

Level 2

Instructor's Guide

Intensive

for training in Biblical discipleship/counseling
based on the Old and New Testaments
as the only authoritative source of faith and conduct



LEVEL 2

INSTRUCTOR'S GUIDE

INTENSIVE

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Preface

Congratulations on becoming part of a team for teaching the Level 2 Intensive Course in Biblical Discipleship/Counseling.

In all your instruction, 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 test 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 Christ-like ministry. From the inception of the church, this has been the mission given by the Lord Jesus Christ to every believer. 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 to do just that.

Be patient in your teaching but eagerly anticipate a full and rewarding ministry to and with others. God bless you in your every effort to lift up the Name of Jesus.

The BCF Team

Introduction

The Biblical Counseling Foundation (BCF) has designed week-long Intensive Courses for those who cannot attend the weekly courses. The Level 2 Intensive Course is a training substitute for the regular 14-lesson Biblical Discipleship/Counseling Level 2 Weekly Course. This *Guide* is designed to help prepare you to teach the Level 2 Intensive Course.

The objective of all BCF training is to teach you to rely only on the Scriptures and the Holy Spirit, both for your personal life and for helping others (*II Timothy 3:16-17; I John 2:20-27*). The only essential texts for all BCF courses are to be the Bible and 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 and to the Holy Spirit as your Guide. The major reason for this approach is to ensure that the student, whether disciple/counselee or Christian leader in any nation, understands clearly 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.

In order to help you disciple/counsel others to deal with life biblically, the following guidance is provided:

Teaching staff responsibilities

- A. The Level 2 Intensive Course lead instructor is responsible to:
 - 1. Conduct the Level 2 Intensive Course staff preparation and provide a portion of instruction for this track,
 - 2. Train and supervise the co-instructors, group leaders, and role-players, and
 - 3. Supervise preparation of the students for each role-play.
- B. Level 2 Intensive Course small-group leaders are responsible to:
 - 1. Help the instructors according to the responsibilities assigned to them,
 - 2. Supervise the role-players,
 - 3. Give guidance as necessary to students in the small group during the role-plays, and
 - 4. Evaluate and encourage student participation during the role-plays.
- C. Level 2 Intensive Course role-players are responsible to:
 - 1. Portray the disciple/counselee for several role-plays as directed by the group leader or role-player guidelines (see **GUIDANCE FOR LEVEL 2 INTENSIVE COURSE SMALL-GROUP ROLE-PLAYS**, *this Guide*, Supplement 2, Pages 229-308), and
 - 2. Follow instructions of the group leaders in role-plays. This will be most necessary when students need to return to portions they role-played incorrectly.

Jesus' pattern of teaching

Before you prepare to teach this course, it is vital that you follow the biblical pattern for teaching. You have no better example than our Lord Jesus Christ. In Lesson 16 of the Self-Confrontation course, you studied the five steps in Jesus' training of His disciples. They are as follows:

- A. Jesus told them *“what and why.”* In *Mark 1:16-17*, He said to them, “Follow Me” (*what*), “and I will make you become fishers of men” (*why*). Throughout the Scriptures, when God tells His children what to do, He also tells them why it is good for them.
- B. Jesus *“showed them how.”* In *Mark 3:20-6:6*, He taught the disciples mostly by example. They learned as they watch Him minister and teach.
- C. Jesus *“got them started.”* In *Mark 6:7-13*, He sent the disciples out two by two and held them responsible to minister in the same way that He ministered.
- D. Jesus *“kept them going.”* In the remaining chapters of *Mark*, He continually evaluated and corrected the disciples, and He encouraged them to keep going in spite of difficulties.
- E. Jesus *“commanded them to disciple others.”* In *Matthew 28:19-20*, He said to the disciples, “Go therefore and make disciples of all the nations.”

Paul’s focus for teaching

In *I Thessalonians 2:3-11*, Paul assured the Thessalonians of his genuine desire to serve them with a pure desire to please the Lord and without any scheme to gain their favor for personal gain. He came:

- A. Not by deceit (*verse 3*),
- B. Not to please men, but God (*verses 4 and 6*),
- C. Not with flattering speech, nor pretext for greed (*verse 5*),
- D. With gentleness and tenderness as a nursing mother (*verse 7*),
- E. With fond affection (*verse 8*),
- F. To impart not only the Gospel, but also his own life (*verse 8*),
- G. Without pay (*verse 9*),
- H. Devoutly, uprightly, and blamelessly (*verse 10*), and
- I. Exhorting and encouraging, and imploring as a father (*verse 11*).

Biblical principles and guidelines for instruction

Teaching based on biblical principles is very different from secular teaching. The biblical method for teaching is discipleship as exemplified by our Lord Jesus Christ as He trained the disciples and spoke to the multitudes. Biblical discipleship includes much more than presenting information. The goal is to conduct the training in such a way that each student not only applies what is being learned, but that he also has the confidence and encouragement to train others.

With this in mind, please follow carefully the guidelines listed below:

- A. Maintain a fervent personal commitment to walk in a manner pleasing to the Lord (*Colossians 1:10*).**

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 requires that you:

1. Concentrate on glorifying God, not on gaining credit or praise for self (*based on Matthew 5:16; Galatians 1:10-11; Colossians 3:17, 23-24*).
2. Rely on the guidance and empowering of the Holy Spirit for your instruction and for results in the students' lives (*based on Colossians 1:11; II Timothy 1:14; I John 2:20, 27*). Keep in mind that you are totally inadequate in yourself, but that your adequacy is in the Lord (*II Corinthians 3:5-6*).
3. 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*).
4. Continually examine (judge) yourself honestly and faithfully, and correct biblically any sinful practices in your life (*based on Psalm 139:23-24; Matthew 7:1-5; I Corinthians 10:12; 11:28; Galatians 6:4*).

B. Base your teaching solely on the Scriptures (*II Timothy 3:16-17; Titus 2:1*).

Always point to the Lord and His Scriptures as the standard, authority, and hope.

1. As you prepare to teach, focus on the study of foundational and key Scripture passages (as given in *this Guide*) so that you can explain them well. Make sure that the Bible is your primary text. Concentrate your instruction primarily on explanation of the biblical principles and Scripture references that are highlighted (marked in **boldface** print) in each lesson of *this Guide* (*based on Isaiah 55:8-11; Colossians 3:16; II Timothy 3:16-17; Hebrews 4:12*).

When explaining each Scripture passage, be sure to teach it in its context (*based on II Timothy 2:15; Titus 2:1*).

2. Do not seek to be an authority in the lives of your students. Refrain from giving your own (or the world's) knowledge, experience, or opinions (*based on Proverbs 14:12; Mark 10:41-45*).

Be careful about giving your personal testimony. Use your testimony to encourage the students, but do not present your experience as an example for the students to follow.

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 (*based on Deuteronomy 4:2; Proverbs 30:5-6; II Peter 1:20-21*).

3. 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 make disciples. It is important that your students do not distract those they are discipling by presenting issues that divide (*based on Ephesians 4:3*).

Do not recommend books, authors, or methodologies not covered in the course, even during informal conversations. Instead, emphasize key scriptural principles.

Materials and Preparation for Teaching

Your Bible

Since the Bible is the primary teaching source for God's commandments and precepts, it is important that you use a literal translation of the Bible. While a paraphrase of the Bible may be useful as an expansion or supplemental study tool, it is important to memorize and understand the Bible in its most literal form. Because paraphrases are not translations, but interpretations, they may focus on man's insights rather than God's truth at certain points. When you study for your own benefit or to minister to others, it is important that you remain faithful to God's Word.

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 a literal translation of the Bible written in your own language. For your information, however, it is important for you to know that the contents of the manuals have undergone years of evaluation for biblical accuracy, both for meaning and context.

Your Handbook

The *Handbook for the Ministry of Biblical Discipleship/Counseling* has been developed as a reference to help the biblical discipler/counselor maintain his biblical focus in ministering to those with problems. It is also used as a basic resource in all BCF training courses beyond the Self-Confrontation course.

The *Handbook* is an outstanding tool to be kept at hand by all disciplers/counselors through years of ministry, and can be used as a resource for:

- Planning and conducting discipleship/counseling meetings with all who ask for help in facing, dealing with, and enduring the trials of life,
- Training others in the ministry of biblical discipleship/counseling,
- Evaluating one's own ministry for biblical focus and conduct, and
- Photocopying useful forms for the ministry of biblical discipleship/counseling

Your Level 2 Syllabus

The *Level 2 Syllabus* is a set of lesson plans for the student attending the second BCF training course in biblical discipleship/counseling.

The *Level 2 Syllabus* provides guidance for conducting small-group role-plays. It includes helps on how to develop biblical plans for discipleship/counseling meetings and how to evaluate homework of the disciple/counselee.

This training allows adaptation to a wide variety of discipleship/counseling opportunities in an ongoing ministry within the local body of believers.

Your Level 2 Instructor's Guide: Intensive

Your *Instructor's Guide* is designed to help you prepare and teach each lesson of this course. The format is explained in the *Level 1 Instructor's Guide: Weekly* on Page 18 and is reproduced for your review at the end of this introductory section (Page 23).

A. The basic format for the 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.

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. 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.

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 to remind you to prepare your copy of the *Handbook* and your Bible for teaching the Level 2 Intensive Course.

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.

B. The supplements provide additional guidance on how to conduct the course.

Supplement 1 lists some important biblical principles for working together as a staff.

Supplement 2 provides specific guidance for the group leaders and role-players on how to conduct each role-play.

Supplement 3 provides a master copy of Timothy's memory verse cards.

Supplement 4 provides a list of items to prepare for each role-play and master pages to photocopy for each role-play group.

Supplement 5 provides a typical Level 2 Intensive Course schedule for students and a typical Level 2 Intensive Course schedule for the teaching staff.

For a description of the other materials you will use in Level 2, refer to **YOUR MATERIALS FOR THIS COURSE** (*Level 2 Syllabus*, Page S13).

Explanation of the *Instructor's Guide* Format

23

(From Page 18 of the *Level 1 Instructor's Guide: Weekly*)

The material on the left side of this page is a replica of an actual page in the *Level 1 Instructor's Guide: Weekly*. On the right side of this page, you find explanations for the format used.

E. Summarize THE EFFECTS OF UNBIBLICAL THOUGHTS, SPEECH, AND ACTIONS

(*Self-Confrontation*, Page 114). (Do not read the contents of each box.) State:

EXPLANATION: "While unbiblical deeds (thoughts, speech, and actions) often lead to physical problems, there are other causes for these same physical problems. For example, you should not hastily 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 111.*"

1:20

THE "PUT-OFFS" 5 minutes

Read and explain (*Principle 28*) **BIBLICAL PRINCIPLES: BIBLICAL STRUCTURE FOR CHANGE** (*Self-Confrontation*, Page 111).

A. Emphasize the need to identify and concentrate on those areas in your life that God requires you to change, even though they may be difficult. When you seek to change some area of your life according to what seems good to you (via human wisdom or desires), you may focus on something that seems easy to do or that appeals to self-centered accomplishments.

B. Emphasize that after you identify your sinful practice, it must be dealt with quickly or it will become worse. Ask the students to highlight in their manuals and read (*II Timothy 2:22a*). Ask, "What does this Scripture say about what you are to do with youthful lusts?" (Answer: Flee youthful lusts.)

EXPLANATION: "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 if we do not do well. The implication is that, given a chance, sin will attempt to master you. Clearly, the Scriptures indicate that it is dangerous to play with sin or hesitate when temptation comes."

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.*"

1:25

THE "PUT-ONS" 10 minutes

Explain *Principle 29*, **BIBLICAL PRINCIPLES: BIBLICAL STRUCTURE FOR CHANGE** (*Self-Confrontation*, Page 111). Read *Principle 29* and ask the students to highlight the reference to *II Timothy 2:22b*. Ask: "What are you to put on in the place of youthful lusts according to the second half of *II Timothy 2:22*?" (Answer: Righteousness, faith, love, and peace, with those who call on the Lord from a pure heart) Then, state:

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

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

3. 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.

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

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

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

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

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

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.

Staff Preparation Notes

Level 2 Intensive Course Teaching Staff Responsibilities

✓ Relationship to other lessons

This is an orientation for the group leaders and role-players for the Level 2 Intensive Course just prior to the course.

Normally, the orientation can be conducted during student registrations on the first day of the course.

✓ Overview of this lesson

Since each role-play participant has already received a copy of *this Guide* from which to prepare, this orientation is conducted as a review of major responsibilities, guidelines for instruction, key tasks, and specific guidance for the role-plays.

✓ Prayer and study

☐ Pray for wisdom as you prepare and teach; pray for a profitable and meaningful lesson for you and your students.

☐ Read:

- INTRODUCTION (*this Guide*, Pages 11-18),
- MATERIALS AND PREPARATION FOR TEACHING (*this Guide*, Pages 19-22),
- WORKING TOGETHER (BIBLICAL PRINCIPLES AND ACTIONS FOR SERVANT LEADERS) (*this Guide*, Supplement 1, Pages 225-228),
- GUIDANCE FOR LEVEL 2 INTENSIVE COURSE SMALL-GROUP ROLE-PLAYS (*this Guide*, Supplement 2, Pages 229-308),
- TIMOTHY'S MEMORY VERSES (*this Guide*, Supplement 3, Pages 309-310),
- MASTER MATERIALS TO PREPARE FOR ROLE-PLAYS (*this Guide*, Supplement 4, Pages 311-326),
- SCHEDULE LEVEL 2 INTENSIVE COURSE (STUDENT, TYPICAL SCHEDULE) and SCHEDULE LEVEL 2 INTENSIVE COURSE (TEACHING STAFF, TYPICAL SCHEDULE) (*this Guide*, Supplement 3, Pages 327-330),
- STUDENT PREPARATION INFORMATION (*Level 2 Syllabus*, Pages S75-S84),
- HOMEWORK COMPLETED BY TIMOTHY (*Level 2 Syllabus*, Pages S85-S96),
- EVALUATION OF TIMOTHY'S HOMEWORK (*Level 2 Syllabus*, Pages S97-S100), and
- DISCIPLER/COUNSELOR HELPS (*Level 2 Syllabus*, Pages S101-S136).

☐ Study the lesson plan that follows.



Preparing the materials

- ☐ After studying the following lesson plan, prepare to instruct by writing the appropriate teaching notes in your copy of *this Guide*.

Sample

Cumulative
Time
0:00

Total time for this lesson: 50 minutes



Lesson Plan

INTRODUCTION 5 minutes

During the student registrations on the first day of the course, orient the Level 2 Intensive Course staff on their responsibilities.

- A. Open in prayer.
- B. Introduce the staff to each other.
- C. Thank the staff for coming and being willing to minister. Also, request that they thank their families, churches, and employers for allowing them to minister.
- D. Ensure that each staff member has a copy of this *Instructor's Guide*, the *Level 2 Syllabus*, the *Handbook*, a *Biblical Principles for Discipleship/Counseling* booklet, the *Victory Over Failures Plan: Guidelines and Worksheets* booklet, a staff packet, and a student packet.
- E. Briefly review the schedule and staff assignments.

0:05

STAFF PREPARATION 45 minutes

A. Review **INTRODUCTION** (*this Guide*, Pages 11-18). When teaching the section headed by:

1. **Teaching Staff Responsibilities:**

- a. Explain that Level 2 Intensive Course training is accomplished using small-group role-plays led by group leaders.
- b. Present the responsibilities for both group leaders and role-players (*this Guide*, Page 11, Paragraphs B. and C.).

2. **Biblical principles and guidelines for instruction:**

- a. Mention the following:

EXPLANATION: "You have a marvelous opportunity to serve the Lord through this aspect of ministering in this course. Although the responsibility is serious" (*James 3:1*), "you will find that the Lord's blessings far outweigh the labor involved as you diligently serve Him. As you carry out this responsibility, you will directly or indirectly influence a significant number of people who will in turn influence others in the body of Christ and impact many lives for Jesus Christ through the word of your testimony."

