

CaCHE

# Mentor Handbook



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# 01. CaCHE Vision

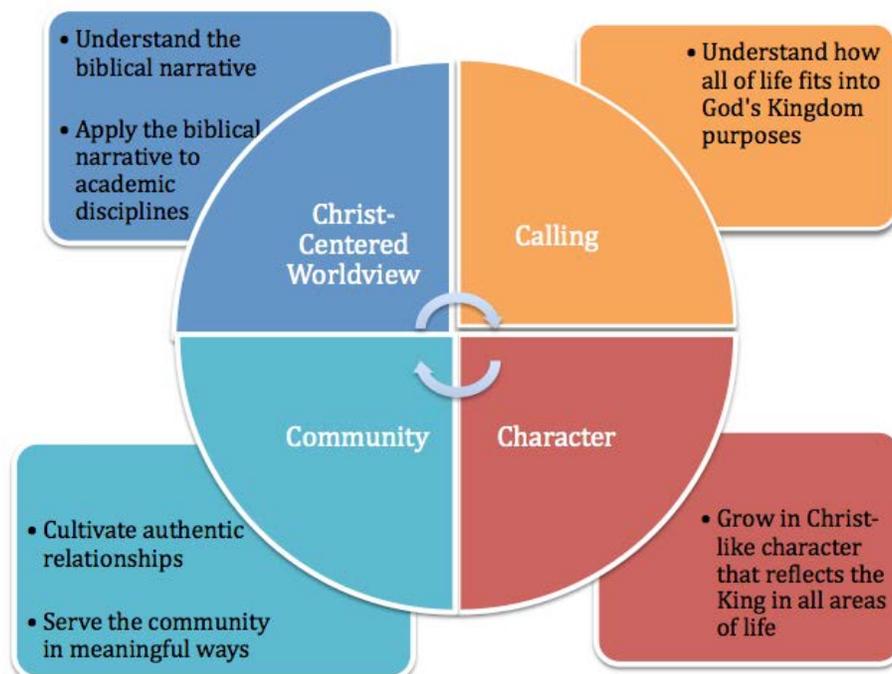
## 1-1 What is CaCHE?

At the heart of the Church-based and Community-centered Higher Education (CaCHE) vision is a desire to make disciples of the nations. We believe that God has uniquely empowered his Church for this great task, and although this discipleship mandate has remained unchanged throughout the eras of Church history, the methods of reaching the nations are constantly changing with the advent of new technologies and opportunities within each generation.

Today we live on the threshold of another new era. With the rapid global expansion of the Internet, the burgeoning of technological innovation, and the phenomenal growth of world-class online educational resources, today it is possible to provide widespread access to higher education in a way that was never feasible in generations past. Most importantly, it is possible to do so in a manner that is integrally linked with the local church, placing discipleship at the forefront and interpreting all knowledge in the light of the Word.

Thus, CaCHE is a vision to equip the Church worldwide to disciple its young people through an affordable tertiary education that is driven by discipleship, grounded in Truth, and marked by demonstrations of Christ-like love, character, and service as students learn what it means to be servant-leaders who demonstrate the Kingdom of God in all areas of life.

## 1-2 CaCHE 4-C Learning Model



## Christ-Centered (Biblical) Worldview

### Goals

- » Understanding of the biblical narrative and God's redemptive purposes throughout history
- » Discipline-specific applications of the biblical narrative

### Potential avenues for cultivating these goals

- » Worldview curricula – large group meetings to study specific worldview and/or discipleship curriculum that helps students better understand the biblical narrative and apply a Kingdom perspective to their lives.
- » Curriculum possibilities include:
  - For the Life of the World ([www.letterstotheexiles.com](http://www.letterstotheexiles.com))
  - Coram Deo by Disciple Nations Alliance ([www.coramdeoonline.com](http://www.coramdeoonline.com))
  - What is My Life Philosophy? By Free Think University ([www.freethinku.com](http://www.freethinku.com))
  - Multiply movement ([www.multiplymovement.com](http://www.multiplymovement.com))
  - Personal Bible Study (Cross Method, Inductive Bible Study, etc.)
- » VIEW Discussion – weekly meetings to discuss Kingdom perspectives related to the academic content that the students are studying

### Premises:

- » Our goal is to help students see reality from God's vantage point—i.e., recognizing God as Creator and the one who holds all things together for the purpose of displaying his glory in the world.
- » Students need to cultivate solid critical thinking skills that will enable them to engage with diverse perspectives in a way that is winsome, wise, and faithful to a biblical interpretation of life.

## Character

### Goal:

- » Reflecting Jesus in all areas of life, including personal, public, and professional life.

