

GOD'S PLEASURE AT WORK

Group Facilitator's Guide

For helping adults to have meaningful generational conversations with young people

(adapt this Guide to fit your group)

Welcome to a learning adventure the likes of which you may have never experienced before!

By a “group” we mean either a church small group (such as a home group or adult Sunday School class), a school group (such as a group of teachers or a group of parents), a homeschool co-op class, or perhaps a neighborhood group of friends.

This Guide was written for the Group Facilitator only, and is not to be shared with the members of your group.

At first glance, this Guide may appear a bit intimidating. Take heart! We just feel it is better to give the Group Facilitators more information than not enough information.

Bear the following main points in mind:

1. **You and your group members are changing lives**, and shaping culture. You are affecting the course of history.
2. **You do not need to be an “expert” in the subject matter!** The members of the group will study the course content for themselves, via the e-text and embedded video clips that are read/watched on their own, between meetings. You will, however, be introducing the group to 9 “conversation tools” throughout the full course. This Facilitator’s Guide will provide everything you need to be successful in introducing these tools to your group. (But it will take a bit of effort on your part.)
3. The *God’s Pleasure At Work* course is a way to **facilitate generational conversations** with young people about things that matter, particularly this thing called “work.”
4. These generational conversations may happen between parents and their children, or between grandparents and their grandchildren, or between aunts and uncles and their nieces or nephews, or between teachers and their students, or between any older mentor and a young mentee who is **between the ages of 8 and 18**.

This course is designed to encourage relational, one-on-one dialogue between a mentee (8-18 years old) and a mentor (parent/grandparent/teacher/uncle, etc.) who is interested in the welfare of the next generation. The group meetings described in this Guide are occasions for the mentors to share with each other, and are not intended for the mentees to attend. At the group meetings, mentors will receive some basic instruction in how to use a particular “conversational tool,” and talk about how their experience with their mentee is going at home, or school. It is also a time for corporate prayer.

The main instruction that occurs during the group meetings is for the mentors to learn how to use 9 “tools” for aiding in conversations with their mentees. There are 6 meetings in which such instruction takes place. These meetings are identified as “Instructional” meetings below, in contrast to “Sharing” times. All members should attend at least the 6 “Instructional” meetings.

Between meetings each mentor will read about 35 pages in the e-text, and view the embedded video clips. It is possible to read the e-text and view the videos mentor with mentee, if desired.

Each group participant should plan on spending at least 45-minutes between meetings reading the e-text and watching the short video clips embedded in the text. They should also plan on spending at least 45-minutes between meetings conversing with young folk about the contents of the e-text, using the tools for conversations. This is 1.5 hours between each meeting: 45-minutes of study (reading/viewing videos) + 45 minutes of conversation with a young person (or group of young persons, as in a school setting) between each meeting.

If any group member is unable to devote at least 1.5 hours between meetings to this project for the duration of the course, they should wait until they can arrange their schedule to do so. This level of commitment should be clearly communicated to the group members ahead of time. If a parent feels they don’t have sufficient “bandwidth” to carve out 1.5 hours between meetings, have them see if a grandparent can do so. Or an aunt or uncle.

“Instructional” meetings follow this general time-frame (if 90-minute meetings):

- 1. 5 minutes for opening prayer and welcome**
- 2. 20 minutes sharing “ah-ha” moments from reading the e-text and viewing the videos between meetings**
- 4. 20 minutes sharing how the use of the conversational tools went with their child(ren)/students at home or school between meetings**
- 5. 45 minutes of instruction about a particular conversational teaching tool that will be used with child(ren)/students by participants (at home or school between meetings)**
- 6. Closing prayer**

“Sharing” meetings are entirely devoted to discussing the e-text, sharing how it went during the week with mentees, and prayer.

Gathering Your Group and Setting the Tone

- When forming a group in a church, school, homeschool, or neighborhood setting, sending this link from the following Worldview Matters® blog will serve as good introduction to the course: <http://biblicalworldviewmatters.blogspot.com/2017/12/take-it-from-high-school-student-who.html>. Also, you may send the following link, which is a 90-second video clip about the course: https://youtu.be/4CJt_CxbaYo
- If you are leading a group of parents, it is recommended that husbands and wives attend group meetings together. But it is possible that childcare or other circumstances may make it difficult for both to attend. This is not a problem.
- If your group is meeting as an Adult Sunday School class in a church setting, this would be a 1-quarter experience, meeting weekly for 12 weeks. But some groups may prefer to meet once a month over 6 months. The exact number of meetings is your decision.

Two pages forward, you will see a “6-Meeting Syllabus.” This lays out the content for the 6 “Instructional Meetings,” in which you, the Group Facilitator, will be providing instruction on particular tools for conversations at home or school. If your group is meeting only once per month for 6 months, then you would only have these 6 “Instructional” meetings. But if your group were to meet weekly during 1 quarter as an Adult Sunday School class, you would have 12 meetings, with the 6 “Instructional” meetings plus 6 “Sharing” meetings between, as follows:

Instructional Meeting (1): Follow instructions for “Meeting 1” given on the 6-Meeting Syllabus

Sharing Meeting (2): Discuss “ah-ha” moments, discussion questions, share reports on how things went at home or school with the young people, and view selected video clips as desired

Instructional Meeting (3): Follow instructions for “Meeting 2” given on the 6-Meeting Syllabus

Sharing meeting (4): Discuss “ah-ha” moments, discussion questions, share reports on how things went at home or school with the young people, and view selected video clips as desired

Instructional Meeting (5): Follow instructions for “Meeting 3” given on the 6-Meeting Syllabus

Sharing Meeting (6): Discuss “ah-ha” moments, discussion questions, share reports on how things went at home or school with the young people, and view selected video clips as desired

Instructional Meeting (7): Follow instructions for “Meeting 4” given on the 6-Meeting Syllabus

Sharing Meeting (8): Discuss “ah-ha” moments, discussion questions, share reports on how things went at home or school with the young people, and view selected video clips as desired

Instructional Meeting (9): Follow instructions for “Meeting 5” given on the 6-Meeting Syllabus

Sharing Meeting (10): Discuss “ah-ha” moments, discussion questions, share reports on how things went at home or school with the young people, and view selected video clips as desired

Instructional Meeting (11): Follow instructions for “Meeting 6” given on the 6-Meeting Syllabus

Sharing Meeting (12): Discuss “ah-ha” moments, discussion questions, share reports on how things went at home or school with the young people, and view selected video clips as desired

Please have each group participant order the “God’s Pleasure At Work Curriculum Pack” at least 10 days prior to the first meeting. This Curriculum Pack includes the e-text, over 50 video clips, a 48-page, full-color Participant Guide and *The Lost Purpose for Learning* book. The “God’s Pleasure At Work Curriculum Pack” may be purchased [here](#).

Group meetings should be at least 90-minutes in length.

Before you start facilitating your group, please read the entire e-book for yourself. This will give you the main content for the course. It is important that you are familiar with the content of this book prior to facilitating a group.

For Those Who May Not Be Part Of A Group

You may have purchased the *God’s Pleasure At Work Curriculum Pack* as a parent wanting to take just your own children through the process. Great!

Our suggestion is that you follow the “6-Meeting Syllabus” on the next page as a guide, using your own timeframe, with your own schedule between.

Whether you will read the e-text on your own and then “summarize” it for your child/ren, or you have your older child/ren read it for themselves and then discuss it with you, or you read it together, is your call. Either way, we highly recommend that you view the video clips together with your child/ren. These clips will prompt great discussion on their own!