- b. Read each of the subparagraphs under Paragraph A. **Maintain a fervent personal commitment to walk in a manner pleasing to the Lord** (*this Guide*, Page 12-13).

c. In Paragraph B. **Base your teaching solely on the Scriptures:**

- 1) Read the first two sentences of Subparagraph 2., beginning with “Do not seek to be an authority”
- 2) Read all of Subparagraph 3., beginning with “Exercise care” Remind the staff that this applies during their informal conversations with the students as well as during the instructional times. Remind them not to recommend books, authors, or methodologies not covered in the course, even during informal conversations. Instead, they should emphasize key scriptural principles.

d. In Paragraph C. **Be a servant to those you instruct:**

- 1) Highlight Subparagraph 1., beginning with “You are to exhibit”

TRANSITION: “Let’s look in more detail at what it means to minister as a servant by turning to Supplement 1, Page 227.”

- 2) Merely read **WORKING TOGETHER: BIBLICAL PRINCIPLES AND ACTIONS FOR SERVANT LEADERS** (*this Guide*, Supplement 1, Pages 225-228). Then return to *this Guide*, Page 28 to continue reviewing the **Biblical principles and guidelines for instruction.**

e. In Paragraph D. **Practice biblical discipleship:**

- 1) Under Subparagraph 1., emphasize Subparagraphs b. and c. After reading Subparagraph b., explain that it is important for all Level 2 Intensive Course staff to attend every lesson, if possible. If an emergency arises, please notify the lead instructor regarding when you plan to be gone so appropriate plans can be made. It is essential that at least the instructors and group leaders attend each lesson so that they will:
 - a) Know the key teaching points relating to the role-plays,
 - b) Become familiar with the students and know how best to divide them into small teams,
 - c) Help the lead instructor with administrative tasks, as needed, and
 - d) Not contradict the other instructors and group leaders or divert from the teaching points they emphasize.
- 2) Under Subparagraph 2., emphasize Subparagraph b. regarding responding to questions. Point out that these guidelines apply both during the lectures and during the role-plays.
- 3) *Skip Subparagraph 3.*
- 4) Under Subparagraph 4., merely read the title, ask the staff to read the page on their own as they have time, and encourage the staff to keep to schedule as best as possible in order to provide the students with the greatest opportunity to learn.

3. **Key tasks:**

Explain each of the key tasks for group leaders and role-players (*this Guide*, Page 17).

4. **Preparation for small-group role-plays:**

Explain preparation procedures for both group leaders and role-players (*this Guide*, Page 17-18). *It is important that all staff members understand not only their own responsibilities, but the responsibilities of the others in the course as well.*

5. **Conduct of a small-group role-play:**

Explain the conduct of the group leaders and role-players (*this Guide*, Page 18) during the role-plays. Emphasize that role-players should *not* break out of their roles to give critiques *except* when asked to do so by a group leader.

B. Explain the arrangements for staff evaluations and planning.

Mention that the role-play staff will meet during the noon meal times for planning and evaluation, so the other instructors, the role-players, and the group leaders should get their meals as quickly as possible and gather in the specified area to prepare for the role-plays. Emphasize that this is usually the only time that the staff has an opportunity for additional training. While it may be profitable to talk to the students during the meals, it is vital that priority be given to discipleship of the staff.

C. Explain the role-play material in Section II of the *Level 2 Syllabus* (Pages S73-S136).

1. *Student Preparation Information*

Refer to **STUDENT PREPARATION INFORMATION** (*Level 2 Syllabus*, Pages S75-S84). Explain that the instructors will refer to these in preparation for the appropriate small-group role-plays.

2. *Homework Completed by Timothy*

Refer to **HOMEWORK COMPLETED BY TIMOTHY** (*Level 2 Syllabus*, Pages S85-S96). Explain that the role-players will simulate giving these to the student disciplers/counselors during the appropriate small-group role-plays.

3. *Evaluation of Timothy's Homework*

Refer to **EVALUATION OF TIMOTHY'S HOMEWORK** (*Level 2 Syllabus*, Pages S97-S100). Explain that the instructors will refer to these during the appropriate role-plays.

4. *Discipler/Counselor Helps*

Refer to **DISCIPLER/COUNSELOR HELPS** (*Level 2 Syllabus*, Pages S101-S136). Explain that the group leaders will refer to these during the small-group role-plays. The group leaders will guide the students to review the questions and answers as they conduct the role-plays. Note that the transition sentences are provided to help the students get back into the role-play sooner.

D. Provide an overview of **GUIDANCE FOR LEVEL 2 INTENSIVE COURSE SMALL-GROUP ROLE-PLAYS** (*this Guide*, Supplement 2, Pages 229-308).

1. Starting with **Topic 2.** in the first meeting (*this Guide*, Pages 235-239), show the structure of what the group leaders should cover before each topic in the role play. Point out that:
 - a. The group leader will simply review the questions and answers provided in the **GUIDANCE FOR LEVEL 2 INTENSIVE COURSE SMALL-GROUP ROLE-PLAYS**. Note that these questions and answers are the same questions and answers that the students have in the **DISCIPLER/COUNSELOR HELPS** section of the *Level 2 Syllabus*, Pages S106-S108.
 - b. The group leader will ask the student discipler/counselor to read the transition statement from the prior segment to begin each new role-play segment.
2. For each topic, the role-players should pay careful attention to the **Role-player Responses** provided in the third column. State:

EXPLANATION: "It is important that the role-players be very forthcoming in their responses to the students. The purpose of the role-plays is to introduce the students to the content and procedures of the first few meetings with a disciple/counselee. The students are not expected to learn all the refinements of discipleship/counseling. Therefore, the role-players should not make it difficult for the students to gather information nor should they try to entice the students to explore non-essential subjects."

3. Note that the goal of the instruction is to teach the students how to use the tools so they can study on their own when they return home, so it is not necessary to complete the role-play.
- E. Point out **TIMOTHY'S MEMORY VERSES** (*this Guide*, Supplement 3, Pages 309-310). Mention that Timothy's memory verses are provided here and in the appropriate place in the **GUIDANCE FOR LEVEL 2 INTENSIVE COURSE SMALL-GROUP ROLE-PLAYS**, so the person role-playing Timothy should be able to recite the verses perfectly each meeting.
- F. Explain the **SCHEDULE LEVEL 2 INTENSIVE COURSE (TEACHING STAFF, TYPICAL SCHEDULE)** (*this Guide*, Supplement 3, Page 330).
- G. Mention that the *Level 2 Instructor's Guide: Weekly* will not be distributed to the students until the last day when they receive instruction on how to use it.

0:50

Lesson 1 Notes

Introduction to Level 2 Intensive Course

✓ Relationship to other lessons

In this first lesson, you will welcome the students to the Level 2 Intensive Course and introduce the entire course.

✓ Overview of this lesson

This lesson introduces the Level 2 Intensive Course and associated materials.

✓ Special notes for this lesson

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

✓ 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 **INTRODUCTION** (*Level 2 Syllabus*, Pages S11-S14).
- ☐ Study the lesson plan that follows.

✓ Preparing the materials

- ☐ After studying the following lesson plan, prepare to instruct by writing the appropriate teaching notes in your copies of the *Level 2 Syllabus* and the *Handbook*.
- ☐ Prepare enough place-holder notes (like Sticky Notes or Post-it Notes) to give 10 to each student.

Cumulative
Time
0:00



Total time for this lesson: 1 hour, 15 minutes

Lesson Plan

INTRODUCTIONS 30 minutes

- A. Welcome the students and thank them for making this major commitment to attend the Level 2 Intensive Course for training. Also, request the students to thank others (i.e., families, employers, churches, etc.).
- B. Open in prayer.
- C. Introduce yourself and the other staff members by asking them merely to state their names.
NOTE: They were just introduced in the general session.
- D. Ask each student to introduce himself by stating his name, present city, and state or province, country (as applicable). If there are more than 20 students, modify the introductions so that you do not take too much time.
- E. Make sure that each student is registered and has a nametag along with a *Handbook*, a *Level 2 Syllabus*, a *Biblical Principles for Discipleship/Counseling* booklet, and a *Victory Over Failures Plan* booklet. Encourage the students to put their names on each of their materials.
- F. Explain that the students will be turning back and forth to several places in different books during the course. Therefore, it will be helpful to use place-holders. Then, distribute to the students at least 10 sticky notes each.
- G. Explain that the students will receive a *Level 2 Instructor's Guide: Weekly* on the last day of the course. Mention that you will teach them how to use it to conduct their own courses once they complete the Level 2 homework. Emphasize that the goal of this instruction is to train the students in such a way that they can go home and train someone else following the instructions in these materials.
- H. Explain what will take place each day of the course using the **Schedule Level 2 Intensive Course** in the **STUDENT INFORMATION PACKET** and make any administrative announcements that pertain uniquely to the Level 2 Intensive Course (e.g., restrooms, breaks, etc.).

Remind the students that each day begins with group worship, and includes snacks and meals. Point out the Thursday evening Testimony Time and remind the students to invite their hosts. Also point out that in Level 2, students will learn the basic principles of counseling biblically, observe a demonstration of how to counsel Timothy, and practice discipling Timothy.
- I. Emphasize the importance for all students to attend the entire course. If an emergency arises, it is vital for the students to notify the instructor when they may be absent and return (for planning purposes).

TRANSITION: "During this course we will use two main books, the *Handbook for the Ministry of Biblical Discipleship/Counseling*, and the *Level 2 Syllabus*. To help you quickly recognize which book to turn to, each book has a letter before the page number. Page numbers with an H refer to the *Handbook*." (Pause and hold up a copy of the *Handbook* for the students to see.) "Page numbers with an S refer to the *Syllabus*." (Pause and hold up a copy of the *Syllabus* for the students to see.)

"Now, let's look at the introduction to Level 2 in the *Level 2 Syllabus*, Page S11."

0:30

INTRODUCTION TO THE COURSE 40 minutes

Teach INTRODUCTION (*Level 2 Syllabus*, Pages S11-S14).

- A. Under **OBJECTIVE OF BIBLICAL DISCIPLESHIP/COUNSELING TRAINING**, ask a student to read the first sentence beginning with, "The objective of all" Emphasize that:

1. The Scripture is the only source and standard to be used by the discipler/counselor. Read *II Timothy 3:16-17*, then state:

EXPLANATION: "The Bible is our primary text and the BCF materials are designed simply to point you back to the Bible. This week will challenge you to rely on the Scriptures alone, not on opinions or experiences to help others. As you practice the principles you learn this week, you will see how fully this passage applies."

"Relying on Scripture alone will be a challenge to many of us, because our temptation is to rely on our own wisdom. We must discipline ourselves to avoid adding human ideas or experiences to the counsel. Biblical truth applies across all cultures and ages. A child who uses only the Scriptures can counsel just as effectively as an adult."

2. Ask a student to read the first sentence of the second paragraph. Emphasize that this course is designed to train the student as a biblical discipler/counselor within the local body of believers. Point out that:
 - a. Throughout Jesus' ministry, He engaged in what many would call "counseling," but He did not call it counseling. He called it discipleship. These truths are not only for well-trained certified counselors. They are for all disciples to use in ministering to others.
 - b. Counseling is an integral part of discipleship and this training is not meant to equip you to become a professional counselor apart from the ministry of the local body of believers. Instead, this training is to help you minister wherever God places you in your daily life.
 - c. This training is for every believer in the church, not just for those who have a special ministry called "counseling." All believers are called to disciple others (*Romans 15:14*).

- d. Pastors are not primarily to do the counseling in the local church; they are to train the congregation to do the counseling. In many churches people mistakenly look to the pastor to do all the ministry, to teach, counsel, pay the bills, etc. But God's Word tells us we are all responsible to counsel or make disciples. You may think you don't have the gift of counseling. But the work of ministry, which includes helping others live in a godly way, is a command.

TRANSITION: "We will talk more about this later. First, let's look at how we are going to accomplish this objective by reading the first paragraph under THE BASIC APPROACH TO TRAINING."

B. Teach THE BASIC APPROACH TO TRAINING.

1. Read the first paragraph, beginning with "The approach of this training" Emphasize the last sentence of the paragraph.
2. Read the second paragraph, beginning with "The team discipleship/counseling method ..." and mention that you will explain team discipleship/counseling in a later lesson. Point out that team counseling helps the new counselor learn to counsel by observation and practice according to his ability.

C. Read only the first paragraph of THE PURPOSE OF THIS COURSE. Emphasize that biblical discipleship does not deal only with basics like church attendance, prayer, fellowship, service, and Bible study. Biblical discipleship involves every area of how to live in a godly way.

D. Under OBJECTIVES OF THIS COURSE, note that the objectives include the same four elements of how to face, deal with, and endure the problems of life that were emphasized in the Self-Confrontation Course (i.e., biblical understanding, biblical hope, biblical change, and biblical practice). Ask the students to highlight "biblical understanding" in the third bullet item, "biblical hope" in the fourth bullet item, "biblical change" in the seventh bullet item, and "biblical practice" in the eighth bullet item. Emphasize that these same elements form the basis for helping someone else.

E. Under PREREQUISITES FOR THIS COURSE,

1. Emphasize that thorough training in evangelism is not taught in this course, but it is important to know how to present the plan of salvation clearly and to be prepared to lead others to a saving faith in the Lord Jesus Christ. Remind the students that the plan of salvation is covered well in Lesson 1 of the Self-Confrontation Course.
2. Ask why knowing how to present the plan of salvation is important for counseling training. Then, point out that if a person does not know the Lord, he will not be able to deal with his problems biblically and we would frustrate a person if we give him spiritual truth for which he is not ready.

F. When explaining YOUR MATERIALS FOR THIS COURSE:

1. Point out the importance of using a literal translation of the Bible instead of a paraphrase. The purpose of a paraphrase is to simplify the truth by inserting human explanations. Some paraphrases use worldly language and concepts when trying to relate to the reader. Mention the importance of encouraging the counselee also to use a literal translation.

2. Provide an overview of the *Level 2 Syllabus*:
 - a. First, point out that the *Syllabus* is designed to help you prepare for counseling meetings.
 - b. Then, ask the students to turn to the **TABLE OF CONTENTS** (*Level 2 Syllabus*, Pages S5-S8), and review Section I. Point out that the first three lessons explain the biblical basis for biblical discipleship/counseling while the remaining lessons provide practical training through role-plays.
 - c. Then, explain the role-play material in Section II. Point out that the *Syllabus* has everything you will need to counsel Timothy.
 - 1) When referring to **STUDENT PREPARATION INFORMATION** (*Level 2 Syllabus*, Pages S75-S84), note that the instructors will explain these forms in preparation for the appropriate role-plays. Merely refer to the **BASIC INFORMATION** form, the **DETAILED INFORMATION** form and the **BIBLICAL DISCIPLESHIP/COUNSELING RECORD** form.
 - 2) When referring to **HOMEWORK COMPLETED BY TIMOTHY** (*Level 2 Syllabus*, Pages S85-S96), explain that the role-players will simulate giving these to the student disciplers/counselors during the appropriate role-plays.
 - 3) When referring to **EVALUATION OF TIMOTHY'S HOMEWORK** (*Level 2 Syllabus*, Pages S97-S100), note that the student disciplers will have opportunity to evaluate the homework on their own first. Then, in this section, they can compare their evaluation with the evaluation comments that the student disciplers should make on Timothy's homework.
 - 4) When referring to **DISCIPLER/COUNSELOR HELPS** (*Level 2 Syllabus*, Pages S101-S134), explain that the students review the questions and answers in the **DISCIPLER/COUNSELOR HELPS** during the small-group role-plays.

EXPLANATION: "The Role-Play Helps in this section follow a detailed question-and-answer format that breaks down the counseling process into step-by-step segments to help you think through how to conduct each meeting.

"Having both the questions and the answers enables you to use these later as a guide in preparing plans when you disciple/counsel others. Having these questions and answers also to makes it easy for you to teach Level 2."
 - 5) Then, merely mention that the purpose of the remaining items in this section will be explained during the preparation and evaluation of the small-group role-plays.
3. Provide an overview of the *Handbook* using the **TABLE OF CONTENTS** on Pages H5-H6. Point out that
 - a. The *Handbook* is a reference to be used in all of the remaining BCF courses and also in preparing for and conducting discipleship/counseling meetings.

