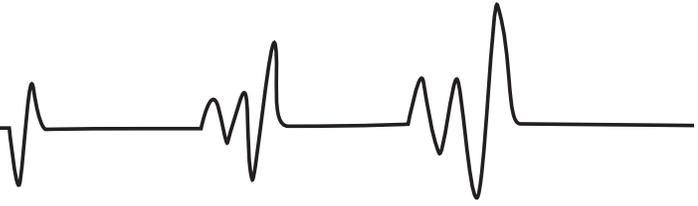




THE #LIVEFULLY BIBLE COURSE HAS A *Special* LOG-IN WEBSITE FOR TEACHERS!

- 12 BRAND NEW TRAINING VIDEOS for teachers to enhance their understanding of each unit. Videos can also be shown to students as a unit recap.
- PRINTABLE VERSIONS of all assessments and important course documents (no more scanning!)
- NEW ASSESSMENTS that are more rigorous and effective and only available online.

To check out the site, simply go to WWW.LIVEFULLYSCHOLAR.COM/RESOURCES and enter the temporary password: **livefully1010** (Case sensitive)



COURSE INTRODUCTION

PART A: WORLDVIEW

UNIT ONE—SALT

- Lesson 1.1: Course Introduction
- Lesson 1.2: The Big Questions
- Lesson 1.3: Major Worldviews
- Lesson 1.4: Why Does Worldview Matter?
- Lesson 1.5: Salt of the Earth
- Lesson 1.6: Perceptions of Christian Community
- Lesson 1.7: Unit One Recap

UNIT TWO—#LIVEFULLY

- Lesson 2.1: What is the Good Life?
- Lesson 2.2: Life to the Full
- Lesson 2.3: The Full Life is Not...
- Lesson 2.4: The Full Life is...
- Lesson 2.5: Unit Two Recap

UNIT THREE—HEAVENANDEARTH

- Lesson 3.1: Sacred vs. Secular
- Lesson 3.2: Breaking Down Dualism
- Lesson 3.3: Back to the Beginning
- Lesson 3.4: From Full Life to Fragmented Life
- Lesson 3.5: Unit Three Recap

UNIT FOUR—REDEMPTION

- Lesson 4.1: The Big Story
- Lesson 4.2: Not The Way it's Supposed to Be
- Lesson 4.3: Incarnation
- Lesson 4.4: Resurrection
- Lesson 4.5: Cosmic and Close
- Lesson 4.6: Unit Four Recap

UNIT FIVE—FUTURE

- Lesson 5.1: Escapism
- Lesson 5.2: New Heaven, New Earth
- Lesson 5.3: Blueprints for New Life Now
- Lesson 5.4: Loving and Just
- Lesson 5.5: Personal Transformation Plan

PART B: IDENTITY AND CALLING

UNIT SIX—SPIRIT

- Lesson 6.1: Who is the Holy Spirit
- Lesson 6.2: Source of Fullness
- Lesson 6.3: Think For You
- Lesson 6.4: Think With
- Lesson 6.5: Think For Themselves
- Lesson 6.6: Awkward Age
- Lesson 6.7: Spiritual Gifts
- Lesson 6.8: Unit Six Recap

UNIT SEVEN—FAMILY

- Lesson 7.1: Family of God
- Lesson 7.2: God as Trinity
- Lesson 7.3: Unity + Diversity
- Lesson 7.4: Unity + Diversity + Love
- Lesson 7.5: Unity + Diversity + Love Forever
- Lesson 7.6: Unit Recap

UNIT EIGHT—HOSPITALITY

- Lesson 8.1: What is Evangelism?
- Lesson 8.2: Christ's Ambassadors
- Lesson 8.3: Order of Evangelism
- Lesson 8.4: Hospitality
- Lesson 8.5: Sharing Your Story

UNIT NINE—YES AND NO

- Lesson 9.1: Living in a Global Village
- Lesson 9.2: Saying “Yes and No”
- Lesson 9.3: True, Good, Beautiful
- Lesson 9.4: Essay Preparation

UNIT TEN—REVIVAL

- Lesson 10.1: What is Revival?
- Lesson 10.2: Personal Transformation
- Lesson 10.3: Transition
- Lesson 10.4: The Common Good
- Lesson 10.5: Psalm of Revival

UNIT ELEVEN—SHINE

- Lesson 11.1: A Royal Priesthood
- Lesson 11.2: Cultural Impact Presentation
- Lesson 11.3: Role of the Church

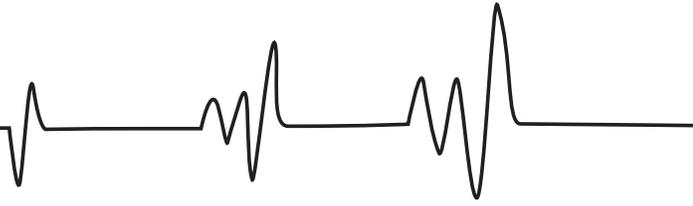
UNIT TWELVE—PERSEVERANCE

- Lesson 12.1: Difficulty
- Lesson 12.2: Delay
- Lesson 12.3: Wrap-Up

APPENDIX A: SUPPLEMENTAL MATERIALS

APPENDIX B: ASSESSMENT OPTIONS

CREDITS



Students' lives are full of responsibilities inside and outside the classroom, along with increasing amounts of digital connection and media consumption. Day-to-day spiritual life can feel fragmented, as many young people struggle to see how Christian faith connects with their various interests and passions. In the midst of life's demands and distractions, Christian teenagers are taught to keep God first. *But how?*

To emerge as passionate followers of Jesus in this present age, students need to learn how to live a holistic, integrated spiritual life. This includes a deep understanding of how Christianity shapes their view of humanity and the world (worldview), how following Jesus impacts their personal life (identity), and how a biblical vision guides their vocational pursuits (calling).

The *#LiveFully* course is the integration of these concentrations: worldview, identity, and calling. Students will learn how Christian faith impacts every area of life and human culture. As a result of the course, students will have gained confidence and clarity to live as the "salt of the earth" and "light of the world" in this complex, changing world.

Our goal for the *#LiveFully* Bible course is nothing short of transformation in the lives of your students, and we believe that with your partnership and commitment, this is exactly what will happen. As you teach this course, I hope you find that it's not only biblically faithful, but empowering for students to think critically and collaborate with each other.

Thanks for who you are, for serving in the development of these students, and for your role in God's greater plan of redemption. If you ever have any questions or concerns about the course, please do not hesitate to reach out to our team. We are committed to doing anything that we can to help facilitate an incredible classroom experience for you and your students.

In the fullness of Christ,

Brian Burchik
Founder of Live Fully, LLC

TARGET AUDIENCE

#LiveFully: Re-imagining the Greatest Calling on Earth is designed for high school and college students in any Christian school classroom setting. The curriculum includes 90 days (one semester) of instruction with 60 progressive lessons that can be taught inside one hour class periods. Allowance is given for additional sessions required for student presentations and other assessments.