Syllabus for the 6 “Instructional Meetings”

Meeting	In-Meeting Activities	Text Readings/Viewings Between Meetings	Participant Guide Work Between Meetings	Applications Between Meetings
1	Welcome/Orientation Leader introduces 3 tools: <i>“99 Truths about Work” (long & short)</i> <i>“Questions for Contextualizing Work”</i> <i>“Awesome Activator” (dishwashing)</i>	Read e-text Chapter 1-5 View all videos in the e-text. (note any “ah-ha” moments to share with the group at the next meeting)	View “Overview for Chapters 1-5” video at end of Chapter 5, and fill in the blanks of the Guide while watching the video (bring the Guide to the next meeting)	Discuss 1 statement in the “99 Truths” list per day (if possible) with family or students; discuss “Questions for Contextualizing Work” in relation to current work done by self and family members or students; fill out the “Awesome Activator” in relation to your own work, and teach family members or student how to fill out this tool for themselves
2	Share “ah-ha” moments from reading between meetings; share “Awesome Activator” plan, and how using this tool went with family members or students. Leader introduces the “DADI Plan” tool	Read e-text Chapter 6-8 View all videos in the e-text. (note any “ah-ha” moments to share with the group)	View “Overview for Chapters 6-8” video at end of Chapter 8, and fill in the blanks of the Guide while watching the video (bring the Guide to the next meeting)	Discuss 1 statement in the “99 Truths” list per day (if possible) with family or students; fill out a “DADI Plan” for your own work; teach family members or students how to fill out a DADI Plan for themselves
3	Share “ah-ha” moments from reading; share personal “DADI Plan” and how using this tool went with family members or students. Leader introduces the “Conversation Starter” tool and the “Activity Contextualizer” tool	Read e-text Chapter 9-12 Read <i>The Lost Purpose for Learning</i> (note “ah-ha” moments to share)	View “Overview for Chapters 9-12” video at end of Chapter 12, and fill in the blanks of the Guide while watching the video (bring the Guide to the next meeting)	Discuss 1 statement in the “99 Truths” list per day (if possible) with family or students; fill out a “Conversation Starter” in relation to a topic of your choice; fill out an “Activity Contextualizer” in relation to your own work; teach family members or students how to use the Conversation Starter and Activity Contextualizer for themselves
4	Share “ah-ha” moments from reading; share personal “Conversation Starter” or “Activity Contextualizer” and how using these tools went with family members or students. Leader introduces the “Truth & Baloney Detector” tool	Read e-text Chapter 13-18 (note “ah-ha” moments to share)	View “Overview for Chapters 13-18” video at end of Chapter 18, and fill in the blanks of the Guide while watching the video (bring the Guide to the next meeting)	Discuss 1 statement in the “99 Truths” list per day (if possible) with family or students; fill out a “Truth & Baloney Detector” for yourself; teach family members or students how to use the Truth & Baloney Detector for themselves
5	Share “ah-ha” moments from reading; share personal “Truth & Baloney Detector” and how using this tool went with family members (or students). Leader introduces the “Biblical Worldview Finder” and “Personal Board of Directors” tools	Read e-text Chapter 19-24 (note “ah-ha” moments to share)	View “Overview for Chapters 19-24” video at end of Chapter 24, and fill in the blanks of the Guide while watching the video (bring the Guide to the next meeting)	Discuss 1 statement in the “99 Truths” list per day (if possible) with family or students; fill out a “Biblical Worldview Finder” exercise for yourself; teach family members or students how to use the Biblical Worldview Finder tool, and teach them the “Personal Board of Directors” exercise
6	Share “ah-ha” moments from reading; share personal “Biblical Worldview Finder” exercise or “Personal Board of Directors” exercise and how using these tools went with family members or students; share final thoughts	None	None	None

Pointers for Parents, Grandparents or Mentors

on how to have a meaningful conversation with any young person

This course is designed to facilitate meaningful conversations between older people and younger people, such as teachers with students, and parents, grandparents or mentors, with young people. Some call it, “generational dialogue.”

Numerous discussion questions are supplied in the text. In addition, video clips and various teaching tools in this course provide helpful starting points for meaningful conversations.

For school teachers, there is a structure to the day that lends itself to having conversations. For example, history class meets 4th period for 45 minutes on M-F, etc. Meaningful discussions related to the ideas on this course can happen in any class. High school teachers may be using *God’s Pleasure At Work* as a special focus for a business class, an economics class, or a Bible class. Conversations easily can be built in to such structures.

But if you’re a parent, grandparent or mentor-friend, these kinds of structures don’t normally exist. It may help, therefore, to create a structure (even a temporary one), to get the most benefit from the content by engaging in meaningful conversations. Meaningful conversations will bring you closer to helping young people to find God’s perspective on what they do every day, both now and in the future.

Should your son/daughter/mentee read the text independently, or read it together with you? This is an individual decision only you can make. For younger children, a parent or grandparent may want to become familiar with the text so they may share insights verbally, and just watch video clips together and discuss the application tools.

As you use the conversational “tools” together, your son-daughter/grandson-daughter/mentee, will likely have insights of their own. Let them share freely.

For additional tips for great conversations, check out these resources (use Google search):

[*How to Talk to Any Young Person: An Intergenerational Conversation Toolkit*](#) (A resource of the Fuller Youth Institute)

Here’s some good advice from a Jewish mother: [*How to Have a Conversation with Your Children*](#) (by Mirish Kiszner)

This short article has helpful points: [*Meaningful Conversation with your Child*](#) (by China Hill)

This book for grandparents is a great one: [*Biblical Grandparenting*](#) (by Josh Mulvihill)

[Print this single page and pass it out to your group members at the first meeting.]

First Instructional Meeting:

Things to have ready for this meeting (handouts are located in the Appendix):

Finger food

Participant Guides (1 per couple or single)

Copies of “99 Truths about Work” short form (on 3-hole punch paper)

Copies of “99 Truths about Work” long form

Copies of “Questions for Contextualizing Work”

Copies of the *Awesome Activator* tool, blank template

Copies of the *Awesome Activator* tool, dishwashing example

For yourself only: Instructions on how to introduce the *Awesome Activator* tool

Optional: Colored candy for suggested “get-to-know-you” activity (explained below)

- Please start the meetings on time and end on time, every time.
- **Step 1:** Provide **finger food and juice/coffee** for the group. This relaxes people, and helps break the ice. (Perhaps responsibility for brining finger food can be share among the various group members.)
- Allow time at the first meeting for people to get to know one another, unless everyone is already acquainted. If people are willing to share a bit about their children, or talk about their line of work, this is good. Your role as the facilitator is to help make such introductions easy and pleasant.¹
- **Step 2:** Lead the group in **prayer**, asking God’s blessing on your time together.
- **Step 3:** Pass out the **Participant Guides**, 1 per couple or single. (Suggest they put their names and contact information on the inside cover.)

¹ A possible get-to-know-you activity is to give each couple and single a small, unopened package of colored candies. Ask each person to pick out two pieces of different colored candy. After they have chosen their colors, hold up a large piece of paper (or small whiteboard) that displays the following list:

- Red – favorite hobbies
 - Green – favorite place on earth
 - Blue – favorite memory
 - Yellow -dream job
 - Orange – Wildcard (tell us anything about yourself, or something your adorable child once said, etc.)
- Participants select one of the colors from the two they choose, and share accordingly. [If this activity doesn’t grab you, try googling “ice breaker ideas.”]

- **Step 4:** Explain that the course content is to be studied independently (outside of the group meetings) through the reading of the e-text, *God's Pleasure At Work*, while the time at the group meetings is spent discussing what was read, and participating in group exercises around various teaching tools introduced throughout the course.
- **Instruct the group to read the e-text through the end of Chapter 5 before the next "Instructional" meeting, and to view the video clips embedded in that portion of the text.**
- Ask the group to come to the next meeting prepared to share at least one "ah-ha" moment (or important highlight) from their reading.
- Let the group know they will be filling in blanks in the Participant Guide at home while watching a short video clip, and ask them to bring the Participant Guide with them to the meetings. A link to the "Participant Guide Overview for Chapters 1-5" video clip is in the e-text at the end of chapter 5.

The Participant Guide video is to be viewed after their reading of chapters 1-5 in the e-text, as a reinforcement of key concepts. The overview video will walk them through the process of filling in the blanks in the Participant Guide.

- **Step 5:** Allow 45 minutes at the first meeting for introducing the following resources:
 - 1) **99 Truths about Work, Economics and Human Flourishing**
 - 2) **Question for Contextualizing Work**
 - 3) **Awesome Activator tool**

Complete instructions on how to introduce each of the above resources are included in the Appendix. Copy off these instructions for your use at the Instructional meetings.





BEWEEN-MEETING CONTACT

This course is a “team effort,” and guess what...you are the coach!

But don't let that scare you. It isn't *that* difficult.

