible as being inadequate for more "serious" problems. Lesson 4 will provide an opportunity for you to give specific examples demonstrating the inadequacy of man's wisdom. In this lesson, you will *introduce* God's truth about man, which will be dealt with in detail in Lesson 9.

✓ Overview of this lesson

Lesson 4 should convince students of man's inadequacy to face and deal with his own problems. You will expose some of the false philosophies that are presented in the world as "truth," and you will demonstrate the futility of the world's wisdom.

This is the first lesson that describes in detail the stark contrast between man's view of self and God's truth about man. As such, it is one of the most important studies in the manual. This will set the tone for the remainder of the course so encourage your students to spend time in studying this material.

Do not be surprised if initially the students react adversely or with shock to the information presented in this lesson because the biblical truth about man is diametrically opposed to what is being taught on this subject, even in many pulpits and so-called "Christian" counseling courses. Use Lesson 4 only to introduce the error of focusing on self; avoid taking extensive time to discuss students' questions by pointing out that this subject will be discussed in more detail in Lesson 9.

✓ Special notes for this lesson

Take care in this lesson not to teach the material contained in Lesson 9 or you will not have time to teach adequately the material contained in Lesson 4.

As appropriate and as time permits, whenever a box appears at the top of the page in the *Self-Confrontation* manual, read (or have a student read) the contents aloud as an introduction to that section.

Do not try to cover the material in detail — you will not have time. The lesson contains a wealth of material (more than you can teach in detail during the allotted time), so it is important to focus your instruction on the key teaching points.

Do not try to discuss all the Scripture references in the lesson — you will not have time. Key Scripture references are written in **bold** letters; they should be read in class and discussed.

✓ Prayer and study

- ☐ Pray for wisdom as you prepare and teach; pray for a profitable and meaningful lesson for you and your students.
- ☐ Read *Self-Confrontation*, Lesson 4.

- ☐ Study **BIBLICAL PRINCIPLES: MAN'S WAY AND GOD'S WAY (PART TWO)** (*Self-Confrontation*, Lesson 4, Page 2 — *Page 64 at the top*). Become familiar with every verse.
- ☐ Study the lesson plan that follows.



Preparing the materials

- ☐ After studying the following lesson plan, prepare to instruct by writing the appropriate teaching notes from this instructor's guide in your copy of the *Self-Confrontation* manual. Photocopy appropriate pages of this guide.
- ☐ Reproduce enough copies of the **BIBLE STUDY AND APPLICATION FORMAT** (*Self-Confrontation*, Supplement 3, Page 1 — *Page 437 at the top*) for the students.

Cumulative
Time
0:00



Lesson Plan

ORIENTATION 10 minutes

1. Welcome the students.
2. Review memory verses. Have the students pair off to recite *II Timothy 3:16-17*.
3. Ask if there are questions about homework from the previous lesson.
4. Open in prayer.

0:10

INTRODUCTION 15 minutes

1. Introduce the lesson with the following statement:

"The first two lessons establish a foundation for the entire course. In Lesson 3, emphasis was placed on three significant resources that God provides to the believer for daily living. The Word, the Holy Spirit, and prayer are totally sufficient to enable the believer to face, deal with, and endure all of life's problems.

"However, you may still wonder whether the Bible is sufficient for the truly *serious* problems. Hopefully all your doubts will soon start falling away.

"In this lesson, we will investigate some of the false philosophies that are presented in the world as 'truth,' and you will see the total inadequacy of the world's wisdom as compared to the wisdom of God.

"Also, in this and subsequent lessons, we will follow a teaching technique exemplified in the Scriptures, that of contrasting God's way and man's way. Jesus often said, 'You have heard that it was said ..., but I say unto you.' He taught by contrast to encourage them to listen to what he was saying and to make His point clear."

2. Read the purposes of **LESSON 4: MAN'S WAY AND GOD'S WAY (PART TWO)** (*Self-Confrontation*, Lesson 4, Page 1 — *Page 64 at the top*).

TRANSITION STATEMENT: "Let's explore these differences more thoroughly by reading the principles on Lesson 4, Page 2 — *Page 65 at the top*."

3. Read *Principles 7-9, BIBLICAL PRINCIPLES: MAN'S WAY AND GOD'S WAY (PART TWO)* (*Self-Confrontation*, Lesson 4, Page 2 — *Page 65 at the top*) as background information for the lesson.
 - a. Read *Principle 7*, merely pointing out that the referenced Scriptures show the importance of this statement.

TRANSITION STATEMENT: "Man's problem is even worse than being inadequate; the unbeliever is rebellious toward God."

- b. Read *Principle 8*. Then, emphasize that partial obedience is just as unacceptable to God as deliberate rebellion by explaining the incident of King Saul and the Amalekites in *I Samuel 15:3-23*. As the students are turning to the passage, mention that Saul was

the first King of Israel and he already had developed a pattern of disobedience before this incident. Then, explain as follows:

- (1) In *verse 3*, point out that God's command was very clear and specific. Remind the students that God had said in *Exodus 17:14* that He would utterly blot out the memory of Amalek from under heaven because of their continual attacks on the Israelites.
- (2) In *verses 8-9*, point out that King Saul and the people did not carry out God's command completely.
- (3) In *verse 13*, Saul claims to have obeyed God.
- (4) In *verse 14*, Samuel accuses Saul of disobedience.
- (5) In *verse 15*, Saul tried to shift the blame to the people.
- (6) Read *verses 22-23* and state the following:

"When Saul selectively chose which part of God's command he would follow and which part he would not follow, he was disobedient even though he accomplished almost all that God had commanded. The fact that Saul was selective meant that he maintained control of his life, not God. Samuel equated Saul's partial obedience to the sin of idolatry and witchcraft, and Saul bore significant consequences. He even lost his position as king.

"The key issue in Saul's actions was who was in control — Saul chose to be the one in control — he chose to play God.

"This is a valuable lesson for us. If we obey God in every aspect of our lives, but we purposely determine not to obey Him in one point, we are like King Saul. We are refusing to allow God to control our lives, and therefore opposing Him.

- c. Read *Principle 9* and remind the students that salvation is necessary for biblical change. Tell the students, **"You cannot walk before you are born."**

0:25

TRANSITION STATEMENT: "Let's review the reasons that man is so helpless by looking at the history of man's failure on Page 3 — Page 66 at the top."

MAN'S FAILURE 5 minutes

Summarize **THE BIBLICAL MODEL OF MAN'S FAILURE** (*Self-Confrontation*, Lesson 4, Pages 3-4 — *Page 66 at the top*). Review the spiritual history of man, emphasizing the results of man's fallen condition. *Merely refer to the Genesis account and encourage the students to read this section in their study time.*

0:30

TRANSITION STATEMENT: "Let's take a look at just how far man has fallen, starting on Page 5 — Page 68 at the top."

BIBLICAL VIEW 15 minutes

Introduce the students to **THE BIBLICAL VIEW OF SELF** (*Self-Confrontation*, Lesson 4, Pages 5-10 — *Pages 68-73 at the top*). Mention that the biblical truth about man will be covered thoroughly in Lesson 9 so you will only highlight a few paragraphs in this section. *As a reminder, do not teach the material in Lesson 9 now, or you will not have time to teach adequately the material in this lesson.*

- a. Merely refer to **I. Sinless self to the sinful self ...**, since you already covered this subject under **THE BIBLICAL MODEL OF MAN'S FAILURE (Self-Confrontation, Lesson 4, Pages 3-4 — Pages 66-67 at the top)**.
- b. Read most of the points in **II. Scripture speaks of the natural man's self-importance**. Contrast man's self-importance and mistaken ideas of worthiness with God's truth about man from the Scriptures. Point out that many times it is easy to be proud when we compare ourselves to other people rather than the Lord.
- c. Merely read the headings of **III. The image of God ...** and **IV. Only God can and does** *Do not even summarize these two sections; ask students to read these in their study time.*
- d. Under **V. You can be more than a conqueror ...**, teach only Paragraph A., Sub-paragraphs 1., 3., and 6. Particularly emphasize the error of focusing on self. *Do not cover the other sub-paragraphs.* Avoid answering students' questions at this point. Instead encourage the students to look up noted verses in preparation for a more comprehensive study of self in Lessons 9 and 10.
 - (1) Read Subparagraph 1. without reference to any Scripture verses.
 - (2) Read Subparagraph 3., point out that many have used *Matthew 22:39* to justify what they call the need for self-love. In *Matthew 22:37-40*, Jesus lists only two laws, i.e., love God and love others.
 - (3) After reading Subparagraph 6., point out that the Scripture tells us to esteem (regard) God (*Malachi 3:16*) and others (*Philippians 2:4*), but nowhere in Scripture are we told to esteem ourselves.

0:45

TRANSITION STATEMENT: "These views, popular in the world today, are a result of unscriptural approaches to personal problems. After the break we will see why."

BREAK 10 minutes

0:55

Review what was covered before the break as follows:

"We have seen how different God's view of man is compared to the natural man's view of himself. The Scripture says that man is like dust, like a vapor, stupid and devoid of knowledge. Yet the natural man esteems himself as significant and having unlimited potential.

"How does the natural man come to these conclusions? Let us take a look at some of the major philosophies that influence today's thinking and compare them with God's truth. Please turn to Page 11 — *Page 74 at the top.*"

CONTRASTING VIEWS 55 minutes

1. Introduce **BASIC APPROACHES TO SOLVING PERSONAL PROBLEMS (Self-Confrontation, Lesson 4, Page 11 — Page 74 at the top)** with the following statements:

"The four columns under **MAN'S WAY** depict some of the most common humanistic philosophies of the world. The aim of this chart is to teach you to recognize the difference between truth (God's way) and error (man's way)" (*Proverbs 14:12; John 17:17; I Corinthians 3:19-20*).

"First, let me make some introductory remarks.

"The methodologies shown on this chart are only four of hundreds of separate and distinct philosophies being practiced in the United States alone all dealing with personal problems. The fact that there are so many different views, and the number increases every year, indicates that these methodologies are far from scientific. A scientific method involves: 1) observation, 2) hypothesis, 3) test of the hypothesis, and 4) conclusion. A scientific search for truth would result in a gradual convergence toward the central truth as various theories were tested. In contrast, claims about how the mind behaves continue to diverge year after year.

"The reason for pointing out these methodologies is to look at what underlies the various humanistic practices. On the surface, some of the methods may seem to have points in line with Scripture. And, sometimes, without knowing it, man discovers portions of God's truth (even a broken clock is right twice a day). However, they are based on an incorrect understanding of the very core of how people function, and they are practiced with a totally unbiblical perspective. And even if worldly counselors discover a truth, they deny the source of that truth, which is God Himself, and will try to discredit the sufficiency of God's resources to overcome problems. Therefore, do not be misled by the wisdom of man, even when it seems to offer portions of God's truth.

"Many cults contain mostly truth, and the errors are concealed very carefully. Otherwise, there would be few followers. That is why it is so important to make a thorough evaluation. Let me illustrate. Suppose that you gave me instructions on how to get to your home, and these instructions included ten changes in direction. Now suppose that you stated one of the ten turns incorrectly, I would never get to your home. I could easily end up going in the opposite direction from your home.

"Now let's take a look at the four columns under MAN'S WAY.

"At the top of the left most column, notice the phrase, BASIC VIEW OF MAN. Each approach is built on differing theories about what man is like. In order to understand any approach, it is important to understand the basic presuppositions upon which that theory is built.

"Also, notice at the bottom of the left most column the words COUNSELING FOCUS. It is also very important to understand what the practitioners of that theory think is an appropriate goal for their treatment. Then, it is fairly easy to understand how they progress from start to finish.

"Since each of these approaches is based on a particular philosophy about what man is like and how he behaves, this lesson is really a contrast of faith systems. While the world does not label psychology as a faith system, it is important to recognize that any teaching on how a man thinks and how he should live implies a certain faith system. It is impossible to put the mind in a test tube; therefore, any conclusion about how a person will respond in a particular situation is made on the basis of faith.

"Furthermore, it is important to recognize that these worldly theories or beliefs contradict the Bible and, as a result, stand in direct competition with God's revelation. Consequently, it is vital that you heed God's warning not to integrate the world's philosophies with the Scriptures.

"As I explain each of these columns, I will often warn you about the error of man's way; however, I will not critique individuals by name. Most counselors have a genuine concern for helping people, so intentions should not be questioned. Our purpose is to distinguish between truth and error, not to question a person's motives or standing before the Lord. Our encouragement to

you is to be like the Bereans whom God commended. They searched the Scriptures daily to make sure that what the Apostle Paul taught was biblical" (*Acts 17:11*).

2. Explain each of the four columns under **MAN'S WAY** as follows:
 - a. Follow each column completely down, beginning with the **BASIC VIEW OF MAN** and progressing to the **COUNSELING FOCUS**. Show students that when an assumption is made about man, then the **CAUSE OF PROBLEMS**, the so-called **CURE**, the **COUNSELING TECHNIQUE**, and the **COUNSELOR'S TERMINOLOGY** will fit together, even though it is an unbiblical theory or philosophy. Note also at the bottom of the chart, for each column under **MAN'S WAY**, the common focus is on self, not on God. This is true of all humanistic approaches to life.
 - b. When explaining the **Instinctual** approach, state that:

"Under this **BASIC VIEW OF MAN**, you are assumed to be only a higher form of animal, having the same instincts and drives as animals. In other words, you do not have a soul.

"According to the instinctual approach, the **CAUSE OF PROBLEMS** is that your natural instincts and drives have been repressed or thwarted by society, family, or upbringing. The most predominant of these drives are said to be the sexual drive, the aggressive drive, the drive to flee from danger, etc. And since the supporters of this theory claim that you are born with these drives, it is not your fault that you have problems when these drives are frustrated.

"This philosophy was not first introduced by modern psychology. It was a common belief back in Ezekiel's day. The Israelites had a proverb that said, 'The fathers eat the sour grapes, but the children's teeth are set on edge.' God told them to get rid of that proverb because each person is responsible for his actions" (*Ezekiel 18:2-4, 20*).

"According to those who believe in the instinctual view approach, the so-called **CURE** must be to get you back to the place where you can once again follow your instincts. You must be released from all the constraints that prevent you from fulfilling your drives.

"The belief is that only another highly trained human being can interpret what are called your 'subconscious,' 'irrational' thoughts and dreams. This **COUNSELING TECHNIQUE** focuses on delving intensely into the past of the counselee, and often requires him to give over the control of his mind to the counselor. Note that even the terms describing the methods used are difficult to understand, thus necessitating someone else to analyze you" (*denies Jeremiah 17:10; Hebrews 4:12*).

"Because the counseling method is so difficult, the **COUNSELOR'S TERMINOLOGY** is also difficult to understand. However, notice how many of these terms have become part of our daily language, without our even questioning the philosophy behind them. For example, the term, subconscious, has been used so often, many just assume there is such a thing even though it denies the Bible's claim that everyone is responsible for his deeds, i.e., thoughts, words, and actions" (*Ezekiel 18:20; Romans 2:5-10*).

"Finally note the **COUNSELING FOCUS** of this approach is on self."

- c. When explaining the **Behavioral** approach, state that:

"Under the **BASIC VIEW OF MAN**, the behavioral approach also assumes you are a higher form of animal, having 'conditioned' reflexes and responses. Once again, the assumption is that you do not have a soul.

"This approach says that the **CAUSE OF PROBLEMS** is that you have been wrongly influenced by others and the environment around you. Once again, your problems are caused from outside you.

"Therefore, just as the Pharisees of old taught, the behaviorists say that the **CURE** is to 'reprogram' or 'recondition' you to respond the right way. Regrettably, the counselor trained in this approach determines how you should be reconditioned, according to his training.

"This particular **COUNSELING TECHNIQUE** can lead many believers astray, since it can seem on the surface that 'rewards' and 'punishments' are the same method used by God. This is an example of how man sometimes discovers a portion of God's truth. However, even here, the world's approach in dealing with reward and punishment is very different from God's way. The behavioristic method teaches individuals to expect rewards for every correct action and to expect punishment for every incorrect action. The Lord, on the other hand, blesses or rewards us according to His sovereignty and timing for patterns of obedience (not necessarily for every act). He also disciplines us to restore us back to Him" *(based on Colossians 3:23-24; Hebrews 12:11; James 1:22-25)*.

"Because this counseling method is focused on eliciting the 'right' response, the **COUNSELOR'S TERMINOLOGY** is focused on changing only the behavior, not on dealing with the heart.

"Finally note the **COUNSELING FOCUS** of this approach is once again on self."

- d. In evaluating the **Positive Potential** approach, state that:

"For the **BASIC VIEW OF MAN**, the Positive Potential approach states that everyone is basically good, and that within you is the capacity and potential to solve all your problems" *(denying Jeremiah 17:9; Matthew 15:18; Romans 3:10, 23)*.

"This approach says the **CAUSE OF PROBLEMS** is that you have had your potential and goodness blocked by negative thinking and all the negative influences around you. This happens to coincide with the statement Satan made to Eve to tempt her: '... You will be like God' This method must have been very popular in the time of the Book of Judges when everyone did what was right in his own eyes.

"According to those who believe in the positive potential of man, you must **CURE** the problem by releasing the positive potential within yourself. This is accomplished only from within yourself, by solving the problem yourself.

"The **COUNSELING TECHNIQUE** therefore requires a passive counselor who does not give you answers. Instead his focus is to release the goodness inherent in you by reflecting your own statements back to you, until you come up with your own answers based on the resources within you.

"The counseling method here is focused on drawing out the counselee's own goodness and positive thinking. The **COUNSELOR'S TERMINOLOGY** includes statements reminding the counselee of the potential and goodness within him, such as 'the god within,' 'inner power,' etc.

"Because of this belief in the goodness of man, the COUNSELING FOCUS of this approach is on self as having utmost importance."

- e. In evaluating the **Spiritist** approach, state that:

"For the BASIC VIEW OF MAN, the Spiritist approach assumes that everyone is subject to the control of spirits without consent" (*denying 1 John 4:4*).

"This approach says that the CAUSE OF PROBLEMS is that everyone is under the control of, or committed to, spirits, demons, or ancestors. Once again, the problems within you are said to be caused by forces outside you.

"Therefore, this approach says you must CURE the problem of being controlled by spirits or ancestors by appeasing them or by casting out demons or spirits.

"Thus, the COUNSELING TECHNIQUE involves mantras, chants, curses on the enemy, nullifying curses on self, contacting spirits, and the like" (*violates Leviticus 19:31, Deuteronomy 18:10-11*).

"Because the counseling method here is focused on dealing with spirits, demons, and ancestors, the emphasis is on gaining power over or being delivered from evil spirits. Therefore, the COUNSELOR'S TERMINOLOGY includes words like curses, binding spirits, etc.

"Note that once again the COUNSELING FOCUS of this approach is on self as needing deliverance or protection."

- f. Then summarize man's way of dealing with problems by stating:

"These humanistic ways have certain things in common. God is not considered when individuals with problems are perceived to be victims. The blame is placed on society, family, heritage, the environment, and/or what is called chemical imbalance for a person's failure to overcome the problems of life.

"Regarding chemical imbalance, it is true that certain chemical or hormonal changes in the body can tempt a person to behave in a particular way. However, chemical changes in the body cannot cause someone to sin. God tells us in His Word that He will hold everyone responsible for his deeds (thoughts, words, and actions)" (*Romans 2:6*).

"It is impossible to predict a specific behavior pattern on the basis of chemical imbalance. This does not, however, mean that anyone other than a medical doctor should suggest that a person stop taking prescribed drugs. Many of the psychotropic drugs can endanger life if taken in the wrong dosage or if the intake is ceased abruptly."

3. Explain the column headed, **GOD'S WAY**. State the following:

"This column shows the stark contrast between what God's Word says about all the areas, beginning with the BASIC VIEW OF MAN and ending with the COUNSELING FOCUS. God's way is much higher than anything man can devise. God gives us tremendous hope in facing and dealing with problems. His way remains a consistent standard and is not dependent on circumstances, others, or things around us.

"A foundational truth is that man was made in the image of God, has fallen into a depraved state, and is hopeless without Christ. Man looks on the outside

(feelings, circumstances, etc.); God looks at the heart" (*1 Samuel 16:7*). "Man says, 'I am not responsible.' God says, 'You are responsible.'"

"God tells us that the CAUSE OF PROBLEMS is that man is rebellious, unbelieving, disobedient, and denies God's power.

"Therefore, God's CURE to man's problem is first, salvation, then walking in His way through the empowering of the Holy Spirit.

"Thus, the COUNSELING TECHNIQUE includes all that the Lord says believers are to do to help others live victoriously. A biblical discipler/counselor is to employ *all* the ways listed in this section in order to disciple/counsel effectively. Obviously, all aspects of biblical discipleship/counseling are saturated with prayer.

"Because God has given His perfect Word to show us how we are to face and deal with problems, the COUNSELOR'S TERMINOLOGY must consist of words consistent with the Scriptures, such as sin, salvation, putting off the practices of the old self and putting on the practices of the new self, etc.

"The COUNSELING FOCUS is in stark contrast to all of man's ways and involves denial of self, pleasing God, and blessing others."

1:50

EXAMPLES OF DIFFERENCES 0 minutes

Do not teach **EXAMPLES OF MAN'S WAY COMPARED TO GOD'S WAY** (*Self-Confrontation*, Lesson 4, Pages 12-13 — *Pages 75-76 at the top*). Encourage the students to read this portion during their study time.

1:50

TRANSITION STATEMENT: "You can see from this discussion that it is important to understand the difference between man's way and God's way. Thankfully, we can know the difference. Let's turn to Page 14 — *Page 77 at the top*."

KNOWING THE DIFFERENCE 5 minutes

Teach the contents of **KNOWING THE DIFFERENCE BETWEEN MAN'S WAY AND GOD'S WAY** (*Self-Confrontation*, Lesson 4, Page 14 — *Page 77 at the top*). Point out that bank tellers are taught to recognize counterfeit money by studying and handling the genuine money so much that they will easily recognize the counterfeit.

1:55

CONCLUSION 5 minutes

1. Summary:
 - a. Remind the students to compare anything they read or hear with God's Word. Remember, God has not promised to bless man's words; He has, however, promised to bless His Word (*Isaiah 55:11; 1 Peter 1:24-25*).
 - b. Caution the students to be careful not to tear down individual authors or particular techniques when they are discussing solutions to personal problems. Instead, they should concentrate their discussion on biblical principles found in God's Word.
2. Review the homework assignment.

- a. Remind the students to complete Item 9 of the exam in *Self-Confrontation*, Lesson 23, if they desire to take the class in preparation for further biblical counseling training using BCF material.
 - b. Mention that copies of the **BIBLE STUDY AND APPLICATION FORMAT** are available for the students.
3. Preview next lesson. You may want to say the following:

SUGGESTED PREVIEW OF NEXT LESSON: Tell the students, "Next lesson starts a new phase of the course. Lesson 5 deals with the 'life history' of problems (i.e., how they begin, how they progress, and how they can be overcome to the glory of God)."

CLOSE IN PRAYER

2:00

Lesson 5 Plan

BIBLICAL DYNAMICS OF CHANGE

✓ Relationship to other lessons

Lesson 5 deals with the “life history” of problems, i.e., how they begin, worsen, and end. Lessons 6-8 then build on Lesson 5, describing how to face and deal with problems biblically. Subsequent lessons address specific problem areas, showing students how they can apply the principles from Lessons 5-8 to overcome specific sins in their lives.

✓ Overview of this lesson

This lesson demonstrates that a person’s life will become progressively more sinful with correspondingly graver consequences if he continues to live according to man’s way (the downward spiral). It emphasizes the importance of doing God’s Word to accomplish lasting biblical change and that spiritual maturity will only come through an obedient walk of faith (the upward path).

The biblical principles in Lesson 5 fall under three major points: (1) how problems begin and worsen if not dealt with God’s way, (2) how to begin to overcome problems quickly, and (3) how to grow towards spiritual maturity.

It is important to emphasize that biblical change is based on salvation, a commitment to live each day in a manner that pleases God, and a constant reliance on God’s resources.

✓ Special notes for this lesson

As appropriate and as time permits, whenever a box appears at the top of the page in the *Self-Confrontation* manual, read (or have a student read) the contents aloud as an introduction to that section.

Do not try to cover the material in detail — you will not have time. The lesson contains a wealth of material (more than you can teach in detail during the allotted time), so it is important to focus your instruction on the key teaching points.

Do not try to discuss all the Scripture references in the lesson — you will not have time. Key Scripture references are written in **bold** letters; they should be read in class and discussed.

✓ Prayer and study

- ☐ Pray for wisdom as you prepare and teach; pray for a profitable and meaningful lesson for you and your students.
- ☐ Read *Self-Confrontation*, Lesson 5 and Supplement 6.
- ☐ Study **BIBLICAL PRINCIPLES: BIBLICAL DYNAMICS OF CHANGE** (*Self-Confrontation*, Lesson 5, Page 2 — *Page 83 at the top*). Become familiar with every verse.
- ☐ Study the lesson plan that follows.

✓ Preparing the materials

- ☐ After studying the following lesson plan, prepare to instruct by writing the appropriate teaching notes from this instructor’s guide in your copy of the *Self-Confrontation* manual. Photocopy appropriate pages of this guide.

- ❑ Make copies of the **BIBLE STUDY AND APPLICATION FORMAT** (*Self-Confrontation*, Supplement 3, Page 1 — *Page 437 at the top*) and the **PERSONAL HISTORY/PROBLEM EVALUATION** (*Self-Confrontation*, Supplement 6 — *Page 444 at the top*) for the students.

Cumulative
Time
0:00



Lesson Plan

ORIENTATION 10 minutes

1. Welcome the students.
2. Review memory verses. Have the students pair off to recite *II Corinthians 3:5-6*, the assigned memory verses.
3. Ask if there are questions about homework from the previous lesson.
4. Open in prayer.

0:10

INTRODUCTION TO THE LESSON 5 minutes

1. Introduce the lesson with the following statement:

"Let's turn to the Table of Contents and review where we are going. Remember that the first eight lessons are foundational to the rest of the course. In Lessons 1-4, we covered who you are in Christ and all that is available to you as a believer. We also saw the inadequacy of man's way as contrasted with the complete adequacy of God's way in dealing with life.

"Notice that the next four lessons all have to do with change. While God conforms, that is changes, believers into the image of Christ, He has provided in His Word specific guidance on how to put off the old sinful ways and put on the new ways of godliness.

"Sadly, many Christian counselors learn and practice secular methodologies for helping people change because they are not aware that the Scriptures present very specific and profound guidance for facing, dealing with, and enduring every problem of life.

"Lesson 5 describes the 'life history' of problems, i.e., how they begin, worsen, and end. Lessons 6-8 build on Lesson 5 describing the methodology for change."

2. Read the purposes of **LESSON 5: BIBLICAL DYNAMICS OF CHANGE** (*Self-Confrontation*, Lesson 5, Page 1 — Page 82 at the top).

TRANSITION STATEMENT: "To discover what happens when we neglect God's way, let's read *Principle 10* on Lesson 5, Page 2 — Page 83 at the top."

0:15

THE DOWNWARD SPIRAL 30 minutes

1. Read *Principle 10*, **BIBLICAL PRINCIPLES: BIBLICAL DYNAMICS OF CHANGE** (*Self-Confrontation*, Lesson 5, Page 2 — Page 83 at the top). Give a biblical example of the downward spiral using *Romans 1:18-32* as follows:
 - a. Read *verses 18-20* and note that man's separation from God is not a matter of a lack of knowledge. The issue is not how much you know about God — it is how you respond to what you know of Him that shows your focus. The fact is that man willfully rejects God.

- b. Read *verses 21-23* and note that as a result of this willful rejection, people become more and more depraved becoming futile with a darkened heart, becoming fools, and exchanging the worship of the Creator for the worship of His creation. It seems incredible that people worship even very grotesque gods. But it shows just how foolish man can be if his primary goal is to maintain control.
- c. Note in *verses 24, 26, and 28*, that God gave them over to their own lusts and depravity. Why? The only thing that will get a fool's attention is consequences, so God helps them see the consequences of their actions in order to encourage them to repent. In these verses, homosexual behavior is presented as a primary example of depravity.
- d. In teaching *verse 32*, point out that they sink to the lowest depth by applauding those who do the same.

TRANSITION STATEMENT: "So you see that man has gradually sunk lower and lower. Before we go on the next principle, let's look at this downward spiral more thoroughly. Please, turn to Page 3 — Page 84 at the top."

- 2. Explain **THE DOWNWARD SPIRAL: NEGLECTING OR REFUSING GOD'S WAY** (*Self-Confrontation*, Lesson 5, Page 3 — Page 84 at the top). Do not teach the three levels in detail since they will be taught in Lesson 6.
 - a. Begin by stating:

"First, let's look at the three levels of problems. In this lesson, we will introduce the levels; in Lesson 6, we will describe them in more detail. Notice that just below the box, the names of the three levels are typed in bold print: heart, deeds, and feelings."

- b. Refer to *Matthew 15:18-19* and point out that the "heart" in Scripture refers to the inner man (including the mind, intentions, and motives) where the real person is revealed. It is not the center of emotions as is often thought from a human perspective. Then, point out that according to *verses 18-19*, deeds (which include thoughts, words, and actions) come out of the heart.
- c. Finally refer to *Genesis 4:5* and note that sin led to Cain's bad feelings. Do not read or mention *verses 6-7* even though they are referenced in the manual. Explanation of these verses now would invite confusion. They will be explained adequately later in Lesson 18.
- d. Illustrate the relationships among the heart, deeds, and feelings using the example of the student caught in the downward spiral. Keep pointing back to the chart as you progress through the illustration. Develop the illustration of the student in this way:

"Let's look at an illustration of how a student might experience these three levels of a problem as he deals with his responsibility to study. The reason we chose to use the illustration of a student is because all of us have been students or apprentices at some point in our lives. Let's assume that this student just arrived at a boarding school and that this is the first time he is living away from home. His parents have provided funds for the first semester of schooling and they have exhorted him to study diligently.

"During his first day of classes, each teacher also exhorted him to study diligently every evening. But when it was time to study, his roommates asked him to go with them to the student recreation center on campus. He remembered his responsibility to study; but because he was focused on self, he soon decided to delay studying and, instead, went to the center with his roommates. He

enjoyed himself so much that when he returned to the dormitory, it was too late to study.

"The next day, he was anxious in class, but none of his teachers called on him for an answer. He was extremely relieved!

"In the evening, it was a little easier to ignore his studies and, once again, to go to the recreation center with his companions. He was starting down the spiral as the focus of his sinful heart was being manifested by sinful deeds (the doing level).

"As a result of not studying, the student began to worry about failing the course. When his parents wrote and asked about his studies, he lied to them and told them he was doing fine. As you can see, he was sliding further down the spiral.

"Finally, in desperation, he cheated on his exams and failed anyway. As a result, he felt guilty and depressed (the feeling level).

"In summary, this student's focus on self (heart level) led to the unbiblical deeds (doing level). Each sin made it easier to commit another sin. As he sinned more and more, he became depressed (the feeling level)."

TRANSITION STATEMENT: "How would you assist this student if he were to ask you for help in dealing with depression?" **NOTE:** *This is a rhetorical question. Do not invite students to answer. Teach the following:*

"Let's look at some examples of man's way that we studied in the chart on Lesson 4, Page 11.

"Followers of the first philosophy (the instinctual view) might say that no action should be taken until a thorough analysis of a person's history is conducted often reaching back to early childhood. This analysis often takes months and even years.

"Followers of the third philosophy (the positive potential view) would concentrate on fixing his feelings. They would encourage him to love himself more because they believe his depression is caused by low self-esteem.

"In contrast, the Bible assures the student that he can have victory quickly and completely merely by repenting and keeping God's commands. And the Lord provides, not only the power to do so, but also the contentment that only He can give. The first step that this student must take is described in *Principle 11*. Let's go to Lesson 5, Page 2 — *Page 83 at the top.*"

0:45

BREAK 10 minutes

0:55

Review what was covered before the break as follows:

"So far, we have described the downward spiral. We see that because of a sinful heart, sinful deeds encourage additional sinful deeds and it becomes easier and easier to continue in sin. As a result, our only hope is to turn to Christ.

"Now, we will determine from the Word of God what steps we must take to get out of the downward spiral and travel the upward path to victory. Let us start by turning to *Principle 11* on Page 2 — *Page 83 at the top.*"

BEGINNINGS OF BIBLICAL CHANGE 30 minutes

1. Read *Principle 11, BIBLICAL PRINCIPLES: BIBLICAL DYNAMICS OF CHANGE (Self-Confrontation, Lesson 5, Page 2 — Page 83 at the top)* and emphasize that only the one who has experienced the new birth can understand how to face, deal with, and endure problems in a way that pleases God and brings peace and joy.
2. First read the first sentence of *Principle 12, BIBLICAL PRINCIPLES: BIBLICAL DYNAMICS OF CHANGE (Self-Confrontation, Lesson 5, Page 2 — Page 83 at the top)*. Then, invite the students to highlight *Ecclesiastes 12:13-14* and turn in their Bibles to the book of *Ecclesiastes*. Help the students understand what God says about a need for total commitment to Him by stating the following:

"Think of the activities that you typically dwell on or look forward to with eagerness and anticipation. Many of us think of unusual and infrequent events, such as job promotions, anniversaries, exciting events, retreats and seminars, vacations, or hobbies. Man tends to look to power, feeling-oriented pleasure, riches, unusual events, etc., for contentment.

"In the book of *Ecclesiastes*, Solomon searched for contentment in all of these things, and more, only to be frustrated over and over again. In stark contrast, he found fulfillment and satisfaction only in eating, drinking, and daily labor, i.e. in carrying out his normal, daily responsibilities" (read *Ecclesiastes 2:24, 3:12-13, 5:18*).

"Do you find fulfillment and satisfaction in your daily responsibilities? Our tendency is to focus on special and unusual things and events, but these are not where we have to make choices to love or not love. God wants us to find fulfillment primarily in our daily tasks. Remember, God created us to love sacrificially which is demonstrated mostly as we conduct our daily tasks. It is in the daily tasks that tests and trials take place, and it is through these same tests and trials that significant growth in love results."

"Think about how this could revolutionize your life. Most of each day, and consequently most of life, involves fulfilling your daily responsibilities. Rather than begrudging the daily routine, you should look forward to each day's work finding great satisfaction as you grow in your love for God and your neighbor."

Read the second sentence of *Principle 12* and then read *Ecclesiastes 12:13-14*. Teach the students, "The key to a victorious life is total commitment to the Lord through loving obedience in every area of life, whether ordinary and routine or extraordinary and unusual."

3. Using *Principle 13, BIBLICAL PRINCIPLES: BIBLICAL DYNAMICS OF CHANGE (Self-Confrontation, Lesson 5, Page 2 — Page 83 at the top)*, emphasize the need to ask in faith for wisdom and to live according to God's Word in order to stop the downward spiral of sinful deeds.

Point out that the place to begin the process of biblical change is within the present trial, temptation, or problem in your life. State the following:

"Let's turn to *James 1:5*. God says that He will give us answers. But many people will say, 'I asked God for wisdom, but I didn't receive it.' Why? Because they ask the wrong questions or have wrong motivations.

"For what question does God promise wisdom? Notice the context of this passage. The three previous verses, *James 1:2-4*" (do not read the Scripture aloud), "are about trials or problems. You see, the Lord will give us wisdom, but there

are several conditions. First, it is for the current trial that you are to seek wisdom as God states in the fifth verse. Second, God tells you in the sixth verse that you are to ask in faith without doubting. Third, God commands you in the twenty-second verse to obey regardless of your feelings.

“You see, you keep God’s commandments in the present, not the past or the future. God gives you His grace in the present — at the perfect time as He states in *Hebrews 4:16*” (do not read the Scripture aloud). “Your faith is tested in the present.

“Answers to problems are not difficult to find if you focus on your present responsibilities. Keep in mind that we only need to keep two commandments — love God and love our neighbor. Do you remember the student in the illustration of the downward spiral? All he had to do was to ask himself, ‘In what way have I not been a loving person?’ And it would not have been difficult for him to remember that he disobeyed God by not studying diligently, by lying to his parents, by cheating on the exam, etc.”

TRANSITION STATEMENT: “The procedures that the student should have followed are on Page 4 — Page 85 at the top.”

4. Summarize **BEGINNINGS OF BIBLICAL CHANGE** (*Self-Confrontation*, Lesson 5, Page 4 — Page 85 at the top) as steps to implement *Principles 11-13*. This section can be covered rather quickly since you have already discussed most of these statements.

TRANSITION STATEMENT: “This leads us to THE UPWARD PATH. Let’s read *Principle 14* on Page 2 — Page 83 at the top.”

1:25

THE UPWARD PATH 5 minutes

1. Read *Principle 14, BIBLICAL PRINCIPLES: BIBLICAL DYNAMICS OF CHANGE* (*Self-Confrontation*, Lesson 5, Page 2 — Page 83 at the top). Point out the truth that as you faithfully do the Lord’s will, you will demonstrate Christlikeness in your life.
2. Merely refer to **THE UPWARD PATH: WALKING GOD’S WAY** (*Self-Confrontation*, Lesson 5, Page 5 — Page 86 at the top) and state that it is called the upward path because the Scriptures often refer to the believer’s walk. Point out that the page should be read starting at the bottom and progressing upward. Also, point out that the list is not meant to be exhaustive nor in a rigid sequence.