STUDENT LEARNING OBJECTIVES

By the end of this one semester course, all students will have:

WORLDVIEW

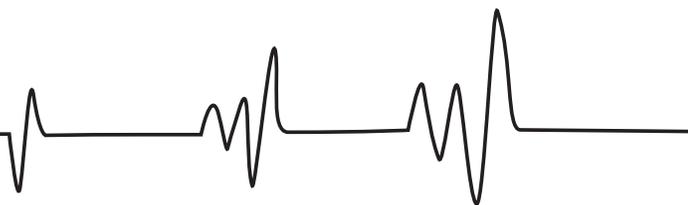
1. Articulated a biblical worldview, comparing and contrasting it with contemporary, competing worldviews.
2. Outlined the framework of the biblical metanarrative, including creation, fall, redemption, and restoration.
3. Communicated how the principles of biblical worldview apply to real issues faced in life and society.

IDENTITY

4. Assessed their personal experience of Christian community, filtering it through a theological understanding of God's nature.
5. Implemented a process of personal transformation based on Bible study, imaginative reflection, and practical goal-setting.

CALLING

6. Identified vocational passions and abilities in light of God's calling to live as image bearers of the Creator and the Redeemer.
7. Practiced how to engage with cultural artifacts, specifically works of art and entertainment, assessing these works through a constructive biblical lens.
8. Presented the pertinent issues found within various sectors of society, sharing redemptive attitudes and practices for careers and professions within these cultural channels.



MAJOR COURSE ASSIGNMENTS AND ASSESSMENT

1. **CLASSROOM ENGAGEMENT**—This include quizzes, small group interactions, creative writing assignments, as well as overall participation in class discussions.
2. **STUDENT WORKBOOK**—Students will interact with the Student Workbook that includes class notes, exercises, and occasional homework assignments. Workbooks will be graded periodically throughout the semester based on the completion of all class work.
3. **TEXTBOOK READING ASSIGNMENTS**—students will be responsible for weekly reading from their textbooks, as well as specific biblical texts.
4. **METANARRATIVE PAPER**—students will write a paper demonstrating an understanding of the biblical meta-narrative, including creation, fall, redemption and restoration.
5. **PERSONAL TRANSFORMATION PLAN** – students will implement a process of Bible study, imaginative reflection, and goal-setting for seven areas of their personal life. Students will be responsible for demonstrating competency of the process, focused engagement, and identification of specific, measurable goals.
6. **REFLECTION PAPER**—students will watch a specific movie in class, assess it through a biblical lens, and then write a paper about the particular values, worldviews, and creative elements found in the film.
7. **CULTURAL IMPACT PRESENTATION**—students will be assigned to a group of 2-3 to prepare a 15-20 minute presentation. Groups will identify the pertinent issues found within their particular cultural channel of study, communicating redemptive attitudes and practices for those who work and serve within this channel.

COURSE MATERIALS AND EQUIPMENT NEEDED

BIBLE

TEXTBOOK: *#LiveFully: Re-imagining the Greatest Calling on Earth* (2013) by Brian Burchik

TEACHER'S EDITION: Parts A & B (12 Units, 60 Lessons) and Appendices A & B for supplemental materials and assessments.

Student Workbook

Whiteboard, Markers, Eraser, Illustrations

Audio-Visual Projection Capabilities (laptop, cord, monitor)

Props (funnel, blueprint, family photos, dresser, etc.)

TEACHER PREPARATION

METHODOLOGY

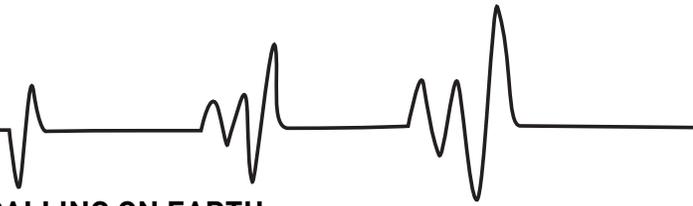
To be effective in any learning environment, it is important to consider the context of those you are seeking to teach. To best educate and empower high school students today, it's imperative that the content is presented through a medium that connects with their everyday setting, is sensitive to their natural development, and engaging to their heart, mind, and imagination. To that end, this course uses dialogue education and an effective sequence of learning tasks.

DIALOGUE EDUCATION: The primary principle of Dialogue Education positions dialogue as the means to the end result of learning, rather than as an end in itself. The principle assumes that any student has enough life experience to converse with the teacher and that learners learn best when content relates to their experience. Thus, two-way, open dialogue is an important facet of this course.

LESSON PLANS: The daily lesson plans use active verbs to engage the student and work at proficiency in knowledge, skills, and attitudes. This leads to the development of the Four I's—an effective sequence for many of the lesson plans.

- **Inductive** work that allows the learner to reflect on their past experience (Connect)
- **Input** which provides some new information for the learner to consider (Teaching Points, Readings)
- **Implementation** which invites the learner to apply this new information (Challenges)
- **Integration** to bring the new understanding back into the context of the learner. (Key Takeaways, Homework)

*We are indebted to the work of Jane Vella and her book, "On Teaching and Learning", for an understanding of dialogue education, as well as the practical order of the Four I's implemented in the lesson plans.



#LIVEFULLY: RE-IMAGINING THE GREATEST CALLING ON EARTH

Teacher Name:

Contact Information

Phone

Email

Office Hours:

School/Classroom:

COURSE DESCRIPTION:

To emerge as passionate followers of Jesus in this present age, students need to learn how to live a holistic, integrated spiritual life. This includes a deep understanding of how Christianity shapes their view of humanity and the world (worldview), how following Jesus impacts their personal life (identity), and how a biblical vision guides their vocational pursuits (calling).

The #LiveFully course is the integration of these concentrations: worldview, identity, and calling. Students will learn how Christian faith impacts every area of life and human culture. As a result of the course, students will have gained confidence and clarity to live as the “salt of the earth” and “light of the world” in this complex, changing world.

STUDENT LEARNING OBJECTIVES:

By the end of this one semester course, all students will have:

WORLDVIEW

1. Articulated a biblical worldview, comparing and contrasting it with contemporary, competing worldviews.
2. Outlined the framework of the biblical metanarrative, including creation, fall, redemption, and restoration.
3. Communicated how the principles of biblical worldview apply to real issues faced in life and society.

IDENTITY

4. Assessed their personal experience of Christian community, filtering it through a theological understanding of God’s nature.
5. Implemented a process of personal transformation based on Bible study, imaginative reflection, and practical goal-setting.

CALLING

6. Identified vocational passions and abilities in light of God’s calling to live as image bearers of the Creator and the Redeemer.
7. Practiced how to engage with cultural artifacts, specifically works of art and entertainment, assessing these works through a constructive biblical lens.
8. Presented the pertinent issues found within various sectors of society, sharing redemptive attitudes and practices for careers and professions within these cultural channels.

