

Twice Born Ministry

TBM-TF01-104: Engaging Catholics with Charity & Truth

Course Code: TBM-TF01-104

Credit Hours: 2

King James Version (KJV) — Sola Scriptura Curriculum

Generated 2026-06-30

Course Description

TBM-TF01-104: Engaging Catholics with Charity & Truth

Course Description

Vol 1 Part VII; Five Solas; witness scripts

This Layer 3 course teaches from Twice Born Ministry published apologetics — extracting structure and evidence themes without replacing the source books. Students learn to test every claim by Scripture (Isaiah 8:20) and witness with charity.

Primary source book: Tradition vs. Truth (True Faith Vol. 1)

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-TF01-104"]

Twice Born Ministry Bible School — Layer 3 TBM Book Track

Course Modules

TBM-TF01-104 — Lesson 1: Love the Catholic, Test the Catechism

Introduction

Welcome to Lesson 1 of **Engaging Catholics with Charity & Truth**. This session covers **Love the Catholic, Test the Catechism**,

drawn from the structure of *Tradition vs. Truth (True Faith Vol. 1)* in the **True Faith 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

Love the Catholic, Test the Catechism 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 **Love the Catholic, Test the Catechism** 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.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- **Question:** "Have you ever tested that belief against Scripture alone?"
- **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Love the Catholic, Test the Catechism uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Love the Catholic, Test the Catechism**, 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.

Witness and Ministry Application

Love the Catholic, Test the Catechism equips field witness:

- **Personal:** Repent of condescension; ask God for love for the lost.
- **Local church:** Propose one outreach night using this lesson's topic.
- **Conversation:** Use two questions from the book section before presenting conclusions.
- **Follow-up:** Offer a Bible, source book chapter, or next-week coffee continuation.

Role-play assignment: 5-minute dialogue with a partner playing a seeker from the target worldview.

Discussion Questions

How does **Love the Catholic, Test the Catechism** 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 *Tradition vs. Truth (True Faith Vol. 1)* material on **Love the Catholic, Test the Catechism**. 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.

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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.

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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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TBM-TF01-104 — Lesson 2: Five Solas Conversation Framework

Introduction

Welcome to Lesson 2 of **Engaging Catholics with Charity & Truth**. This session covers **Five Solas Conversation Framework**,

drawn from the structure of *Tradition vs. Truth (True Faith Vol. 1)* in the **True Faith 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

Five Solas Conversation Framework 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 **Five Solas Conversation Framework** 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.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- **Question:** "Have you ever tested that belief against Scripture alone?"
- **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Five Solas Conversation Framework uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Five Solas Conversation Framework**, 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.

Witness and Ministry Application

Five Solas Conversation Framework equips field witness:

- **Personal:** Repent of condescension; ask God for love for the lost.
- **Local church:** Propose one outreach night using this lesson's topic.

- • **Conversation:** Use two questions from the book section before presenting conclusions.
- • **Follow-up:** Offer a Bible, source book chapter, or next-week coffee continuation.

Role-play assignment: 5-minute dialogue with a partner playing a seeker from the target worldview.

Discussion Questions

How does **Five Solas Conversation Framework** 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 *Tradition vs. Truth (True Faith Vol. 1)* material on **Five Solas Conversation Framework**. 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.

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.

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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.

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Supplemental Reading and Reflection

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Historical Figure Spotlight

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TBM-TF01-104 — Lesson 3: Common Ground Before Contested Doctrine

Introduction

Welcome to Lesson 3 of **Engaging Catholics with Charity & Truth**. This session covers **Common Ground Before Contested Doctrine**,

drawn from the structure of *Tradition vs. Truth (True Faith Vol. 1)* in the **True Faith Track** track. Complete BS-FND-100 before

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

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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

Common Ground Before Contested Doctrine 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 **Common Ground Before Contested Doctrine** 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.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- **Question:** "Have you ever tested that belief against Scripture alone?"
- **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Common Ground Before Contested Doctrine uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Common Ground Before Contested Doctrine**, 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.

Witness and Ministry Application

Common Ground Before Contested Doctrine equips field witness:

- **Personal:** Repent of condescension; ask God for love for the lost.
- **Local church:** Propose one outreach night using this lesson's topic.

- **Conversation:** Use two questions from the book section before presenting conclusions.
- **Follow-up:** Offer a Bible, source book chapter, or next-week coffee continuation.

Role-play assignment: 5-minute dialogue with a partner playing a seeker from the target worldview.

Discussion Questions

How does **Common Ground Before Contested Doctrine** 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 *Tradition vs. Truth (True Faith Vol. 1)* material on **Common Ground Before Contested Doctrine**. 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.