### Avenues for cultivating these goals:

- » Courses integrated with Service Learning Projects (Year-round)
- » Discipline of Love by Bob Moffitt, \*Appendix 1 (Year-round)

### Premises:

- » The fear of the Lord is the beginning of wisdom – character starts with fearing God
- » Character is cultivated in the context of community – Mentors, peers, and other role models play an active part in helping students grow in Christ-like character

## Calling

### Goal:

- » Understanding the connection between individual students' lives and the larger Kingdom mission that God has given to His church, i.e., identifying how God has called and equipped each student to be part of His Kingdom plans on earth

### Potential avenues for cultivating this goal:

- » Chawzon, God's Dream for Your Life (<http://www.chazown.com>)
- » Courses integrated with Service Learning Projects (Year-round)
- » Vocation: Discerning Your Calling by Tim Keller ([http://resurgence.s3.amazonaws.com/files/2011/06/06/Vocation-Discerning\\_Your\\_Calling.pdf?1307425464](http://resurgence.s3.amazonaws.com/files/2011/06/06/Vocation-Discerning_Your_Calling.pdf?1307425464))
- » Biographies of cultural change-agents throughout history

### Premises:

- » Every single student who enters the CaCHE program has a calling on their life; our goal is to help them connect to the One who has called them and discern how He is calling them to manifest His Kingdom in a broken world.
- » The topic of calling needs to be integrally linked with a Christ-centered worldview and God’s meta-narrative for history. As students grow in their understanding of God’s purposes for the world, they can then discern how God has uniquely gifted and called them to be part of fulfilling His mission. We want to help students identify their strengths and giftings, but ultimately, we want to help them understand God’s mission and find their place in it.

## Community

### Goals:

- » Cultivating authentic, deep relationships with others in the Body of Christ, including with other students, mentors, and individuals in the congregation
- » Serving people in the local community and, as the opportunity presents itself, in other parts of the world

### Potential avenues for cultivating these goals:

- » Small group discipleship meetings
- » Courses that are integrated with Service Learning Projects (Year-round)
- » Discipline of Love, by Bob Moffitt (Year-round)
- » Regular times of structured and unstructured community time among the students, e.g., meeting together for dinner at a student’s house, playing soccer together after class, etc.

### Premises :

- » Community is foundational to discipleship. It is what will make the difference between students who graduate with a diploma and students who graduate as disciples.
- » Community should be both intentional and organic (structured times for activities that bring students together), providing space and opportunity for students to spend time with one another)

## Elements of a Healthy Community



# 02. Academic Mentors

Academic mentors play a critical role in the realization of the above vision, mission, and strategic goals. They are the ones who create a culture that exudes the CaCHE ethos of discipleship.

Because this is a new paradigm for higher education, CaCHE Mentors must not only champion the vision for church-based and discipleship-driven education; they must also have a heart to disciple each individual student who comes into their fold. “Just as coaching requires individual attention, education, at its core, requires one mind engaging with another, in real time: listening, understanding, correcting, modeling, suggesting, prodding, denying, affirming, and critiquing thoughts and their expression.”<sup>1</sup>



## 2.1 Learning Facilitation

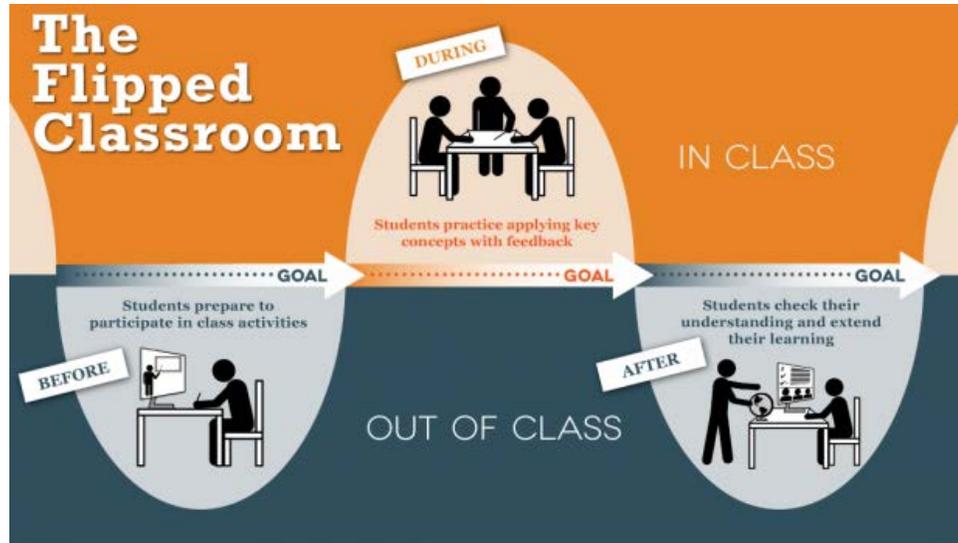
### 2.1.1 Flipped classroom/Active learning

The flipped classroom model inverts traditional teaching methods, delivering instruction online outside of class and moving “homework” into the classroom.

#### What happens in the flipped classroom model?

1. Students watch lectures at home (or wherever there is Internet access) at their own pace, communicating with peers and teachers via online discussions.
2. Concept engagement takes place in the classroom with the help of the instructor.

<sup>1</sup> Hieronymi, Pamela. (August 14, 2012). “Don’t confuse technology with college teaching.” UCLA Newsroom. Retrieved February 3, 2015 from <http://newsroom.ucla.edu/stories/don-t-confuse-technology-with-237531>.