- b. **Section I** contains all the principles from the *Self-Confrontation* manual and the principles for discipler/counselors in one place. Mention that:
 - 1) The principles from the Self-Confrontation course are a helpful resource for counselors as they prepare to show the disciple what Scripture says about the problems they face.
 - 2) This course will present additional principles for the counselor. Those principles are included in this section of the *Handbook* as well.
 - 3) These principles are also provided in a separate booklet titled, *Biblical Principles for Discipleship/Counseling*.
- c. In **Section II**, the **MASTER PLAN** has been developed to show you the biblical foundation for how to deal with problems God's way. It has three pages to it, which are explained more thoroughly in the **NOTES** for each of the boxes in the **EXPLANATION OF THE MASTER PLAN**.

Emphasize that the **MASTER PLAN** shows the procedure for dealing with the personal difficulties in life. You will not need a plan for dealing with one problem and then an entirely different plan for dealing with another problem. The general procedure is to point people to the Lord, which is the same regardless of the type of problem.
- d. **Section III** contains essential scriptural teaching for all aspects of your ministry as a discipler/counselor. This section provides the biblical teaching behind the principles for disciplers/counselors presented in Section I. It is divided into three parts. Mention each of the parts.
- e. **Section IV** simply contains all the forms that will be needed for this course.
- 4. Review the contents of the *Victory Over Failures Plan* booklet.
 - a. In the *Syllabus*, Page 13, ask a student to read the Paragraph under "C. *Victory Over Failures Plan* ..."
 - b. Mention that the counseling process involves teaching Timothy how to complete the *Victory Over Failures Plan*. The *Victory Over Failures Plan* deals with every problem of life.
 - c. Refer to the *Victory Over Failures Plan* **TABLE OF CONTENTS** (*Victory Over Failures Plan* booklet, Page 3) and point out the three sections in the booklet
 - d. Point out that the booklet is reproduced in the *Handbook* as BCF Form 102 on Pages H213-H260. Mention that the version in the *Handbook* has not been updated as recently as the booklet itself.
- 5. Point out that you will show Timothy how to use a concordance, the *Victory Over Failures Plan* booklet, and the *Biblical Principles* booklet to find biblical truth regarding his problem.
- 6. Then read the last paragraph of **YOUR MATERIALS FOR THIS COURSE** (*Level 2 Syllabus*, Page S13), beginning with "The above materials build"

- G. Under **MATERIALS TO BE BROUGHT TO CLASS** (*Level 2 Syllabus*, Page S14), remind the students that it is important not only that the students bring a literal translation of the Bible to class, but also that the person they help use a literal translation rather than a paraphrase. Mention that the students should also bring their *Self-Confrontation* manuals to class each day of the Intensive Course.
- H. Ask the students to read the remainder of this section later during their personal study time.

1:10

CONCLUSION AND PRAYER 5 minutes

- A. Summarize the lesson by emphasizing that:
1. The pastor should not be the sole counselor in the local church.
 2. Counseling is an integral part of discipleship.
 3. This training is not meant to equip a person to become a professional counselor apart from the ministry of the local body of believers.
 4. The Scripture is the only source and standard to be used by the discipler/counselor.
- B. Preview the next lesson. You may want to say the following:

SUGGESTED PREVIEW OF NEXT LESSON: "In the next lesson, we will provide the reasons for biblical discipleship/counseling. Also, we will explain why biblical discipleship/counseling is vital to the body of Christ and how it contributes to the Great Commission in a very significant way."

1:15

Lesson 5 Notes

The Discipleship/Counseling Process (continued)

✓ Relationship to other lessons

This is a demonstration role-play that applies the teaching of previous lessons and provides a basis for understanding the next lesson.

✓ Overview of this lesson

The role-play demonstrates the conduct of an initial discipleship/counseling meeting with Timothy. It may be conducted by merely following the script in this lesson plan.

✓ Special notes for this lesson

Include a break time as appropriate based on the Intensive Course schedule. Because the schedule for Intensive Courses varies depending upon the length of the lunch time and other factors, the notes for this lesson do not indicate break times. As you teach each topic check the course schedule to see if you should give the class a break before, after, or during the topic. Be sure to include a transition into your teaching when you begin to instruct after a break. The transition statement can simply say, **“Before the break, we were looking at ... [name the topic] ... Let’s turn now in [the Syllabus or Handbook as appropriate] to Page ## and look at ... [name the next topic].”**

✓ Prayer and study

☐ Pray for wisdom as you prepare and teach; pray for a profitable and meaningful lesson for you and your students.

☐ Study:

- **OVERVIEW OF THE BIBLICAL DISCIPLESHIP/COUNSELING PROCESS** (*Handbook*, Pages H149-H154),
- **BASIS FOR BIBLICAL DISCIPLESHIP/COUNSELING** (*Handbook*, Pages H163-H166, BCF Form 3),
- **BASIC INFORMATION ABOUT THE PROBLEM** (*Handbook*, Page H157, BCF Form 1),
- **DETAILED INFORMATION RELATED TO THE PROBLEM** (*Handbook*, Pages H159-H162, BCF Form 2),
- **TIMOTHY — BASIC INFORMATION ABOUT THE PROBLEM** (*Level 2 Syllabus*, Page S76),
- **TIMOTHY — COMPLETED DETAILED INFORMATION RELATED TO THE PROBLEM** (*Level 2 Syllabus*, Pages S115-S116),
- **BIBLICAL DISCIPLESHIP/COUNSELING RECORD (PLAN FOR FIRST MEETING WITH TIMOTHY)** (*Level 2 Syllabus*, Page S80),
- **CHECKLIST FOR EVALUATING BIBLICAL DISCIPLESHIP/COUNSELING MEETINGS** (*Handbook*, Pages H205-H210, BCF Form 13), and
- **MASTER PLAN FOR THE MINISTRY OF BIBLICAL DISCIPLESHIP/COUNSELING** (*Handbook*, Pages H51-H104).

- ☐ Review:
 - *Victory Over Failures Plan: Guidelines and Worksheets* booklet.
- ☐ Study the lesson plan that follows.



Preparing the materials

- ☐ After studying the following lesson plan, prepare to instruct by writing the appropriate teaching notes in your copies of the *Level 2 Syllabus* and the *Handbook*.
- ☐ Using the **MASTER MATERIALS TO PREPARE FOR ROLE-PLAYS** (*this Guide*, Supplement 4, Pages 313-316), ensure you have a copy of the *Victory Over Failures Plan* booklet and the **BASIS FOR BIBLICAL DISCIPLESHIP/COUNSELING** (*Handbook*, Pages H163-H166, BCF Form 3) for the lead counselor (John) to give to Timothy at the appropriate point in the demonstration role-play.



Final preparation of the role-play staff (15 minutes)

In the morning before classes begin, one of the Level 2 Intensive Course instructors or group leaders briefs the demonstration role-play staff.

- A. Spend time together in prayer for the students and teaching staff.
- B. Review the responsibilities of each of the role-play staff.
- C. Review how to conduct the demonstration role-play.
 1. Read the **INSTRUCTIONS FOR ROLE-PLAYERS** in *this Guide*, Page 76 in the box under **DEMONSTRATION ROLE-PLAY — FIRST MEETING WITH TIMOTHY**. Point out that the person portraying John will need a copy of the **BIBLICAL BASIS** document to give to Timothy and a copy of the *Victory Over Failures Plan* booklet to show to Timothy at the appropriate times in the role-play.
 2. Rehearse enough of the role-play to practice the pace and length of pauses.

Cumulative
Time
0:00

Total time for this lesson: 2 hours, 45 minutes

Lesson Plan

NOTE TO THE INSTRUCTOR: The actual teaching time for this lesson is 2 hours, 20 minutes. Please include a 10 minute break and a 15 minute break at an appropriate point in the teaching, so the total time for this lesson is 2 hours, 45 minutes.

INTRODUCTION TO THE LESSON 3 minutes

Introduce the lesson with the following statement:

INTRODUCTION: "The purposes of this lesson are 1) to present an overview of the biblical discipleship/counseling process and 2) to demonstrate the conduct of a first meeting."

0:03

OVERVIEW OF THE DISCIPLESHIP/COUNSELING PROCESS 12 minutes

- A. Read the first paragraph of **OVERVIEW OF THE BIBLICAL DISCIPLESHIP/COUNSELING PROCESS** (*Handbook*, Page H149), beginning with "After you begin to deal biblically"
- B. Merely point out that the **OVERVIEW OF THE BIBLICAL DISCIPLESHIP/COUNSELING PROCESS** consists of six sections. Then, merely read the titles of the sections beginning with Roman numerals. When reading the heading for Paragraph V., Emphasize that the goal of the counseling is to train Timothy to deal with his life biblically, and to equip him to be able to counsel others.

TRANSITION STATEMENT: "To introduce you to the process, we will now conduct a demonstration of how to prepare for and conduct a first meeting with a disciple/counselee.

"During the demonstration, we will turn to pages in the *Syllabus* and in the *Handbook*. To help you find your place quickly, you may want to use the place holder notes to mark pages in your *Handbook* and *Syllabus*.

"The demonstration role-play will help you prepare to counsel Timothy yourself. For this demonstration role-play, we are simply following a script from the *Instructor's Guide*. You do not need to be an expert in counseling to use these materials or to train others to counsel. The materials will provide the help you need.

"Watching this demonstration role-play is a wonderful way to learn how to apply what you have learned so far to a counseling meeting. We will start with a Narrator explaining the preparations for this particular counseling meeting."

0:15

DEMONSTRATION ROLE-PLAY – FIRST MEETING WITH TIMOTHY 2 hours

INSTRUCTIONS FOR ROLE-PLAYERS: *For this role-play, you will need a Bible, a pencil or pen, note paper for Timothy to take notes, your **Level 2 Syllabus**, and your **Instructor's Guide**. In addition, the person portraying John will need a copy of the **BIBLICAL BASIS** document to give to Timothy and a copy of the **Victory Over Failures Plan** booklet to show to Timothy at the appropriate times in the role-play.*

Merely read your part carefully. Do not hurry. Pause whenever you start a new paragraph. When you, the students, or Timothy are asked to turn to a reference in the Bible or a new location in the materials, wait for the students to find their place before proceeding.

Narrator: “You are now at the part of your training where you’re actually going to be putting into practice those things that you have already learned, both in the Self-Confrontation Course and at the beginning of this course. Now that you have begun to deal with your own life, you will be learning how to disciple/counsel somebody else. We’ll be going through a series of role-plays together and in this session you’ll be watching a demonstration role-play to help you see how biblical discipleship/counseling takes place.”

(Long pause)

“We will be demonstrating for you how to conduct a first meeting with Timothy, a 17-year old student who has asked for help. Timothy started attending our church a little over three months ago at the invitation of a friend from school. The youth pastor led him to the Lord shortly thereafter, but Timothy has been experiencing significant family problems and is thinking of moving out of the home. The youth pastor recommended he come for counseling.

“With that as a background, let’s look at how you would follow the counseling process to serve Timothy.” *(Pause)*

“You just finished learning about team counseling, so you’ll see this put into practice. Remember, we have a lead counselor; in this case it’s going to be someone named John. And the assistant will be Pastor Tom since he can continue to oversee and disciple Timothy regularly. Pastor Tom is being trained to counsel. The procedure described here does not require completion of the Self-Confrontation course for someone to assist on a counseling team. And, of course, Timothy is part of the team. Most importantly, the primary counselor is the Holy Spirit.

“The team in the demonstration role-play will follow the procedure described in your **Handbook** starting on Page H149.”

*(Hold up a copy of the **Handbook** so that the students can see the cover. Wait for the students to find their place.)*

"Let's begin half way down the page with Roman Numeral '**I. Preparing for the discipleship/counseling process.**'" (Pause) "Notice the first part of helping someone else is your preparation for the whole process. Remember, it's not just meeting with that person to 'get him over' the problem, but it's a process of discipling that individual. The focus is to help him establish a pattern of godliness for all of life."

(Pause)

"Under the heading, 'A. Provide basic information to the one requesting help,' notice that Timothy has been given a form and an information sheet before he comes to the first meeting with the discipleship/counseling team. He was asked to complete the **BASIC INFORMATION ABOUT THE PROBLEM** form and to read the **BASIS FOR BIBLICAL DISCIPLESHIP/COUNSELING** document. We will describe the contents of the **BASIS** document later as we proceed through the role-play."

(Pause)

"Right now, let's look at the information form that Timothy completed. You will find it in your *Level 2 Syllabus* on Page S76."

(Hold up a copy of the Level 2 Syllabus so that the students can see the cover. Wait for the students to find their place.)

"Timothy has given you some information about himself at the top of the page and then information about the problem as he understands it. In the demonstration role-play you will see how the counselors go through gathering more information about the problem."

"Notice that Timothy has a major problem with his father, who Timothy says is a drunkard. And he has a problem with knowing how to care for his brothers, how to pay the bills, etc. He is a very worried young man."

(Pause so the students can look at the form.)

"Now, let's go back to the *Handbook* to the next heading, 'B. Prepare individually to help the one in need.'"

(Hold up a copy of the Handbook so that the students can see the cover. Wait for the students to find their place.)

"This means that John and Pastor Tom first prepare individually."

"In Subparagraph 1., we are reminded to minister in love as a servant of the Lord and others. Pastor Tom and John are not there to impart their great wisdom, but they are to serve Timothy in love."

"Please note in Subparagraph 2. to plan and organize well. It is important to spend time to develop a good plan. It is much easier to disciple/counsel from a well-prepared outline based on a faithful study of God's Word, than to expect the right thoughts suddenly to come to you during your meeting with Timothy."

"If you are concerned about the value of preparing ahead of time, remember that in *Exodus*, Chapters 3 and 4, God Himself prepared Moses so that he would know ahead of time what he would say and what he would do when he went back to the Israelites and to Pharaoh. God had Moses practice ahead of time. So it is very important that you be faithful to plan and to organize well."

(Pause)

"In the next section, 'C. Prepare as a discipleship/counseling team to meet with the disciple/counselee,' we see how to prepare as a team. Several days before meeting with Timothy, the members of the team meet together to prepare their plan. Please turn in your *Syllabus* to Page S80 to the **BIBLICAL DISCIPLESHIP/COUNSELING RECORD (PLAN FOR FIRST MEETING WITH TIMOTHY)**."

(Hold up a copy of the Level 2 Syllabus so that the students can see the cover. Wait for the students to find their place.)

"Notice that on the right side, the sections titled, '**Proposed Homework**' and '**Proposed Discipleship/Counseling Topics for This Meeting**' have already been completed.

"John and Tom prepared these sections based on the information Timothy provided in the **BASIC INFORMATION ABOUT THE PROBLEM** form, which we saw in your *Syllabus* on Page S76. We will explain later in detail how to prepare these sections.

"Now, let's turn back to the *Handbook*, Page H150."

(Hold up a copy of the Handbook so that the students can see the cover. Wait for the students to find their place.)

"In Subparagraph 2., about a third of the way down the page, a designated team member calls the disciple, in this case Timothy, to set up a time to meet. Let's assume that Pastor Tom has done this already. He's called Timothy. He's told Timothy where the meeting will be and the time."

(Pause)

"Now we are ready to demonstrate a first meeting with Timothy. Notice half way down the page, Roman numeral '**II. First meeting with the disciple/counselee.**' We will be demonstrating to you the procedure outlined on Pages H150 and H151."

(Pause while the role-players take their place at the table.)

"The team arrives about 15 minutes before Timothy in order to pray, to review together the counseling record, and to make final assignments. Let's observe their preparations."

Final preparations

John: "We have about 15 minutes before Timothy gets here, so let's review our plan.
"First, Tom, would you lead us in prayer?" *(John and Tom bow their heads in silence.)*

Narrator: "Notice that Tom is not praying out loud simply because we do not want to pretend to pray and make light of that which God considers precious to Him; that is, our communication with Him. Later, when you role-play in small groups, be careful to just bow your heads in silence for a few moments and then end with the 'amen' so that others in the group know you are ready to continue. If you really need to pray during the role-play, you may do so. It is only when you are pretending to pray that you should just say 'amen.'"

Pastor Tom: "Amen."

John: "Let's review the proposed topics and homework." *(Pause)* "Do you see any changes we should make?"

Pastor Tom: "No. It looks good to me."

Narrator: "The topics and homework that John is referring to are in your *Syllabus* on Page S80."

(Hold up a copy of the Level 2 Syllabus so that the students can see the cover.)