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

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Supplemental Reading and Reflection

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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.

Ministry Case Study

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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.

TBM-TF01-104 — Lesson 4: Witness Scripts: Authority and Grace

Introduction

Welcome to Lesson 4 of **Engaging Catholics with Charity & Truth**. This session covers **Witness Scripts: Authority and Grace**,

drawn from the structure of *Tradition vs. Truth (True Faith Vol. 1)* in the **True Faith 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

Witness Scripts: Authority and Grace 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 **Witness Scripts: Authority and Grace** 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.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- **Question:** "Have you ever tested that belief against Scripture alone?"
- **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Witness Scripts: Authority and Grace uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Witness Scripts: Authority and Grace**, 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.

Witness and Ministry Application

Witness Scripts: Authority and Grace equips field witness:

- **Personal:** Repent of condescension; ask God for love for the lost.
- **Local church:** Propose one outreach night using this lesson's topic.

- • **Conversation:** Use two questions from the book section before presenting conclusions.
- • **Follow-up:** Offer a Bible, source book chapter, or next-week coffee continuation.

Role-play assignment: 5-minute dialogue with a partner playing a seeker from the target worldview.

Discussion Questions

How does **Witness Scripts: Authority and Grace** 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 *Tradition vs. Truth (True Faith Vol. 1)* material on **Witness Scripts: Authority and Grace**. Complete the module

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

Soli Deo gloria.

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.

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

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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.

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

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-TF01-104 — Lesson 5: Family Dynamics When Leaving Rome

Introduction

Welcome to Lesson 5 of **Engaging Catholics with Charity & Truth**. This session covers **Family Dynamics When Leaving Rome**,

drawn from the structure of *Tradition vs. Truth (True Faith Vol. 1)* in the **True Faith 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

Family Dynamics When Leaving Rome 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 **Family Dynamics When Leaving Rome** 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.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- **Question:** "Have you ever tested that belief against Scripture alone?"
- **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Family Dynamics When Leaving Rome uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Family Dynamics When Leaving Rome**, 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.

Witness and Ministry Application

Family Dynamics When Leaving Rome equips field witness:

- **Personal:** Repent of condescension; ask God for love for the lost.
- **Local church:** Propose one outreach night using this lesson's topic.

- • **Conversation:** Use two questions from the book section before presenting conclusions.
- • **Follow-up:** Offer a Bible, source book chapter, or next-week coffee continuation.

Role-play assignment: 5-minute dialogue with a partner playing a seeker from the target worldview.

Discussion Questions

How does **Family Dynamics When Leaving Rome** 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 *Tradition vs. Truth (True Faith Vol. 1)* material on **Family Dynamics When Leaving Rome**. 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.

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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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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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.

Historical Figure Spotlight

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Historical Figure Spotlight

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Historical Figure Spotlight

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Worship Integration

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Ministry Case Study

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TBM-TF01-104 — Lesson 6: Small Group Outreach to Catholic Neighbors

Introduction

Welcome to Lesson 6 of **Engaging Catholics with Charity & Truth**. This session covers **Small Group Outreach to Catholic Neighbors**,

drawn from the structure of *Tradition vs. Truth (True Faith Vol. 1)* in the **True Faith 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

Small Group Outreach to Catholic Neighbors 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 **Small Group Outreach to Catholic Neighbors** 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.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- **Question:** "Have you ever tested that belief against Scripture alone?"
- **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Small Group Outreach to Catholic Neighbors uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Small Group Outreach to Catholic Neighbors**, 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.

Witness and Ministry Application

Small Group Outreach to Catholic Neighbors equips field witness:

- **Personal:** Repent of condescension; ask God for love for the lost.
- **Local church:** Propose one outreach night using this lesson's topic.

- • **Conversation:** Use two questions from the book section before presenting conclusions.
- • **Follow-up:** Offer a Bible, source book chapter, or next-week coffee continuation.

Role-play assignment: 5-minute dialogue with a partner playing a seeker from the target worldview.

Discussion Questions

How does **Small Group Outreach to Catholic Neighbors** 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 *Tradition vs. Truth (True Faith Vol. 1)* material on **Small Group Outreach to Catholic Neighbors**. Complete the module

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

Soli Deo gloria.

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.

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

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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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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

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.

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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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TBM-TF01-104 — Lesson 7: Follow-Up Bible Study Design

Introduction

Welcome to Lesson 7 of **Engaging Catholics with Charity & Truth**. This session covers **Follow-Up Bible Study Design**,

drawn from the structure of *Tradition vs. Truth (True Faith Vol. 1)* in the **True Faith 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

Follow-Up Bible Study 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.