(© image source: <http://ctl.utexas.edu/teaching/flipping-a-class/what>)

## 2.1.2 Classroom activities in the flipped classroom

### Socratic dialogue and VIEW discussion/reflection

#### VIEW Discussion Questions

##### OVERVIEW

- Knowledge-based questions about the lesson content

##### WORLDVIEW

Questions that touch on the spiritual dimensions of the content, such as:

- How this lesson affects the students' relationship with God? Discerning the main underlying principles that are at work in this story.
- What does this lesson reveal about what is good, true, and beautiful?
- What in this lesson does not align with a biblical worldview?
- How does this lesson change/reinforce the way I view the world?

##### MY VIEW

- How does today's lesson apply to your life?

##### REVIEW

- What is your biggest personal take-away from today's lesson?

## Featured guest speaker

Academic Mentors are encouraged to invite guest speakers from their community who have expertise in the topics being studied in the CaCHE classroom. This will make classes more engaging by demonstrating to the students how knowledge is applied outside of the classroom.

## Service learning project

Service learning is a method of teaching that combines classroom instruction with meaningful community service. This form of learning emphasizes critical thinking and personal reflection while encouraging a heightened sense of community, civic engagement, and personal responsibility.

### What Service Learning Entails<sup>2</sup> (\* See Appendix 2: Service Learning Seed Project Planning)

1. A Need to Know	Projects designed with authenticity infuse student work with purpose and passion by connecting project-work to real-world issues that students care about. Students engaged in truly authentic projects don't ask the question, "Why do we need to know this?" The purpose behind learning relevant information becomes apparent when teachers incorporate an engaging project: students need to know the information to tackle the challenge before them.
2. A Driving Question	The driving question that is used should contain the following elements: 1). It should be thought-provoking, 2). It shouldn't be a close-ended, 3). It should have an element of complexity, and 4). It should be integrally connected to the student learning objectives. Driving questions can be concrete (e.g., What is the condition of the roads in Nairobi?), abstract (e.g., Is poverty in Manila something that can be solved by government intervention?), or problem-focused (e.g., "What can be done to help primary students complete their homework when they don't have good parental support?).
3. Student Voice and Choice	The more that students' choice and voice can be incorporated into the project, the better. This is a critical component of project-based learning. It's important, though, that teachers create projects with the amount of student voice and choice that naturally fits their style and their students' style.
4. Collaboration & Communication	Once the project details are defined, students will carry out their projects through collaboration and communication, which is one of the key 21st learning skills. In this stage, incorporating adult connections will support and inspire students through the meaningful involvement of adults beyond the classroom.
5. Inquiry and Innovation	Students find project work more meaningful if they conduct real inquiry, which does not mean finding information in books or websites and pasting it onto a poster. With real inquiry comes innovation—a new answer to a driving question, a new product, or an individually generated solution to a problem.
6. Feedback and Revision	Learning becomes more meaningful when a formal process for feedback and revision is incorporated during a project. Why? Because an emphasis is placed on developing products and performances that are high-caliber, and students recognize that this is a significant part of the project. Students must recognize that most first-time attempts don't produce high-quality work, as well as that revision is often part of work in the real-world.

2. Adapted from: [http://www.ascd.org/publications/educational\\_leadership/sept10/vol68/num01/Seven\\_Essentials\\_for\\_Project-Based\\_Learning.aspx](http://www.ascd.org/publications/educational_leadership/sept10/vol68/num01/Seven_Essentials_for_Project-Based_Learning.aspx)

### 7. A Publicly Presented Product

When it's not just for the test or the teacher, schoolwork carries more meaning. Presenting their work to an actual audience causes students to care more deeply about the quality of their work. In this stage, students synthesize information in a format applicable to the final product (audio file, photos, text draft, charts, etc.) and share their work with a real audience.

## 2.1. 3 Learning facilitation template

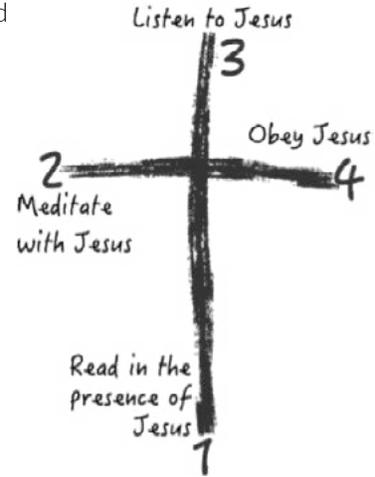
Course Title		Lesson Topic	
Estimated Time		Date	
<b>Intro ( min)</b> (How can this topic introduced in a meaningful way using real-life examples, video clips, quotes, Bible verses, and/or a pithy summary?)			
<b>Reflection &amp; Discussion ( min)</b>			
<b>OVERVIEW</b> (What did you learn today? What are your questions, challenges, or concerns about the lesson?)			
<b>WORLDVIEW</b> (How does this lesson affect your relationship with God? Discern the main underlying principles that are at work in this story. What is good, true, and beautiful in this lesson? What is not aligned with a biblical way of thinking? How does this course change/reinforce the way I view the world?)			
<b>MY VIEW</b> (How am I going to respond to today's lesson, i.e., what am I going to do? How can I use what I have learned to serve my neighbors and community?)			
<b>REVIEW</b> (What is the biggest take-away from today's lesson?)			
<b>Project Facilitation/Community Service Ideas ( min)</b> ( <i>IF STUDENTS ARE DOING A PROJECT</i> : What is the biggest challenge to carry out the project? How can it be resolved? What additional resources are needed? What progress has been made? Has everyone contributed? Which plans need to be revised? <i>OTHERWISE</i> : What kind of project would we like to create so that we can meaningfully apply what has been learned?)			

