

Teacher Training Level 1

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Dear Potential Teacher:

We are so excited that you have a desire to serve as a teacher-leader at CBC. Our task is to help all who enter our classes to mature in Christ.

Thank you for using your spiritual gifts to build God's kingdom and build God's people!

Read each of the packet items thoroughly. Complete the activities as directed. Bring the completed packet with you to the Level 2 Training. You may contact me at (859) 299-8559 OR 536-9533 with any questions you may have.

I am praying that you experience much personal spiritual growth and see the same in your students.

Blessings,



Debora Lanier

Teaching Requires Commitment

Teaching is not for the uncommitted. This task requires real commitment. *Not everyone is called to be teacher.* Teaching takes a special breed. Teaching calls for unselfish giving. Not everyone is able or willing to give in a selfless manner. The time requirement involved in the call to give yourself to the growth and maturity of others may be more than you can tolerate.

Jim was successful mechanic and an outstanding witness for Christ. His shop was alive with the testimony of his faith in Christ. Because of his evident love for Christ and his unending energy, Jim was pressed into taking a young men's Bible class. After several week with the class, Jim knew he was like a round peg in a square hole. His calling or gift was more centered in testimony and evangelistic sharing than in the intense discipline of preparation for each Sunday's lesson. Outside the class, he was vibrant and alive with claims of Christ. As the teach of the class, he experienced a weekly struggle to prepare for meeting the needs of an aggressive men's Bible class. A wise department director recognized the problem and offered Jim a position as the department outreach director. Relieved and free again, Jim returned to the vibrant life that show his gift all along. Although committed to serve, Jim was out side the calling of his skills.

The calling of *teacher* requires particular qualities such as these in an individual:

- The desire for intense study of the Word of God.
- The desire to commune with God in behalf of learners.
- A willingness to learn through conferences and personal study the most effective way to share biblical truth.
- A desire to become involved in the lives of learners by investing time and effort to meet their needs.
- A compassion for the lost and an intense desire to see them won to Christ.
- The assurance that being a teacher is what God has called you to be.

Without these qualities, teaching might become a joyless task. With these qualities, teaching becomes a blessing, and seeing learners growing into mature Christians becomes the teacher's reward.

Commitment Inventory

Rate yourself on the following scale by circling the number that indicated the degree of your commitment (+2 is the most committed and -2 is the least committed).

-2 -1 0 +1 +2

Desire for intense study of God's Word.

---●---●---●---●---●---

Desire to commune with God on behalf of others.

---●---●---●---●---●---

Willingness to learn through conferences and personal study.

---●---●---●---●---●---

Desire to become involved in the lives of people.

---●---●---●---●---●---

Compassion for the lost and desire to see them won to Christ.

---●---●---●---●---●---

Assurance that being a teacher is what God has called you to be.

---●---●---●---●---●---

Total Score

If your score is on the plus side, excellent. If it is on the negative side, it would be wise to reexamine your commitment to teaching.

Growing in the Word

One by-product of teaching is to become better acquainted with the Word of God. Often we hear that the teacher learns more from the preparation for the Bible study than those attending the study. This is certainly true. Anyone who prepares to teach others or who shares with others will gain far more than those who hear. It is imperative that the teacher become a continuing learner along with those he or she teaches.

The person who has a strong devotional life and a commitment to help others will likewise grow in Bible knowledge as these energies are put to the study of the Word of God. Each teacher should learn as much as possible about Bible and how to study it more effectively.

A teacher should begin a systematic program of Bible study. This Bible study program probably will not be associated with the ongoing Sunday sessions. Many books are available on how to study the Bible. However, regular reading of the Bible and using study helps such as commentaries and dictionaries to help clarify difficult passages, are excellent approaches to enhanced biblical knowledge. Many aids are available for use in studying the Bible. The growing teacher will take full advantage of this material.

Each teacher should become familiar with Bible study aids. You should learn to use a concordance to assist in finding passages which relate to other difficult passages. You should become aware of the newer translations such as the New American Standard Bible, the Revised Standard Version, The New International Version, the New English Bible, the Good News Bible, and the Bible in Today's English Version.

Learn how to use commentaries. Few of us are Greek or Hebrew scholars. We need the skills of others who are biblical scholars to help us understand the intent and meanings of the text. Commentaries give us an in-depth look into passages and share new meanings and knowledge about particular parts.

