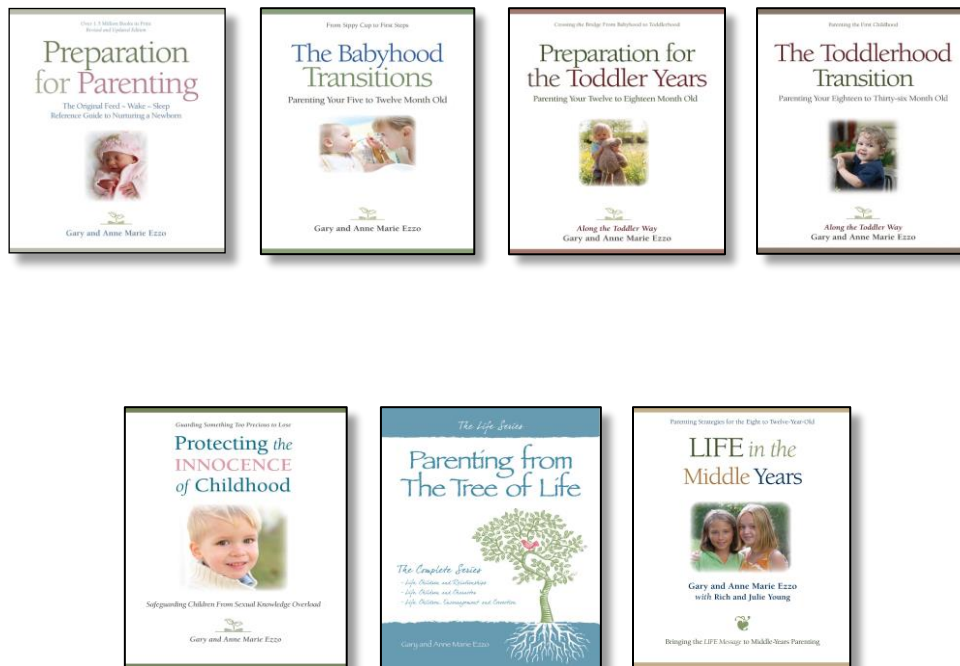


# Introduction for Growing Families Leader's Guides



GrowingFamilies.Life

*The worldwide mission of Growing Families, through its staff and ministry partners, is to provide families with parenting and family resources that will help instil, encourage and perpetuate the passing on of biblical values from one generation to the next.*

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## Courses this Introduction Relates to

Preparation for Parenting	Protecting the Innocence of Childhood
Babyhood Transitions	Parenting from the Tree of Life Series
Preparation for the Toddler Years	Life in the Middle Years
The Toddlerhood Transition	

## Points of Contact



[www.growingfamilies.life](http://www.growingfamilies.life)  
[www.growingfamiliesleaders.life](http://www.growingfamiliesleaders.life)



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GFILife



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# WELCOME!

This Leader's Guide has been put together with the aim of encouraging you as class leaders. So, congratulations on your commitment and faith to share in the journey of parenting with others. We believe that as facilitators of Growing Families courses you have both an awesome opportunity and big responsibility to speak into the lives of the parents who join you in your classes.

Time and effort will be required to establish and maintain relationships, to encourage and reassure parents, and to humbly share your journey – both your successes and mistakes. So, we hope that this manual will help you share your insights, as well as extract the most out of the course material. We hope that you will bless each family you share your journey with.

Please use this introduction in conjunction with the Leader's Guides for each course found at [www.growingfamiliesleaders.life](http://www.growingfamiliesleaders.life).

Finally, we would like to share some scripture when God spoke to Moses as an encouragement. *"Who gave man his mouth? Who makes him deaf or mute? Who gives him sight or makes him blind? Is it not I, the Lord? Now go; I will help you speak and will teach you what to say."* Exodus 4:11 (NIV)

May the Lord bless you in your ministry.

Geoff & Alicia Bongers.

## A note from Gary and Anne Marie Ezzo

We are continually grateful for the partnership and ongoing effort put forth from the leadership of GFA and especially Geoff and Alicia Bongers in preparing a Leaders Guide to compliment Life in the Middle Years.

The Leader's Guides contain direction and guidance in laying down a solid foundation based on God's truth and also provides practical suggestions as to how to apply the information contained within each visit.

We are also grateful for each faithful leader who continues to be obedient to the call given by Jesus to all those who follow Him; "Go therefore and make disciples of all the nations... teaching them to observe all things that I have commanded you..." and thereby helping others who are coming behind to understand that it is the 'wise man who builds his house on the rock', the solid foundation of God's Word. Matthew 7:24

May we all remember Whom we serve and may His name be glorified through the efforts of all involved with this process.