It is recommended that you contact each group member by phone one time between each meeting. If a husband and wife can be on the phone together with you, this is best. But if only one spouse can chat, no problem. Five minutes is fine. If people want to talk longer, provide a listening ear.

The purpose of the call is to not only show you are interested, but to encourage group members.

Avoid asking questions that can be answered with a “yes,” a “no,” or a “fine.” ‘How’s it going?’ just doesn’t cut it.

Try one of these questions to stimulate conversation:

What’s the most encouraging thing that has happened this week, in connection with the course?

What are some of the “ah-ha” moments you’ve had so far in your reading of the text, or your viewing of the videos? Is there anything in particular that has “resonated” with you?

What would you like to see happen with your son/daughter/students in connection with their work?

Tell me about how things went using the _____ tool for yourself. With your children/students. [If people are having difficulty getting started, you might ask if they want to focus on something at home, at the jobsite or in the community. Or ask them if there is any specific area of their work that God might be speaking to them about.]

Is the Lord saying anything in particular to you through this course, so far?

Is anything getting in the way of the course?

How can I best pray for you? [Pray right then.]

Second Instructional Meeting:

Things to have ready for this meeting (handouts are located in the Appendix):

Finger food

Copies of “DADI Plan” blank template (on 3-hole punch paper)

Copies of “DADI Plan” George Washington Carver example

Copies of “DADI Plan” William Wilberforce example

For yourself only: Instructions on how to introduce the *DADI Plan* tool

- Prior to this meeting, send out an e-mail (or text message) 3 days ahead, reminding them to bring their Participant Guides to the meeting (with blanks filled in), and to bring handouts from the first instructional meeting in a 3-ring binder.
- Start on time, and end on time.
- **Step 1:** Have some finger food and juice/coffee.
- **Step 2:** Lead the group in **prayer**, asking God’s blessing on your time together.
- **Step 3:** Have group members share at least one “ah-ha” moment they had when reading chapters 1-5 and viewing the video clips at home. You may have to get the discussion started by sharing an “ah-ha” moment you had for yourself. If anything in the reading and viewing since the last meeting was of particular interest, or significance, this is the time to **talk about it** with the group. *Talking about these things serves to reinforce the “resonance” in their own hearts and minds.* Giving people a place to talk, surrounded by listening ears, is the idea. If group members need to refresh their memory on the content of the first 5 chapters, it may be helpful to have the group view the “Participant Guide Overview from Chapters 1-5” video together.
- **Step 4:** Instruct the group to read chapters 6-8 in the e-book before the next meeting, and to view the video clips embedded in the e-text. Ask them to come prepared next time to share at least one “ah-ha” moment from their reading/viewing with the group. Also ask the group to watch the **Participant Guide Overview #2** video clip via the link provided at the end of chapter 8 in the e-text, and to fill in the blanks of the Guide while viewing the video clip.

- **Step 5:** Have members share **how it went at home/school using the *Awesome Activator* tool**, either for themselves or with their children/students. As a facilitator, your role is to make sure everyone has an opportunity to speak, without one person dominating the conversation.
- **Step 6:** Allow 45 minutes to introduce the group to the *DADI Plan* tool. Complete instructions on how to do this are in the Appendix.

Third Instructional Meeting:

Things to have ready for this meeting (handouts are located in the Appendix):

Finger food

Copies of “Conversation Starter” blank template (on 3-hole punch paper)

Copies of “Activity Contextualizer” blank template

Copies of “Conversation Starter” topic of plants example

Copies of “Activity Contextualizer” activity of oil painting example

For yourself only: Instructions on how to teach the *Conversation Starter* and *Activity Contextualizer*

- Prior to the third meeting, send out an e-mail 3 days ahead, reminding them to bring their Participant Guides and 3-ring binder with handouts from the previous meetings.
- Start on time, and end on time.
- **Step 1:** Have some finger food and juice/coffee.
- **Step 2:** Lead the group in **prayer**, asking God’s blessing on your time together.
- **Step 3:** Have group members share at least one “ah-ha” moment they had when reading chapters 6-8 and/or viewing the video clips. If group members need to refresh their memory on the content of chapters 6-8, it may be helpful to have the group view the “Participant Guide Overview from Chapters 6-8” video together.

- **Step 4:** Instruct the group to read chapters 9-12 in the e-book before the next meeting, and view the video clips. Included in this section the essay, *The Lost Purpose for Learning*, included in the God’s Pleasure At Work Curriculum Pack. Ask the group to come prepared next time to share at least one “ah-ha” moment from this book with the group. Also ask the group to watch the **Participant Guide Overview #3** video clip via the link provided at the end of chapter 12 in the e-text, and to fill in the blanks while viewing the video clip.
- **Step 5:** Have members share **how it went using the DADI Plan** with their children/students.
- **Step 6:** Allow 45 minutes to practice the *Conversation Starter* and the *Activity Contextualizer*. Complete instructions are in the Appendix.

Fourth Instructional Meeting:

Things to have ready for this meeting (handouts are located in the Appendix):

Finger food

Copies of “Truth & Baloney Detector” blank template (on 3-hole punch paper)

Copies of “Truth & Baloney Detector” Reading Rainbow TV program example

For yourself only: Instructions on how to teach the *Truth & Baloney Detector* tool

- Prior to the meeting, send out an e-mail 3 days ahead, reminding them to bring their Participant Guides with them (with blanks filled in), and their 3-ring binders with handouts from previous meetings.
- Start on time, and end on time.
- **Step 1:** Have some finger food and juice/coffee.
- **Step 2:** Lead the group in **prayer**, asking God’s blessing on your time together.

- **Step 3:** Have group members share at least one “ah-ha” moment they had when reading chapters 9-12 and viewing the video clips. If group members need to refresh their memory on the content of chapters 9-12, it may be helpful to have the group view the “Participant Guide Overview from Chapters 9-12” video together.
- **Step 4:** Instruct the group to read chapters 13-18 in the e-book before the next meeting, and viewing the video clips embedded in the text. Ask them to come prepared next time to share at least one “ah-ha” moment from their reading/viewing with the group. Also ask the group to watch the **Participant Guide Overview #4** video via the link provided at the end of chapter 18 in the e-text, and to fill in the blanks.
- **Step 5:** Have members share **how it went at home/school using the *Conversation Starter* and the *Activity Contextualizer*** with their children/students.
- **Step 6:** Allow 45 minutes to practice the *Truth & Baloney Detector*. Complete instructions are located in the Appendix.

Fifth Instructional Meeting:

Things to have ready for this meeting (handouts are located in the Appendix):

Finger food

Copies of the “Biblical Worldview Finder” blank template (on 3-hole punch paper)

Copies of the “Personal Board of Directors” exercise blank template

For yourself only: Instructions on how to teach the *Biblical Worldview Finder* and *Personal Board of Directors* exercise

- Prior to the meeting, send out an e-mail 3 days ahead, reminding them to bring their Participant Guides with them to the meeting (with blanks filled in), and their 3-ring binders with handouts from previous meetings.
- Start on time, and end on time.
- **Step 1:** Have some finger food and juice/coffee.

- **Step 2:** Lead the group in **prayer**, asking God’s blessing on your time together.
- **Step 3:** Have group members share at least one “ah-ha” moment they had when reading chapters 13-18 and viewing the video clips. If group members need to refresh their memory on the content of chapters 13-18, it may be helpful to have the group view the “Participant Guide Overview from Chapters 13-18” video together.
- **Step 4:** Instruct the group to read chapters 19-24 in the e-book before the next meeting, and viewing the video clips embedded in the text. Ask them to come prepared next time to share at least one “ah-ha” moment from their reading/viewing with the group. Also ask the group to watch the **Participant Guide Overview #5** video clip via the link provided at the end of chapter 24 in the e-text, and to fill in the blanks.
- **Step 5:** Have members share **how it went at home/school using the *Truth and Baloney Detector*** with their children/students.
- **Step 6:** Allow 45 minutes to introduce and practice the *Biblical Worldview Finder*, and also the *Personal Board of Directors* exercise. Complete instructions are located in the Appendix.