Go ye therefore, and teach all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Ghost: Teaching them to observe all things whatsoever I have commanded you; and, lo, I am with you always, even unto the end of the world.” Matthew 28:19-20 KJV

How We Learn

10% of what we **READ**

20% of what we **HEAR**

30% of what we **SEE**

50% of what we **SEE** and **HEAR**

70% of what is **DISCUSSED** with **OTHERS**

80% of what is **EXPERIENCED PERSONALLY**

95% of what we **TEACH TO SOMEONE ELSE**

William Glasser

Learning is a sensory experience!

8 Basic Learning Approaches

Read the following items carefully. The blank beside each item number describes the learning approach. The second blank identifies a person who is a biblical example of the approach.

Select the approach you think goes with each item from the list below.

Verbal Naturalist Musical Visual/Spatial Interpersonal Logical Kinesthetic Intrapersonal

Select the person you think goes with each item from the list below:

Paul Esther Jeremiah David John Barnabus Solomon (some names will be used more than once)

Number 1 is completed for you.

1. Naturalist

- Like to explore the natural world
- Seeks beauty in God's creation

— **David** is a good example

2. _____

- Active people
- Well coordinated
- Like to act out stories they hear
- Like mission projects as well as sports and dramatic activities
- _____ acted out many prophecies

3. _____

- Understand who they are and how they feel.
- May prefer to work alone
- Seek ways of self-expression
- Comfortable with solitude
- _____ spent time in solitude pondering her role before God

4. _____

- See with their imaginations as well as in concrete ways
- Understand space/time and distance concepts easily
- Relate well with TV, visuals, and other representations of reality
- _____ used imagery in his gospel, and epistles

5. _____

- Enjoy giving speeches, stories, poems, and essays
- Like to debate
- Learn best through words — reading, writing, and listening
- _____ seems to be a verbal learner

6. _____

- Highly social
- Makes friends easily and may be good talkers
- Recognize how people feel
- Drawn to activities that strengthen and encourage other people
- _____ is this type of person

7. _____

- Often good listeners
- More sensitive to rhythm and pitch
- Like to sing and listen to music, and may move when listening
- Like to write songs and music, too
- _____ was also musical

8. _____

- Like to solve problems
- See patterns in the world and can reason through problems
- Rely heavily on analogies
- Like working with abstractions
- Like puzzles and games
- _____ was a logical thinker.

Types of Learners

VISUAL LEARNERS

- Visual learners learn primarily through the written word.
- They tend to be readers who diligently take down every word.

AUDITORY LEARNERS

- Auditory learners learn primarily through listening.
- They focus their ears and attention on your words, listening carefully to everything you say.
- They like to talk rather than write and relish the opportunity to discuss what they've heard.

KINESTHETIC LEARNERS

- Kinesthetic learners learn better by doing.
- This group learns best when they can practice what they are learning.
- They want to have their hands on the keyboard, the hammer, or the test tube because they think in terms of physical action.

Examples of How to Present to Different Types:

VISUAL LEARNERS	AUDITORY LEARNERS	KINESTHETIC LEARNERS
WRITE IT	SAY IT	DEMONSTRATE IT
❖ Provide written materials and exercises	❖ State the information	❖ Demonstrate how something works
❖ Write key words on board	❖ Ask them to describe specific information	❖ Ask them to practice OR act out the situation
❖ Ask them to write a response	❖ Provide discussion periods	❖ Encourage them to highlight or underline key words
❖ Use visuals or graphics	❖ Encourage questions	❖ Provide real-life situations
❖ Ask them to act as the secretary or recorder in a group	❖ Encourage small group participation	❖ Provide models, dolls, and other hands-on activities
❖ Involve them through visual/spatial sense	❖ Utilize audiovisuals and audio cassettes	❖ Involve them with movement

Read the following information and follow the directions on the Activity pages

The Art of Asking Questions

Some of us remember when it was said, “Children should be seen, not heard.” Perhaps we also remember teachers we had who did most of the talking. Now, we live in a day when we encourage children to express themselves to be heard by adults and when teachers are aware that learning does not occur as much when they do most of the talking. Interaction is basic to communication and learning. Interaction happens when teachers and students express themselves directly and listen to each other attentively. When I ask students to recall their favorite teachers and to reflect on what it was about those teachers that they liked, more often than no the students respond with comments like:

“They are really interested in what I think and say.”

“They make the subject interesting so that you want to talk about it.”

“They don’t make you feel stupid when you give dumb answers.”

“They really listen to me.”

All of these comments demonstrate that the students truly appreciate a teacher who has developed some skills in guiding classroom interaction.

This chapter will focus on the skill of asking questions. Perhaps the most important resource for guiding student thinking and learning is questions. Questions are the least expensive resource available to us – they only cost the time it takes to plan for or think of them. I dare say it is no exaggeration to conclude that every teacher uses many questions every time he/she teaches. Questions are very flexible because they can be asked by teachers and students.

- Teachers can ask questions to a whole class
- Teachers can ask a question of one student
- Questions can be written on worksheets or tests.
- Questions can be used as part of a set of instructions.
- Students can ask questions of teachers.
- Students can ask questions of each other.
- Students can raise questions for their own research.

In addition to the many ways that questions can be asked it is possible to combine questions with a wide variety of teaching-learning activities and resources.

Questions can be used to:

- stimulate a discussion of a familiar subject.
- introduce a new subject.
- Review a subject studied previously.
- Reflect on some personal experiences.
- Connect a biblical subject to some personal experiences.
- Interpret a biblical passage.
- Motivate further research of a subject.
- Evaluate a film, filmstrip, recording, etc.
- Probe further into a subject.
- Analyze a personal or social problem.
- Debrief a simulation game or other activity.
- Brainstorm solutions to a problem or issue.
- Interview a guest resource person.
- Consider possible alternative actions or individuals.
- Clarify the values persons express.
- Explore beliefs and commitments of persons.

Even though questions are very valuable and can be used in many different ways, questions come in a variety of shapes and sizes. There are several ways that have been used to categorize questions.

1. One educator classifies teacher's questions into four main categories.
 - a. **COGNITIVE RECALL** – questions which simply ask for specific facts gained from reading a book, observing a film or hearing a lecture.
Example: “What happened to Joseph after his brothers sold him to the caravan?”
 - b. **CONVERGENT**—questions which utilize common information to prove a point or support a generalization.
Example: “What evidence is there that Joseph...”
“How do you know that...”
“Compare the actions of Joseph with...”
 - c. **DIVERGENT**—questions which make use of some known information as a starting point, but the answer moves in some other direction.
Example: “How would you feel if your brothers sold you and you were taken to a foreign country?”
“What would happen if...”
 - d. **EVALUATIVE**—questions which seek to use known information to reach some kind of a value judgment.
Example: “Was Joseph right in telling his brothers of the dreams he had?”

Another educator classifies teacher and student questions into three general categories:

a. BIG PERENNIAL, LIFE-DESTINY, OPEN—ENDED QUESTIONS.

The answers to these questions involve us in a continual debate. The answers must be followed with another question because there never is a final absolute answer.

Example: “Who am I?” “Who is God?” “What is faith?”

b. MIDDLE-SIZED, MEANS-ENDS QUESTIONS.

There are good answers to these questions, but we should put a semi-colon after these answers to symbolize that there is more to learn, the answers are not final.

Example: “What do you value most?:
“What does it mean to you to be a Christian?”

c. SMALL, QUESTIONS OF MEANS.

Important questions of limited scope seeking information, statement of fact.

Example: “Where would you look to find the meaning of the word *covenant*?”

I have chosen another way to categorize questions which I identify as the P-A-I approach. Most questions can easily be identified by one of the following three categories.

P—PERSONAL LEVEL OF QUESTIONS

We are not talking about getting personal or invading a person’s privacy. Rather, we are referring to questions that are related to a person’s own life experience, questions a student can identify with personally. The intent of instruction is to guide students in their personal decision-making and value-forming. Questions at this level are an effective means for engaging students in the process of thinking, reflecting, expressing and acting on concerns that relate to them personally.

Some examples:

“If you had been Moses, what would you have done when...?”

“What are some times when you were asked to do something that was very hard to do?”

A—ANALYTICAL LEVEL OF QUESTIONS

Analytical questions require students to think in order to respond. Analytical questions do not assume right answers. Questions of this type are more open, with the potential of many different answers or responses. The same analytical question could be asked of every student in the class, with each giving a different response. Analytical questions ask, “What do you think...?” and suggest that the teacher really wants to know what the student thinks, and when he expresses what he thinks his thoughts will be accepted.

Some examples:

“What are some reasons why Moses would be reluctant to return to Egypt?”

“What do you think Moses means when he said...?”

I—INFORMATION LEVEL OF QUESTIONS

Information questions require students to remember something in order to answer the question. As a result of reading, hearing, or otherwise receiving information, the students are expected to remember some of the facts in order to answer the questions. Information questions are more closed as they tend to assume that there are right answers. Students who are asked a lot of information level of questions often feel like they are being tested. It is almost impossible to have a discussion guided by information questions.

Some examples:

“Where did Moses live as a young child?”

“To what country did Moses flee after killing the Egyptian?”

SOME GENERAL COMMENTS

Too often teacher ask questions without having prepared the questions in advance. Information questions are the easiest to ask, but other than getting a right answer they do not lead very far unless they are followed up with Analytical and Personal questions. Questions are one of the primary means for motivating students to think and express themselves and thereby become more involved in the process of their own learning. Teachers should plan carefully some key Analytical and Personal questions that could be used in the class period to pursue further some of the information that is presented. A balance of questions representing all three levels will guide students and teachers to experience a lot of interaction and learning from each other.

A DISCOVERY IN HAWAII

When I present these three levels of questions in a workshop, I usually start with information questions, then move to Analytical and Personal questions. When I make the presentation I use an overhead projector and write the three key words on a transparency. While doing a workshop in Hawaii, I was struck by the three letters P-A-I and had a hunch that those letters may form a Hawaiian word. Hawaiian words have a lot of syllables and in speaking every syllable is pronounced. I suggested that this was a possibility, but no one present knew enough Hawaiian to know for sure whether or not pai was a word. The next day a woman returned to the workshop and presented me with a paper that had a few notes she had copied from an Hawaiian-English dictionary. Sure enough “pai” is an Hawaiian word with many possible meanings. However, the preferred translation of “pai” is: “To stir up, lift up, arouse and excite.” What a discovery! Perhaps if teachers were to use a balanced mixture of Personal, Analytical, and Information questions, students would really be stirred up, aroused, encouraged, and excited to think, reflect, and express themselves as they are involved in learning activities.

ACTIVITY PAGES

PRACTICE IDENTIFYING AND WRITING THREE LEVELS OF QUESTIONS

STEP ONE: Read Luke 15: 11-32

STEP TWO: Classify the following questions according to the three levels (P) Personal, (A) Analytical, (I) Information

- Who are the three main characters in this parable?
- Why do you think Jesus told this parable?
- If you had been the younger son how would you have felt as you were walking back to your father?
- What feelings do you think the father had when the younger son left home? When he returned home? When the older son inquired about the party?
- What did the younger son say to himself when he decided to return home to his father?
- What are some times when you have been forgiven by someone? How did you feel?
- What do you think this parable teaches us about the relationship between God and persons?

STEP THREE: Read Matthew 18: 21-35 about the Parable of the Unforgiving Servant. Write two questions to represent each level based on that parable.

Information 1. _____

2. _____

Analytical 1. _____

2. _____

Personal 1. _____

2. _____

STEP FOUR: Compare your questions with another person when you attend Level 2 and evaluate your questions together.

SOME HELPFUL GUIDELINES FOR ASKING QUESTIONS

1. **ASK QUESTIONS THAT ARE MORE OPEN THAN CLOSED.**
Questions with only one right answer or implying a “yes” or “no” response are more closed. These questions are more a test of memory than they are inquiry into subject matter. When tempted to ask a closed question make a statement instead. Then ask open, analytical, probing questions.
2. **ASK ONLY ONE QUESTION AT A TIME.**
More than one question is confusing to the student. Teachers who ask several questions at once usually have not thought carefully or prepared adequately and are “fishing” for the right question.
3. **PRESENT QUESTIONS TO THE WHOLE CLASS.**
Instead of putting one student “on the spot” by directing a question to him, offer the question to the whole class. By being aware of a student’s readiness, it is possible to recognize who wants to answer. A student can be called upon to respond without the teacher speaking a word; through eye contact, gesture with the hand, or nod of the head.
4. **PROVIDE FEEDBACK AFTER A STUDENT RESPONDS.**
The teacher can reinforce students and facilitate further discussion by providing verbal and non-verbal feedback so that they will know the teacher has heard and received the response.
5. **AFTER AN INITIAL QUESTION AND RESPONSE, FOLLOW UP WITH PROBING QUESTIONS.**
Probing questions are next questions that follow first questions. Probing questions lead to further inquiry and exploration in depth of a subject. Probing questions can also provide a degree of reinforcement and feedback.
6. **AFTER ASKING A QUESTION, BE SILENT.**
The best “next step” after asking a question is to be silent. If the question is clearly stated and if the students have sufficient data with which to answer, then they need some time to think. Ten seconds is not too much time. However, ten seconds of silence can feel like an eternity to a teacher who is a little anxious. Leave the burden of the silence on the students. Bite your tongue and relax, usually someone will respond.
7. **USE AN INQUIRY STYLE RATHER THAN AN INTERROGATION STYLE.**
Inquiry is a style or approach that says to the student, “I’m with you; I’m interested in what you think and say.” Interrogation puts persons on the defensive and inhibits their ability to think and express themselves creatively.