Blessings

Gary & Anne Marie Ezzo

# How to Use The Leader's Guides

There is a Leader's Guide for each of the Growing Families Courses, which are intended to serve you on your journey as a Class Leader. A guide does not typically dictate or mandate every course of action on a journey; it supplies you with suggestions and directions that are based on experience and familiarity with the pathways to your proposed destination. A good guide often becomes a trusted friend that provides you with information to help your journey be one that is both enjoyable and profitable. We hope the same can be said of these *Leader's Guides*.

The intent of these Guides is not to tell you the right and wrong way to start and lead your class. It is designed to serve you as a facilitator and provide you with tools. We have found some important things to be aware of in facilitating these programs and we share them in the various Guides to help you assist people who come to you seeking a better way to parent.

It is sad to think that we need to re-educate people about parenting, but it is a stark reality in this modern age that so many influences, pressures and philosophies have brought confusion to the family home.

We do hope that your journey facilitating these classes is both profitable and enjoyable.

## **Class Formats and Styles**

Growing Families encourage the following class formats:

- Online Class - Class participants stream each week's video lesson online, and then at a set time, meet online with a Growing Families Leader to discuss the lesson.
- Local Class - Class participants come together at a common venue to discuss the lesson, having watched the video either prior to or during class time.

We also encourage you to consider what style would suit your class and ministry and which best allows you to fully engage your class participants:

- Traditional – Video is watched during class time followed by discussion.
- Flipped – Video is streamed by class participants before coming together for discussion.

There are many variations of the above types of classes eg: a traditional local class may actually be at a local community centre or church and a flipped classroom could also mean meeting at a coffee shop for discussion after watching one or more visits. With the videos available online there are endless possibilities for you to use this material to encourage and disciple parents in their parenting journey.

Please adapt this information to suit your leadership style, class format and style. If you have any questions on how to use this manual in alternative formats please send us an email at [LeadersQ@GFILeaders.Life](mailto:LeadersQ@GFILeaders.Life).

## Introduction to Leader's Guides

Please note the following as you prepare for your journey!

- We encourage you to undertake training and then read the Leader's Guide before your first class so that you have a thorough understanding of some of the proven methods of starting a parenting ministry and leading a class.
- The Leader's Guides are designed to give you a broad understanding of the lesson content and help you lead and stimulate discussion in your class at the end of each session. The Guides include the following:
  1. General Summary
  2. Key Principles
  3. Suggested Session Outline
  4. Visit Summary
  5. Possible Discussion Topics
  6. Homework Assignments
  7. Supplemental Resources (when recommended)
  8. Questions for Review
- The Leader's Guides are no substitute for really knowing the material.
- Remember that one of the primary goals during the discussion time is to provide application examples that will help make the principles shared in the lesson come to life for your class participants. The Possible Discussion Topics are intended to provide you with some starting points to present the application examples. Using honest examples from your own parenting successes AND failures, or those third party families whose experiences known to you will have a tremendous impact on your group.

You may choose to use the possible discussion topics or come up with your own depending on how your class reacts to the video. We don't expect you to get through them all – they are there to guide you through the main points of the video and for you to select something that your class can relate to.
- Throughout the guides you will see text boxes entitled "**Leader Alert**," and other "**Notes**." These are provided to draw your attention to specific issues which experienced Leaders have noted and recorded for your assistance. Please note these issues, as they provide some key material to assist you to give your classes the very best of guidance and direction.
- We have provided you with Visit Summaries for each lesson. This should allow you to use your Leader's Guide as your primary book during class sessions.
- Supplementary resources are designed to be used by class participants to help reinforce the teachings at home and as additional support materials to extend and expand particular concepts.
- Please! Please! Please, walk in humility and consider the opportunity to lead classes as a privilege.

We welcome your thoughts and suggestions on the usefulness of the Leader's Guides after you have completed your class. Please email us at [LeadersQ@GFILeaders.Life](mailto:LeadersQ@GFILeaders.Life).

For questions relating to curriculum, unique class situations and general class management assistance also connect via [LeadersQ@GFILeaders.Life](mailto:LeadersQ@GFILeaders.Life).