John: *(Wait for the students to find their place.)* "All right. After the introductions, we will need to make sure that Timothy understands the basis for biblical discipleship/counseling. I will explain the **BASIS** document to him.

"Then, we will need to spend some time gathering information. I will take the lead, but you are free to ask any questions that fit in with our discussions. Just be careful not to bring up new subjects that will take us away from our plan. We have a lot to cover, so when we gather information, we must do it wisely so that we understand the problem, but do not take too much time.

"When we get to Topic 3. b., I will ask the questions on the first page of the detailed information sheet and will you ask the questions on the second page as we agreed yesterday?"

Pastor Tom: "Yes."

John: "Then, I will take the lead on Topic 4., and are you ready to cover Topics 5. and 6.?"

Pastor Tom: "Yes."

John: "Please take good notes of everything. We will need those later when we evaluate and prepare for future meetings."

Pastor Tom: "All right."

Narrator: "It is important to decide ahead of time what each member of the team will do so that it is obvious the team is united.

(Pause)

"Also, keep in mind that John is responsible for leading the process of discipling/counseling Timothy. In addition, John is responsible for discipling Pastor Tom. To do this, John will give Pastor Tom more and more responsibility in later meetings.

"Now John and Pastor Tom have completed their preparation and are ready to meet with Timothy."

John: "Let's see if Timothy is here. Would you ask him to come in, please?"

Pastor Tom: "Sure."

(Timothy and Pastor Tom enter. John guides Timothy to a seat between John and Pastor Tom.)

Narrator: "Notice that John seated Timothy between himself and Pastor Tom so that it would be obvious that they are all together working on the problem. But also, both of them are available to help Timothy, if, for example, he needs help finding passages in the Scriptures. Also, recognize that the process they have begun is an example to Timothy of a small-group Bible study.

"Usually in a discipleship/counseling meeting, everyone sits around a table with plenty of room for each person to open his Bible and to take notes; however, for demonstration purposes, the role-players are seating themselves on one side of the table."

1. Introductions

John: "Timothy, it's good to meet you. Pastor Tom has been telling me about you, and I have been looking forward to this meeting. We have spent several hours studying your situation and making preparations.

"Thank you very much for filling out the form we gave you. It's been very helpful to us. I can see from the information that you wrote and from what Pastor Tom has told me that you have some very serious problems.

"But God has some wonderful things to say about your situation from His Word. We have been studying the Scriptures so that we can know how to be of the greatest help. As a matter of fact, we even have an outline of what we want to cover with you."

2. Explain BASIS FOR BIBLICAL DISCIPLESHIP/COUNSELING.

John: "First, we want to make sure that you understand what we are going to be doing. We don't want you to be surprised by anything we do. We want you to know exactly what we're doing and why.

"Everything is summarized pretty much in the **BASIS FOR BIBLICAL DISCIPLESHIP/COUNSELING** document that we gave you along with the other form that you filled out. Did you have a chance to read it?"

Timothy: "**You know what? I lost it before I had a chance to read through it.**"

John: "In that case, we have another copy. Here's one for you to take home and read. However, let me just emphasize some of the points you should understand before we get started, and then you can read the rest when you go home."

Narrator: "This is the second topic in the *Syllabus* on Page S80.

"Now, John will start to explain the **BASIS FOR BIBLICAL DISCIPLESHIP/COUNSELING** document, so let's turn in the *Handbook* to Page H163 and observe how he uses it."

*(Hold up a copy of the **Handbook** so that the students can see the cover. Wait for the students to find their place.)*

"The counselors have prepared their own copy of the **BASIS** form to help them know what to emphasize during the counseling meeting. You can see the counselor's markup version in the *Syllabus* on Page S103."

*(Hold up a copy of the **Level 2 Syllabus** so that the students can see the cover. Wait for the students to find their place.)*

"You may want to put a place holder note there so you can find it easily." *(Pause)*

"Timothy will have a clean copy of the form from the *Handbook*, but the counselors will have their own marked up version."

John: "This sheet explains what will happen during our counseling time, and you can read it on your own at home, but we want to make sure you understand some of the key points now."

(Pause)

"Let's start by looking at Paragraph 2. Timothy, please read the first two sentences of that paragraph."

Timothy: "OK." *(Pause)* **"TRAINING OF THE BIBLICAL DISCIPLER/COUNSELOR – The biblical discipler/counselor is trained in the use of Scripture and its principles for biblical living. He is committed to the position that the Scriptures are the only authoritative standard for faith and conduct."**

John: "The main point is that the Bible is the only authority to be used throughout our time together. That's because of what the Bible says about itself. Notice in the middle of the paragraph, it says '*II Timothy 3:16-17*'? *(Pause)* "This refers to a specific passage in the Bible. We call this a Scripture reference." *(Pause)*

"Let's turn there."

Narrator: "Please turn in your Bibles to *II Timothy 3:16-17*."

Timothy: *(Turns through pages of his Bible looking for II Timothy but does not find the passage.)*

Pastor Tom: *(Pause to observe Timothy searching for the passage. After the students in the class have found the passage, continue.)* "I see that you are having difficulty finding *II Timothy*. Could I show you a way to find passages in the Bible easily?"

Timothy: "Sure."

Pastor Tom: "Now, if you look in the Table of Contents, in the beginning of your Bible, you'll see that it has a list of all the books of the Bible and for each book there is a page number." *(Wait for the Timothy to find the Table of Contents.)* "To find *II Timothy*, you only need to know whether it is in the Old Testament or the New Testament. *Second Timothy* is in the New Testament. Do you see the page number?"

Timothy: "Yes."

Pastor Tom: "You can turn there. And, in the future if you're having difficulty finding a place in the Bible, that's a good way to find it."

(Pause while Timothy finds the passage.)

- John: "Timothy would you read *II Timothy 3:16* please?"
- Timothy: "**Yes. 'All Scripture is inspired by God and profitable for teaching, for reproof, for correction, for training in righteousness.'**"
- Narrator: "Notice that Pastor Tom didn't find the Scripture passage for Timothy, but helped him find it for himself. He didn't even turn the pages for him. Also notice that Timothy was asked to read the Scripture passage. It is very important that you train the one being discipled to go to the Lord and to His Word on his own.
- "Even in this simple task, you can see that the emphasis is on discipleship. Timothy is being trained how to search the Scriptures and apply them to his life. You should take advantage of every opportunity during the meetings to train the disciple/counselee. As a general rule, never do for the person you are training what he can do for himself; simply because he must live before the Lord himself.
- "For this reason, if Timothy had come to this first meeting without his Bible, a notebook, and a pen or pencil, the team would have provided them and encouraged him to bring these items to every meeting."
- John: "According to this passage, who is the author of the Scriptures?"
- Timothy: "**God.**"
- John: "That's right and notice that God says all Scripture is inspired by Him. So everything in this Bible is God's Word, isn't it? And that means that when you read it, you can take this as a message directly from God. That way you can have complete confidence in what it says. You don't have to wonder about it.
- "But notice that the Scriptures were written for a reason. In fact, there are four reasons here in *verse 16*. What are they?"
- Timothy: "**For teaching.**"
- John: "Yes, it's profitable for teaching. In other words, it tells you how you are to live. The Scriptures are very practical. They are given to you by God to show you how to live in a victorious way.
- (Pause)
- "What is the next reason given?"
- Timothy: "**For reproof.**"
- John: "Yes. It also tells you when you go wrong; so that if you stray from God's way, the Bible will let you know how you've strayed. But it doesn't just leave you there.
- "What is the next reason given?"
- Timothy: "**For correction.**"
- John: "Right. It brings you back. It corrects you; it tells you how to get back onto the path of righteousness that God has for you to follow.
- "And what is the last reason given?"
- Timothy: "**For training in righteousness.**"

- John: "Yes, God wants you to live in His way and to continue more and more to learn how to go in His way. In other words, God trains you using His Word just like a parent trains his child. God doesn't just give you information. He cares for you and He trains you in righteousness.
- "And notice what the reason for all of this is. Please read *verse 17*."
- Timothy: ***"That the man of God may be adequate, equipped for every good work."***
- John: "From this verse, what is the reason God is doing all this training?"
- Timothy: **"To make a person adequate."**
- John: "So that who may be adequate?"
- Timothy: **"The man of God."**
- John: "Yes. In other words, Timothy, if you are a man of God, He will make you adequate, equipped for every aspect of life. That means in the middle of the situation in which you find yourself right now, God not only has answers, but He can show you exactly what to do through His Word. That's a wonderful promise. And that's what we're going to talk about today. The Bible is the basis.
- "Timothy, God tells us that we are not to add to His Word or to subtract from it. That's why it is very important that we don't give you our own opinion. So, if we say anything without showing you the biblical basis, please ask us to show you the Scripture passage that applies."
- (Pause)
- "Now let's turn back to the **BASIS** sheet. Paragraph 3. points out that this ministry to you is a labor of love. Please read the whole paragraph up to just before the Scripture reference."
- Timothy: ***"Biblical disciplers/counselors provide their time and energy as a service to God and a labor of love to individuals. Therefore, each discipler/counselor serves without any charge or fee, or any financial arrangement, actual or implied."***
- John: "We are doing this as a calling from the Lord. And some day, you may be helping someone else in this same way.
- "Paragraph 4. is about working as a team. Timothy, would you read the first sentence of that paragraph?"
- Timothy: **"OK. *TEAM DISCIPLESHIP/COUNSELING: A BIBLICAL CONCEPT – Typically, you will find that biblical disciplers/counselors work in teams since team discipleship/counseling has many biblical benefits, both for you and the disciplers/counselors.*"**
- John: "Thank you, Timothy. So, Tom and I work together as a team. You can see in the middle of the paragraph a number of Scripture references that show the benefits of having a number of counselors. This first passage, *Proverbs 11:14*, states that there is victory in the multitude of counselors. You can look up that passage on your own later. That's why both of us are here with you.

"Now, let's look at the last two sentences of the paragraph. Timothy would you please read that?"

Timothy: **"OK. 'The most important member of the team, however, is the Lord Himself, in the Person of the Holy Spirit. It is He who will provide the hope, the enabling, and the wisdom (through God's Word) for you to deal with your problems.'"**

John: "So, the most important person on this team is the Holy Spirit, because the Scripture says the Holy Spirit is the chief counselor. He is the one who guides all of us. So because the Holy Spirit is the chief counselor, let's just take a moment to ask Him for guidance. Let's pray."

(Everyone bows his head.)

Narrator: "Notice that when John and Pastor Tom were alone together they prayed for Timothy, but they waited until now to pray with Timothy. They don't want Timothy to think of prayer as simply something that Christians do because it is a good tradition. They want him to realize there is a biblical basis behind why they pray. And that is because it is the Lord who is guiding their lives and their time together. John has shown Timothy that the most important one in the counseling process, *the Counselor*, is the Holy Spirit. Therefore, now it makes sense for Timothy to see why we go to God in prayer.

"Once this is done, prayer should be practiced often. In a typical meeting, there should be prayer at the beginning, at important decision points, and at the end. Praying often also demonstrates to Timothy the importance of going to the Lord many times in a typical day."

John: "Amen. Well great. Let's continue. Please read the first sentence in Paragraph 5."

Timothy: **"Biblical disciplers/counselors are committed not only to help you overcome the current problem in your life but also to train you to live all your life in a manner that leads to increasing maturity in the Lord."**

John: "We see that the goal is lasting change. The purpose of biblical discipleship/counseling is to accomplish much more than to overcome the current problem. Our desire is to help you to learn how to deal with any problem that may come into your life no matter how serious. That's why we use the words *discipleship* and *counseling* together.

"You see, the Lord has commanded in His Word that His children are to make disciples. That involves training to the point where each person being disciplined will then be able to disciple someone else. So, our desire is to show you, not only how to have a completely victorious life, but also to train you how to help others.

"Paragraph 6. is about confidentiality. The Lord requires us to be trustworthy, so we will be very careful not to misuse the information you give us. We are commanded not to gossip.

"We may need to call on others to work together with us at some point. We will only do this if it is helpful to you.

"You can read Paragraph 7. on your own, so let's go to Paragraph 8. It explains the essential elements of biblical discipleship/counseling. Notice, there are four of them.

"Biblical understanding: See, you may understand the problem from the world's view. And we could tell you about the world's view but that isn't going to do you any good. It's important to have a biblical understanding of your situation.

"You need to see God's hope, biblical hope in this situation. Right now you need a lot of hope, don't you? You will receive much hope from the Scriptures.

"You also need to know how to change in a way that honors God. The Bible gives you very specific instructions on how to change.

"The fourth element is biblical practice. Timothy, would you read the paragraph on biblical practice, please?"

Timothy: **"It is vital that you are a doer of God's Word and not merely a hearer who forgets what kind of person he is and deludes himself. Only in becoming an effectual doer of the Word will you be blessed in what you do, and only then will you please the Lord."**

John: "Thank you. That paragraph comes directly from a portion of Scripture. As you respond in obedience to the Lord, you will become content.

"Timothy, would you also read the next paragraph on the sheet?"

Timothy: **"In order to help you to become an effectual doer, we will be teaching you how to use the Victory Over Failures Plan booklet as a guide. This booklet provides step-by-step instructions on how to have complete and lasting victory in your life."**

John: "We have a copy of the *Victory Over Failures Plan* booklet which we will give you next time we meet. You will find it a very helpful tool to learn how to be a doer of the Word."

(John shows a copy of the booklet to Timothy.)

"This will be a very helpful guide for establishing lasting victory both in your present situation and in any future problems that may come into your life."

Narrator: "Now, we are still dealing with Topic 2. **'Explain BASIS FOR BIBLICAL DISCIPLESHIP/COUNSELING'** and have just completed Paragraph 8 in your *Syllabus* on Page S104. Let's see how John finishes the sheet."

(Hold up a copy of the Level 2 Syllabus so that the students can see the cover. Wait for the students to find their place.)

John: "Now, let's look back at the **BIBLICAL BASIS** sheet, and skip down to Paragraph 10. Just read the first sentence, please."

Timothy: **"Normally, the meetings will last one to one-and-a-half hours each week and will continue for approximately 12-14 weeks."**

John: "Are you ready to commit yourself to meet with us each week?"

Timothy: **"Yes, if I can."**

- John: "Good. You can read Paragraphs 11. and 12. on your own, but now would you please read just the first sentence of Paragraph 13. for us?"
- Timothy: **"You will need your Bible and writing supplies at all meetings, including the first."**
- John: "Remember the Bible is your authority, not us, so we will spend almost all of our time together searching the Scriptures.

"It also mentions that you need to bring a notebook and a pencil. Did you bring a notebook and pencil with you?"
- Timothy: *(Points to them)* **"Yes. They are here."**
- John: "Good. You will need them to write down key Scripture passages and important truths that you learn. Also, you will want to write down your homework assignments.

"We are also taking notes. Notes help in remembering important points after the meeting and also help in our preparation for future meetings.

"Well, Timothy those are the highlights. Do you have any questions?"
- Timothy: **"I can't think of anything."**
- John: "We have covered the information in this BASIS sheet very quickly, but it is important for you to understand the biblical foundations for our time together."
(Pause) Perhaps, you may have some questions after you have had an opportunity to read all the paragraphs."

(Pause)
- John: "Do you believe you should read through this sheet on your own this week?"
- Timothy: **"Yes."**
- John: "So that you don't forget to go over this sheet on you own, you may want to write an assignment for yourself. Now, it would be good for you to choose a special section of your notebook just for homework assignments. That way you can review the assignments from week to week and see your progress."

(Pause while Timothy finds an appropriate page in his notebook.)
- Narrator: "Note that portions of the homework are assigned during the meeting immediately after the subjects are discussed.

"Notice in your **Syllabus** on Page S80, that homework is not mentioned until Topic 7."

(Hold up a copy of the Level 2 Syllabus so that the students can see the cover. Wait for the students to find their place.)

"Actually, homework should be assigned at any point where it's appropriate during the meeting. That way, the reason for the homework is fresh and any misunderstanding can be cleared up immediately. When John reaches Topic 7., he will simply review the homework that has already been given." *(Pause)*
- John: "Now, what should you write down as your first homework assignment?"

Timothy: **“Study these sheets?”**

John: “Yes, and also write down any questions you may have as you study.”