Sixth Instructional Meeting:

- Prior to the meeting, send out an e-mail 3 days ahead, reminding them to bring their Participant Guides with them to the meeting (with the blanks filled in), and their 3-ring binders with handouts from previous meetings.
- Start on time, and end on time.
- **Step 1:** Have some finger food and juice/coffee.
- **Step 2:** Lead the group in **prayer**, asking God’s blessing on your time together.
- **Step 3:** Have group members share at least one “ah-ha” moment they had when reading chapters 19-24 and viewing the video clips. If group members need to refresh their memory on the content of chapters 19-24, it may be helpful to have the group view the “Participant Guide Overview from Chapters 19-24” video together.

- **Step 4:** Have members share **how it went at home/school** using the *Biblical Worldview Finder*, either for themselves or with their own children/students. Also have them share anything they may want to share about the *Personal Board of Directors* exercise.

To wrap up the course: Ask the members to share what the most significant highlight was for them.

Close in prayer.

Thank you so much for your willingness to facilitate the *God's Pleasure At Work* course with your small group. Blessings on you!



APPENDIX

Copy off handouts on 3-hole punch paper, so participants may keep them in a 3-ring binder:

1st Instructional Meeting:

[99 Truths about Work, Economics and Human Flourishing \(short form\)](#)

[99 Truths about Work, Economics and Human Flourishing \(long form\)](#)

[Questions for Contextualizing Work](#)

[The Awesome Activator blank template](#)

[The Awesome Activator dishwashing example](#)

Copy off “Instructions for Introducing the ‘99 Truths about Work,’ located in this appendix,” for yourself only

Also copy off “Instructions for Introducing the *Awesome Activator*” for yourself only

2nd Instructional Meeting:

[The DADI Plan blank template](#)

[DADI Plan George Washington Carver example](#)

Copy off “Instructions for Introducing the *DADI Plan*” (in this appendix) for yourself only

3rd Instructional Meeting:

[The Conversation Starter blank template](#)

[Conversation Starter plants example](#)

[Questions for Contextualizing Subject Matter](#)

[The Activity Contextualizer blank template](#)

[Activity Contextualizer oil painting example](#)

Copy off “Instructions for Introducing the *Conversation Starter* and the *Activity Contextualizer*” for yourself only

4th Instructional Meeting:

[The Truth & Baloney Detector blank template](#)

[Truth & Baloney Detector Reading Rainbow TV program example](#)

Copy off “Instructions for Introducing the *Truth and Baloney Detector*” for yourself only

5th Instructional Meeting:

[The Biblical Worldview Finder blank template](#)

Copy off “Instructions for Introducing the *Biblical Worldview Finder* and *Personal Board of Directors Exercise*” for yourself only

6th Instructional Meeting: No handouts

Instructions for Introducing the “99 Truths about Work” and “Questions for Contextualizing Work” tools

Prior to the group meeting, make copies of the “99 Truths about Work, Economics and Human Flourishing” document, in the short form as well as the long form. Also make copies of the “Questions for Contextualizing Work” document.

Copy these on 3-hole punch paper so participants may put them into a 3-ring binder.

Some parents/teachers may ask, “What do you mean by ‘theology of work?’” Not only is it important for teachers and parents to understand what this means, but for them to be able to explain what this is about to others who might ask.

The “99 Truths about Work, Economics and Human Flourishing” document answers the question of “what is meant by theology of work?” But more than giving meaning to a term, the “99 Truths about Work, Economics and Human Flourishing” document is used in conjunction with many of the practical teaching tools introduced in this course.

To become very familiar with the concept of “theology of work,” and the biblical view of work, economics and human flourishing in general, ask participants to “chew” on one truth per day. That is, read one of the 99 truths each day, along with the Scripture provided in the long form of the document, and think about it a bit.

A truth per day keeps ignorance away.

Instruct participants to read and think about one of the “99 Truths about Work, Economics and Human Flourishing” per day, if possible, reading the Scripture provided in the long form, and thinking about that truth.

One way to do this is read one truth with Scripture per day at family meal times at home. In this way, the whole family may benefit.

Teachers in Christian schools may read one truth with Scripture per day with students during class “devotions time.”

Skim through the 99 truths together, picking some that strike particular interest.

Introduce the “Questions for Contextualizing Work” document as a reference tool that will often be used with various teaching tools introduced in this course.

Suggestion: After passing out the “Questions for Contextualizing Work” document, have participants who are teachers select one question that relates especially well to some particular work they are currently asking students to do. This could be solving math problems, writing an essay, creating a piece of artwork, memorizing lines for the school play, participating on the school soccer team, learning to read, studying plants, etc.

Have all the participants suggest possible answers to the question, in relation to the particular work identified above.

If there are no teachers in your group, have the parents answer the question with respect to any homework that is currently being done by their children.

Instructions for Introducing the “Awesome Activator” tool

Prior to your group meeting, make copies of the Awesome Activator template (blank copy), and the Awesome Activator example of dishwashing. Copy these on 3-hole punch paper.

It’s one thing to get rid of the sacred-secular divide in our thinking, and it’s another thing to put a wholistic biblical view into practice. The key to putting things into practice is to be *intentional* about it. With this in mind, a number of practical application tools are used with children/students.

The first practical tool is called the **Awesome Activator**.

With this tool, the two other resources introduced earlier are required, namely: **99 Truths about Work, Economics and Human Flourishing**, and **Questions for Contextualizing Work**.

The *Awesome Activator* printed template may be used with students of upper elementary age or higher, but the printed template is not intended for use with younger ones.

Let the participants know that the idea behind the printed template is to provide a discussion guide, but the printed *form* itself is not the important thing. With very young children, parents/teachers will walk through the process verbally, using language that is easily understood by the child. This same principle holds true for the information contained in the *99 Truths* document and the *Questions for Contextualization*. Teachers/parents of young children will have to put these ideas into age-appropriate language, verbally shared, and not expecting the child to read the documents. Parents/teachers will need to be selective in which of the *99 Truths* and *Questions* they will discuss, and use common sense. With students/children in the upper elementary grades, or higher, the written forms of all documents are very appropriate.

On the first page of the **Awesome Activator**, there is a circle inside a large box. The first step is to write whatever work activity you and the students will focus upon inside that circle. Make it relevant to what the children/students actually do. For example, you might want to focus on “learning to read,” or “learning to do algebra,” or “learning to speak Spanish.”

The next step is to take a look at the **99 Truths about Work, Economics and Human Flourishing** document, and consider *which of these truth statements relate directly to the work activity you and the students/children are focusing on.*

For the sake of practice, have the participants focus on the work of *dishwashing*.

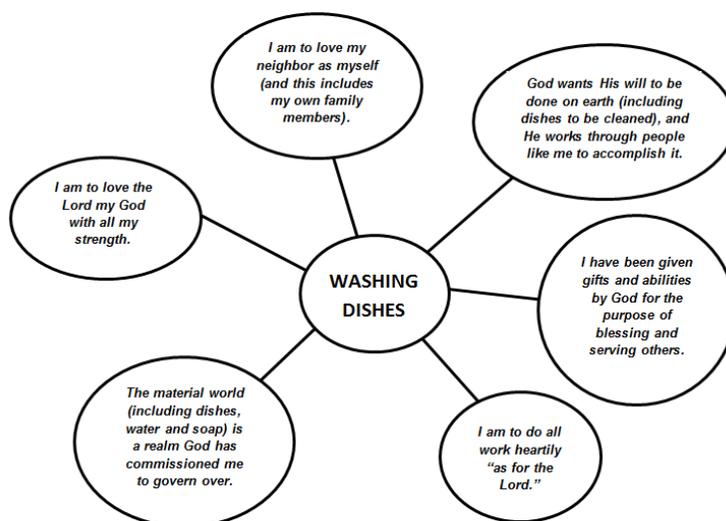
Have them place a small checkmark next to *any* of the “99 Truths” that *directly relate to washing dishes*. Discuss as a group.

The next step is to look over the list of **Questions for Contextualizing Work**, and think about which of these questions relate directly to the particular work focus. (Not all of the contextualizing questions will relate directly to the work you are focusing upon. Just skip those that don't apply.)

Have participants look over the list of “Questions for Contextualizing Work,” and place a small checkmark next to any questions that are particularly appropriate for *washing dishes*. Discuss as a group.