# A Word of Encouragement

*We would encourage you, as fellow leaders, whether this is the first time you are leading or you have led several classes, to consider the following two requests:*

- Please walk in humility as a parent and as a leader before those in your class. Be careful that you don't stumble by thinking more highly of your parenting than someone who may not be pursuing the principles presented at this point in time. The intent of this material is to help parents train moral principles into the lives of their children. Remember to consider the preciousness of others.
- Please do not become legalistic in your parenting or as the leader of your class. Please use context to evaluate each situation. Remember that responding to the context of a situation does not mean we suspend biblical law or principle, but that we apply them in the most appropriate way. Considering context will guard against legalism in your parenting and the various situations that arise while facilitating classes.

*Please model these two requests before your class and encourage each of them to do the same. Thank you.*

As leaders, we do the best we can to encourage learning, but ultimately each parent will choose for themselves how to parent their own child. We need to respect their decision.

There is no reason to be daunted by leading a class, there are experienced leaders and Contact Mums who are ready and willing to help, encourage and mentor you. Online support is available at the Growing Families Leaders Place ([growingfamiliesleaders.life](http://growingfamiliesleaders.life)). Further support may also include leaders who may join your class to help answer questions, be your 'phone a friend' for follow up or host a question and answer session.

We encourage the husband to direct the class and take the lead role in facilitating. This is not to demonstrate any greater authority, but simply that this has been found to be a valuable example to other husbands in the group, about being involved and committed in their parenting.

Let the parents know that you feel blessed to be going through this course with them. Reassure them that you will be learning just as much as they will.

# Suggestions for a Class

Thousands of parenting classes have utilised Growing Families material. As a result, much insight has been gathered in producing effective classes where discipleship (training) may flourish and accountability is maintained.

The following list provides suggested guidelines for your participation as a class leader.

## Before Each Class

- We encourage you as a couple to pray before your class. Ask the Lord for wisdom and that the participants will be teachable.
- Be organised! This sets a great example of your own home life and demonstrates your confidence in the material.
- Know your material. It is very important that you are familiar with the material you are teaching. If you haven't already, we highly recommend you read the workbooks and view all the videos for the course you are facilitating. Ideally you should also be aware of the content of the other courses that lead into or follow the course you are facilitating.
- Review the current week's video teaching and prior week's homework before each visit.
- Spend some time with your own children to let them know that this is a joint family ministry; their testimony, as other parents see them around, is as important as yours.

## Each Class

We would recommend that you use the following class outline. Traditional local classes that use this approach generally run approximately 2 hours in length. Depending on how long your discussion goes, flipped online or local classes will tend to be shorter in length.

1. **Prayer** – Pray for your class and its members. If yours is not a church based class consider the most appropriate option (which may be not praying in or with the class). Whatever your context, this is a program based on Christian principles and you need to seek God's help before you take the class!
2. **Review** – Take the opportunity to review the homework assignments from the previous week. This will be the most critical portion of your time together because it drives home the material and allows for class participation. Go over the homework assignment with the class. Encourage participation from each participant, by asking them by name, going around the class.
3. **Video Teaching** – Each class will have one video and should typically be used in numerical order. Each visit generally includes a teaching segment with Gary & Anne Marie Ezzo and usually a wrap-up segment with Rich & Julie Young. Having reviewed the video prior to the class meeting, you will know its content. We have included a summary and the key principles of each visit, as well as a notation as to length of each video teaching session. This video teaching will be watched prior to class if using the flipped format.
4. **Refreshments** – For local classes, you may wish to have refreshments at the beginning of the class (making sure you differentiate between meeting time and class starting time). A refreshment break may also be used between the video teaching and the discussion time, for about 10 minutes. This is a good way to fire up the conversation and keep everyone fresh. Refreshments may also be done at the completion of the class, which enables

extended discussion time. It's up to you to decide what is best for your class. A refreshments roster can be used to take turns.

5. **Group Discussion** – Group discussion is critical to clarification of the subject matter and practical application of the principles. Review the outline for the visit and consider sharing some of the “Possible Discussion Topics.” Again, encourage participation from all participants. Disagreements regarding class material should be discussed at another time in private between the class facilitator and individual students. Feel free to contact an experienced leader on the Growing Families Leaders Place ([www.growingfamiliesleaders.life](http://www.growingfamiliesleaders.life)) for advice regarding difficult situations or questions.
6. Emphasize to all the **confidentiality** of all personal matters that are discussed in class.
7. **Email Templates** – Email templates for each class are provided for you to send an email to your class participants. Please adapt these to make them personal from you – they are just a template. You may like to set a reminder to do this either straight after the class or the next day, so the class participants know when to expect them.