COURSE MATERIALS:

-Bible

-Textbook: *#LiveFully: Re-imagining the Greatest Calling on Earth* (2013) by Brian Burchik

-#LiveFully Student Workbook

MATERIALS

- #LiveFully Textbook
- Student Workbook, Lesson 1.1
- Handout—Appendix A: Course Syllabus (customize)
- Video:
 - #LiveFully (www.livefullyblog.com/bookvideo/) (Length: 01:27)

OVERVIEW

This lesson will introduce the students to the three main concentrations of the course: biblical worldview, identity, and calling. Rather than starting with definitions, the goal is to allow initial time for the students to consider their current conceptions of these three broad terms. There is no reading from the #LiveFully textbook for this lesson.

NOTE: This lesson is shorter than normal to allow for necessary logistics at the beginning of the course.

UNIT ASSESSMENT OPTIONS

Workbook Checks: Gather Student Workbooks to assess and grade the completion of all Key Takeaways and exercises.

Unit One Quiz: Go to Appendix B and make copies of the Unit One Quiz. Administer and grade the Quiz using the Answer Key provided, prior to beginning the next Unit. **Unit**

CONNECT

Get to know the students with questions such as:

- What is your favorite local restaurant?
- What do you love to do the most in life?
- How do you learn best?

NOTE: For the last question, it will be helpful to first explain the six learning styles below, and describe your own learning style:

Visual: You prefer using pictures, images, and spatial understanding.

Auditory: You prefer using sound and music.

Verbal: You prefer using words, both in speech and writing.

Physical: You prefer using your body, hands and sense of touch.

Social: You prefer to learn in groups or with other people.

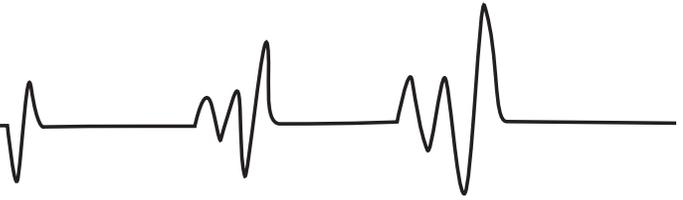
Solitary: You prefer to work alone and use self-study.

VIEW

Show students the following video that gives a brief overview of the #LiveFully textbook. Let the students know that there will be brief videos like this with the author throughout the course. After viewing the video, re-emphasize that this course is all about discovering the full life that Jesus offers to us today.

- www.livefullyblog.com/bookvideo/

1.1 COURSE INTRODUCTION



READ

Ask students to read the Course Description in the Workbook:

Students' lives are full of responsibilities inside and outside the classroom, along with increasing amounts of digital connection and media consumption. Day-to-day spiritual life can feel fragmented, as many young people struggle to see how Christian faith connects with their various interests and passions. In the midst of life's demands and distractions, Christian teenagers are taught to keep God first. *But how?*

To emerge as passionate followers of Jesus in this present age, students need to learn how to live a holistic, integrated spiritual life. This includes a deep understanding of how Christianity shapes their view of humanity and the world (worldview), how following Jesus impacts their personal life (identity), and how a biblical vision guides their vocational pursuits (calling).

The *#LiveFully* course is the integration of these three concentrations: worldview, identity, and calling. Students will learn how Christian faith impacts every area of life and human culture. As a result of the course, students will have gained confidence and clarity to live as the "salt of the earth" and "light of the world" in this complex, changing world.

CHALLENGE #1

Ask students to reflect on the line, *"Day-to-day spiritual life can feel fragmented, as many young people struggle to see how Christian faith connects with their various interests and passions."*

Allow 2-3 minutes for students to write a one-sentence response in the Workbook why they agree or disagree.

Invite students to share their responses—eliciting both statements of agreement and disagreement.

- For a small class, have all students briefly share.
- For a large class, let them share with a partner seated nearby. Then ask a few volunteers to share their responses with the class as a whole.

INTRODUCE

Introduce the two major concentrations of the course by simply naming them using the whiteboard or projector *without* offering definitions and explanations:

- Part A: Worldview
- Part B: Identity and Calling

NOTE: For this course, all three of these terms will be understood from a biblical perspective. Here at the start, however, it is important to see how the students initially interpret the meanings behind the terms in their broadest sense.



1.1 COURSE INTRODUCTION

CHALLENGE #2

Ask students how familiar they are with these terms by listing them in their Workbooks in order from most familiar (#1) to least familiar (#3).

Allow 1-2 minutes and then ask for responses. Again, depending on the size of the class, you can either let each student share his or her order, or simply ask for a few volunteers. Encourage them to explain why they placed the three concentrations in the order they chose.

REVIEW

Refer to the Course Syllabus and summarize how this course will give students a variety of learning opportunities to discover how these concentrations interact to shape faith, impact daily life, and transform culture. Accordingly, the semester will be divided into Part A: Worldview, and Part B: Identity and Calling.

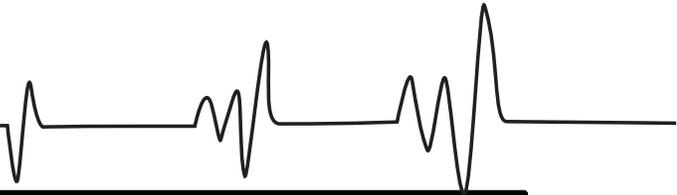
Describe assessments including dates for quizzes, writing and presentation assignments. Ask for questions.

KEY TAKEAWAY

Ask students to fill in the Key Takeaway in the Workbook:

- The three major concentrations of this course are: WORLDVIEW, IDENTITY, and CALLING.

#1.4 WHY DOES WORLDVIEW MATTER?



MATERIALS

#LiveFully Textbook, pages 5-7 (from “Preface” through “Introduction”)
Student Workbook, Lesson 1.4
Bible
Illustrations

OVERVIEW

The purpose of this lesson is to help students grasp the meaning of the term “worldview” and the importance it has in their lives. Because the term “worldview” is not an everyday word in our vocabulary, it is crucial for students to gain a solid understanding of what we mean when we refer to this term. Ultimately, students will see how their sense of identity and calling are derived from one’s worldview.

CONNECT

Ask students:

- If you set out to write a book, where would you do it?

The purpose of this question is to connect with (1) the homework reading (Preface and Introduction of #LiveFully), since the author expresses his desired writing spot was a coffee shop, and (2) with your students as a conversation starter.

Next, review that the course will focus on understanding one’s worldview, identity, and calling, and that the starting point was an exploration of five major Western worldviews: Naturalism, Pantheism, Deism, Postmodernism, and Biblical worldviews.

CHALLENGE #1

Ask participants to read the ten definitions of worldview in the Workbook and circle the one statement that resonates with them the most. After 2-3 minutes, ask students to share their responses with a partner.

