

# Internship 2018



## Internship Mission:

“To glorify God by growing gospel-centred disciples”



*Director: Barry Jordan*  
*Pastor: Shane marques*

## Overview

*The things you have heard me say in the presence of many witnesses entrust to reliable men who will also be qualified to teach others (1 Timothy 2:2)*

The Intern program is a one year training program based within our church. The internship will require a flexible commitment of at least 24 hours per week plus church commitments and is centred on prayer, Bible study and practical ministry.

The essence of the internship is a balance between formal instruction and learning through active participation. The year long internship will provide enough time for the intern to learn about ministry and learn from successes and mistakes. The big aim of the internship is to establish and encourage gospel-centred disciples. The internship aims to do this by developing the person through a focus on Character, Conviction, Competence and Mission.

# Components

## 1. Character

Christians are on a journey to grow more like Christ. As such you will be encouraged to grow through:

### 1. Mentoring

You will be assigned an accountability mentor who you will be required to meet with weekly or fortnightly. During your time with your mentor you will be able to share your journey as well as pray your way through the internship.

### 2. Regular and Intentional Prayer:

You will be encouraged to pray regularly and intentionally throughout your course for yourself, your church and your world.

### 3. Regular and Intentional Bible Reading:

You will be given a Bible Reading plan which your accountability mentor will guide you through. It is expected that you keep to this plan at a minimum.

### 4. Reflection

You will be expected to keep a reflective journal throughout your course to keep track of where you are growing and what God is doing through your ministry.

## 2. Conviction

Christians are on a journey to grow in the knowledge of God. As such you will be aided to gain a solid Biblical understanding through study in the following areas:

### Theology

1. Introduction to the Bible
2. Introduction to Theology
3. The Gospel of Mark
4. The book of Acts

## Ministry

1. Leading a Bible Study
2. Christian Counselling
3. Giving a Bible Talk
4. Evangelism

(Note: There will be a lecturer for each unit of study).

### 3. Competency

Christians are on a journey together, serving each other and impacting the world. You will be given opportunities to join this mission by engaging in:

1. Preparing and leading Bible Studies
2. Mentoring a person in a one-to-one setting. This will occur in the second half of the year.
3. In conjunction with the ministry leader, you shall lead an applicable area of ministry
4. Participate in active evangelism
5. General Church Involvement
  - a) There will be opportunity to assist in the general running of the church. For example:
    - i. Office admin assistance
    - ii. Attend members meetings
    - iii. Other tasks as required
6. General Training.
  - a) First Aid Certificate

### 4. Mission

Christians are aware of God's great plan of salvation for all people. As such you will be aided to grow in this awareness by providing a short term mission.

1. This mission will ideally tie in with a mission team.
2. You are to keep a journal from this mission and share reflections with the Church.

## Course Details and Dates

February 2nd Induction to workplace  
February 2nd Induction to internship  
February 2nd Introduction to co-workers and their roles  
February 11th Peacewise

March 25<sup>th</sup> Safe Church Training

April First Aid Certificate

August Camp Kennedy Intensive

December Graduation

TBA Trinity in Town; Other conferences as required

## Course Map

	Term 1	Term 2	Term 3	Term 4
Personal Growth	Meetings with Mentor			
	Journaling / Self Evaluation			
Essential Bible Reading CMT 001	Gen, Exodus, Joshua	1,2 Samuel, Psalms, Nehemiah	Matt., Mark, Luke, John	Acts, Romans, 1,2 Corinthians, Revelation
Essential Reading	The Big Picture – Roberts		Fruit that will last – Hawkins	Know and tell the gospel - Chapman
Instructional Classes (I)	Intro to the Bible CMTTHE301A CMTTHE403A CMTTHE404A	Doctrine CMTTHE301A CMTTHE403A CMTTHE404A	Gospel of Mark CMTMIN402A	Acts CMTTHE401A
Instructional Classes (II)	Growth Groups CMTTHE402A CMTMIN402A CHCCO M403A	One to One	Giving the talk	Evangelism CHCCS 412D CHCCOM403A
Equipping	Safe Church CHCHILD 401B CHCHILD403B  Peace Wise	First Aid HLTAID003		Personal & Coach
Conferences	Perth Children's Conference	Easter Camp	Ministry Matters	
Ministry Involvement	Youth Group; Bible Study; Children's Ministry; One to One; Members Meetings, Mid year School holidays kids club			
	Ministry Planning			Develop ministry

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## Minimum Weekly Program

### Class - 8 hours

9:00-11.30	Class 1
11.30-1.00	Lunch
1.00 – 3.30	Class 2
3.30 – 4.30	Wrap up with Rev Shane at Living Water

### Study - 8 hours

3.5 hours	Bible Reading
1 hour	Mentor
3.5 hours	Reading and Assignments

### Ministry - 8 hours

0.5 hours	Corporate Prayer
2 hours	Ministry Preparation
2.5 hours	Group Ministry
3 hours	Person to Person Ministry

\* Note this is a yearly overview

\* Note also on non-class weeks you will need to work on prep

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## Key People and Responsibilities

There are three key roles in running the internship. They are:

**Director:** The director's primary role is the oversight of the program. He will ensure that the training is up to quality, that you progress through the course on time, and that the requirements of the course are met in full. The director will liaise with the pastor, the mentors, and other governing bodies to ensure this takes place.