1:30

TRANSITION STATEMENT: “Note that in THE UPWARD PATH, there is a heavy emphasis on keeping God’s commandments, so let’s look at THE IMPORTANCE OF DOING THE WORD on Page 6 — Page 87 at the top.”

DOING THE WORD 20 minutes

1. Introduce **THE IMPORTANCE OF DOING THE WORD** (*Self-Confrontation*, Lesson 5, Pages 6-9 — Pages 87-90 at the top) by reading the box at the top of Page 6 and then stating the following:

“On the next four pages you will see many Scriptures on doing the Word (obedience to the Lord). You may be wondering why there are so many more

Scripture verses on 'doing the Word' than there are on explaining a believer's position in Christ. Yes, it is important to know who we are in Christ, but gaining understanding about our position in Christ does not require much explanation and these truths are received by the believer with great joy. In contrast, 'doing the Word' requires much more than understanding; it requires sacrificial love which includes being patient when wronged, being kind and giving a blessing in response to insults, etc. 'Doing the Word' often requires discipline to go against feelings.

"The Israelites had no difficulty in offering sacrifices on the altar. Their major problem was lack of obedience. For example, in Lesson 4 we read that Samuel told King Saul, 'Behold, to obey is better than sacrifice' (*1 Samuel 15:22*) and in *Proverbs 21:3* it is written, 'To do righteousness and justice is desired by the Lord more than sacrifice.'

"In the New Testament, the Corinthian believers had an abundance of spiritual gifts, but they lacked obedience. As you read through both the Old and New Testaments, you realize that much of it is an exhortation to obedience.

"With all the emphasis on living according to our feelings today, is it any wonder that believers need to be called back to a life of disciplined obedience?

"Another point that needs to be made here is that 'doing the Word' is not to be done blindly or for the wrong reason. 'Doing the Word' is a loving response to God's love for us. Perhaps an illustration might be helpful."

HELPFUL ILLUSTRATION: "A woman had a very unloving husband. Every day before he went to work, he would make a long list of tasks she was to complete before he returned home. No matter how hard she tried to complete the tasks, she never was successful. So, every night he would scold her for what he considered a very poor performance. Her life with this husband was very hard.

"After a time, the husband died and a few years later she married another man who was kind and loving. They had a wonderful relationship and she was very happy.

"One day as she was cleaning her home, she came across one of the lists of tasks that her former husband had written for her to do. As she looked at the list, she was amazed to discover that while she couldn't complete the list for the former husband no matter how hard she tried, she was now accomplishing *all* those things for her new husband.

"The key application of this illustration is that before salvation, it was impossible to keep the Lord's commands consistently since the master was Satan. When you are saved, you have a loving relationship espoused to the Lord. Following Him is not a matter of merely following a set of rules; it is now a matter of loving faithfulness in the empowering of the Holy Spirit.

"We must never forget that obeying with the wrong motive is hypocritical and rejected by God. On the other hand, loving God is demonstrated by obedience."

2. Read and explain the Scriptures referenced below in the order given. Tell the students to read on their own *all* the Scriptures listed in this section.
 - a. *Ephesians 2:8-10* and *James 2:17-18* (under **I. You are SAVED ...** on Page 6 — *Page 87 at the top*): Emphasize in *Ephesians 2:10* that believers are created in Christ Jesus for good works.

- b. *II Corinthians 5:10* (in box at top of Page 6 — *Page 87 at the top*): You will be judged by your works.
- c. *I John 2:3-4* (in box at top of Page 6 — *Page 87 at the top*): Assurance of salvation comes from doing the Word.
- d. *John 15:10-11* (bottom of Page 8 — *Page 89 at the top*): You will abide in God's love and your joy will be full if you do the Word.
- e. *James 1:25* (top of Page 9 — *Page 90 at the top*): If you do the Word, you will be blessed.

1:50

CONCLUSION 10 minutes

1. Briefly summarize key points of the lesson by reviewing **BEGINNINGS OF BIBLICAL CHANGE** (*Self-Confrontation*, Lesson 5, Page 4 — *Page 85 at the top*).
2. Review the homework assignment.
 - a. When explaining the **PERSONAL HISTORY/PROBLEM EVALUATION** form (*Self-Confrontation*, Supplement 6), tell the students to concentrate on the first page. Also tell them that they should not write anything they do not wish you to see since they will be handing in the completed form as part of their homework.
 - b. Remind the students to complete Item 10 of the exam in *Self-Confrontation*, Lesson 23, if they desire to take the class in preparation for further biblical counseling training using BCF material.
 - c. Mention that copies of the **BIBLE STUDY AND APPLICATION FORMAT** are available for the students.
3. Preview next lesson. You may want to say the following:

SUGGESTED PREVIEW OF NEXT LESSON: "Next lesson, we will cover the three levels of problems in more detail and in so doing we will look into the place of feelings in our lives. You will learn how you can have hope, joy, and peace in *every* situation of life."

CLOSE IN PRAYER

2:00

Lesson 6 Plan

BIBLICAL BASIS FOR CHANGE

✓ Relationship to other lessons

Lessons 6-8 in the *Self-Confrontation* manual describe the four elements of how to face, deal with, and endure problems biblically: (1) understanding God's truth about the problem, (2) biblical hope, (3) biblical change, and (4) biblical practice (doing the Word). These four elements form the structure upon which the remaining lessons are built. This lesson covers the first two elements: understanding God's truth about the problem and biblical hope.

✓ Overview of this lesson

Two of the most significant truths that encourage a believer to persevere in trials are that: (1) he doesn't have to live by his feelings, and (2) he has tremendous hope in Christ.

It is important that you explain the place of feelings in a person's life. Although at times feelings may have a physical cause such as a chemical or hormonal imbalance, most feelings are involuntary responses to a person's thoughts, speech, or actions arising in the context of (but not caused by) the circumstances of life. Therefore, feelings provide clues that a problem may exist in a person's life.

The most important subject of this lesson is "biblical hope." You should especially emphasize the following truths: (1) joy and peace are available to the believer in *every* situation of life, (2) trials and tests provide significant opportunities to become more Christlike and always can be endured through the power of the Holy Spirit without sinning, and (3) God does not hold us responsible for changing others, only ourselves.

✓ Special notes for this lesson

Be careful that you do not spend too much time discussing the heart, doing, and feeling levels of a problem. Spend most of your time discussing biblical hope. This is the only lesson in which you will cover this very important subject in depth.

Do not try to cover the material in detail — you will not have time. The lesson contains a wealth of material (more than you can teach in detail during the allotted time), so it is important to focus your instruction on the key teaching points.

*Do not try to discuss all the Scripture references in the lesson — you will not have time. Key Scripture references are written in **bold** letters; they should be read in class and discussed.*

✓ Prayer and study

- ☐ Pray for wisdom as you prepare and teach; pray for a profitable and meaningful lesson for you and your students.
- ☐ Read *Self-Confrontation*, Lesson 6.
- ☐ Study **BIBLICAL PRINCIPLES: BIBLICAL BASIS FOR CHANGE** (*Self-Confrontation*, Lesson 6, Page 2-3 — Pages 97-98 at the top). Become familiar with every verse.
- ☐ Study the lesson plan that follows.



Preparing the materials:

- ☐ After studying the following lesson plan, prepare to instruct by writing the appropriate teaching notes from this instructor's guide in your copy of the *Self-Confrontation* manual. Photocopy appropriate pages of this guide.
- ☐ Reproduce enough copies of the **BIBLE STUDY AND APPLICATION FORMAT** (*Self-Confrontation*, Supplement 3, Page 1 — *Page 437 at the top*) for the students.

Cumulative
Time
0:00



Lesson Plan

ORIENTATION 10 minutes

1. Welcome the students.
2. Review memory verses. Have the students pair off to recite *I Corinthians 10:13*, the assigned memory verse.
3. Ask if there are questions about homework from the previous lesson.
4. Open in prayer.

0:10

INTRODUCTION TO THE LESSON 10 minutes

1. Introduce the lesson with the following statement:

"In Lesson 5, you saw how a person's life will become progressively more set in sin with correspondingly graver consequences if he continues to live according to man's way (the downward spiral). The importance of doing God's Word to accomplish lasting biblical change was emphasized since spiritual maturity will only come through an obedient walk of faith (the upward path).

"In Lessons 6-8 we will begin to discuss the upward path. These three lessons describe the four elements of how to face, deal with, and endure problems biblically. The four elements are (1) understanding God's truth about the problem, (2) biblical hope, (3) biblical change, and (4) biblical practice. Because these four elements form the structure for the remaining lessons, they will be repeated many times.

"This lesson covers the first two elements. We will cover the three levels of problems in more detail than last lesson and, in so doing, we will look into the place of feelings in our lives. We will also be reminded of the biblical hope that is available in every situation of life."

2. Read the purposes of **LESSON 6: BIBLICAL BASIS FOR CHANGE** (*Self-Confrontation*, Lesson 6, Page 1 — *Page 96 at the top*).

0:20

GOD'S TRUTH ABOUT PROBLEMS 15 minutes

1. Merely refer to *Principles 15-19* **BIBLICAL PRINCIPLES: BIBLICAL BASIS FOR CHANGE** (*Self-Confrontation*, Lesson 6, Pages 2-3 — *Pages 97-98 at the top*) by stating that these principles address understanding of our problems at the three levels.

TRANSITION STATEMENT: "Pages 4-5 — Pages 99-100 at the top expand the teaching on Principles 15-19; therefore, rather than reading the principles, we will cover their content as we discuss the three levels of problems. Let's turn to Page 4 — Page 99 at the top."

2. Teach **THREE LEVELS OF PROBLEMS** (*Self-Confrontation*, Lesson 6, Pages 4-5 — *Pages 99-100 at the top*). Explain that understanding God's truth about problems at these three levels is the first of four elements for facing, dealing with, and enduring problems biblically. Then explain each of the problem levels.

a. Explain the contents of I. **Feeling level**.

(1) Read Paragraphs A.-B. Then, state:

"In summary, how a person feels is not a reliable indication of the condition of a person's heart. Unpleasant feelings could be the result of an illness, such as the flu. A chemical or hormonal imbalance could cause feelings of gloom even though there may be nothing wrong at the heart level.

"Feelings are involuntary. They are caused indirectly, not directly. Feelings are not willed into being. They are indicators, not instigators. Feelings, in and of themselves, are not sin."

(2) Read Paragraph C. Then, state:

"Because most feelings are involuntary responses to a person's thoughts, speech, or actions that arise in the context of the circumstances of life, feelings may provide clues that a person is sinning. Therefore, feelings should not be ignored. Consider the following illustration."

HELPFUL ILLUSTRATION: "A good way to understand feelings is to compare them to the oil warning light in a car. The purpose of the warning light is to communicate that there is something wrong under the hood (bonnet). When one is driving along on the highway and the oil light switches to on, one or more things may be wrong (e.g., insufficient oil, defective oil pump, malfunctioning warning light, etc.). For all of the situations, the light is a signal that the driver needs to examine the automobile and determine the real problem and, as necessary, take corrective action. If the driver ignores or punches out the warning light because it is a nuisance, he may soon find himself sitting behind the wheel of a vehicle that will not work.

"In the same way, if you ignore or soothe your feelings and do not correct the underlying problem, you may have more serious problems later. You may actually be putting a salve on a guilty conscience that is being pricked by the Holy Spirit."

b. Introduce II. **Doing level** by pointing out that deeds, not feelings, are the primary *observable* indicators of the inner person. Then, review *Matthew 15:18-19*. Then state:

"Notice in the chart that the deeds (saying unkind words and being critical) are indicators of the heart problem of arrogance."

c. In III. **Heart level**

(1) Read Paragraphs A., and B., emphasizing that God knows people at the heart level — where the real person resides — but He deals with us at the doing level (thoughts, speech, and actions) comes from the heart.

(2) Read Paragraph D. and ask a student to read *Luke 5:22*. Then state:

"We see here that Jesus mentioned reasoning as being in the heart. So even though only God knows our hearts fully as the Scriptures state in *Jeremiah 17:9-10*, the mind is closely associated with the heart. This should encourage us to evaluate our thought life carefully. We are told in *II Corinthians 10:5* to take every thought captive to the obedience of Christ."

0:35

- d. Point out that all three levels of an individual's problem are important to analyze because they are interrelated: the basic heart attitude leads to deeds (thoughts, speech, and actions) and sometimes directly to feelings. Deeds, in turn, reveal to an individual and often to others the spiritual condition of the heart. Stress that while all three levels are important to evaluate, only God knows the heart fully, and feelings are spontaneous. Therefore, the Scripture urges believers to concentrate on doing the Word (the doing level). This is in sharp contrast to the world's emphasis on "fixing" the feelings.

TRANSITION STATEMENT: "This brings us to the second element of how to face, deal with, and endure every problem of life: biblical hope. Let's turn to Page 6 — Page 101 at the top."

BIBLICAL HOPE 25 minutes

1. Introduce the subject of hope by reading the contents of the box at the top of Page 6 — Page 101 at the top under **BIBLICAL HOPE (Self-Confrontation, Lesson 6, Pages 6-7 — Pages 101-102 at the top)**. Emphasize that hope is more than a wish and that no believer can legitimately say he has no hope. Ask the students to read Pages 6-7 — Pages 101-102 at the top on their own.

TRANSITION STATEMENT: "For an explanation of biblical hope, let's turn to the biblical principles on Page 3 — Page 97 at the top."

2. Explain each of *Principles 20-26, BIBLICAL PRINCIPLES: BIBLICAL BASIS FOR CHANGE (Self-Confrontation, Lesson 6, Page 3 — Page 98 at the top)* individually and thoroughly (you will need at least 50 minutes for this portion). Emphasize the following points and Scriptures:
 - a. In *Principle 20*, read the statement and then ask the question,

"How can it possibly bring hope to point out that a person with a life-dominating problem, such as drunkenness, is committing sin? The answer is quite simple. A drunkard can be totally freed from slavery to alcohol after he becomes a believer.

"This is in sharp contrast with the world's approach to alcohol abuse. The world calls one who is controlled by alcohol an alcoholic. This implies that he has a disease. Viewing the problem as a disease does not offer much hope because all you can do then is to cope with, which means to learn to live with, the problem of alcohol. Relieving the symptoms of drunkenness, anger, depression, etc. without dealing with sin is shallow and would, at most, only provide artificial and temporary comfort. This does not produce biblical hope.

"Let us look at *Romans 6:6-7, 18*. Note in the passage that no sinner is beyond the reach of God even though he may have been controlled by sin for many years. He can stop his drinking immediately and completely by God's power. This brings tremendous hope to someone who has been a drunkard for years and has tried many times to break his bondage to alcohol.

"Keep in mind that dealing with sin in a person's life is of first importance because sin affects his relationship with God. When sin is confessed and repentance takes place, the deeper problem of the heart is dealt with and biblical hope is immediate."

- b. In *Principle 21*, highlight *I Corinthians 10:13*.

HELPFUL ILLUSTRATION: "In the late 19th century, merchants, because of their greed for wealth, would send ships to collect cargo and treasure as empty as they could and, on the return trip, would direct the captains to load the ships as much as they could. On the first leg of the journey ships would be so light (with no load) that they would be tossed to and fro in storms and would founder. On the return, the ships would be so full that they sank in turbulent seas, riding too low in the water. As a result, Samuel Plimsoll, a member of the British Parliament, initiated a bill to require all ships to have a horizontal line painted on their hulls to show the ideal weight with which they should be loaded for safety. The bill became law, and even today, this line is still painted on ships. This 'ideal weight' line is known as the 'Plimsoll line.'

"In the same way, God places His own 'ideal load' line on every believer. Although a believer can be heavily burdened, God knows how much weight (trials) each one needs and can face; and no believer will ever be overcome by any 'weight' of life that will cause him to sink spiritually. God will never allow anything into a believer's life that will cause him to fall to temptation and sin."

"While this verse provides great hope, it also presents a warning. If a person does give in to a temptation, he cannot blame anything or anyone else."

Also, point out that the escape is from sin, not necessarily from the situation. Thus, when you as a believer sin, it is not because circumstances are too much for you to bear. Instead you sin because you choose to do so.

- c. In *Principle 22*, highlight *Hebrews 4:15-16*. Emphasize that Jesus is sympathetic (i.e., He understands and actively works in our lives). Mention to the students that God's help is provided at the time of need (literally, "at the exact time").

HELPFUL ILLUSTRATION: "For the believer, grace is promised at the time of need. Like a lifetime travel ticket, it is always available but applicable only when it is needed."

1:00

BREAK 10 minutes

1:10

Review what was covered before the break as follows:

"So far, we have covered the first element for how to face, deal with, and endure the problems of life. What is the first element?" (*Answer: Understanding the problem from God's view.*) "Remember that we deal with problems at three levels: the heart level, the doing level, and at the feeling level. We cannot will our feelings into existence, and we cannot see our heart fully; therefore our primary responsibility is to concentrate on the doing level.

"Just before the break, we began to discuss the second element for how to face, deal with, and endure problems. What is the second element?" (*Answer: Biblical Hope.*) "Let us continue by going to *Principle 23*."

BIBLICAL HOPE (continued) 45 minutes

d. When explaining *Principle 23*:

- (1) Highlight **James 1:2-4** with emphasis on understanding that every trial is an *opportunity* to become more mature. Trials are not obstacles to spiritual growth when you respond to them in a biblical manner. Refer to the “Plimsoll line” again and point out that God allows just enough trials to encourage maximum growth, neither too few nor too many.

Emphasize that the word “joy” in this passage is not dependent on feelings. It indicates an inner contentment and satisfaction that comes from God, independent of circumstances. A good example is found in **Hebrews 12:2** where the joy set before Jesus was sitting down at the right hand of His Father. In other words, as Jesus was going through His most difficult trial (the crucifixion and separation from His Father), His focus was on the end result — that He would be back with His Father. *He did not enjoy going to the cross, but He had joy in what was set before Him.*

At this point, mention to the students that the word, “joy,” is only one of many biblical words that the world has redefined. Other examples are the words, “heart,” “hope,” and “peace.”

- (2) Highlight **Romans 8:28-29** and stress that God works all things together for good in your life. Then, point out that many people have the wrong idea of what is good. They may think that “good” means circumstances and relationships work out according to the way they want. In **Romans 8:29**, God identifies that the good is to be conformed to the image of His Son, Jesus Christ. God actively works out His plan and always does what is good for us even if He must discipline us in the process.
- (3) Highlight **Genesis 50:20** and point out that even when man seeks to harm others, God uses the situation for good. As appropriate and if time permits, remind students of Joseph’s trials and victories.

e. When explaining *Principle 24*:

- (1) Read **Psalms 119:165** and explain that you lose peace and joy when you depend on some aspect of creation and not the Creator or His Word.
- (2) Read **John 14:27** and ask, “**When does the world give you peace? When everything is comfortable for you.**” Also, read **John 16:33** and note that we will have tribulation in the world, but we can have peace anyway. Then, give the following illustration.

HELPFUL ILLUSTRATION: “An artist once won a contest with a painting entitled, ‘Peace,’ but most of the painting depicted a violent storm at sea. However, in the center of the stormy picture, in a small opening of a rock, was a little bird fast asleep.

“Anyone can have peace when everything is tranquil or progressing as he desires, but Jesus gives peace in the middle of the storm (**John 16:33**).”

- (3) Read **John 15:11** and explain that God intends for his children to have joy on a continuing basis. Then, point out that the believer’s joy comes from his relationship with Jesus Christ and is found in keeping God’s commandments as it says in **John 15:10**, not on circumstances.
- (4) Merely refer to **BIBLICAL BASIS FOR PEACE AND JOY (Self-Confrontation, Lesson 6, Pages 8-10 — Pages 103-105 at the top)** and ask the students to read the contents later during their study time.

f. In *Principle 25*, using *Ezekiel 18:1-20*, explain the following:

- (1) In *verses 2-4*, we see that fathers cannot cause their children to sin. This is contrary to much of today's teaching in which parents are blamed for their children's sinful behavior.
- (2) State:

"To emphasize this point, God describes a righteous man in *verses 5-9* who has a violent son, as we see in *verses 10-13*. Then we see in *verses 14-17* that this violent son, in turn, has a son who observes all the evil acts that his father has done and yet rejects his behavior, and lives a very righteous life."

- (3) Then, summarize by reading *verse 20* and state that we need not have false guilt for someone else's sin.
- (4) Then ask rhetorically and answer the following question: **"What about the Scripture that says the sins of the father will be visited on the children to the third and fourth generation?"** To explain this, point out that God's Law clearly placed the blame for an individual's sins on himself only (*Deuteronomy 24:16*), but that physical consequences of an individual's sins are often experienced by others closely related to the offender (*Deuteronomy 5:9*). For example, a baby may be born with a disease such as AIDS or with an addiction to cocaine as a consequence of the mother's sins, but that child's spiritual state is independent from these physical consequences.

Then state:

"You may be wondering why God allows sinners to physically harm innocent people. If someone were to aim a pistol directly at me and pull the trigger, God would not necessarily stop the bullet in midair just because I am innocent. You see, God allows us to make choices either to obey or disobey Him. If He did not allow us to choose, we would merely be robots and incapable of love since love is a choice.

"But the wonderful truth is that, while God allows us to be harmed physically, He will never allow anything or anyone to affect our spiritual condition, and our spiritual condition is far more important than our physical condition. God sovereignly protects us from spiritual harm."

- g. In *Principle 26*, highlight *I John 1:9* and emphasize that even when a person fails miserably he can start afresh.

1:55

CONCLUSION 5 minutes

1. Summarize the lesson by reading quickly **IV. Characteristics of those who exhibit biblical hope in their daily walk in BIBLICAL HOPE** (*Self-Confrontation*, Lesson 6, Page 7 — *Page 102 at the top*).
2. Review the homework assignment.
 - a. Remind students to answer Items 11-13 of the exam in *Self-Confrontation*, Lesson 23, if they desire to take further biblical counseling training using BCF material.
 - b. Mention that copies of the **BIBLE STUDY AND APPLICATION FORMAT** are available for the students.
3. Preview the next lesson. You may want to say the following:

SUGGESTED PREVIEW OF NEXT LESSON: "The next lesson describes the process of change. This is often called progressive sanctification. We will learn that this is the process of putting off old sinful practices, renewing the mind, and putting on new righteous practices which continue for a believer's entire life."

CLOSE IN PRAYER

2:00

Lesson 7 Plan

BIBLICAL STRUCTURE FOR CHANGE

✓ Relationship to other lessons

Lessons 6-8 describe the four elements of how to face, deal with, and endure problems biblically: (1) understanding God's truth about the problem, (2) biblical hope, (3) biblical change, and (4) biblical practice (doing the Word). These four elements form the structure upon which the remaining lessons are built. This lesson covers the third element: biblical change.

✓ Overview of this lesson

This lesson explains the process of change, often called progressive sanctification, which is fundamental to spiritual maturity. As an introduction, note the term "walk" (or "live") in *Ephesians 4:1* and *17*. In Chapters 1-3 of *Ephesians*, Paul describes what is true of us and available to us in Christ. In Chapters 4-6, he explains how we are to walk (or live) in light of Chapters 1-3.

Vital truths you should explain thoroughly:

- While the old self is put off and the new self is put on at salvation, biblical change, which includes renewing the mind, is a process that continues for a believer's lifetime (see *Colossians 3:9-10*);
- Lasting change takes self-control, discipline, and work because it involves putting off the practices (old habit patterns) of the old self and putting on the practices (new habit patterns) of the new self; and
- Renewing the mind is a process that God performs as a believer lives an obedient life.

It is important that you emphasize the necessity of developing biblical "habit patterns." You should also explain the dynamics of changing habits.

✓ Special notes for this lesson

As appropriate and as time permits, whenever a box appears at the top of the page in the *Self-Confrontation* manual, read (or have a student read) the contents aloud as an introduction to that section.

Do not try to cover the material in detail — you will not have time. The lesson contains a wealth of material (more than you can teach in detail during the allotted time), so it is important to focus your instruction on the key teaching points.

Do not try to discuss all the Scripture references in the lesson — you will not have time. Key Scripture references are in **bold** letters; they should be read in class and discussed.

✓ Prayer and study

- ☐ Pray for wisdom as you prepare and teach; pray for a profitable and meaningful lesson for you and your students.
- ☐ Read *Self-Confrontation*, Lesson 7.
- ☐ Study **BIBLICAL PRINCIPLES: BIBLICAL STRUCTURE FOR CHANGE** (*Self-Confrontation*, Lesson 7, Page 2 — Page 111 *at the top*). Become familiar with every verse.

- ☐ Study the lesson plan that follows.



Preparing the materials

- ☐ After studying the following lesson plan, prepare to instruct by writing the appropriate teaching notes from this instructor's guide in your copy of the *Self-Confrontation* manual. Photocopy appropriate pages of this guide.
- ☐ Make copies of the **BIBLE STUDY AND APPLICATION FORMAT** (*Self-Confrontation*, Supplement 3, Page 1 — *Page 437 at the top*) for all the students.

Cumulative
Time
0:00



Lesson Plan

ORIENTATION 10 minutes

1. Welcome the students.
2. Review memory verses. Have the students pair off to recite *Romans 8:28-29*, the assigned memory verses.
3. Ask if there are questions about homework from the previous lesson.
4. Open in prayer.

0:10

INTRODUCTION TO THE LESSON 10 minutes

1. Introduce the lesson with the following statements:

"Remember that in Lessons 6-8, we are discussing the four elements of how to face, deal with, and endure problems biblically: (1) understanding God's truth about the problem, (2) biblical hope, (3) biblical change, and (4) biblical practice (doing the Word). This lesson covers the third element — the process of biblical change — which is fundamental to spiritual maturity. This process of change is sometimes called progressive sanctification.

"The Lord doesn't save us only to let us fend for ourselves spiritually and leave us to change into the likeness of Christ on our own. Let us look at *Philippians 1:6*. Notice that God tells us He will complete the work He began in us.

"Imagine what it would be like for a mother to give birth to her child and then say to the child, 'I've done my part — I've spent nine months carrying you and giving birth, so now you are on your own. Your diapers (in some countries, napkins, nappies) are over there on the shelf. Your milk is in the refrigerator (or icebox, or cooler, as appropriate). Your clothes and blankets are in the closet (or wardrobe, or storage chest, as appropriate). I have provided all you need; however, if you have any problems, do not hesitate to ask me for wisdom any time.' Now, doesn't that sound ridiculous? Yet, many churches do not follow through in nurturing and caring for new believers.

"Loving parents are intimately involved in caring for and bringing up their children. You can expect much more from your loving Father in Heaven, who will not leave you on the 'delivery table.' Not only does He save you, He nurtures you and trains you throughout your life on this earth.

"Much of Scripture is about spiritual growth or change. Let's look at an example. Turn to the Book of *Ephesians*. The first half of the book, Chapters 1-3, describes all that is true of us and available to us in Christ. In light of that, we are told how we are to walk (or live) in Chapters 4-6. Notice the term *walk* (or *live*) in *Ephesians 4:1* and *17*" (Read both verses). "This is what we're going to talk about in Lesson 7."

2. Read the purposes of **LESSON 7: BIBLICAL STRUCTURE FOR CHANGE** (*Self-Confrontation*, Lesson 7, Page 1 — *Page 110 at the top*).

0:20

THE PROCESS 40 minutes

1. Read, without comment, *Principle 27, BIBLICAL PRINCIPLES: BIBLICAL STRUCTURE FOR CHANGE (Self-Confrontation, Lesson 7, Page 2 — Page 111 at the top).*

TRANSITION STATEMENT: "To see how biblical change is a process, let's turn to Page 3 — Page 112 at the top."

2. Explain I. "Put-offs" and "put-ons," **BIBLICAL CHANGE IS A PROCESS** (*Self-Confrontation, Lesson 7, Pages 3-4 — Pages 112-113 at the top*). This is the heart of the lesson, so spend most of your time on this section.
 - a. Under Paragraph A.:
 - (1) Read *Ephesians 4:22-24*. Then state:

"While the new self has been put on at salvation, the old manner of life must be decisively put off and the righteous practices of the new self must be put on. This is a process that continues in the believer's life until death."

- (2) Then explain the "put-offs" and "put-ons" in *Ephesians 4:25-32*.

REMINDER TO INSTRUCTOR: *Even though the verses are shown on Page 3, instruct using the Bible itself.*

Have the students identify "put-offs" and "put-ons" as you progress through the passage. Point out in each case that lasting change doesn't take place merely by putting off — both "put-ons" and "put-offs" must be practiced simultaneously. You may want to ask the following questions to help the students understand clearly.

In *Ephesians 4:25*, "How is it possible for someone to put off lying and never put on speaking the truth?" Answer: "Just stop speaking. You see, putting off falsehood does not necessarily mean that a change of the heart has taken place."

In *Ephesians 4:28*, "If a robber has stopped robbing after stealing a million dollars, does that mean that he is no longer a robber?" Answer: "No, he may just be busy spending the money that he has stolen. To completely change, he must earn money by working for it and then share with those in need. Then, he has become a giver rather than a taker."

In *Ephesians 4:29*, "What is the 'put-off' and the 'put-on?'" Answer: "The 'put-off' is using tearing down words and the 'put-on' is using building up words that are timely and gracious."

In *Ephesians 4:31-32*, "What is the 'put-off' and the 'put-on?'" Answer: "The 'put-offs' are bitterness, wrath, anger, clamor, slander, and malice; and the 'put-ons' are kindness, tenderheartedness, and forgiveness."

- (3) Emphasize that for each "put-off" in the Bible, there is usually a "put-on" and often it is in the same passage. You must be careful not to try to match "put-offs" and "put-ons" from unrelated passages.

Emphasize to the students that they will discover many "put-offs" and "put-ons" in the Scripture. Suggest that it would be helpful if above each Scripture portion that lists a "put-off" they would write a minus (-) symbol and above each portion that lists a "put-on," they would write a plus (+) symbol.

- (4) Also, note that most of our failures to change old patterns are due to focusing on the “put-off” without practicing a biblical “put-on.”
- (5) Then warn the students about some dangers as follows:

“Failure to accomplish lasting, biblical change may be the result of several errors in application of ‘put-ons’ and ‘put-offs.’

“First, superficial change. A person may attempt to change superficially by selecting a convenient or easy solution. For example, he may buy flowers for his wife instead of asking forgiveness for sinning against her; or he may take pills to make him feel better without following the biblical mandate related to his problem.

“Second, a ‘put-off,’ but no corresponding ‘put-on.’ Read *Ephesians 5:18*. A person may recognize that he should not get drunk and should not allow himself to be controlled by alcohol. However, to concentrate merely on quitting the consumption of alcohol without taking corresponding steps of placing one’s self under the control of the Holy Spirit in everyday life only deals with the symptom. It doesn’t deal with the cause, which is a lack of whole-hearted obedience to the Lord.

“Third, a ‘put-on,’ but no ‘put-off.’ A person may attempt to put on a righteous practice while maintaining the basic pattern of his old life. For example, let’s look at *Mark 2:21-22*. Note that Jesus warns against trying to put a new patch on an old garment.

“Fourth, some believers justify not dealing with past sinful practices that affect their present lives or the lives of others by misusing the phrase ‘forgetting what lies behind’ in *Philippians 3:13*. Instead, the context of *Philippians 3* is having no confidence in past accomplishments and paying primary attention to the upward call in Christ Jesus. In reference to past sins, you must deal with any unresolved sin. Remember, you do not eliminate a garbage heap by sprinkling perfume on it. Adding perfume only counters the odor for awhile; the basic problem remains. You must get rid of the garbage.”

- b. Under Paragraph B., point out that sins of omission, i.e., not putting on (*James 4:17*), are often overlooked. Yet sins of omission are just as serious as sins of commission. *Only refer to the examples in Points 1-5; do not read them.*

1:00

BREAK 10 minutes

1:10

Review what was covered before the break as follows:

“We have seen so far that God changes believers into the image of Christ on a continuing basis during our lives on earth; however, it is the responsibility of the believer to put off the old sinful practices and put on the new practices of righteousness. God provides us the power to change our practices; however, He does not promise that changing our ways would be easy.

“Let us see what is required for lasting biblical change.”

THE PROCESS (CONTINUED) 10 minutes

3. Read the contents of II. **Prayer and action** and then summarize I. **“Put-offs”** and **“put-ons”** and II. **Prayer and action** by saying:

"Lasting change takes self-control, discipline, work, and time because it involves putting off the practices (habit patterns) of the old self, which are corrupted, and putting on the practices (habit patterns) of the new self, which have been created in righteousness and holiness of the truth.

"God created us with the ability to develop habits (practices) in order to carry on our lives effectively. If it were not for habit, we would never get to work, because we would be too busy making (first-time) decisions every morning about how to get dressed and how to eat breakfast, etc. Habits allow us to accomplish many routine responsibilities with little deliberation so that we can focus our attention on new matters in life.

"Biblical change is difficult (at times, 'major surgery' must be performed in your life). Initially, changing from one practice to another may feel unnatural or strange. For example, riding a bicycle seems unnatural when you are first learning. However, after a while it becomes more and more a familiar practice (habit) of your life with fewer and fewer failures. Once a new habit is formed, it becomes easier to make progress in your spiritual walk. Let me illustrate:"

HELPFUL ILLUSTRATIONS:

"If you are sawing a piece of wood and mistakenly start a groove a quarter inch or a few millimeters off the mark, it is very difficult to start a new groove in the correct place. To insure that you cut exactly where you want, you must hold the hand-saw very carefully with your thumb against the mark as a guide, then align the saw on the mark next to your thumb, and finally move the saw back and forth slowly at the new place on the wood. Only after several strokes can you lift your thumb and speed up your sawing. After the groove is fairly deep, you hardly have to deliberate about what you are doing.

"Also, compare learning how to walk physically with beginning to walk spiritually. Learning to walk may involve a number of failures initially, but the key to learning to walk well is getting up each time you fall. In the same way, changing any unbiblical practice (habit) requires continued work. At first, you must be very careful and deliberate."

4. Summarize III. Failure and confession.

TRANSITION STATEMENT: "If you refuse to change biblically, you will become worse, and the effects can be very damaging. Let's go to Page 5 — Page 114 at the top, to see how this can happen."

5. Summarize **THE EFFECTS OF UNBIBLICAL THOUGHTS, SPEECH, AND ACTIONS** (*Self-Confrontation*, Lesson 7, Page 5 — Page 114 at the top). Do not read the contents of each box. Point out:

"While unbiblical deeds (thoughts, speech, and actions) often lead to physical problems, there are other causes for these same physical problems. So you should not assume that the reason behind someone's ulcers is sin."

TRANSITION STATEMENT: "Let's look now at what is involved in putting off sinful habits by turning to Principle 28, Page 2 — Page 111 at the top."

1:20

THE "PUT-OFFS" 10 minutes

Teach *Principle 28, BIBLICAL PRINCIPLES: BIBLICAL STRUCTURE FOR CHANGE (Self-Confrontation, Lesson 7, Page 2 — Page 111 at the top).*

1. Emphasize the need to identify those areas in your life that God requires you to change, rather than those you feel like changing. When you seek to change some area of your life according to your own perceptions, you often focus on something that seems easy to do or that appeals to pride.
2. Emphasize that after you identify the sin, it must be dealt with quickly or it will become worse. Note *II Timothy 2:22a* which says that you are to flee youthful lusts. Fleeing is a term that indicates urgent flight from something that is dangerous. God tells us in *Genesis 4:7* that sin is crouching at the door. The implication is that, if given a chance, it will attempt to master you. It is dangerous to hesitate when temptation comes.

1:30

TRANSITION STATEMENT: "Note also that *II Timothy 2:22* includes the 'put-on' (the pursuit of righteousness, faith, love, and peace with fervent, committed believers) which leads us to *Principle 29*."

THE "PUT-ONS" 10 minutes

Explain *Principle 29, BIBLICAL PRINCIPLES: BIBLICAL STRUCTURE FOR CHANGE (Self-Confrontation, Lesson 7, Page 2 — Page 111 at the top).* State:

"This principle deals with putting on righteous deeds (thoughts, words, and actions). Concentrating on the 'put-on' will often make the 'put-off' much easier to master. Let's take a look at *Galatians 5:16*. Notice where the emphasis is. If you walk by the Spirit; in other words put on living by the Holy Spirit, you will put off the flesh. When you focus your attention on the 'put-on,' your mind is not easily distracted to do wrong. When you focus your attention only on the 'put-off,' the temptation to do wrong is always before you."

Illustrate this point as follows:

HELPFUL EXERCISE: Ask all the students to close their eyes. Then state: "Think of a huge lion crouched on a rock just above you and ready to pounce on you." Pause. "Do you have the picture of the lion ready to pounce on you? Now, concentrate on the lion until I count to three. Then, as quickly as possible stop thinking of the huge lion. One ... two ... three. Work as hard as you can to stop thinking of the lion." In this exercise you have repeated the term "lion" several times to emphasize that focus on the "put-off" makes it harder, not easier, to change.

Pause. "Open your eyes. How many of you were able to get rid of the lion?" Ask students who raised their hands (if any) how they were able to stop thinking of the lion. Most will indicate they thought of something else.

Tell the students, "The easiest way to get rid of the lion is to focus on thinking of something else, like a dove. In the same way, placing your focus on 'put-ons' makes it easier to accomplish 'put-offs' as well."