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 **Follow-Up Bible Study 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.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- • **Question:** "Have you ever tested that belief against Scripture alone?"
- • **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Follow-Up Bible Study Design uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Follow-Up Bible Study 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.

Witness and Ministry Application

Follow-Up Bible Study Design equips field witness:

- • **Personal:** Repent of condescension; ask God for love for the lost.
- • **Local church:** Propose one outreach night using this lesson's topic.
- • **Conversation:** Use two questions from the book section before presenting conclusions.
- • **Follow-up:** Offer a Bible, source book chapter, or next-week coffee continuation.

Role-play assignment: 5-minute dialogue with a partner playing a seeker from the target worldview.

Discussion Questions

How does **Follow-Up Bible Study 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 7 organized *Tradition vs. Truth (True Faith Vol. 1)* material on **Follow-Up Bible Study 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.

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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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.

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Worship Integration

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TBM-TF01-104 — Lesson 8: Course Practicum: Role-Play Dialogue

Introduction

Welcome to Lesson 8 of **Engaging Catholics with Charity & Truth**. This session covers **Course Practicum: Role-Play Dialogue**,

drawn from the structure of *Tradition vs. Truth (True Faith Vol. 1)* in the **True Faith 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

Course Practicum: Role-Play Dialogue 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 **Course Practicum: Role-Play Dialogue** 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.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- **Question:** "Have you ever tested that belief against Scripture alone?"
- **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Course Practicum: Role-Play Dialogue uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Course Practicum: Role-Play Dialogue**, 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.

Witness and Ministry Application

Course Practicum: Role-Play Dialogue equips field witness:

- • **Personal:** Repent of condescension; ask God for love for the lost.
- • **Local church:** Propose one outreach night using this lesson's topic.
- • **Conversation:** Use two questions from the book section before presenting conclusions.
- • **Follow-up:** Offer a Bible, source book chapter, or next-week coffee continuation.

Role-play assignment: 5-minute dialogue with a partner playing a seeker from the target worldview.

Discussion Questions

How does **Course Practicum: Role-Play Dialogue** 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 *Tradition vs. Truth (True Faith Vol. 1)* material on **Course Practicum: Role-Play Dialogue**. 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.

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Worship Integration

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Ministry Case Study

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Appendix A — Assignments

Week 01

Week 01 Assignment — Reflection Journal

Course: TBM-TF01-104 · Engaging Catholics with Charity & Truth

Week focus: TBM-TF01-104 — Lesson 1: Love the Catholic, Test the Catechism

Learning objective (Bloom's taxonomy)

Students will **analyze** course content from **TBM-TF01-104 — Lesson 1: Love the Catholic, Test the Catechism** with KJV integration and measurable evidence in the submission.

Task

Analyze: Write a 300–500 word reflection on **TBM-TF01-104 — Lesson 1: Love the Catholic, Test the Catechism**. 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, Catholic, Catechism

Week 02

Week 02 Assignment — Memory Verse Application

Course: TBM-TF01-104 · Engaging Catholics with Charity & Truth

Week focus: TBM-TF01-104 — Lesson 2: Five Solas Conversation Framework

Learning objective (Bloom's taxonomy)

Students will **apply** course content from **TBM-TF01-104 — Lesson 2: Five Solas Conversation Framework** 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, Solas, Conversation

Week 03

Week 03 Assignment — Expository Outline

Course: TBM-TF01-104 · Engaging Catholics with Charity & Truth

Week focus: TBM-TF01-104 — Lesson 3: Common Ground Before Contested Doctrine

Learning objective (Bloom's taxonomy)

Students will **outline** course content from **TBM-TF01-104 — Lesson 3: Common Ground Before Contested Doctrine** with KJV integration and measurable evidence in the submission.

Task

Outline: Produce a structured outline (400+ words) for the main passage in **TBM-TF01-104 — Lesson 3: Common Ground Before Contested Doctrine**. 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, Common, Ground

Week 04

Week 04 Assignment — Discussion Response

Course: TBM-TF01-104 · Engaging Catholics with Charity & Truth

Week focus: TBM-TF01-104 — Lesson 4: Witness Scripts: Authority and Grace

Learning objective (Bloom's taxonomy)

Students will **explain** course content from **TBM-TF01-104 — Lesson 4: Witness Scripts: Authority and Grace** 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, Witness, Scripts

Week 05

Week 05 Assignment — Practical Ministry Step

Course: TBM-TF01-104 · Engaging Catholics with Charity & Truth

Week focus: TBM-TF01-104 — Lesson 4: Witness Scripts: Authority and Grace

Learning objective (Bloom's taxonomy)

Students will **demonstrate** course content from **TBM-TF01-104 — Lesson 4: Witness Scripts: Authority and Grace** with KJV integration and measurable evidence in the submission.