8. **ENCOURAGE STUDENTS TO ASK THEIR OWN QUESTIONS.**

Questions are not just the property of the teacher, but can also be used effectively by the students.

9. **AVOID ECHOING STUDENT RESPONSES.**

There are two reasons for repeating student responses: to reinforce the answer or to state it loud enough so that others can hear who might have missed it the first time.

10. **ACCEPT STUDENT RESPONSES AS IF THEY WERE GIFTS.**

When a student ventures to answer a question, he is risking something of himself. Every student hopes his answers will be accepted. Students will feel more confident to respond to open questions than to closed questions. Also, teachers will be more able to accept responses to open questions. We are not always perfectly pleased with every gift we receive, but we are usually gracious in receiving even the ones we are not pleased with.

PRACTICE LISTENING TO YOUR OWN QUESTIONS

With a tape recorder and a little time, there are many ways that teachers can focus on their question asking skill and work at improving that skill. The first step is to record a portion of a class session where the teacher has planned to use questions to guide a discussion or to motivate further exploration. The next step could be any one of the following.

1. Write down all the questions you asked and categorize them according to the three categories of Information, Analytical and Personal.
2. Listen for how long a period of silence followed each question. Who broke the silence, the student or the teacher?
3. Listen for the kind of feedback you provide to students after they have made a statement.
4. Listen for the style of question asking: is it inquiry or interrogation?
5. Use a stop watch for a three to five minute period to measure how much time the students talk compared to how much time the teacher talked.
6. Listen for time when you could have followed up with a probing question, but did not. If you had thought to ask a probing question what would it have been?

Truths We Hold Dear

"Not many of you should presume to be teachers, my brothers, because you know that we who teach will be Judged more strictly." James 3: 1 (NIV)

Name _____

Position _____ Which Class? _____

It is our desire to have those presenting the Word of God to be in agreement with the church's position on our essential beliefs. The following represents those beliefs. Please circle the number that best represents your conviction for each doctrinal statement.

- | | | |
|-----------------------|---------------------|-----------------------|
| 1.- Strongly Agree | 2. -Mostly Agree | 3. -Somewhat Agree |
| 4.- Somewhat Disagree | 5. -Mostly Disagree | 6. -Strongly Disagree |

1. **About God**-God is the Creator and Ruler of the universe. He has eternally existed in three persons: the Father, the Son, and Holy Spirit. These three are co-equal and are one God.

1 2 3 4 5 6

2. **About the Father**-He is all powerful, all knowing, all loving, and all wise. He reigns with providential care over the universe and the flow of human history goes according to His purposes and plan.

1 2 3 4 5 6

3. **About Jesus**-Jesus Christ is the Son of God. He is co-equal with the Father. Jesus has eternally existed and became man at His incarnation. He lived a sinless human life and offered himself as the perfect sacrifice for the sins of all people by dying on a cross. He bodily arose from the dead after three days to demonstrate His power over sin and death. He ascended to Heaven's glory and will return again someday to earth to reign as King of Kings and Lord of Lords.

1 2 3 4 5 6

4. **About the Holy Spirit**-He is the third person of the Trinity. He guides men into all truth, exalts Christ, convicts of sin, righteousness and judgment, cultivates Christian character, comforts believers, bestows spiritual gifts by which believers serve God and seals the believer unto the day of final redemption. His presence in the lives of believers is the assurance of God to bring us into the fullness of the stature of Christ.

1 2 3 4 5 6

5. About Scriptures-The Bible is God's Word to us. It was written by human authors, under the supernatural guidance of the Holy Spirit. It is the supreme source of truth for Christian beliefs and living. Because it is inspired by God, it has salvation for its end and is truth without any mixture of error.