"Isn't it interesting that the world's focus is just the opposite. Most worldly therapies focus on the 'put off.' And the reason that we often fail to change in a permanent way is that we focus on the 'put-offs' to the exclusion of the 'put-ons.'"

1:40

TRANSITION STATEMENT: "As you put off the old practices of sin and put on the new practices of righteousness, God renews your mind. This is explained on Page 6 — Page 115 at the top."

RENEWING YOUR MIND 10 minutes

Explain the contents of **RENEWING YOUR MIND** (*Self-Confrontation*, Lesson 7, Pages 6-7 — Pages 115-116 at the top).

1. In **I. The renewal of your mind with regard to your growth in Christ**, highlight *Colossians 3:9-10* and explain the process of renewing your mind. Emphasize that God the Holy Spirit sovereignly renews our minds continuously as we obey Him. Refer to *II Corinthians 4:16* to show that the Lord is renewing the inner man day by day. Then state:

TRANSITION STATEMENT: "This does not mean that we should sit back and not work on thinking biblically. It is *our* responsibility to develop biblical ways of thinking, speaking, and acting as the Holy Spirit renews our minds."

2. Teach **II. The renewal of your mind with regard to your personal responsibilities**. In point A., emphasize *II Corinthians 10:5*. Then, state that we are responsible for disciplining our thought lives and learning God's Word. Highlight Paragraph B. and read the first three words of each subparagraph.
3. Skip **III. The renewal of your mind within the process of your biblical change**. Encourage the students to read this portion during their study time.

1:50

CONCLUSION 10 minutes

1. Briefly summarize key points for "put-offs" and "put-ons."
 - a. "Put-offs" and "put-ons" must be biblical.
 - b. Wherever there is a "put-off" in the Scriptures, usually, but not always, a corresponding "put-on" will be present in the same passage.
 - c. Some biblical "put-ons" exist without corresponding "put-offs."
 - d. Placing emphasis on the "put-on" will often make the "put-off" easier.
2. Review the homework assignment.
 - a. Remind the students to complete Item 14 of the exam in *Self-Confrontation*, Lesson 23, if they desire to take the class in preparation for further biblical counseling training using BCF material.
 - b. Mention that copies of the **BIBLE STUDY AND APPLICATION FORMAT** are available.
3. Preview the next lesson. You may want to say the following:

SUGGESTED PREVIEW OF NEXT LESSON: "The next lesson completes coverage of the four elements of how to face, deal with, and endure problems biblically. It covers the fourth element: biblical practice. It includes the **VICTORY OVER FAILURES WORKSHEET** which is an excellent tool for implementing change into your life in a thorough and organized way. Also covered are the very important subjects of discipline, tests, and temptations."

CLOSE IN PRAYER

2:00

Lesson 8 Plan

BIBLICAL PRACTICE ACHIEVES LASTING CHANGE

✓ Relationship to other lessons

This lesson completes the teaching on the four elements of facing, dealing with, and enduring problems biblically: (1) understanding God's truth about the problem, (2) biblical hope, (3) biblical change, and (4) biblical practice (doing the Word). In it you will teach the fourth element: biblical practice (doing the Word).

Also, you will be laying the foundation for completing the **VICTORY OVER FAILURES WORKSHEET** (*Self-Confrontation*, Supplement 8 and this *Guide*, Appendix 2). This supplement is referred to in all of the "OVERCOMING" plans found in seven of the remaining lessons and will be important to the completion of homework assignments.

✓ Overview of this lesson

You will be covering three main topics:

- The purposes of trials in life (you will need to present the difference between tests, which are used by God to encourage us to grow spiritually, and temptations, which are used by Satan to entice us to sin);
- The need for disciplined practice; and
- The **VICTORY OVER FAILURES WORKSHEET** (*Self-Confrontation*, Supplement 8 and this *Guide*, Appendix 2), and **GUIDELINES: VICTORY OVER FAILURES WORKSHEET** (*Self-Confrontation*, Supplement 7 and this *Guide*, Appendix 3).

✓ Special notes for this lesson

As appropriate and as time permits, whenever a box appears at the top of the page in the *Self-Confrontation* manual, read (or have a student read) the contents aloud as an introduction to that section.

Do not try to cover the material in detail — you will not have time. The lesson contains a wealth of material (more than you can teach in detail during the allotted time), so it is important to focus your instruction on the key teaching points.

Do not try to discuss all the Scripture references in the lesson — you will not have time. Key Scripture references are written in **bold** letters; they should be read in class and discussed.

✓ Prayer and study

- ☐ Pray for wisdom as you prepare and teach; pray for a profitable and meaningful lesson for you and your students.
- ☐ Read *Self-Confrontation*, Lesson 8 and Supplements 7-8.
- ☐ Study **BIBLICAL PRINCIPLES: BIBLICAL PRACTICE ACHIEVES LASTING CHANGE** (*Self-Confrontation*, Lesson 8, Page 2 — Page 123 at the top). Become familiar with every verse.
- ☐ Study the lesson plan that follows.



Preparing the materials

- ☐ After studying the following lesson plan, prepare to instruct by writing the appropriate teaching notes from this instructor's guide in your copy of the *Self-Confrontation* manual. Photocopy appropriate pages of this guide.
- ☐ In your Bible, mark every Scripture reference you will be discussing in class as follows:
 - Above each Scripture portion that lists a "put-off," write a minus (-) symbol to remind you to point out "put-offs" to those you instruct.
 - Above each Scripture portion that lists a "put-on," write a plus (+) symbol to remind you to point out "put-ons" to those you instruct.
- ☐ Make copies of the **VICTORY OVER FAILURES WORKSHEET** (*this Guide*, Appendix 2, Page 221-222) and the **GUIDELINES: VICTORY OVER FAILURES WORKSHEET** (*this Guide*, Appendix 3, Pages 223-230) for the students.

Cumulative
Time
0:00



Lesson Plan

ORIENTATION 10 minutes

1. Welcome the students.
2. Review memory verses. Have the students pair off to recite *Ephesians 4:22-24*, the assigned memory verses.
3. Ask if there are questions about homework from the previous lesson.
4. Open in prayer.

0:10

INTRODUCTION TO THE LESSON 15 minutes

1. Introduce the lesson with the following statements:

"Remember that in Lessons 6-8, we are studying the four elements of facing, dealing with, and enduring problems biblically: (1) understanding God's truth about the problem, (2) biblical hope, (3) biblical change, and (4) biblical practice (doing the Word). This lesson covers the fourth element: biblical practice (doing the Word). You can understand the problem, have hope, know how to change, but if you do not practice, the other three elements are of no use.

"Biblical practice is the element that makes the difference between just being a 'hearer of the Word' and being a 'doer of the Word.' Let's look at *Hebrews 5:12-14* which was taught in Lesson 2. Without the practice of God's Word, you have no discernment. You will not stay at the same place in your spiritual life. *James 1:22* tells us that you will be worse off because you will delude yourself. Notice you do it to yourself.

"This lesson will introduce the VICTORY OVER FAILURES WORKSHEET which will help you become a 'doer of the Word.' You will be using this tool throughout the remainder of the course to develop a specific plan for change in dealing with the particular problem that you selected in Lesson 5."

2. Read the purposes of **LESSON 8: BIBLICAL PRACTICE ACHIEVES LASTING CHANGE** (*Self-Confrontation*, Lesson 8, Page 1 — *Page 122 at the top*).

TRANSITION STATEMENT: "Let's look at the biblical principles on establishing biblical practice in our lives by turning to Page 2 — Page 123 at the top."

3. Teach *Principles 30-32* under **BIBLICAL PRINCIPLES: BIBLICAL PRACTICE ACHIEVES LASTING CHANGE** (*Self-Confrontation*, Lesson 8, Page 2 — *Page 123 at the top*).
 - a. Read the first sentence of *Principle 30* and ask the students to turn to *Revelation 2:4-5*. Introduce this passage by pointing out that it is to the church at Ephesus. Then, refer to *Revelation 2:2-3* and point out that this is the same church that received much powerful teaching from the Apostle Paul on their riches in Christ and the process of biblical change. Note that the Ephesian church seemed to be doing the Word but for the wrong reasons and, thus, all of their deeds were unacceptable. They started well but left their first love.

Show that in *verses 4-5*, Jesus not only showed what was wrong (leaving the first love for the Lord), He showed the Ephesian church how to return to that love. Note that part of returning is to *remember* from where fallen.

TRANSITION STATEMENT: "Continuing in the biblical practice of living God's way is addressed in *Principle 31*."

- b. Use *I Timothy 4:7-8* to explain *Principle 31*. Ask the students to identify the "put-off" and "put-on" in verse 7. Then ask:

"How does the 'put-off' of old wives tales relate to the 'put-on' of godly discipline?" (Pause) "In the day that the New Testament was written, the ones experienced in developing remedies for daily problems were the elderly women. These obviously contrasted with God's truth. Today is no different. Think about where the world tells you to find contentment. Man emphasizes that we should live according to our feelings while God tells us to be obedience-oriented which requires discipline."

TRANSITION STATEMENT: "Maturing in biblical practice requires steadfastness and perseverance."

- c. Read the first sentence of *Principle 32*. Then read *I Corinthians 15:58*.

TRANSITION STATEMENT: "In order to establish biblical change in your life, you must learn to recognize how trials can be either tests or temptations in your life. Let's go to Page 3 — Page 124 at the top to learn the biblical truth about tests and temptations."

0:25

TESTS AND TEMPTATIONS 15 minutes

Teach **BIBLICAL PERSPECTIVE ON TESTS AND TEMPTATIONS** (*Self-Confrontation*, Lesson 8, Pages 3-7 — *Pages 124-128 at the top*).

1. Explain **I. The difference between tests and temptations**. As an introduction, explain that there is much misunderstanding on this subject. *Tests come from God, temptations come from Satan and our flesh*.
 - a. Under Paragraph A., highlight *I Peter 1:6-7* and explain that the meaning of the New Testament word in this passage for test means to be proved, such as metals are tried by fire and thus are purified. The word "prove" does not mean to show to be true or false, but it means to show forth. The gold is there. The emphasis in this passage is to prove someone good and acceptable. Then read aloud *I Peter 4:12* and note that we should not be surprised when trials come. Then, give the following illustration:

HELPFUL ILLUSTRATION: "Years ago when Amy Carmichael was ministering in India as a missionary, she went to a goldsmith to find out how gold was purified so that she could understand how God 'tests' or 'proves' us. The goldsmith placed in the pot old jewelry, gold bars, and ore, which all seemed to have varying degrees of purity. She watched as the gold was being melted in a pot placed over an intense fire. As the material in the pot heated, smoke began to issue from the pot. The goldsmith explained that if she would look down into the pot, Amy Carmichael would notice scum floating on the surface. The scum, he explained, is called 'dross' and must be burned off. At one point, Amy asked

the goldsmith how he knew that the gold was purified. He answered that the gold would be pure when he could look down into it and see a perfect reflection of his face.

“In the same way, God tests or proves believers so that He can see the image of Christ in their lives.

“Remember, however, that the goldsmith is not finished with the gold, even when it has been purified. He then molds, forms, pounds, and etches the gold to make it into something useful and beautiful. God does not necessarily remove us from a circumstance, but while we are being purified, He continues His work in our lives to make us useful vessels for His service.”

- b. Under Paragraph B., read aloud *James 1:13-14*.
 - c. Under Paragraph C., emphasize that every circumstance is a test from God or can be used by our fleshly desires or Satan as a temptation to sin. So, in every difficulty, your choice is either to stand firm and grow in Christlikeness or to sin and suffer the consequences.
2. Merely highlight the first sentence of Paragraph B. under **II. God and tests**.
 3. In **III. Satan and temptations to self-gratification**, merely read *I John 2:16* and show how the three categories are illustrated in the temptation of Jesus in Paragraph B.3. **NOTE:** *Do not cover the other illustrations, but encourage the students to read them during their study time.*
 4. *Do not cover IV. Three levels of temptation. Encourage the students to read this section during their study time.*
 5. Use **V. Your tests and temptations (a review to give you hope)** as a summary.

0:40

TRANSITION STATEMENT: “Tests and temptations are opportunities to respond in a godly way, but we should not merely wait for trials in order to grow in the Lord. We need to investigate how to approach all of life, so let’s look at some **PRACTICAL STEPS FOR ACHIEVING BIBLICAL CHANGE**. Please turn to Page 8 — *Page 129 at the top*.”

PRACTICAL STEPS 15 minutes

1. Refer to **PRACTICAL STEPS FOR ACHIEVING BIBLICAL CHANGE** (*Self-Confrontation*, Lesson 8, Pages 8-10 — *Pages 129-131 at the top*). Explain that the steps for developing a plan for biblical change have been simplified since the *Self-Confrontation* manual was published in 1991. These steps are explained in the new **GUIDELINES: VICTORY OVER FAILURES WORKSHEET** (this *Guide*, Appendix 3 — *Pages 223-230 at the top*):
2. Distribute to each student a copy of the **VICTORY OVER FAILURES WORKSHEET** and the new **GUIDELINES: VICTORY OVER FAILURES WORKSHEET** that you have reproduced from Appendices 2 and 3 of this *Guide*. Note that these will replace Supplements 7 and 8 in the next edition of the *Self-Confrontation* manual.
 - a. First, provide an overview merely by reading the headings of each column of the **VOFW** at Appendix 2.
 - b. Using the **GUIDELINES: VICTORY OVER FAILURES WORKSHEET** at Appendix 3 of this *Guide*:
 - (1) Explain the purposes under **I. Purposes** ... and point out how the first three purposes relate to the four columns of the **VOFW**.

- (2) Merely note that sections **II. Perspective ...** and **III. Procedures ...** are from Lessons 5 and 6 and suggest that they review them later during their study time.
- (3) Explain **IV. Procedures for biblical change using the VICTORY OVER FAILURES WORKSHEET**. Then, give a short explanation of what should be written in each column. *You do not have time to cover in detail.*
 - (a) When explaining column 1, state:

"This column is simply a list of your failures or logs. It is important that each failure be very specific in terms of thoughts, speech, and actions. Also, it is important that you do not place blame on anyone or anything else. For example, you might say, 'I slammed the door in my spouse's face.' You should not say, 'I slammed the door in my spouse's face because she yelled at me.'"

Then state, **"Sometimes, it may be difficult whether some activity is sinful, especially in areas that are "supposedly" questionable. If there is any question, it is helpful study the questions listed in Subparagraphs a. through f. at the top of Self-Confrontation, Lesson 8, Page 9 — Page 130 at the top.**

Then read and explain the questions.

1. Use *I Corinthians 6:12* to explain Subparagraphs a. and b.
2. Use *Matthew 18:8-9* to explain Subparagraph c.
3. Use *I Corinthians 8:9* to explain Subparagraph d.
4. Use *I Corinthians 10:23-24* to explain Subparagraph e.
5. Use *I Corinthians 10:31* to explain Subparagraph f.

- (b) When explaining columns 2 and 3, state:

"These columns are for 'put-offs' and 'put-ons.' The 'put-off' is the biblical name given to the failure in column 1. In column 2, you should place the biblical term and the scriptural reference. For example, if you had written in column 1, 'I slammed the door in my spouse's face,' an appropriate entry in column 2 would be from *Ephesians 4:31*, 'anger, with bitterness, wrath, clamor, and malice.' You would then write the reference '*Ephesians 4:31*.'

"In column 3, you would write, 'kindness, tenderheartedness, and forgiveness' followed by '*Ephesians 4:32*.'"

0:55

TRANSITION STATEMENT: "After the break we'll see how to develop a plan to change in a biblical way."

BREAK 10 minutes

1:05

Review what was covered before the break as follows:

"Before the break, we came to understand that lasting biblical change resulted from disciplined, steadfast, persevering practice. We realize that every circumstance is a test from God or can be used by our fleshly desires or Satan as a temptation to sin. So, in every difficulty, your choice is either to stand firm and grow in Christlikeness or to sin and suffer the consequences.

"Now let us continue with the VICTORY OVER FAILURES WORKSHEET to see how to develop a plan to change in a biblical way."

PRACTICAL STEPS CONTINUED 45 minutes

- (c) When explaining 5. **Complete column 4**, read the initial paragraph; then:
 - 1. Explain all of **a. Develop a “daily practices plan.”**
 - 2. Teach briefly **b. Develop an “overcoming temptations plan.”**
- (d) Teach briefly 6. **Develop a “forgiveness/reconciliation plan,”** and mention that the subjects of forgiveness and reconciliation will be covered in detail in Lesson 12.
- (4) Summarize **V. Application of biblical change.**

1:50

CONCLUSION 10 minutes

1. Briefly summarize key points of the lesson by reviewing key phrases from *Principles 30-32, BIBLICAL PRINCIPLES: BIBLICAL PRACTICE ACHIEVES LASTING CHANGE (Self-Confrontation, Lesson 8, Page 2 — Page 123 at the top).*
2. Review the homework assignment.
 - a. Remind the students to complete Item 15 of the exam in *Self-Confrontation, Lesson 23*, if they desire to take the class in preparation for further biblical counseling training using BCF material.
 - b. Mention that copies of the **VICTORY OVER FAILURES WORKSHEET** are available.
3. Preview the next lesson. You may want to say the following:

SUGGESTED PREVIEW OF NEXT LESSON: “The next two lessons will deal with your view of self. They are extremely important because they show how your view of self affects how you approach all problems of life. It is particularly important to understand what the Bible teaches concerning this subject because there is so much confusion within the body of Christ surrounding the subject of self (e.g., ‘self-worth,’ ‘self-esteem,’ ‘self-image,’ ‘loving one’s self,’ ‘forgiving one’s self,’ etc.).”

CLOSE IN PRAYER

2:00

Lesson 9 Plan

DEALING WITH SELF (PART ONE)

✓ Relationship to other lessons

This lesson begins the second phase of the course. The first eight lessons concentrated on the basic principles for living God's way. The next 11 lessons concentrate on God's solutions to specific, commonly experienced problems.

This is the first of two lessons covering the first two elements of dealing with self: understanding God's truth about the problem and biblical hope. The next lesson will cover the last two elements: biblical change and biblical practice (doing the Word).

Study both Lesson 9 and Lesson 10 before teaching this lesson so that you understand how the two lessons fit together.

✓ Overview of this lesson

The next two lessons, **DEALING WITH SELF (PARTS ONE AND TWO)**, show how our view of self affects how we approach all problems of life. These two lessons are essential because failure to deal with self in a biblical manner will greatly hamper success in facing and dealing with anger, bitterness, depression, worry, etc. Having a biblical perspective on this subject is also important because there is so much confusion within the body of Christ regarding one's view of self (e.g., "self-worth," "self-esteem," "self-image," "loving one's self," "forgiving one's self," etc.).

The most important truth to impart during this lesson is that the natural man pays too much attention to self, not too little (see *Self-Confrontation*, Lesson 9, Page 2 — Page 137 at the top, Principle 33). Therefore, in order to put off the old practices and begin to live God's way, the believer must take the focus off himself and regard the Lord and others as more important than himself.

You will also be introducing the case study at the end of this lesson. The case study: (1) reinforces the learning of the biblical principles through a practical example and (2) assists students to counsel others even while they are taking this course.

Lessons from this point on will follow a common format revolving around the four elements of how to face and deal with problems biblically which, in order, are: (1) understanding God's truth about the problem, (2) biblical hope, (3) biblical change, and (4) biblical practice (doing the Word). When all four elements contain too much teaching material to be covered adequately in one lesson, they will be taught over two lessons.

✓ Special notes for this lesson

As appropriate and as time permits, whenever a box appears at the top of the page in the *Self-Confrontation* manual, read (or have a student read) the contents aloud as an introduction to that section.

Do not try to cover the material in detail — you will not have time. The lesson contains a wealth of material (more than you can teach in detail during the allotted time), so it is important to focus your instruction on the key teaching points.

Do not try to discuss all the Scripture references in the lesson — you will not have time. Key Scripture references are in **bold** letters; they should be read in class and discussed.



Prayer and study

- ☐ Pray for wisdom as you prepare and teach; pray for a profitable and meaningful lesson for you and your students.
- ☐ Read *Self-Confrontation*, Lessons 9 and 10 and Supplement 11.
- ☐ Study thoroughly **BIBLICAL PRINCIPLES: DEALING WITH SELF (PART ONE)** (*Self-Confrontation*, Lesson 9, Pages 2-3 — *Pages 137-138 at the top*). Become familiar with every verse.
- ☐ Study the lesson plan that follows.



Preparing the materials

- ☐ After studying the following lesson plan, prepare to instruct by writing the appropriate teaching notes from this instructor's guide in your copy of the *Self-Confrontation* manual. Photocopy appropriate pages of this guide.
- ☐ In your Bible, mark every Scripture reference that you will be reading in class as follows:
 - Above each Scripture portion that lists a "put-off," write a minus (-) symbol to remind you to point out "put-offs" to those you instruct.
 - Above each Scripture portion that lists a "put-on," write a plus (+) symbol to remind you to point out "put-ons" to those you instruct.
- ☐ Make copies of the **VICTORY OVER FAILURES WORKSHEET** (*this Guide*, Appendix 2, Pages 221-222) for the students.

Cumulative
Time
0:00



Lesson Plan

ORIENTATION 10 minutes

1. Welcome the students.
2. Review memory verses. Have the students pair off to recite *Hebrews 5:14* and *James 4:17*, the assigned memory verses.
3. Ask if there are questions about homework from the previous lesson.
4. Open in prayer.

0:10

INTRODUCTION TO THE LESSON 15 minutes

1. Introduce the lesson with the following statement:

Ask the students to turn to the **TABLE OF CONTENTS** of the *Self-Confrontation* manual and say, "Lesson 9 begins the second phase of the course. The first eight lessons concentrated on the basic principles for living God's way. The next 13 lessons concentrate on God's solutions to specific, commonly experienced problems.

"The order of these 13 lessons is important. The subject of dealing with self (i.e. a preoccupation with self), is first because your view of self affects how you approach *all* problems of life. Failure to deal with self in a biblical manner will greatly hamper success in facing and dealing with anger, bitterness, depression, worry, etc. Anger is the next subject because when it is not dealt with biblically, interpersonal problems cannot be dealt with biblically either.

"Having a biblical perspective on self is also important because there is so much interest and confusion within the body of Christ regarding this subject. The terms *self-worth*, *self-esteem*, *self-image*, *loving one's self*, and *forgiving one's self* have become so commonly used that they are often accepted as valid wording for believers.

"This is the first of two lessons dealing with self. This lesson concerns the first two elements of how to face and deal with self: (1) understanding God's truth about the problem and (2) biblical hope. The next lesson covers the last two elements: (3) biblical change and (4) biblical practice (doing the Word)."

2. Read the purposes of **LESSON 9: DEALING WITH SELF (PART ONE)** (*Self-Confrontation*, Lesson 9, Page 1 — *Page 136 at the top*).

0:25

TRANSITION STATEMENT: "Let's start by reviewing man's view of problems dealing with self. Turn to Page 4 — *Page 139 at the top*."

FOCUS ON SELF 25 minutes

1. Teach **SELF-BELITTLEMENT, SELF-EXALTATION, AND SELF-PITY** (*Self-Confrontation*, Lesson 9, Pages 4-5 — *Pages 139-140 at the top*).
 - a. Use **I. Man's view** and **II. Some of man's mistaken explanations ...** to introduce the subject.

- b. In **III. Some of man's futile ways of building up self ("high self-esteem")**, point out that the wisdom of this world states that a sense of inferiority or failure is a result of not loving yourself enough, so it is taught that you need to learn how to love yourself more.

TRANSITION STATEMENT: "Sadly, even in the body of Christ, we hear unbiblical viewpoints taught as truth."

- c. In **IV. Some unbiblical viewpoints about "self" being taught in some churches today**, read only a few of the comments and point out that these are actual quotes from some popular preachers and teachers. Note that these views have no biblical support; in fact, they contradict God's Word.
- d. In **V. God's view**, point out that God's truth is diametrically opposed to man's view. Read only the paragraph beginning with the words, "*For men will be lovers of self*" and then read *II Timothy 3:2, 6-7*.

TRANSITION STATEMENT: "Let's continue our study of God's truth by turning to *Biblical Principle 33* on *Page 2 — Page 137 at the top*."

- e. Explain thoroughly *Principle 33 (Self-Confrontation)*, Lesson 9, Page 2 — Page 137 at the top) with its corresponding verses. *This is the most important portion of the entire lesson.*
- (1) Read *Ephesians 5:29a* and point out that everyone loves himself. Many times, people claim that they do not know how to love another person (e.g., husbands and wives often claim this). But this verse says that we know how to love because we already love ourselves. We demonstrate love for ourselves by nourishing and cherishing ourselves. In other words, we place a lot of attention on ourselves.

HELPFUL ILLUSTRATION: "You might be wondering about someone who seems to hate himself. Someone like that often talks much of his failures and says such things as, 'I can't do anything right' or 'I am just no good.' Notice that he is giving much attention to himself. He is demonstrating how much he loves (gives attention to) himself because the subject of his discussion is himself. The problem is not how low or high he sees himself, the problem is how much he is preoccupied with himself. The total focus of his life is on himself.

"As an example, think about the young man who stands off in a corner by himself during a school activity while everyone else is in a group having an animated conversation with the other students. Does he hate himself? No, just the opposite, he loves himself so much he is not willing to mix with the others for fear he might make a mistake and be laughed at.

"If he really hated himself, he would jump into the middle of the group, make a fool of himself, and then invite them to ridicule him so that they could participate in degrading him. But instead, since he loves himself, he seeks only to be accepted."

- (2) Read *Matthew 22:37-39*. Then state:

"God lists two commands here, not three. You are to love God and love your neighbor. There is not a third command to also love yourself. Remember that the love mentioned here is a sacrificial love, a giving up of yourself for another.

"Jesus states not only what to do but how to do it. To love others, you merely need to love them the way you already love yourself. Compare *Matthew 7:12*." (Ask the students to write this reference at the end of *Principle 33*.) "No one needs

to be taught how he would like others to treat him. Even a small child knows how he would like to be treated. Therefore, to love we need merely to reverse the focus from ourselves to God and others."

(3) Read *Luke 9:23-24*. Then state:

"God says man's problem is that he needs to lose his life in order to find it. He must take the focus of attention off of himself and follow Jesus Christ by keeping His commandments. Have you ever wondered why God commands us to glorify Him? Is it because He needs us or because He is proud?" (Pause) "Certainly not. It is for our good."

To illustrate this truth, state the following:

HELPFUL ILLUSTRATION: "Suppose a locomotive had a personality and decided one day that life was too restrictive. As it traveled, the locomotive noticed that animals were roaming about the beautiful countryside. In comparison, it was restricted very narrowly to traveling along two very straight railroad tracks. It said to itself, 'I want to be free from this boring life. I want to escape from these tracks and travel through the countryside like those animals.'

"Suppose that the locomotive were able to leave the tracks. What would happen? It would immediately bog down in the sod. Rather than being free, it would soon not be able to move at all.

"The point is that the locomotive was designed to function most efficiently when it was restricted to the tracks. In the same way, God created man in His image. He created man to love sacrificially just as He loves. True sacrificial love is focused, not on self, but on God and others. Thus, we function as God intended and are completely fulfilled only when we die to self.

"Let's look at another way that Jesus explained this truth." (Read *John 12:24*.) "Jesus compares our lives to grains of wheat. Now, just imagine a grain of wheat lying in a storage bin. It is dry and warm and comfortable with many other grains of wheat to keep it company, but it is not fulfilling its purpose. Not until it is placed in the cold, dark ground without other grains nearby to keep it company, and not until it dies does it bear fruit. It cannot multiply.

Read *John 12:25* and say, "Note that Jesus is not just talking about grains of wheat. He is pointing out how important it is not to be preoccupied with self but, instead, to focus our attention on the Lord and others.

"This truth is life changing. Just think, if we truly were to die to self, nothing could hurt us. A dead body does not feel bad no matter how much it is kicked. It is when we die daily that we can have contentment in the midst of even the most difficult circumstances."

(4) Review the major contrasts between man's way and God's way.

- a) Man focuses on feelings; God requires obedience in spite of feelings.
- b) Man denies responsibility for his problems; God holds man responsible.
- c) Man concentrates on finding his life; God says contentment comes from losing your life for His sake.

TRANSITION STATEMENT: "When we are preoccupied with ourselves, often we are guilty of envy, jealousy, covetousness, or greed. We will look at these topics after the break."

0:50

BREAK 10 minutes

1:00

Review what was covered before the break as follows:

"During the first hour, we learned that the way to contentment is to deny yourself, i.e. to take your focus of attention off of self, and to follow the Lord Jesus Christ. As we die to self, we are free to live in the way that God designed us to live.

"Now let us see how preoccupation with self results in the sins of envy, jealousy, covetousness, and greed. Please turn to Page 6 — *Page 141 at the top.*"

FOCUS ON SELF (CONTINUED) 25 minutes

2. Teach **ENVY, JEALOUSY, COVETOUSNESS, AND GREED** (*Self-Confrontation*, Lesson 9, Pages 6-9 — *Pages 141-144 at the top*). Introduce this subject by pointing out that when a person is focused on self, he also tends to compare himself with others and becomes envious, jealous, covetous, or greedy. Explain here that "to focus on" means "to place all attention on," "to be set on." While we are to look at our lives biblically, we are not to be fixed on ourselves.
 - a. When explaining **I. Characteristics of envy, jealousy, covetousness, and greed**,
 - (1) In Paragraph A., emphasize that God's Word clearly shows the extreme self-focus of these sins. In addition, it is clear that they are focused on harming or tearing down others and are contrary to biblical love.
 - (2) In Paragraph B., emphasize the importance of accepting God's sovereignty for what you receive by explaining the parable in *Matthew 20:1-16*. Do not read the entire passage. Instead, lead the students through the passage by reviewing the parable and emphasizing the conclusion.
 - b. In **II. Some common thoughts, words, and actions that reveal envy, jealousy, covetousness, or greed**:
 - (1) In Paragraph A., read some of the listed examples to show students how they and others can be affected through the presence of these sins.
 - (2) *Skip Paragraph B.*
 - c. In **III. Recognizing the difference between godly jealousy and sinful jealousy**, only cover Paragraph B. Then briefly point out the content of *PLEASING SELF OR PLEASING GOD* (*Self-Confrontation*, Lesson 9, Pages 10-11 — *Pages 145-146 at the top*).
 - d. In **IV. God's view of envy, jealousy, covetousness, and greed**, read each of the definitions indicated within parentheses in Paragraphs A. and B. and point out that these sins are described as very serious by God.

TRANSITION STATEMENT: "Let us return to the biblical principles on Page 2 — *Page 137 at the top* to see God's view more fully."

3. Briefly explain *Principle 34* by using *Romans 8:14-17* as your text and emphasize that believers are children of a mighty God and joint heirs with Jesus Christ.
4. Read *Principle 35*, **BIBLICAL PRINCIPLES: DEALING WITH SELF (PART ONE)** (*Self-Confrontation*, Lesson 9, Page 2 — *Page 137 at the top*). Highlight the first sentence by referring to *Psalms 119:165* and *Isaiah 26:3*. Highlight the second sentence by referring to *John 14:15, 21, 23-24*.

1:25

TRANSITION STATEMENT: "This brings us to the second element of how to face and deal with self, biblical hope on Page 3 — *Page 138 at the top*."

YOUR HOPE 15 minutes

Teach **II. Your Hope** from **BIBLICAL PRINCIPLES: DEALING WITH SELF (PART ONE)** (*Self-Confrontation*, Lesson 9, Page 3 — *Page 138 at the top*) with emphasis on the following:

1. *Principle 36*: Since it is God who has made us as we are, we are not to take any credit nor are we to degrade what God has created. Instead we are to thank Him for our physical appearance and mental capabilities. No one is disadvantaged from God's view no matter what his physical condition.

Then, you might point out that most people with the problem of "low self-esteem" are already familiar with the fact that they are fearfully and wonderfully made by God (*Psalms 139:13-14*). Merely knowing that fact does not change people because their problem is not just an intellectual misunderstanding. Rather than thanking God, as David did, they continue to focus on self instead.

2. *Principles 37 and 38*: Read through these principles verbatim and encourage your students to become familiar with all of these verses in their private studies.

1:40

CASE STUDY 10 minutes

1. Introduce **A CASE STUDY: MARY'S HUSBAND HAS LEFT HER** (*Self-Confrontation*, Lesson 9, Pages 12-13 — *Pages 147-148 at the top*) and **FACTS ABOUT BIBLICAL COUNSELING** (*Self-Confrontation*, Supplement 11 — *Page 466 at the top*). Include the reasons for using this case study which are: (1) to reinforce the learning of the biblical principles and (2) to assist students in counseling others even while they are taking this course.
2. Discuss the questions. Suggested answers are:
 - Question 1: She thinks her husband is the problem.
 - Question 2: Mary is preoccupied with self. Because she is not trusting in God, her problem is even more serious than she thinks. She has sinned against God.
 - Question 3: Delusion from not doing God's will (*James 1:22*), discipline by God (*Hebrews 12:6-8*), divorce, estrangement from children, etc.
 - Question 4: The case applies to every person, since it is dealing with personal and interpersonal problems that are faced by everyone.
 - Question 5: Use **FACTS ABOUT BIBLICAL COUNSELING** (*Self-Confrontation*, Supplement 11, Page 2 — *Page 467 at the top*) point 8. **ELEMENTS OF BIBLICAL COUNSELING** to guide the student's answers.

1:50

CONCLUSION 10 minutes

1. Briefly summarize key points of the lesson by reviewing the following:
 - a. The two greatest commandments are (1) to love God with our whole being and (2) to love our neighbor. On these two commandments depends the whole law (*Matthew 22:37-39*).
 - b. Jesus also tells us how to love — as we already love ourselves. He tells us to do unto others as we would have them do unto us (*Matthew 7:12*).
 - c. Nowhere in Scripture are we told to focus on loving ourselves; instead we are to deny ourselves, take up our cross daily and follow Christ (*Luke 9:23-24*).
2. Review the homework assignment.
 - a. Remind the students to complete Item 16 of the exam in *Self-Confrontation*, Lesson 23, if they desire to take the class in preparation for further biblical counseling training using BCF material.
 - b. Mention that copies of the **VICTORY OVER FAILURES WORKSHEET** are available.
3. Preview the next lesson. You may want to say the following:

SUGGESTED PREVIEW OF NEXT LESSON: “Next lesson, we will continue by covering the second two elements of dealing with self: biblical change and biblical practice. Included in the lesson will be two very important subjects — stewardship and spiritual gifts, God’s special provision to believers for serving others.”

CLOSE IN PRAYER

2:00

Lesson 10 Plan

DEALING WITH SELF (PART TWO)

✓ Relationship to other lessons

This lesson covers the last two elements of dealing with self: biblical change and biblical practice (doing the Word).

✓ Overview of this lesson

In Lesson 9, the subject of dealing with self was introduced. In that lesson the concentration was on the first two elements of dealing with self: understanding God's truth about the problem and biblical hope. This lesson covers the second two elements: biblical change and biblical practice (doing the Word).

As a major part of this lesson, you will be teaching the very important subjects of stewardship and spiritual gifts, God's special provision to believers for effectively serving others. These two subjects are inseparable in actual practice of life. However, for the purpose of teaching these sections clearly, they have been divided into separate parts.

When teaching the subject of spiritual gifts, it is important to stress that they are distributed by the Holy Spirit and are for the purpose of serving others for the building up of the body of Christ in love, not for self-gratification or self-glory.

✓ Special notes for this lesson

As appropriate and as time permits, whenever a box appears at the top of the page in the *Self-Confrontation* manual, read (or have a student read) the contents aloud as an introduction to that section.

Do not try to cover the material in detail — you will not have time. The lesson contains a wealth of material (more than you can teach in detail during the allotted time), so it is important to focus your instruction on the key teaching points.

Do not try to discuss all the Scripture references in the lesson — you will not have time. Key Scripture references are in **bold** letters; they should be read in class and discussed.

✓ Prayer and study

- ☐ Pray for wisdom as you prepare and teach; pray for a profitable and meaningful lesson for you and your students.
- ☐ Read *Self-Confrontation*, Lesson 10 and Supplement 11.
- ☐ Study thoroughly **BIBLICAL PRINCIPLES: DEALING WITH SELF (PART TWO)** (*Self-Confrontation*, Lesson 10, Pages 2-3 — *Pages 155-156 at the top*). Become familiar with every verse.
- ☐ Study the lesson plan that follows.

✓ Preparing the materials

- ☐ After studying the following lesson plan, prepare to instruct by writing the appropriate teaching notes from this instructor's guide in your copy of the *Self-Confrontation* manual. Photocopy appropriate pages of this guide.
- ☐ In your Bible, mark every Scripture reference you will be discussing in class as follows:

- Above each Scripture portion that lists a “put-off,” write a minus (-) symbol to remind you to point out “put-offs” to those you instruct.
 - Above each Scripture portion that lists a “put-on,” write a plus (+) symbol to remind you to point out “put-ons” to those you instruct.
- ❑ Make copies of the **VICTORY OVER FAILURES WORKSHEET** (*this Guide*, Appendix2, Pages 221-222) for the students.

Cumulative
Time
0:00



Lesson Plan

ORIENTATION 10 minutes

1. Welcome the students.
2. Review memory verses. Have the students pair off to recite *Luke 9:23-24*.
3. Ask if there are questions about homework from the previous lesson.
4. Open in prayer.

0:10

INTRODUCTION TO THE LESSON 20 minutes

1. Introduce the lesson with the following statement:

"In Lesson 9, the subject of dealing with self was introduced. You may remember that we concentrated on the first two elements of facing and dealing with self: understanding God's truth about the problem and biblical hope. This lesson covers the second two elements: biblical change and biblical practice (doing the Word). It describes *how* to get your focus off of self and onto the Lord and others.

"In this lesson, we will be discussing stewardship (how we manage what God has put in our care) and servanthood which are two very important characteristics of a faithful believer. Also included is a detailed plan for overcoming preoccupation with self."

2. Read the purposes of **LESSON 10: DEALING WITH SELF (PART TWO)** (*Self-Confrontation*, Lesson 10, Page 1 — Page 154 at the top).
3. Teach *Principles 39-44*, **BIBLICAL PRINCIPLES: DEALING WITH SELF (PART TWO)** (*Self-Confrontation*, Lesson 10, Pages 2-3 — Pages 155-156 at the top).

NOTE TO THE INSTRUCTOR: This is the first time in the *Self-Confrontation* manual that Page 2 listing the principles starts with the outline at **III**. Point out to the students that **I**. and **II**. were listed in Lesson 9. For each verse highlighted below, point out the specific "put-offs" and "put-ons."

- a. In *Principle 39*, emphasize living for the Lord rather than self and being a servant to others (using *Philippians 2:3-8* as your text). Have the students identify the "put-offs" and "put-ons" in *verses 3-4*.
- b. In *Principle 40*, have the students turn to *Psalms 37:1-9* and without reading the passage out loud, have the students identify the "put-offs" and "put-ons."
- c. In *Principle 41*, emphasize that believers are not their own but are stewards for God (using *I Corinthians 4:1-2* as your text).
- d. In *Principle 42*, emphasize that you should not compare yourself to others (using *Galatians 6:3-4* as your text), but you should seek to please God in all that you do.
- e. In *Principle 43*, emphasize that you should thank God for what you cannot change about yourself (using *II Corinthians 12:7-10* as your text). However, you should correct those deficiencies that hinder you from serving God and others. For example, if

you cannot read the Bible, you should take the initiative to learn how to read in order to serve the Lord completely.

- f. Read *Principle 44* without comment.

0:30

TRANSITION STATEMENT: "All of these principles are important to keep in mind when considering stewardship. So let's turn to **BIBLICAL PRINCIPLES OF STEWARDSHIP** on Page 4 — *Page 157 at the top.*"

STEWARDSHIP 20 minutes

Teach **BIBLICAL PRINCIPLES OF STEWARDSHIP** (*Self-Confrontation*, Lesson 10, Pages 4-6 — *Pages 157-159 at the top*).

1. When teaching **I. God is sovereign over every facet of His creation:**
 - a. Read Paragraph A.
 - b. In Paragraph B., summarize the parable of the talents in *Matthew 25:14-30*. Note in *verse 15* that talents were given according to each person's ability and in *verses 21 and 23* that each person was commended on the basis of faithfulness, not on the basis of the number of his talents (or of his ability). Then, point out that every believer is to be a faithful and trustworthy steward.
2. When teaching Paragraph A. under **II. Your motivation to be a faithful steward is to be centered on God and His objectives instead of a preoccupation with self**, emphasize that as a caretaker you are to delight in (to give all your attention to, to exalt in) doing all to glorify God.
3. Then state that there are four major areas of stewardship that are explained in Paragraphs B., C., D., and E.:
 - a. Stewardship of spiritual gifts (Paragraph B.) — Although the use of spiritual gifts, talents, and abilities is introduced in Paragraph B., this subject is covered more fully in **DYING TO SELF BY SERVING OTHERS** (*Self-Confrontation*, Lesson 10, Page 7-8 — *Pages 160-161 at the top*). Therefore, wait until you reach that section before you discuss any details on this subject. Simply read this section and tell the students that you will cover stewardship of spiritual gifts in more detail later in this lesson.
 - b. Stewardship of time (Paragraph C.) — Use *Ephesians 5:15-16* as your text.
 - c. Stewardship of your body (Paragraph D.) — Use *Romans 6:12-13* as your text. Remind the students that even their bodies are not their "own property" (they belong to the Lord as the temple of the Holy Spirit) and all that is done with the body, in public or in private, is to be for the glory of the Lord. Emphasize the fact that the care and discipline of the body includes such things as getting adequate rest and sleep, exercising properly, maintaining a nutritious diet, wearing appropriate clothing, and maintaining sexual purity.
 - d. Stewardship of material goods (Paragraph E.) — Point out that material goods include not only money, but also dwelling places, household goods, toys, work equipment, vehicles for transportation, and any other things we typically tend to think of as our own possessions. Then, read *Luke 16:10-13* and state:

"We see from this passage that if we are faithful in the little things, we will be faithful in big things. The important lesson is that we are to establish faithfulness in our current responsibilities."

Also emphasize *Matthew 6:19-21* in Paragraph 1.a.

0:50

TRANSITION STATEMENT: “Not only has God made us managing stewards, but He has also called us to use the resources that He has put in our charge to serve others, not self. We will look at this more closely after the break.”

BREAK 10 minutes

1:00

Review what was covered before the break as follows:

“During the first hour, we learned that as God’s stewards, we are to be faithful to carry out His instructions using His resources. These resources include the spiritual gifts, time, body, and material goods that He has put in our care.

“Now let us turn to Page 7 — *Page 160 at the top* and look at how we can die to self by using God’s resources in serving others.”

SERVING OTHERS 25 minutes

Teach **DYING TO SELF BY SERVING OTHERS** (*Self-Confrontation*, Lesson 10, Pages 7-8 — *Pages 160-161 at the top*).

1. When teaching **I. As a believer in Jesus Christ, you have been given all the provisions you need for ministry**, merely point out the three provisions God has given you: His Son, His Word, and His Spirit.
2. When teaching **II. God has a unique plan of ministry for you and for every other believer to fulfill**:
 - a. In Paragraph A., highlight *I Peter 4:10* and remind the students (1) that God has gifted every believer and (2) the purpose of the gifts is for ministering to others, not self. Alert the students that there is much controversy about spiritual gifts within the body of Christ, but the practice is simple to understand if the focus is off self and on blessing others. You may want to use the following illustration to emphasize the value of using spiritual gifts to minister to others:

ILLUSTRATION: “An elderly pastor was becoming weary and even weak in his faith as he neared death. He began to have so many doubts that he even wondered if there were a heaven and a hell, and if so, what was the difference? So one night, he had a dream in which an angel took the pastor on a visit to both places.

“When they arrived in hell, the pastor was surprised to see a huge vat of his favorite stew with many people standing at the rim trying to eat the stew. All of them were starving and miserable in spite of being so near to the food. They had long spoons permanently attached to their wrists, and the spoons were 18 inches (half a meter) longer than the distance from their wrists to their mouths. Thus, they could dip into the stew, but they could not feed themselves. That was hell.

“When they arrived in heaven, the pastor saw a similar scene with many people with the same type of spoons attached to their wrists. However the people were healthy and completely satisfied. Why?” *Pause.*

“Because they were feeding each other. You see, the people in hell would never think of ministering to others.”

Then summarize by highlighting *I Corinthians 12:7-11* and point out that the Holy Spirit determines what gifts believers receive and that He distributes gifts for the common good.

b. Merely summarize Paragraphs B.-D.

3. When teaching **III. As a believer in Jesus Christ, you need to minister and are needed in ministry by the rest of the Body of Christ**, emphasize the six guidelines in Paragraph C.

Emphasize in point 4. that the Lord will make clear, through your serving others, in which ministry you should spend more time. It is through your doing the ministry that the Lord will reveal to you where you will be most effective in using the spiritual abilities He has granted you. You may want to use the following illustration.

ILLUSTRATION: "When a ship is anchored in the harbor, it will not change direction no matter how much the rudder moves. However, once the ship is moving, even the slightest movement of the rudder changes the course of the ship.

"So too, the Lord directs our lives as we are obedient to Him. Since the ministering gifts are also commands, God requires that we be diligent to practice all of them. For example, we are to give, whether or not we have the gift of giving; we are to show mercy, whether or not we have the gift of mercy. Therefore, it is as we are being doers of the Word that we are able to discern God's will in exercising the gifts He has given us."

Also, in point 4. regarding keeping the attitude of a servant, help students recognize that they are not to choose to be servants only in areas they enjoy. Remind them that it is only when they are treated as servants that they will know what kind of servant they really are.

1:25

TRANSITION STATEMENT: "Beginning with this lesson and throughout the rest of the manual, the discussion of each problem area ends with an overcoming plan. Let's turn to Page 9 — Page 162 at the top to see how to overcome a preoccupation with self."

PLAN FOR OVERCOMING 15 minutes

Explain **OVERCOMING A PREOCCUPATION WITH SELF** (*Self-Confrontation*, Lesson 10, Pages 9-12 — Page 162-165 at the top).

1. Note that each of these subsequent "overcoming..." plans will have the same format.
2. When explaining **I. Cross References**, emphasize the *NOTE* at the bottom of the page by reading it verbatim.
3. Do not take the time to cover **II. To become aware of the patterns of sin or temptations regarding a preoccupation on self**, list people, places, times, or circumstances where ongoing problems are evident in your life.
4. When explaining **III. Use the VICTORY OVER FAILURES WORKSHEET** and **IV. When completing column four of the VICTORY OVER FAILURES WORKSHEET**, have the students turn to the new **GUIDELINES: VICTORY OVER FAILURES WORKSHEET** which was introduced and distributed in Lesson 8. Review how to complete columns 1-4 of the worksheet. *Do not refer to the basic plan and contingency plan in the Self-Confrontation manual; the new guidelines replace these paragraphs.*

1:40

CASE STUDY 10 minutes

1:50

In A CASE STUDY: **MARY'S HUSBAND HAS LEFT HER** (*Self-Confrontation*, Lesson 10, Pages 13-14 — *Pages 166-167 at the top*), read the section explaining Mary's situation. Then, emphasize the importance of giving hope. Ask the students how they would give Mary biblical hope in her present situation.

CONCLUSION 10 minutes

1. Conclude by discussing *Ephesians 4:16*.

HELPFUL ILLUSTRATION: "Consider what it would be like if parts of your body did not cooperate with one another. Suppose that you were eating and just as your hand was bringing a fork full of food to your mouth, your head decided not to cooperate and turned to the side. Or suppose that you were in the process of sitting down in a chair and just as you were about to be seated, your hand decided not to cooperate and pulled the chair out from under you. These would be extremely unusual reactions because the various parts of the body cooperate with one another.

"So it should be in the body of Christ. Sad to say, it is a rare church where everyone serves one another as Jesus Christ has commanded. It is vital that we, in the church, heed *Ephesians 4:16*."

2. Review the homework assignment.
 - a. Remind the students to complete Item 17 of the exam in *Self-Confrontation*, Lesson 23, if they desire to take the class in preparation for further biblical counseling training using BCF material.
 - b. Mention that you have made additional copies of the **VICTORY OVER FAILURES WORKSHEET** and that they are available for homework completion.
3. Preview the next lesson. You may want to use the following suggested preview of the next lesson:

SUGGESTED PREVIEW OF NEXT LESSON: "Next lesson, we will discuss the problems of anger and bitterness. This lesson immediately follows the lessons on dealing with self because anger and bitterness are so widespread, particularly among those with a strong focus on self.

"Anger is probably the most common type of sin known to man. It is even accepted as proper, but is it ever proper to be angry? We'll answer that question in the next lesson."

CLOSE IN PRAYER

2:00

Lesson 11 Plan

ANGER AND BITTERNESS

✓ Relationship to other lessons

Teaching on the problems of anger and bitterness immediately follows the discussion of dealing with self because anger and bitterness are so widespread, particularly among those with a strong focus on self. Since these problems are often exhibited in relationship problems, attempting to teach the next six lessons would be futile if anger and bitterness were not first dealt with thoroughly.

✓ Overview of this lesson

This lesson on the problems of anger and bitterness immediately follows the lessons on dealing with self because anger and bitterness are so widespread, particularly among those individuals with a strong focus on self.

Anger and bitterness are often accurate indicators of an individual's lack of sensitivity to sin. They both are accompanied by strong feelings and are often wrongly justified.

Anger is probably the most common type of sin known to man. It is even accepted as proper by many who cite that Jesus was angry when He healed a man's hand on the Sabbath.

In this lesson, you will be answering the question, Is it ever proper for human beings to be angry?

✓ Special notes for this lesson

There is disagreement among believers regarding whether or not a person can experience anger without sinning. It is important that you do not get caught up in this controversy; instead, you should concentrate on the seriousness of anger and bitterness and how to deal with the sinful anger everyone experiences.

As time permits, when a box appears at the top of the page in the *Self-Confrontation* manual, read (or have a student read) the contents aloud as an introduction to that section.

Do not try to cover the material in detail — you will not have time. The lesson contains a wealth of material (more than you can teach in detail during the allotted time), so it is important to focus your instruction on the key teaching points.

Do not try to discuss all the Scripture references in the lesson — you will not have time. Key verses are written in **bold** letters; they should be read in class and discussed.

✓ Prayer and study

- ☐ Pray for wisdom as you prepare and teach; pray for a profitable and meaningful lesson for you and your students.
- ☐ Read *Self-Confrontation*, Lesson 11 and Supplements 12-13.
- ☐ Study **BIBLICAL PRINCIPLES: ANGER AND BITTERNESS** (*Self-Confrontation*, Lesson 11, Pages 2-3 — *Pages 173-174 at the top*). Become familiar with every verse.
- ☐ Study the lesson plan that follows.



Preparing the materials

- ☐ After studying the following lesson plan, prepare to instruct by writing the appropriate teaching notes from this instructor's guide in your copy of the *Self-Confrontation* manual. Photocopy appropriate pages of this guide.
- ☐ In your Bible, mark every Scripture reference you will be discussing in class as follows:
 - Above each Scripture portion that lists a "put-off," write a minus (-) symbol to remind you to point out "put-offs" to those you instruct.
 - Above each Scripture portion that lists a "put-on," write a plus (+) symbol to remind you to point out "put-ons" to those you instruct.
- ☐ Make copies of the **VICTORY OVER FAILURES WORKSHEET** (*this Guide*, Appendix 2 — Pages 221-222) for the students.

Cumulative
Time
0:00



Lesson Plan

ORIENTATION 10 minutes

1. Welcome the students.
2. Review memory verses. Have the students pair off to recite *Romans 6:12-13*, the assigned memory verses.
3. Ask if there are questions about homework from the previous lesson.
4. Open in prayer.

0:10

INTRODUCTION TO THE LESSON 10 minutes

1. Introduce the lesson with the following statement:

"This lesson on the problems of anger and bitterness immediately follows the lessons on dealing with self because anger and bitterness are so widespread, particularly among those individuals with a strong focus on self.

"Anger and bitterness are often accurate indicators of an individual's lack of sensitivity to sin. They both are accompanied by strong feelings and are often wrongly justified as:

- **"Righteous — 'It is enough to make *anyone* mad!'**
- **"Unimportant — 'I have *always* had a quick temper.'**
- **"Not sinful — 'I get angry fast but I get over it just as fast.'**

"Anger is probably the most common type of sin known to man. It is even accepted as proper by many who cite that Jesus was angry when He healed a man's hand on the Sabbath. But is it ever proper for human beings to be angry? We'll answer that question a little later."

2. Read the purposes of **LESSON 11: ANGER AND BITTERNESS** (*Self-Confrontation, Lesson 11, Page 1 — Page 172 at the top*).

0:20

GOD'S TRUTH ABOUT THE PROBLEM 30 minutes

1. Introduce the biblical principles by pointing out that they cover the four elements of how to face, deal with, and endure any temptation to anger or bitterness. Then read *Principle 45, BIBLICAL PRINCIPLES: ANGER AND BITTERNESS* (*Self-Confrontation, Lesson 11, Page 2 — Page 173 at the top*) and *Galatians 5:19-21*.

TRANSITION STATEMENT: "There are many ways that we demonstrate anger. Let's look at some of them by turning to Page 4 — Page 175 at the top."

2. Teach **UNBIBLICAL RESPONSES TO ANGER AND BITTERNESS** (*Self-Confrontation, Lesson 11, Pages 4-5 — Pages 175-176 at the top*).
 - a. Under **I. Some examples from Scripture ...**, merely read Paragraphs A., C., and F.
 - b. Under **II. Some unbiblical ways ...**,
 - (1) Read Paragraph A. without comment.

- (2) Read Paragraph B. and state:

"This therapy for anger is justified by some because it helps a person vent his feelings of anger without physically harming the person he hates. What is wrong with this approach? It is wrong because Jesus said in the Sermon on the Mount that whoever is angry with his brother shall be guilty before the court" (Matthew 5:22). "Angry thoughts are just as sinful as beating someone physically."

- (3) Summarize the remaining paragraphs by noting that secular treatments for anger often focus only on helping a person feel better.

c. Explain **III. Some unbiblical justifications**

- (1) In Paragraph A., remind the students that each person is totally responsible for his own sins (*Ezekiel 18:20*).
- (2) In Paragraph B., remind the students that anger comes from the heart (*Matthew 15:18-19*), not from someone else. Use the following illustration.

ILLUSTRATION: "When a cup full of water is shaken, the water spills out. If a person is full of anger, the anger spills out when he is shaken. It is not legitimate to say, 'He made me angry,' since no one and no circumstance can make a person angry. Angry reactions only reveal what is in the heart already."

TRANSITION STATEMENT: "In contrast to these unbiblical views, on Pages 6-9 — Pages 177-180 at the top we see the biblical truth about anger."

3. Teach **A BIBLICAL VIEW OF ANGER** (*Self-Confrontation*, Lesson 11, Pages 6-9 — Pages 177-180 at the top).

- a. Merely read each point under **I. Anger of God** and **II. Anger of Jesus**.
- b. Explain **III. Anger that is not sinful** as follows:
 - (1) Merely read Paragraph A.
 - (2) Read Paragraph B., then compare *Ephesians 4:26-27* and *James 1:20*. Ask the question:

"How do you reconcile these two verses, since *Ephesians 4:26-27* seems to justify anger and *James 1:20* indicates that the anger of man is not righteous?" (Answer) "The *Ephesians 4:26-27* passage is a warning of the danger that the passion associated with anger can bring." Note the idea of passion and trembling in *Psalms 4:4* from which this passage is paraphrased. Then state, "Because the passion associated with anger is so volatile, if not brought into check quickly, the angry person can easily go out of control. The *Ephesians* passage is an appeal to deal with anger quickly and thoroughly, before the temptation to sin becomes monumental, so that the devil does not gain an opportunity to create havoc."

"It is important to differentiate between the deed of anger (thoughts, speech, and actions) and the emotions (or feelings) associated with anger. You and I are totally responsible for our thoughts, speech, and actions, but we are not held responsible for our feelings because they are involuntary. However, we need to pay close attention to the feelings associated with anger because very often, they are the first indication that anger is coming on. Therefore, when we first detect that we are getting angry, while we are still in the temptation phase, we had better deal with it quickly before it becomes sin."

0:50

- (3) Merely read Paragraph C.
- c. When explaining **IV. Sinful anger**, cover only Paragraphs B. and G.
 - (1) In Paragraph B., highlight **Proverbs 29:11**. Emphasize that “outbursts of anger” or “immediate anger” are always condemned in Scripture. Even when someone is “slow to anger,” he must not violate any other portion of Scripture and must still portray Christlike characteristics, which is to exhibit biblical love.
 - (2) In Paragraph G., merely read the first four points. Then, point out that a person can be angry without sinning if he is totally loving at the same time, which implies that he is not in any way focused on himself.

In summary, emphasize that man concentrates on “ventilating” emotions, but God requires a disciplining of thoughts, speech, and actions in the midst of — or in spite of — strong emotions.
4. Under **A BIBLICAL VIEW OF BITTERNESS** (*Self-Confrontation*, Lesson 11, Pages 10-11 — *Pages 181-182 at the top*), read only **III. The sin of bitterness results from**

TRANSITION STATEMENT: “After the break, let us continue with the biblical principles.”

BREAK 10 minutes

1:00

Review what was covered before the break as follows:

“So far, we have seen that anger can be very volatile, and if the anger is not brought into check quickly, the angry person can easily go out of control. The Scripture states that we must deal with anger quickly and thoroughly so that the devil does not gain an opportunity to create more havoc.

“But can a person always control anger? In other words, is there hope? Let’s turn to Page 2 — *Page 173 at the top* and look at *Principles 46* and *47* on biblical hope.”

YOUR HOPE 5 minutes

1:05

1. Read *Principle 46*, **BIBLICAL PRINCIPLES: ANGER AND BITTERNESS** (*Self-Confrontation*, Lesson 11, Page 2 — *Page 173 at the top*), emphasizing that believers can overcome anger and bitterness. Illustrate this by reminding them how they can change their tone of voice very quickly even in the midst of an angry quarrel. If the phone rings during such a time, the person answering the phone can immediately respond very sweetly, especially if the caller is the pastor.
2. Read *Principle 47*, **BIBLICAL PRINCIPLES: ANGER AND BITTERNESS** (*Self-Confrontation*, Lesson 11, Page 2 — *Page 173 at the top*) adding that when you are bitter, the very person you want to suffer may be free while *you* pay the consequences. When you are bitter, you stay miserable and your mind and body pay a price.

TRANSITION STATEMENT: “Now that we have hope, let us see how we can put off the practice of anger and bitterness and put on the biblical practice of righteousness.”

YOUR CHANGE 25 minutes

Read *Principle 48, BIBLICAL PRINCIPLES: ANGER AND BITTERNESS (Self-Confrontation, Lesson 11, Page 2 — Page 173 at the top).*

- a. Emphasize once again how important it is to deal with anger quickly using *Ephesians 4:26-27* and *Proverbs 16:32; 25:28* as your text. When one loses control of his spirit the powerful emotions that accompany anger can get out of control very easily.
- b. Explain how to deal with explosive anger. Using *James 1:19* as your text, give the following illustration:

HELPFUL ILLUSTRATION: "Suppose a mother walks into the kitchen and discovers milk spilled on the floor. Since her children have spilled milk before, her temptation is to get angry and accuse one of the children.

"However, her first action should be to listen carefully, ask questions to get the facts, and make no pre-judgments or hasty decisions. Without making accusations, she should ask the children if any of them knows how the milk was spilled.

"Only after considering all the possibilities, should she then announce her tentative conclusions about how the milk could have been spilled speaking slowly and gently.

"Being careful to deal with the deeds, not the children's motives; she then decides what to do about the problem."

- c. Then, point out that the procedure outlined in Subparagraph 5 on Page 16 — Page 187 at the top of the *Self-Confrontation* manual provides more details.

TRANSITION STATEMENT: "As you can see, the *James 1:19* passage describes how to deal with a sudden temptation to sin in anger. In contrast, the last half of *Principle 48* explains how to deal with an ongoing pattern of anger toward others."

- d. Note the "put-offs" and "put-ons" in *Ephesians 4:31-32*. Emphasize that kindness, tenderheartedness, and forgiveness must be toward the same individual with whom you were angry. Point out that this can be done in spite of feelings.

1:30

TRANSITION STATEMENT: "This brings us to the biblical practice."

YOUR PRACTICE 10 minutes

1. Read *Principles 49-50, BIBLICAL PRINCIPLES: ANGER AND BITTERNESS (Self-Confrontation, Lesson 11, Page 3 — Page 174 at the top).* Refer to *Colossians 3:12-13* and emphasize the importance of concentrating on the "put-ons," not the "put-offs."
2. Turn to **OVERCOMING ANGER AND BITTERNESS** (*Self-Confrontation, Lesson 11, Pages 12-16 — Pages 183-187 at the top*) and point out that the format is the same as the format in the overcoming plan in Lesson 10.

Remind the students that the starting point for overcoming problems with others is dealing with self. That's why most of the items in this overcoming plan are also contained in **OVERCOMING A PREOCCUPATION WITH SELF** (*Self-Confrontation, Lesson 10, Pages 9-12 — Pages 162-165 at the top*).

1:40

CASE STUDY 10 minutes

1:50

Read **A CASE STUDY: MARY'S HUSBAND HAS LEFT HER** (*Self-Confrontation*, Lesson 11, Page 17 — Page 188 at the top). Include an explanation of the **BIBLICAL COUNSELING RECORD** (*Self-Confrontation*, Supplement 12, Page 469 at the top) and the **BIBLICAL COUNSELING SUMMARY AND PLANNING** report (*Self-Confrontation*, Supplement 13, Page 472 at the top).

CONCLUSION 10 minutes

1. Remind the students that anger is a serious problem. If it is not dealt with immediately, it can quickly gain control and give the devil a foothold.
2. Review the homework assignment.
 - a. Remind the students to complete Item 18 of the exam in *Self-Confrontation*, Lesson 23, if they desire to take the class in preparation for further biblical counseling training using BCF material.
 - b. Mention that copies of the **VICTORY OVER FAILURES WORKSHEET** are available.
3. Preview the next lesson. You may want to say the following:

SUGGESTED PREVIEW OF NEXT LESSON: "In the next two lessons, we will be discussing subjects that relate to interpersonal relationships. We will start by covering biblical forgiveness, the key to the reconciliation of all broken relationships."

CLOSE IN PRAYER

2:00

Lesson 12 Plan

INTERPERSONAL PROBLEMS (PART ONE)

(LEARNING HOW TO LOVE YOUR NEIGHBOR)

✓ Relationship to other lessons

This is the first of two lessons dealing with interpersonal problems. This lesson covers the first two elements of how to face, deal with, and endure these problems biblically: understanding God's truth about the problem and biblical hope. The next lesson will cover the last two elements: biblical change and biblical practice (doing the Word).

Study both Lesson 12 and Lesson 13 before teaching this lesson so that you understand how the two lessons fit together.

Also, a full understanding of the subject **BIBLICAL SUBMISSION** (*Self-Confrontation*, Lesson 15, Page 3 — Page 258 at the top) is vital to a proper understanding of *Self-Confrontation*, Lessons 12-17.

✓ Overview of this lesson

It is vital that you thoroughly cover both aspects of forgiveness in this lesson — forgiving someone else and asking for forgiveness. It is also important to distinguish between forgiving another and releasing the one forgiven from the consequences of unbiblical conduct. Other key aspects of this lesson are: (1) forgiving in your heart before being asked and (2) granting forgiveness when asked.

You should also emphasize that forgiveness is an act of the will and not based on feelings. It is a promise that can be carried out in obedience, regardless of your feelings.

✓ Special notes for this lesson

As appropriate and as time permits, whenever a box appears at the top of the page in the *Self-Confrontation* manual, read (or have a student read) the contents aloud as an introduction to that section.

Do not try to cover the material in detail — you will not have time. The lesson contains a wealth of material (more than you can teach in detail during the allotted time), so it is important to focus your instruction on the key teaching points.

Do not try to discuss all the Scripture references in the lesson — you will not have time. Key Scripture references are written in **bold** letters; they should be read in class and discussed.

✓ Prayer and study

- ☐ Pray for wisdom as you prepare and teach; pray for a profitable and meaningful lesson for you and your students.
- ☐ Read *Self-Confrontation*, Lessons 12 and 13.
- ☐ Study **BIBLICAL PRINCIPLES: INTERPERSONAL PROBLEMS (PART ONE) (LEARNING HOW TO LOVE YOUR NEIGHBOR)** (*Self-Confrontation*, Lesson 12, Page 2 — Page 195 at the top). Become familiar with every verse.
- ☐ Study **BIBLICAL SUBMISSION** (*Self-Confrontation*, Lesson 15, Page 3 — Page 258 at the top).
- ☐ Study the lesson plan that follows.



Preparing the materials

- ☐ After studying the following lesson plan, prepare to instruct by writing the appropriate teaching notes from this instructor's guide in your copy of the *Self-Confrontation* manual. Photocopy appropriate pages of this guide.
- ☐ In your Bible, mark every Scripture reference that you will be discussing in class as follows:
 - Above each Scripture portion that lists a "put-off," write a minus (-) symbol to remind you to point out "put-offs" to those you instruct.
 - Above each Scripture portion that lists a "put-on," write a plus (+) symbol to remind you to point out "put-ons" to those you instruct.
- ☐ Make copies of the **VICTORY OVER FAILURES WORKSHEET** (*this Guide*, Appendix 2, Pages 221-222) for the students.

Cumulative
Time
0:00



Lesson Plan

ORIENTATION 10 minutes

1. Welcome the students.
2. Review memory verses. Have the students pair off to recite *Ephesians 4:31-32* and *James 1:19*, the assigned memory verses.
3. Ask if there are questions about homework from the previous lesson.
4. Open in prayer.

0:10

INTRODUCTION TO THE LESSON 5 minutes

1. Introduce the lesson with the following statements and exercise:

"This is the first of two lessons dealing with interpersonal problems. This lesson addresses the first two elements of how to face, deal with, and endure problems biblically: understanding God's truth about the problem and biblical hope. In the next lesson, Part Two, we will cover the last two elements: biblical change and biblical practice (doing the Word).

"Because of interpersonal problems, many local churches are ineffective. Some are completely divided. While the body of Christ should be a testimony of love and unity, believers, even in leadership, refuse to forgive and be reconciled with each other. This is in direct violation of Jesus' statement that the way the world can recognize His disciples is by their love for one another.

"This lesson focuses on the subjects of forgiveness and reconciliation as necessary for repairing broken relationships. We will be distinguishing between forgiving another and releasing the one forgiven from the consequences of unbiblical conduct. Other key aspects of this lesson are: (1) forgiving in your heart before being asked and (2) granting forgiveness when asked."

2. Read the purposes of **LESSON 12: INTERPERSONAL PROBLEMS (PART ONE) (LEARNING HOW TO LOVE YOUR NEIGHBOR)** (*Self-Confrontation*, Lesson 12, Page 1 — Page 194 at the top).

0:15

GOD'S TRUTH ABOUT THE PROBLEM 5 minutes

1. Read the first sentence of *Principle 51, BIBLICAL PRINCIPLES: INTERPERSONAL PROBLEMS (PART ONE) (LEARNING HOW TO LOVE YOUR NEIGHBOR)* (*Self-Confrontation*, Lesson 12, Page 2 — Page 195 at the top). Emphasize that love for God and love for man are intimately connected, using *I John 4:20-21* as your text.
2. Read the second sentence of *Principle 51* and note that forgiveness is not an option for a child of God; it is a matter of obedience. Read *Matthew 6:14-15*. Note that this passage comes right after the prayer that Jesus taught the disciples and that the only responsibility given to men in that prayer is the responsibility to forgive.

0:20

TRANSITION STATEMENT: "Since forgiveness is so important, let's spend some time on this subject. Please turn to Page 3 — Page 196 at the top."

FORGIVENESS 30 minutes

Teach **FORGIVENESS (FORGIVING OTHERS AS GOD HAS FORGIVEN YOU)**, (*Self-Confrontation*, Lesson 12, Pages 3-5 — Pages 196-198 at the top).

1. Under **I. Understanding God's forgiveness**, only discuss Paragraph B. When discussing Subparagraph 4., note that in *Hebrews 10:17*, "not to remember" is an accounting term which means "not to charge against you." It does not mean "to forget." If God were to forget whenever He forgives, we would be without much of the Bible. God is all-knowing and will bring every act and every word to judgment (*Ecclesiastes 12:14; Matthew 12:36-37*).

Read *Isaiah 38:17* and note that the word "back" connotes the small of the back. Then, say to the students:

"Make one hand into a fist and place it in the small of your back." (Pause) "Now, try to look at your fist." (Pause) "It is impossible to see. Now bring the fist to your front. In the same way, when God forgives you, He puts your sins out of His sight (so to speak); however, when it is good for you or others, God will remind you of your sin. For example, the sins of the Israelites are in the Scriptures for our edification" (I Corinthians 10:6, 11).

2. Under **II. Responding to God's forgiveness**:
 - a. First, turn to *Ephesians 4:32* and point out that you are to forgive others just as God in Christ has forgiven you. Then, read each point in Paragraph A.

After reading Point 6, emphasize the following:

"It is important to distinguish between forgiveness and the release of consequences. Forgiveness is an act of mercy that reestablishes fellowship with the offender. In other words there is no longer an estrangement between the offender and the one offended. On the other hand, consequences should be an encouragement to the offender to change."

- b. In Subparagraph B., emphasize that you are to forgive in your heart even *before* the offender asks for forgiveness. Use *Mark 11:25* to make this point. Also mention that the penalty for sin is removed at salvation, but sin by a child of God hinders fellowship with the Father.
3. When explaining **III. Reviewing principles of forgiveness**:
 - a. In Paragraph C., emphasize that forgiveness is a promise that can be kept regardless of feelings.
 - b. In Paragraph E., read *Luke 17:3-10* and point out the importance of forgiving others. In this passage, Jesus is telling the disciples that increasing their faith is not their solution. Instead, he points out their unwillingness to forgive is an indication of pride; they are not willing to consider themselves as unworthy slaves.
4. When explaining **IV. Refusing to forgive**, emphasize Paragraph B. referring to *Matthew 18:21-35* as your text. The point of this parable is to show that since God is willing to forgive all of the sins of a believer's life, which are many; surely, the believer should be willing to forgive the relatively few sins of others. Also, highlight *Matthew 18:34-35* to emphasize the importance of sincere forgiveness (from the heart).

0:50

TRANSITION STATEMENT: "After the break we will look at what the Bible says about a situation where you are the offender and need to ask forgiveness of someone else."

BREAK 10 minutes

1:00

Review what was covered before the break as follows:

"So far, we have discussed the importance of forgiving others. This is so important that if we do not forgive, God will not forgive our transgressions. And we can forgive as an act of our will because forgiveness is a promise to do four things. What are they? (The answer is at the bottom of Page 4.)

"Now let us take a look at an opposite situation where you are the offender and need to ask forgiveness of someone else." Please turn to *Principle 53* on Page 2 — Page 195 at the top."

RECONCILIATION 25 minutes

1. Read *Principle 53, BIBLICAL PRINCIPLES: INTERPERSONAL PROBLEMS (PART ONE) (LEARNING HOW TO LOVE YOUR NEIGHBOR)* (*Self-Confrontation*, Lesson 12, Page 2 — Page 195 at the top). Highlight *Matthew 5:23-24* which is the memory passage for this lesson. Emphasize the importance of believers contacting quickly the individual who has something against them. We are not to wait for a convenient time. This is part of preserving the unity of the Spirit (*Ephesians 4:3*).
2. Teach **RECONCILIATION (REMOVING ALL HINDRANCES TO UNITY AND PEACE)** (*Self-Confrontation*, Lesson 12, Pages 6-8 — Pages 199-201 at the top). Since you will not have time to read any verses in this section, encourage your students to become familiar with the referenced verses in their personal study times.
 - a. When explaining **I. Repentance (changing your mind from pleasing self to pleasing God, which is followed by a corresponding biblical change in your life)**, highlight Paragraph E. in order to emphasize the need to take whatever measures that are necessary to remove stumbling blocks in one's own life.
 - b. Merely read **II. Confession (agreeing with God about sins that you have committed against Him and against others, with a commitment to forsake that sin)**.
 - c. Merely read through **III. Restitution (restoring or compensating for damages your sin has caused)**.
 - d. When explaining **IV. The importance of reconciliation (putting away enmity with a view to establishing or restoring a relationship of unity and peace)**, highlight Paragraph C.
 - e. When explaining **V. Hindrances to reconciliation**, highlight Paragraphs A. and B. *Do not read the example in Paragraph D., but encourage the students to read it during their study time.*
 - f. Review Paragraph 6. Develop a "**forgiveness/reconciliation plan,**" **GUIDELINES: VICTORY OVER FAILURES WORKSHEET** (*this Guide*, Appendix 3, Pages 223-230).

1:25

TRANSITION STATEMENT: "Please turn to Page 9 — Page 202 at the top — where we see more questions and answers about the subject of forgiveness."

QUESTIONS AND ANSWERS 10 minutes

Merely highlight certain portions of **QUESTIONS AND ANSWERS ABOUT BIBLICAL FORGIVENESS** (*Self-Confrontation*, Lesson 12, Pages 9-13 — *Pages 202-206 at the top*) as follows:

1. Under I. **Is it possible ...**, only read the contents of Paragraph C.
2. Under II. **Will all the consequences ...**, only read the contents of Paragraph B.
3. *Skip III. What is the relationship You have already covered this subject.*
4. *Skip IV. Does God require ..., You have already covered this subject.*
5. Under V. **Is it necessary ...**, merely read Paragraph B.
6. *Skip VI. What about You have already covered this subject.*

1:35

TRANSITION STATEMENT: "This brings us to the second element of how to face, deal with, and endure interpersonal problems — biblical hope. Please turn to Page 2 — Page 195 at the top."

YOUR HOPE 5 minutes

Read *Principle 54, BIBLICAL PRINCIPLES: INTERPERSONAL PROBLEMS (PART ONE) (LEARNING HOW TO LOVE YOUR NEIGHBOR)* (*Self-Confrontation*, Lesson 12, Page 2 — *Page 195 at the top*). Remind the students that love and forgiveness are acts of the will. They are not based on feelings but rather on faithful obedience to God's commands regardless of feelings.

1:40

TRANSITION STATEMENT: "Let's continue with the case study regarding Tom and Mary and see how much Mary lives by her feelings."

CASE STUDY 10 minutes

Read **A CASE STUDY: MARY'S HUSBAND HAS LEFT HER** (*Self-Confrontation*, Lesson 12, Pages 14-15 — *Pages 207-208 at the top*).

1. Point out that the counselor consistently asks Mary how she responded in each situation and at no time asks about Tom's actions. Ask the students for the biblical basis for this approach. *They should refer to Matthew 7:5.*
2. Review the students' lists of Mary's unbiblical words and actions.
3. Ask the students to answer the questions at the end. Suggested answers are:
 - a. Question 1: She is focused on Tom's sins.
 - b. Question 2: On her own failures according to *Matthew 7:5*.
 - c. Question 3: Make a list of her specific failures to obey God without, in any way blaming Tom.

1:50

CONCLUSION 10 minutes

1. Remind the students that if they are harboring unforgiveness, they are in serious trouble. If they need to ask someone for forgiveness, they should make a specific biblical plan to do so, using the new **GUIDELINES: VICTORY OVER FAILURES WORKSHEET**

introduced and distributed in Lesson 8 and, then, meeting with that person to ask for forgiveness.

2. Review the homework assignment.
 - a. Remind the students to complete Items 19-20 of the exam in *Self-Confrontation*, Lesson 23, if they desire to take the class in preparation for further biblical counseling training using BCF material.
 - b. Mention that copies of the **VICTORY OVER FAILURES WORKSHEET** (*this Guide*, Appendix 2) are available.
3. Preview the next lesson. You may want to say the following:

SUGGESTED PREVIEW OF NEXT LESSON: "In the next lesson, we will be discussing the last two elements of how to face, deal with, and endure interpersonal-relationship problems. We will be covering love and communication from a biblical viewpoint which is very different from the world's understanding of these subjects."

CLOSE IN PRAYER

2:00

Lesson 13 Plan

INTERPERSONAL PROBLEMS (PART TWO)

(LEARNING HOW TO LOVE YOUR NEIGHBOR)



Relationship to other lessons

This is the second of two lessons on interpersonal problems. This lesson deals with the final two elements of how to face, deal with, and endure problems biblically: biblical change and biblical practice (doing the Word).

Also, a full understanding of the subject **BIBLICAL SUBMISSION** (*Self-Confrontation*, Lesson 15, Page 3 — *Page 258 at the top*) is vital to a proper understanding of *Self-Confrontation*, Lessons 12-17.



Overview of this lesson

In this lesson, you will be teaching:

- The meaning of biblical love which is an act of the will in obedience to God and is not dependent on feelings,
- Restoration/discipline in the local church which is practiced rather rarely in these times, and
- Biblical communication, which is a major area in which both believers and unbelievers sin frequently.



Special notes for this lesson

This lesson contains a large volume of material, so you will need to pace yourself carefully or you will not cover all that should be taught.

Since church restoration/discipline is practiced rarely in these times, you will need to remain steadfast with the Scriptures and be careful not to get sidetracked by examples that the students may bring up.

Thoroughly cover the subject of biblical communication because it is an area in which both believers and unbelievers sin frequently. People tend to minimize the need for being careful with their words, so it is important to dwell on this subject.

As appropriate and as time permits, whenever a box appears at the top of the page in the *Self-Confrontation* manual, read (or have a student read) the contents aloud as an introduction to that section.

Do not try to discuss all the Scripture references in the lesson — you will not have time. Key Scripture references are written in **bold** letters; they should be read in class and discussed.



Prayer and study

- ☐ Pray for wisdom as you prepare and teach; pray for a profitable and meaningful lesson for you and your students.
- ☐ Read *Self-Confrontation*, Lesson 13.
- ☐ Study **BIBLICAL PRINCIPLES: INTERPERSONAL PROBLEMS (PART TWO)** (*Self-Confrontation*, Lesson 13, Pages 2-3 — *Pages 215-216 at the top*). Become familiar with every verse.

- ☐ Study **BIBLICAL SUBMISSION** (*Self-Confrontation*, Lesson 15, Page 3 — *Page 258 at the top*).
- ☐ Study the lesson plan that follows.



Preparing the materials

- ☐ After studying the following lesson plan, prepare to instruct by writing the appropriate teaching notes from this instructor's guide in your copy of the *Self-Confrontation* manual. Photocopy appropriate pages of this guide.
- ☐ In your Bible, mark every Scripture reference that you will be discussing in class as follows:
 - Above each Scripture portion that lists a "put-off," write a minus (-) symbol to remind you to point out "put-offs" to those you instruct.
 - Above each Scripture portion that lists a "put-on," write a plus (+) symbol to remind you to point out "put-ons" to those you instruct.
- ☐ Make copies of the **VICTORY OVER FAILURES WORKSHEET** (*this Guide*, Appendix 2, Pages 221-222) for the students.

Cumulative
Time
0:00



Lesson Plan

ORIENTATION 10 minutes

1. Welcome the students.
2. Review memory verses. Have the students pair off to recite *Matthew 5:23-24*, the assigned memory verses.
3. Ask if there are questions about homework from the previous lesson.
4. Open in prayer.

0:10

INTRODUCTION TO THE LESSON 10 minutes

1. Introduce the lesson with the following statement:

"This is the second of two lessons on interpersonal problems. This lesson deals with the final two elements of how to face, deal with, and endure problems biblically: biblical change and biblical practice (doing the Word).

"In this lesson, we will be discussing some of the most important practices within the body of Christ. We will be discussing (1) the meaning of biblical love which is an act of the will in obedience to God and is not dependent on feelings, (2) restoration/discipline in the local church which is practiced rather rarely in these times, and (3) biblical communication which is a major area in which both believers and unbelievers sin frequently."

2. Read the purposes of **LESSON 13: INTERPERSONAL PROBLEMS (PART TWO) (LEARNING HOW TO LOVE YOUR NEIGHBOR)** (*Self-Confrontation, Lesson 13, Page 1 — Page 214 at the top*).

0:20

TRANSITION STATEMENT: "Because all the biblical principles are explained in great detail in each of the subjects of this lesson, let us go directly to the first subject, biblical love, on Page 4 — Page 217 at the top."

MEANING OF LOVE 20 minutes

Teach **THE MEANING OF BIBLICAL LOVE** (*Self-Confrontation, Lesson 13, Pages 4-6 — Pages 217-219 at the top*).

1. Use **I. All of God's directives ...** and **II. Love is giving ...**, to introduce this subject. Emphasize that biblical love is not just the giving of things, but giving of one's very self.
2. Under **III. Love has specific characteristics ...**, point out that these descriptions of love are from *I Corinthians 13:4-8*. Then, read through four or five of the paragraphs and point out that each of the phrases illustrates the giving up of selfish desires and putting God and others first.
3. When covering **IV. Love characterizes the life of a disciple of Christ ...**, read only Paragraph E. and emphasize that biblical love is not a matter of "making other people feel good" either about themselves or their circumstances. Rather, biblical love involves blessing others. This may mean that in practicing biblical love, it is sometimes necessary to do that which is difficult, unpleasant, or perhaps downright grievous. For example,

0:40

parents sometimes must tell children “no,” or speak in a firm manner, or discipline as necessary to be obedient to *Deuteronomy 6:6-9*. None of these deeds are easy or pleasant, but they are loving when done to bring them up in God’s way. *This will be discussed in Lessons 16-17; do not give details now.*

TRANSITION STATEMENT: “One of the most important acts of love in the local church is church restoration or discipline; so let’s spend some time on this subject. Let’s turn to Page 7 — Page 220 at the top.”

RESTORATION 20 minutes

1. Teach **RESTORATION/DISCIPLINE (YOUR BIBLICAL RESPONSE TO THE SIN OF ANOTHER BELIEVER)** (*Self-Confrontation*, Lesson 13, Pages 7-8 — Pages 220-221 at the top).
 - a. Carefully read the box at the top of the page and the first paragraph directly below it.
 - b. Introduce the process described in *Matthew 18:15-17* by having the students look with you at the rest of the chapter first. Point out that most of the chapter emphasizes the importance of helping others to live godly lives — first, in *verses 1-11*, by not placing stumbling blocks in the way and second, *verses 12-14*, by pursuing one who has fallen. State that often church leaders (in dealing with the sheep gone astray) say, “Well, I have 99 others to care for. They are important.”
 - c. Explain *Matthew 18:15-17* as follows.
 - (1) Read **Matthew 18:15** and the sentence beginning with, “If a fellow-believer sins ...” along with the next paragraph.
 - (2) Read **Matthew 18:16** and the sentence beginning with, “If he chooses not to repent ...” Then, note that if he repents, the response is the same.
 Point out that normally several appeals may need to be made before taking this second step because it is important to discern whether or not the person is deliberately continuing to practice the sin. The kind of sin is not the primary problem. According to *I John 3:4, 8-10*, a person who deliberately continues to practice a sin without repentance is behaving like an unbeliever.
 - (3) Read **Matthew 18:17a** and the sentence beginning with, “If a fellow believer remains unrepentant ...” Again, note that if he repents, the response is the same.
 - (4) Read **Matthew 18:17b** and note that if he remains unrepentant after the entire church has appealed to him, he is to be viewed by the believers as someone who does not belong to the family of God.
 Also, note that even the last step is taken in order to encourage repentance and restoration.
 - d. Do not attempt to read through the remainder of Pages 7 and 8 — Pages 220-221 at the top. Instead, state:

“The remainder of Pages 7 and 8 provides an explanation of the steps just covered. All of these steps are aimed toward bringing about reconciliation and restoration, not punishment, and they are to be carried out with love. Additionally, the one who has been restored often will need to be counseled in order to be helped to develop a pattern of biblical living in his life.”

NOTE TO THE INSTRUCTOR: Be careful not to get into all the examples students may wish to bring up. Usually, when you deal with the specific incidents students want to bring up regarding restoration, you end up addressing the unusual or exceptional cases rather than what should be practiced in churches.

Also, in answering specific cases, you will divert time away from the teaching needed.

2. Merely refer to **GUIDELINES: THE RESTORATION/DISCIPLINE PROCESS** (*Self-Confrontation*, Lesson 13, Pages 9-11 — *Pages 222-224 at the top*). Do not teach any of this. Ask the students to read this portion carefully during their study time.

1:00

TRANSITION STATEMENT: “Perhaps the most common failure to love is the failure to communicate biblically. After the break we will study the subject of biblical communication starting on Page 12 — *Page 225 at the top*.”

BREAK 10 minutes

1:10

Review what was covered before the break as follows:

“We have been talking about the biblical definition of love and we see that love is an act of obedience to sacrificially give up oneself for another. Love is not dependent on feelings. As a matter of fact, an act of love such as being patient goes against feelings. We also have seen that one of the most difficult demonstrations of love is carrying out restoration/discipline in the local church.

“Now let us look at one of the most common failures to love — the failure to communicate biblically.”

BIBLICAL COMMUNICATION 35 minutes

Teach **BIBLICAL COMMUNICATION** (*Self-Confrontation*, Lesson 13, Pages 12-14 — *Pages 225-227 at the top*). Encourage your students to study all the verses in their personal study time in order to understand the basis for biblical communication. However, you do not have time to read all verses or explain everything, so concentrate on those portions listed below.

1. When explaining **I. What do your words reveal?**, read Paragraph C. and highlight that your words indicate your spiritual maturity as pointed out in *James 3:1-6*.
2. When explaining **II. To whom should you speak?**,
 - a. Merely read Paragraphs A. and B.
 - b. Emphasize Paragraph C. Speak (i.e., give counsel) to the wise, not to the foolish or to the scoffer. Read *Proverbs 9:7-9* and then state:

“The book of *Proverbs* categorizes people as either wise or foolish and provides guidance on how to treat both. You should counsel a wise person because he is open to correction and will change. You should not attempt to counsel a foolish person (one who is not open to change) because he will merely insult you and misuse the information. Therefore, we should first discern whether a person is open to counsel before talking to him about what he needs to change in his life. Jesus emphasized this truth when talking to unbelievers. He said in *Matthew 7:6*, ‘Do not throw your pearls before swine, lest they trample them under their feet, and turn and tear you to pieces.’”

- c. Skip Paragraphs D., E., and F.

3. When explaining **III. When should you speak?**, introduce Paragraph A. by reading *Proverbs 18:13*. Explain that we often sin in our communication with others when we have not taken time to seek out the facts of a matter. We often pre-judge others and, thus, do not bother to listen.

- a. Highlight *Proverbs 18:2* when explaining Subparagraph 1. Then state:

"Someone has said that the only reason we are willing to listen to another person is because we know that it is our turn next."

- b. Highlight *Proverbs 18:17* when explaining Subparagraph 2.

4. When explaining **IV. How should you speak?**, highlight:

- a. Paragraph A. using *Ephesians 4:15* as your text.

HELPFUL ILLUSTRATION: "Speaking the truth without love is like doing surgery without an anesthetic."

- b. Paragraph D. using *Colossians 4:6* as your text.

- c. Paragraph E. using *I Peter 3:9* as your text. Explain that giving a blessing is doing what is good for a person, i.e., helping him to be godly.

5. When explaining **V. What should you not say?**, highlight:

- a. Paragraph D. using *Ephesians 5:4* as your reference.
b. Paragraph E. using *I Timothy 6:20* as your reference.
c. Paragraph F. using *Proverbs 10:19* as your reference.
d. Paragraph H. using *Proverbs 20:19, 26:20* as your references.

6. When explaining **VI. What should you speak?**, highlight:

- a. Paragraph B. using *Isaiah 55:8-11* as your reference.
b. Paragraph C. using *Ephesians 4:29* as your reference.

1:45

TRANSITION STATEMENT: "The commandment to love one another is repeated often in the New Testament. On Pages 15-18 — Pages 228-231 at the top, you see many references to this subject."

BIBLICAL RELATIONSHIPS 5 minutes

Merely refer to **BIBLICAL RELATIONSHIPS (LOVING EACH OTHER IN THE BODY OF CHRIST)** (*Self-Confrontation*, Lesson 13, Pages 15-18 — Pages 228-231 at the top). You will not have time to cover this section in detail, so briefly summarize the contents by reading the major headings. Point out that God often gives the reasoning behind or results of following His commands and directives for believers.

1:50

TRANSITION STATEMENT: "Just as in the previous subjects, we end our discussion with an 'overcoming' plan. Please turn to Page 19 — Page 232 at the top."

OVERCOMING 5 minutes

1:55

Merely point out that the format of **OVERCOMING INTERPERSONAL PROBLEMS** (*Self-Confrontation*, Lesson 13, Pages 19-23 — *Pages 232-236 at the top*) is the same as for the overcoming plans in Lessons 10 and 11. Remind the students that the starting point for overcoming problems with others is dealing with self. As a result, many of the items are contained in the previous overcoming plans.

CONCLUSION 5 minutes

1. Summarize the lesson by reviewing **THE MEANING OF BIBLICAL LOVE** (*Self-Confrontation*, Lesson 13, Pages 4-6 — *Pages 217-219 at the top*).
2. Review the homework assignment.
 - a. Remind the students to complete Items 21 and 22 of the exam in *Self-Confrontation*, Lesson 23, if they desire to take the class in preparation for further biblical counseling training using BCF material.
 - b. Mention that copies of the **VICTORY OVER FAILURES WORKSHEET** are available.
3. Preview the next lesson. You may want to say the following:

SUGGESTED PREVIEW OF NEXT LESSON: "In the next two lessons, we will be discussing the marriage relationship. Since this is the most intimate of all human relationships, what you have learned in the past two lessons will help you face, deal with, and endure marriage problems."

CLOSE IN PRAYER

2:00

Lesson 14 Plan

THE MARRIAGE RELATIONSHIP (PART ONE)

✓ Relationship to other lessons

This is the first of two lessons on the marriage relationship. This lesson deals with the first two elements of how to face, deal with, and endure problems biblically: understanding God's truth about the problem and biblical hope. The next lesson will cover the last two elements: biblical change and biblical practice (doing the Word).

Study both Lessons 14 and 15 before teaching Lesson 14 so that you understand how the two lessons fit together.

You should remind the students often that the lessons build on one another as the course progresses. Strongly encourage them to review Lessons 9-13 to understand more completely how to face, deal with, and endure marriage problems.

Also, a full understanding of the subject **BIBLICAL SUBMISSION** (*Self-Confrontation*, Lesson 15, Page 3 — Page 258 at the top) is vital to a proper understanding of *Self-Confrontation*, Lessons 12-17.

✓ Overview of this lesson

Your emphasis throughout this lesson should be that:

- Marriage is a covenant relationship ordained by God and should not be dissolved,
- Spouses are to serve one another following the servant example of Jesus Christ, and
- The focus for change is to be on dealing with self, not on changing the spouse.

✓ Special notes for this lesson

As appropriate and as time permits, whenever a box appears at the top of the page in the *Self-Confrontation* manual, read (or have a student read) the contents aloud as an introduction to that section.

Do not try to cover the material in detail — you will not have time. The lesson contains a wealth of material (more than you can teach in detail during the allotted time), so it is important to focus your instruction on the key teaching points.

Do not try to discuss all the Scripture references in the lesson — you will not have time. Key Scripture references are written in **bold** letters; they should be read in class and discussed.

✓ Prayer and study

- ☐ Pray for wisdom as you prepare and teach; pray for a profitable and meaningful lesson for you and your students.
- ☐ Read *Self-Confrontation*, Lessons 14 and 15.
- ☐ Study **BIBLICAL PRINCIPLES: THE MARRIAGE RELATIONSHIP (PART ONE)** (*Self-Confrontation*, Lesson 14, Page 2 — Page 245 at the top). Become familiar with every verse.
- ☐ Study **BIBLICAL SUBMISSION** (*Self-Confrontation*, Lesson 15, Page 3 — Page 258 at the top).
- ☐ Study the lesson plan that follows.



Preparing the materials

- ☐ After studying the following lesson plan, prepare to instruct by writing the appropriate teaching notes from this instructor's guide in your copy of the *Self-Confrontation* manual. Photocopy appropriate pages of this guide.
- ☐ In your Bible, mark every Scripture reference that you will be discussing in class as follows:
 - Above each Scripture portion that lists a "put-off," write a minus (-) symbol to remind you to point out "put-offs" to those you instruct.
 - Above each Scripture portion that lists a "put-on," write a plus (+) symbol to remind you to point out "put-ons" to those you instruct.
- ☐ Make copies of the **VICTORY OVER FAILURES WORKSHEET** (*this Guide*, Appendix 2, Pages 221-222) for the students.

Cumulative
Time
0:00



Lesson Plan

ORIENTATION 10 minutes

1. Welcome the students.
2. Review memory verses. Have the students pair off to recite *Ephesians 4:29* and *Philippians 2:3-4*, the assigned memory verses.
3. Ask if there are questions about homework from the previous lesson.
4. Open in prayer.

0:10

INTRODUCTION TO THE LESSON 5 minutes

1. Introduce the lesson with the following statement:

"Apart from the Lord, marriage can be a disaster. Marriage tends to reveal sinful practices that have been present for years but have never been dealt with. Even if they are neighbors, any two people who marry each other often will have grown up with very different ideas about family life and decision-making. They are truly strangers in many ways.

"For example, decisions regarding finances, assignment of responsibilities among family members, the training of children, times of relaxation, maintenance of the home, ministry in the church, family devotions, etc., are often based on previous experience rather than on the Scriptures. The parents of one of the spouses may have spent money freely, while the parents of the other spouse may have been very thrifty. In one home, the children may have been disciplined harshly, while in the other home, discipline was very lax. Is it any wonder that we often hear the statement, 'Opposites attract.' The reality is that all couples are very different from each other in many ways and therefore seem opposite to each other.

"When two people who have lived as singles for many years are joined together in marriage, the natural result is often conflict. When two self-centered people live in the close quarters of a common home, the result can easily be explosive.

"For these reasons, these two lessons on marriage are very valuable for those who are single as well. Most of the waking hours of married couples deal with the same tests and trials in life as do single people. Since these lessons are about how to live a godly life, they are very applicable to singles.

"This is the first of two lessons on the marriage relationship. This lesson deals with the first two elements of how to face and deal with marriage problems: understanding God's truth about the problem and biblical hope."

2. Read the purposes of **LESSON 14: THE MARRIAGE RELATIONSHIP (PART ONE)** (*Self-Confrontation*, Lesson 14, Page 1 — Page 244 at the top).

0:15

GOD'S TRUTH ABOUT THE PROBLEM 45 minutes

1. Merely read *Principles 60-61*, **BIBLICAL PRINCIPLES: THE MARRIAGE RELATIONSHIP (PART ONE)** (*Self-Confrontation*, Lesson 14, Page 2 — Page 245 at the top).

<p>TRANSITION STATEMENT: "For more information on the biblical truth about marriage, let's turn to Page 3 — Page 246 at the top."</p>
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2. Teach the contents of **THE BIBLICAL MODEL FOR MARRIAGE** (*Self-Confrontation*, Lesson 14, Pages 3-4 — Pages 246-247 at the top).
 - a. Read the box at the top and point out that all of the verses clearly dealing directly with the marriage relationship (except for examples of *Song of Solomon*) are listed in the introductory box. Tell the students that references to the Song of Solomon are not included because that book is primarily a description of romantic delight in marriage. It does not contain commands related to marriage.

In light of the relatively few passages in Scripture on marriage, mention the following:

<p>"As a point of comparison between the number of verses on marriage and the number of verses dealing with an individual's walk with Christ, it is obvious that there are many more verses directed toward an individual's life before God than those addressing marriage. In fact, a single person deals with most of the same temptations and tests as does a married person. The hundreds of verses focusing on one's personal life, whether single or married, illustrate the primary focus of God's Word. Thus, as I mentioned before, most of the instruction in these two lessons is just as applicable to single people.</p>

<p>"To understand God's plan for this kind of marriage relationship that reflects the relationship between Jesus Christ and the church, let's look at God's model for marriage."</p>
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- b. When explaining **I. God has ordained marriage:**
 - (1) Paragraph A., highlight **Malachi 2:14**. Emphasize the word, "covenant." Point out that a covenant is never to be broken except by death; in contrast, a contract can be dissolved. Also, stress that God did not design the marriage relationship to be dissolved, using **Mark 10:6-9** as your text.

<p>NOTE TO THE INSTRUCTOR: Sometimes, questions and comments about divorce will be brought up when a passage on divorce is mentioned. While this is a needful area of study, tell your students, if they bring up the subject of divorce, that a study or discussion about divorce is outside the focus of this lesson. Encourage them to pursue that study on their own. The emphasis of this lesson is how to have and maintain a marriage that brings honor to the Lord. Emphasize that God's plan for marriage is that it reflects the relationship between Jesus and the Church, which is the topic of the next point.</p>
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- (2) Paragraph B., highlight that the marriage relationship is to be like our Lord's relationship to His Church by referring to **Ephesians 5:24-27**.
- c. When explaining **II. God has established the character of marriage:**
 - (1) In Paragraph A., emphasize that each person is to live to please the Lord. It is important to keep in mind that the Lord must always come first. In pleasing the Lord, the spouses will bless one another. At this point, note that blessing the

spouse may not always please the other, but it always will be what's best for the spouse.

- (2) In Paragraph B., emphasize in *Genesis 2:24* that the phrase, "one flesh," means much more than being one physically. It means that the two spouses are united as one person. Emphasize that God's intention is for the husband and wife to complement one another; both are needed to make up the whole.
- (3) In Paragraph C., highlight that both of the spouses are equal in God's sight using *Galatians 3:28* as your text. This should in no way detract from the husband's responsibility to lead and protect his wife and children.
- (4) In Paragraph D., emphasize that God's Word is the ultimate authority in the home, not the husband, and that each spouse is to carry out his or her responsibilities as to the Lord. Highlight *I Corinthians 1:10* and emphasize the importance of seeking unity in marital decisions.

After reading subpoint D. 2., highlight *Romans 12:10* and state:

"In making decisions, the authority is the Scripture. Where God's Word gives specific commands, both spouses are to follow the Scriptures; where it is a matter of opinion (like what to eat at the next meal) and biblical principles are not violated, spouses should defer to one another.

"These guidelines do not in any way diminish the husband's responsibility to lead in the home. In fact, they demonstrate that the husband and wife are to act as one under the headship of the Lord."

- (5) Read the topic sentence of Paragraph G. Then read *Mark 10:43-45* and point out that each spouse is to serve the other following the example of self-sacrifice given by Jesus. Finally, highlight *I Corinthians 7:3-4* as an example of servanthood. Point out:

"Many times physical intimacy is the 'last' holdout in marriage. A wife might say to herself, 'I have to do all the other things for him, but no way will I give in to him.' Or the husband might say to his wife, 'This is my right.' But God says our bodies are not our own. We are to serve one another, even in the physical relationship. We are not to be focused on self-gratification."

- d. *Skip III. God has made the marriage relationship basic to society.*
- e. When explaining **IV. God has designed some to receive the blessing of remaining single**, point out that God does not favor marriage over singleness. Each condition is to be chosen according to God's will. Point out:

"If you are not content as a single person, you will not be content as a married person. We are told in *I Corinthians 7* not to seek to change our marital status and in *Philippians 4* to be content in every situation. So if you are single, you should not be searching for a spouse. You are to focus on serving the Lord with all of your heart."

TRANSITION STATEMENT: "After the break we will see how the biblical model for marriage compares to man's view. Turn to Page 5— Page 248 at the top."

1:00

BREAK 10 minutes

1:10

Review what was covered before the break as follows:

“Last hour, we saw that marriage is a one-flesh relationship between a husband and a wife established by covenant and is not to be broken. The marriage partners are to seek to be united in all decisions based on the Word of God.

“The model of marriage that God designed greatly contrasts with the natural man’s view. Let us turn to Page 5— Page 248 at the top to see how the world deals with marital conflicts.”

GOD'S TRUTH ABOUT THE PROBLEM (CONTINUED) 15 minutes

3. Teach **MARITAL CONFLICTS (MAN’S WAY VERSUS GOD’S WAY)** (*Self-Confrontation*, Lesson 14, Pages 5-6 — *Pages 248-249 at the top*).
 - a. When explaining **I. When living to please self ...**, remind the students of your introductory remarks at the beginning of the lesson, i.e., apart from the Lord, marriage can be a disaster.
 - b. When explaining **II. When a husband and wife live to please themselves ...**, read only Paragraphs A., B., C., and H., which present some of the more common, solutions offered by Christian counselors. Note that all of the solutions are focused on pleasing self either through direct confrontation or manipulation.
 - c. When explaining **III. God desires that problems in marriages be solved for the good of each spouse ...**, first, merely read Paragraphs A. and B. Then, when explaining Paragraph C., remind the students of two key principles for living as a spouse: (1) your primary focus must be on pleasing God (using *II Corinthians 5:9* as your text) and (2) you must be a servant to your spouse (using *Philippians 2:3-4* as your text). Point out that even if the marriage partner is disobedient to the Word, the godly spouse is to follow these same two principles.
 - d. When explaining **IV. Spouses are to be drawing closer to God, especially during times of conflict**, note that as marriage partners draw closer to God, they draw closer to each other in oneness of mind and purpose. Merely read Paragraphs A. and B. Also, note that Lesson 15 expands on this subject.

1:25

TRANSITION STATEMENT: “To see our biblical hope in dealing with marriage problems, let’s turn back to Page 2 — Page 245 at the top.”

YOUR HOPE 15 minutes

1. Read *Principle 62, BIBLICAL PRINCIPLES: THE MARRIAGE RELATIONSHIP (PART ONE)* (*Self-Confrontation*, Lesson 14, Page 2 — *Page 245 at the top*). The important points are (1) to remember that your peace and joy are to be dependent only on your trust in, and obedience to, the Lord (*review Psalm 119:165*) and (2) to refrain from trying to change your spouse (*review Ezekiel 18:20*).
2. Merely read *Principle 63* and remind the students that they have already studied these truths.

TRANSITION STATEMENT: "Let's continue with our case study to see what Mary is depending on for her peace and joy."

1:40

CASE STUDY 10 minutes

Read **A CASE STUDY: MARY'S HUSBAND HAS LEFT HER** (*Self-Confrontation*, Lesson 14, Page 7 — *Page 250 at the top*) and have the students answer the questions at the end. Suggested answers are:

Question 1: *Luke 9:23-24* and *Philippians 2:3-4*

Question 2: *Psalms 119:165* and *Ezekiel 18:20*

Question 3: Ask God's forgiveness and ask forgiveness of others she sinned against.

- Question 4:
- a) Write out a plan for asking forgiveness.
 - b) Identify her responsibilities as a wife and mother.
 - c) Establish a schedule and carry out responsibilities.

1:50

CONCLUSION 10 minutes

1. Briefly summarize the lesson by reading *Principle 61, BIBLICAL PRINCIPLES: THE MARRIAGE RELATIONSHIP (PART ONE)* (*Self-Confrontation*, Lesson 14, Page 2 — *Page 245 at the top*).
2. Review the homework assignment.
 - a. Remind the students to complete Item 23 of the exam in *Self-Confrontation*, Lesson 23, if they desire to take the class in preparation for further biblical counseling training using BCF material.
 - b. Mention that copies of the **VICTORY OVER FAILURES WORKSHEET** are available.
3. Preview the next lesson. You may want to say the following:

SUGGESTED PREVIEW OF NEXT LESSON: "In the next lesson, we will be discussing the last two elements of how to face and deal with marriage problems. The lesson will include a discussion of biblical submission, which is vital to a proper understanding of *Self-Confrontation*, Lessons 12-17. You will also be introduced to a practical plan by which marital problems can be solved in a manner that pleases the Lord."

CLOSE IN PRAYER

2:00

Lesson 15 Plan

THE MARRIAGE RELATIONSHIP (PART TWO)

✓ Relationship to other lessons

This is the second of two lessons dealing with the marriage relationship. This lesson deals with the second two elements of how to face, deal with, and endure problems biblically: biblical change and biblical practice (doing the Word).

✓ Overview of this lesson

Your emphasis throughout this lesson should be that a married person needs to focus on pleasing the Lord, not trying to change his spouse.

Take adequate time to cover **BIBLICAL SUBMISSION** (*Self-Confrontation*, Lesson 15, Page 3 — *Page 258 at the top*). A full understanding of this subject is vital to a proper understanding of Lessons 12-17.

This lesson also includes instruction on how to initiate a conference table to help develop the pattern of biblical communication. The conference table is very useful in the process of reconciliation/restoration.

✓ Special notes for this lesson

As appropriate and as time permits, whenever a box appears at the top of the page in the *Self-Confrontation* manual, read (or have a student read) the contents aloud as an introduction to that section.

Do not try to cover the material in detail — you will not have time. The lesson contains a wealth of material (more than you can teach in detail during the allotted time), so it is important to focus your instruction on the key teaching points.

Do not try to discuss all the Scripture references in the lesson — you will not have time. Key Scripture references are written in **bold** letters; they should be read in class and discussed.

✓ Prayer and study

- ☐ Pray for wisdom as you prepare and teach; pray for a profitable and meaningful lesson for you and your students.
- ☐ Read *Self-Confrontation*, Lesson 15.
- ☐ Study **BIBLICAL PRINCIPLES: THE MARRIAGE RELATIONSHIP (PART TWO)** (*Self-Confrontation*, Lesson 15, Page 2 — *Page 257 at the top*). Become familiar with every verse.
- ☐ Study **BIBLICAL SUBMISSION** (*Self-Confrontation*, Lesson 15, Page 3 — *Page 258 at the top*).
- ☐ Study the lesson plan that follows.

✓ Preparing the materials

- ☐ After studying the following lesson plan, prepare to instruct by writing the appropriate teaching notes from this instructor's guide in your copy of the *Self-Confrontation* manual. Photocopy appropriate pages of this guide.
- ☐ In your Bible, mark every Scripture reference that you will be discussing in class as follows:

- Above each Scripture portion that lists a “put-off,” write a minus (-) symbol to remind you to point out “put-offs” to those you instruct.
 - Above each Scripture portion that lists a “put-on,” write a plus (+) symbol to remind you to point out “put-ons” to those you instruct.
- ☐ Make copies of the **VICTORY OVER FAILURES WORKSHEET** (*this Guide*, Appendix 2, Pages 221-222) for the students.

Cumulative
Time
0:00



Lesson Plan

ORIENTATION 10 minutes

1. Welcome the students.
2. Review memory verses. Have the students pair off to recite *Ephesians 5:21-22, 25*, the assigned memory verses.
3. Ask if there are questions about homework from the previous lesson.
4. Open in prayer.

0:10

INTRODUCTION TO THE LESSON 5 minutes

1. Introduce the lesson with the following statement:

"This is the second of two lessons on marriage problems. This lesson deals with the final two elements of how to face, deal with, and endure problems biblically: biblical change and biblical practice (doing the Word).

"The lesson will include a discussion of biblical submission which is vital to a proper understanding of Lessons 12 through 17. Biblical submission is often thought of as a subject mainly for women. In dealing with marriage problems, wives are often counseled to focus on submission and husbands are told to focus on love. This approach is based on an overemphasis of certain Scripture passages to the exclusion of other. For example, wives are told that since *Ephesians 5:22* only mentions that wives are to submit to their husbands and does not mention anything about loving their husbands, wives must uniquely have difficulty submitting and no difficulty loving. Conversely husbands are told that since *verse 25* only mentions that husbands are to love their wives, husbands must uniquely have difficulty loving. As a result of this unbalanced emphasis, there are many unsubmitive husbands and many unloving wives in the body of Christ.

"We will find in this lesson that servanthood is a very important characteristic of all loving relationships."

2. Read the purposes of **LESSON 15: THE MARRIAGE RELATIONSHIP (PART TWO)** (*Self-Confrontation*, Lesson 15, Page 1 — *Page 256 at the top*).

0:15

YOUR CHANGE 30 minutes

1. Read *Principles 64-66, BIBLICAL PRINCIPLES: THE MARRIAGE RELATIONSHIP (PART TWO)* (*Self-Confrontation*, Lesson 15, Page 2 — *Page 257 at the top*) with emphasis on the need for constantly depending on the Lord and dying to self. Note that for both the husband and wife, the "put-on" is love, which is exemplified by biblical submission and dying to self.

TRANSITION STATEMENT: "As you can see, biblical submission is essential in a marriage, so let's discuss this subject in more detail. Turn to Page 3 — Page 258 at the top."

2. Teach the contents of **BIBLICAL SUBMISSION** (*Self-Confrontation*, Lesson 15, Page 3 — Page 258 at the top).
- After reading the box at the top of the page, note that biblical submission is voluntary, and it does not mean placing yourself under the control of another.
 - In **I. You are to be like the Lord Jesus Christ ...**, point out that though Jesus was a servant, He did not place Himself under the control of anyone other than His Father using *Matthew 20:26-28* and *John 5:30* as your text.
 - In explaining **II. God's Word requires you to submit without a contentious spirit ...**, use *Ephesians 5:18-6:9* as your primary text in the manner shown below. The ways in which you demonstrate that you are filled with the Holy Spirit (i.e., under the control of the Holy Spirit) are described in the verses following *Ephesians 5:18*. Most of these ways involve submission to others.
 - When explaining Paragraph A., highlight *Ephesians 5:19-20* and point out that a person who submits himself to the control of the Holy Spirit will express the joy of the Lord to others and thank the Lord for everything in his life.
 - When explaining Paragraph B., highlight *Ephesians 5:21* and point out that a person who submits himself to the control of the Holy Spirit will be submissive to others.
 - When explaining Paragraph C., highlight *Ephesians 5:22, 25* and point out that spouses who submit themselves to the control of the Holy Spirit will be servants. State:

"Submission has nothing to do with decision-making in the family. God has established that the husband should be the leader in the home and that the ultimate authority in the home is the Lord. Remember from Lesson 14 that unity was to be sought in decision-making under the guidance of the Holy Spirit and the Word of God.

"Submission is a one-way voluntary giving up of oneself for another regardless of how the other acts. It is shown through servanthood. As believers, we are to be serving one another always considering the other person as more important than ourselves (*Philippians 2:3-4*).

"Remember, we learned in Lesson 14 that even in decision-making, when the Scripture is not applicable to a particular situation, such as what to eat at the next meal, family members should defer to one another rather than insist on their own desires" (*Romans 12:10*).

- In Paragraph D., highlight *Ephesians 6:1-2* and show students that children submitted to the control of the Holy Spirit will voluntarily obey their parents.
- In Paragraph E., highlight *Ephesians 6:4* and state:

"Parents who are under the control of the Holy Spirit will sacrifice themselves for their children by doing for them what is needed in their training without consideration of personal desires. Remember, this does not mean that parents allow children to do what they want. Parents are to bless their children by doing what is good for them whether or not they appreciate it."

- In Paragraph F., highlight *Ephesians 6:5* and point out that employees who submit themselves to the control of the Holy Spirit will be submissive to their employers.
- When explaining Paragraph G., highlight *Ephesians 6:9* and point out that employers who submit themselves to the control of the Holy Spirit will serve their employees.

0:45

TRANSITION STATEMENT: "This brings us to the fourth element, biblical practice. Please turn to Page 2 — Page 257 at the top."

YOUR PRACTICE 20 minutes

1. Read *Principles* 67-68, **BIBLICAL PRINCIPLES: THE MARRIAGE RELATIONSHIP (PART TWO)** (*Self-Confrontation*, Lesson 15, Page 2 — Page 257 at the top).
 - a. When explaining *Principle* 67, highlight *Proverbs* 3:5-6.
 - b. When explaining *Principle* 68, merely remind the students that the last part is a paraphrase of *Revelation* 2:4-5.

TRANSITION STATEMENT: "These principles are amplified on Pages 4 and 5 — Pages 259-260 at the top."

2. Teach **YOU CAN LEARN HOW TO SHOW LOVE TOWARD YOUR SPOUSE** (*Self-Confrontation*, Lesson 15, Pages 4-5 — Pages 259-260 at the top).
 - a. Merely read the contents of Paragraph A. under **I. Your marriage is to be a covenant before the Lord to a lifetime of ...** as a review of previous material. Then, highlight the contents of the *NOTE*.
 - b. Merely read Paragraphs A. and B. of **II. God's solution to problems in your marriage ...**, as a review of previous material.
 - c. In **III. Diligently practice biblical love ...**, cover only Paragraphs B., D., and E.
 - (1) In Paragraph B., emphasize that "edify" does not mean "puff-up." To edify means to build up in the Lord, i.e., to help another become more Christlike.
 - (2) In Paragraph D., highlight *Romans* 12:20-21 and use the following explanation of "heaping burning coals:"

"Often in reading this phrase, the temptation is to say, 'If I do what this passage says, this will really burn him up!' However, the picture of 'heaping burning coals' comes from the fact that in the Ancient Near East, people had to keep burning coals in their homes at all times for warmth and for cooking. If the coals died, the people did not have matches or other convenient methods of relighting fires. So if the coals went out, someone from the household had to seek for burning coals, often using a container carried on his head for the new supply. If you were to see your enemy looking for this necessity, God says that the loving thing to do is not to ignore him or to give him merely the bare minimum number of coals. Rather, you are to heap the burning coals on, far more than he would expect, even from a friend. You are to 'heap' on the blessings.

"Notice that this Scripture never says your enemy asks you for help, or even thanks you, or even notices that you treated him with kindness."

- (3) Read the first two sentences of Paragraph E. Have the students highlight *I Peter* 3:8-9 in the *Self-Confrontation* manual and then state:

"These verses summarize the teaching on submission which begins in the middle of the second chapter of *First Peter*.

"Let's review this teaching by starting with *I Peter* 2:18. Notice that we are to be submissive even to those who are unreasonable.

"In *verse 20*, we see that we find favor with God when we endure suffering for doing what is right. And notice how important this is in *verse 21*. We are called for this very purpose and Jesus is our example.

"We see in *verse 23* that He did not revile in return; He uttered no threats. He merely kept entrusting Himself to His Father. What an example that is to us! Jesus focused not on His enemies, but rather on His loving Father. We should do the same.

"Notice that *I Peter 3:1* is an instruction to wives in light of what was said in *I Peter 2*. Wives are to be submissive to their husbands out of obedience to the Lord even if the husbands are disobedient and unreasonable.

"Also, notice in *I Peter 3:7* that husbands are to act in the same way. Husbands are to live with their wives in an understanding way. They are to treat their wives as weaker vessels physically, and grant them honor as fellow heirs of the grace of life. Husbands should protect their wives and care for them as they would a delicate and precious vase."

- d. In explaining IV. You can respond biblically to an "irritating" spouse ..., remind the students that no one, not even your spouse, can make you act in an ungodly way. Your reaction to anything your spouse says or does only reveals what is already in your heart. Your peace and joy is to be only in the Lord.

1:05

TRANSITION STATEMENT: "When relationship problems exist in a marriage, there is usually a need to establish biblical communications. After the break we will talk about a procedure for conducting a biblical conference table, which is one way of communicating biblically."

BREAK 10 minutes

1:15

Review what was covered before the break as follows:

"We have seen during the last hour that each spouse has many opportunities in a marriage to die to self and be a servant. Spouses should not be insisting on their own way but seeking together to find God's will in every matter.

"Most problems come about between spouses because either one or both are seeking their own way. As a consequence, problems compound themselves over time and divisions increase. When relationship problems exist in a marriage, there is usually a need to establish biblical communications. Let us look at one way of establishing biblical communication by following the procedure for conducting a family meeting, starting on Page 6 — *Page 261 at the top*."

YOUR PRACTICE (CONTINUED) 40 minutes

3. Explain **OVERCOMING PROBLEMS THROUGH BIBLICAL COMMUNICATION (USING A CONFERENCE TABLE FOR RECONCILIATION)** (*Self-Confrontation*, Lesson 15, Pages 6-9 — *Pages 261-264 at the top*).
 - a. When explaining I. **Overall purposes of conference tables**, point out that though the conference table is a highly structured exercise designed to help initiate biblical communication (even when relationships are very poor), its format is useful for making any family or group decisions.

- b. When explaining **II. Prerequisites**, highlight Paragraph B.
- c. Cover each portion of **III. Procedures for the first conference table** carefully.
- d. Conduct a demonstration role-play of a conference table using the contents of **A CASE STUDY: MARY'S HUSBAND HAS LEFT HER** (*Self-Confrontation*, Lesson 15, Pages 10-12 — *Pages 265-267 at the top*).

1:55

CONCLUSION 5 minutes

1. Briefly summarize key points of the lesson by reviewing key phrases of *Principle 66, BIBLICAL PRINCIPLES: THE MARRIAGE RELATIONSHIP (PART TWO)* (*Self-Confrontation*, Lesson 15, Page 2 — *Page 257 at the top*).
2. Review the homework assignment.
 - a. Remind the students to complete Item 24 of the exam in *Self-Confrontation*, Lesson 23, if they desire to take the class in preparation for further biblical counseling training using BCF material.
 - b. Mention that copies of the **VICTORY OVER FAILURES WORKSHEET** are available.
3. Preview the next lesson. You may want to say the following:

SUGGESTED PREVIEW OF NEXT LESSON: "In the next two lessons, we will be discussing parent-child relationships. Few parents are properly prepared to train up their children according to the Scriptures. The Scriptures provide a wealth of guidance on proper training of children, and yet, so many rely on the notions of the world or their own experiences when they were growing up. These two lessons are vital to parents. They are also very helpful to people without children even if they are single."

CLOSE IN PRAYER

2:00

Lesson 16 Plan

PARENT-CHILD RELATIONSHIPS (PART ONE)

✓ Relationship to other lessons

This is the first of two lessons on parent-child relationships. This lesson deals with the first two elements of how to face and deal with problems biblically: understanding God's truth about the problem and biblical hope. The next lesson will cover the last two elements: biblical change and biblical practice (doing the Word).

Study both Lesson 16 and Lesson 17 before teaching this lesson so that you understand how the two lessons fit together.

You should remind the students often that these lessons build on one another as the course progresses. Particularly, they should review the previous six lessons to understand more completely how to face and deal with parent-child problems.

Also, a full understanding of the subject **BIBLICAL SUBMISSION** (*Self-Confrontation*, Lesson 15, Page 3 — Page 258 at the top) is vital to a proper understanding of *Self-Confrontation*, Lessons 12-17.

✓ Overview of this Lesson

Your emphasis throughout this lesson should be that:

- The ultimate authority in the home is God,
- The father, as a good steward, is to lead under the Lord's direction, and
- All members of the family are to be servants to the Lord and one another.

✓ Special notes for this lesson

As appropriate and as time permits, whenever a box appears at the top of the page in the *Self-Confrontation* manual, read (or have a student read) the contents aloud as an introduction to that section.

Do not try to cover the material in detail — you will not have time. The lesson contains a wealth of material (more than you can teach in detail during the allotted time), so it is important to focus your instruction on the key teaching points.

Do not try to discuss all the Scripture references in the lesson — you will not have time. Key Scripture references are written in **bold** letters; they should be read in class and discussed.

✓ Prayer and study

- ☐ Pray for wisdom as you prepare and teach; pray for a profitable and meaningful lesson for you and your students.
- ☐ Read *Self-Confrontation*, Lessons 16 and 17.
- ☐ Study **BIBLICAL PRINCIPLES: PARENT-CHILD RELATIONSHIPS (PART ONE)** (*Self-Confrontation*, Lesson 16, Page 2 — Page 273 at the top). Become familiar with every verse.
- ☐ Study **BIBLICAL SUBMISSION** (*Self-Confrontation*, Lesson 15, Page 3 — Page 258 at the top).
- ☐ Study the lesson plan that follows.



Preparing the materials

- ☐ After studying the following lesson plan, prepare to instruct by writing the appropriate teaching notes from this instructor's guide in your copy of the *Self-Confrontation* manual. Photocopy appropriate pages of this guide.
- ☐ In your Bible, mark every Scripture reference that you will be discussing in class as follows:
 - Above each Scripture portion that lists a "put-off," write a minus (-) symbol to remind you to point out "put—offs" to those you instruct.
 - Above each Scripture portion that lists a "put-on," write a plus (+) symbol to remind you to point out "put—ons" to those you instruct.
- ☐ Make copies of the **VICTORY OVER FAILURES WORKSHEET** (*this Guide*, Appendix 2, Pages 221-222) for the students.

Cumulative
Time
0:00

ORIENTATION 10 minutes

1. Welcome the students.
2. Review memory verses. Have the students pair off to recite *I Peter 3:1, 7*, the assigned memory verses.
3. Ask if there are questions about homework from the previous lesson.
4. Open in prayer.

0:10

INTRODUCTION TO THE LESSON 10 minutes

1. Introduce the lesson with the following statement:

"We began Lesson 14 by recognizing that apart from the Lord, marriage can be a disaster. This happens often because decisions, especially decisions involving the training of children, are based on previous experience rather than the Scriptures. To make matters worse, many parents, even Christian parents, look to the world for wisdom often not realizing that the Scriptures provide a wealth of guidance on the proper training of children. In fact, the entire Bible describes how the heavenly Father trains His children.

"Also, most of the principles related to training children are applicable to discipling all other individuals (*I Thessalonians 2:7-11*). Therefore, even if you are single, you will find these next two lessons valuable as you train up others in the Lord.

"As mentioned before, these lessons build on one another as the course progresses. The previous seven lessons are particularly important for a full understanding of these two lessons on parent-child relationships. This lesson deals with the first two elements of how to face, deal with, and endure problems biblically: understanding God's truth about the problem and biblical hope. The next lesson will cover the last two elements: biblical change and biblical practice (doing the Word)."

2. Read the purposes of **LESSON 16: PARENT-CHILD RELATIONSHIPS (PART ONE)** (*Self-Confrontation*, Lesson 16, Page 1 — *Page 272 at the top*).

0:20

TRANSITION STATEMENT: "Before looking at God's truth, let's take a look at some of man's theories on how to train children. Please turn to Page 3 — *Page 274 at the top*."

MAN'S VIEW 10 minutes

Teach **MAN'S THEORIES AND PRACTICES FOR REARING CHILDREN** (*Self-Confrontation*, Lesson 16, Pages 3-6 — *Pages 274-277 at the top*).

1. In **I. Characteristics of man's theories ...**, merely state that the major characteristics focus on self-exaltation and on feelings.

2. In **II. Some of man's mistaken explanations ...**,
 - a. Under Paragraph A.:
 - (1) Read point 1. and tell how the world teaches that techniques taught to parents for molding children into their own views depend on the latest findings or research rather than on God's standard.
 - (2) Instead of reading points 2.-11., mention that all the explanations place the emphasis on blaming circumstances or others rather than on dealing with self.
 - b. Under Paragraph B.:
 - (1) Read point 3. and tell students that this false teaching about self (remind them of Lessons 9 and 10) is prevalent due to an emphasis today on not taking responsibility for various areas of their lives. This allows people to seek to justify or excuse their problems.
 - (2) Read point 8. and show how this mistaken explanation teaches and encourages children to be preoccupied with self.
3. In **III. Some of man's futile attempts ...**, instead of reading man's solutions, show students that the world's answers focus on reducing or eliminating symptoms and on preoccupation with self rather than on dealing with the true problem.
4. Read all of **IV. Some unbiblical views within the church regarding the bringing up of children**. Especially emphasize in Paragraph A.:
 - a. Point 1. is one of the most frequent mistaken practices in the body of Christ. Many Sunday School classes, Bible studies, and seminars are taught on the basis that intellectual understanding and mere personal experience qualifies one to teach others on child training, rather than God's Word.
 - b. Point 6. presents a backwards view. Parents *cannot* be the role model of the Lord, since only God's Word contains the description of the heavenly Father, and only Jesus was the embodiment (or "model") of God (*John 1:18; Philippians 2:5-8; Hebrews 1:1-4*). While a parent cannot represent the perfection of Christ, he is to be an example of a believer (*1 Timothy 4:12*). Remember that Jesus is the only perfect example to follow (*1 Peter 2:21*). It may help to use the following illustration:

HELPFUL ILLUSTRATION: "To view parents as role models of the Lord would be similar to your looking at the moon and saying, 'How beautifully the moon glows! The sun must be marvelous.' Instead, you ought to be looking at the source, the sun, and then saying, 'Look at how powerful and brilliant the sun is! No wonder the moon glows so beautifully!'"

TRANSITION STATEMENT: "Now, let's see what the Bible says about training children. Turn to *Principle 69 on Page 2 — Page 273 at the top.*"

0:30

GOD'S TRUTH ABOUT THE PROBLEM 5 minutes

1. Read *Principle 69, BIBLICAL PRINCIPLES: PARENT-CHILD RELATIONSHIPS (PART ONE) (Self-Confrontation, Lesson 16, Page 2 — Page 273 at the top)*. Emphasize that training up children is a very serious responsibility. Parents need to study the Scriptures diligently so that they know how to train their children according to God's directives. Highlight *Proverbs 22:6*. Note that this verse is not a promise to parents that if they train their children biblically, the children will be saved and live in godly ways. This Scripture teaches that, in general, the biblical training provided by parents will follow their children wherever they go even if they choose to be ungodly (*based on Isaiah 55:11*).

HELPFUL ILLUSTRATION: “The indication of the older (child) not being able to depart from the training can be described like this:

“When on a sunny day your shadow is evident, you can turn away from it or even seek to run away from it, but you cannot depart from your shadow. Similarly, no matter how hard a child seeks to run from his biblical training, he cannot get away from it.”

2. Merely note *Principle 70, BIBLICAL PRINCIPLES: PARENT-CHILD RELATIONSHIPS (PART ONE) (Self-Confrontation, Lesson 16, Page 2 — Page 273 at the top).*

TRANSITION STATEMENT: “These principles provide the basis for the biblical guidelines beginning on Page 7 — Page 278 at the top.”

GUIDELINES 15 minutes

Teach **GUIDELINES FOR TRAINING CHILDREN** (*Self-Confrontation, Lesson 16, Pages 7-9 — Pages 278-280 at the top*).

1. Merely refer to **I. A parent’s commitment to the Lord, II. A parent’s commitment to the Word of God, and III. The commitment of parents to each other**, since you taught these subjects in the lessons on marriage.
2. Teach **IV. The commitment of believing parents to their children.**
 - a. When explaining Paragraph A., emphasize that parents are:
 - (1) To be *godly examples*, and they are to point to Jesus Christ as the ultimate example. While they sin and are not perfect, He never sinned and He has provided the only perfect example to follow.
 - (2) To be *godly servants* and regard their children as more important than themselves.
 - (3) To be kind, gentle, and patient using *II Timothy 2:24-26* as your text. Remind the students that parents are to be *godly disciplers*.
 - b. When explaining Paragraph B., point out that parents are held just as responsible as children to obey God’s Word. This includes confessing to their children the sins they, as parents, have committed against them.

0:50

BREAK 10 minutes

1:00

Review what was covered before the break as follows:

“We have seen during the last hour that parents are to be godly examples and godly servants as they train their children in the nurture of the Lord.

“During this next hour, we will see how parents are to instruct their children rather than provoke them.”

GUIDELINES (CONTINUED) 20 minutes

- c. Paragraph C. covers overlooked information concerning the training of children, so spend at least 7-8 minutes on this paragraph.
 - (1) After reading the first sentence of Paragraph C., read aloud *Ephesians 6:4*. To illustrate “put-offs,” discuss **WAYS THAT PARENTS PROVOKE THEIR**

CHILDREN TO ANGER (*Self-Confrontation*, Lesson 16, Pages 10-12 — *Pages 281-283 at the top*). Highlight: **I.** A. and F. on Page 10 — *Page 281 at the top*; **I.** M., **II.** A. and B., and **III.** B. on Page 11 — *Page 282 at the top*; and **IV.** C and D. on Page 12 — *Page 283 at the top*.

Point out that the ways of provoking children listed on Pages 10-12 — *Pages 281-283 at the top* of the *Self-Confrontation* manual can be summarized in one phrase: “not loving them God’s way or considering them as more important than self” (*in violation of Philippians 2:3-4*).

(2) Then, explain the remainder of Paragraph C.

(a) In Subparagraph 1., highlight *Deuteronomy 6:5-7* and point out:

1. In *verses 5 and 6*, that your primary responsibility in training your children is for you to be godly. Your children watch you very carefully to see how you will deal with various situations of life.

2. In *verse 7*, state:

“You are to be with your children as much as possible and teach them God’s ways in every situation of life. This is the way Jesus taught the disciples.

“Particularly when your children are in difficult situations, you have their full attention as you teach them how to respond in the situations. They will not remember what they are taught in a classroom setting nearly as well as truths they learn in situations they experience.”

(b) Do not explain Subparagraph 2. in detail since you will be teaching the subject of biblical discipline more thoroughly in Lesson 17.

3. Merely refer to the headings **V. The commitment of children to the Lord** and **VI. The commitment of children to their parents**.

1:20

TRANSITION STATEMENT: “Now that we have looked at the guidelines for training children, let’s investigate the meaning of biblical instruction. Please turn to Page 13 — *Page 284 at the top*.”

BIBLICAL INSTRUCTION 20 minutes

Teach **UNDERSTANDING BIBLICAL INSTRUCTION OF CHILDREN** (*Self-Confrontation*, Lesson 16, Pages 13-16 — *Pages 284-287 at the top*).

NOTE TO THE INSTRUCTOR: *An important portion is at the end of this section, so plan your instruction accordingly.*

1. When explaining **I. What does biblical instruction mean?**, emphasize the idea that parents are counselors as well as teachers.
2. When explaining **II. Why is biblical instruction necessary ...?**, highlight *Proverbs 4:13* (in Paragraph B.) and *Romans 15:4* (in Paragraph J.).
3. When explaining **III. Who is to instruct ...?**, highlight Paragraph D.
4. When explaining **IV. What are you to teach your children?**, merely read the first line of Paragraphs A. through D.
5. When explaining **V. How are you as a believer to receive instruction ...?**, highlight *Proverbs 14:15* (in Paragraph H.).

6. When explaining **VI. How are you to instruct your children?:**

- a. Skip Paragraphs A. through E. telling the students that you have already covered these subjects.
- b. Explain Paragraph F., highlighting *I Thessalonians 2:7-8*.
- c. Take at least five minutes to discuss Paragraph G. This paragraph describes how to train children using the example of Jesus training the disciples. Each step of Subparagraph 2. is important and distinct.
 - (1) When explaining a., emphasize *teaching them what and why*. Point out that in *Mark 1:17*, Jesus told the disciples what to do, "Follow me," and why, "I will make you fishers of men."
 - (2) When explaining b., emphasize *showing them how*. Point out that in Chapters 3-6 of *Mark*, Jesus showed the disciples how to minister.
 - (3) When explaining c., emphasize *getting them started*. Point out that in the sixth chapter of *Mark*, Jesus sent the disciples out two by two.
 - (4) When explaining d., emphasize *keeping them going*. Point out that in the remainder of *Mark*, Jesus kept encouraging the disciples to keep on in spite of difficulties.
 - (5) When explaining e., emphasize *training them to teach others*. Point out that in the last chapters of *Matthew* and *Mark*, Jesus instructed them to teach/disciple others.

Point out that children are often not trained properly because parents fail to carry out one or more of these steps. At this point, you may want to use the following illustration:

HELPFUL ILLUSTRATION: "We can illustrate these steps by describing how to teach a child to make his bed.

"Step 1: Tell him what, 'Make the bed.' Tell him why, '(1) in obeying, He will live a long and fruitful life according to *Ephesians 6:1-3*, (2) making the bed when he does not feel like it will result in godliness according to *II Timothy 1:7*, (3) in dying to self, he will find his life, (4) etc.

"Step 2: Show him how. Show him how by making the bed properly and explaining each step.

"Step 3: Get him started. Assigning the responsibility to the child and giving him a certain time period to complete the task.

"Step 4: Keep him going. Reminding him to make the bed and correcting any errors. Disciplining him if he does not finish properly in the allotted time.

"Step 5: Training him to teach his younger brother or sister."

Also, remind the students that whether you train children or disciples, you would apply the same biblical principles.

TRANSITION STATEMENT: "This brings us to the second element, biblical hope. Let's turn to Page 2 — Page 273 at the top."

1:40

YOUR HOPE 10 minutes

Read *Principles 71-72*, **BIBLICAL PRINCIPLES: PARENT-CHILD RELATIONSHIPS (PART ONE)** (*Self-Confrontation*, Lesson 16, Page 2 — Page 273 at the top) highlighting *Proverbs 3:5-6* and *Ephesians 6:2-3*.

1:50

CONCLUSION 10 minutes

1. Briefly summarize key points of the lesson by reviewing key phrases of *Principle 69, BIBLICAL PRINCIPLES: PARENT-CHILD RELATIONSHIPS (PART ONE)* (*Self-Confrontation*, Lesson 16, Page 2 — *Page 273 at the top*).
2. Review the homework assignment.
 - a. Remind the students to complete Item 25 of the exam in *Self-Confrontation*, Lesson 23, if they desire to take the class in preparation for further biblical counseling training using BCF material.
 - b. Mention that copies of the **VICTORY OVER FAILURES WORKSHEET** are available.
3. Preview the next lesson. You may want to say the following:

SUGGESTED PREVIEW OF NEXT LESSON: "The next lesson completes coverage of the four elements of how to face and deal with parent-child relationship problems biblically. You will discover that training children requires planning, diligence, and practice. We will be discussing how to train children to be faithful and how to discipline them biblically."

CLOSE IN PRAYER

2:00

Lesson 17 Plan

PARENT-CHILD RELATIONSHIPS (PART TWO)

✓ Relationship to other lessons

This is the second of two lessons on parent-child relationships. This lesson covers the last two elements of how to face, deal with, and endure problems biblically: biblical change and biblical practice (doing the Word).

Also, a full understanding of the subject **BIBLICAL SUBMISSION** (*Self-Confrontation*, Lesson 15, Page 3 — *Page 258 at the top*) is vital to a proper understanding of Lessons 12-17.

✓ Overview of this lesson

Your emphasis throughout this lesson should be that:

- Children are to be trained according to the instructions found in the Scriptures and not by man's theories or experience, and
- Training requires planning, diligence, and practice.

✓ Special notes for this lesson

As appropriate and as time permits, whenever a box appears at the top of the page in the *Self-Confrontation* manual, read (or have a student read) the contents aloud as an introduction to that section.

Do not try to cover the material in detail — you will not have time. The lesson contains a wealth of material (more than you can teach in detail during the allotted time), so it is important to focus your instruction on the key teaching points.

Do not try to discuss all the Scripture references in the lesson — you will not have time. Key Scripture references are written in **bold** letters; they should be read in class and discussed.

✓ Prayer and study

- ☐ Pray for wisdom as you prepare and teach; pray for a profitable and meaningful lesson for you and your students.
- ☐ Read *Self-Confrontation*, Lesson 17.
- ☐ Study **BIBLICAL PRINCIPLES: PARENT-CHILD RELATIONSHIPS (PART TWO)** (*Self-Confrontation*, Lesson 17, Pages 2-3 — *Pages 293-294 at the top*). Become familiar with every verse.
- ☐ Study **BIBLICAL SUBMISSION** (*Self-Confrontation*, Lesson 15, Page 3 — *Page 258 at the top*).
- ☐ Study the lesson plan that follows.

✓ Preparing the materials

- ☐ After studying the following lesson plan, prepare to instruct by writing the appropriate teaching notes from this instructor's guide in your copy of the *Self-Confrontation* manual. Photocopy appropriate pages of this guide.
- ☐ In your Bible, mark every Scripture reference that you will be discussing in class as follows:
 - Above each Scripture portion that lists a "put-off," write a minus (-) symbol to remind you to point out "put-offs" to those you instruct.

- Above each Scripture portion that lists a “put-on,” write a plus (+) symbol to remind you to point out “put-ons” to those you instruct.
- ☐ Make copies of the **VICTORY OVER FAILURES WORKSHEET** (*this Guide*, Appendix 2, Pages 221-222) for the students.

Cumulative
Time
0:00



Lesson Plan

ORIENTATION 10 minutes

1. Welcome the students.
2. Review memory verses. Have the students pair off to recite *Ezekiel 18:20* and *Ephesians 6:4*, the assigned memory verses.
3. Ask if there are questions about homework from the previous lesson.
4. Open in prayer.

0:10

INTRODUCTION TO THE LESSON 5 minutes

1. Introduce the lesson with the following statement:

"Last lesson, we looked at the first two elements of how to face, deal with, and endure parent-child relationship problems, which are: understanding God's truth about the problem and biblical hope. This lesson will cover the last two elements: biblical change and biblical practice (doing the Word).

"Child discipline and family devotions are very important practices in bringing up children, and yet, few parents understand how to carry out either of these so that effective training takes place. Guidance on these and other neglected practices will be included in this lesson."

2. Read the purposes of **LESSON 17: PARENT-CHILD RELATIONSHIPS (PART TWO)** (*Self-Confrontation*, Lesson 17, Page 1 — Page 292 at the top).

0:15

YOUR CHANGE 3 minutes

1. Read *Principle 73, BIBLICAL PRINCIPLES: PARENT-CHILD RELATIONSHIPS (PART TWO)* (*Self-Confrontation*, Lesson 17, Page 2 — Page 293 at the top) highlighting the "put-off" and "put-ons" in *Ephesians 6:4*.
2. Tell students that you will cover the other principles during the rest of the lesson.

0:18

TRANSITION STATEMENT: "Let's look into the subject of training children to be faithful by turning to Page 4 — Page 295 at the top."

DISCIPLESHIP IN THE HOME 30 minutes

Teach **TRAINING CHILDREN TO BE FAITHFUL (BIBLICAL DISCIPLESHIP IN THE HOME)** (*Self-Confrontation*, Lesson 17, Pages 4-7 — Pages 295-298 at the top).

1. Introduce this subject by emphasizing that this section is particularly valuable for discipling others, whether one has children or not. These principles apply to all who need to be trained to become faithful, mature disciples of Christ.

2. When explaining **I. Principles for training children to be faithful ...**, emphasize in:
- Paragraph A., the need for parents to study the Word of God diligently and then to teach their children according to God's way, not according to their own human wisdom or their children's inclinations. Highlight *Proverbs 22:15a* and *Jeremiah 17:9*.
 - Paragraph B., that each child is to be treated individually.
 - Paragraph C., that beginning in their first year children should begin to be taught to deny themselves daily and to build up others.
3. When explaining **II. Areas of your children's lives ...**, highlight the first sentence of each paragraph and subparagraph. Point out that parents are to be training their children to live faithfully before the Lord in every area of their lives. This training doesn't start at the age of 3 or 10 or 16, but instead, begins in infancy and continues until they are adults. Biblical principles do not change and so are the same for children and adults. *Then, ask the students to read this section during their own study time.*

0:48

TRANSITION STATEMENT: "But how do you train your child when he does not want to be trained? We will look at this situation after the break."

BREAK 10 minutes

0:58

Review what was covered before the break as follows:

"So far we have looked at the importance of discipleship in training children. Parents are to begin discipling their children the moment they come into the world. Children are to be trained in the way that God commands them to live, not according to the philosophies of man.

"During this next hour, we will study how parents are to discipline their children when they resist biblical training and also how to conduct family devotions. Let us start with biblical discipline on Page 8 — *Page 299 at the top.*"

BIBLICAL DISCIPLINE 30 minutes

Teach **UNDERSTANDING BIBLICAL DISCIPLINE** (*Self-Confrontation*, Lesson 17, Pages 8-10 — *Pages 299-301 at the top*).

- When explaining **I. What does discipline mean?**, remind the students that instruction and discipline in the Scripture are very closely intertwined (refer back to **I. What does biblical instruction and discipline mean?** under **UNDERSTANDING BIBLICAL INSTRUCTION OF CHILDREN** (*Self-Confrontation*, Lesson 16, Page 13 — *Page 284 at the top*).
- When explaining **II. Why is discipline necessary?**, read Paragraph B., highlighting *Hebrews 12:10-11*. Then, point out that parents are to discipline their children, not punish; discipline is for restoration, while punishment is for carrying out judgment.
- Teach each portion of **III. How and when is discipline carried out?** carefully and thoroughly. It will take you about 15 minutes. This step-by-step procedure is very important in disciplining children, yet few parents follow all these steps. Highlight:
 - Genesis 2:16-17* in Paragraph A. Point out that God gave only one command; it was simple, but very important. The requirement was obedience.
 - Exodus 31:18* in Paragraph B. Point out the commandments were very clear and written down so that they would not be forgotten.

- c. *Deuteronomy 11:26-28* in Paragraph C. Point out that God told the Israelites ahead of time what He would do as a result of their obedience or disobedience.
- d. In Paragraph D.:
- (1) *Ecclesiastes 8:11* in Subparagraph 2.
 - (2) *Proverbs 14:3; 22:15; 26:3* in Subparagraph 2. a.
 - (3) *Proverbs 23:13-14* in Subparagraph 2. b.
 - (4) *Hebrews 12:11* in Subparagraph 2. c. At this point, emphasize that parents must be very careful to use the rod only when the child is acting like a fool, that is, he is in total rebellion. *Proverbs 9:7-9* states that a fool is not open to counsel. That is why the rod is used to get his attention. But if the child is not rebellious at the moment, he is open to counsel and appropriate training tailored to the situation. Even when the child is rebellious, the rod should be applied only until the child is sorrowful and repentant.
- Once again warn parents not to conclude too quickly that a child is rebellious just because he says, "No," initially. Illustrate by reading *Matthew 21:28-31*.
- e. *Matthew 5:23-24* in Paragraph F. Point out that both confession and carrying out the required discipline are important. Emphasize the portion in italics to point out that parents must still carry out discipline even though they are to ask forgiveness for the sinful *manner* in which they previously administered discipline.
4. Cover the remainder of **UNDERSTANDING BIBLICAL DISCIPLINE** rather quickly.

1:28

TRANSITION STATEMENT: "Another very important practice in training children is family devotions. Please turn to Page 11 — Page 302 at the top."

FAMILY DEVOTIONS 25 minutes

Teach **FAMILY DEVOTIONS AND WORSHIP (GUIDELINES AND SUGGESTIONS)** (*Self-Confrontation*, Lesson 17, Pages 11-15 — *Pages 302-306 at the top*).

1. When explaining **I. Matters to consider when planning family devotions**, highlight *Acts 2:42-47* in Subparagraph C. and note how the first century believers demonstrated their devotion to God.
2. When explaining **II. Family devotions ...**, highlight:
 - a. *Psalms 63:3-4* and *Colossians 4:2* in Paragraph A.
 - b. *Colossians 3:16* in Paragraph B. 3.
 - c. *I John 1:3, 7* and *I Peter 4:10* in Paragraph C.
3. When explaining **III. When family devotional times should take place**, emphasize the importance of establishing a regular time when all are alert and all can attend consistently. Highlight *Ephesians 5:15-17*.
4. When explaining **IV. Suggested topics and activities for family devotions and worship**. Read the introduction to each paragraph and the first sentence of each subparagraph.
5. When explaining **V. Suggested plans and structures for family devotions and worship**, point out items in *Suggestion One* that relate to the content of **IV. Suggested topics and activities for family devotions and worship**. Then briefly summarize *Suggestions 2-5*.
6. Read **VI. Conclusion about family devotions and worship**.

1:53

TRANSITION STATEMENT: "As you can see, training children and discipling others according to the Bible takes planning and diligence. So let's look at **AN OVERALL PLAN FOR REARING CHILDREN** on Page 16 — Page 307 at the top."

OVERALL PLAN 2 minutes

Merely point out that the format of **AN OVERALL PLAN FOR REARING CHILDREN** (*Self-Confrontation*, Lesson 17, Pages 16-21 — Pages 307-312 at the top) is the same as for the overcoming plans in Lessons 10-11 and 13. Notice that this plan has a different title from the overcoming plans in the other lessons.

1:55

CONCLUSION 5 minutes

1. Encourage students who are parents to develop a procedure for discipline and a plan for family devotions.
2. Review the homework assignment.
 - a. Remind the students to complete Items 25 and 26 of the exam in *Self-Confrontation*, Lesson 23, if they desire to take the class in preparation for further biblical counseling training using BCF material.
 - b. Mention that copies of the **VICTORY OVER FAILURES WORKSHEET** are available.
3. Preview the next lesson. You may want to say the following:

SUGGESTED PREVIEW OF NEXT LESSON: "The next lesson starts a new phase of the course. We will be covering the important subject of depression. The wonderful truth from the Scriptures is that no matter how hopeless and how depressed a believer is, he can carry out all the responsibilities that God has given him."

CLOSE IN PRAYER

2:00

Lesson 18 Plan

DEPRESSION

✓ Relationship to other lessons

Lessons 18-21 cover depression, fear, worry, and life-dominating sins; they complete the teaching on specific problem areas. These problems are widespread and can have a debilitating effect on believers.

✓ Overview of this lesson

This lesson teaches how to deal with the problem of depression, which is often misunderstood by many believers. The world focuses on dealing primarily with the symptomatic emotions of depression. Many dangerous drugs are prescribed freely by physicians to alleviate feelings, but the person often remains defeated by unresolved underlying problems.

In this lesson, you will cover all four elements of how to face, deal with, and endure the problem of depression.

The important truth to be learned in this lesson is that no matter how hopeless and how depressed a believer is, he can and must carry out the responsibilities that God has given him.

✓ Special notes for this lesson

As appropriate and as time permits, whenever a box appears at the top of the page in the *Self-Confrontation* manual, read (or have a student read) the contents aloud as an introduction to that section.

Do not try to cover the material in detail — you will not have time. The lesson contains a wealth of material (more than you can teach in detail during the allotted time), so it is important to focus your instruction on the key teaching points.

Do not try to discuss all the Scripture references in the lesson — you will not have time. Key Scripture references are written in **bold** letters; they should be read in class and discussed.

✓ Prayer and study

- ☐ Pray for wisdom as you prepare and teach; pray for a profitable and meaningful lesson for you and your students.
- ☐ Read *Self-Confrontation*, Lesson 18 and Supplements 14 and 15.
- ☐ Study **BIBLICAL PRINCIPLES: DEPRESSION** (*Self-Confrontation*, Lesson 18, Pages 2-3 — *Page 319-320 at the top*). Become familiar with every verse.
- ☐ Study the lesson plan that follows.

✓ Preparing the materials

- ☐ After studying the following lesson plan, prepare to instruct by writing the appropriate teaching notes from this instructor's guide in your copy of the *Self-Confrontation* manual. Photocopy appropriate pages of this guide.
- ☐ In your Bible, mark every Scripture reference that you will be discussing in class as follows:
 - Above each Scripture portion that lists a "put-off," write a minus (-) symbol to remind you to point out "put-offs" to those you instruct.

- Above each Scripture portion that lists a “put-on,” write a plus (+) symbol to remind you to point out “put-ons” to those you instruct.
- ☐ Make copies of the **VICTORY OVER FAILURES WORKSHEET** (*this Guide*, Appendix 2, Pages 221-222), **MY PRESENT SCHEDULE** (*Self-Confrontation*, Supplement 14 — Page 473 at the top), and **MY PROPOSED BIBLICAL SCHEDULE** (*Self-Confrontation*, Supplement 15 — Page 474 at the top) for the students.

Cumulative
Time
0:00



Lesson Plan

ORIENTATION 10 minutes

1. Welcome the students.
2. Review memory verses. Have the students pair off to recite *Ephesians 6:1-3*, the assigned memory verses.
3. Ask if there are questions about homework from the previous lesson.
4. Open in prayer.

0:10

INTRODUCTION TO THE LESSON 10 minutes

1. Introduce the lesson with the following:

"This lesson teaches how to deal with the problem of depression, which is often misunderstood by many believers. The world focuses on dealing primarily with the symptomatic emotions associated with depression. Many dangerous drugs are prescribed freely by physicians to eliminate or reduce feelings of depression, but the person often remains defeated by unresolved underlying problems.

"In this lesson, we will look at discuss all four elements of how to face, deal with, and endure the problem of depression. Let's review them: Understanding God's truth about the problem, biblical hope, biblical change, and biblical practice."

2. Read the purposes of **LESSON 18: DEPRESSION** (*Self-Confrontation*, Lesson 18, Page 1 — *Page 318 at the top*).

0:20

TRANSITION STATEMENT: "Let's start with the first purpose, which deals with understanding depression. Please turn to Page 4 — *Page 321 at the top*."

GOD'S TRUTH ABOUT THE PROBLEM 25 minutes

1. Teach **UNDERSTANDING DEPRESSION** (*Self-Confrontation*, Lesson 18, Pages 4-7 — *Pages 321-324 at the top*).
 - a. When explaining **I. What is "depression"?**,
 - (1) Read Paragraph A. and state:

"It is important when describing depression to emphasize that depression has associated with it deeds and feelings. So many people think that getting rid of depression is equivalent to getting rid of certain unwanted feelings. You learned in Lessons 6 and 7 that you are responsible before God for your deeds, but not your feelings. It is especially important for you to understand this as we examine the subject of depression."

- (2) Skip Paragraph B.

- (3) Read Paragraph C. and note that this is a powerful picture of how badly one can feel.
- b. In **II. Who can experience feelings of depression?**, merely point out that various individuals in the Bible felt depressed because of a preoccupation with self. *Do not cover the contents; encourage students to read this portion in their study time.*
- c. When explaining **III. What are possible factors that may lead to “depression”?**,
 - (1) First read the paragraph immediately under the topic sentence.
 - (2) In Paragraph A., emphasize that though depression-like feelings associated with these conditions are not sinful, they cannot be used as an excuse for sin in thoughts, speech, or actions. Be sure to point out the cautions in the italicized paragraph.
 - (3) Merely read the bold-face headings of Paragraphs B. through D.
- d. In **IV. What is the biblical perspective on factors contributing to “depression”?**,
 - (1) In Paragraph A., only cover points 1. and 2.
 - (2) In Paragraph B., merely cover point 2. Emphasize the note in italics.

TRANSITION STATEMENT: “All of this is summarized in *Principles 78 and 79 on Page 2 — Page 319 at the top.*”

- 2. Summarize **God’s View** by merely reading *Principles 78-79, BIBLICAL PRINCIPLES: DEPRESSION (Self-Confrontation, Lesson 18, Page 2 — Page 319 at the top)*. After reading the principles, point out the difference between the feelings associated with depression and the sin associated with depression. We are not responsible for our feelings, but we are responsible for our deeds.

0:45

YOUR HOPE 15 minutes

Read *Principles 80-81, BIBLICAL PRINCIPLES: DEPRESSION (Self-Confrontation, Lesson 18, Page 2 — Page 319 at the top)*.

- 1. In *Principle 80*:
 - a. Highlight ***I Corinthians 10:13*** and remind the students (from Lesson 6) that God places His own ‘ideal weight’ line on every believer. While a believer can be heavily burdened, God knows how much weight (trials) each one needs and can face; and no believer will ever be overcome by any ‘weight’ of life that will cause him to sink spiritually. God will never allow anything into a believer’s life that will cause him to fall to temptation and sin.

Also, while *I Corinthians 10:13* provides great hope, it also presents a warning. If a person does give in to a temptation, he cannot blame anything or anyone else.

A depressed person may need to be reminded of this verse very often. One who is greatly depressed may still say, “I can’t” when reminded of his responsibilities. If he is a believer, he is really saying, “I won’t.” He is making a choice.
 - b. Point out that the aim must be to please God in thoughts, speech, and actions, not to get rid of depression or the feelings associated with it. The feelings associated with depression cannot be eliminated directly except by artificial and superficial means and, even then, only for a short time.
- 2. In *Principle 81*:
 - a. Highlight ***II Corinthians 1:3-5***. Warn the students as follows:

"This verse is often used wrongly to encourage people to specialize in counseling those that are experiencing the same kinds of problems that they have previously overcome. Consequently, former drunkards are encouraged to concentrate on helping drunkards.

"This is a dangerous practice because Scripture warns us to flee temptation" (*II Timothy 2:22*). "Associating with those who have difficulty with drinking could be a stumbling block to a former drunkard. *II Corinthians 1:4* indicates that any godly believer should be able to comfort those who are in any kind of affliction. Jesus did not have to experience any sin, such as drunkenness, in order to be able to counsel someone with that problem. Therefore, we do not need to have experienced a particular problem in order to provide adequate biblical counsel.

"Another temptation to those who counsel others with similar problems is to counsel from experience rather than the Word of God. The counselor may be tempted to excuse sinful behavior and he may also be tempted to suggest his own personal solutions rather than the study of the Scriptures for answers."

- b. Highlight *Psalms 145:14*.

1:00

TRANSITION STATEMENT: "As you can see, the Scripture offers much hope. After the break, we will move on to look at biblical change and biblical practice."

BREAK 10 minutes

1:10

Review what was covered before the break as follows:

"So far we have described depression and the temptations to become depressed. It is important to distinguish between the feelings that are associated with depression and failure to live a responsible life. God holds us responsible for keeping His commandments regardless of how we feel.

"We also understand from the Scriptures that there is great hope for a person who is depressed. God will not allow him to be tempted beyond what he can bear. So now let us continue by looking at our case study on Page 14 — *Page 331 at the top*."

YOUR HOPE (CONTINUED) 10 minutes

3. At this point, read the conversation between the counselor and Mary in **A CASE STUDY: MARY'S HUSBAND HAS LEFT HER**, (*Self-Confrontation*, Lesson 18, Page 14 — *Page 331 at the top*). Then ask the students how they would give Mary hope.

1:20

TRANSITION STATEMENT: "Now that we understand God's hope, let us see how we are to change biblically."

YOUR CHANGE 10 minutes

Read *Principle 82, BIBLICAL PRINCIPLES: DEPRESSION* (*Self-Confrontation*, Lesson 18, Page 3 — *Page 320 at the top*).

1. Have students read *Genesis 4:7* both from the *New American Standard Bible* and either the *King James Version* or the *New International Version*. Then point out the difference between the phrase in the *NASB* translated “will not your countenance be lifted up” and the same phrase in the *NIV* (or the *KJV*) translated “will you not be accepted.” Explain to students that many people misuse this Scripture, thinking that the words “countenance be lifted up” in the *NASB* indicate that feelings will always change if you do well. From the original language, the implication is that you will be accepted by the Lord, which means having your face lifted to His without a barrier.

HELPFUL ILLUSTRATION: “To understand what God means by an uplifted countenance, think of a little child who knows he has done something wrong. He usually hangs his head, looking at the floor, but does not look at his parent’s face. The barrier of his wrong is between him and his parent. It is only when he does what is right that a child freely looks at his parent’s face. His countenance is lifted to his parent. In other words, a child can lift up his face to his parent’s face without shame.”

Also emphasize the importance of doing well because “sin is crouching at the door; and its desire is for you.” Note that you, not God, must master it. Since it is a command to “do well,” God provides you with the capability to obey Him.

2. Highlight *1 Timothy 4:7-8*, which you already taught in Lesson 8, emphasizing that discipline, by definition, involves going against your feelings. (*NOTE: Instead of the word “discipline,” the NIV uses the word “train” and the KJV uses the word “exercise.” Therefore, you may need to explain that the word in the original language means to exercise vigorously as the athletes do.*) Emphasize the importance of being obedience-oriented, not feeling-oriented. A depressed person allows feelings to lead his life. His response to being asked to carry out his responsibilities is often, “I can’t do it.”
3. Skip *Principles 28* and *29*.

1:30

TRANSITION STATEMENT: “This brings us to the final element — biblical practice.”

YOUR PRACTICE 20 minutes

1. Read *Principle 83, BIBLICAL PRINCIPLES: DEPRESSION (Self-Confrontation, Lesson 18, Page 3 — Page 320 at the top)* emphasizing *Ephesians 5:15-16; James 4:17; and Colossians 3:17, 23-24*. After reading *James 4:17*, point out that omitting responsibilities is the most common problem associated with depressed persons. They know what they should be doing, but are staying in bed or watching TV instead.

TRANSITION STATEMENT: “When dealing with depression, it is especially important to develop a specific plan. Let’s go to Page 8 — Page 325 at the top.”

2. Explain **OVERCOMING DEPRESSION (Self-Confrontation, Lesson 18, Pages 8-13 — Pages 325-330 at the top)**.
 - a. Read the box on Page 8 — Page 325 at the top. Then, have the students highlight the second and third sentences.
 - b. Point out that the format is the same as for the overcoming plans in Lessons 10-11, 13, and 17.
 - c. Read the note under I. G.

d. Then state:

"The primary addition in the plan for overcoming depression deals with the subject of scheduling because when people are depressed, they have a great temptation to live by their feelings and to disregard their daily responsibilities. Therefore, they need to reorder their lives. That is why they need to take very deliberate and specific steps to change their daily routine. On Page 10 — Page 327 at the top, we see a procedure for developing a proper schedule."

e. Explain Point 3. a. including the three sub-paragraphs.

1:50

CONCLUSION 10 minutes

1. Briefly summarize key points of the lesson by reviewing **BIBLICAL PRINCIPLES: DEPRESSION** (*Self-Confrontation*, Lesson 18, Pages 2-3 — *Pages 319-320 at the top*).
2. Review the homework assignment.
 - a. Emphasize the need to complete **MY PRESENT SCHEDULE** (*Self-Confrontation*, Supplement 14 — *Page 473 at the top*) and **MY PROPOSED BIBLICAL SCHEDULE** (*Self-Confrontation*, Supplement 15 — *Page 474 at the top*).
 - b. Remind the students to complete Item 27 of the exam in *Self-Confrontation*, Lesson 23, if they desire to take the class in preparation for further biblical counseling training using BCF material.
 - c. Mention that copies of the **VICTORY OVER FAILURES WORKSHEET**, **MY PRESENT SCHEDULE**, and **MY PROPOSED BIBLICAL SCHEDULE** are available.
3. Preview the next lesson. You may want to say the following:

SUGGESTED PREVIEW OF NEXT LESSON: "In the next lesson, we will be covering fear and worry. Worry is so common in the body of Christ that many believers do not even consider it to be a sin."

CLOSE IN PRAYER

2:00

Lesson 19 Plan

FEAR AND WORRY

✓ Relationship to other lessons

You should review **PLEASING SELF OR PLEASING GOD** (*Self-Confrontation*, Lesson 9, Pages 10-11 — *Pages 145-146 at the top*) in preparation for this lesson.

✓ Overview of this lesson

This lesson teaches how to deal with the problems of fear and worry which are often treated very lightly among Christians. Many believers have even come to accept them as a normal part of life.

While fear and worry are somewhat similar, it is important to deal with them separately when discussing God's solutions. Notice that the biblical principles for hope, change, and practice are in pairs; in each case, the first principle relates to fear and the second principle relates to worry.

In this lesson, you will cover all four elements of how to face, deal with, and endure the problems of fear and worry.

✓ Special notes for this lesson

As appropriate and as time permits, whenever a box appears at the top of the page in the *Self-Confrontation* manual, read (or have a student read) the contents aloud as an introduction to that section.

Do not try to cover the material in detail — you will not have time. The lesson contains a wealth of material (more than you can teach in detail during the allotted time), so it is important to focus your instruction on the key teaching points.

Do not try to discuss all the Scripture references in the lesson — you will not have time. Key Scripture references are in **bold** letters; they should be read in class and discussed.

✓ Prayer and study

- ☐ Pray for wisdom as you prepare and teach; pray for a profitable and meaningful lesson for you and your students.
- ☐ Read *Self-Confrontation*, Lesson 19; review *Self-Confrontation*, Lesson 9, Pages 10-11 — *Pages 145-146 at the top*.
- ☐ Study **BIBLICAL PRINCIPLES: FEAR AND WORRY** (*Self-Confrontation*, Lesson 19, Pages 2-3 — *Pages 337-338 at the top*). Become familiar with every verse.
- ☐ Study the lesson plan that follows.

✓ Preparing the materials

- ☐ After studying the following lesson plan, prepare to instruct by writing the appropriate teaching notes from this instructor's guide in your copy of the *Self-Confrontation* manual. Photocopy appropriate pages of this guide.
- ☐ In your Bible, mark every Scripture reference you will be discussing in class as follows:
 - Above each Scripture portion that lists a "put-off," write a minus (-) symbol to remind you to point out "put-offs" to those you instruct.

- Above each Scripture portion that lists a “put-on,” write a plus (+) symbol to remind you to point out “put-ons” to those you instruct.
- ☐ Make copies of the **VICTORY OVER FAILURES WORKSHEET** (*this Guide*, Appendix 2, Pages 221-222), **MY PRESENT SCHEDULE** (*Self-Confrontation*, Supplement 14 — Page 473 at the top), and **MY PROPOSED BIBLICAL SCHEDULE** (*Self-Confrontation*, Supplement 15 — Page 474 at the top) for the students.

Cumulative
Time
0:00



Lesson Plan

ORIENTATION 10 minutes

1. Welcome the students.
2. Review memory verses. Have the students pair off to recite *Genesis 4:7* and *James 1:22*, the assigned memory verses.
3. Ask if there are questions about homework from the previous lesson.
4. Open in prayer.

0:10

INTRODUCTION TO THE LESSON 10 minutes

1. Introduce the lesson with the following:

"The sins of fear and worry are often treated very lightly among Christians. Many believers have even come to accept them as a normal part of life. For example, if I were to ask those of you who have been fearful or worried in the last month to raise your hands, many hands would probably go up. You see, sins such as fear and worry are socially acceptable and so we tend to minimize them.

"Also, because people cannot see our thoughts, we tend to treat the sins of fear and worry lightly. Yet Scripture admonishes us to discipline our thought lives" (II Corinthians 10:5; Philippians 4:8; Colossians 3:2). "In fact Jesus taught that sinful thoughts are just as serious as unrighteous speech and actions" (Matthew 5:28).

"Thus, you can see that it is important to eliminate sinful thought patterns, such as fear and worry, from our lives."

2. Read the purposes of **LESSON 19: FEAR AND WORRY** (*Self-Confrontation*, Lesson 19, Page 1 — *Page 336 at the top*).

0:20

TRANSITION STATEMENT: "There are many temptations to fear and worry. Let's look at some of them on Page 4 — Page 339 at the top."

GOD'S TRUTH ABOUT THE PROBLEM 30 minutes

1. Teach **TEMPTATIONS TO FEAR AND WORRY** (*Self-Confrontation*, Lesson 19, Pages 4-5 — *Pages 339-340 at the top*).
 - a. When explaining **I. Situations that tempt you to fear and worry ...**, note that fear and worry are typically centered around some perceived unpleasant experience that may happen in the future. The external situation does not cause fear or worry; the condition of your heart causes these problems.

HELPFUL ILLUSTRATION: "Picture in your mind three people standing near a road talking to one another. Suddenly, there is a terrible crash as two vehicles traveling in opposite directions collide and a fire breaks out with a passenger trapped inside one of the vehicles.

"The three individuals observing the accident may each respond in different ways. One may flee in fear; the second may stand still as if he is paralyzed in place; and the third may immediately dash toward the vehicle in flames to rescue the passengers.

"All three observed the same event, but the response depended on what was taking place in their thoughts."

- b. Fear and worry are often accompanied by very strong feelings. Though you may be tempted to act according to these feelings, you must remember they are caused by your own reaction in thought, speech, and action to your circumstances. (*We are not here talking of emotions caused by chemical or hormonal imbalances, etc.*). By acting according to these feelings you *may* temporarily relieve them, but the only real solution is to obey God in thought, speech, and action in spite of any feelings to the contrary.
- c. Teach **II. Your biblical response to ...**,
 - 1) Merely summarize Paragraph A.
 - 2) Merely read Paragraphs B. and C.

TRANSITION STATEMENT: "With this as a background, let's look at what God says about fear and worry on Page 2 — Page 337 at the top."

- 2. Read *Principle 84, BIBLICAL PRINCIPLES: FEAR AND WORRY (Self-Confrontation, Lesson 19, Page 2 — Page 337 at the top)*.
 - a. First read *I John 4:18*, and note that fear is connected to a concern about punishment. The focus is on self.
 - b. Read *Matthew 25:25-26*, and remind the students (from Lesson 10) that the "one-talent" man's claim of being worried and afraid was denied by the master because he knew the slave. The master understood that the slave's real problem was laziness and disobedience since he had given the talent according to his ability. Again, the problem is preoccupation with self.
 - c. Read *II Corinthians 11:28*, and note that Paul is under the daily pressure of concern, but his focus is not on himself.

TRANSITION STATEMENT: "The difference between God's way and man's way is further clarified on Page 6 — Page 341 at the top."

- 3. Review only **I. The contrast between love and fear (sample list) under LOVE VERSUS FEAR (GOD'S WAY VERSUS MAN'S WAY) (Self-Confrontation, Lesson 19, Page 6 — Page 341 at the top)**.

0:50

TRANSITION STATEMENT: "Now that we understand God's truth about fear and worry, we will proceed after the break to look at the other three elements on how to face and deal with fear and worry."

BREAK 10 minutes

1:00

Review what was covered before the break as follows:

"We understand from the Scriptures that fear and worry are sins because they are results of a preoccupation with self. They are often accompanied by very

strong feelings, and though you may be tempted to act according to these feelings, remember that they are caused by your own reaction to outward circumstances.

"There is great hope for individuals who are filled with worry and fear, so now let us continue by looking at biblical hope on Page 2 — Page 337 at the top.

YOUR HOPE 10 minutes

NOTE TO THE INSTRUCTOR: Principle 85 relates to fear and Principle 86 relates to worry.

1. Read Principle 85, **BIBLICAL PRINCIPLES: FEAR AND WORRY** (*Self-Confrontation*, Lesson 19, Page 2 — Page 337 at the top) highlighting *II Timothy 1:7*. Emphasize that the spirit of fear does not come from God; He has given the believer the power to love with a sound mind.
2. Read Principle 86, **BIBLICAL PRINCIPLES: FEAR AND WORRY** (*Self-Confrontation*, Lesson 19, Page 2 — Page 337 at the top). Refer to *Matthew 6:33-34* and note that worry denies God's provision.

STATEMENT: "Worriers often assume responsibilities that God never intended them to have. Worry is a self-centered focus on future events over which you have no control. It is important to remember that we are not responsible for results; we are only responsible for faithfulness (*I Corinthians 3:7; 4:2*)."

1:10

TRANSITION STATEMENT: "Now that we understand biblical hope, let us see how we are to change biblically. Let's read Principle 87."

YOUR CHANGE 10 minutes

NOTE TO THE INSTRUCTOR: Principle 87 relates to fear and Principle 88 relates to worry.

1. Read Principle 87, **BIBLICAL PRINCIPLES: FEAR AND WORRY** (*Self-Confrontation*, Lesson 19, Page 2 — Page 337 at the top). Then, point out the "put-offs" and "put-ons" in *II Timothy 1:7*, and *I John 4:18*. Emphasize that we are to concentrate on the "put-on." Therefore, we are to think, speak, and act in obedience to please God. Remind the students:

"Do you remember the 'lion' illustration from Lesson 7? The illustration demonstrates that often concentrating on the 'put-on' makes the 'put-off' much easier. This is especially true when dealing with fear and worry.

"For example, in *I John 4:18* the emphasis in dealing with fear is on perfect love, the 'put-on.' The key, then, is to concentrate on God's truth regarding the current situation and then to act in love. To the extent that we do this, the fear will be cast out. In effect, fear being cast out is a by-product of the love of Christ being perfected in us."

2. Read *Principle 88* and point out the “put-off” and “put-on” in *Matthew 6:33-34*. Then remind the students:

“It is important to differentiate between the deeds and feelings. We are totally responsible for our thoughts, speech, and actions, but we are not held responsible for our feelings because they are involuntary. There are very strong emotions associated with fear and worry; however, we can think, speak, and act in godly ways no matter how we feel.”

1:20

TRANSITION STATEMENT: “This brings us to the final element — biblical practice. Let’s look at *Principle 89*.”

YOUR PRACTICE 20 minutes

NOTE TO THE INSTRUCTOR: *Principle 89 relates to fear and Principle 90 relates to worry.*

1. Read *Principle 89, BIBLICAL PRINCIPLES: FEAR AND WORRY (Self-Confrontation, Lesson 19, Page 3 — Page 338 at the top)*, then read *Philippians 4:6-9*. State that the “put-off” is anxiety, but there are several “put-ons:”

- Prayer and supplication *with thanksgiving* — *verse 6*.
- Biblical thoughts — *verse 8*. When explaining *verse 8*, emphasize that each thought must satisfy all of the characteristics listed, not just one or two. In other words, it may be true that your boss is a cruel person, but you are not to think this way since that thought is not also honorable, pure, lovely, etc.

Also, emphasize that the thoughts should be relevant to the current situation, not some indefinite think list that is disconnected from the problem. It is often helpful just to think of God’s truth about the current situation in terms of what is true, honorable, right, pure, etc.

- Biblical practice — *verse 9*.

Note that all three “put-ons” are necessary.

2. Read *Principle 90*.

- Remind the students of the truth that God only holds us responsible for keeping His commandments in the present. A way to concentrate on the present can be practiced as follows:

“At the beginning of each day, or the night before, list all of the tasks that you believe should be accomplished in that day. (This is often called a *To Do List*.) Then, list them according to the sequence in which they should be carried out. It is clear that some tasks need to be done before others; however, remember that all tasks are important and are to be carried out to please the Lord.

“At the start of the day, focus *only* on the first task and do it heartily as to the Lord. Then, carry out the second task. The key here is to focus only on the current task, not on the ones down the list. Continue working in the same fashion until the end of the day. If all tasks are not accomplished, remember that you are only responsible to be faithful; God takes care of the results. If all tasks are not accomplished in one day, evaluate if you were disobedient at times or if you need to modify your expectations for the next day’s tasks. If you do this, you won’t have time to worry!”

TRANSITION STATEMENT: "These exercises should be included in a **PLAN FOR OVERCOMING FEAR AND WORRY**, which is discussed on Page 8 — Page 343 at the top."

- b. Refer to **OVERCOMING FEAR AND WORRY** (*Self-Confrontation*, Lesson 19, Pages 8-12 — Pages 343-347 at the top).
- (1) Point out that the format is the same as for the overcoming plans in Lessons 10-11, 13, 17-18.
 - (2) Do not refer to **GUIDELINES: FREEDOM FROM ANXIETY (BIBLICAL ACTION AND PRAYER PLAN)** (*Self-Confrontation*, Supplement 16) and **FREEDOM FROM ANXIETY (BIBLICAL ACTION AND PRAYER PLAN)** (*Self-Confrontation*, Supplement 17).

1:40

TRANSITION STATEMENT: "Let's continue with the case study to see what problems Mary has with worry."

CASE STUDY 10 minutes

Read **A CASE STUDY: MARY'S HUSBAND HAS LEFT HER** (*Self-Confrontation*, Lesson 19, Page 13 — Page 348 at the top) and have the students answer the questions at the end. Suggested answers are:

- Question 1: Remind Mary that she is responsible solely for her own sinful deeds (*Ezekiel 18:20*) and that God will take care of her as she is obedient (*Psalms 119:165*, and *Romans 8:28-29*).
- Question 2: Point out that her concern for herself reveals that she is not demonstrating Christlike love (*I John 4:18*). She should be rejoicing (*I Corinthians 13:6-7*).
- Question 3: See Scripture references in answer to Question 1 plus *John 14:27; 15:11; 16:33; II Timothy 1:7*.
- Question 4: Continue to work on her failure list and carry out her responsibilities to Tom and the children heartily as unto the Lord (*Matthew 6:33-34*, *Colossians 3:23-24*).

1:50

CONCLUSION 10 minutes

1. Summarize the lesson by reminding the students to distinguish between the feelings associated with fear and worry and the sins of fear and worry. We are not responsible for our feelings, but we are responsible for what we think and say and how we act. We can do what God wants at all times regardless of how we feel.
2. Also point out the common characteristics of anger, depression, fear, and worry:
 - a. Feelings are strong and the tendency is to live by feelings, rather than in a disciplined way.
 - b. The focus is on the difficulties of life rather than the sovereignty of God.
3. Review the homework assignment.
 - a. Remind the students to complete Item 28 of the exam in *Self-Confrontation*, Lesson 23, if they desire to take the class in preparation for further biblical counseling training using BCF material.

- b. Mention that copies of the **VICTORY OVER FAILURES WORKSHEET**, **MY PRESENT SCHEDULE**, and **MY PROPOSED BIBLICAL SCHEDULE** are available.
4. Preview the next lesson. You may want to say the following:

SUGGESTED PREVIEW OF NEXT LESSON: "In the next two lessons, we will be covering life-dominating practices of sins. We will also be discussing how Satan's power can be broken immediately if a person is willing to trust in the power of Jesus Christ provided at salvation and, subsequently, to live in obedience to God's Word."

2:00

Lesson 20 Plan

LIFE-DOMINATING SINS (PART ONE)

✓ Relationship to other lessons

This is the first of two lessons on life-dominating sins. This lesson deals with the first two elements of how to face, deal with, and endure problems biblically which are: understanding God's truth about the problem and biblical hope. The next lesson will cover the last two elements: biblical change and biblical practice (doing the Word).

Study both Lesson 20 and Lesson 21 before teaching this lesson so that you understand how the two lessons fit together.

Since all types of sin can become life-dominating, all material in the previous lessons contributes to the discussion of this subject.

✓ Overview of this lesson

In this lesson, you will describe sinful practices that dominate a person's life and the biblical method for dealing with them. The characteristic that distinguishes a life-dominating sin from other sins is not the severity or nature of the sin but rather its repeated practice.

Scriptures provide great hope and instruction on how to overcome these practices quickly and permanently.

While it is important to understand the seriousness of allowing a sinful behavior to dominate a person's life, it is also important to recognize that Satan's hold can be broken immediately if a person is willing to trust in the power that is given him when he receives Jesus Christ.

✓ Special notes for this lesson

As appropriate and as time permits, whenever a box appears at the top of the page in the *Self-Confrontation* manual, read (or have a student read) the contents aloud as an introduction to that section.

Do not try to cover the material in detail — you will not have time. The lesson contains a wealth of material (more than you can teach in detail during the allotted time), so it is important to focus your instruction on the key teaching points.

Do not try to discuss all the Scripture references in the lesson — you will not have time. Key Scripture references are written in **bold** letters; they should be read in class and discussed.

✓ Prayer and study

- ☐ Pray for wisdom as you prepare and teach; pray for a profitable and meaningful lesson for you and your students.
- ☐ Read *Self-Confrontation*, Lessons 20 and 21.
- ☐ Study **BIBLICAL PRINCIPLES: LIFE-DOMINATING SINS (PART ONE)** (*Self-Confrontation*, Lesson 20, Page 2 — Page 355 at the top). Become familiar with every verse.
- ☐ Study the lesson plan that follows.



Preparing the materials

- ❑ After studying the following lesson plan, prepare to instruct by writing the appropriate teaching notes from this instructor's guide in your copy of the *Self-Confrontation* manual. Photocopy appropriate pages of this guide.
- ❑ In your Bible, mark every Scripture reference that you will be discussing in class as follows:
 - Above each Scripture portion that lists a "put-off," write a minus (-) symbol to remind you to point out "put-offs" to those you instruct.
 - Above each Scripture portion that lists a "put-on," write a plus (+) symbol to remind you to point out "put-ons" to those you instruct.
- ❑ Make copies of the **VICTORY OVER FAILURES WORKSHEET** (*this Guide*, Appendix 2, Pages 221-222), **MY PRESENT SCHEDULE** (*Self-Confrontation*, Supplement 14 — Page 473 at the top), and **MY PROPOSED BIBLICAL SCHEDULE** (*Self-Confrontation*, Supplement 15 — Page 474 at the top) for the students.

Cumulative
Time
0:00



Lesson Plan

ORIENTATION 10 minutes

1. Welcome the students.
2. Review memory verses. Have the students pair off to recite *Matthew 6:33-34* and *I John 4:18*, the assigned memory verses.
3. Ask if there are questions about homework from the previous lesson.
4. Open in prayer.

0:10

INTRODUCTION TO THE LESSON 10 minutes

1. Introduce the lesson with the following:

"In this lesson, we will be looking at sinful practices that dominate a person's life. In fact, a person can continue sinning to the point that he becomes known by the name of his sinful practice. For example, someone can be called a 'reviler' because he tears down others as a practice of life. His life is dominated by that sinful practice. Let us read *I Corinthians 6:9-10*. There is a similar list in *Galatians 5:19-21* which we will look at in a few moments.

"Because the difficulties seem to be overwhelming, the world searches, with little or no success, for special methods and techniques to help people caught in these types of problems. How does this compare to a Scriptural approach? Should believers also be seeking a different method when they are confronted with life-dominating practices of sin?

"As we study these next two lessons, you shall see that the Scriptures provide great hope and instruction on how to overcome these practices quickly and completely. Also, you will see a great contrast from the many popular secular methods.

"We will also look at Satan's influence on our lives. While it is important to understand the seriousness of allowing a sinful behavior to dominate a person's life, it is also important to recognize that Satan's hold can be broken immediately if a person is willing to trust in the power that is given him when he receives Jesus Christ."

2. Read the purposes of **LESSON 20: LIFE-DOMINATING SINS (PART ONE)** (*Self-Confrontation*, Lesson 20, Page 1 — *Page 354 at the top*).

TRANSITION STATEMENT: "First let's see how to recognize life-dominating practices of sin. Please turn to Page 3 — *Page 356 at the top*."

0:20

RECOGNIZING LIFE-DOMINATING PRACTICES OF SIN 30 minutes

1. Teach **RECOGNIZING LIFE-DOMINATING SINS** (*Self-Confrontation*, Lesson 20, Pages 3-7 — *Pages 356-360 at the top*).
 - a. In **I. Characteristics of a life-dominating sin**, state that life-dominating practices of sin are characterized by such words as "practice," "enslaved," "power over,"

“repeatedly,” and “continue.” Note that any sin can dominate your life if you allow it to do so. *(Have the students highlight these words as you point them out in this section. Do not refer to any of the paragraphs individually — you do not have time.)*

- b. In **II. Man’s view ...**, explain Paragraph A. only. Note that the world tends to excuse people from their responsibility for life-dominating sins and thus merely helps them “to cope with” (which often means to put up with, not solve) their problems. Secular programs deal with the symptoms, not the basic cause. Show students that merely “coping” with a problem falls far short of God’s purpose. Believers are to live as overwhelming conquerors and overcome their problems, not just, “put up” with them.
- c. Explain all of **III. Some of man’s erroneous explanations ...**
 - (1) Read Paragraph A. Point out that Scripture describes man as predisposed to sin; however, he doesn’t have to do it. Sin is a choice.
 - (2) Read Paragraph B. Remind the students that calling something a disease which the Scripture describes as a sin is a serious error. We are not responsible for a disease, but God holds us accountable for sin since we choose to sin.
 - (3) Read Paragraph C. Mention that all the disciples had different personalities, but Jesus gave them all the same guidance on how to live a godly life.
 - (4) Merely read the remaining paragraphs.
- d. In **IV. Some of man’s attempts...**, explain only Paragraphs A., B., C., D., and H.
 - (1) Read Paragraph A. along with the note. Point out that the world uses words, such as alcoholism, to indicate that drunkenness is a disease and therefore a drunkard is not fully responsible for his actions.
 - (2) Read Paragraph B. with the note and then add:

“Not only do many of these therapies not acknowledge the Bible; they also do not follow the biblical methodology for change. They focus primarily on stopping the undesired practice instead of placing prime attention on putting on what they should be doing instead.”

Then review *Galatians 5:16*.

- (3) Merely read Paragraph C. with the note.
 - (4) Merely read Paragraphs D., and H.
- e. **Skip V. Some results of remaining ...**, and ask the students to read this section during their study time.

TRANSITION STATEMENT: “In order to help someone who is living a life dominated by a particular practice of sin, you must evaluate every aspect of his life. Let’s turn to Page 8 — Page 361 at the top to see the effects on every aspect of his life.”

2. Teach **THE EFFECTS OF LIFE-DOMINATING SINS (THE CIRCLE OF LIFE)** (*Self-Confrontation*, Lesson 20, Page 8 — Page 361 at the top). Using drunkenness as an example, show how a life-dominating sin affects each of the areas displayed on the Circle of Life.

TRANSITION STATEMENT: “With this as a background, let’s turn back to the biblical principles on Page 2 — Page 355 at the top.”

0:40

GOD'S TRUTH ABOUT THE PROBLEM 10 minutes

1:00

1. Explain **BIBLICAL PRINCIPLES: LIFE-DOMINATING SINS (PART ONE)** (*Self-Confrontation*, Lesson 20, Page 2 — *Page 355 at the top*). After reading the box at the top of the page,
 - a. Read *I John 3:4, 8-10*. Emphasize that a believer is not characterized as practicing (holding on to) sin.
 - b. Point out that even anger, strife, and factions can be life-dominating sins using *Galatians 5:19-21* as a reference.
2. Read *Principle 91*, **BIBLICAL PRINCIPLES: LIFE-DOMINATING SINS (PART ONE)** (*Self-Confrontation*, Lesson 20, Page 2 — *Page 355 at the top*) and highlight *Romans 6:16*.

TRANSITION STATEMENT: "After the break, we will continue with the biblical principles."

BREAK 10 minutes

1:10

Review what was covered before the break as follows:

"So far we have seen that there is a great contrast between the Bible and the world in dealing with life-dominating practices of sin. The natural man says that he is not responsible for addictions, mental diseases, etc. In contrast, God says that man is responsible for every deed and will be judged accordingly.

"There is great hope for believers who are experiencing even the most difficult of problems, so let us continue by looking at the biblical hope that we have in Jesus Christ. Please turn to Page 2 — *Page 355 at the top*."

YOUR HOPE 40 minutes

1. Read *Principle 92*, **BIBLICAL PRINCIPLES: LIFE-DOMINATING SINS (PART ONE)** (*Self-Confrontation*, Lesson 20, Page 2 — *Page 355 at the top*) and highlight *Romans 6:17-18* and *I Corinthians 6:11*.

TRANSITION STATEMENT: "But the question may arise, 'What about Satan's power?' Thankfully, God has broken Satan's power. Let's turn to Page 9 — *Page 362 at the top*."

2. Teach **GOD HAS BROKEN SATAN'S POWER** (*Self-Confrontation*, Lesson 20, Pages 9-11 — *Pages 362-364 at the top*).
 - a. In **I. Satan's characteristics and power**,
 - (1) Read Paragraphs A. and B. Then, highlight *II Corinthians 11:14-15* in Paragraph B. 3. and state:

"Even though Judas was with the disciples daily for three years, they did not detect his treachery" (*John 13:21-29*). "He did everything the other disciples did, including going out in twos and even being involved in healings and other miracles."

- (2) Read only Paragraph C., Points 1.-4. Then, introduce **II. Satan's limitations and judgment** by pointing out that Satan's power is limited. You may want to illustrate the comparison of God's power and Satan's power with the following:

HELPFUL ILLUSTRATION: "Do you remember as children playing the game of opposites? Let's try it. When I say something, you state the opposite." (Pause) You say to the students, 'high,' the students will say 'low;' you say 'hot,' the students will say, 'cold;' you say 'white,' the students will say, 'black;' you say 'God,' the students will probably say, 'Satan.' Then, point out, "Satan is a created being; therefore, he cannot be the opposite of God. God has no equal; therefore, He has no opposite."

- b. When explaining **II. Satan's limitations and judgment**, emphasize in covering:
- (1) Subparagraph A., that Satan is under subjection to Jesus Christ (read *Colossians 2:9-10*);
 - (2) Subparagraph B., that Satan can do only what God allows (read *Job 1:7-12*);
 - (3) Subparagraph C., that Satan has already been judged (read *John 16:11*);
 - (4) Subparagraph D., that one of Jesus' purposes for coming to this earth was to destroy publicly the works of the devil (read *I John 3:8*);
 - (5) Subparagraph E., that by Jesus Christ's sacrificial death, He took away Satan's power of death (read *Hebrews 2:14-15*);
 - (6) Subparagraph F., that a believer can defeat Satan in every temptation by not sinning. Read *I John 4:4* and emphasize that evil spirits cannot control a believer against his will. Read *I Peter 5:8-9*, then state the following:

HELPFUL ILLUSTRATION: "Many view Satan as a powerful roaring lion. As a matter of fact, he has no power to harm believers. Satan attempts to scare God's children, but believers are told to stand firm. In *James 4:7*, we read that we are to submit to God, resist the devil, and he will flee."

- (7) Subparagraph G., that believers will be opposed by Satan, but they can be overwhelming conquerors through Jesus Christ (*Romans 8:36-39*).
- c. When explaining **III. Satanic associations are to be discarded from your life**, emphasize that while objects do not have power in themselves, you are to destroy any objects and to avoid any persons or places that may hinder you from fleeing temptations or resisting the devil. You must remove all stumbling blocks (*Matthew 18:7-9*).

1:50

CONCLUSION 10 minutes

1. Briefly summarize key points of the lesson by reviewing **BIBLICAL PRINCIPLES: LIFE-DOMINATING SINS (PART ONE)** (*Self-Confrontation*, Lesson 20, Page 2 — Page 355 at the top). Highlight *Romans 6:16-18*.
2. Review the homework assignment.
 - a. Remind the students to complete Item 29 of the exam in *Self-Confrontation*, Lesson 23, if they desire to take the class in preparation for further biblical counseling training using BCF material.
 - b. Mention that copies of the **VICTORY OVER FAILURES WORKSHEET** (*this Guide*, Appendix 2), **MY PRESENT SCHEDULE**, and **MY PROPOSED BIBLICAL SCHEDULE** are available.

3. Preview the next lesson. You may want to say the following:

SUGGESTED PREVIEW OF NEXT LESSON: "In the next lesson, we will complete our coverage of life-dominating practices of sin. In that lesson, you will learn how to develop a thorough plan for overcoming any life-dominating sin, including how to put on the full armor of God. We will also be looking at how to biblically respond to someone else who is enslaved by a life-dominating sin."

CLOSE IN PRAYER

2:00

Lesson 21 Plan

LIFE-DOMINATING SINS (PART TWO)

✓ Relationship to other lessons

This is the second of two lessons on life-dominating practices of sin. This lesson deals with the last two elements of how to face and deal with problems biblically: biblical change and biblical practice (doing the Word).

✓ Overview of this lesson

In the last lesson, you stressed that each person is responsible for his own life and cannot excuse away even life-dominating practices of sin. In this lesson, you will explain what to do in order to overcome these life-dominating practices of sin.

There are several main points in this lesson. A person with a life-dominating practice of sin:

- Is accountable for how he lives (*Ezekiel 18:20*);
- Needs to change totally in every area of his life (*Romans 12:1-2, Ephesians 5:18*) and quickly (*II Timothy 2:22*); and
- Needs to put on the *full* armor of God because he is in a fierce spiritual battle (*Ephesians 6:12-13*).

✓ Special notes for this lesson

As appropriate and as time permits, whenever a box appears at the top of the page in the *Self-Confrontation* manual, read (or have a student read) the contents aloud as an introduction to that section.

Do not try to cover the material in detail — you will not have time. The lesson contains a wealth of material (more than you can teach in detail during the allotted time), so it is important to focus your instruction on the key teaching points.

Do not try to discuss all the Scripture references in the lesson — you will not have time. Key references are written in **bold** letters; they should be read in class and discussed.

✓ Prayer and study

- ☐ Pray for wisdom as you prepare and teach; pray for a profitable and meaningful lesson for you and your students.
- ☐ Read *Self-Confrontation*, Lesson 21.
- ☐ Study **BIBLICAL PRINCIPLES: LIFE-DOMINATING SINS (PART TWO)** (*Self-Confrontation*, Lesson 21, Pages 2-3 — *Pages 371-372 at the top*). Become familiar with every verse.
- ☐ Study the lesson plan that follows.

✓ Preparing the materials

- ☐ After studying the following lesson plan, prepare to instruct by writing the appropriate teaching notes from this instructor's guide in your copy of the *Self-Confrontation* manual. Photocopy appropriate pages of this guide.
- ☐ In your Bible, mark every Scripture reference to be discussed in class as follows:

- Above each Scripture portion that lists a “put-off,” write a minus (-) symbol to remind you to point out “put-offs” to those you instruct.
 - Above each Scripture portion that lists a “put-on,” write a plus (+) symbol to remind you to point out “put-ons” to those you instruct.
- ❑ Make copies of the **VICTORY OVER FAILURES WORKSHEET** (*this Guide*, Appendix 2, Pages 221-222), **MY PRESENT SCHEDULE** (*Self-Confrontation*, Supplement 14 — *Page 473 at the top*), and **MY PROPOSED BIBLICAL SCHEDULE** (*Self-Confrontation*, Supplement 15 — *Page 474 at the top*) for the students.

Cumulative
Time
0:00



Lesson Plan

ORIENTATION (10 minutes)

1. Welcome the students.
2. Review memory verses. Have the students pair off to recite *Romans 6:22* and *Ephesians 6:10-11*, the assigned memory verses.
3. Ask if there are questions about homework from the previous lesson.
4. Open in prayer.

0:10

INTRODUCTION TO THE LESSON 5 minutes

1. Introduce the lesson with the following:

"Last lesson, we learned that each person is responsible for his own life and cannot excuse away even life-dominating practices of sin. We also saw that God has already broken Satan's power and that believers do not need to be enslaved to sin.

"In this lesson, we will look at what to do in order to overcome these life-dominating practices of sin."

2. Read the purposes of **LESSON 21: LIFE-DOMINATING SINS (PART TWO)** (*Self-Confrontation*, Lesson 21, Page 1 — Page 370 at the top).

0:15

YOUR CHANGE 10 minutes

1. Explain *Principle 93, BIBLICAL PRINCIPLES: LIFE-DOMINATING SINS (PART TWO)* (*Self-Confrontation*, Lesson 21, Page 2 — Page 371 at the top) highlighting *Ephesians 5:18*. As you point out the need to change in every area of life, review the contents of **THE EFFECTS OF LIFE-DOMINATING SINS (THE CIRCLE OF LIFE)** (*Self-Confrontation*, Lesson 20, Page 8 — Page 361 at the top).

2. Then state:

"As you can see, the biblical methodology for overcoming a life-dominating practice of sin is basically the same as in overcoming any problem; there are two important differences to keep in mind.

"First, the changes must take place very thoroughly (in every area of life).

"The second difference is highlighted in *II Timothy 2:22*. The words 'flee' and 'pursue' indicate that changes are to be made very quickly. Also, note at the end of *verse 22* the phrase, 'with those who call on the Lord from a pure heart.' This person needs to be with other caring believers."

0:25

YOUR PRACTICE 10 minutes

Explain *Principle 94, BIBLICAL PRINCIPLES: LIFE-DOMINATING SINS (PART TWO)* (*Self-Confrontation*, Lesson 21, Page 2 — Page 371 at the top) highlighting *II Corinthians 13:5*.

Emphasize that examining self means looking for the evidences of faith, such as love as described in *I John*.

0:35

ARMOR OF GOD 15 minutes

1. Explain *Principle 95, BIBLICAL PRINCIPLES: LIFE-DOMINATING SINS (PART TWO) (Self-Confrontation, Lesson 21, Page 2 — Page 371 at the top)* highlighting *Ephesians 6:10-18*.

TRANSITION STATEMENT: "Since putting on the full armor of God is vital to standing firm against Satan, let's take a look at each piece of the armor. Turn to Page 4 — Page 373 at the top."

2. Teach **PUTTING ON THE FULL ARMOR OF GOD** (*Self-Confrontation, Lesson 21, Pages 4-12 — Pages 373-381 at the top*).
 - a. Briefly point out the truths in **I. The purposes of the armor of God** and **II. The need for putting on the armor of God**.
 - b. Use **III. Your confidence in the spiritual battle** as a review of *Self-Confrontation, Lesson 20*.

TRANSITION STATEMENT: "After the break we'll continue to discuss your responsibility to put on the full armor of God."

0:50

BREAK 10 minutes

"Now let's describe each piece of the armor of God and see how it applies to your life."

1:00

ARMOR OF GOD (CONTINUED) 20 minutes

- c. Teach **IV. Your responsibility to put on the full armor of God**. First read the initial paragraph. Then:
 - (1) In Paragraph A. 1., emphasize the development of a biblical plan to overcome specific areas of weakness or temptation.
 - (2) In Paragraph A. 2., use *Matthew 18:7-9* to emphasize the need for radical surgery to remove all stumbling blocks to righteous living. Point out that the key here is to leave no room for doubt that a major change has taken place.

HELPFUL TEACHING: "If you saw a person walking down the street whose hand has been amputated, you would never need to ask him if a change had taken place in his life. The change would be obvious. In doing 'drastic surgery' for a life-dominating problem, major changes are necessary. For example, a man who has been a child molester may not minister to children again until he has proven over a long period of time that he no longer would be perceived to endanger others. In other words, permanent changes should be obvious, even to others."

- (3) In Paragraph A. 3., read *Ephesians 6:15* and sub-paragraph a. Emphasize the need to be a peacemaker. Remind the students that to be a peacemaker, you need to be at peace with others as far as it depends on you.
 - (4) In Paragraph A. 4., read *Ephesians 6:16* and sub-paragraph a. Emphasize that your faithfulness will be of benefit also to the body of Christ (see *Note under A. 4. c. in Self-Confrontation, Lesson 21, Page 7 — Page 376 at the top*).
 - (5) In Paragraph A. 5., read *Ephesians 6:17a* and sub-paragraph a. Emphasize that you are to deal with your thought life in order to protect you from thoughts that would hinder your growth (working out your salvation) in Christ. For example, tell the students to concentrate on and practice proper thinking concerning the sufficiency of Christ and God's Word. Other thoughts that distract from or hinder this focus are to be rejected.
 - (6) In Paragraph A. 6., read *Ephesians 6:17b* and sub-paragraph a. Emphasize that the Word of God is a weapon both for defense and offense and that it needs to be handled accurately.
- d. In **V. Practical help ...**, merely point out that this section provides many practical ideas on how to put on the armor of God. These are directly related to the content of **IV. Your responsibility**

1:20

TRANSITION STATEMENT: "Not only must the armor be put on completely, but it must also be put on quickly. Let's go back to *Principle 96* to see this."

PLAN FOR OVERCOMING 15 minutes

1. Explain *Principle 96*, **BIBLICAL PRINCIPLES: LIFE-DOMINATING SINS (PART TWO)** (*Self-Confrontation, Lesson 21, Page 3 — Page 372 at the top*) highlighting *II Timothy 2:22*. When discussing *II Timothy 2:22*, it is also important to note that those who call on the Lord from a pure heart should be readily available to help. Sadly, while the body of Christ is best suited to help people with life-dominating problems, often believers shun those who have the greatest needs. It is sometimes said that the church is the only army that shoots its wounded.

Mention to the students that the method for dealing with life-dominating practices of sin is essentially the same as dealing with any problem of life. The major differences are that the problem must be dealt with quickly as indicated in *II Timothy 2:22* and thoroughly as mentioned in Lesson 20 when discussing the Circle of Life.

2. Merely read *Principle 97*, **BIBLICAL PRINCIPLES: LIFE-DOMINATING SINS (PART TWO)** (*Self-Confrontation, Lesson 21, Page 3 — Page 372 at the top*) highlighting *II Peter 1:2-11*.

TRANSITION STATEMENT: "Just as in the previous lessons, there is an 'overcoming' plan at the end of this lesson. Please turn to Page 13 — *Page 382 at the top*."

3. Merely point out that the format of **OVERCOMING LIFE-DOMINATING SINS** (*Self-Confrontation, Lesson 21, Pages 13-19 — Pages 382-388 at the top*) is the same as the overcoming plans in Lessons 10-11, 13, 17-19.

1:35

TRANSITION STATEMENT: "But suppose that you are living with a person whose life is dominated by a practice of sin. How do you help such a person? The answer is discussed on Page 20 — *Page 389 at the top*."

HELPING THE ENSLAVED 15 minutes

Teach **BIBLICALLY RESPONDING TO SOMEONE WITH A LIFE-DOMINATING SIN** (*Self-Confrontation*, Lesson 21, Pages 20-23 — *Pages 389-392 at the top*).

1. When teaching **I. Life dominating sins of others give you ...**, emphasize that God holds you responsible for how you think, speak, and act no matter how sinfully another person behaves. You must concentrate on dealing with your own sins even if they seem very small in comparison.
2. When teaching **II. Believers or unbelievers need to ...** read only Paragraph A. and the note at the end of Paragraph B.
3. When teaching **III. You are to use all biblical resources ...** merely read the note under Paragraph B. Then, emphasize that in helping a person with a life-dominating practice of sin, one of the most loving things you can do is to hold him responsible for his actions. It is very important that you do not take on his responsibilities. Also, read the notes under Paragraphs under Paragraphs E. and F.

1:50

CONCLUSION 10 minutes

1. Summarize the lesson by pointing out that dealing with life-dominating practices of sin requires the same approach as when dealing with any problem. The only difference is that every area of the person's life must be investigated and biblical changes must be made more quickly and thoroughly.
2. Read **A CASE STUDY: MARY'S HUSBAND HAS LEFT HER** (*Self-Confrontation*, Lesson 21, Pages 24-25 — *Pages 393-394 at the top*) and use the questions and suggestions at the end to summarize the lesson.
3. Review homework assignment.
 - a. Remind the students to complete Item 30 of the exam in *Self-Confrontation*, Lesson 23, if they desire to take the class in preparation for further biblical counseling training using BCF material.
 - b. Mention that copies of the **VICTORY OVER FAILURES WORKSHEET**, **MY PRESENT SCHEDULE**, and **MY PROPOSED BIBLICAL SCHEDULE** are available.
4. Preview the next lesson. You may want to say the following:

SUGGESTED PREVIEW OF NEXT LESSON: "In the next lesson, we will look at how to establish a guide for every aspect of daily living, not just those areas where problems exist. In Lesson 22, you will learn how to develop, in an organized way, a plan for living your whole life in a manner that pleases the Lord."

CLOSE IN PRAYER

2:00

Lesson 22 Plan

GOD'S STANDARDS FOR LIFE

✓ Relationship to other lessons

The purpose of Lessons 9-21 is to teach the students how to face and deal with problems in specific areas. In Lesson 22, you will discuss how to establish a guide for *every* aspect of daily living, not just those areas where problems exist. In many ways, this lesson is a review of all previous lessons.

✓ Overview of this lesson

This lesson should help the students recognize the need to evaluate every area of their lives to see if they are living in a godly manner. It provides an organized way of reordering their lives by first, describing a typical week's activities; second, comparing these activities with God's standards; and third, establishing a new plan.

Many believers mistakenly think they are living godly lives just because they are not experiencing serious problems. They live by their feelings, are often not active in ministry, and never really evaluate their lives in the light of God's Word. This lesson should help such believers recognize their need to eliminate some of their lawful, but unnecessary, activities in order to add profitable activities into their lives (*1 Corinthians 10:23*).

✓ Special notes for this lesson

As appropriate and as time permits, whenever a box appears at the top of the page in the *Self-Confrontation* manual, read (or have a student read) the contents aloud as an introduction to that section.

Do not try to cover the material in detail — you will not have time. The lesson contains a wealth of material (more than you can teach in detail during the allotted time), so it is important to focus your instruction on the key teaching points.

Do not try to discuss all the Scripture references in the lesson — you will not have time. Key Scripture references are written in **bold** letters; they should be read in class and discussed.

✓ Prayer and study

- ☐ Pray for wisdom as you prepare and teach; pray for a profitable and meaningful lesson for you and your students.
- ☐ Read *Self-Confrontation*, Lesson 22.
- ☐ Study **BIBLICAL PRINCIPLES: GOD'S STANDARDS FOR LIFE** (*Self-Confrontation*, Lesson 22, Pages 2-3 — *Pages 401-402 at the top*). Become familiar with every verse.
- ☐ Study the lesson plan that follows.

✓ Preparing the materials

- ☐ After studying the following lesson plan, prepare to instruct by writing the appropriate teaching notes from this instructor's guide in your copy of the *Self-Confrontation* manual. Photocopy appropriate pages of this guide.
- ☐ In your Bible, mark every Scripture reference that you will be discussing in class as follows:
 - Above each Scripture portion that lists a "put-off," write a minus (-) symbol to remind you to point out "put-offs" to those you instruct.

- Above each Scripture portion that lists a “put-on,” write a plus (+) symbol to remind you to point out “put-ons” to those you instruct.
- ☐ Make copies of the **VICTORY OVER FAILURES WORKSHEET** (*this Guide*, Appendix 2, Pages 221-222), **MY PRESENT SCHEDULE** (*Self-Confrontation*, Supplement 14 — Page 473 at the top), and **MY PROPOSED BIBLICAL SCHEDULE** (*Self-Confrontation*, Supplement 15 — Page 473 at the top) for the students.

Cumulative
Time
0:00



Lesson Plan

ORIENTATION 10 minutes

1. Welcome the students.
2. Review memory verses. Have the students pair off to recite *Ephesians 5:18* and *6:12-13*, the assigned memory verses.
3. Ask if there are questions about homework from the previous lesson.
4. Open in prayer.

0:10

INTRODUCTION TO THE LESSON 15 minutes

1. Introduce the lesson with the following:

"The purpose of Lessons 9-21 is to describe how to face, deal with, and endure problems in specific areas of life, such as, anger, depression, etc. However, success in dealing with these areas may not be enough.

"This lesson will help you to evaluate every area of your life and, if necessary, to reorder your life according to God's standards. Actually, this lesson is designed to help all believers because each person needs to evaluate himself continually to see if every aspect of his life is bringing glory to God."

2. Read the purposes of **LESSON 22: GOD'S STANDARDS FOR LIFE** (*Self-Confrontation*, Lesson 22, Page 1 — *Page 400 at the top*).
3. Read the box at the top of **BIBLICAL PRINCIPLES: GOD'S STANDARDS FOR LIFE** (*Self-Confrontation*, Lesson 22, Page 2 — *Page 401 at the top*). Then, read *Ecclesiastes 12:13-14* and remind the students that the key to victorious living is total commitment to the Lord through loving obedience in every area of life.

0:25

GOD'S TRUTH ABOUT THE PROBLEM 15 minutes

1. Explain *Principle 98*, **BIBLICAL PRINCIPLES: GOD'S STANDARDS FOR LIFE** (*Self-Confrontation*, Lesson 22, Page 2 — *Page 401 at the top*) with emphasis on the fact that God's commands are changeless. They are not dependent on whims or changing theories.
2. Explain *Principle 99*, **BIBLICAL PRINCIPLES: GOD'S STANDARDS FOR LIFE** (*Self-Confrontation*, Lesson 22, Page 2 — *Page 401 at the top*) highlighting *Romans 2:9-11*. State that God's standards are the same for everyone, regardless of age, gender or culture.
3. Explain *Principle 100*, **BIBLICAL PRINCIPLES: GOD'S STANDARDS FOR LIFE** (*Self-Confrontation*, Lesson 22, Page 2 — *Page 401 at the top*) highlighting *Psalms 145:19; Proverbs 3:7-8; Ecclesiastes 12:13-14*.

0:40

YOUR HOPE 10 minutes

1. Explain *Principle 101*, **BIBLICAL PRINCIPLES: GOD'S STANDARDS FOR LIFE** (*Self-Confrontation*, Lesson 22, Page 2 — *Page 401 at the top*) highlighting *Jeremiah 29:11-13* and *Romans 8:29*. State that God's plans are for your benefit.

2. Explain *Principle 102, BIBLICAL PRINCIPLES: GOD'S STANDARDS FOR LIFE (Self-Confrontation, Lesson 22, Page 2 — Page 401 at the top)* highlighting *Matthew 11:28-30* and *Isaiah 40:29-31*. State that God's standards are not burdensome.

0:50

BREAK 10 minutes

1:00

YOUR CHANGE 10 minutes

1. Explain *Principle 103, BIBLICAL PRINCIPLES: GOD'S STANDARDS FOR LIFE (Self-Confrontation, Lesson 22, Page 3 — Page 402 at the top)* highlighting *Romans 13:12-14*.
2. Explain *Principle 104, BIBLICAL PRINCIPLES: GOD'S STANDARDS FOR LIFE (Self-Confrontation, Lesson 22, Page 3 — Page 402 at the top)* highlighting *I Peter 4:12-19*.

1:10

YOUR PRACTICE 40 minutes

1. Explain *Principle 105* highlighting *Galatians 5:22-23*.

TRANSITION STATEMENT: "For a review of the standards we have learned in this course, please turn to Page 4 — Page 403 at the top."

2. Teach **GOD'S STANDARDS FOR YOU** (*Self-Confrontation, Lesson 22, Pages 4-6 — Pages 403-405 at the top*).
- Use the contents of **I. What you are to do (a sample list)** as a review of truths covered in previous lessons. None of these statements are new. The list is also not exhaustive. Show students that:
 - Paragraph A. applies to every believer, and
 - Paragraphs B. through I. apply to specific areas of responsibility.
 - Introduce **II. How you are to obey God's standards** by reviewing for the students the following story originally given in Lesson 5.

HELPFUL ILLUSTRATION: "A woman had a very unloving husband. Every day before he went to work, he would make a long list of tasks she was to complete before he returned home. No matter how hard she tried to complete the tasks, she never was successful. So, every night he would scold her for what he considered a very poor performance. Her life with this husband was very hard.

"After a time, her husband died and a few years later she married another man who was kind and loving. They had a wonderful relationship and she was very happy.

"One day as she was cleaning her home, she came across one of the lists of tasks that her former husband had written for her to do. As she looked at the list, she was amazed to discover that while she couldn't complete the list for the former husband no matter how hard she tried, she was now accomplishing *all* those things for her new husband.

"The key application of this illustration is that before salvation, it was impossible to keep the Lord's commands since the master was Satan. When you are saved, you have a loving relationship espoused to the Lord, and following Him is not a matter of merely following a set of rules, it is now a matter of loving faithfulness in the empowering of the Holy Spirit.

"We must never forget that obeying with the wrong motive is hypocritical and rejected by God. On the other hand, pleasing God is demonstrated by obedience."

TRANSITION STATEMENT: "Section III contains an exercise similar to the one we conducted in Lesson 18. but it is more thorough."

- c. Lead the students through the development of a plan for them to live in a manner that pleases the Lord using **III. Incorporating God's standards into your life** as your guide. Introduce the exercise as follows:

"This exercise provides an organized way of reordering your life by: (1) describing your typical week's activities; (2) comparing these activities with God's standards; and (3) establishing a new plan to follow the rest of your life."

NOTE TO THE INSTRUCTOR: *At this time, distribute copies of MY PRESENT SCHEDULE (Self-Confrontation, Supplement 14) and MY PROPOSED SCHEDULE (Self-Confrontation, Supplement 15) to the students.*

- (1) Introduce Step 1 by reading Paragraph A. Then, emphasize that this step needs to be completed during a typical week. *Allow about five minutes. They will not have time in class to complete the entire week. Tell them that they can complete their forms later as part of their homework.*
 - (2) Introduce Step 2 by reading Paragraph B. and review the questions listed under Paragraph B. Then, give examples of activities that may need to be discontinued such as the amount of television watched which may be hindering them from doing other responsibilities. Ask the students to draw a line through every activity that should be discontinued based on the answers to the questions listed under Paragraph B. of **III. Incorporating God's standards into your life**. *Allow about five minutes.*
 - (3) Introduce Step 3 by reading Paragraph C. Instruct the students to list on a separate sheet of paper all new activities and responsibilities that they should be practicing using the sample list under **GOD'S STANDARDS FOR YOU (Self-Confrontation, Lesson 22, Pages 4-6 — Pages 403-405 at the top)** as a guide. Suggest to the students that they include a plan for applying what they've learned through this course. *Allow about five minutes.*
 - (4) Introduce Step 4 by reading Paragraph D. Then, tell the students that this combines the first three steps into one worksheet. Have the students begin to complete **MY PROPOSED SCHEDULE (Self-Confrontation, Supplement 15 — Page 474 at the top)** using the information gathered in Steps 1-3.
Mention that if they did not draw a line through enough activities in Step 2 to make room for carrying out the responsibilities listed in Step 3, they need to consider deleting more of their present activities that are not absolutely necessary. Remind the students that God grants great freedom to take part in many activities, but there may not be enough time for some otherwise good activities because time is needed to carry out clearly identified, God-given responsibilities. *Allow about five minutes.*
- d. Emphasize to the students that completing this exercise is a very important part of establishing biblical practice in their lives. This exercise should be repeated every few weeks until their schedules become biblically responsible.

1:50

CONCLUSION 10 minutes

1. Briefly summarize key points of the lesson by reviewing key phrases of **BIBLICAL PRINCIPLES: GOD'S STANDARDS FOR LIFE** (*Self-Confrontation*, Lesson 22, Pages 2-3 — *Pages 401-402 at the top*).
2. Review the homework assignment.
 - a. Call the students attention to the contents of **LESSON 23: COURSE EXAM** (*Self-Confrontation*, Lesson 23, Pages 1-3 — *Pages 412-414 at the top*). Explain to them what is required to complete the exam and prepare a personal testimony.
 - b. Mention that copies of the **VICTORY OVER FAILURES WORKSHEET**, **MY PRESENT SCHEDULE**, and **MY PROPOSED BIBLICAL SCHEDULE** are available.
3. Preview the next lesson. You may want to say the following:

SUGGESTED PREVIEW OF NEXT LESSON: "In the next lesson, we will review the course in preparation for the course exam. If you haven't already started on the exam and desire to progress to the next course, begin this week to complete the **COURSE EXAM** (*Self-Confrontation*, Lesson 23, Pages 1-3 — *Pages 412-414 at the top*)."

Then, read the contents of the paragraph headed, **General directions**.

Continue with, "Next lesson, you will have an opportunity to present your personal testimony of how God has worked in your life through this course. In preparing your testimony, please follow the outline under Your Testimony of Self-Confrontation Results (*Self-Confrontation*, Lesson 23, Page 3 — *Page 414 at the top*). This will be one of the richest parts of the course as you serve one another by testifying of God's glory and His power at work in your life."

CLOSE IN PRAYER

2:00

Lesson 23 Plan

COURSE TESTIMONIES



Relationship to other lessons

Lesson 23 is a review of the entire course.



Overview of this Lesson

As concisely as possible, review the course. In the remaining time (reserve at least one hour), provide students an opportunity to present personal testimonies.



Prayer and study

- ☐ Pray for wisdom as you prepare and teach; pray for a profitable and meaningful lesson for you and your students.
- ☐ Read *Self-Confrontation*, Lesson 23.
- ☐ Study the lesson plan that follows.



Preparing the materials

- ☐ After studying the following lesson plan, prepare to instruct by writing the appropriate teaching notes from this instructor's guide in your copy of the *Self-Confrontation* manual.

Cumulative
Time
0:00



Lesson Plan

ORIENTATION (10 minutes)

1. Welcome the students.
2. Review memory verses. Have the students pair off to recite *Galatians 5:22-23*, the assigned memory verses.
3. Collect the written exams from the students.
4. Open in prayer.

0:10

REVIEW OF COURSE (40 minutes)

Review each lesson in *Self-Confrontation*. For **each** lesson:

1. First explain the main teaching points using the exam questions and the information in the context and overview sections on Page 1 of each lesson in this *Instructor's Guide*.
2. Then briefly summarize the key points of selected biblical principles in the lesson.

0:50

BREAK (10 minutes)

1:00

STUDENT TESTIMONIES (50 minutes)

1. Explain how the personal testimonies should be presented.
 - a. Remind the students to follow the outline under **Your Testimony of Self-Confrontation Results** (*Self-Confrontation*, Lesson 23, Page 3 — *Page 414 at the top*) as they give their testimonies.
 - b. Ask each student to:
 - 1) Come to the front to give his presentation.
 - 2) Speak loudly so that everyone can hear.
 - 3) Give his name at the beginning of his testimony.
 - 4) While the first student is speaking, a second student should seat himself nearby so that time is not lost between testimonies.
2. Ask for volunteers to start the testimonies. The bolder students tend to encourage the others to come forward later.

1:50

CONCLUSION (10 minutes)

1. You might give your testimony of how God has helped you grow during the course.
2. Ask the students to study Lesson 24 in preparation for the final session.
3. Encourage them to memorize *I John 5:3-5* which is the memory verse for Lesson 24.
4. Preview the next lesson. You may want to say the following:

SUGGESTED PREVIEW OF NEXT LESSON: "Lesson 24 introduces biblical discipleship/counseling. It covers basic procedures you can use to help others and provides a transition to Biblical Discipleship/Counseling Course II."

CLOSE IN PRAYER

2:00

Lesson 24 Plan

INTRODUCTION TO BIBLICAL DISCIPLESHIP/COUNSELING TRAINING

✓ Relationship to other lessons

Lesson 24 is an introduction to Biblical Discipleship/Counseling Course II.

✓ Overview of this lesson

This lesson defines what biblical discipleship/counseling is and encourages the students to look beyond examining themselves toward ministering to others. Now that they have received comfort and nurture from God, they are enabled to comfort others (*II Corinthians 1:4*). This lesson also emphasizes the need for pastors to train their “sheep” to carry out the ministry of discipleship/counseling.

The lesson also introduces basic biblical discipleship/counseling procedures. These procedures are covered in **BIBLICAL DISCIPLESHIP/COUNSELING COURSE II**, but they can be used by the Self-Confrontation graduates to begin discipling/counseling even if they don’t take the counseling course.

✓ Special notes for this lesson

As appropriate and as time permits, whenever a box appears at the top of the page in the *Self-Confrontation* manual, read (or have a student read) the contents aloud as an introduction to that section.

Do not try to cover the material in detail — you will not have time. The lesson contains a wealth of material (more than you can teach in detail during the allotted time), so it is important to focus your instruction on the key teaching points.

Do not try to discuss all the Scripture references in the lesson — you will not have time. Key Scripture references are written in **bold** letters; they should be read in class and discussed.

✓ Prayer and study

- ☐ Pray for wisdom as you prepare and teach; pray for a profitable and meaningful lesson for you and your students.
- ☐ Read *Self-Confrontation*, Lesson 24.
- ☐ Study the lesson plan that follows.

✓ Preparing the materials

- ☐ After studying the following lesson plan, prepare to instruct by writing the appropriate teaching notes from this instructor’s guide in your copy of the *Self-Confrontation* manual. Photocopy appropriate pages of this guide.
- ☐ Return the corrected exams to the students.

Cumulative
Time
:00



Lesson Plan

ORIENTATION (5 minutes)

1. Welcome the students.
2. Review memory verses. Have the students pair off to recite *I John 5:3-5*, the assigned memory verses.
3. Open in prayer.

0:05

INTRODUCTION TO THE LESSON (5 minutes)

1. Introduce the lesson with the following statement:

"When you have faithfully applied the biblical principles covered in this course, you will have completed the first step in preparing yourself to be a part of a very significant ministry in the body of Christ. Not only do you have the privilege, but you also have the responsibility to disciple others.

"You may remember from the introduction to this course that God has commanded every believer to make disciples. Please turn to *Matthew 28:19-20*. Biblical discipleship is God's plan for reaching the world. Jesus made it clear in this passage that making disciples includes teaching disciples to observe all that He taught. The word 'all' in verse 20 indicates that discipleship is very thorough. Biblical discipleship deals with every aspect of a person's life.

"As you have recognized during the conduct of the Self-Confrontation course, Jesus taught the disciples how to have victory in the midst of the daily trials and tests of life. The primary focus of the Self-Confrontation course has been to teach you how to have victory in every area of your spiritual life.

"However, as you have seen, biblical discipleship is more than teaching a person how to live a godly life because the one being disciplined is also commanded to make other disciples.

"This brings us to the purpose of the next course which is to teach you how to disciple someone else. It is based on the biblical principles taught in this course and additional biblical principles relating to discipling others. Because biblical counseling is an integral part of biblical discipleship, the second course is named, Biblical Discipleship/Counseling Course II.

"Course II is designed to train the student as a biblical discipler/counselor within the local body of believers. The course is taught in such a way that every believer, regardless of educational level or experience, can learn how to disciple/counsel others.

"With this in mind, let's look at what biblical discipleship/counseling involves."

2. Read the purposes of **LESSON 24: INTRODUCTION TO COURSE II: BIBLICAL COUNSELING TRAINING** (*Self-Confrontation*, Lesson 24, Page 1 —Page 416 at the top).

0:10

WHY COURSE II? (40 minutes)

Teach **INTRODUCTION TO COURSE II: BIBLICAL COUNSELING TRAINING** (*Self-Confrontation*, Lesson 24, Pages 2-3 —Pages 417-418 at the top).

1. When explaining **I. What is biblical counseling?**, emphasize:
 - a. Three characteristics of the restoration process from *Galatians 6:1-2*.
 - 1) Goal is change (*verse 1*).
 - 2) Spirit of gentleness — (*verse 1*).
 - 3) Concern — the law of Christ is the law of love (*verse 2*).
 - b. That the goal is to help a person carry his own burden (see *Galatians 6:5*). Training in righteousness is a part of the discipleship/counseling process. Because both the restoration phase and the training phase are included, biblical discipleship/counseling is really “in-depth” discipleship.
2. When explaining **II. Why train believers to counsel biblically?**, mention that this one question is really a combination of four parts:
 - a. *Why biblically?*
 Answered in Paragraph A. Mention that the Bible is increasingly under attack even in the evangelical Christian world as the only, completely sufficient source for facing, dealing with, and enduring the problems of life.
 - b. *Why is a discipleship/counseling ministry needed in the church?*
 Answered in Paragraphs B.-D. When explaining Paragraph B., mention that most of the Bible deals with people who are not victorious in their living.
 - c. *Why should all believers be involved?*
 Answered in Paragraphs E. and F.
 - 1) In Paragraph E., highlight *Romans 15:14*.
 - 2) In Paragraph F., compare the approach of a salesman with that of a physician. A salesman concentrates on preparing a good message and uses it the same way on every customer. In contrast, the physician takes the time to check his patient's blood pressure, body temperature, heart beat, the specific symptoms described by the patient, etc. And only after a thorough analysis does he suggest a specific cure.
 Jesus presented the Gospel like a physician. He approached each person in a different way. Most evangelism and discipleship training follows the salesman's approach. Training in biblical discipleship/counseling vastly improves a person's ability to approach individuals as a physician and, thus, to make the Gospel relevant to each individual's perceived need.
 - d. *Why train?*
 Answered in Paragraph G. In Item 1, take time to explain *Exodus 18:13-26*.
3. When explaining **III. What can you do to prepare yourself for further training in biblical counseling?**, emphasize in Paragraph B. the importance of the Scriptures and the new birth to biblical discipleship/counseling.

0:50

<p>TRANSITION: Use Paragraph III. C. as the introduction to the next topic, BASIC BIBLICAL COUNSELING PROCEDURES. Refer again to the procedure a doctor uses when treating physical illness: 1) analysis of the symptoms, 2) identification of the problem, 3) prescription for the treatment, and 4) the treatment. Then state, “After the break, we will discuss BASIC BIBLICAL COUNSELING PROCEDURES.”</p>
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BREAK (10 minutes)

1:00

DISCIPLESHIP/COUNSELING PROCEDURES (40 minutes)

Teach **BASIC BIBLICAL COUNSELING PROCEDURES** (*Self-Confrontation*, Lesson 24, Pages 4-6—Pages 419-421 at the top).

1. Introduce this subject by stating the following:

“The objective of the BASIC BIBLICAL COUNSELING PROCEDURES diagram is to help you to rely wholly on the Scriptures, both for your personal life and for helping others. The only essential text in training is to be the Bible. The major reason for this approach is to ensure that apart from the Scriptures for teaching and guidance, the only need for additional help or support is the work of the Holy Spirit Himself.”

2. Provide a short overview of the three **BASIC BIBLICAL COUNSELING PROCEDURES** diagrams. Then, state that:
 - a. Page 4 focuses on establishing a basic foundation for the discipleship/counseling process. Note that references to the *Self-Confrontation* manual are provided to the right of each box. Then ask the students to explain why the subjects in each of the boxes are essential.
 - b. Page 5 describes how to establish a biblical structure for change. The primary tool, the **VICTORY OVER FAILURES WORKSHEET**, explains the specific steps necessary to develop biblical plans for living God’s way. Then, turn to the *Self-Confrontation* pages that pertain to each box and review the key points.
 - c. Page 6 provides guidelines for practicing the plans established previously and persevering daily as a faithful servant of God. It describes the believer who is reordering his entire life to conform to what God desires and is beginning to minister to others, thus fulfilling the Great Commission to make disciples.

1:40

USES OF YOUR MANUAL (15 minutes)

1. Explain the various ways that the *Self-Confrontation* manual can be used.
 - a. The *Self-Confrontation* manual can be used profitably by everyone. Unbelievers can be shown their need for a personal relationship with Jesus Christ. Believers in Jesus Christ can find great comfort and help in establishing biblical practices for the trials they face. Finally, Bible scholars or seminary students can carry out in-depth research through the many Scripture references from the original languages of the Bible. No matter how proficient you are in using Scripture, the manual encourages you to rely on the Word of God to discover God’s sufficiency for every aspect of your work.
 - b. The material in the *Self-Confrontation* manual has been used in a wide variety of ways by church organizations, educational and training institutions, evangelism and discipleship ministries, and tens of thousands of individuals. The *Self-Confrontation* course has been utilized:
 - (1) In churches for Sunday school classes, for spiritual enrichment on Sunday evenings, for Bible studies and home groups on week nights. It has benefited many in church youth, college and career, and adult groups of all ages. It has been instrumental in the development of evangelism, discipleship, and counseling ministries in many local churches.

- (2) In educational and correctional institutions for formal junior-high school, senior-high school, college, and seminary courses. Students at all levels as well as long-term, hard-core prisoners have testified that the Self-Confrontation course has helped them make radical and lasting changes in their lives.
- (3) In training and refreshing missionaries and national believers in other countries. For example, some missions organizations use translations of the manual to broadcast discipleship training programs to many parts of the world. Training seminars for missions staff are conducted at various times in other parts of the world.
- (4) In biblical discipleship/counseling. It has proven to be valuable in discipleship/counseling on a personal basis.
- (5) In personal study. The manual is an excellent reference for use in personal devotions, especially when you are seeking God's will in facing, dealing with, and enduring the trials of life.

2. Introduce the *Course I Instructor's Guide*. State the following:

"Because the *Self-Confrontation* manual is a book on how to be victorious in all difficulties of life, you will find it a useful reference for the rest of your life. However, the manual contains so much information, each lesson would take at least 10 hours to read all the referenced Scriptures and text. Therefore, the *Course I Instructor's Guide* has been designed to teach the lessons contained in the manual. It helps to focus on the essential portions of the manual and the key Scripture verses."

Read the contents of the *Course I Instructor's Guide* back cover.

1:55

CONCLUSION (5 minutes)

1. Encourage the students who have successfully completed the Self-Confrontation Course to enroll in an evangelism course if they have not already completed one, and then, to enroll in BCF Course II or Track II of the Concentrated Course.
2. State the following:

"An instructor's guide is available (show the students your *Guide*) to help you teach the Self-Confrontation course. It is designed to help you prepare and teach each of the 24 lessons. In addition to specific guidance, the guide has many illustrations to reinforce the teaching."

3. Read the box at the bottom of *Self-Confrontation*, Lesson 24, Page 7 — Page 422 at the top to the students as a final word of encouragement.

CLOSE IN PRAYER

2:00