Director: Barry Jordan  
 Mobile: 0427 182 985  
 Email: bpjordan@bigpond.com

**Pastor:** The pastor's primary role is to ensure that the training remains gospel-centred and provide spiritual oversight of the program. The pastor is to be expected to provide training material and direction for the mentors.

Pastor: Shane Marques  
 Mobile: 0438244389  
 Email: shane.m@lwac.org.au

**Accountability Mentor:** The accountability mentor will meet regularly with you to encourage and care for you over the journey. They will read the Bible, pray and ask you the hard questions. This relationship will be expected to hold a certain level of confidentiality so that you can share and grow.

My Mentor: \_\_\_\_\_  
 Mobile: \_\_\_\_\_  
 Email: \_\_\_\_\_

## **Bibliography**

### **Essential Reading (These will be provided)**

Bible in NIV

New Bible Commentary

Intro to the Bible; Doctrine 1; New Testament 1; New Testament 2 (Moore Correspondence material)

Colin Marshal, Growth Groups (1995)

Sophie De Witt, One to One (2003)

Tim Hawkins, Fruit that will Last (2010)

Vaughan Roberts, The Big Picture

John Chapman, Know and tell the Gospel (2002)

### **Recommended Reading (You may borrow)**

Matt Chandler, The Explicit Gospel (2012)

CJ Mahany, Living The Cross Centred life (2006)

Vaughn Roberts, God's Big Picture (2003)

Mark Driscoll, Doctrine (2010)

Morris, Leading Better Bible Studies (1997)

John C. Maxwell, The 21 Irrefutable Laws of Leadership (2007)

Colin Marshall & Tony Payne, The Trellis and the Vine (2009)

Ken Sande, The Peacemaker (2004)

Graeme Goldsworthy, The Goldsworthy Trilogy (2002)

David Helm, One to One Bible Reading (2011)

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## **Mentor Information**

Your mentor will meet regularly with you to encourage and care for you over the journey. They will read the Bible, pray with you and ask you the hard questions. This relationship will be expected to hold a certain level of confidentiality so that you can share and grow. The big idea is always to point you to Jesus and his word so you can grow in God. The following outline will help you understand what mentoring is and isn't:

What Mentoring is not:

A mentor is not expected to be a 'counsellor.'

- They do not need to give advice on life matters or to provide definitive answers for every given situation.
- They can however, relate their opinion and give their thoughts on what they think a way forward may be.

They are not expected to be 'your best friend.'

- You have your own friends. They are a mentor and listener. Over time your relationship and trust will grow, but the relationship should remain formal yet friendly. One objective for this is to reduce a possibility for a dependency of the intern to the mentor.

What Mentoring is:

Discipleship

- Your mentor will encourage you with the areas you are growing in God and his word.
- Your mentor will read the Bible with you
- Your mentor will pray with you

Pastoral care

- Frequency of meeting – set a time mutually acceptable between yourself and the mentor.
- Asking you to share your journal entries and to share an evaluation of your own effectiveness in applying what you have learned to their lives.
- Ask how you are handling the intern program
  - i. Too hard/ simple
  - ii. Too full/ empty

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- iii. The relevance of material covered
- iv. The time commitment you are giving (They will need to see your time sheet each week and sign off on it – this is to ensure you are not working too little or too much)

#### Accountability

- The mentor will hold you accountable in areas of Godliness by asking you the hard questions
- As you journey with the mentor you should share with them one area of struggle in your life so that you can work and pray together about that area through the year

To be in a mentoring relationship is a privilege and hopefully will be a source of mutual encouragement as you and your mentor as you spend time reflecting on God's word, praying together and sharing some of the joys and difficulties of Christian life.

# Theology Unit 1

## Introduction to the Bible

Convener: Jeff Jackson

Location: Albany Baptist Church – Conference Room

Time: Term 1

Competency Units Covered: Includes components from:  
 CMTTHE301A Identify how Christian Scripture, life and practice are understood today  
 CMTTHE403A Investigates information within a theological theme or issue  
 CMTTHE404A Gains new personal revelation

### Outline

Week 1 – The Book of Books  
 Week 2 – Interpreting the Bible  
 Week 3 – From creation to new creation  
 Week 4 – Israel and God's purposes  
 Week 5 – The Promised Land and God's good purposes  
 Week 6 – The Kingdom of David & God's purpose  
 Week 7 – God's purpose renewed  
 Week 8 – Jesus the fulfiller of God's purpose  
 Week 9 – The Gospel for the nations  
 Week 10 – Awaiting the fulfilment - The Apostles'

### Assessment 1 – Timeline

#### Word Limit – 1 page

#### Due Week 3

Draw a timeline of the whole Bible clearly showing the big picture and missing out on the detail. Use the following outline for your timeline:

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1. Before Abraham
2. The patriarchs
3. Moses and Joshua
4. The time of the judges
5. The unified kingdom (Saul, David and Solomon)
6. The divided kingdoms of Israel and Judah
7. The exile and return
8. The life of Christ
9. The early church: Jewish Christianity
10. The early church: Both Jewish and Gentile Christianity

You need to show (1) the main characteristics of each period, and (2) how each stage transitions into the next.

You may be asked to explain your timeline in class.

## **Assessment 2 – Paper and Presentation**

**Word Limit – 1000 words**

**Due – Week 6**

Write one paper on a topic of theology. Your tutor may:

- Choose to either assign you a topic or to negotiate your topic with you.
- Decide that all group members should explore topics in either the same area of study or may do them in different areas.

In addition you will present the paper for group discussion. You will be assessed on your paper and your presentation.

### **Hints for writing a Theology Paper**

1. Find material relevant to your topic. Your selection should show that:
  - You are aware of the kinds of information sources available to you.
  - You are willing to inquire into a variety of views, Scriptures, and doctrines.

## 2. Seek out the questions that need discussing.

- Based on your sources, what are the relevant questions and key issues for discussion?
- List the main points in a given discussion
- What contemporary moral and ethical questions are relevant to your topic?

## 3. Evaluate views

- Describe the background to each opinion.
- Differentiate between author's personal opinions and what your church believes
- Describe the sources of authority it uses (Scripture, logic, etc.)

## 4. Identify patterns and relationships within your information.

- Identify and describe the themes, patterns, and relationships in your sources
- Identify relationships between different main ideas in your sources
- Describe the relationship between books or other given materials and draw conclusions correctly. (e.g. their similarities and differences).
- Keep references
- Ask for help if you need it.

## 5. Identify any contradictions and similarities in this material (i.e. things on which people appear to disagree and on which they appear to agree.

- Compare contradictions to find out what is really happening (i.e. find out why they appear to contradict).
- Draw conclusions that represent a consistent understanding of the topic.

## 6. Explore areas, themes or issues that require further development

- Highlight theological themes, areas or issues requiring further development using a range of sources
- Compares two or more theological issues in ordinary everyday language
- Identifies new understandings of particular theological issues from a range of sources

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- Consider the relationships between tradition, doctrine and theological opinion in contemporary moral and ethical issues. Which of these relationships are significant to your topic?

7. Describe your own experience of the topic and that of others

- Describe what you already knew about the topic.
- Describe your personal belief relating to your chosen topic.
- Describe a personal belief of someone else relating to your chosen topic.

8. Ask discussion questions based on your personal knowledge and faith experience. Find the right questions relevant to your topic.

9. Identify and discuss the new insights generated in this process

- Identifies understanding of new theological knowledge
- Demonstrates understanding by correct use in the right setting

10. Say how what you have learnt would be useful in your particular ministry setting.

- What are your personal reflections on the topic?
- What new insights have you gained?
- How do you relate your personal experience to what you have learned while exploring the topic?
- Present what you have personally learned on your topic in everyday language.

# Theology Unit 2

## Doctrine 1

Convener: Phil Beeck

Location: Albany Baptist Church – Conference Room

Time: Term 2

Competency Units Covered: Includes components from:  
CMTTHE301A Identify how Christian Scripture, life and practice  
are understood today

### Outline

Week 1 – The Gospel of God

Week 2 – Knowing God

Week 3 – Sources for the knowledge of God

Week 4 – The Bible as the Word of God

Week 5 – The God we know (1): attributes

Week 6 – The God we know (2): the Trinity

Week 7 – The God who creates

Week 8 – The God who saves

Week 9 – The God who rules history

Week 10 – The God who renews

### Assessment 1 – Presentation and Timeline

#### Due – Week 3

**Part a) Give a 10-minute presentation explaining a major Christian doctrine.**

- This topic will be assigned to you by your lecturer
- Explain in a way that non-Christians could understand and accept:
  - Use suitable terminology
  - Define key terms
  - Illustrate and explain from Scripture

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- Relate to real needs
- Relate to personal walk with Jesus
- Back up your presentation with a set of notes based on your search of reference materials (see below). They may be handwritten, but must be neat and legible.

**Part b) Draw a timeline showing how this major Christian doctrine developed.**

- What to put in your timeline:
  - List key biblical events in their development, and (very basically) their contexts.
  - Identify the different ways in which biblical writers expressed their views during the Bible era.
  - Describe the main stages of their historical development and (very basically) their historical contexts.
  - List key church events in their development (e.g. major councils, role or the Reformation, etc).
  - List the key people who contributed to their historical development, and say what they contributed.
  - Describe the differences in theological opinion between a range of Christian denominations.
- Back up your presentation with a set of notes based on your search of reference materials (see below). They may be handwritten, but must be neat and legible.

You may be asked to explain your timeline to the group and answer basic questions.

**Assessment 1 – Presentation and Timeline**

**Due – Week 6**

As for Task 1 but is done in a team if the convenor so wishes

## **Assessment 2 – Differentiate between Christian doctrine and theological error.**

**Word Limit – 1000 words**

**Due – Week 9**

Your tutor will assign you a theological error related to one of the major Christian doctrines. Write a 1,000 essay on what is wrong with it and what is a correct Christian position.

### **Hints for writing your essay:**

- Give an appropriate biblical basis
- Use logical approach
- Maintain a good attitude and relationship with the other person
- Allow for appropriate cultural shifts
- Give space for personal opinion or denominational position
- Use textbooks appropriately as information sources (See below).

# Theology Unit 3

## New Testament 1 The Gospel of Mark

Convener: Phil Beeck

Location: Albany Baptist Church – Conference Room

Time: Term 3

Competency Units Covered: Includes components from:

- CMTTHE403A Investigates information within a theological theme or issue
- CMTTHE404A Gains new personal revelation
- CMTMIN402A Explores ideas about God in relation to the way we live as Christians

### Outline

- Week 1 – The gospel and the Gospels
- Week 2 – Prepare the way for the Lord
- Week 3 – The Kingdom of God is near
- Week 4 – Jesus spoke to them in parables
- Week 5 – Jesus cares for the perishing
- Week 6 – Responding to Jesus
- Week 7 – Following Jesus on the 'way'
- Week 8 – Jesus comes to Jerusalem
- Week 9 – The Coming of the Son of Man
- Week 10 – The King and his Kingdom

### Assessment 1 – Paper and Presentation

**Word Limit – 1000 words**

**Due – Week 3**

Write one paper on a topic of theology. Your tutor may:

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- Choose to either assign you a topic or to negotiate your topic with you.
- Decide that all group members should explore topics in either the same area of study or may do them in different areas.

Your paper should be in good English, neatly typed, and give references for all sources. Your paper must be about 1,000 words. Present the paper for group discussion. You will be assessed on your paper and your presentation.

### **Hints on writing your Theology Paper**

1. Find material relevant to your topic. Your selection should show that:
  - You are aware of the kinds of information sources available to you.
  - You are willing to inquire into a variety of views, Scriptures, and doctrines.
2. Seek out the questions that need discussing.
  - Based on your sources, what are the relevant questions and key issues for discussion?
  - List the main points in a given discussion
  - What contemporary moral and ethical questions are relevant to your topic?
3. Evaluate each view
  - Describe the background to each opinion.
  - Differentiate between author's personal opinions and what your church believes
  - Describe the sources of authority it uses (Scripture, logic, etc.)
4. Identify patterns and relationships within your information.
  - Identify and describe the themes, patterns, and relationships in your sources
  - Identify relationships between different main ideas in your sources
  - Describe the relationship between books or other given materials and draw conclusions correctly. (e.g. their similarities and differences).
  - Keep references
  - Ask for help if you need it.

5. Identify any contradictions and similarities in this material (i.e. things on which people appear to disagree and on which they appear to agree).

- Compare contradictions to find out what is really happening (i.e. find out why they appear to contradict).
- Draw conclusions that represent a consistent understanding of the topic.

6. Explores areas, themes or issues that require further development

- Highlight theological themes, areas or issues requiring further development using a range of sources
- Compares two or more theological issues in ordinary everyday language
- Identifies new understandings of particular theological issues from a range of sources
- Consider the relationships between tradition, doctrine and theological opinion in contemporary moral and ethical issues. Which of these relationships are significant to your topic?

7. Describe your own experience of the topic and that of others

- Describe what you already knew about the topic.
- Describe your personal belief relating to your chosen topic.
- Describe a personal belief of someone else relating to your chosen topic.

8. Ask discussion questions based on your personal knowledge and faith experience. Find the right questions relevant to your topic.

9. Identifies and discusses the new insights generated in this process

- Identifies understanding of new theological knowledge
- Demonstrates understanding by correct use in the right setting

10. Say how what you have learnt would be useful in your particular ministry setting.

- What are your personal reflections on the topic?
- What new insights have you gained?

- How do you relate your personal experience to what you have learned while exploring the topic?
- Present what you have personally learned on your topic in everyday language.

## **Assessment 2 – Outline and Map**

### **Word Limit – Limit 1 page for Outline/ 1 page for Map**

### **Due – Week 6**

Start by reading the whole Gospel through very quickly at least a couple of times.

#### 1. Outline

##### a. Overview:

- i. Write an outline of the book's structure.
- ii. Explain your reasons for dividing sections where you did.
- iii. Identify major themes and events in the book.

##### b. Literature style:

- i. What are the main styles of literature?
- ii. How does the literary style affect the way the book is to be interpreted?

##### c. What is its context as part of the whole Bible:

- i. in relation to other books of the Bible?
- ii. in relation to wider themes in Scripture?
- iii. in relation to the historical flow of the whole Bible?

#### 2. Map

- a. DRAW/CREATE a map of events that follows the book's structure.

## **Assessment 3 – Exegesis Paper**

### **Word Limit – 1000 words**

### **Due – Week 9**

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Write one exegesis paper. Your tutor may:

- Choose to either assign you a passage or to negotiate your passage with you.
- Decide that all group members should explore passages in either the same area of study or may do them in different areas.

Your paper should be in good English, neatly typed, and give references for all sources. Your paper must be about 1,000 words. Present the paper for group discussion. You will be assessed on your paper and your presentation.

### **Hints on Writing an Exegesis Paper:**

#### Section 1 – Original Meaning of the Text

1. Describe any relevant background that affects meaning. These include social, political, cultural, historical contexts.
2. What is the text before and after talking about?
3. If there are any characters mentioned in the text:
  - a. Who are they?
  - b. What are their personal characteristics?
  - c. Why are they relevant/important to the text?
4. List the key words and say what they mean.
5. What significant or distinctive features does the text have?
6. What is the main topic of the passage?
7. What distinctive kinds of language expression does it have? (e.g. metaphor, simile, repetition, parallelism, symbolism, hyperbole, etc.) How do they affect interpretation?
8. What key words need special care in interpretation?
9. What recurring themes are in the text?
10. Describe the relationship between the people or ideas in the passage.
11. What did the original recipient of this book understand by this passage?

Note: You may use tools such as Bible dictionaries, various translations, maps, and dictionaries of words of the original languages.

## Section 2: Interpretation

1. What is the main point of the passage?
2. What are the supporting points?
3. What is the meaning of the text?
4. What is the difference between their viewpoint at the time and our viewpoint today?
5. What looks like a contradiction with other parts of the Bible? Explore the apparent contradictions.
6. What looks like a contradiction with Christian beliefs and practices? Explore the apparent contradictions.
7. What new questions arise?
8. Consult three scholarly commentaries.
  - a. Evaluate your exegesis considering what they say. Reference them in your exegesis.
  - b. Evaluate your commentaries, and justify your comments.

## Section 3: Personal application

1. Put the teachings of the text into two lists:
  - a. biblical principles that apply to all Christians and
  - b. culturally-specific teachings that are relevant only to the people at the time of writing.
2. What are the implications for Christian morality and personal conscience?
3. Explain how each biblical principle of the passage applies personally to people today, and give examples of each. Applications need to be specific, concrete, contemporary, and justifiable from the passage.
4. What did you learn that new and relevant to you personally?
5. How would you explore it further?

## Section 4: Application in ministry

1. How would you tell it as a story?
2. What are the key personal issues for group members?
3. How could we explore that application further?

## **Assessment 5 – Unit Specific Questions**

**This will be a class discussion which is recorded**

**Due – Week 10**

# Theology Unit 4

## New Testament 2 Acts

Convener:

Location: Albany Baptist Church – Conference Room

Time: Term 4

Competency Units Covered: Includes components from:

CMTTHE401A Discusses the nature of the Bible and present day  
Christian life and practice

### Overview

- Week 1 – Introduction to the Acts of the Apostles
- Week 2 – The beginning of the church
- Week 3 – The Church and the Jewish authorities
- Week 4 – The Church begins to expand
- Week 5 – The beginnings of the Gentile mission
- Week 6 – The mission to Asia Minor and its repercussions
- Week 7 – Paul’s missionary campaign in Macedonia & Achaia
- Week 8 – Paul’s missionary campaign in Asia Minor
- Week 9 – Paul’s arrest and imprisonment Part 1
- Week 10 – Paul’s arrest and imprisonment Part 2

### Assessment 1 – Outline and Map

**Word Limit – 1 page for Outline/ 1 page for Map**

### Due – Week 3

Start by reading the whole book of Acts through very quickly at least a couple of times. After reading present the following information to your supervisor.

1. Outline
  - a. Overview:
    - i. Write an outline of the book's structure.

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- ii. Explain your reasons for dividing sections where you did.
  - iii. Identify major themes and events in the book.
  - b. Literature style:
    - i. What are the main styles of literature?
    - ii. How does the literary style affect the way the book is to be interpreted?
  - c. What is its context as part of the whole Bible:
    - i. in relation to other books of the Bible?
    - ii. in relation to wider themes in Scripture?
    - iii. in relation to the historical flow of the whole Bible?
2. Map
- a. DRAW/CREATE a map of events that follows the book's structure.

## **Assessment 2 – Timeline**

**Word Limit – 1 page**

**Due – Week 5**

1. Based on the book of Acts, draw a timeline explaining how Christianity grew from being a Jewish group based in Galilee led by Jesus of Nazareth to a largely Gentile faith based in Turkey and southeast Europe led by Paul. Include main people, events and places in your timeline.

Hints:

- Use other other books of the New Testament as well.
  - Use basic aids to Scriptural research (Introductions, Bible dictionaries, Bible atlases).
2. Use your timeline to describe how Christian beliefs became more clearly defined in the early church.

## **Assessment 3 – Theological Change Short Answer Essay**

**Word Limit – 1000 words**

**Due – Week 7** Identify the key passages of Jewish-leaning and Gentile-leaning theological beliefs. Explain why you chose those passages.

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1. Describe these groups:
  - a. The gentile Christians (first based in Antioch)
  - b. The Jewish Christians (based in Jerusalem)
  - c. The Judaizers, first led by Saul/Paul, and later persecuted him.
2. What were the main similarities and differences between the Jewish and Gentile Christians? Be very careful to represent each group fairly; be tolerant to their backgrounds.
3. What were the historical influences on Theological beliefs in Acts? Consider the different kinds of people, their cultures, and where they lived.
4. Check three commentaries on those passages and see what they say. What did you learn from them?

# Ministry Unit 1

## Growth Groups

Convener: Jeff and Sharon Jackson

Location: Albany Baptist Church – Conference Room

Time: Term 1

Competency Units Covered: Includes components from:

CMTTHE402A Interpret Theological Data

CMTMIN402A Communicates theological information

CHCCOM403A Use targeted communication skills to build relationships

### Outline

Work through Growth Groups book

### Assessment 1 – Demonstrate Bible Study Leading

**Word Limit – 1000 words + 3 Feedback Sheets [2 from group members on from your Lecturer]**

### Due – Week 10

Your assessment for this unit will be based on the feedback from your actual experience of leading a Bible Study group.

When you are ready for assessment, you will be assessed in either one longer term group or in two short series. You will need to show well developed skills, and make good decisions about how you handle situations, and take responsibility for your role as a Bible study leader. Your supervisor will sit in on at least one session.

Present the lecturer with notes on the following:

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- Your group's makeup
- Your preparation notes
- Your actual delivery
- Your reflections on the feedback you received

## **Hints for preparing a Bible Study**

### 1. Preparation

Consider your particular group, because what you do needs to work for them. For example:

- a. What kinds of people attend the group?
- b. What kinds of teaching will help them?
- c. How "theological" should it be? For example, "heavy" teaching would confuse some people, while others need something challenging.

### 2. Do your preparation

- a. Select the passage.
- b. Read it thoroughly and write down what you think it means.
- c. Read up about it: You need to look it up in at least two commentaries recommended by your supervisor. You can also use a Bible dictionary and Bible atlas.
- d. Consider historical, literary and cultural standpoints
- e. Draw your conclusions about anything where there are different opinions.
- f. Collate your reading results.
- g. Select what the people in the group really need. (Don't expect to give people everything.)
- h. Make a list of several key points and put them in an order that is easy to follow.
- i. Decide on activities that will stimulate them to learn and grow.
- j. Submit preparation notes from passage

### 3. Lead the group

- a. Present your Bible Study in a way that people find interesting and helpful.

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- b. Communicate information contained in books accurately and appropriately
  - Communicate information in ordinary, everyday language suitable to your group.
  - Explain clearly the significance and relevance of teaching
  - Present any contrasting positions on theological beliefs
  - Communicate information from a personal point of view and in relation to the particular settings or situations of group members
  - Illustrate teachings and illustrate them appropriately from everyday life. Give personal examples as appropriate
- c. Let them do activities and learn.
  - Give them enough information for them to do the activities, but don't lecture.
  - Answer questions if they get stuck.
- d. Consider different viewpoints as applied to life.
- e. Lead the discussion to explore implications and personal application.
  - Explain to others some life implications of theological belief
  - Explore responses using a variety of material.

## **Ministry Unit 2**

### **Pastoral Counselling**

Convener: Jono Wesley

Location: Albany Baptist Church – Conference Room

Time: Term 2

Competency Units Covered: Nil

### **Outline**

### **Assessment**

**Nil**

# Ministry Unit 3

## Preaching

Convener: John Power

Location: Albany Baptist Church – Conference Room / Camp Kennedy intensive

Time: Term 3

Competency Units Covered: Includes components from:

CMTTHE403A Investigate information within a theological theme or issue

CMTTHE404E Gains new personal revelation

CMTMIN401A Explores ideas about God in relation to the way we live as Christians

### Outline

Week 1 – Preaching and God

Week 2 – Preaching and People

Week 3 – Discovering and Digesting

Week 4 – Designing

Week 5 – Defining

Week 6 – Working on your Talk

Week 7 – Working on your Talk

Week 8 – Delivering

Week 9 – Debriefing

Week 10 – Preaching and Preachers

**Assessment 1 – Bible Talk 15-25 minutes**

**Word Limit – Notes from Talk, 3 Feedback forms, 500 word reflection**

**Due – Week 10 of Term 4**

*Director: Barry Jordan*

*Pastor: Shane Marques*

Prepare and present a Bible Talk in a church or ministry centre. This will ideally be the exegesis text you are assigned from your unit on the gospel of Mark. This will be recorded.

You will hand in:

- Your notes for the talk
- Three speaking feedback forms
- A 500 word self-reflection from your talk and the feedback received

# Ministry Unit 4

## Evangelism

Convener: Jason Bresanello

Location: Albany Baptist Church

Time: Term 4

Competency Units Covered: Includes components from: CHCCS412D

### Outline

Week 1 – The gospel

Week 2 – Evangelism

Week 3 to 10 – Practical Evangelism Training

### Assessment 1

**Word Limit – 1000 words**

**Due – Week 5**

Write a 1000 Word Essay answering the following two questions

1. What do you think are the five most important principles of effectively evangelism? Explain them.
2. How are you most effective as an evangelist?

### Assessment 2

**Word Limit – 1000 words**

**Due – Week 6**

*Director: Barry Jordan  
Pastor: Shane Marques*

Write debrief notes and incident reports from real evangelistic encounters you have had this term. Include your conversations, your emotions, your prayers and what God was teaching you.

### Map of Who/Where/When

<b>Week 1</b> 9:00-11:30 Class  What is the gospel?	<b>Week 2</b> 9:00-11:30 Class  What is evangelism?	<b>Week 3</b> BI  Walk-Up  Tract	<b>Week 4</b> BI  Walk-Up  Tract	<b>Week 5</b> BI  Walk-Up  Tract
<b>Week 6</b> BI  Walk-Up  Tract	<b>Week 7</b> BI  Walk-Up  Tract	<b>Week 8</b> BI  Walk-Up  Tract	<b>Week 9</b> BI  Walk-Up  Tract	<b>Week 10</b> BI  Walk-Up  Tract

NOTE:

# Supplemental Training 1

## Safe Church

Convener:

Location: Albany Baptist Church

Time: March 25th

Competency Units Covered: Includes components from:

CHCCHILD401B Identify and respond to children and young people at risk

CHCCHILD403B Promote the safety, well-being and welfare of children, young people and their families

### Outline

Attend Safe Church Workshop

Hand in Assessment

### Assessment 1

**Word Limit – 1000 words**

**Due – 3 weeks after Safe Church Workshop**

Please submit a 1000 word written paper covering the following four major areas: Risks, Procedures, Ethics and Legal. Submit approximately 250 words for each section. Your essay should address the most essential questions in your area of ministry from the below outline.

**Possible questions to ask for your essay:**

*Risks*

*Director: Barry Jordan*

*Pastor: Shane Marques*

1. What are the most common risk to child's safety in your context? (Make sure you get all the important ones.)
2. What are the main signs of these different kinds of abuse: psychological, physical, sexual, neglect, domestic violence?
3. What are the main effects of each different kind of abuse?
4. What are the main dynamics of each different kind of abuse? (E.g. relationships, psychological responses) Include as they apply to age, gender, disability, culture, sexuality.
5. How would you respond appropriately to a disclosure of abuse?

### *Your procedures*

1. What are your organization's guidelines and policies for responding to risks of harm to children and young people?
2. What recording procedures do you have in your job role? (e.g. incident forms)

### *Ethics*

1. What ethical obligations do you have? (They may be written in relevant codes of practice in your organization or professional body, or licensing, accreditation or registration standards, or service agreements.)
2. Explain ethical approaches that incorporate the conventions on the rights of the child and human rights.
3. What is your specific role and where are the ethical boundaries? (You are responsible to clearly define your role and responsibilities and the client's roles and responsibilities in behaving ethically and following professional relationship boundaries.)
4. What are your ethical obligations as defined by your job specification and your employer?
5. Explain your top three key principles of ethical decision-making.

### *Legal*

1. What are your duty of care responsibilities?
2. What are your state/territory requirements and processes for reporting suspected abuse?
3. What other statutory and policy requirements relate to your job role?

4. How does the child protection system work? (Include reporting protocols, responses to reporting, interagency policies)
5. Explain briefly how the legal system works as it pertains to your job role.
6. What are the common legal issues relevant to your work with children and young people? Consider the following:
  - abuse in all forms
  - domestic and family violence
  - neglect
  - exploitation
  - alcohol and other drugs (AOD) concerns
  - systems abuse.

## **Supplemental Training 2**

### **Bible Reading plan and Notes**

Convener: Mentor

Location: Personal Time

Time: Terms 1, 2, 3 & 4

Competency Units Covered: Includes components from:  
CMTTHE301A Identify how Christian Scripture, life and practice are understood today

#### **Assessment 1 – Personal Bible reading program**

##### **Due – Week 7 of Term 4**

Set up a personal Bible reading program with your mentor. Aim to read a large section of Scripture each day in a modern, easy-to-read translation. During your internship, you should read at least the Old Testament and New Testament Readings set out in your Course Map. (Gen, Exodus, Joshua / 1,2 Samuel, Psalms, Nehemiah / Matt., Mark, Luke, John / Acts, Romans, 1,2 Corinthians, Revelation)

- Present a plan to your mentor each term.
- Keep a written record of your reading. Check with your mentor that your recording system will work.
- Make notes of questions that arise and of things that inspire or personally challenge you.
- Keep with getting a very clear big picture. Don't get bogged down in detail; move on quickly if you find yourself getting stuck.

#### **Assessment 2 – Notes about each Bible book**

##### **Due – Week 10 of Term 4**

As you go, answer these questions for each book in the Bible. The answers don't have to be long and complicated, but they do need to indicate that you have understood the big picture of Scripture:

1. Authorship:
  - a. Who is the author? (Give the name if possible.) Note that the author of some books is unknown or unclear, while Psalms had more than one author.
  - b. Why did you give that name/s as the author?
  - c. Based on the biblical text, what do you know about the author?
  - d. If you are unable to identify the author, give your reasons.
2. When was it written?
3. Recipients:
  - a. Who were the original recipient(s)? Give their name/s if possible.
  - b. If you are unable to identify the recipients, give your reasons.
  - c. Why did identify them as recipients?
  - d. Based on the biblical text, what do you know about the recipients?
4. Contents:
  - a. What are the main places it talks about and/or where its events happened?
  - b. Who are the main characters? What kinds of people were they?
  - c. What are its main teachings or emphases?
5. Purpose
  - a. What is the purpose of the book? State it clearly and succinctly.
  - b. Why did you define that as the purpose? Give reasons from the text for your views.
6. Why is it important in the whole story of Scripture?
7. What is its main value to Christians today?

You will need to use tools such as Introductions, a Bible dictionary and a Bible atlas.

**All the following documents are appendixes**

Appendix 1 – Guidelines to handing in assessments

Appendix 2 – Assessment Coversheet

Appendix 2 – Bible Study Evaluation Form

Appendix 3 – Preaching Evaluation Form

# **Guideline to Handing in Assessments**

## **Assessment Requirements**

- Assessments are to be handed in by Thursday 12pm of the week they are due to the lecturer of the unit
- If you require an extension please speak with your lecturer in advance
- Each assessment should have a completed Coversheet as the first page [note: this is available in Word format]
- All pages should be 12 font, 1.5 spaced, numbered and have your name on them
- Please make sure to keep a copy of this file in a secure location
- Please note that plagiarism is illegal and will result in a fail

## **Assessment Process**

- Lecturers will endeavour to mark assessments as soon as practicable
- The only grades you will receive are a competent or reassess
- If you receive a reassess you have two [2] weeks to resubmit that particular assessment for re-grading
- You will receive two positive reflections and one point of improvement for each piece of assessment
- All marked assessments will be scanned and stored on a hard drive for accreditation and future access
- Once this is completed assessments will be placed in your mailbox for you to collect

<p>ASSESSMENT TASK COVER SHEET</p> <p>FOR ABC/ACAS AWARDS ONLY</p>
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**Please note that where possible assignments should be submitted for marking in an electronic format.**

*Following marking, assignments will be placed into the student's pigeon hole.*

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**Student Name**

**ACAS Number:**

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**Competency Unit:**

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**Name of Trainer:**

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**Assessment Task (e.g. essay, reflection):**

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**Word count required:**

**Word count actual:**

---

**DUE DATE:\***

**SUBMISSION DATE:**

**EXTENSION**

**PERMISSION: Y/N**

\* The submission date will be deemed the date/time that appears on the email.

\* If you have requested and received an extension for this assignment, the extension must be noted on this form

**Your written assessment task should meet the following requirements:**

- All pages should be 12 font, 1.5 spaced, numbered and have your name on them.
- Two copies submitted electronically by email to the trainer and [bpjordan@bigpond.com](mailto:bpjordan@bigpond.com).
- Please make sure to keep a copy of this file in a secure location.

**Declaration:**

The following essay (or assignment), of which I have kept a copy, is entirely the work of the undersigned and all sources of ideas and expressions are duly acknowledged.

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**Signature**

**Date:**

*Director: Barry Jordan*  
*Pastor: Shane Marques*

**Name of Trainer:**

**Positive Reflection:**

**Positive Reflection:**

**Point of Improvement:**

**REASSESS**

**NOT COMPETENT**

**COMPETENT**

## Bible Study Evaluation Form

### The Leader and the Bible

T

F

Was it clear that the study was based on a particular Bible passage?  
5 4 3 2 1

Were the main points of the passage the main points of the study?  
5 4 3 2 1

Did the study keep referring you to the Bible? 5 4 3 2 1

### The Leader and the Study

Was it easy to identify the main points of the passage? 5 4 3 2 1

Did the study have a good introduction that gained your attention?  
5 4 3 2 1

Did the study have a good conclusion that helped you respond?  
5 4 3 2 1

Did the leader seem to be well prepared for this study? 5 4 3 2 1

Did the study go for the right length of time? 5 4 3 2 1

### The Leader and the Group

Did the leader interact with the group well? 5 4 3 2 1

Did everyone have the opportunity to contribute? 5 4 3 2 1

Did the leader lead at the right pace? 5 4 3 2 1

Was the leader directive enough for the group? 5 4 3 2 1

*Director: Barry Jordan*

*Pastor: Shane Marques*

What was the best thing about this study?

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Is there any other feedback you would like to give?

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Name: \_\_\_\_\_

Date:

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## Speaking Evaluation Form

<b>The Speaker and the Bible</b>	<b>T</b>				<b>F</b>
Was it clear that the talk was based on a particular Bible passage?	5	4	3	2	1
Were the main points of the passage the main points of the talk?	5	4	3	2	1
Did the talk keep referring you to the Bible?	5	4	3	2	1

### **The Speaker and the Talk**

Was it easy to identify the main points of the talk?	5	4	3	2	1
Did the talk have a good introduction that gained your attention?	5	4	3	2	1
Did the talk have a good conclusion that helped you respond?	5	4	3	2	1
Did the speaker seem to be well prepared for this talk?	5	4	3	2	1
Did the talk go for the right length?	5	4	3	2	1

### **The Speaker and the Audience**

Did the speaker make good eye contact?	5	4	3	2	1
Did the speaker speak loudly enough?	5	4	3	2	1
Did the speaker speak at the right pace?	5	4	3	2	1
Was the speakers' body language appropriate for the talk?	5	4	3	2	1

What was the best thing about this talk?

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Is there any other feedback you would like to give?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

*Director: Barry Jordan*  
*Pastor: Shane Marques*