## 2.2 Discipleship

### 2.2.1 Cross Method

The Cross Bible study method is one tool that CaCHE Academic Mentors and students are encouraged to use in their daily Bible reading time.

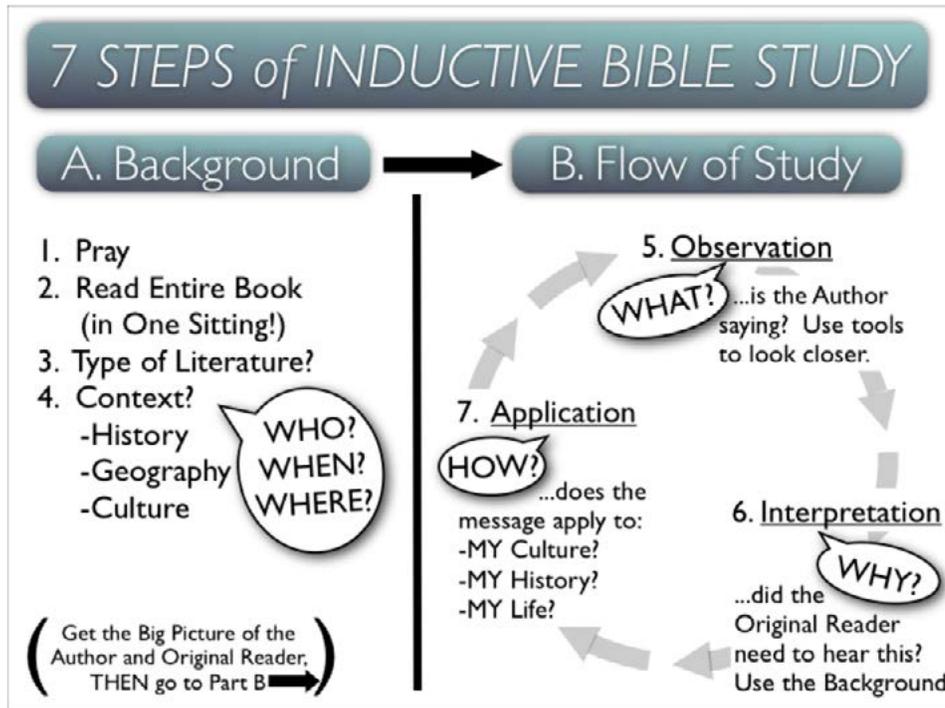
The Cross method consists of four steps that help the reader connect more deeply with Jesus by reading the Word. The first step includes reading in the presence of Jesus and recognizing that it's only by his blood that we can enter the presence of our Father. The second step includes meditating with Jesus as we seek to understand what the passage truly means. The third step involves listening to Jesus in order to understand what he is saying to our hearts. Finally, the fourth step requires walking in obedience to what Jesus has revealed (Jim Millard, Cross Bible Study, 2013).



(©image source: Millard, Jim. (2013). Cross Bible Study: Meeting Jesus in Your Daily Bible Reading.)

### 2.2.2 Inductive Bible Study

The Inductive Bible Study (IBS) method is an investigative approach to the Bible using three basic components: Observation, Interpretation, and Application. The graph<sup>3</sup> below summarizes the prerequisite steps involved in the IBS method, as well as the key questions in the observation-interpretation-application cycle. The chart below can be used as a practical tool to help students become more comfortable with using the Inductive Bible Study approach.



3. Chart compliments of Cliff Davis, YWAM LA

<b>Bible Passage</b>	
<b>Observation</b>	
<b>Who (Main Characters)</b>	<b>Where/When</b>
<b>What Happened</b>	<b>How/Why</b>
<b>Interpretation</b>	
<b>Application</b>	

(*\*\*\*For ideas about additional Bible study methods that can be introduced to students, visit <https://bible.org/article/12-methods-bible-study/>*)

### 2.2.3 Discipline of Love by Dr. Bob Moffitt

“The Discipline of Love is a spiritual discipline tool developed that is designed to help followers of Christ demonstrate God’s love by serving others. The image of God is best reflected in man through sacrificial servanthood. Believers should become more aware of the need to personally reflect Christ’s character in four areas of God’s concern (wisdom, physical, spiritual, and social) in the world in which they live (family, church, and community).”<sup>4</sup>

(\* See **Appendix 1** for the entire “Discipline of Love” curriculum created by Bob Moffitt.)

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3. The Discipline of Love Notebook, November 2, 2014.