1. A worldview is a set of presuppositions (assumptions which may be true, partially true or entirely false) which we hold (consciously or subconsciously, consistently or inconsistently) about the basic makeup of our world. —*James W. Sire*
2. A worldview is a set of beliefs about the most important issues of life. —*Ronald H. Nash*
3. A worldview is a way of viewing or interpreting all of reality. It is an interpretive framework through which or by which one makes sense of the data of life and the world. —*Norman Geisler and William Watkins*
4. A worldview . . . is a conceptual scheme by which we consciously or unconsciously place or fit everything we believe and by which we interpret and judge reality. —*Ronald H. Nash*

#1.4 WHY DOES WORLDVIEW MATTER?

5. A worldview is never merely a vision *of* life. It is always a vision *for* life as well. Indeed, a vision of life or worldview that does not actually lead a person or a people in a particular way of life is no worldview at all. Our worldview determines our values. It helps us interpret the world around us. It sorts out what is important from what is not, what is of highest value from what is least. —*Brian J. Walsh and J. Richard Middleton*
6. A worldview, then, provides a model of the world which guides its adherents in the world. It stipulates how the world ought to be, and it thus advises how its adherents ought to conduct themselves in the world. In a sense, each worldview comes equipped with an eschatology, a vision of the future, which guides and directs life. —*Brian J. Walsh and J. Richard Middleton*
7. Worldviews are perceptual frameworks. They are ways of seeing. —*Brian J. Walsh and J. Richard Middleton*
8. The term *worldview* refers to any ideology, philosophy, theology, movement, or religion that provides an overarching approach to understanding God, the world, and man's relations to God and the world. Specifically, a worldview should contain a particular perspective regarding each of the following ten disciplines: theology, philosophy, ethics, biology, psychology, sociology, law, politics, economics, and history. —*David A. Noebel*
9. The human need for a worldview, then, is fourfold: the need to unify thought and life; the need to define the good life and find hope and meaning in life; the need to guide thought; and the need to guide action. —*Arthur F. Holmes*
10. Every person carries in his head a mental model of the world—a subjective representation of external reality. —*Alvin Toffler*

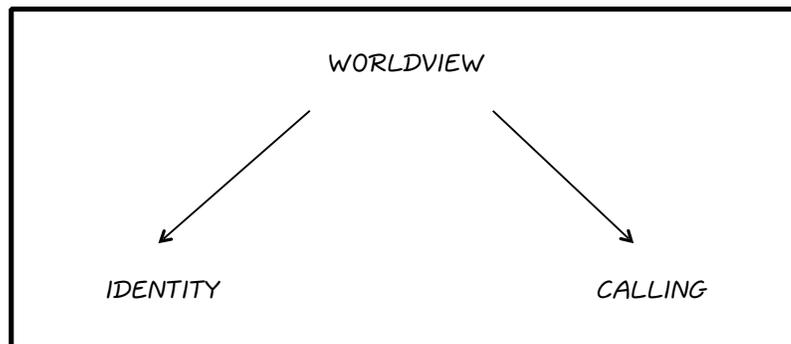
INSTRUCT

Make the first of two points using the suggested illustrations. These will become the Key Takeaways from this lesson.

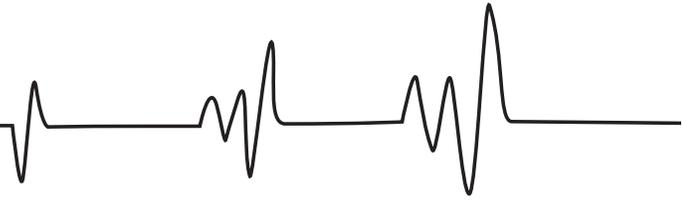
1. **Our sense of identity and calling flows out of our worldview.**
This is a very significant point to make. Rather than seeing these three concepts as separate, they should begin to grasp how it is out of one's worldview that personal identity and calling are understood.

ILLUSTRATE

Draw the following diagram on the whiteboard to illustrate this point:



1.4 WHY DOES WORLDVIEW MATTER?



READ

Next, read, or invite a student to read, from the second paragraph of the Introduction on page 6 of the textbook:

*On the one hand, Jesus invites us into a **relationship** deeply rooted in biblical truth—a **vision** that shapes our understanding of God, the world, humanity, the afterlife—everything. And on the other hand, Jesus challenges his followers to embrace a powerful life **calling**—to reach out and impact the world.*

INSTRUCT

Describe in greater detail the dynamic that exists between relationship (identity), a vision (worldview), and a call to impact the world (calling):

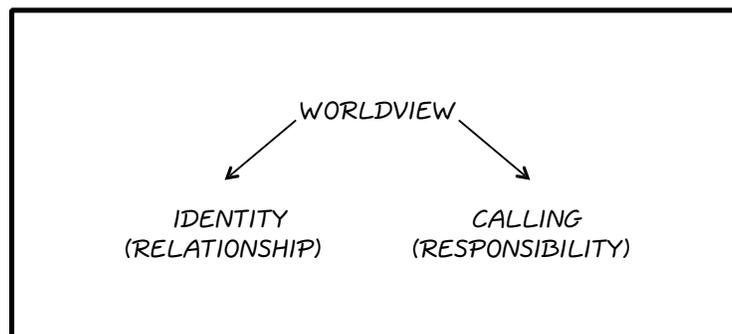
- Consistently throughout the Scriptures, we see that **God invites people into relationship with Him and others**. This is demonstrated in the nation of Israel in the Old Testament, and culminates in the church of Jesus Christ that is birthed in the New Testament.
- It is from our relationship with God, possible through the life, death, and resurrection of Jesus, that **we find our identity as God's adopted children**. It is this gracious invitation of relationship from God, who is both relational and knowable, that we find a sense of belonging, love, and acceptance. Our identity as God's children is secure and cannot be taken from those who have trusted in the work of Christ. This identity certainly cannot be earned through religious practice or dedication. It is the gift of God, by grace through faith (Ephesians 2:8).
- Through Christ, we not only enter into a relationship with the living God—Father, Son, and Holy Spirit—but **we are called “to do good works, which God prepared in advance for us to do”** (Ephesians 2:10). God has a specific purpose for us to live out, and he has uniquely created us with different gifts, passions, and experiences to carry out this calling. **Read Ephesians 2:8-10** to further emphasize identity and calling.

Next, present the second of the two major points:

2. **Within the Christian worldview, we find an invitation to relationship with God and others, and a responsibility to serve God and others.**

ILLUSTRATE

In essence, we find our Identity from **Relationship** and our Calling from **Responsibility**. Add to the first illustration as follows:





#1.4 WHY DOES WORLDVIEW MATTER?

CHALLENGE #2 (Optional)

Have the students divide into pairs and select one Bible verse or passage that communicates (1) an aspect of our relationship (identity) with God, and another Bible verse or passage that communicates (2) something about our responsibility (calling) as followers of Christ. Or, for a larger class, have half the class work individually to find a verse about relationship, and the other half to find a verse about responsibility.

Allow some pairs to share the examples they came up with. You could write some of the passage references underneath “relationship” and “responsibility” on the board.

KEY TAKEAWAYS

Ask students to fill in two Key Takeaways in the Workbook:

- Our sense of IDENTITY and CALLING flows out of our WORLDVIEW.
- Within the Christian worldview, we find an invitation to RELATIONSHIP with God and others, and a RESPONSIBILITY to serve God and others.

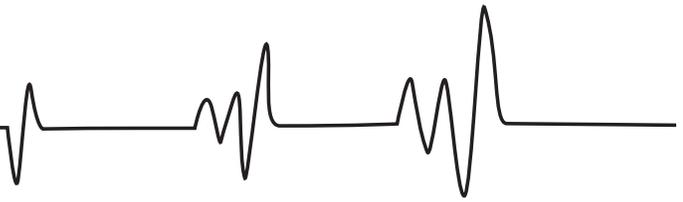
REVIEW

Ask students, “When considering what it means to follow Jesus, do you think more about identity/relationship or calling/responsibility?” Do a quick survey, having students raise their hand for either “relationship” or “responsibility.” Emphasize that both are important in living fully.

HOMEWORK

Read *#LiveFully*, pages 8-12 (from the beginning of Chapter 1 through “Stephen”).

#1.5 SALT OF THE EARTH



MATERIALS

#LiveFully Textbook, pages 12-18 (from “Nicknames” through “Valuable”)
Student Workbook, Lesson 1.5
Video: *#LiveFully* Chapter 1 (www.livefullyblog.com/ch1) (Length: 00:35)
Prop: Salt shaker

OVERVIEW

Students will be looking more deeply at what Jesus meant when he called his followers the salt of the earth. By looking at this name “salt of the earth,” we begin to see Jesus’ intention for his followers on the earth. Using class readings, students will identify three qualities of salt and how the Christian community as a whole is struggling to live out those qualities as “salt of the earth.”

VIEW

Show students the *#LiveFully* Chapter 1 introduction video in preparation for the following “Connect” interaction.

- www.livefullyblog.com/ch1

CONNECT

Since students will read a portion of the book where the author talks about nicknames, ask some of the students to share one of their own nicknames. Make sure they only share appropriate nicknames, but you could invite them to share ones that are a little more on the embarrassing side (just like the author does in their reading). There is also a space in their workbook to write down their nickname.

READ

Ask students to read *#LiveFully* pages 12-18 (from “Nicknames” through “Valuable”) silently, or have students take turns reading paragraphs.

CHALLENGE #1

Ask students to write a one sentence description in the Workbook of what it means for followers of Jesus to embody each of the three qualities of salt. Also, have them list one practical example of each attribute in the space provided in the Workbook.

INSTRUCT

Review the qualities of each and choose selected verses to offer greater clarity.

Qualities of Salt:

1. **Flavor:** Followers of Jesus are called to “bring bland living to life” much like salt provides flavor to otherwise bland food. Specifically, the author describes the joy that is available to followers of Jesus—a joy that is deeper than momentary highs in life; a joy that comes from living with God and for God’s purposes. (See Psalm 16:11, Psalm 19:8, Psalm 30:11-12, Matthew 13:44, John 15:10-12)
2. **Purifying agent:** Followers of Jesus are called to live with a purifying, preserving nature. This means that just as salt preserved meat before refrigeration, God’s people are meant to have a preserving effect on the spiritual and moral quality of their communities. Both in their daily righteous living and larger efforts to benefit society, followers of Jesus are called to purity. (See Psalm 119:9, 1 Timothy 4:12, Matthew 5:8, Philippians 2:14-16)



#1.5 SALT OF THE EARTH

3. **Valuable:** The emphasis here is that salt was a valuable commodity in the time of Jesus. There was worth associated with salt, though not for us today. By naming his followers the salt of the earth, Jesus is declaring their worth in the world. (See Psalm 139:13-14, John 15:15, 1 Peter 2:9, 1 Corinthians 3:16, 2 Corinthians 5:17, 1 John 4:19)

CHALLENGE #2

Divide students into small groups and assign one of the three attributes of salt to each group. Then ask each group to think of an everyday example of how to live out their assigned attribute. Each group will act out these examples for the class in a way that involves every group member. As needed, provide these suggestions to get them started:

Living it Out:

1. **Flavor** – A follower of Christ can be flavor by seeking to encourage his or her classmates in class, by looking for opportunities to encourage some specific quality in that person, by taking an interest in what they did over the weekend, or asking them about their lives, family, and interests, etc.
2. **Purifying agent** – Students looking for opportunities to love and serve those in their high school are often overlooked or teased. A follower of Christ living in defiance of the “popularity hierarchy” is a great way to bring justice into the high school setting.
3. **Valuable** – Students choosing to find their confidence in who God says they are, versus looking to the opinions of others for their sense of worth, demonstrate that value to others. One example is memorizing a passage of Scripture that speaks about their worth in God’s sight, writing it on their mirror, or putting it as their background of their phone. The more a student can return to the promises of God’s view of them, the more likely they can fight off the desire to look to the opinions of others for their sense of worth and importance.

KEY TAKEAWAY

Ask students to fill in the Key Takeaway in the Workbook:

- Followers of Jesus are the SALT of the earth.
(Matthew 5:13)

REVIEW

Use the prop of a salt shaker to emphasize that as the salt of the earth, we are called to get out of the salt shaker and extend love to others. Encourage students to be “salty” on their school campus and try some of the things they came up with in their group exercise.

HOMEWORK

Read pages 18-20 (from “Losing Our Saltiness” through the end of Chapter 1).



#1.7 UNIT ONE RECAP

MATERIALS

#LiveFully Textbook, Chapter 1
Student Workbook, Lessons 1.1 through 1.7
Bible
Unit One Quiz and Answer Key—Appendix B

OVERVIEW

The purpose of this final lesson is to allow students the time to process what they have learned in Unit One. In this age of information, time for processing information we've already received is often what we need the most. Though there has been a lot of content taught in the Unit, it is invaluable for students to boil it down to the single most meaningful idea they have learned and how they will apply it in their lives.

CONNECT

Explain to students that the purpose of this recap is to consider how the things they are learning translate into real life change. Emphasize how quickly we can learn things without actually applying them to our lives. To begin this, ask student volunteers to read the following two passages in the Workbook, Lesson 1.7:

Jesus said, “Therefore everyone who **hears these words of mine and puts them into practice** is like a wise man who built his house on the rock. The rain came down, the streams rose, and the winds blew and beat against that house; yet it did not fall, because it had its foundation on the rock. But everyone who hears these words of mine and does not put them into practice is like a foolish man who built his house on sand. The rain came down, the streams rose, and the winds blew and beat against that house, and it fell with a great crash.” (Matthew 7:24-27)

James had similar advice but also tells us the “why”: “Do not merely listen to the word, and so deceive yourselves. Do what it says. Anyone who listens to the word but does not do what it says is like someone who looks at his face in a mirror and, after looking at himself, goes away and immediately forgets what he looks like. But whoever looks intently into the perfect law that gives freedom, and continues in it—not forgetting what they have heard, but doing it—they will be **blessed in what they do**.” (James 1:22-25)

CHALLENGE #1

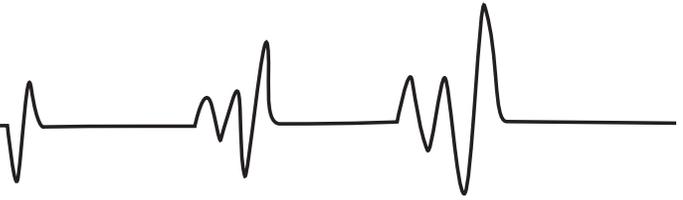
Ask students, “What is the most personally meaningful idea or truth that you want to remember from Unit 1?” Instruct them to write their responses as “My Big Takeaway” in the Workbook.

CHALLENGE #2

Ask students, “What is one specific way that you can incorporate this takeaway into your life?”

NOTE: This application does not necessarily have to be an action step. It could be that their application is to believe or think differently than they used to because of what they have learned. If that's the case, then it is important for them to write down the old way of thinking that they are replacing with the new way of thinking.

#1.7 UNIT ONE RECAP



After students have completed both questions, have them share what they wrote with a partner. Then ask for volunteers to share their responses with the class.

Emphasize that responses should be concise because the more concise they can articulate, the more likely they are to remember them. Write their responses on the whiteboard to affirm what they have been learning and point out how their peers have learned similar and different things.

Finally, advise students to take their responses seriously. Refer back to the gospel passage about building your house on the rock versus the sand. Encourage your students to “put into practice” the things they discovered about themselves and the world in Unit 1.

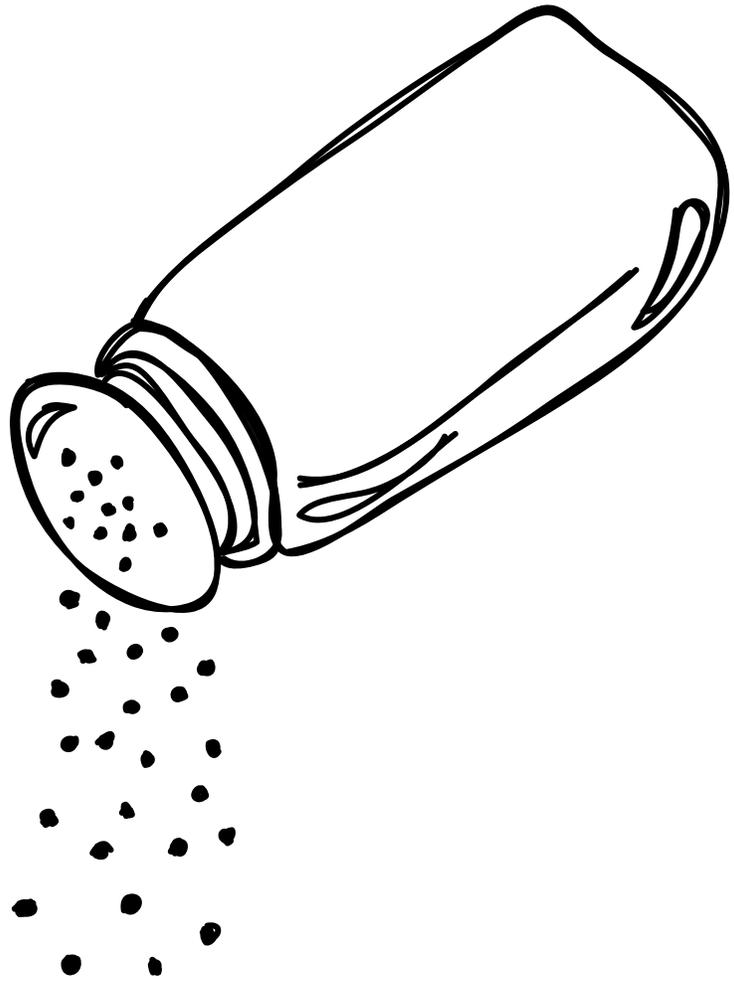
ACCESS

Workbook Checks: Gather Student Workbooks to assess and grade the completion of all Key Takeaways and exercises.

Unit One Quiz: Go to Appendix B and make copies of the Unit One Quiz. Administer and grade the Quiz using the Answer Key provided upon completion of this Unit.

HOMEWORK

Assign the reading of *#LiveFully*, Chapter 2 in preparation for the next Unit of study.



UNIT ONE

Salt

#1.1 COURSE INTRODUCTION

Students' lives are full of responsibilities inside and outside the classroom, along with increasing amounts of digital connection and media consumption. Day-to-day spiritual life can feel fragmented, as many young people struggle to see how Christian faith connects with their various interests and passions. In the midst of life's demands and distractions, Christian teenagers are taught to keep God first. But how?

To emerge as passionate followers of Jesus in this present age, students need to learn how to live a holistic, integrated spiritual life. This includes a deep understanding of how Christianity shapes their view of humanity and the world (worldview), how following Jesus impacts their personal life (identity), and how a biblical vision guides their vocational pursuits (calling).

The #LiveFully course is the integration of these three concentrations: worldview, identity, and calling. Students will learn how Christian faith impacts every area of life and human culture. As a result of the course, students will have gained confidence and clarity to live as the "salt of the earth" and "light of the world" in this complex, changing world.

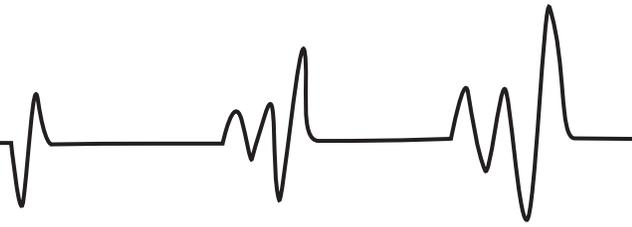
Do you agree with the line, "Day-to-day spiritual life can feel fragmented, as many young people struggle to see how Christian faith connects with their various interests and passions"? Explain why or why not.

How familiar are you with these three terms: worldview, identity, and calling? List these concepts in the order in which you are most familiar (from most familiar to least familiar).

1. _____
2. _____
3. _____

-The three major concentrations of this course are: _____ ,
_____, and _____ .

#1.4 WHY DOES WORLDVIEW MATTER?



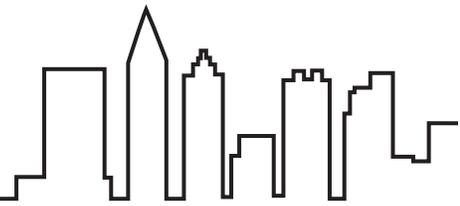
READ THE FOLLOWING DEFINITIONS AND CIRCLE THE NUMBER(S) OF THE STATEMENTS THAT RESONATE WITH YOU THE MOST.

1. A worldview is a set of presuppositions (assumptions which may be true, partially true or entirely false) which we hold (consciously or subconsciously, consistently or inconsistently) about the basic makeup of our world.
—James W. Sire
2. A worldview is a set of beliefs about the most important issues of life. —Ronald H. Nash
3. A worldview is a way of viewing or interpreting all of reality. It is an interpretive framework through which or by which one makes sense of the data of life and the world. —Norman Geisler and William Watkins
4. A worldview . . . is a conceptual scheme by which we consciously or unconsciously place or fit everything we believe and by which we interpret and judge reality. —Ronald H. Nash
5. A worldview is never merely a vision *of* life. It is always a vision *for* life as well. Indeed, a vision of life or worldview that does not actually lead a person or a people in a particular way of life is no worldview at all. Our worldview determines our values. It helps us interpret the world around us. It sorts out what is important from what is not, what is of highest value from what is least. —Brian J. Walsh and J. Richard Middleton
6. A worldview, then, provides a model of the world which guides its adherents in the world. It stipulates how the world ought to be, and it thus advises how its adherents ought to conduct themselves in the world. In a sense, each worldview comes equipped with an eschatology, a vision of the future, which guides and directs life.
—Brian J. Walsh and J. Richard Middleton
7. Worldviews are perceptual frameworks. They are ways of seeing. —Brian J. Walsh and J. Richard Middleton
8. The term worldview refers to any ideology, philosophy, theology, movement, or religion that provides an overarching approach to understanding God, the world, and man's relations to God and the world. Specifically, a worldview should contain a particular perspective regarding each of the following ten disciplines: theology, philosophy, ethics, biology, psychology, sociology, law, politics, economics, and history. —David A. Noebel
9. The human need for a *worldview*, then, is fourfold: the need to unify thought and life; the need to define the good life and find hope and meaning in life; the need to guide thought; and the need to guide action. —Arthur F. Holmes
10. Every person carries in his head a mental model of the world—a subjective representation of external reality.
—Alvin Toffler

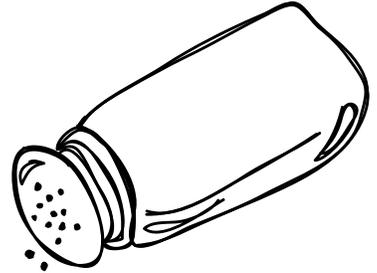
-Our sense of _____ and _____ flows out of our _____.

-Within the Christian worldview, we find an invitation to _____ with God and others, & a _____ to serve God & others.

#1.5 SALT OF THE EARTH

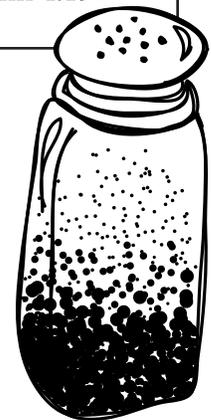


MY NICKNAME IS: _____



QUALITIES OF SALT	DESCRIPTION	PRACTICAL EXAMPLE	VERSES
FLAVOR			Psalm 16:11 Psalm 19:8 Psalm 30:11-12 Matthew 13:44 John 15:10-12
PURIFYING AGENT			Psalm 119:9 1 Timothy 4:12 Matthew 5:8 Philippians 2:14-16
VALUABLE			Psalm 139:13-14 John 15:15 1 Peter 2:9 1 Corinthians 3:16 2 Corinthians 5:17 1 John 4:19

- Followers of Jesus are the _____ of the earth. (Matthew 5:13)





#1.7 UNIT ONE RECAP

Praxis: greek word that means “action with reflection”

Jesus said, “Therefore everyone who **hears these words of mine** and **puts them into practice** is like a wise man who built his house on the rock. The rain came down, the streams rose, and the winds blew and beat against that house; yet it did not fall, because it had its foundation on the rock. But everyone who hears these words of mine and does not put them into practice is like a foolish man who built his house on sand. The rain came down, the streams rose, and the winds blew and beat against that house, and it fell with a great crash.” (Matthew 7:24-27)

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MY BIG TAKEAWAY—

This is the most personally meaningful idea or truth that I want to remember from Unit One:

Here is one specific way that I can incorporate this takeaway into my life:

CHAPTER 1: SALT



chapter one video:
Livefullyblog.com/ch1

As a kid, I was a really good basketball player. In fact, people often called me the next Michael Jordan. Well, maybe no one ever said that, but among my peers I was always one of the best. At my middle school, the eighth grade basketball team was the only official sport sponsored by the school, so at thirteen, I was destined for athletic glory. Along with other perks, making this team would secure my spot on the popularity wall in the main entrance of the campus.

Now to be clear, I wasn't content just to make the squad. I was going to be the star. I longed to lead the team and win a championship, impressing all the cheerleaders along the way. As my eighth grade year approached, I tried out for the team and made it. Michael Jordan, remember? After tryouts, we moved into daily practices, and as expected, I was named a starter for our first home game. Everything was lining up perfectly, just as I had envisioned. It was going to be glorious.

I wish I could tell you that all my dreams were fulfilled that season, but that would be a huge lie. To make a long, sad story short, it was the most disappointing year of my young life. I never became the star, and although my team made it to the championship, I watched the whole game from the bench.

Well, most of the game. I did get put in for the last forty-five seconds—a “courtesy call” for us benchwarmers to taste the action while honoring the players who actually participated in

the game. My coach was trying to make a kind gesture, but for this insecure player, it was about the most humiliating thing he could've done. It was the icing on the terrible cake that had been baking all year, and in that moment, my emotions got the best of me. Right there, in front of the same cheerleaders I dreamed of impressing, I started to cry. Somehow I managed to dribble the ball down the court with tears dribbling down my face. But those forty-five seconds were an eternity.

What was so frustrating about the whole season was the fact that I didn't lack the talent or skill. During our practices, I was always one of the best performers. If I only played in the games like I practiced after school, I would've had a great year, perhaps even leading the team like I had dreamed.

But talent or skill wasn't the problem. My issue was confidence, or the lack thereof. I couldn't put it together on game day because I was consumed with fear, of letting people down, looking stupid, and failing. I had no confidence, and because of it, I never stepped into my dream of middle school greatness.

Now I don't open with that story so you'll feel sorry for me, although I appreciate all the sympathy. I share it because at some level, all of us know what it's like to struggle with our own confidence. I was an extreme case, but we've all doubted ourselves or questioned our self-worth from time to time. And specifically within the church, I believe insecurity is oftentimes a major obstacle to a life of faith and fullness. God invites us to be characters in the world's greatest story, so we hear, but many times we're hindered by feelings of inadequacy or fear. We struggle to believe that we're capable of living a powerful life for Jesus. The Bible declares that we're *God's handiwork, created in Christ Jesus to do good works*.¹ But sometimes we're not even sure if we're worthy of God's love or concern. This was my story. As a

young follower of Christ, I remember thinking, “How am I going to change the world when I can’t even get past myself?”

In response to these confidence issues, particularly in America, many Christian leaders have emphasized the importance of knowing how much God loves us. Countless books, sermons, and other resources have focused on answering that fundamental question, “Who am I?” with the truths and promises of God’s word. This is obviously a great response to these struggles, and knowing our God-given identity is foundational to living with confidence. But there’s another side of the coin for living fully with God, one far less emphasized or understood. It’s what this book is all about, but before we get there, let me share about my friend, Stephen.

STEPHEN

For the last two years, much of my free time and weekends were spent working on this book. I’d go out early in the mornings and stay out all day long. One thing I realized is that when writing a book, you eat many lunches alone. After a (potentially) productive morning, lunchtime sneaks up fast, and you want to grab something quick so you can return to the grind. For me, an introverted, only child, the solo lunch is not a bad thing at all. I actually kind of like it.

One day, after writing all morning, I walked into a new restaurant for lunch. I assumed I would eat alone, but as soon as I confirmed “just one” with the hostess, a stranger at the counter immediately invited me to join him. I learned his name was Stephen, and he was definitely not an introvert. We ate together, but our conversation didn’t stay at the surface level. He opened up about his childhood in Pennsylvania, his rough teenage years, and why he ultimately decided to move down south.

Eventually he asked me what I did for a living, so I told him that I was a pastor. This is usually where things get weird. Upon hearing I work in the church, many respond by either giving me an awkward, smiley compliment, or they turn very serious, like they've just been found out. Some will even apologize for using profanity earlier in the conversation. That always gives me a good laugh. But Stephen wasn't awkward at all, and he was quick to tell me that he was raised in the church. He shared that he believed in God and tried to follow him, although he was also quick to admit he hadn't been very good at it. Seeing his openness, I decided to ask him a pointed question. "So what do you think God wants to do with your life?" He paused, and then smiled, admitting, "That's what I'm trying to figure out."

At age twenty-seven, Stephen really didn't know what to do with his life. "Thirty is the new twenty, right?" he asked. He'd always worked construction for his father's company, but this wasn't what he wanted to do long-term. He loved writing song lyrics, but wasn't sure if that'd ever be more than a hobby. Sitting there at the counter, one thing was pretty clear: Stephen felt stuck.

So what's God calling you to do with your life? When pressed with this question, I think many of us feel like Stephen. We're kind of figuring it out. Specifically for Christians, it's hard to see how our unique personalities, passions, and past experiences come together for a life of following Jesus. Our day-to-day existence can feel fragmented as we manage all of life's demands while also trying to keep God as our first priority. The Scriptures reveal that God *is able to do immeasurably more than all we ask or imagine.*² But what if we're not imagining much to begin with? Just surviving the daily routine of life can be hard enough as it is. How can God do "immeasurably more than all we imagine" if we aren't imagining a great life and calling in the first place?

I'm convinced that many times our confidence issues are directly connected to our calling issues. We can hear about how much God loves us everyday, and that's great. But without clear direction for how we fit into his plan on the earth, we'll always struggle. Without a solid grasp of our role in the world, we'll naturally focus back on ourselves, getting stuck once again in our own pride or insecurity. We don't just need to know our God-given identity. To live with confidence, we desperately need vision for why we're here. If we're going to live fully, we must re-imagine our God-given calling on the earth.

NICKNAMES

So with all this in mind, I want to talk about nicknames for a moment. You can't deny that we love to give nicknames, not just to each other, but to describe entire groups of people. For example, "Beliebers" are the millions of people, mostly young females, who follow every move and tweet that Justin Bieber makes. The Cheeseheads are the great people of Wisconsin who adore their Green Bay Packers football team. And the hippies were, of course, those who rebelled against society, traveled the world, and rallied for peace and love in the sixties.

Most likely you've been given a nickname, whether it's one of endearment from a family member, or one of embarrassment, given by your friends after a humiliating incident. Some people have ones that they love, and others have ones they don't. Unfortunately I fall into the second category. Back in high school I was given the nickname "Greaseball" because of my "greasy" complexion. You know, acne and stuff. What's worse about this nickname is that it was given to me by one of my best friends.

But despite my own negative experience with a nickname, I've definitely seen more positive examples. At their finest, they

highlight what makes a person unique, capturing a distinct quality they possess. We call our friend, Matt, “Diesel,” because his ambition and passion for life never stops, just like those old diesel cars that never seem to die. I call my five-year-old daughter Amyra “my little planner” because she’s a natural leader who loves to make plans and invites others to join her. This name highlights one of her qualities that I love and appreciate the most.

Whether you have a nickname you love or hate, the good news is that there’s an incredibly positive nickname that Jesus calls all of his followers. And this nickname is the place we’ll start our conversation about living fully and re-imagining God’s calling for our lives. Before we can change the world in Jesus’ name, we need to come to grips with a name that Jesus gives us. Ready? Okay, here it is:

You are the salt of the earth.

Matthew 5:13

Jesus calls his followers salt—as in the stuff that sits on the kitchen table. Doesn’t that blow your mind? Okay, so it might not immediately impress you, but stick with me. I guarantee it’s one of the most extraordinary nicknames you’ll ever receive. Taken seriously, it provides a foundation for living with uncommon clarity and confidence. *We’re created to impact the world in greater ways than we’ve imagined.* And to rediscover this truth, we will begin by examining those little white granules.

FLAVOR

Let’s start simple. What’s the first thing that comes to mind when you think of salt? I think of chips, specifically

Mexican tortilla chips. One of the reasons I love Mexican restaurants is the constant influx of chips and salsa. “Save your appetite for the meal,” I tell myself. Then suddenly a new basket appears and my hand goes into autopilot, chip-to-mouth, chip-to-mouth. But to really enjoy those chips, one ingredient must be added. Salt.

We know salt provides a flavor we love. If you’re trying to be healthier, it might be a love-hate relationship, but salt has a savoring quality that brings bland food to life. Rice isn’t flavorful, but add salt and you’ve got yourself a great side to some chicken, which is also probably seasoned in salt. It’s not difficult for us to understand this flavoring role.

So when Jesus calls his followers *the salt of the earth*, one implication is that we are to be the flavor that brings bland living to life. We’re meant to live the most joyful lives on the planet, bringing our joy into everyday situations and circumstances. As the salt of the earth, we should throw the best parties, have the greatest traditions, and build the healthiest families. Our relationships should be the richest: full of laughs, tears, and everything in between.

If God is the author of joy, it only makes sense that his people would experience it in the most profound way. The joy we exude should be obvious and attractive to others. People who don’t follow Christ should be drawn to the quality of life that we live. But sadly this isn’t often the case for the Christian community as a whole. In fact, many people don’t associate churchgoers with joy, excitement, or passion at all. If anything, we’re known for the opposite—with a reputation for being rigid, strict, or flat-out boring.