Task

Demonstrate: Complete one practical ministry action tied to **TBM-TF01-104 — Lesson 4: Witness Scripts: Authority and Grace** (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-TF01-104 · Engaging Catholics with Charity & Truth

Week focus: TBM-TF01-104 — Lesson 5: Family Dynamics When Leaving Rome

Learning objective (Bloom's taxonomy)

Students will **construct** course content from **TBM-TF01-104 — Lesson 5: Family Dynamics When Leaving Rome** 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, Family, Dynamics

Week 07

Week 07 Assignment — Cross-Reference Study

Course: TBM-TF01-104 · Engaging Catholics with Charity & Truth

Week focus: TBM-TF01-104 — Lesson 6: Small Group Outreach to Catholic Neighbors

Learning objective (Bloom's taxonomy)

Students will **compare** course content from **TBM-TF01-104 — Lesson 6: Small Group Outreach to Catholic Neighbors** with KJV integration and measurable evidence in the submission.

Task

Compare: Find three cross-references that illuminate **TBM-TF01-104 — Lesson 6: Small Group Outreach to Catholic Neighbors**. 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, Small, Group

Week 08

Week 08 Assignment — Historical Context Brief

Course: TBM-TF01-104 · Engaging Catholics with Charity & Truth

Week focus: TBM-TF01-104 — Lesson 7: Follow-Up Bible Study Design

Learning objective (Bloom's taxonomy)

Students will **describe** course content from **TBM-TF01-104 — Lesson 7: Follow-Up Bible Study Design** with KJV integration and measurable evidence in the submission.

Task

Describe: Write 350 words on historical/literary context for **TBM-TF01-104 — Lesson 7: Follow-Up Bible Study Design**. 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, Follow, Bible

Week 09

Week 09 Assignment — Christological Connection Essay

Course: TBM-TF01-104 · Engaging Catholics with Charity & Truth

Week focus: TBM-TF01-104 — Lesson 8: Course Practicum: Role-Play Dialogue

Learning objective (Bloom's taxonomy)

Students will **evaluate** course content from **TBM-TF01-104 — Lesson 8: Course Practicum: Role-Play Dialogue** with KJV integration and measurable evidence in the submission.

Task

Evaluate: Explain how **TBM-TF01-104 — Lesson 8: Course Practicum: Role-Play Dialogue** 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, Course, Practicum

Week 10

Week 10 Assignment — Teaching Prep

Course: TBM-TF01-104 · Engaging Catholics with Charity & Truth

Week focus: TBM-TF01-104 — Lesson 8: Course Practicum: Role-Play Dialogue

Learning objective (Bloom's taxonomy)

Students will **design** course content from **TBM-TF01-104 — Lesson 8: Course Practicum: Role-Play Dialogue** with KJV integration and measurable evidence in the submission.

Task

Design: Prepare a 5-minute teaching outline for **TBM-TF01-104 — Lesson 8: Course Practicum: Role-Play Dialogue** 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, Course, Practicum

Week 11

Week 11 Assignment — Integration & Review

Course: TBM-TF01-104 · Engaging Catholics with Charity & Truth

Week focus: TBM-TF01-104 — Lesson 8: Course Practicum: Role-Play Dialogue

Learning objective (Bloom's taxonomy)

Students will **synthesize** course content from **TBM-TF01-104 — Lesson 8: Course Practicum: Role-Play Dialogue** with KJV integration and measurable evidence in the submission.

Task

Synthesize: Synthesize the top five themes from Engaging Catholics with Charity & Truth. 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, Course, Practicum

Week 12

Creative Ministry Project — TBM-TF01-104

Course: Engaging Catholics with Charity & Truth

Code: TBM-TF01-104

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-TF01-104.

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-TF01-104

Course: Engaging Catholics with Charity & Truth

Code: TBM-TF01-104

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-TF01-104.

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)

Appendix B — Key Terms & Passages

- • Isaiah 8:20
- • Acts 17:11
- • 2 Timothy 3:16-17
- • Question:
- • Gospel bridge:
- • "You're attacking my family tradition."
- • "All religions are the same."
- • "That's your interpretation."
- • "Christians are hypocrites."
- • Personal:
- • Local church:
- • Conversation:
- • Follow-up: