

Twice Born Ministry

# **TBM-HP-104: 90-Day Seasonal Meal Rotation & Special Populations**

Course Code: TBM-HP-104

Credit Hours: 2

King James Version (KJV) — Sola Scriptura Curriculum

Generated 2026-06-30

## Course Description

### TBM-HP-104: 90-Day Seasonal Meal Rotation & Special Populations

#### Course Description

HP Ch 18-19; modifications

This Wellness Track course applies the Healing Protocol — nutrient-dense ketogenic nutrition integrated with biblical stewardship of the body (1 Corinthians 6:19-20).

**Primary source book:** Healing Protocol

This course is part of **Layer 3 — TBM Book Track** in the Twice Born Ministry Bible School catalog.

#### Course Details

#### Learning Outcomes

Upon completion, students will be able to:

- Summarize the source book's argument structure for this course segment.
- Defend course themes with KJV scripture using literal-grammatical-historical method.
- Distinguish biblical Christianity from the worldviews or practices examined.
- Apply lessons in witness practice, research, or stewardship as assigned.
- Complete module quizzes, assignments, and final exam at 70% or higher.

#### Module Structure

Each lesson (8–10 modules) maps to book chapters or thematic sections. Lessons include exposition, evidence notes, witness application, discussion prompts, and aligned quizzes.

#### Assessment Overview

- **Module quizzes:** JSON with embedded answer keys (70% pass).
- **Assignments:** Witness practice, research papers (apologetics), or practical plans (wellness/stewardship).

- • **Group projects:** Debate teams and outreach planning where noted.
- • **Final exam:** Comprehensive written assessment.
- • **Video scripts:** 3–5 production-ready scripts including soul-winning demos for apologetics tracks.

## Christian Guardrails

- • King James Bible as citation standard.
- • Oppose false doctrine; love people (Jude 22-23).
- • Source books inform structure; Scripture judges all claims.
- • Academic integrity required; AI assists study, not original witness logs.

## Instructor Notes

Professor Shepherd AI: [tb\_ai\_instructor course\_code="TBM-HP-104"]

*Twice Born Ministry Bible School — Layer 3 TBM Book Track*

## Course Modules

# TBM-HP-104 — Lesson 1: Seasonal Meal Rotation Design

## Introduction

Welcome to Lesson 1 of **90-Day Seasonal Meal Rotation & Special Populations**. This session covers **Seasonal Meal Rotation Design**,

drawn from the structure of *Healing Protocol* in the **Wellness Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

## Book Structure and Teaching Aim

**Seasonal Meal Rotation Design** advances the source book's cumulative case. Students should identify:

- (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and
- (4) the witness or stewardship application.

### Chapter themes from source material:

- • Spring Emphasis: Asparagus, Artichokes, Strawberries (limited)
- • Summer Emphasis: Grilling, Zucchini, Tomatoes
- • Fall Emphasis: Squash, Brussels Sprouts, Bone Broth
- • Winter Emphasis: Slow Cooker, Roasts, Warm Spices

**Concept summary (paraphrase):** Spring Emphasis: Asparagus, Artichokes, Strawberries (limited) | Week | Theme | Signature Dish | |-----|-----|-----| | 5 | Light proteins | Grilled fish + spring greens | | 6 | Artichoke week | Steamed artichokes + butter | | 7 | Berry moderation | Spinach salad + ¼ cup strawberries | | 8 | Reset check-in | Return to Phase 1 macros 3 days | Summer Emphasis: Grilling, Zucchini, Tomatoes | Week | Theme | Signature Dish | |-----|-----|-----| | 9 | Grill mastery |

Rotisserie chicken + grilled veg | | 10 | Cold plates | Chef salad jars | | 11 | Seafood | Cedar-plank salmon | | 12 | Hydration focus | Electrolyte pops (sugar-free) | Fall...

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

## Scripture Exposition

Anchor **Seasonal Meal Rotation Design** in the Word. Assigned references:

- **Isaiah 8:20** — read in context; note who speaks, to whom, and why.
- • **Acts 17:11** — read in context; note who speaks, to whom, and why.
- • **2 Timothy 3:16-17** — read in context; note who speaks, to whom, and why.

**Exegesis steps:** (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

## Evidence and Application

**Seasonal Meal Rotation Design** integrates metabolic science with biblical stewardship. Document personal

baseline metrics (with physician approval where needed). Track meals, energy, and spiritual disciplines in the assignment log. Science describes mechanism; Scripture assigns meaning — your body is a temple of the Holy Spirit (1 Corinthians 6:19-20).