## Discipline of Love Matrix<sup>5</sup>

	Wisdom	Physical	Spiritual	Social
Family	<b>1. May 2</b> Discuss one Proverb and how to apply it in family devotions each day this week.	<b>2. May 10</b> Wash dishes after evening meal three times this week.	<b>3. May 16</b> Take an initiative to lead family prayer each day with siblings	<b>4. May 27</b> Prepare for games to play with younger siblings
Church	<b>5. June 3</b> Focus my devotions this week on applying this week's sermon.	<b>6. June 10</b> Volunteer to help in the church office on the weekend.	<b>7. June 17</b> Take 15 min. each day this week to pray for our pastor and elders.	<b>8. June 24</b> Take a child of one of our single parents on an outing.
Community Your World or a Culturally Different World	<b>9. July 1</b> Visit elected leaders to learn about community needs and ask how I can help.	<b>10. July 9</b> Pick up trash on the streets each day this week as I walk to work.	<b>11. July 16</b> Ask my non-believer friend how I can pray for his family & pray for them each day this week.	<b>12. July 25</b> Take doughnuts and a note of thanks to the police station.

## 2.3 Administration

### 2.3.1 Mentor/Student Applications

Academic Mentors and students are required to submit an application on the CaCHE website. Application information provides CaCHE Global with the basic data that is required to manage the CaCHE sites and student academic programs. Please have all your students submit their admissions application on time (this goes for the Academic Mentors as well, since an application is required for all prospective Mentors).

### 2.3.2 CaCHE Courses

CaCHE utilizes freely available quality online resources to provide courses for students. MOOCs (Massive Open Online Course) and free online courses are some of the key resources we utilize. A few examples of online course providers include:

5 [http://media.wix.com/ugd/5dadae\\_52dacefec25a94e93744fb3eff76ee93.pdf](http://media.wix.com/ugd/5dadae_52dacefec25a94e93744fb3eff76ee93.pdf)

- Coursera (www.coursera.com)
- Udacity (www.udacity.com)
- Canvas Network (www.canvas.net)
- HP LIFE (http://www.life-global.org/en)
- EdX (www.edx.com)
- Open Biola (open.biola.edu)
- Luxvera (www.luxvera.regent.edu)

### 2.3.3 CaCHE LMS (Learning Management System): Canvas

All CaCHE course requirements are housed within the Canvas website (https://canvas.instructure.com).

#### Canvas Navigation

- Syllabus: Always go through the course syllabus first to familiarize yourself with the course requirements, schedule, etc.
- Assignment: Submit assignments on Canvas through a textbox or file upload
- Discussion: Interactive tool among the Mentor and students during non-flipped classroom days
- Grades: Mentors enter grades and feedback on students' submissions

#### How to manage/facilitate courses using Canvas

- Add students to the course (Click "People" on the left side of the page)
- Modify the course schedule to accommodate specific local needs
- Respond to the online discussion posts

The screenshot shows the Canvas LMS interface for a course titled "Bible 101: Introduction to the Old Testament!". The top navigation bar includes "Courses", "Assignments", "Grades", and "Calendar". The left sidebar contains a menu with "Home", "Syllabus", "Assignments", "Quizzes", "Discussions", and "Grades". The main content area displays a welcome message and a list of course objectives. A small image of an open Bible and a globe is visible on the right side of the content area. The right sidebar shows "View Course Stream" and "Recent Feedback" (Nothing for now).

**Welcome To Bible 101: Introduction to the Old Testament!**

This course is an introduction to the literature of the Old Testament, the history of Israel, critical issues of Old Testament formation, biblical theology and investigative methods in biblical study. This first-semester course, in conjunction with Bible 102 (offered in the second semester), meets the CaCHE Bible competency requirement.

In this course, you will:

1. Learn the basic **content** of the Old Testament books, how they relate to each other and to the Bible as a whole.
2. Identify and describe the major **people, places, and events** in the Old Testament.
3. Understand and appreciate how God has worked through history for his redemptive purposes, and thereby begin to develop a **biblical theology of the Old Testament**.

3. Become familiar with the **historical outline**

### 2.3.4 Academic Program Options

CaCHE is not a degree-granting institution, but we seek to partner with other institutions that can provide certification for our CaCHE students.

#### Certificate/Diploma Options

- Local examination bodies (such as the Kenya National Examinations Council) through which students can take certifying examinations
- Certificate/diploma from the local institution providing the CaCHE program
- Certificate/diploma from CaCHE Global

#### Accredited Degree Options

- University of the People (qualified CaCHE students may be encouraged to apply for a degree program at this tuition-free online university)
- City Vision University

### 2.3.5 Management of Student Data

Records of students' grades will be kept in an online data management system. CaCHE will provide training on this data management system for our local sites. Mentors must record data for their students on a regular basis.

## 2.4 Technology

### 2.4.1 Wired Classroom

CaCHE Global desires to walk alongside our partners as they are starting local CaCHE programs. This includes providing expertise, consultation, training, and models for how to set up the technological infrastructure necessary to start a local CaCHE program. However, the responsibility for procuring and maintaining the technology remains the sole responsibility of the local program.

It is important that as our partners consider their local technology needs, they think in terms of the alignment between the chosen curriculum and the available technology. For instance, if Internet connectivity is a challenge at the local site, then offline curriculum materials will need to be prioritized for use. Likewise, if students desire to study a technical major that requires more advanced technology in the classroom, then the appropriate resources will need to be in place for this major to be offered.

## Computers

Local CaCHE programs have many options for the types of computer devices they can use. Among some of the options include

- » Desktops
- » Laptops
- » Tablets
- » Raspberry Pies

Additionally, it is recommended that each site have a server, although this is not a requirement. However, hard disk (Raspberry Pie) or hard drive (desktop/laptop) space is a requirement for local programs.

## Internet

It is up to the local CaCHE sites to identify the best solution for Internet connectivity. This also includes taking responsibility for the Internet costs. If necessary, the Internet that students use for their CaCHE studies may be factored into the local program fees that are charged to students.

## Software

The following software specifications are advised for local CaCHE programs:

- Operating systems – Linux (preferred; options include Ubuntu LTS [laptops] or Raspian [Raspberry Pies]), Windows Vista or higher (not Windows XP), or Mac
- Browsers – Chromium (Raspberry Pies), Chrome (all others)
- Office Software – Libre Office (works on all operating systems and devices), Microsoft Office (extra cost associated with purchasing Microsoft Office or it can be used for free through OneDrive), or Google Docs. (**NOTE:** All documents should be saved as Microsoft Word documents regardless of the office software used.)
- Interpreters and compilers – Python 2.7 interpreter (required), Django, Flask, Google Apps Engine, My SQL, SQL Light, php

### 2.4.2 IT Training

#### Pre-Requisite Training

Our goal is to provide our Academic Mentors with the following technology training materials:

- Command Line
- Linux Ubuntu server
- Virtualization

# 03. Implementation Plan

## 3.1 Key Responsibilities

### CaCHE Representative

CaCHE Global may commission a CaCHE representative to assist a local campus in implementing the CaCHE program during the initial stage of 1-2 years. Once the program is fully settled and localized, the local leadership team will take full responsibility for on-going management of the entire program.

### Site Leader

The local Site Leader oversees the local CaCHE site. Responsibilities include administrative aspects of the program such as:

- Ensuring that mentor/student applications are submitted on time
- Managing student progress reports
- Providing curriculum feedback to CaCHE Global

Also, the Site Manager makes sure that a computer lab is adequately set up to support student learning, which includes

- Computers: Check the computers' functionality to make sure that they are in optimal condition for e-learning.
- Internet : Make sure that the Internet is fast enough to access CaCHE content on Canvas and if possible, to stream lecture videos.
- Software : Make sure that each computer is equipped with the proper software (such as Microsoft Office or Libre Office, Photoshop or GIMP, etc.)

## 3.2 Scheduling

### Set up a daily/weekly schedule

#### Flipped Classroom Day

Students are required to meet as a group with their Academic Mentors for class discussion, service-learning projects, etc. once (or twice) a week.

#### Discipleship Group

An individual Mentor meets with a small group of 3-5 students (or one-on-one, same gender only, if preferred) once a week. Some possibilities for structuring this time include:

- Pray for each other
- Discuss the students' application of Discipline of Love
- Check academic progress
- Go through a prepared curriculum on a specific discipleship/other topic
- Help each other with questions. Students can also engage in peer-tutoring during this time (or during a separate time arranged by the students—the Mentor does not need to be present for peer tutoring times.)

## 3.3 Wired Classroom

Below is a list of important technology questions that each program leader should be prepared to answer:

### Computer

- How many computers are available with access to the Internet?

### Internet

- Which type of Internet connection do you use?
  1. Dial-up connection
  2. High speed cable
  3. Wired broadband
- Does the Internet speed allow users to stream videos (such as videos on You Tube)?
  1. It is fast enough to stream videos without any problem
  2. It is possible to stream, but it slows down easily with frequent buffering
  3. It is not possible to stream videos at all
- How many students can watch videos at the same time using different computers?

### Software and Other materials

- Printer: Yes / No (if yes, how many: )
- Window (or Mac) version:
- Overhead projector: Yes / No
- Microsoft Office (or Libre office): Yes / No

## 3.4 CaCHE Global-local ongoing communication

On-going communication between CaCHE Global and the local campus is crucial for the success of the CaCHE program. The CaCHE learning model is new and complex, thus requires on-going strong collaboration. Maintaining close communication requires embracing a new mindset, culture, and habits.

### Weekly call with the Site Leader and CaCHE Global/Representative

During the Foundation Semester, the Site Leader will have a weekly update call with CaCHE Global.

### Monthly Program Report

The site leader must send a monthly program report to CaCHE Global (\*See Appendix 4).

### Ongoing check-in with the Admin Mentor and CaCHE Global

Most of the CaCHE courses are created by U.S. institutions. Curriculum varies from country to country and also reflects the local society's culture and value system. Therefore, the CaCHE curriculum can serve the local site's needs only when proper feedback is provided by the local site.

### Ongoing Monthly Mentor Training (To be developed)

The Academic Mentors are expected to develop mentoring/learning-facilitating skills to better serve their students. Future monthly ongoing training may be carried out in a hybrid form as described below:

- » 2nd week of the month: The Mentors will be invited to the training materials on Canvas. It will take approximately 3-4 hours to go through the material.
- » Last week of the month: The Mentors will meet online with CaCHE Global for a 90-minute seminar.
- » The agenda will be:
  - Monthly debrief (\*A monthly program report should be submitted in advance.)
  - Online seminar for the monthly training topic

**(Appendix 1)**

# THE DISCIPLINE OF LOVE<sup>6</sup>

**Overview Statement**

The Discipline of Love is a spiritual discipline that is an effective discipleship tool designed to help followers of Christ practice demonstrating God's love by serving others. The image of God is best reflected in man through sacrificial servanthood. Believers should become more aware of the need to personally reflect Christ's character in four areas of God's concern (wisdom, physical, spiritual and social) in the world in which they live (family, church and community).

**Main Ideas**

1. We were created in the image of God. Servanthood is the highest reflection of God's image in man.
2. Jesus is the incarnation of God's love as expressed through servanthood. We are to be conformed to Christ's image – that of a willing, obedient, and loving servant.
3. God's love is demonstrated through our obedience in serving others in all areas of life.
4. Discipline is necessary for training and growth in godliness. We have to train ourselves to serve.
5. We can intentionally plan, act, reflect and be accountable in our serving.

**Outcomes****Now**

- » To grasp and express the main ideas of the lesson in their own words.
- » To plan and carry out one Discipline of Love in the next 24 hours.

**Beyond**

- » To recognize that loving servanthood is the highest expression of the image of God and to commit to complete at least one full cycle of the Discipline of Love in the next 3 months.
- » To work as leaders to teach, encourage and lead others to live a disciplined lifestyle of loving others.

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<sup>6</sup> The Discipline of Love: [http://media.wix.com/ugd/5dadae\\_52dacefec25a94e93744fb3eff76ee93.pdf](http://media.wix.com/ugd/5dadae_52dacefec25a94e93744fb3eff76ee93.pdf).

(Lesson Handout #1)

# THE DISCIPLINE OF LOVE

## KEY VERSE 1 Timothy 4:7-8

*"... train yourself to be godly. For physical training is of some value, but godliness has value for all things, holding promise for both the present life and the life to come." (1 Timothy 4:7b-8)*

## DISCOVERY QUESTIONS

1. How does one train to be godly?
2. What are other words associated with training?
3. Is discipline necessary for growth?

## SUPPORTING VERSES & DISCOVERY QUESTIONS

1. Why do you think God wants His children be conformed to Christ's likeness?  
(*Read: Romans 8:29*)

2. What is God's role, and what is our role in being conformed to Christ's image?  
(*Read: Philippians 2:12-13; Ephesians 3:20; John 15:4-5*)

3. According to these verses, what aspect of the image of God and Christ, who perfectly reflected Father's image, should be reflected in us?  
(*Read: Matthew 20:28; Romans 15:8-9; Philippians 2:6-8*)

4. What is the relationship between service and love? (*Read: 1 John 3:16*)

## APPLICATION PLAN

Exploration and Reflection  
Review Participant Handouts #2 through #4.

## Decision and Intercession

Share your commitment with one other person. Then pray for each other.

## APPLICATION REPORT

Be prepared to report at the beginning of the next class session.

# Sample Matrix

	Wisdom	Physical	Spiritual	Social
Family	<b>1. May 2</b> Discuss one Proverb and how to apply it in family devotions each day this week.	<b>2. May 10</b> Wash dishes after evening meal three times this week.	<b>3. May 16</b> Take an initiative to lead family prayer each day with siblings	<b>4. May 27</b> Prepare for games to play with younger siblings
Church	<b>5. June 3</b> Focus my devotions this week on applying this week's sermon.	<b>6. June 10</b> Volunteer to help in the church office on the weekend.	<b>7. June 17</b> Take 15 min. each day this week to pray for our pastor and elders.	<b>8. June 24</b> Take a child of one of our single parents on an outing.
Community Your World or a Culturally Different World	<b>9. July 1</b> Visit elected leaders to learn about community needs and ask how I can help.	<b>10. July 9</b> Pick up trash on the streets each day this week as I walk to work.	<b>11. July 16</b> Ask my non-believer friend how I can pray for his family & pray for them each day this week.	<b>12. July 25</b> Take doughnuts and a note of thanks to the police station.

\* In Acts 1:8, Jesus told His followers they would be His witnesses in Jerusalem (where they were) and in Judea, Samaria, and to the ends of the earth—in progressively widening geographic and cultural circles.

**Family** includes spouses, children, parents, siblings, in-laws, extended family, roommates, close friends. **Church** includes all members of the Body of Christ, including pastors, church groups, the church building. **“Community”** includes our work, school, daily activities, neighborhoods—places where we spend much of our time—but excludes our family, church, and fellow-believers. **“Culturally Different World”** includes people with special needs (orphans, prisoners, aged, unreached people groups) and local/regional/national/international issues.

Write the date completed on the line \_\_\_\_\_. Check the box when an exercise is done.

# Sample Plan

**Entry No:** 1 **Date:** July 5 **Context/Area :** Family - Wisdom

**1. What is the need and what will I do?**

I need to lead my family in regular devotions. I will begin Monday with a devotion on a verse in Proverbs.

**2. With or for who?** My family

**3. When?** Monday

**4. Where?** At home at dinner

# My Plan

**Entry No:**            **Date:**            **Context/Area :**

**1. What is the need and what will I do?**

**2. With or for who?**

**3. When?**

**4. Where?**



## My Discipline of Love Matrix

	Wisdom	Physical	Spiritual	Social
Family	1.	2.	3.	4.
Church	5.	6.	7.	8.
Community Your World or a Culturally Different World	9.	10.	11.	12.

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Write the date completed on the line \_\_\_\_ . Check the box when an exercise is done.

(Appendix 2)<sup>7</sup>

# Service Learning Seed Project Planning

## Overview Statement

Planning is biblical. Seed Project planning is a simple model for identifying, planning and carrying out small-scale Kingdom projects in local communities.

## Main ideas

1. Planning reflects our Creator. He is a God of order.
2. Seed Projects reflect God's concern for a specific area of brokenness in our communities. Seed Project planning identifies one small step we will take toward that concern.
3. Good planning helps us to identify the sequence of steps and responsibilities needed to achieve the final goal.
4. The plan must intentionally consider all Seed Project characteristics.

## Outcomes

### Now

- » To grasp and express the main ideas of the lesson in their own words.
- » To identify an area of God's concern in their communities outside the church and plan one Seed Project during the lesson.

### Beyond

- » To recognize the need for ongoing, balanced, and focused Seed Projects being done in their communities, and to commit to plan additional Seed Projects as a form of wholistic evangelism.
- » To work as leaders to complete one Seed Project with a group in their local churches in the next month.

## Rubric

	Poor	Fair	Good	Excellent
<b>Christ-centered worldview</b> Understand the root issue of the problem and God's intention for it				
<b>Character</b> Carrying out the work with love and integrity Taking initiative Commitment to completing tasks				
<b>Community</b> Addressing an area of real need in the community Coordinate the project in collaboration with the community Demonstration of strong collaboration skills with the other students				
<b>Calling/Skills</b> Demonstration of excellence in performing the service activities Use of new skills/knowledge in real-world settings Demonstration of critical thinking in planning and problem-solving				

7. Part of this material has been drawn from the Seed Project material by Bob Moffitt from the Harvest Foundation

# SEED PROJECTS PLANNING & REPORTING

## *(Sample Plan) Heading*

- 1. Problem:** Early pregnancy
- 2. God's Intention:** To keep your heart and body pure as it is a temple of the Holy Spirit.
- 3. Scripture:** Psalm 119:9, Hebrews 13:4, 1 Cor. 6:18
- 4. Seed Project Title:** Raise awareness on early pregnancy
- 5. Primary Impact:** Spiritual + Physical
- 6. Secondary Impact(s):** Social

## *Sample Project Planning*

Project Steps	Persons/Inst. to Consult	Resources Needed	Person(s) Responsible	Completion Day
1. Prayer & decision	God	Time, reflection	Project committee	Day 1
2. A need-to-know/driving question: Why should we prevent early pregnancy?	Community members who carry inspiring stories regarding prevention of early pregnancy	Inspiring stories	Project committee	Day 2-4
3. Brainstorm - How to raise awareness (drama/ storytelling...) - Who is the target audience? (parents/ teenagers in public schools...)	Project committee	Ideas	Project committee	Day 5
4. Prayer	God		Project committee	Day 5
5. Execute through collaboration	Project Committee	Target audience contact list, props...	Project committee	Days 6 – 20
6. Contact local public schools	Local school leaders		Project committee	Day 8
7. Prepare skit, play, presentation, etc. to deliver "Purity Talk" message	Church		Project committee	Days 9-20
8. Feedback and revision	Church leaders/ members		Project committee	Day 20
9. Prayer	God	Time	Project Committee	Day 20
10. Workshops at a local public school	School leaders and community		Project Committee	Days 21-27
11. Celebration/Evaluation	School /church leaders	Reflection	Project committee	Day 28

# My Seed Project

## Heading

<ol style="list-style-type: none"> <li>1. Problem:</li> <li>2. God's Intention:</li> <li>3. Scripture:</li> <li>4. Seed Project Title:</li> <li>5. Primary Impact:</li> <li>6. Secondary Impacts:</li> </ol>
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## The Plan

Project Steps	Persons/Inst. to Consult	Resources Needed	Person(s) Responsible	Completion Day
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

\*\*Add additional rows as needed



**End of the month evaluation:**

- **Best Practices** *What went well? How can you integrate these insights in the future?*
  
- **Challenges** *What difficulties did you have? How can you overcome them?*

**Site Leader**

**Flipped Classroom/Small Group Meetings Observation** (\*\*\*)The site leader is required to observe at least one flipped classroom session per week and provide feedback to the Mentors.)

Date & Time	Academic Mentor Observed	Comments <i>(e.g. Suggestion, critiques, encouragement)</i>

**Community Connection of the Month**

Guest speaker invited	
Service-learning project, internships, etc	

**Overall Evaluation of the month** (Challenges, best practices, etc)

**Next Month's Plan**

<b>Meeting Dates</b>	
<b>Community Connection planned</b> <i>(e.g. Guest speaker invited, service-learning/internship planned)</i>	
<b>Others</b> <i>(e.g. a ministry-wide events, major national holidays)</i>	