1 2 3 4 5 6

6. About Human Beings-People are made in the image of God and are the supreme object of God's creation. All of us are marred by an attitude of disobedience toward God called sin. Sin separates people from God and causes many problems in life.

1 2 3 4 5 6

7. About Salvation--Salvation is God's free gift to us, but we must accept it. We can never make up for our sin by self-improvement or good works. Only by trusting Jesus Christ as God's offer of forgiveness can anyone be saved from sin's penalty. When we turn from our self-ruled life and turn to Jesus in faith we are saved. Eternal life begins the moment one receives Jesus Christ into his life by faith.

1 2 3 4 5 6

8. About Eternal Security-Because God gives us eternal life through Jesus Christ, the true believer is secure in that salvation for eternity. If you have been genuinely saved, you cannot "lose " your salvation. Salvation is maintained by the grace and power of God, not by the self-effort of the Christian. It is the grace and keeping power of God that gives us this security.

1 2 3 4 5 6

9. About Eternity-People were created to exist forever. We will either exist eternally separated from God by sin or eternally with God through forgiveness and salvation. To be eternally separated from God is Hell. To be eternally in union with Him is eternal life. Heaven and Hell are real places of eternal existence.

1 2 3 4 5 6

10. About Baptism by Immersion-We believe that scriptural baptism must be: (1) by being completely immersed under the water and (2) after salvation. Jesus was immersed and all baptisms in the New Testament were by immersion. These two facts sets the standard for baptism today. Baptism has no saving power but is the first act of obedience symbolizing (1) the believer's faith in the death, burial, and resurrection of Jesus, (2) the believer's death to sin and resurrection to walk anew in Christ, and (3) the Christian's belief that he will die, be buried, and that Jesus will resurrect him from the dead.

1 2 3 4 5 6

11. **About the Lord's Supper**-The Lord's Supper is a symbolic act of obedience whereby believers remember the death of the Lord Jesus and anticipate His second coming. The bread is symbolic of His body and the juice represents His blood.

1 2 3 4 5 6

12. **About Tithing**-We believe in giving the tithe-ten percent of our gross income (not net income)-as the biblical standard of giving. The tithe is to be given as an undesignated offering to the "storehouse" ministry of a local church. According to the Scriptures, we are to give cheerfully, regularly, systematically, proportionately, and liberally for the advancement of the Redeemer's cause on earth.

1 2 3 4 5 6

13. **About Evangelism**-It is the duty of every born again follower of Jesus Christ and of every church to endeavor to make disciples of all men everywhere. It is the command of Christ for every believer to seek constantly to win the lost to Christ by personal effort and by all other methods in harmony with the gospel of Christ.

1 2 3 4 5 6

14. **About the Church**-A New Testament church of the Lord Jesus Christ is a local body of baptized believers who are associated by their common faith and fellowship with Jesus. A local church is to observe the two ordinances: (1) baptism and (2) the Lord's Supper. The church should exercise their God- given gifts and extend the gospel to the ends of the earth. The church is an autonomous body serving under the Lordship of Christ. All members are equally responsible as they serve with the scriptural officers of the church, the pastors and deacons.

1 2 3 4 5 6

15. **About Christian Unity**-To live in harmony with other believers is clearly the teaching of the New Testament. It is the responsibility of each believer to endeavor to live in fellowship with each member of the congregation. It is further the responsibility of each member to bring all gossiping and backbiting to an end.

1 2 3 4 5 6

What I Believe Survey

Answer the following questions to the best of your ability.

1. Why and how do we receive spiritual gifts? _____

2. Name five spiritual gifts. Where are spiritual gifts named in the Bible? _____

3. Who wrote the Bible? _____

4. What is the original language of the Old Testament? The New Testament? _____

5. Which translation of the Bible do you prefer and why? _____

6. What happens to the Christian at Judgment Day? _____

7. At what point does the Christian receive the Holy Spirit and what is His role in the life of a Christian?

8. Who receives the gift of tongues? _____

Understanding that God is witness to your responses, please answer the following:

Do you tithe on your gross household income? _____

Do you regularly attend Bible Study at Noon on Tuesday OR Wednesday evenings? _____

Do you regularly attend Sunday School? _____ If yes, which class? _____

Do you regularly attend Sunday worship? _____ If yes, which one? _____

My responses have been truthful and completed to the best of my ability.

Signed: _____

Date: _____