## Common Objections and Pastoral Responses

When teaching **Seasonal Meal Rotation Design**, expect pushback:

- • **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- • **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- • **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

## Practical Implementation

**Seasonal Meal Rotation Design** requires action:

- Complete the weekly checklist in your assignment folder.
- Share progress with an accountability partner.
- Connect physical or financial stewardship to worship — not anxiety or greed.
- Journal one prayer of gratitude for God's provision.

## Discussion Questions

How does **Seasonal Meal Rotation Design** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

## Summary and Next Steps

**Lesson 1** organized *Healing Protocol* material on **Seasonal Meal Rotation Design**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

*Soli Deo gloria.*

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

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## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

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# TBM-HP-104 — Lesson 2: Diabetic Modifications

## Introduction

Welcome to Lesson 2 of **90-Day Seasonal Meal Rotation & Special Populations**. This session covers **Diabetic Modifications**,

drawn from the structure of *Healing Protocol* in the **Wellness Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

## Book Structure and Teaching Aim

**Diabetic Modifications** advances the source book's cumulative case. Students should identify:

- (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and
- (4) the witness or stewardship application.

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

## Scripture Exposition

Anchor **Diabetic Modifications** in the Word. Assigned references:

- **Isaiah 8:20** — read in context; note who speaks, to whom, and why.
- **Acts 17:11** — read in context; note who speaks, to whom, and why.
- **2 Timothy 3:16-17** — read in context; note who speaks, to whom, and why.

**Exegesis steps:** (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

## Evidence and Application

**Diabetic Modifications** integrates metabolic science with biblical stewardship. Document personal baseline metrics (with physician approval where needed). Track meals, energy, and spiritual disciplines in the assignment log. Science describes mechanism; Scripture assigns meaning — your body is a temple of the Holy Spirit (1 Corinthians 6:19-20).

## Common Objections and Pastoral Responses

When teaching **Diabetic Modifications**, expect pushback:

- • "You're attacking my family tradition." — Affirm love; distinguish people from unbiblical doctrines.
- • "All religions are the same." — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • "That's your interpretation." — Point to plain reading in context; invite joint Bible study.
- • "Christians are hypocrites." — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

## Practical Implementation

**Diabetic Modifications** requires action:

- • Complete the weekly checklist in your assignment folder.
- • Share progress with an accountability partner.
- • Connect physical or financial stewardship to worship — not anxiety or greed.
- • Journal one prayer of gratitude for God's provision.

## Discussion Questions

How does **Diabetic Modifications** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

## Summary and Next Steps

**Lesson 2** organized *Healing Protocol* material on **Diabetic Modifications**. Complete the module quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

*Soli Deo gloria.*

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

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## Supplemental Reading and Reflection

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# TBM-HP-104 — Lesson 3: Autoimmune Considerations

## Introduction

Welcome to Lesson 3 of **90-Day Seasonal Meal Rotation & Special Populations**. This session covers **Autoimmune Considerations**,

drawn from the structure of *Healing Protocol* in the **Wellness Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

## Book Structure and Teaching Aim

**Autoimmune Considerations** advances the source book's cumulative case. Students should identify:

- (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and
- (4) the witness or stewardship application.

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

## Scripture Exposition

Anchor **Autoimmune Considerations** in the Word. Assigned references:

- **Isaiah 8:20** — read in context; note who speaks, to whom, and why.
- • **Acts 17:11** — read in context; note who speaks, to whom, and why.
- • **2 Timothy 3:16-17** — read in context; note who speaks, to whom, and why.

**Exegesis steps:** (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

## Evidence and Application

**Autoimmune Considerations** integrates metabolic science with biblical stewardship. Document personal

baseline metrics (with physician approval where needed). Track meals, energy, and spiritual disciplines in the assignment log. Science describes mechanism; Scripture assigns meaning — your body is a temple of the Holy Spirit (1 Corinthians 6:19-20).

## Common Objections and Pastoral Responses

When teaching **Autoimmune Considerations**, expect pushback:

- • **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- • **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- • **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

## Practical Implementation

**Autoimmune Considerations** requires action:

- Complete the weekly checklist in your assignment folder.
- Share progress with an accountability partner.
- Connect physical or financial stewardship to worship — not anxiety or greed.
- Journal one prayer of gratitude for God's provision.

## Discussion Questions

How does **Autoimmune Considerations** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

## Summary and Next Steps

**Lesson 3** organized *Healing Protocol* material on **Autoimmune Considerations**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

*Soli Deo gloria.*

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Ministry Case Study

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## Historical Figure Spotlight

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## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## TBM-HP-104 — Lesson 4: Pregnancy and Nursing — Physician Required

### Introduction

Welcome to Lesson 4 of **90-Day Seasonal Meal Rotation & Special Populations**. This session covers **Pregnancy and Nursing — Physician Required**,

drawn from the structure of *Healing Protocol* in the **Wellness Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

### Book Structure and Teaching Aim

**Pregnancy and Nursing — Physician Required** advances the source book's cumulative case. Students should identify:

- (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and
- (4) the witness or stewardship application.

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

### Scripture Exposition

Anchor **Pregnancy and Nursing — Physician Required** in the Word. Assigned references:

- **Isaiah 8:20** — read in context; note who speaks, to whom, and why.
- • **Acts 17:11** — read in context; note who speaks, to whom, and why.
- • **2 Timothy 3:16-17** — read in context; note who speaks, to whom, and why.

**Exegesis steps:** (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

## Evidence and Application

**Pregnancy and Nursing — Physician Required** integrates metabolic science with biblical stewardship. Document personal

baseline metrics (with physician approval where needed). Track meals, energy, and spiritual disciplines in the assignment log. Science describes mechanism; Scripture assigns meaning — your body is a temple of the Holy Spirit (1 Corinthians 6:19-20).

## Common Objections and Pastoral Responses

When teaching **Pregnancy and Nursing — Physician Required**, expect pushback:

- • **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- • **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- • **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

## Practical Implementation

**Pregnancy and Nursing — Physician Required** requires action:

- • Complete the weekly checklist in your assignment folder.
- • Share progress with an accountability partner.
- • Connect physical or financial stewardship to worship — not anxiety or greed.
- • Journal one prayer of gratitude for God's provision.

## Discussion Questions

How does **Pregnancy and Nursing — Physician Required** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

## Summary and Next Steps

**Lesson 4** organized *Healing Protocol* material on **Pregnancy and Nursing — Physician Required**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

*Soli Deo gloria.*

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship

using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

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## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

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## Worship Integration

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# TBM-HP-104 — Lesson 5: Athletic Performance Adjustments

## Introduction

Welcome to Lesson 5 of **90-Day Seasonal Meal Rotation & Special Populations**. This session covers **Athletic Performance Adjustments**,

drawn from the structure of *Healing Protocol* in the **Wellness Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

## Book Structure and Teaching Aim

**Athletic Performance Adjustments** advances the source book's cumulative case. Students should identify:

- (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and
- (4) the witness or stewardship application.

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

## Scripture Exposition

Anchor **Athletic Performance Adjustments** in the Word. Assigned references:

- **Isaiah 8:20** — read in context; note who speaks, to whom, and why.
- **Acts 17:11** — read in context; note who speaks, to whom, and why.
- **2 Timothy 3:16-17** — read in context; note who speaks, to whom, and why.

**Exegesis steps:** (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

## Evidence and Application

**Athletic Performance Adjustments** integrates metabolic science with biblical stewardship. Document personal

baseline metrics (with physician approval where needed). Track meals, energy, and spiritual disciplines in the assignment log. Science describes mechanism; Scripture assigns meaning —

your body is a temple of the Holy Spirit (1 Corinthians 6:19-20).

## Common Objections and Pastoral Responses

When teaching **Athletic Performance Adjustments**, expect pushback:

- • **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- • **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- • **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

## Practical Implementation

**Athletic Performance Adjustments** requires action:

- • Complete the weekly checklist in your assignment folder.
- • Share progress with an accountability partner.
- • Connect physical or financial stewardship to worship — not anxiety or greed.
- • Journal one prayer of gratitude for God's provision.

## Discussion Questions

How does **Athletic Performance Adjustments** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

## Summary and Next Steps

**Lesson 5** organized *Healing Protocol* material on **Athletic Performance Adjustments**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

*Soli Deo gloria.*

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

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## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies

biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

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## Supplemental Reading and Reflection

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## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## **Worship Integration**

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## **Worship Integration**

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## **Supplemental Reading and Reflection**

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## **Ministry Case Study**

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## **Worship Integration**

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## **Historical Figure Spotlight**

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

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## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

# TBM-HP-104 — Lesson 6: Senior Adult Adaptations

## Introduction

Welcome to Lesson 6 of **90-Day Seasonal Meal Rotation & Special Populations**. This session covers **Senior Adult Adaptations**,

drawn from the structure of *Healing Protocol* in the **Wellness Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

## Book Structure and Teaching Aim

**Senior Adult Adaptations** advances the source book's cumulative case. Students should identify:

(1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and (4) the witness or stewardship application.

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

## Scripture Exposition

Anchor **Senior Adult Adaptations** in the Word. Assigned references:

- **Isaiah 8:20** — read in context; note who speaks, to whom, and why.
- • **Acts 17:11** — read in context; note who speaks, to whom, and why.
- • **2 Timothy 3:16-17** — read in context; note who speaks, to whom, and why.

**Exegesis steps:** (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

## Evidence and Application

**Senior Adult Adaptations** integrates metabolic science with biblical stewardship. Document personal baseline metrics (with physician approval where needed). Track meals, energy, and spiritual disciplines in the assignment log. Science describes mechanism; Scripture assigns meaning — your body is a temple of the Holy Spirit (1 Corinthians 6:19-20).

## Common Objections and Pastoral Responses

When teaching **Senior Adult Adaptations**, expect pushback:

- • **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- • **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- • **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

## Practical Implementation

**Senior Adult Adaptations** requires action:

- Complete the weekly checklist in your assignment folder.
- Share progress with an accountability partner.
- Connect physical or financial stewardship to worship — not anxiety or greed.
- Journal one prayer of gratitude for God's provision.

## Discussion Questions

How does **Senior Adult Adaptations** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

## Summary and Next Steps

**Lesson 6** organized *Healing Protocol* material on **Senior Adult Adaptations**. Complete the module quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

*Soli Deo gloria.*

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Historical Figure Spotlight

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## Supplemental Reading and Reflection

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## **Historical Figure Spotlight**

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## **Supplemental Reading and Reflection**

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## **Ministry Case Study**

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

# **TBM-HP-104 — Lesson 7: Pediatric Family Guidelines**

## Introduction

Welcome to Lesson 7 of **90-Day Seasonal Meal Rotation & Special Populations**. This session covers **Pediatric Family Guidelines**,

drawn from the structure of *Healing Protocol* in the **Wellness Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

## Book Structure and Teaching Aim

**Pediatric Family Guidelines** advances the source book's cumulative case. Students should identify: (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and (4) the witness or stewardship application.

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

## Scripture Exposition

Anchor **Pediatric Family Guidelines** in the Word. Assigned references:

- **Isaiah 8:20** — read in context; note who speaks, to whom, and why.
- • **Acts 17:11** — read in context; note who speaks, to whom, and why.
- • **2 Timothy 3:16-17** — read in context; note who speaks, to whom, and why.

**Exegesis steps:** (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

## Evidence and Application

**Pediatric Family Guidelines** integrates metabolic science with biblical stewardship. Document personal

baseline metrics (with physician approval where needed). Track meals, energy, and spiritual disciplines in the assignment log. Science describes mechanism; Scripture assigns meaning — your body is a temple of the Holy Spirit (1 Corinthians 6:19-20).

## Common Objections and Pastoral Responses

When teaching **Pediatric Family Guidelines**, expect pushback:

- • **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- • **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- • **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

## Practical Implementation

**Pediatric Family Guidelines** requires action:

- • Complete the weekly checklist in your assignment folder.
- • Share progress with an accountability partner.
- • Connect physical or financial stewardship to worship — not anxiety or greed.
- • Journal one prayer of gratitude for God's provision.

## Discussion Questions

How does **Pediatric Family Guidelines** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

## Summary and Next Steps

**Lesson 7** organized *Healing Protocol* material on **Pediatric Family Guidelines**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

*Soli Deo gloria.*

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## **Worship Integration**

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## **Worship Integration**

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## **Supplemental Reading and Reflection**

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## **Historical Figure Spotlight**

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## **Historical Figure Spotlight**

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## **Ministry Case Study**

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Historical Figure Spotlight

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## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

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## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

# TBM-HP-104 — Lesson 8: Special Populations Case Studies

## Introduction

Welcome to Lesson 8 of **90-Day Seasonal Meal Rotation & Special Populations**. This session covers **Special Populations Case Studies**,

drawn from the structure of *Healing Protocol* in the **Wellness Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

## Book Structure and Teaching Aim

**Special Populations Case Studies** advances the source book's cumulative case. Students should identify:

- (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and
- (4) the witness or stewardship application.

**Chapter themes from source material:**

- • Athletes
- • Women 40+
- • Vegetarian Keto
- • Diabetes Management
- • Liver Disease / Hepatotoxic Medications

**Concept summary (paraphrase):** Athletes Increase protein to 1.2 g/lb on training days; add 15–30 g targeted carbs post-workout if performance drops (cyclical keto). Women 40+ Prioritize protein (sarcopenia prevention), resistance training, and sleep hygiene. Monitor thyroid if prolonged caloric deficit. Vegetarian Keto Focus: eggs, dairy, tofu/tempeh, seitan (watch carbs), nuts, seeds, low-carb protein powder. Supplement B12, iron, omega-3 (algae). Diabetes Management Medical supervision required. Track glucose; medications may need adjustment as insulin sensitivity improves. Liver Disease / Hepatotoxic Medications Avoid chaparral entirely. Limit concentrated clove oil. Discuss all supplements with hepatology before starting keto. ---

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

## Scripture Exposition

Anchor **Special Populations Case Studies** in the Word. Assigned references:

- **Isaiah 8:20** — read in context; note who speaks, to whom, and why.
- • **Acts 17:11** — read in context; note who speaks, to whom, and why.
- • **2 Timothy 3:16-17** — read in context; note who speaks, to whom, and why.

**Exegesis steps:** (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

## Evidence and Application

**Special Populations Case Studies** integrates metabolic science with biblical stewardship. Document personal

baseline metrics (with physician approval where needed). Track meals, energy, and spiritual disciplines in the assignment log. Science describes mechanism; Scripture assigns meaning — your body is a temple of the Holy Spirit (1 Corinthians 6:19-20).

## Common Objections and Pastoral Responses

When teaching **Special Populations Case Studies**, expect pushback:

- • "You're attacking my family tradition." — Affirm love; distinguish people from unbiblical doctrines.
- • "All religions are the same." — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • "That's your interpretation." — Point to plain reading in context; invite joint Bible study.
- • "Christians are hypocrites." — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

## Practical Implementation

**Special Populations Case Studies** requires action:

- • Complete the weekly checklist in your assignment folder.
- • Share progress with an accountability partner.
- • Connect physical or financial stewardship to worship — not anxiety or greed.
- • Journal one prayer of gratitude for God's provision.

## Discussion Questions

How does **Special Populations Case Studies** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

## Summary and Next Steps

**Lesson 8** organized *Healing Protocol* material on **Special Populations Case Studies**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's

reading assignment.

*Soli Deo gloria.*

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

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## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Historical Figure Spotlight

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## Supplemental Reading and Reflection

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## Historical Figure Spotlight

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## Historical Figure Spotlight

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## Appendix A — Assignments

### Week 01

## Week 01 Assignment — Reflection Journal

**Course:** TBM-HP-104 · 90-Day Seasonal Meal Rotation & Special Populations

**Week focus:** TBM-HP-104 — Lesson 1: Seasonal Meal Rotation Design

### Learning objective (Bloom's taxonomy)

Students will **analyze** course content from **TBM-HP-104 — Lesson 1: Seasonal Meal Rotation Design** with KJV integration and measurable evidence in the submission.

### Task

**Analyze:** Write a 300–500 word reflection on **TBM-HP-104 — Lesson 1: Seasonal Meal Rotation Design**. Include at least two KJV citations and one personal application.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

### Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

**Rubric (100 points)**

### Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Seasonal, Rotation

### Week 02

## Week 02 Assignment — Memory Verse Application

**Course:** TBM-HP-104 · 90-Day Seasonal Meal Rotation & Special Populations

**Week focus:** TBM-HP-104 — Lesson 2: Diabetic Modifications

## Learning objective (Bloom's taxonomy)

Students will **apply** course content from **TBM-HP-104 — Lesson 2: Diabetic Modifications** with KJV integration and measurable evidence in the submission.

## Task

**Apply:** Recite this week's memory verse from memory, then write 250 words explaining how it applies to daily discipleship.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

**Rubric (100 points)**

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Diabetic, Modifications

## Week 03

## Week 03 Assignment — Expository Outline

**Course:** TBM-HP-104 · 90-Day Seasonal Meal Rotation & Special Populations

**Week focus:** TBM-HP-104 — Lesson 3: Autoimmune Considerations

## Learning objective (Bloom's taxonomy)

Students will **outline** course content from **TBM-HP-104 — Lesson 3: Autoimmune Considerations** with KJV integration and measurable evidence in the submission.

## Task

**Outline:** Produce a structured outline (400+ words) for the main passage in **TBM-HP-104 — Lesson 3: Autoimmune Considerations**. Include pericope titles and one-sentence themes.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

*Rubric (100 points)*

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Autoimmune, Considerations

## Week 04

# Week 04 Assignment — Discussion Response

**Course:** TBM-HP-104 · 90-Day Seasonal Meal Rotation & Special Populations

**Week focus:** TBM-HP-104 — Lesson 4: Pregnancy and Nursing — Physician Required

## Learning objective (Bloom's taxonomy)

Students will **explain** course content from **TBM-HP-104 — Lesson 4: Pregnancy and Nursing — Physician Required** with KJV integration and measurable evidence in the submission.

## Task

**Explain:** Answer two discussion prompts from the Week 4 reading in 200 words each. Cite KJV only.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

### *Rubric (100 points)*

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Pregnancy, Nursing

## Week 05

# Week 05 Assignment — Practical Ministry Step

**Course:** TBM-HP-104 · 90-Day Seasonal Meal Rotation & Special Populations

**Week focus:** TBM-HP-104 — Lesson 4: Pregnancy and Nursing — Physician Required

## Learning objective (Bloom's taxonomy)

Students will **demonstrate** course content from **TBM-HP-104 — Lesson 4: Pregnancy and Nursing — Physician Required** with KJV integration and measurable evidence in the submission.

## Task

**Demonstrate:** Complete one practical ministry action tied to **TBM-HP-104 — Lesson 4: Pregnancy and Nursing — Physician Required** (visit, prayer walk, family worship, or service). Submit a 200-word report plus optional photo upload.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Manual review (practical/upload).

**Pass:** 70%

### *Rubric (100 points)*

## Week 06

# Week 06 Assignment — Witness Outline

**Course:** TBM-HP-104 · 90-Day Seasonal Meal Rotation & Special Populations

**Week focus:** TBM-HP-104 — Lesson 5: Athletic Performance Adjustments

## Learning objective (Bloom's taxonomy)

Students will **construct** course content from **TBM-HP-104 — Lesson 5: Athletic Performance Adjustments** with KJV integration and measurable evidence in the submission.

## Task

**Construct:** Draft a 3-minute spoken witness outline using this week's theme. Include gospel bridge, one objection with biblical answer, and call to faith.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

**Rubric (100 points)**

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Athletic, Performance

## Week 07

## Week 07 Assignment — Cross-Reference Study

**Course:** TBM-HP-104 · 90-Day Seasonal Meal Rotation & Special Populations

**Week focus:** TBM-HP-104 — Lesson 6: Senior Adult Adaptations

## Learning objective (Bloom's taxonomy)

Students will **compare** course content from **TBM-HP-104 — Lesson 6: Senior Adult Adaptations** with KJV integration and measurable evidence in the submission.

## Task

**Compare:** Find three cross-references that illuminate **TBM-HP-104 — Lesson 6: Senior Adult Adaptations**. Write 400 words comparing themes (OT + NT).

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

*Rubric (100 points)*

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Senior, Adult

## Week 08

# Week 08 Assignment — Historical Context Brief

**Course:** TBM-HP-104 · 90-Day Seasonal Meal Rotation & Special Populations

**Week focus:** TBM-HP-104 — Lesson 7: Pediatric Family Guidelines

## Learning objective (Bloom's taxonomy)

Students will **describe** course content from **TBM-HP-104 — Lesson 7: Pediatric Family Guidelines** with KJV integration and measurable evidence in the submission.

## Task

**Describe:** Write 350 words on historical/literary context for **TBM-HP-104 — Lesson 7: Pediatric Family Guidelines**. Minimum four KJV citations.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

***Rubric (100 points)***

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Pediatric, Family

## Week 09

# Week 09 Assignment — Christological Connection Essay

**Course:** TBM-HP-104 · 90-Day Seasonal Meal Rotation & Special Populations

**Week focus:** TBM-HP-104 — Lesson 8: Special Populations Case Studies

## Learning objective (Bloom's taxonomy)

Students will **evaluate** course content from **TBM-HP-104 — Lesson 8: Special Populations Case Studies** with KJV integration and measurable evidence in the submission.

## Task

**Evaluate:** Explain how **TBM-HP-104 — Lesson 8: Special Populations Case Studies** points to Christ in 400–600 words. Use literal-grammatical-historical method.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

***Rubric (100 points)***

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Special, Populations

## Week 10

### Week 10 Assignment — Teaching Prep

**Course:** TBM-HP-104 · 90-Day Seasonal Meal Rotation & Special Populations

**Week focus:** TBM-HP-104 — Lesson 8: Special Populations Case Studies

#### Learning objective (Bloom's taxonomy)

Students will **design** course content from **TBM-HP-104 — Lesson 8: Special Populations Case Studies** with KJV integration and measurable evidence in the submission.

#### Task

**Design:** Prepare a 5-minute teaching outline for **TBM-HP-104 — Lesson 8: Special Populations Case Studies** suitable for a small group or homeschool lesson.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

#### Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

**Rubric (100 points)**

#### Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Special, Populations

## Week 11

### Week 11 Assignment — Integration & Review

**Course:** TBM-HP-104 · 90-Day Seasonal Meal Rotation & Special Populations

**Week focus:** TBM-HP-104 — Lesson 8: Special Populations Case Studies

## Learning objective (Bloom's taxonomy)

Students will **synthesize** course content from **TBM-HP-104 — Lesson 8: Special Populations Case Studies** with KJV integration and measurable evidence in the submission.

## Task

**Synthesize:** Synthesize the top five themes from 90-Day Seasonal Meal Rotation & Special Populations. 600 words, minimum six KJV citations, one paragraph on personal growth.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

**Rubric (100 points)**

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Special, Populations

## Week 12

# Creative Ministry Project — TBM-HP-104

**Course:** 90-Day Seasonal Meal Rotation & Special Populations

**Code:** TBM-HP-104

## Learning objective (Bloom's taxonomy)

Students will **create** an original ministry artifact synthesizing course themes with KJV fidelity and scholarship-gallery quality.

## Overview

Complete an original **Creative Ministry Project** demonstrating what you learned in this course. Select one project type when submitting your assignment. Approved work may appear in the [Scholarship

Gallery](<https://twicebornministry.com/bible-school/scholarships/>) so supporters can **donate toward student scholarships** — you retain credit and ownership of your work.

> This is ministry education, not a sale of intellectual property. Donations fund scholarships.

## Project types

## Requirements

**Original work** — cite all Scripture in KJV; footnote other sources.

**Course connection** — explicitly tie your project to at least two module themes from TBM-HP-104.

**Ministry focus** — aim to edify believers or reach seekers with the gospel.

**Upload** — submit via the **Creative Ministry Project** assignment at the end of the course; select your project type in the form.

**Length guides:**

- Written: 800–1500 words
- Audio/Video: see durations above
- Photography: 1–3 images + caption
- Application: working prototype + 300-word user guide

## Grading rubric (100 points)

**Pass:** 70%

## Scholarship gallery

If your project is approved, it may be listed at /bible-school/scholarships/ with a **Support this student** donation button. Supporters give toward the scholarship fund for your project type — not to purchase your content.

## Prayer

> *"Let the words of my mouth, and the meditation of my heart, be acceptable in thy sight, O LORD, my strength, and my redeemer."* — Psalm 19:14 (KJV)

## Grading

**Grading mode:** Manual review (creative upload).

**Pass:** 70%

### *Rubric (100 points)*

## Creative Ministry Project

# Creative Ministry Project — TBM-HP-104

**Course:** 90-Day Seasonal Meal Rotation & Special Populations

**Code:** TBM-HP-104

## Overview

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## Project types

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**Course connection** — explicitly tie your project to at least two module themes from TBM-HP-104.

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- Audio/Video: see durations above
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## Grading rubric (100 points)

**Pass:** 70%

## Scholarship gallery

If your project is approved, it may be listed at /bible-school/scholarships/ with a **Support this student** donation button. Supporters give toward the scholarship fund for your project type — not to purchase your content.

## Prayer

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## Appendix B — Key Terms & Passages

- • Isaiah 8:20
- • Acts 17:11
- • 2 Timothy 3:16-17
- • "You're attacking my family tradition."
- • "All religions are the same."
- • "That's your interpretation."
- • "Christians are hypocrites."