Narrator: “If you look in your *Syllabus* at Page S80, you’ll see that, so far, we have covered the first two topics on the counseling record.” *(Pause while the students find the page.)*

Narrator: “So, the team is now ready to go to Topic 3. a. which is a review of the **BASIC INFORMATION** form completed by Timothy before the meeting.

“To find a copy of Timothy’s form, please turn to your *Syllabus*, Page S76.”

(Hold up a copy of the Level 2 Syllabus so that the students can see the cover. Wait for the students to find their place.)

3. Gather information:

a. Review counselee’s completed

BASIC INFORMATION ABOUT THE PROBLEM form

John: *(Pause while the students turn to the form. Then, look at Timothy’s completed basic information form and say)* “Thank you for being so thorough in completing this form. I made a copy for Pastor Tom so that we could go over it during our preparation time.

“It looks quite complete, but let me read to you your description of your current problem and then you tell us if anything has changed since you filled this out.

“‘Lately, my dad has been drinking so much that I cannot live with it any more. He never works any more. I end up doing all the housework and taking care of my little brothers. I am having to work to help pay the bills, but my dad keeps drinking up all my earnings. It’s becoming too difficult to keep up with my studies, and I can’t save any money to go to college. I can’t handle the struggle any more — I’ve got to leave home, but I am worried about my young brothers. Who will take care of them? My brothers are afraid of my dad. I still love him, but it is impossible for me to respect him when I have to protect my brothers from him.’”

Narrator: “It is very important that the team members take good notes. The main reason for taking notes is to record Timothy’s failures to demonstrate love toward his father. There is room for notes on the lower left portion of the **BIBLICAL DISCIPLESHIP/COUNSELING RECORD** in the *Syllabus* on Page S80.”

(Hold up a copy of the Level 2 Syllabus so that the students can see the cover. Wait for the students to find their place.)

John *(Pause while the students turn to Page S80.)* “Have there been any changes we should know about since you wrote this?”

Timothy: **“Well, it’s getting worse. I am about ready to ‘dump it all’ and leave home, because things are almost impossible there. The only reason I have not left is because of my brothers.**

"Dad has drunk a lot ever since I can remember, but in the past two years his drinking has been practically nonstop. I used to feel sorry for my mother when she was alive because when my dad was drunk, he nagged her nonstop. She died six years ago when my youngest brother was four days old. Now, my dad has turned the nagging toward me.

"He also complains a lot. He says that he has always had a hard life and he says he has an especially bad life now with three children to bring up on his own. But he doesn't bring up the boys or me — I do all the work!

"Besides, he is getting more and more angry when he gets drunk. He continually yells at us and threatens that he will hit us. I get to the point that I can't stand it anymore."

John: **"How do you respond to your dad in these situations?"**

Timothy: **"Sometimes, when he shouts at me, I get so angry that I shout back at him."**

John: **"Is there anything else that you do in these situations?"**

Timothy: **"Once in a while, I just tell him how I feel about him and it is not always nice.**

"Sometimes, I call him a drunkard. And, sometimes, I tell him that he is a terrible dad."

John: **"Anything else that you do in these situations?"**

Timothy: **"Sometimes, I become angry. I cannot help being bitter toward him and I feel sorry for my brothers. They are only six and eight years old. They don't respect him either. How can we respect a father who is a drunkard?"**

Narrator: **"Notice that as Timothy went through his description of the problem, he described mostly his father's sins. That was what he perceived or felt to be the problem. As you learned earlier in this course, you need to concentrate on the doing level of the problem, simply because that's what the person is responsible to change. And that's exactly what John and Pastor Tom are doing by asking questions like, 'How do you respond to your father in these situations?' or 'Is there anything else you do in this situation?'**

"Also notice that the team members' questions were mostly aimed at gaining a biblical understanding about Timothy's failures to please God. It is important to focus on Timothy's failures rather than on his victories. Why?

"Identifying clear patterns of sin is the best way for a disciple/counselee to see that he needs to change. Remember, we talked about the approach of a physician in helping you with a physical problem. If the physician said to you, 'You see very well, your hearing is excellent, and your body is in great shape, except for the pain in your side. As a matter of fact, your body is functioning about 75 percent perfect.' Would you ever go back to that physician?"

(Pause)

"Of course not, he should have concentrated on what is wrong with your body, not what is right, so that you can be healed.

"In the same way, a biblical counselor must concentrate on what needs to change in the counselee's life. If Timothy does not recognize sin in his life, he sees no need to change.

"The key to Timothy's victory and contentment is having a right relationship with God and open communication with Him. Therefore, it is vital to know the condition of this relationship. If Timothy is a believer, the only thing that can hinder his relationship with God is sin. Therefore, Timothy cannot have God's peace and he is not prepared to discern God's will on what he should do until he has dealt with his failure to obey God. Once his relationship with God is right, Timothy can have confidence that the Lord will show him how to deal with his situation and he can have great hope in the Lord.

(Pause)

"Now, as we continue, notice how John deals with Timothy's question, 'How can we respect a father who is a drunkard?'"

John: "That is an important question that you asked about your dad, Timothy. God has a very specific answer for you in His Word. And we will find what He says, but first it is important that we get a complete picture of your entire situation so that we can help you in the best way possible. So I am writing down your question to make sure we don't forget it."

Narrator: "It is important that the team is not diverted at this point from dealing with the major problem in Timothy's life, but at the same time John should not ignore Timothy's question. By writing the question down, John shows Timothy that he takes his comments and questions seriously.

"At this time, the team members should be adding a new item in the section in the lower right corner of the counseling record on Page S80. The topic might be, 'Show need to obey and respect father.'"

(Hold up a copy of the Level 2 Syllabus so that the students can see the cover. Wait for the students to find their place.)

"Now, let's assume that the team has finished asking questions from the **BASIC INFORMATION** form."

3. b. Ask questions using DETAILED INFORMATION RELATED TO THE PROBLEM form Information about spiritual life

Narrator: "At this point, John and Tom have already started asking questions from the **DETAILED INFORMATION RELATED TO THE PROBLEM** form in your *Syllabus* on Page S77."

(Hold up a copy of the Level 2 Syllabus so that the students can see the cover. Wait for the students to find their place.)

"Notice, this is a blank form which John and Tom are completing. The answers to these questions will help them gain a biblical understanding of where Timothy is in his spiritual life and his personal habits.

- "So, let's continue the role-play at the point where the team has progressed to the middle in your *Syllabus* on Page S77."
- John: "Timothy, have you come to the place in your spiritual life where you know with certainty that if you were to die tonight you would go to heaven?"
- Timothy: **"Yes."**
- Narrator: "Notice that Pastor Tom and John are writing down Timothy's answers on the information sheet."
- John: "That's wonderful. Not many people can say that. How do you know that you would go to heaven?"
- Timothy: **"Four months ago, I was invited by a friend of mine to a youth meeting. I really liked the people there. They were so different. So, I kept going.**
"And Pastor Tom really helped me when I had so many questions about my unhappy life. I saw my need to receive Jesus as Lord and Savior. Then, about three months ago, Pastor Tom led me to give my life to the Lord."
- John: "That's wonderful! Pastor Tom has told me your story, but it is good to hear it from you.
"How has your life changed as a result of making that decision?"
- Timothy: **"I have a peace I've never had before and I go to church every week now. I'm beginning to understand the Bible. I also don't get as angry at my dad as I used to."**
- John: "That's great. Receiving Jesus Christ as Lord and Savior is the most important decision anyone can make in his life. Congratulations. That makes you my brother in the Lord. We are part of a family with a wonderful Father, God, Himself." (Pause)
"Timothy, have you told your father and brothers about your decision?"
- Timothy: **"No."**
- John: "Well, it's going to be important for you to tell them at some point. You see, God has given you the privilege of not only being His child, but also being His ambassador or representative. We will talk about that soon because you may very well be the person that God wants to use to reach your father and your brothers. But you've got to do it in the right way, and right now you're not ready for that, so I'm going to put a note down to remind me to talk later about how to tell your family about your decision."
- Narrator: "Notice in your *Syllabus* on Page S80, in the lower right corner of the counseling record, the topic, '*Show need to testify of salvation to family.*' It is important that the team encourage Timothy to tell his father and brothers about his decision since he is now God's ambassador to the family. However, Timothy may need some guidance on how best to give his testimony. Therefore, it is best to wait until a later meeting to talk about Timothy's responsibility as God's ambassador."

"As we continue, let's assume that the team has asked the remaining questions on Page S77 and they are ready to go to the next page. They are going to be gathering information about any previous counseling Timothy may have received, about his personal habits, and about any health problems that may be affecting his responses in the family.

"So, go in your *Syllabus* to Page S78."

(Hold up a copy of the Level 2 Syllabus so that the students can see the cover. Wait for the students to find their place.)

Information about prior counseling

Pastor Tom: *(Pause while the students turn to Page S78.)* "Have you had any counseling before coming here?"

Timothy: **"None other than what I got from you at youth group."**

Information about personal habits and health

Pastor Tom: "Timothy, it would be helpful if we had some information about your personal habits and health. So would it be all right if we ask you some questions along that line?"

Timothy: **"Sure."**

Pastor Tom: "How many hours of sleep do you get each night?"

Timothy: **"Between four and five hours usually."**

Pastor Tom: *(Fill in Timothy's answer on the form.)* "When do you normally go to bed?"

Timothy: **"About one in the morning."**

Pastor Tom: *(Fill in Timothy's answer on the form.)* "How long after you go to bed do you fall asleep?"

Timothy: **"Sometimes an hour or so."**

Pastor Tom: *(Fill in Timothy's answer on the form.)* "An hour or so." *(Pause)* "What is it that keeps you awake?"

Timothy: **"I am worried about many things. I work 20 to 25 hours a week at a grocery store. I go to work right after school every day and I also work on Saturday mornings. After I get home in the evening, I cook dinner. Then I help my little brothers get ready for bed. And after that I have to clean the kitchen, do laundry, and other jobs around the house. Finally, I have school work to do if I'm not too exhausted."**

(Pause)

SUPPLEMENT 1

WORKING TOGETHER (Biblical Principles and Actions for Servant Leaders)

WORKING TOGETHER

(BIBLICAL PRINCIPLES AND ACTIONS FOR SERVANT LEADERS)

Because of your leadership responsibilities, in serving both the students and the team of co-laborers who will help in your specific areas of responsibility, you must always seek to be an example of servanthood as you demonstrate unity of spirit with your fellow ministers in the bond of love. The following principles should guide every aspect of your ministry.

I. Continue daily to die to self (*Luke 9:23-25*).

- A. Give glory to the Lord for all accomplishments (*Matthew 5:16*).
- B. Be content with where God has placed you in the team (*based on I Corinthians 7:20; I Timothy 6:6*).
- C. Press forward together to Christ's upward call (*Philippians 3:14*), keeping your eyes fixed on Jesus (*Hebrews 12:1-2*).

II. Consider others as more important than yourself (*Philippians 2:3-4*).

- A. Serve one another in humility, to please the Lord (*based on Ephesians 6:5-8; Philippians 2:5-8*).
 - 1. A servant is one who works for another (*based on Luke 1:2; John 13:12-16*).
 - 2. A good and faithful servant is one who delights in making another person successful (*Matthew 25:14-30, especially verses 21 and 23; Luke 17:10*) for the glory of God (*Matthew 5:16*).
- B. Prefer the others in honor (*Romans 12:10*).
 - 1. Wait to hear the others' ideas and explanations (*Proverbs 18:2, 13; James 1:19*).
 - 2. Even when presenting your ideas, do so humbly (*based on Romans 12:10, 16b*).

III. Communicate biblically with a view to bless co-laborers (*Ephesians 4:15, 29; Colossians 4:6*).

- A. Use only edifying speech toward and about the others and their ministries (*Ephesians 4:29*).
- B. Do not focus on proving your own opinions or debating to make your point (*Romans 12:16*).
- C. Do not grumble or complain (*Philippians 2:14; II Timothy 2:24*).
- D. Even in disagreements or when you must correct another, do so with gentleness (*Romans 12:18; Galatians 6:1; II Timothy 2:25-26*).

WORKING TOGETHER
(BIBLICAL PRINCIPLES AND ACTIONS FOR SERVANT LEADERS)

IV. Work together at fulfilling the great commission (*Matthew 28:19-20*).

- A. Start locally (*based on Acts 1:8*).
- B. Start small (*based on Luke 16:10*).
- C. Strengthen the ministry started and keep the worldwide focus (*based on Isaiah 54:2; 1 Thessalonians 1:6-9*).

Sample

SUPPLEMENT 2

**GUIDANCE FOR
LEVEL 2 INTENSIVE COURSE
SMALL-GROUP ROLE-PLAY
STAFF**

Guidance for Level 2 Intensive Course

Small-Group Role-Play Staff

This guidance is provided for both group leaders and role-players. You will find the general approach for each meeting to be applicable in discipling/counseling almost every person who comes to you for help in dealing with a personal problem. Even with real counseling situations, you will not need to modify your plans significantly. Keep in mind that the lack of victory in dealing with almost all problems we experience in life is a result of choices that we make. We lose our peace and joy in the Lord as a result of sin in our own life. External circumstances or influences may be very intense and tempting, but the response to them results in victorious or defeated living. Consequently, if you learn this procedure well, you can have confidence that you can provide meaningful counsel to anyone who needs help. Although certain aspects will be customized for each person, the main goal in any discipleship/counseling situation is to lead those you disciple/counsel to place themselves under the control of the Holy Spirit, and then, to guide them on how to practice God's ways consistently.

GROUP LEADERS:

- Brief the role-players before each role-play. Because this is the first opportunity for some of the Level 2 staff to role-play, it is important to remind them of the mechanics involved.
- Prepare the students before each proposed topic within the role-plays. First, invite the students to turn to the appropriate page of the **DISCIPLER/COUNSELOR HELPS (Level 2 Syllabus, Pages S101-S134)**.
- During the role-play of each topic,
 - Keep the student disciplers/counselors on track during the role-plays. Do not stop the role-play unless the students are straying from the outline; the students need to learn the foundations first.
 - Take complete notes on errors so that you can mention these during your evaluation.
 - After each topic, evaluate the students.

- This guidance does not include time allocations for each role-play topic.

- Be sure to include breaks for meals, snacks, and stretching as appropriate.

- If you run short of time to complete a role-play, merely ask the students to review the questions and answers on the remaining topics or suggest the students study the remaining questions and answers on their own at home.

ROLE-PLAYERS:

- Follow these guidelines diligently to know how to respond during each portion of the role-plays. Remember that you will be conducting yourself as a disciple/counselee only. All evaluations and guidance are to be provided by the group leader. Please DO NOT enter into the evaluation or guidance provided by the group leaders.

NOTES FOR GROUP LEADER'S ROLE-PLAY ORIENTATION

1. Introduce the students in the group to each other.
2. Explain the procedures for the role-play.
 - a. Explain that before each topic, you will work with the group to prepare to serve Timothy following the guidance in the **DISCIPLER/COUNSELOR HELPS** section.
 - i. Ask the students to turn in the *Level 2 Syllabus* to **DISCIPLER/COUNSELOR HELPS**, Page S101. Tell them that the *Syllabus* has lots of helps for the counselors.
 - ii. Ask them to turn in the *Level 2 Syllabus* to **BIBLICAL DISCIPLESHIP/COUNSELING RECORD (PLAN FOR FIRST MEETING WITH TIMOTHY) (WITH INSTRUCTOR'S MARKS)**, Page S102. Mention that this page shows where the team found each topic in the plan for this meeting.
 - iii. Ask them to turn in the *Level 2 Syllabus* to **ROLE-PLAY HELPS – FIRST MEETING WITH TIMOTHY**, Page S106. Mention that this section has a number of questions and answers designed to help the student think through the procedure for counseling Timothy. Point out that these are the kinds of questions the students should practice asking themselves in the future when they prepare to counsel those that the Lord brings to them.
 - iv. Ask the students to hold their place on Page S106, and turn in the *Level 2 Syllabus* to **BIBLICAL DISCIPLESHIP/COUNSELING RECORD (PLAN FOR FIRST MEETING WITH TIMOTHY)**, Page S80.
 - v. Ask the students to put a place holder at Page S80. Distribute place-holder notes to the students if necessary. Ask the students to compare the topics on Page S80 with the **DISCIPLESHIP/COUNSELING TOPICS** on Page S106. Point out that the outline beginning on Page S106 is identical to the list of topics on Page S80.
 - vi. Ask the students to return to **ROLE-PLAY HELPS – FIRST MEETING WITH TIMOTHY**, Page S106.
 - b. Explain that before each counseling/discipleship topic, the group leader will review the questions and answers pertaining to that topic in the **ROLE-PLAY HELPS** section.
 - c. Explain that once the group has reviewed the questions and answers, they will practice counseling Timothy for that topic.
 - d. Point out that after the team has finished with the topic, they will stop to evaluate their counsel for that topic.
 - e. Tell the students that transition statements that come after the questions are intended to lead the team into the role-play for the next topic. Explain that transition statements are important because they explain to the counselee why he should move to the next topic and what the relationship is between the two topics.
 - f. Mention that the entire role-play is in the *Instructor's Guide* so the students don't need to take lots of notes about how to teach the course.
3. In order to practice teamwork throughout the role-plays, tell the students to request permission of the lead discipler/counselor before speaking to Timothy.

ROLE-PLAY – FIRST MEETING WITH TIMOTHY

TEACHING POINTS – How to: (a) Explain the **BASIS FOR BIBLICAL DISCIPLESHIP/COUNSELING** form, (b) Gather information, (c) Help develop initial hope and recognition of personal sins, (d) Establish the biblical foundation for daily devotions and Scripture memory, (e) Confirm homework and (f) Serve as a team.

DISCIPLESHIP/COUNSELING TOPIC	ROLE-PLAY EMPHASIS AND BIBLICAL REASONING FOR THE PLAN	ROLE-PLAYER RESPONSES	RELATED PAGES
1. Introductions	1. Introducing the disciplers/counselors as a team without showing partiality; seating Timothy next to a male team member	1. Timothy is quiet and polite.	80

ROLE-PLAY – FIRST MEETING WITH TIMOTHY (CONTINUED)

Below is copied from the *Level 2 Syllabus*, Page S106

NOTE TO GROUP LEADER: The text to the right is a copy of the portion of the *Level 2 Syllabus, DISCIPLER/COUNSELOR HELPS* that the students should have in front of them. The guidance below is intended to help you lead the students through a review of the questions and answers on the right as the students prepare for the role-play.

1. **Before** the role-play for **Topic 1**, prepare the students to counsel:

- Ask the students to turn in the *Level 2 Syllabus* to Page S106. Remind the students:

EXPLANATION: “The reason for providing both the questions and the answers in this section is so that you can use these later as a guide in your preparation of plans for each meeting when you are discipling/counseling others, and also to make it easy for you to teach Level 2.”

- Present to the students each of the questions and answers in the **ROLE-PLAY HELPS for Discipleship/Counseling Topic 1**.

- After presenting Question 1., ask, “**Why should the team confirm the meeting plan?**” — **Answer:** To note if any changes are needed and to ensure they are in agreement. Mention that the team can also use this time for training purposes to practice how they will present parts of the meeting.
- After presenting Question 3., ask, “**Why should you take care not to indicate the responsibilities of the individual team members?**” — **Answer:** In order not to give the impression that there is a hierarchy or that God will only speak through the lead counselor. The counseling meeting should be just like a small-group Bible study.

Questions before the role-play:

- In a typical counseling setting, the team meets 15 minutes in advance of the counselee. What does the team do in that 15 minute period? (Refer to **OVERVIEW OF THE BIBLICAL DISCIPLESHIP/COUNSELING PROCESS, II. First meeting with the disciple/counselee, Handbook**, Pages H150-H151.)
Answer: Pray and confirm the meeting plan.
- Who should introduce Timothy?
Answer: The person who already has a relationship with him or whomever the lead discipler/counselor selects.
- How should each person be introduced to Timothy?
Answer: As a member of the team; not as “lead” or “assistant.” The introductions should also demonstrate brotherly affection in Christ rather than a formal clinical relationship.
- How should seats be arranged for the meeting with Timothy?
Answer: Around a table without preference of position, much like a Bible study
- Where should Timothy be seated?
Answer: Next to the discipler selected to conduct mid-week meetings with him

ROLE-PLAY – FIRST MEETING WITH TIMOTHY (CONTINUED)

Below is copied from the Level 2 Syllabus, Page S106.

- c. Ask the students how they will transition from the current topic into the next topic.
 - d. Ask for a volunteer to lead the team initially. Then, suggest that the leader choose someone to bring Timothy into the room and introduce him to the other team members.
2. **Upon completion** of the role-play for **Topic 1.**, evaluate the students:
- a. Beginning with the lead, ask, **“Is there anything that could have been done better?”** [Refer to relevant portions of the **CHECKLIST FOR EVALUATING BIBLICAL DISCIPLESHIP/COUNSELING MEETINGS** (*Handbook*, Pages H205-H210, BCF Form 13).]
 - b. Tell the students you have finished evaluating this portion, and are ready to prepare for the next topic. Ask the students to keep the *Level 2 Syllabus* open on Page S106.

Sample transition statement into Topic 2.: “We want to make sure that you understand what we are going to be doing during our time together. Everything is summarized in the document we gave you to read. Did you have the opportunity to read it?”

ROLE-PLAY – FIRST MEETING WITH TIMOTHY (CONTINUED)

DISCIPLESHIP/COUNSELING TOPIC	ROLE-PLAY EMPHASIS AND BIBLICAL REASONING FOR THE PLAN	ROLE-PLAYER RESPONSES	RELATED PAGES
2. Explain BASIS FOR BIBLICAL DISCIPLESHIP/ COUNSELING – <i>II Timothy 3:16-17</i> , Pray.	2. While reviewing the BASIS document: a. Thoroughly explaining <i>II Timothy 3:16-17</i> b. Praying with Timothy after explaining that the Holy Spirit is the chief counselor c. Assigning homework related to the BASIS document	2. When asked if he has read the BASIS document, Timothy says, “I lost it before I had a chance to read through it.” a. When asked to turn to <i>II Timothy 3:16-17</i>, Timothy flips through the pages of his Bible looking for the passage, which he has difficulty finding. b. Timothy joins in silent prayer. c. Timothy has no questions on the BASIS document. When asked what he would write in the homework section of his notebook, Timothy says, “Study these sheets,” then adds, “Write down any questions I have.”	80-87

ROLE-PLAY – FIRST MEETING WITH TIMOTHY (CONTINUED)

Below is copied from the Level 2 Syllabus, Pages S106-S107.

NOTE TO GROUP LEADER: The text to the right is a copy of the portion of the *Level 2 Syllabus, DISCIPLER/COUNSELOR HELPS* that the students should have in front of them. The guidance below is intended to help you lead the students through a review of the questions and answers on the right as the students prepare for the role-play.

1. Before the role-play for Topic 2., prepare the students:

- a. Review with the students each of the questions and answers in the **ROLE-PLAY HELPS** for Discipleship/Counseling Topic 2.:
 - Before presenting Question 1., ask:
 - 1) “What is the reason for dealing with the BASIS form?” — Answer: to establish a foundation upon which to begin discipling
 - 2) “When is the first time Timothy saw this form?” — Answer: when he received the BASIS INFORMATION form
 - When presenting Question 1., ask the students to turn to the DISCIPLER/COUNSELOR MARK-UP OF THE BASIS FOR BIBLICAL DISCIPLESHIP/COUNSELING FORM (*Level 2 Syllabus*, Pages S103-S105).

- 1) Point out that *II Timothy 3:16-17* is highlighted, so the team should look up the verse during the meeting.
- 2) Point out the marginal notes on the form.
- 3) Ask the students to turn in the *Level 2 Syllabus* to Page S106 to review the next question and answer.

Questions before the role-play:

1. How should your personal copy of the **BASIS FOR BIBLICAL DISCIPLESHIP/COUNSELING** form be prepared before the meeting with Timothy?

Answer: See the DISCIPLER/COUNSELOR MARK-UP OF THE BASIS FOR BIBLICAL DISCIPLESHIP/COUNSELING FORM, *this Syllabus*, Pages S103-S105.

2. How do you explain to Timothy the reason for providing him the **BASIS FOR BIBLICAL DISCIPLESHIP/COUNSELING** form to read?

Answer: Say something like, “This form is to provide you information on what to expect as we spend our time together. Our desire is to have you understand what we are planning and why.”

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3. How will you help Timothy become familiar with the **BASIS** sheet?

Answer: Ask him to read and highlight key portions of the sheet in the meeting.

4. Which portions of the **BASIS** form will you ask Timothy to read in the meeting?

Answer: Only the highlighted portions of the DISCIPLER/COUNSELOR MARK-UP OF THE BASIS FOR BIBLICAL DISCIPLESHIP/COUNSELING FORM (*this Syllabus*, Pages S103-S105).

(Continued on next page)

ROLE-PLAY – FIRST MEETING WITH TIMOTHY (CONTINUED)

Below is copied from the Level 2 Syllabus, Page S107.

NOTE TO GROUP LEADER: The text to the right is a copy of the portion of the Level 2 Syllabus, DISCIPLES/COUNSELOR HELPS that the students should have in front of them. The guidance below is intended to help you lead the students through a review of the questions and answers on the right as the students prepare for the role-play.

- After reading the answer to Question 5., point out that the temptation is for counselors to do all the speaking, but the goal is discipleship. Asking the counselee to read helps ensure you proceed at the counselee's pace.
- After reading the answer to Question 6., point out that the team should not do for the disciple what he can do for himself. Remind the students that if the disciple does not know how to find passages, the team should show the disciple how to use the Table of Contents to find page numbers in the Bible.
- When presenting Question 9., remind the students of the importance of explaining the "what and why" in discipleship. (Refer to VI. How are you to instruct your children? Self-Confrontation, Page 287.)

5. What is the reason that Timothy should be the one to read the various texts in the **BASIS** form rather than someone else?

Answer:

- To help him become familiar with the form,
- To assure you that he is reading in the right place, and
- To see if he understands what he is reading.

6. What are some reasons that Timothy should be the one to read the Scripture verses rather than the counselors? (Refer to **APPLYING SCRIPTURES IN DISCIPLESHIP/COUNSELING, III. How to convey the Scriptures to disciples/counselees, Handbook**, Pages H127-H132.)

Answer:

- To help him be attentive and learn.
- To assure the team that Timothy is looking at the correct passage.
- To alert the team to specific differences in wording used in the translation of Timothy's Bible.
- To teach Timothy how to find verses in his own Bible.

7. What Scripture passage should Timothy read?

Answer: II Timothy 3:16-17

8. What questions will you ask about that passage?

Answer:

- "Who is the author of the Scriptures?" — **Answer:** "God"
- "What is the purpose of the Scriptures?" — **Answer:** "To teach, reprove, correct, and train in righteousness."
- "What is the goal of the Scriptures?" — **Answer:** "That the man of God may be thoroughly equipped for every good work."

9. Why should you wait to pray until after Timothy reads Paragraph 4?

Answer: To establish the biblical basis for prayer

ROLE-PLAY – FIRST MEETING WITH TIMOTHY (CONTINUED)

Below is copied from the Level 2 Syllabus, Pages S107-S108.

NOTE TO GROUP LEADER: The text to the right is a copy of the portion of the *Level 2 Syllabus, DISCIPLER/COUNSELOR HELPS* that the students should have in front of them. The guidance below is intended to help you lead the students through a review of the questions and answers on the right as the students prepare for the role-play.

- b. Ask the students how they will transition from the current topic into the next topic.
- c. Ask for another volunteer to lead the team.
 - 1) Give the new lead the **BASIS FOR BIBLICAL DISCIPLESHIP/COUNSELING** forms and a *Victory Over Failures Plan* booklet. Tell the person to give the **BASIS** form to Timothy and to show Timothy the booklet when the topic arises.
 - 2) Point out that to conduct the role-play, the lead follows the guidance provided in each question from the **ROLE-PLAY HELPS**.
 - 3) Then, suggest that the lead start with the sample transition statement provided in the *Level 2 Syllabus* on Page S106 before **Topic 2**.

2. During the role-play for Topic 2.,

- When the team explains Paragraph 4., mention that we will not role-play prayer in Level 2.
- When the team explains Paragraph 6., point out that strict confidentiality is a worldly concept. In case the counselee expects strict confidentiality, the counselors should say something like, "We cannot promise that God will not require us to tell anyone else about your difficulties, but we can promise not to gossip."

10. Just after you complete the explanation of the **BASIS** form, what homework assignment should you remind Timothy to write down? [Refer to **Biblical Discipleship/Counseling Record (PLAN FOR FIRST MEETING WITH TIMOTHY)**, this *Syllabus*, Page S80.]

Answer: "Read **BASIS FOR BIBLICAL DISCIPLESHIP/COUNSELING**. Write down any questions I have."

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Sample transition statement into Topic 3.a.: "We studied your answers on the information form you filled out for us, and we have some questions."

Sample transition statement into Topic 2.: "We want to make sure that you understand what we are going to be doing during our time together. Everything is summarized in the document we gave you to read. Did you have the opportunity to read it?"

ROLE-PLAY – FIRST MEETING WITH TIMOTHY (CONTINUED)

- When the team finishes explaining the **BASIS** form, remind the students that homework should be assigned at any point where it's appropriate during the meeting so that the reason for the homework is clear and any misunderstanding can be handled immediately.
3. **Upon completion** of the role-play for **Topic 2.**, evaluate the students:
- a. Beginning with the lead, ask **“Is there anything that could have been done better?”** [Refer to relevant portions of the **CHECKLIST FOR EVALUATING BIBLICAL DISCIPLESHIP/COUNSELING MEETINGS** (*Handbook*, Pages H205-H210, BCF Form 13).]
 - b. Tell the students you have finished evaluating this portion, and are ready to prepare for the next topic. Ask the students to turn in the *Level 2 Syllabus* to Page S108.

DISCIPLESHIP/COUNSELING TOPIC	ROLE-PLAY EMPHASIS AND BIBLICAL REASONING FOR THE PLAN	ROLE-PLAYER RESPONSES	RELATED PAGES
3. Gather information. a. Review counselee's completed BASIC INFORMATION ABOUT THE PROBLEM form.	3. Emphasizing the importance of: a. Asking questions 1) relating to the doing level rather than the feeling level of the problems, and 2) that are relevant to Timothy's own sins, not the sins of his father b. Taking notes, and c. Acting as a team	3. Timothy is very cooperative and eager to learn. NOTE TO ROLE-PLAYERS: Use the guidelines in <i>this Guide</i> on Pages 242-243 to give responses to questions asked by the disciplers/counselors.	87-89

ROLE-PLAY – FIRST MEETING WITH TIMOTHY (CONTINUED)

Below is copied from the Level 2 Syllabus, Page S108.

NOTE TO GROUP LEADER: The text to the right is a copy of the portion of the Level 2 Syllabus, DISCIPLER/COUNSELOR HELPS that the students should have in front of them. The guidance below is intended to help you lead the students through a review of the questions and answers on the right as the students prepare for the role-play.

1. Before the role-play for Topic 3.a., prepare the students:

- a. Ask the students to turn to **TIMOTHY – BASIC INFORMATION ABOUT THE PROBLEM** (Level 2 Syllabus, Page S76). Remind the students that each team member would have a copy of the form Timothy completed so the team members could prepare for the meeting. Since Timothy turned in the form, he does not have a copy of it.
- b. Review with the students each of the questions and answers in the **ROLE-PLAY HELPS for Discipleship/Counseling Topic 3.a.**

Questions before the role-play:

1. On what portion of the **BASIC INFORMATION** questionnaire should you concentrate? (Refer to **TIMOTHY – BASIC INFORMATION ABOUT THE PROBLEM** this Syllabus, Page S76.)

Answer: The description of the current problem because it is important to get an accurate understanding of the current situation before offering help.

2. What is the reason that one of the disciplers/counselors should read aloud Timothy's description of the problem?

Answer: Timothy no longer has his completed **BASIC INFORMATION** form.

3. What kind of questions should you ask? (Refer to **UNDERSTANDING PROBLEMS BIBLICALLY, Handbook**, Pages H133-H138.)

Answer: Questions like:

- a. "Has anything changed since you wrote the description of your problem?" If the answer is "yes," ask, "Would you please describe the changes?"
 - b. "When did this problem start?"
 - c. "What happened when it started?"
 - d. "How did you respond to your father in the situation you just mentioned?"
- NOTE:** Concentrate on identifying personal sin, which is at the doing level of the problem. Ask: "How did you speak?" "How did you act?" "What kind of thoughts did you have?"
- e. "Is there anything else that you did?"

(Continued on next page)

ROLE-PLAY – FIRST MEETING WITH TIMOTHY (CONTINUED)

NOTE TO GROUP LEADER: The text to the right is a copy of the portion of the *Level 2 Syllabus, DISCIPLES/COUNSELOR HELPS* that the students should have in front of them. The guidance below is intended to help you lead the students through a review of the questions and answers on the right as the students prepare for the role-play.

- When presenting Question 4., tell the students that the temptation is to spend time on the feeling level, but the team must make wise use of time and focus on the important matters of the doing level because the doing level provides the information needed to help Timothy change.
- When presenting Question 5., point out that the space for **Notes** on the **BIBLICAL DISCIPLESHIP/COUNSELING RECORD** is intentionally small to help the counselor focus on noting only the important points (e.g., specific sinful deeds evident in the meeting). The record should not be a detailed account of all that happened in the meeting or of the counselee's feelings and opinions regarding his difficulties.

- Ask the students how they will transition from the current topic into the next topic.
 - Select another student to lead the team. Then, suggest that he start with the sample transition statement provided in the *Level 2 Syllabus* on Page S108 before **Topic 3**.
2. **Upon completion** of the role-play for **Topic 3.a.**, evaluate the students:

- Beginning with the lead, ask **"Is there anything that could have been done better?"** [Refer to relevant portions of the **CHECKLIST FOR EVALUATING BIBLICAL DISCIPLESHIP/COUNSELING MEETINGS** (*Handbook*, Pages H205-H210, BCF Form 13).
- Tell the students you have finished evaluating this portion, and are ready to prepare for the next topic. Ask the students to turn in the *Level 2 Syllabus* to the Page S109.

Below is copied from the Level 2 Syllabus, Pages S108-S109.

- What kind of questions should you **not** ask? (Refer to **UNDERSTANDING PROBLEMS BIBLICALLY, Handbook**, Pages H133-H138.)

Answer:

- Questions that ask about:

- The failures of others.
- How Timothy is feeling.

NOTE: You may gather information at the feeling level to provide a reference for gathering more information. For example, if the counselee says he is sad (feeling level) ask, "When you were sad, what did you do?" to get more information.

- Questions that begin with "why"

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- What kind of notes should you take?

Answer: Our note taking should concentrate on Timothy's sinful deeds because dealing with his sins is the key to being reconciled with God and thus to victory.

- What is the reason for writing the exact words that Timothy uses to describe his sins.

Answer: So that there is no misunderstanding later when we remind him of his statements about his sinful behavior.

Sample transition statement into Topic 3.b.: "May we ask you some additional questions? The answers may help us to understand better your situation."

Sample transition statement into Topic 3.a.: "We studied your answers on the information form you filled out for us, and we have some questions."

ROLE-PLAY – FIRST MEETING WITH TIMOTHY (CONTINUED)

Below is copied from the *Level 2 Syllabus, Page S76*

NOTE: Typically, only the shaded portions need to be reviewed with the disciple/counselee.

TIMOTHY – BASIC INFORMATION ABOUT THE PROBLEM

DATE: 10th (current month)

PERSONAL INFORMATION

NAME: Timothy PHONE #: 555-8888 FAX #: None

ADDRESS: 999 Lane, This Town

OCCUPATION: Student (+Part-time work at food store) BUSINESS PHONE #: None

GENDER: Male BIRTHDATE: 12 May AGE: 17 EMAIL ADDRESS: None

MARITAL STATUS:

Single ☒ Engaged ☐ Married ☐ Separated ☐ Divorced ☐ Widowed ☐

EDUCATION: Last Grade Completed (Prior to college) 11 Other Education (List type and years) I am in my last year of high (secondary) school this year RECOMMENDED BY: The Youth Pastor

NAME OF SPOUSE: Not married OCCUPATION: Not applicable

SPOUSE'S ADDRESS (If different than yours): Not applicable

THE BASIC PROBLEM AS YOU UNDERSTAND IT:

Briefly complete the following (please use the back if necessary):

- PLEASE DESCRIBE THE CURRENT PROBLEM:
 Lately, my dad has been drinking so much that I cannot live with it any more. He never works any more. I end up doing all the housework and taking care of my little brothers. I am having to work to help pay the bills, but my dad keeps drinking up all my earnings. It's becoming too difficult to keep up with my studies, and I can't save any money to go to college. I can't handle the struggle any more – I've got to leave home, but I am worried about my young brothers. Who will take care of them? My brothers are afraid of my dad. I still love him, but it is impossible for me to respect him when I have to protect my brothers from him.
- WHAT HAVE YOU DONE ABOUT IT?
 I came to some young people's activities at our church (a friend at my school invited me to a special event at church, and I liked it so much that I kept coming). The Youth Pastor talked to me about how Jesus could take care of my problems. He told me that I needed Jesus as my Savior. I prayed and asked Jesus to be my Lord and Savior, but I still do not know how to deal with my life the way it is, especially with my dad.
- WHAT HELP ARE YOU SEEKING?
 I want you to help me know exactly what to do.
- WHAT LED YOU TO SEEK HELP NOW?
 My Youth Pastor said you could help.

NOTE TO ROLE-PLAYERS: As Timothy, you have written out the information on the form to the left. The counselors have received this, and they have read your responses. The information below is additional information that you should provide as the students ask the appropriate questions.

ROLE-PLAYER RESPONSES

If asked whether there have been any changes since he wrote his description of the current problem, Timothy adds,

"Well, it's getting worse. I am about ready to 'dump it all' and leave home, because things are almost impossible there. The only reason I have not left is because of my brothers."
 (Pause)

"Dad has drunk a lot ever since I can remember, but in the past two years his drinking has been practically nonstop. I used to feel sorry for my mother when she was alive because when my dad was drunk, he nagged her nonstop. She died six years ago when my youngest brother was four days old. Now, my dad has turned the nagging toward me. He also complains a lot. He says that he has always had a hard life and he says he has an especially bad life now with three children to bring up on his own. But he doesn't bring up the boys or me – I do all the work!" (Pause)

"Besides, he is getting more and more angry when he gets drunk. He continually yells at us and threatens that he will hit us. I get to the point that I can't stand it anymore."
 (Pause)

If asked how he responds when his father is drunk, Timothy says, "Sometimes, when he shouts at me, I get so angry that I shout back at him. Once in a while, I just tell him how I feel about him and it is not always nice. Sometimes I call him a drunkard. And sometimes, I tell him that he is a terrible father."

(Continued on next page)

ROLE-PLAY – FIRST MEETING WITH TIMOTHY (CONTINUED)

ROLE-PLAYER RESPONSES (Continued)

If asked, "What else do you do?" Timothy says, "Sometimes, I become angry. I cannot help being bitter toward him and I feel sorry for my brothers. They are only six and eight years old. They don't respect him either." (*Pause*)

"How can we respect a father who is a drunkard?"

ROLE-PLAY — FIRST MEETING WITH TIMOTHY (CONTINUED)

DISCIPLESHIP/COUNSELING TOPIC	ROLE-PLAY EMPHASIS AND BIBLICAL REASONING FOR THE PLAN	ROLE-PLAYER RESPONSES	RELATED PAGES
3.b. Ask questions using DETAILED INFORMATION RELATED TO THE PROBLEM form. Thoroughly check profession of faith.	3.b. Emphasizing the importance of evaluating the validity of Timothy's profession of faith	NOTE TO ROLE-PLAYERS: Use the guidelines in <i>this Guide</i> on pages 246-247 to give responses to questions asked by the disciplers/counselors.	89-92

NOTE TO GROUP LEADER: The text to the right is a copy of the portion of the *Level 2 Syllabus, DISCIPLER/COUNSELOR HELPS* that the students should have in front of them. The guidance below is intended to help you lead the students through a review of the questions and answers on the right as the students prepare for the role-play.

Below is copied from the *Level 2 Syllabus*, Page S109.

Questions before the role-play:

1. **Before the role-play for Topic 3.b.,** prepare students:
 - a. Ask the students to turn to **TIMOTHY — DETAILED INFORMATION RELATED TO THE PROBLEM, Level 2 Syllabus**, Page S77. Tell the students to put a place holder on S77 so they can refer to it during the role-play.

2. When you investigate Timothy's salvation, what kinds of changes will you look for? (Refer to **NOTES FOR BOX 6, Handbook**, Pages H75-H76.)

Answer: Portions that are highlighted in the *Syllabus*.

Answer: Changes in his relationships with others and with God as a result of his salvation.

NOTE: The temptation of Timothy is to fix his circumstances, but what he needs is to deepen his relationship with the Lord. Once his relationship with the Lord is established and he has begun taking the logs from his own eye, he will be able to see clearly how to deal with others.

Sample transition statement into Topic 4.a.: "Thank you for your answers to our questions; they are very helpful. Timothy, as difficult as your situation is, it could be a lot worse. You could be without food, you could be separated from your brothers, you could end up in physical pain, and there are many other things that could happen. That is why it is especially important for you to see that God has some wonderful news for you — and you can take advantage of His promises today. You see, God knows all about your situation and He has a perfect plan for you. We can find God's plan by looking at *Romans 8:28*."

- d. Select another student to lead the team. Then, suggest that he start with the sample transition statement provided in the *Level 2 Syllabus* on Page S109 before **Topic 3.b.**

Sample transition statement into Topic 3.b.: "May we ask you some additional questions? The answers may help us to understand better your situation."

(Continued on next page)

ROLE-PLAY – FIRST MEETING WITH TIMOTHY (CONTINUED)

2. **Upon completion** of the role-play for **Topic 3.b.**, evaluate the students:

a. Ask the students:

1) **“What notes did you take?”**

Then, point out that taking notes on Timothy’s sinful deeds is vital because you will need to remind Timothy in the second meeting that he needs to take the logs out of his own eye before he can see clearly to deal with his father.

Also, emphasize to the students that they should write down exact quotes by Timothy in order to avoid later disputes about what had been said.

2) **“How do you respond to a counselee who talks faster than you can take notes?”**

Answer: “Ask the counselee if he would pause while you make a note of what he just said so that you can remember it accurately as you consider how to help him from God’s Word.”

3) Beginning with the lead, ask **“Is there anything that could have been done better?”** [Refer to relevant portions of the **CHECKLIST FOR EVALUATING BIBLICAL DISCIPLESHIP/COUNSELING MEETINGS** (*Handbook*, Pages H205-H210, BCF Form 13).]

b. Ask the students to turn in the *Syllabus* to **TIMOTHY – COMPLETED DETAILED INFORMATION RELATED TO THE PROBLEM** (*Level 2 Syllabus*, Pages S115-S116). Review Timothy’s completed information questionnaire. Then, tell the students to assume for future meetings that all of the information on these forms has already been gathered by the team.

c. Tell the students you have finished evaluating this portion, and are ready to prepare for the next topic. Ask the students to turn in the *Level 2 Syllabus* to Page S110.

ROLE-PLAY – FIRST MEETING WITH TIMOTHY (CONTINUED)

Below is copied from the Level 2 Syllabus, Page S115.

TIMOTHY – COMPLETED DETAILED INFORMATION RELATED TO THE PROBLEM

INFORMATION ABOUT SPIRITUAL LIFE

CHURCH NAME: 1st _____ Church
 CHURCH ADDRESS: 4230 _____ Road, _____ PASTOR'S NAME: Rev. _____
 CHURCH ATTENDANCE: Frequency of attendance: 8 _____ Times per month
 WHAT ARE YOU LEARNING THROUGH THE SERMONS/MESSAGES/BIBLE STUDIES AT YOUR CHURCH?
I am learning a lot about Jesus in my youth group.

PLEASE LIST MINISTRY INVOLVEMENT: None. I do not have time with all the other things I have to do.

CHURCH ATTENDED IN CHILDHOOD: None
 HAVE YOU BEEN BAPTIZED? Yes ☒ No ☐ WHEN? Last week
 IF MARRIED, RELIGIOUS BACKGROUND OF SPOUSE: Not applicable
 (ONLY IF APPLICABLE) SPOUSE'S CHURCH ATTENDANCE: _____

Spouse's church name _____ Frequency of attendance: _____ Times per month
 DO YOU PRAY TO GOD? Never ☐ Occasionally ☐ Often ☒ How often? Many times daily, especially when dealing with my father.
 WHAT DO YOU PRAY ABOUT? The problems I am having with my father.

HAVE YOU COME TO THE PLACE IN YOUR SPIRITUAL LIFE WHERE YOU KNOW WITH CERTAINTY THAT IF YOU WERE TO DIE TONIGHT YOU WOULD GO TO HEAVEN?
 Yes ☒ No ☐ Uncertain ☐

IF YES, WHAT IS YOUR BASIS FOR ANSWERING THE ABOVE QUESTION AS YOU DID? Accepted Jesus as my Savior 3 months ago.

HAVE YOU RECEIVED JESUS CHRIST PERSONALLY AS YOUR SAVIOR?

Yes ☒ No ☐ Uncertain ☐ Don't Know ☐ What You Mean ☐
 IF YES, HOW DO YOU KNOW THAT JESUS CHRIST IS YOUR SAVIOR? My youth pastor helped me understand that when I accepted Jesus, He promised never to leave me nor forsake me. I am God's child now.

IF YOU HAVE RECEIVED CHRIST AS SAVIOR, WHAT CHANGES TOOK PLACE IN YOUR LIFE WHEN YOU BECAME A BELIEVER? I have a peace I never had before and I go to church every week now. I'm beginning to understand the Bible. I also do not get as angry at Dad as I used to.

IF YOU HAVE RECEIVED CHRIST AS SAVIOR, HAVE YOU TOLD HOUSEHOLD/FAMILY MEMBERS ABOUT RECEIVING JESUS AS SAVIOR? Yes ☐ No ☒

IF YES, WHOM HAVE YOU TOLD? _____

DO YOU READ THE BIBLE? Never ☐ Occasionally ☒ Often ☐ How often? _____
 DO YOU HAVE PERSONAL DEVOTIONS? Never ☐ Occasionally ☒ Often ☐ How often? _____
 DESCRIBE YOUR PERSONAL DEVOTIONS: The youth pastor gave me a Bible for my own about a month ago, but I do not have time to read it much. I mostly have just enough time to read the papers they give me at the youth Bible study.
 DO YOU HAVE FAMILY DEVOTIONS? Never ☒ Occasionally ☐ Often ☐ How often? _____
 DESCRIBE YOUR FAMILY DEVOTIONS: My father and brothers are not believers. None of us had ever been to church until I went 4 months ago. They wouldn't even understand about family devotions.
 EXPLAIN ANY RECENT CHANGES IN YOUR SPIRITUAL LIFE: I was saved 3 months ago.

NOTE TO ROLE-PLAYERS: The form to the left is the one that the discipplers/counselors will use to ask questions. Their form is blank. When the counselors ask a question from the form, please provide the answer from the form. If the counselors ask follow-up questions that are not on the form, use the information below to answer the questions.

ROLE-PLAYER RESPONSES

If asked how he knows that he would go to heaven when he dies, Timothy says: "Four months ago, I was invited by a friend of mine to a youth meeting. I really liked the people there. They were so different. So, I kept going."

"And Pastor Tom really helped me when I had so many questions about my unhappy life. I saw my need to receive Jesus as Lord and Savior. Then, about three months ago, Pastor Tom led me to give my life to the Lord."

If asked, "How has your life changed as a result of making that decision?" Timothy says, "I have a peace I've never had before and I go to church every week now." (Pause)

"I'm beginning to understand the Bible." (Pause)

"I also don't get as angry at Dad as I used to."

If asked, "Have you told your father and brothers about receiving Jesus as Savior?" Timothy says, "No."

(Continued on next page)

ROLE-PLAY – FIRST MEETING WITH TIMOTHY (CONTINUED)

Below is copied from the *Level 2 Syllabus, Page S116*.

TIMOTHY – DETAILED INFORMATION RELATED TO THE PROBLEM			
INFORMATION ABOUT PRIOR COUNSELING			
COUNSELOR NAME(S)	DATES FROM TO	MEDICATION PRESCRIBED	OUTCOME
INFORMATION ABOUT PERSONAL HABITS AND HEALTH APPROXIMATELY HOW MANY HOURS OF SLEEP DO YOU GET EACH NIGHT? <u>4-5 Hours</u> WHEN DO YOU NORMALLY: go to bed? <u>1:00 am</u> fall asleep? <u>2:00 am</u> wake up? <u>6:00 am</u> get out of bed? <u>6:30 am</u> IF THERE IS A LENGTH OF TIME BETWEEN YOUR GOING TO BED AND FALLING ASLEEP, WHAT DO YOU DO DURING THAT TIME? _____ <u>I worry about monthly bills, my brothers, and my studies when I go to bed.</u> IF THERE IS A LENGTH OF TIME BETWEEN YOUR WAKING UP AND GETTING OUT OF BED, WHAT DO YOU DO DURING THAT TIME? _____ DESCRIBE ANY RECENT CHANGES IN SLEEP HABITS: <u>I toss and turn more than I used to before falling asleep.</u> STATE OF HEALTH: Very Good ☐ Good ☐ Average ☒ Declining ☐ Other ☐ DATE OF LAST MEDICAL EXAMINATION: <u>6 months ago</u> RESULTS: <u>OK</u> ARE YOU PRESENTLY TAKING MEDICATION? Yes ☐ No ☒ WHAT? _____ DOSAGE? _____ FOR WHAT REASON DO YOU TAKE THIS MEDICATION? _____ HAVE YOU USED DRUGS FOR OTHER THAN MEDICAL PURPOSES? Yes ☐ No ☒ WHEN? _____ WHAT? _____ AMOUNTS/DOSAGES? _____ DO YOU DRINK ALCOHOLIC BEVERAGES? Yes ☐ No ☒ WHEN? _____ HOW MUCH? _____			

NOTE TO ROLE-PLAYERS: The form to the left is the one that the disciplers/counselors will use to ask questions. Their form is blank. When the counselors ask a question from the form, please provide the answer from the form. If the counselors ask follow-up questions that are not on the form, use the information below to answer the questions.

ROLE-PLAYER RESPONSES

When asked if he has received prior counseling, Timothy says, "None, other than what I got from you at youth group."

If asked what he is worried about, Timothy says, "I am worried about many things." (Pause)

"I work 20 to 25 hours a week at a grocery store. I go to work right after school every day and I also work on Saturday mornings. After I get home in the evening, I cook dinner. Then I help my little brothers get ready for bed. And after that I have to clean the kitchen, do laundry, and other jobs around the house. Finally, I have schoolwork to do if I'm not too exhausted." (Pause)

"My main worry is that my dad lost his job about six months ago because too often he didn't show up at work. He does no housework because of his drunkenness." (Pause)

"And my salary is not enough to provide for everything we need, so I may have to work more hours to support the family." (Pause)

"And if I work more hours, I won't have enough time to study which means I may fail my courses and not graduate."

ROLE-PLAY – FIRST MEETING WITH TIMOTHY (CONTINUED)

DISCIPLESHP/COUNSELING TOPIC	ROLE-PLAY/EMPHASIS AND BIBLICAL REASONING FOR THE PLAN	ROLE-PLAYER RESPONSES	RELATED PAGES
4. Help develop initial hope and recognition of personal sins. a. God uses trials for good — <i>Romans 8:28-29</i> .	4. Helping gain an eternal perspective a. Emphasizing biblical hope (e.g., God's plan and purpose for his life, regardless of any difficulties)	4. Timothy listens carefully and responds. a. After reading <i>Romans 8:28-29</i> , Timothy says, “ God works everything for good. ” (<i>Pause</i>) “ But I still don’t understand how that is possible in my situation. ” When asked if he has been called according to God’s purpose, Timothy expresses uncertainty. However, when the counselors explain to Timothy he was called when he was saved, Timothy agrees.	92-93

Below is copied from the Level 2 Syllabus, Page S110.

NOTE TO GROUP LEADER: The text to the right is a copy of the portion of the *Level 2 Syllabus, DISCIPLER/COUNSELOR HELPS* that the students should have in front of them. The guidance below is intended to help you lead the students through a review of the questions and answers on the right as the students prepare for the role-play.

1. **Before** the role-play for **Topic 4.a.**, prepare the students:

- a. Ask the students to turn to *Romans 8:28-29*. Then, ask one of the students to read the passage aloud.
- b. Review with the students each of the questions and answers in the **ROLE-PLAY HELPS** for **Discipleship/Counseling Topic 4.a.**

Questions before the role-play:

1. In general, when explaining Scripture passages, what kind of questions should you ask Timothy? (Refer to **APPLYING SCRIPTURES IN DISCIPLESHP/COUNSELING, III. How to convey the Scriptures to disciples/counselees, Handbook**, Pages H127-H132.)

Answer: Questions like:

- a. “What does this passage say in your own words?”
- b. “How does this passage apply to your situation?”
- c. “Whether or not you understand this passage, do you believe it is true for you?”

2. What is the major point Timothy needs to learn from *Romans 8:28-29*? (Refer to **NOTES FOR BOX 5, Handbook**, Pages H73-H74.)

Answer: That my hope is in the Lord and that He desires to do only what is good for His children.

(Continued on next page)

ROLE-PLAY – FIRST MEETING WITH TIMOTHY (CONTINUED)

NOTE TO GROUP LEADER: The text to the right is a copy of the portion of the *Level 2 Syllabus, DISCIPLER/COUNSELOR HELPS* that the students should have in front of them. The guidance below is intended to help you lead the students through a review of the questions and answers on the right as the students prepare for the role-play.

- c. Ask the students how they will transition from the current topic into the next topic.
- d. Select another student to lead the team. Then, suggest that he start with the sample transition statement provided in the *Level 2 Syllabus* on Page S109 at the bottom.

2. During the role-play for Topic 4.a.:

NOTE: This is the most important part of the meeting. The primary concern is whether Timothy is willing to go God's way. The issue is not the specific sins he must deal with, but, rather, the *reason for dealing with the sin*. The Lord does not show us all our sin the moment we are saved. He patiently deals with us over time to mature us in Him. As we grow in grace we become more aware of our sinfulness. The counselor must not function as the disciple's conscience. Neither the disciple nor the counselor can change the person. Only the Holy Spirit can bring true change. The question is whether the disciple knows what God calls him to do and yet refuses to go God's way. A person may take extreme measures to deal with sin (for example a person with a life-dominating practice of sin may immediately change living accommodations). If the Lord reveals the need, He will also give the power to make such changes and overcome the sin. The counselor must not take the place of the Holy Spirit in the disciple's life.

Since this is a difficult part for the students, you may

Below is copied from the Level 2 Syllabus, Page S110.

3. What specific questions would you ask Timothy based on *Romans 8:28-29*? (Refer to **APPLYING SCRIPTURES IN DISCIPLESHIP/COUNSELING, III. How to convey the Scriptures to disciples/counselees, Handbook**, Pages H127-H132.)

Answer: Questions like:

- a. "To whom is this promise made?" — **Answer:** "Those who love God and are called"
- b. "What does 'called' mean?" — **Answer:** "Saved"
- c. "Are you called?"
- d. "What is 'good' in verse 28, according to verse 29?" — **Answer:** "To be conformed to the likeness of His Son"
- e. "What does it mean to be conformed to the image of the Son?" — **Answer:** "to act the way He would by displaying His love in every circumstance"
- f. "In what circumstances does God work for good?" — **Answer:** "All"
- g. "How is this situation for your good?" — **Answer:** "It is giving me opportunity to learn to love the way He does."

4. How is Timothy going to remember the passages that are covered in the meeting?

Answer: By writing the reference to each passage in his notebook
NOTE: He needs to be reminded often to write the passages in his notebook.

Sample transition statement into Topic 4.c: "Now let's look again at *Romans 8:28*. What else is true about the person for whom God works everything for good beside being called?"

Sample transition statement into Topic 4.a: "Thank you for your answers to our questions; they are very helpful. Timothy, as difficult as your situation is, it could be a lot worse. You could be without food, you could be separated from your brothers, you could end up in physical pain, and there are many other things that could happen. That is why it is especially important for you to see that God has some wonderful news for you — and you can take advantage of His promises today. You see, God knows all about your situation and He has a perfect plan for you. We can find God's plan by looking at *Romans 8:28*."

(Continued on next page)

SUPPLEMENT 3

**TIMOTHY'S
MEMORY VERSES**

I Corinthians 13:4-5

First meeting

Love is patient, love is kind [and] is not jealous; love does not brag [and] is not arrogant, does not act unbecomingly; it does not seek its own, is not provoked, does not take into account a wrong [suffered]

I Corinthians 13:4-5

Matthew 7:1, 5

Second meeting

Do not judge lest you be judged You hypocrite, first take the log out of your own eye, and then you will see clearly to take the speck out of your brother's eye.

Matthew 7:1, 5

Ephesians 4:22, 24

Third meeting

that, in reference to your former manner of life, you lay aside the old self, which is being corrupted in accordance with the lusts of deceit, ... and put on the new self, which in [the likeness of] God has been created in righteousness and holiness of the truth.

Ephesians 4:22, 24

SUPPLEMENT 4

**MASTER MATERIALS TO
PREPARE FOR ROLE-PLAYS**

LESSONS 5 AND 7

FIRST MEETING WITH TIMOTHY

- ☐ Make a copy of the **BASIS FOR BIBLICAL DISCIPLESHIP/COUNSELING** (*Handbook*, Pages H163 H166, BCF Form 3) using the master form on the following pages.
- ☐ Provide a copy of the *Victory Over Failures Plan* booklet for the lead counselor to show to Timothy at the appropriate point in the role-play.
- ☐ Prepare enough place holder notes (like Sticky Notes or Post-it Notes) to give 10 to each student.

Sample

BASIS FOR BIBLICAL DISCIPLESHIP/COUNSELING

1. **BIBLICAL DISCIPLESHIP/COUNSELING: A MINISTRY** — All believers are to minister through biblical discipleship/counseling within the body of Christ to all who have need (*based on Matthew 28:19-20; Romans 15:14; Galatians 6:1-5*). The range of problems with which biblical disciplers/counselors deal is very wide. It includes broken marriages, parent-child relationships, depression, alcohol and drug abuse, tension, turmoil, anxiety, fear, worry, and any number of other problems that may result in mental and physical distress.
2. **TRAINING OF THE BIBLICAL DISCIPLER/COUNSELOR** — The biblical discipler/counselor is trained in the use of Scripture and its principles for biblical living. He is committed to the position that the Scriptures are the only authoritative standard for faith and conduct (*II Timothy 3:16-17*). He does not base his knowledge on his own or others' opinions, experience, or concepts of behavior (*Isaiah 55:8-11; II Timothy 2:15; Titus 2:1*); instead, he seeks to marshal the full range of biblical truth to bear on your need (*Hebrews 4:12*). Throughout the discipleship/counseling process, he will hold to the essential truths of Scripture without particular theological emphasis on any practice not specifically advocated in the Scriptures (*Titus 2:1*).
3. **A LABOR OF LOVE** — Biblical disciplers/counselors provide their time and energy as a service to God and a labor of love to individuals (*based on I Thessalonians 2:7-8; I Timothy 1:5*). Therefore, each discipler/counselor serves without any charge or fee, or any financial arrangement, actual or implied.
4. **TEAM DISCIPLESHIP/COUNSELING: A BIBLICAL CONCEPT** — Typically, you will find that biblical disciplers/counselors work in teams since team discipleship/counseling has many biblical benefits, both for you and the disciplers/counselors (*Proverbs 11:14; 15:22; 18:17; 20:18; 24:6; Matthew 18:16*). Normally, you will meet with a team of disciplers/counselors who will help you as you face, deal with, and endure problems in a way that leads to lasting change in your life. You are a vital member of the team as you seek to overcome the problems in your life. The most important member of the team, however, is the Lord Himself, in the Person of the Holy Spirit. It is He who will provide the hope, the enabling, and the wisdom (through God's Word) for you to deal with your problems (*John 14:26; Romans 5:3-5; 8:26-27; Ephesians 3:16*).
5. **LASTING CHANGE AND MATURITY THROUGH BIBLICAL DISCIPLESHIP/COUNSELING** — Biblical disciplers/counselors are committed not only to help you overcome the current problem in your life but also to train you to live all your life in a manner that leads to increasing maturity in the Lord (*Psalms 119:165; Proverbs 2:6-12a; Galatians 6:1-5; I Timothy 4:7-8; I John 5:1-5*). Thus, in the scriptural sense, biblical discipleship/counseling is a ministry that teaches you to walk in God's way even in the midst of serious problems (*based on Matthew 28:19-20; I Timothy 1:5; II Timothy 2:2*).
6. **CONFIDENTIALITY** — A commitment to trustworthiness is an important quality of biblical disciplers/counselors (*based on I Corinthians 4:2*). Thus, although they may talk with others about a particular situation, you may be confident that the discussions will be restricted to whatever is necessary to help you overcome your problems (*based on Proverbs 10:18-21; 15:28; 18:8; 25:11*).

LESSON 8

SECOND MEETING WITH TIMOTHY

- ☐ Provide a copy of the *Victory Over Failures Plan* booklet for the lead counselor to give to Timothy at the appropriate point in the role-play.
- ☐ Make a copy of the *Victory Over Failures Plan, Worksheet 2* for the lead counselor to give to Timothy at the appropriate point in the role play using the master form on the following pages.
- ☐ Ensure Timothy has his Scripture memory card, *First meeting I Corinthians 13:4-5*. If necessary, make the card using the master form from *this Guide*, Supplement 3.
- ☐ Prepare enough place holder notes (like Sticky Notes or Post-it Notes) to give 10 to each student.

sample



SUPPLEMENT 5

TYPICAL LEVEL 2 INTENSIVE COURSE SCHEDULES

schedule **Level 2 Intensive Course (student, typical schedule)**

	monday	tuesday	wednesday	thursday	friday
Morning		8:30 Individual Prayer	8:30 Individual Prayer	8:30 Individual Prayer	8:30 Individual Prayer
	8:45 Registration	8:45 Group Worship	8:45 Group Worship	8:45 Group Worship	8:45 Group Worship
	9:00 Snacks	9:00 Demonstration Role-Play (continued)	9:00 First Meeting with Timothy (continued)	9:00 Second Meeting with Timothy (continued)	9:00 Fifth Meeting with Timothy
	9:30 Introductions & Intensive Course Welcome				
		10:15 Snacks	10:15 Snacks	10:15 Snacks	10:15 Snacks
	10:20 Break				
	10:25 Introduction to Level 2	10:30 Demonstration Role-Play (continued)	10:30 First Meeting with Timothy (continued)	10:30 Second Meeting with Timothy (continued)	10:30 Fifth Meeting with Timothy (continued)
				11:30 Third Meeting with Timothy	
	11:45 The Foundation				12:20 Biblical Forgiveness and Reconciliation
Afternoon	12:45 Lunch	12:45 Lunch	12:45 Lunch	12:45 Lunch	12:45 Lunch
	1:45 The Disciple/Counselee and the Biblical Discipler/Counselor	1:45 Demonstration Role-Play (continued)	1:45 First Meeting with Timothy (continued)	1:45 Third Meeting with Timothy (continued)	1:45 Biblical Forgiveness and Reconciliation (continued)
		2:35 Master Plan	2:30 Second Meeting with Timothy		
	3:00 Snacks	3:00 Snacks	3:00 Snacks	3:00 Snacks	3:00 Snacks
	3:15 The Disciple/Counselee and the Biblical Discipler/Counselor (continued)	3:15 Master Plan (continued)	3:15 Second Meeting with Timothy (continued)	3:15 Third Meeting with Timothy (continued)	3:15 Continuing Discipleship/ Counseling of Timothy
	3:35 Discipleship/Counseling Process				
		4:20 First Meeting with Timothy			
	5:05 Demonstration Role-Play of First Meeting with Timothy (5)				
Evening	5:30 Travel to homes	5:30 Travel to homes	5:30 Travel to homes	5:30 Supper with Hosts and Hostesses	5:30 Travel to homes
				6:30 Course Testimonies	
				8:00 Travel to Homes	