After considering how the *99 Truth* statements and *Contextualizing Questions* relate to dishwashing, have the participants write 5-6 connections between the “big picture” of the biblical worldview and dishwashing.

Have them write these connections in “bubbles” around the work focus on the blank template, connecting them to the work focus with lines, as illustrated below.



On the second page of the *Awesome Activator*, have participants answer the 3 questions given, in relation to dishwashing. Here are some possibilities:

1. Ways I could see myself applying Biblical Truths (as shown in the outer bubbles) to my endeavor (shown in the middle):

I could see washing dishes as an act of loving service to my family, and it could be a direct expression of my love for those who are closest to me.

I could see washing dishes as an act of service to God Himself, and as fulfillment of His commission for me to govern over all the earth—including water, soap, cups and plates.

2. Skills I must develop (or preparation I must make) in order to succeed: [Training? Discipline? Research?]

I must be convinced that dishwashing is the will of God for me, and that He wants His will to be done on earth as it is in heaven through me in this way.

I must be conscious of the fact that when I am washing dishes, I am doing work that God wants done.

I must keep in mind that I am washing the dishes as though Jesus were going to eat on them.

I must fully realize that I am loving and serving God and others through washing dishes.

3. Action steps I will take:

I will put a little sign near my sink that reads: “Here I directly serve God, love others, and fulfill my role of governing over the material world.”

I will use my dishwashing time as a time of practical discipleship, putting my faith into action in a very real and practical way.

I will wash dishes regularly and consistently “as unto the Lord,” in a timely and organized fashion.

Pass out the completed Awesome Activator example of *dishwashing* so they can put this into their 3-ring binders.

Before finishing the group guided practice, have each member determine which work focus they will put into the center of the Awesome Activator when doing it for themselves.

Also let the group know that each of them will be given time at the next meeting to share how things went using the tool with their children or students.

Conclude with prayer.

Instructions for Introducing the “DADI Plan” tool

Prior to your group meeting, make copies of the DADI Plan template (blank copy), and the DADI Plan examples of George Washington Carver. Copy this on 3-hole punch paper.

Also prior to instruction, remind the participants to bring copies of “99 Truths about Work, Economics and Human Flourishing,” and “Questions for Contextualizing Work” distributed earlier.

“DADI” is an acronym for **DISCOVER, APPLY, DEVELOP** and **IMPLEMENT**. The DADI Plan starts out by asking this question:

With respect to my work as _____ what can I “DADI” (Discover, Apply, Develop, Implement) in connection with the biblical view of God, Creation, Humanity, Moral Order or Purpose?

In the above question, there is a blank to fill in. That’s where you put whatever kind of work you (or the students) do, or whatever particular aspect of your work you want to focus upon.

For example, if you are a student, you can fill in the blank in a general sense with “my work as *a student*,” or more specifically with, “my work as *the goalie of the soccer team*,” or, “my work as *a member of the school band*.” If you are a plumber, you could fill in the blank in a general sense with “my work as *a plumber*,” or if you are a plumber who submits bids on large construction jobs, you might want to focus on that particular aspect of your work and fill in the blank with something like, “my work as *a bidder on large plumbing jobs*.”

If George Washington Carver were to fill out a DADI Plan, he may have filled in the blank with, “my work as *an innovator of new products from plants*.” So he might have filled in the DADI Plan blank this way:

“With respect to my work as an innovator of new products from plants, what can I ‘DADI’ (Discover, Apply, Develop, Implement) in connection with the biblical view of God, Creation, Humanity, Moral Order or Purpose?”

The best way to learn how to use the DADI Plan is to look at an example. With this in mind, take a look at the short video clip about the life and work of George Washington Carver. This video is at <https://youtu.be/1wv4qYIyJoM>.

Below is how a DADI Plan may have been filled out by George Washington Carver, based upon what we know about the man from books written about his faith. Understand, however, that this DADI Plan “ala Carver” is only an educated guess.

To start the DADI Plan, first identify a specific *challenge, vision or opportunity* you wants to *align* with the bigger picture of a biblical worldview. Narrow this statement to about 25 words or so. Carver’s “challenge/vision/opportunity” may have been stated like this:

I want to bring about positive economic opportunities for southern farmers.

Step 1 is to figure out *which aspects of the biblical worldview directly relate to this challenge/vision/opportunity*. Identify key biblical truths that provide a solid biblical foundation for this work, a biblical reason for this work, and/or biblical guidance for this work.

To assist in this process, look through the **99 Truths about Work, Economics and Human Flourishing** document, and the **Questions for Contextualizing Work** document.

In Step 1 of the DADI Plan, Carver may have written down what he has been able to **DISCOVER** from Scripture that relates to his desire to bring about positive economic opportunities for southern farmers. He would have written these truths as “I BELIEVE” statements in the DADI Plan:

I believe God created plants, and He intends for humans to govern over them.

I believe humans have a responsibility to govern over plants in ways that are resourceful and beneficial, without waste or abuse.

I believe God shares His secrets with those who wait on Him for direction.

Step 2 in the DADI Plan is to figure out how these biblical truths *could* be *applied* to the particular challenge, vision or opportunity you have identified.

For the sake of illustration, Carver might have wanted to *apply* his beliefs to his work by writing the following *visionary ideas* in the **APPLY** section of the DADI Plan, written as “I COULD SEE” statements:

I could see co-working with God to create new products from peanuts, sweet potatoes and soybeans that are beneficial to humans.

I could see helping to generate new economic markets for these products.

I could see demonstrating my love for farmers by teaching them how to rotate cotton crops with plants that will revive the soil, such as peanuts and soybeans.

Step 3 in the DADI Plan is to figure out what training, discipline, or preparation must take place in order to successfully fulfill the *I COULD SEE* statements in the **APPLY** section of the DADI Plan.

In Carter's case, he may have written something like the following, in the **DEVELOP** section, as "I MUST" statements:

I must turn my attention to chemistry and add it to my knowledge of botany.

I must continue to make prayer a regular part of my day, to hear God's secrets about plants, and discover ways to make new products from them.

I must educate farmers about the importance of crop rotation.

I must find new markets for products created from plants.

Step 4 in the DADI Plan is to determine specific *action steps*. In Carver's case, he may have written something like the following, as "I WILL" statements in the **IMPLEMENT** section of the Plan:

I will combine my knowledge of botany with my knowledge of chemistry in the laboratory.

I will rise early and seek God for His directives daily, and set aside time to be alone with God in "His Little Workshop," listening to what He has to share with me about creating products from peanuts, sweet potatoes and soybeans.

I will develop a "School on Wheels" to go to the farmers and teach them first-hand how to rotate crops successfully.

I will establish a center at Tuskegee Institute for the development of renewable resources from plants, and contact Henry Ford to urge him to use plastics from soybeans in his production of automobiles.

After explaining how to fill out a DADI Plan, using Carver as an example, pass out the completed sample DADI Plan of Carver for the participants to put into their 3-ring binders.

Instruct the participants to fill out a personal DADI Plan for *themselves*, before teaching to their children or students (grade 6 and above).

Let the participants know that each of them will be given time to share how things went using the DADI Plan with their children/students at the next meeting.

Conclude with prayer.

The following questions are useful in reflecting about the DADI Plan at the next meeting, and would be good to share with the group before the current meeting is dismissed:

- 1. How was your personal experience creating a “DADI Plan?” Did it help you to organize your thoughts about the topic?*
- 2. Why do you think the process is broken down into “I want...,” “I believe...,” “I could...,” “I must...,” and “I will...” statements?*
- 3. After completing the “DADI Plan,” are there any changes you feel you would make in your work? What challenges will you face as you make these changes?*
- 4. How did your students/children respond to the “DADI Plan?”*

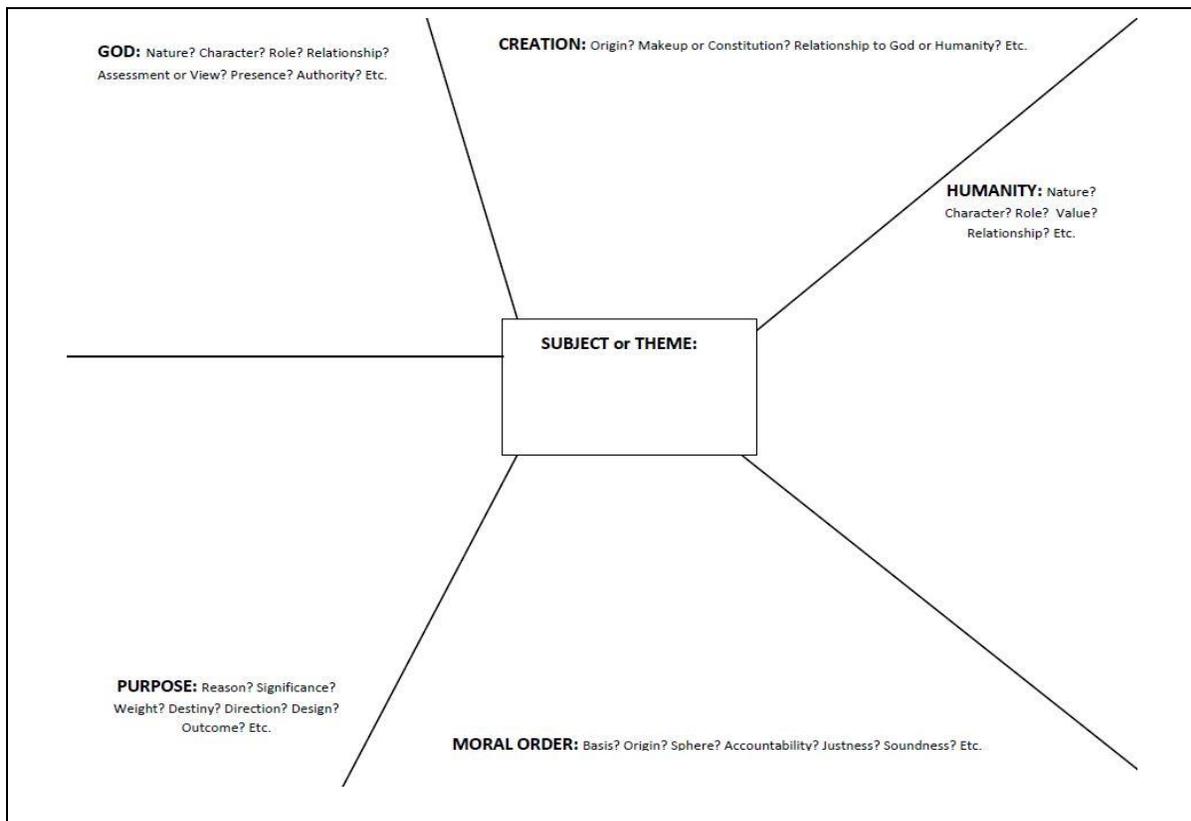
Instructions for Introducing the “Conversation Starter” tool

Prior to your group meeting, make copies of the Conversation Starter template (blank copy), the Conversation Starter plants example, and Questions for Contextualizing Subjects. Copy these on 3-hole punch paper.

Remind the participants that it is the “bigger picture” that helps us to properly interpret the “smaller” parts of life, such as what we do in our work. Keeping the “bigger picture” of a biblical worldview in mind is essential if we want to approach our work as “the work of God.”

Thinking about all things in the context of the “bigger picture” is the starting point for doing all things in that context. With this in mind, the Conversation Starter has been developed as a “graphic organizer” of thought, whereby any subject matter is placed in the center of God, Creation, Humanity, Moral Order and Purpose.

Here is what the blank **Conversation Starter** graphic organizer template looks like:



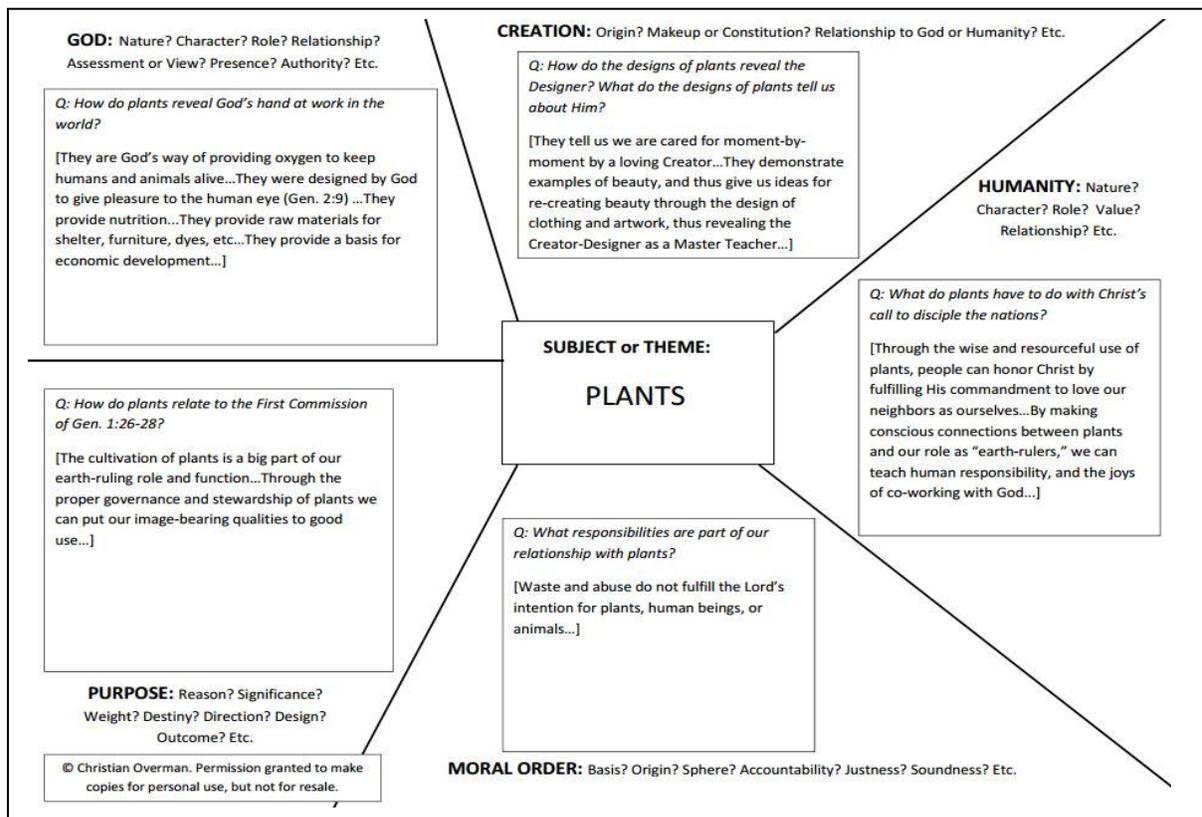
The way the Conversation Starter works is, you put whatever *subject or theme* you have in mind in the center of the graphic organizer. Then you consider how GOD relates to this subject or theme, writing in your thoughts about this in the “GOD” area in the upper left hand corner. You repeat this process with the other 4 worldview factors: CREATION, HUMANITY, MORAL ORDER and PURPOSE.

A subject or theme can be anything your students/children are studying at the time. It can be a very broad subject, such as “biology,” or a narrower topic such as “plants.” It can be a very broad subject like “US history,” or a narrower topic like “the story of Lewis and Clark.” It can be very specific, such as “the earthquake that happened in Peru last night.”

A helpful resource for considering how any topic relates to the 5 worldview factors is the document, “**Questions for Contextualizing Subject Matter.**”

The “*Questions for Contextualizing Subject Matter*” resource is used to generate ideas about how any particular subject, or topic, can be “contextualized” by the biblical worldview. This is what it is about. It’s about putting any subject matter into the larger “context” of the biblical “frame of reference.” Without seeing how things fit into this context, students/children are not truly being educated.

Distribute the example of the Conversation Starter filled out around the topic of *plants*, as perhaps Dr. George Washington Carver may have done it, and evaluate this together:



After explaining how to fill out a Conversation Starter and examining the example of “plants,” have the participants do use the Conversation Starter and Questions for Contextualizing Subject Matter with a particular subject or topic of importance to the school or the home at the moment. Pick any topic that would have relevance to the most participants.

Have the participants select specific questions for contextualization which they think will generate discussion in each of the 5 worldview categories with respect to the topic above, and discuss these questions together.

Remind the group that at the next meeting, each of them will be given time to share how things went at home using the Conversation Starter with their children/students.

Conclude with prayer.

The following questions are useful in reflecting about the Conversation Starter at the next meeting:

- 1. How was your personal experience using the Conversation Starter with your children/students?” Did it help you to organize your thoughts about the topic?*
- 2. After using the Conversation Starter with your children/students, are there any changes you feel you need to make? Why?*

Instructions for Introducing the “Activity Contextualizer” tool

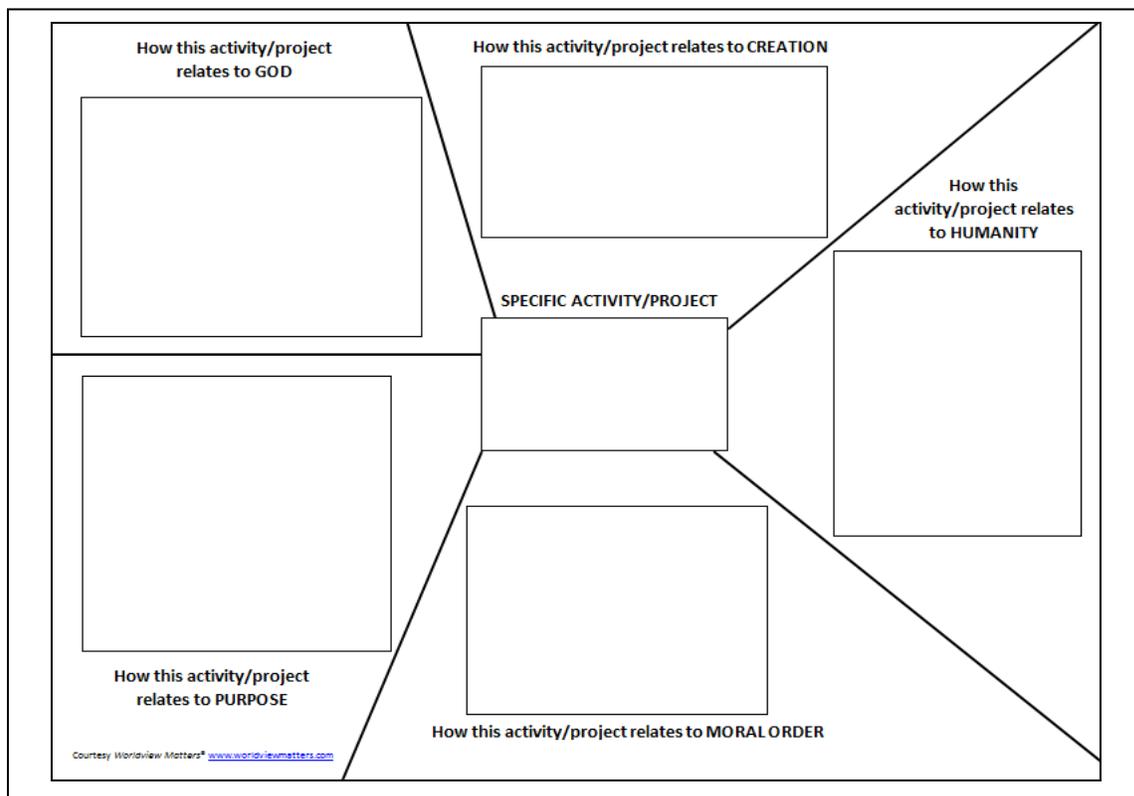
Prior to the group meeting, make copies of the Activity Contextualizer template (blank copy), and the Activity Contextualizer oil painting example. Copy these on 3-hole punch paper.

Also prior to instruction, remind all participants to bring copies of “99 Truths about Work, Economics and Human Flourishing,” and “Questions for Contextualizing Work.”

The “Activity Contextualizer” is a variation of the “Conversation Starter.” Both are graphic organizers. However, the “Activity Contextualizer” is used when placing an activity or project into the context of the biblical worldview, rather than a concept or academic subject matter.

Remember, it is the “bigger picture” that helps us to approach our work as “the work of God.” This is as true for students as it is for teachers. The Activity Contextualizer is a practical tool that helps people “contextualize” their work.

This is what the blank template of the Activity Contextualizer looks like:



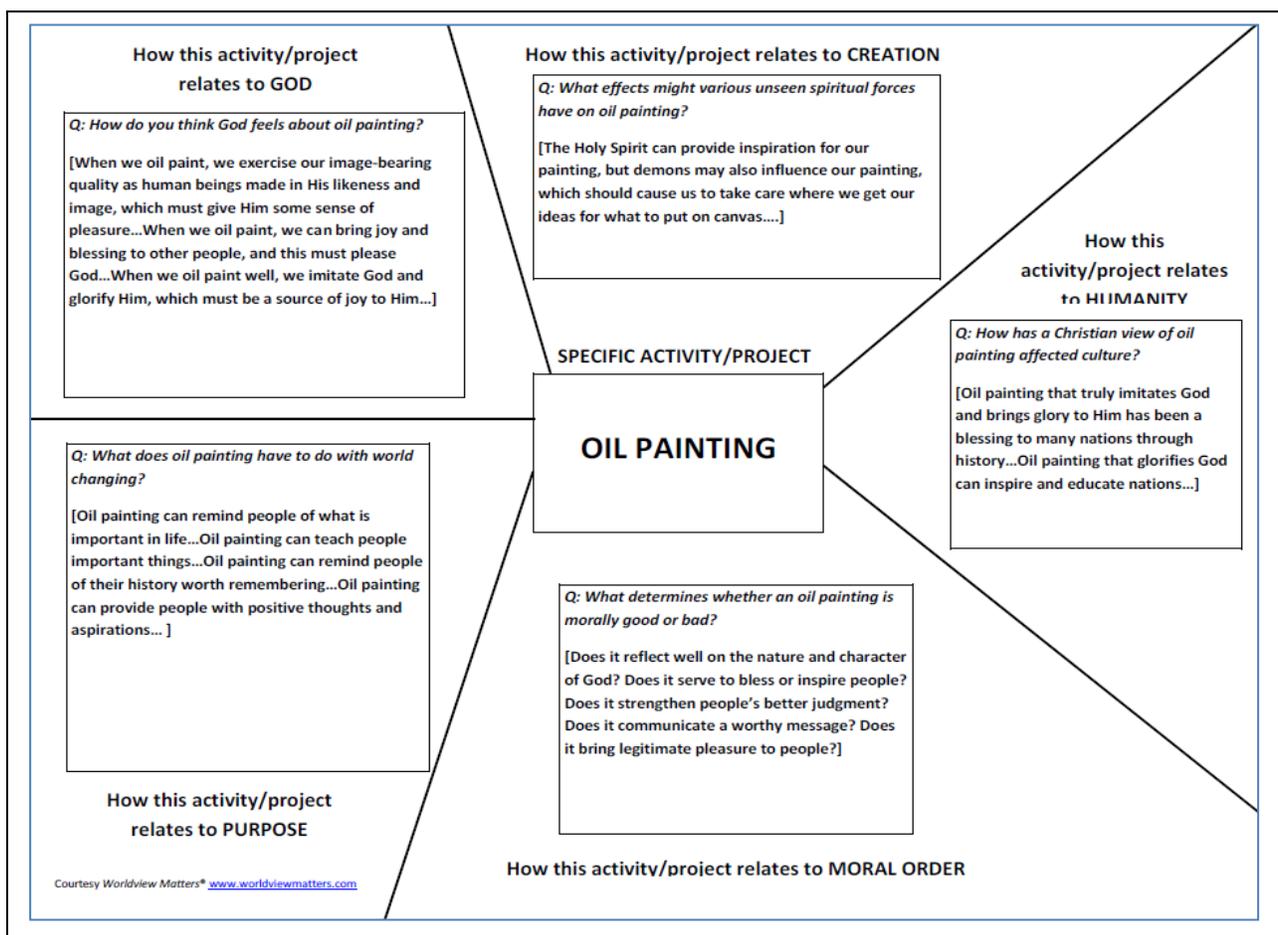
The way the Activity Contextualizer works is, you put an *activity or project* in the center of the graphic organizer. Then you consider how GOD relates to this activity or project, writing in thoughts about this in the “GOD” area in the upper left hand corner. You repeat this process with the other 4 worldview factors: CREATION, HUMANITY, MORAL ORDER and PURPOSE.

An activity or project can be anything the students are involved with at the time. It can be a community service project or a school improvement project, it can be a school play, a science experiment, writing an essay, reading a book, or taking photographs.

A helpful resource for considering how any activity or project relates to the 5 worldview factors is the document, “**Questions for Contextualizing Work,**” which was given out at the first Practice and Sharing Time. In addition, the “**99 Truths about Work, Economics and Human Flourishing**” document can be very helpful in generating ideas in each of the 5 worldview areas.

These resources are used to generate ideas about how any particular project or activity can be “contextualized” by the biblical worldview. This is what it is all about. It’s about putting activities and projects into the larger “context” of the biblical “frame of reference.”

Distribute the example of the Activity Contextualizer filled out around the topic of *oil painting*, and evaluate this together:



After explaining how to fill out an Activity Contextualizer, and examining the example of “oil painting,” have the participants use the Activity Contextualizer, along with the Questions for Contextualizing Work and the 99 Truths about Work, Economics and Human Flourishing, in connection with a particular work or project of relevance to the participants or to their children/students.

Have the participants select specific questions for contextualization that generate discussion in each of the 5 worldview categories, and discuss together.

Remind the group that at the next meeting, each of them will be given time to share how things went at home using the Activity Contextualizer with their children/students.

Conclude with prayer.

The following questions are useful in reflecting about the Activity Contextualizer:

1. How was your personal experience using the Activity Contextualizer with your students/children?” Did it help you to organize your thoughts about the topic?

2. After using the Activity Contextualizer with your students/children, are there any changes you feel you would make the next time you use the tool with them? Why?

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Instructions for Introducing the “Truth & Baloney Detector” tool

Prior to the group meeting, make copies of the Truth & Baloney Detector template (blank copy), and the example from the Reading Rainbow TV program. Copy these on 3-hole punch paper.

The Truth & Baloney Detector is a tool based on the idea of analyzing input through the “grid” of the five biblical worldview components of God, Creation, Humanity, Moral Order and Purpose.

In this tool, students (and teachers) identify what is being assumed, taught, ignored or implied about God that is in harmony with the biblical worldview, and what is being assumed, taught, ignored or implied about God that is in conflict with the biblical worldview. The process is repeated for the other four worldview components: *Creation, Humanity, Moral* and *Purpose*.

Watch the Reading Rainbow TV program together. As you view the program, have the participants use the Truth & Baloney Detector too to jot down anything they see that is in *harmony* with the biblical view of God, Creation, Humanity, Moral Order and Purpose, and anything that is in *conflict* with it.

The Reading Rainbow TV program is on You Tube at this address: <https://youtu.be/CsrAr-9cUlw>

After viewing the program and jotting down instances of truth and baloney, examine the example of how the analysis of the *Reading Rainbow* episode was done by one person who used the Truth & Baloney Detector.

The Truth & Baloney Detector can be used when trying to assess *any* input, whether ideas from fellow students, or input from the media, or literature, or whatever. It can be used to evaluate current issues, legislation, etc. It can also be helpful when trying to organize thoughts for giving presentations of any kind to any group, or writing essays.

Remind the group that at the next meeting, each of them will be given time to share how things went at home using the *Truth and Baloney Detector* with their children/students.

Conclude with prayer.

Instructions for Introducing the “Biblical Worldview Finder” and “Personal Board of Directors” exercise tools

Prior to the group meeting, make copies of the Biblical Worldview Finder template (blank copy). Copy this on 3-hole punch paper.

Sometimes, when things are troubling us, it is helpful to get perspective by specifically putting whatever issue is bothering us directly into the context of the bigger picture of a biblical worldview.

We can do this by using twelve “Big Picture Pieces” related to the biblical worldview components of *Creation, Fall, Redemption* and *Restoration*.

On the Biblical Worldview Finder template, you will see the following 12 “big picture pieces:”

#1 CREATION:

1. The entire universe was spoken into existence by the Designer-Creator’s willing choice.

2. God caused all things to first appear, and He continuously sustains all things throughout the present.

3. The Creator-Sustainer is a personal Being.

4. Men and women are specially created in the likeness and image of God, with intrinsic value and inherent worth.

#2 FALL:

5. God has put in place non-optional, non-negotiable laws for our good, and when we disregard them, we hurt ourselves and others.

6. Since the Fall, human beings have experienced an internal problem with sin—a natural “bent” to go our own way rather than God’s way, and to be a law unto ourselves.

#3 REDEMPTION:

7. At the cross, Christ took upon Himself the sins of the human race in order to bridge the relational gap between us and God, and to provide a way of forgiveness through faith in His death on our behalf.

8. *Genuine freedom is the internal self-control that comes from self-government under God through the enablement of the Holy Spirit, regardless of the circumstances.*

#4 RESTORATION:

9. *We live in a fallen world, which is not the way it was originally made to be, but we do not live in a forsaken world.*

10. *The earth and everything in it remains God's own possession, and therefore it has great significance.*

11. *The First Commission given by God to humans is to govern over all the earth.*

12. *God purposes to do His will on earth as it is in heaven, and by His grace, He will work through redeemed people to bring His light to every sphere of life.*

The Biblical Worldview Finder as a kind of “thought prompter” to use to *gain perspective* on a particular *crisis or difficult situation*.

The object of The Biblical Worldview Finder is to take time to look at a particular issue or challenge through the “lens” of the biblical worldview, or, to put it another way, in the context of the larger biblical chronicle of Creation, Fall, Redemption, Restoration.

A particular issue or challenge may be a big mistake you make, being chewed out by someone, or someone rubbing you the wrong way, or saying something untrue about you, etc.

Francis Schaeffer once wrote: “*The basic problem of the Christians...is that they have seen things in bits and pieces instead of totals.*” We can’t “see the forest for the trees”. We don’t see things in light of the “total” picture that a biblical world-and-life view provides.

Practice using The Biblical Worldview Finder in connection with a real challenge that faced a real person, Ivan, a follower of Christ who was overlooked for a promotion at work.

Ivan’s true story is found in Chapter 5 of a book called, *Faith Dilemmas for Marketplace Christians*, published by Wipf and Stock Publishers, Eugene, Oregon, titled, “A Thumb on the Scale of Justice.” To hear what happened to Ivan, and his response to it, view it on You Tube, here: <https://youtu.be/v5Dn7PF17-w>

Ivan’s problem is the same one we all have, of not being able to view the “pieces of life” in the context of a much larger whole that will help us to interpret the pieces properly, and act accordingly.

Imagine being passed over for promotion and being deeply hurt or angry, as Ivan was. (Or for students, imagine having not received the lead role in the school play, while thinking you are by far a much better actor than the person who was given the role.) Then use the Biblical Worldview Finder to get perspective.

Consider each of the 12 “big picture pieces,” thinking through how each aspect of the Big Picture might have helped Ivan to respond differently than he actually did, had he taken time to put his problem into the context of the biblical Big Picture.

For example, the first Big Picture Piece. “*The entire universe was spoken into existence by the Designer-Creator’s willing choice*” could have reminded Ivan that life is not about him. It’s about the Lord and His purposes for us, and the planet He made and sustains. Also, if God is big enough to speak the universe into existence, He’s big enough for Ivan’s issues.

The second Big Picture Piece, “*God caused all things to first appear, and He continuously sustains all things throughout the present.*” Could have reminded Ivan that God is sustaining him, and giving him his next breath. So let’s get this problem in perspective. The world did not fall apart because Ivan was overlooked. This should tell him something. God continues to sustain both Ivan’s breath and his boss’s breath for a purpose.

The third Big Picture Piece, “*The Creator-Sustainer is a personal being*” could have reminded Ivan that the Lord is a Person he could talk to about his feelings, and that this Person knows and understands him completely. He cares about Ivan.

You get the idea. Take a few moments to consider the ramifications of each of the Big Picture Pieces, and how they could have helped Ivan to gain perspective on his challenge.

At the end of the Biblical Worldview Finder is a wonderful exercise called, *My Personal Board of Directors*. Lead the participants through this exercise.