**Please Note:**

- If you have dads in the group make sure you include them to encourage accountability and learning. It is important that both parents do their assignments to ensure they both “get it” and are on the same page! Parents who did not complete their homework assignments need to be encouraged to draw on the experiences of others and list the various responses in their workbook against their own perceptions. If a participant regularly fails to complete their assignment, speak to them privately and seek ways to assist them or solve any impediments.
- *Be sensitive and be aware! Many adults today are unable to read and write and need special assistance to complete the class.* The homework assignments are not designed to see who is the most intelligent but rather to ensure that each participant has understood the work of the previous session before moving on!



## The First Class

The first class is most critical. The first night will include introductions, getting to know everyone, talking about families, what they hope to achieve etc. – this can take more time than you have allowed. The first impression will set the pace for future classes. Remember that your students are nervous for many reasons, and it will be your job to help put them at ease. Encourage the group to have fun and relax as they embark on this new adventure together. Here are some tips for the first night of class.

The best time to get the course fee for workbooks and donations is... you guessed it, before you even think about starting any discussions on your first night! Many of our facilitators feel awkward asking for money, so do yourselves a favour and make sure you only need to say it once. Make it another of your general announcements, part of the routine you go through on the first night.

### 1. Before the class begins:

- Be well prepared so you are not rushed. For this first class, as host and/or hostess of a local class, we encourage you to provide simple refreshments for the group. Food allows for a relaxed environment and is a good icebreaker for a nervous group of people.
- Review the participants application forms prior to class. This review will help you feel more familiar with the participants and greet them by name as they arrive. Introduce them to the group as they arrive. If you have used applications forms, have them with you at the class for easy reference especially for discussion time.
- For local classes you may like to have name tags available for your class. It is helpful to have a designated place in your home where class members can pick up their name tags. The location is also where you can leave any articles of interest or additional handouts. This will be the last place your class participants visit to drop off their name tags at the end of the class.

### 2. Class Leaders start by introducing themselves.

- Share names and ages of children.
- Share length of marriage.
- Share occupations/interests.
- Share their Growing Families testimony.

### 3. Ask the class to introduce themselves. It is amazing how quickly people warm-up. You might like to have husbands and wives share:

- Names of children and ages.
- Length of marriage / relationship (i.e. if unmarried – be sensitive here!).
- Occupations/interests.
- One unique or special thing about their family.
- Church or organisational affiliation.
- How they came to hear about the class.
- Ask each person to share what they hope to improve about their family as a result of taking this class.

4. Remember practical issues. Such as location of bathrooms for local classes, login details for subsequent weeks, chat functions on online platforms. etc
5. Leaders share what they hope to accomplish through the class. A facilitator sets the tone for the direction of the group. If they see you are enthusiastic and vulnerable, it will go a long way in motivating others to be the same. List the goals that you would like to see accomplished, such as:
  - Building new relationships among families.
  - Gaining confidence as parents.
  - Seeing the parents pursue a higher standard.
  - Improved husband and wife relationships.
  - Helping parents raise morally responsible children who are responsive to Biblical teaching.
6. Review the format of the class. Homework assignment review and discussion, video lesson, refreshments, group discussion and class questions depending on what class format/style you are using.
7. Workbooks. Handout workbooks if local class. Explain workbook layout.
8. Follow class outline suggestion in the specific course Leader's Guide.

### **The Last Class**

"We haven't taught you everything! Don't be surprised if you get situations which you are not sure how to deal with. We'll welcome your phone call; in fact we'll be concerned if we don't hear from you."

Talk about the troubles and the help that you had in your early parenting, and how useful it was to you. Encourage them to call you sooner rather than later, if only for reassurance. Let them know that you can refer them to a Contact Mum, if necessary.

It can be helpful to have samples of supplementary resources available for your parents to look through.

Advise them of local Growing Families events and how to stay in touch with the broader community of like-minded parents via the website and social media. Encourage them also to stay in touch with each other.

Encourage your class participants to be a "silent witness"! Let the results of the course speak for itself." But it's not easy to share the course with others who already have children, as it can imply that they haven't done a good job so far. Humbly wait for them to ask you about your children and parenting style. When this door is open take the opportunity to share with them a few benefits that you have found by doing the course. Be careful not to bombard them with many principles. Remember, it is impossible to distil a five to six week course down into a 20 minute conversation. Be honest, real and approachable.

## **After the Course is Finished**

The course is finished, but the discipleship relationship has just begun. We encourage you to use a "Course Feedback Sheets" in the last session, which indicates whether the parent is interested in further courses in the same series.

It is important for someone to stay in touch with each couple, either the course facilitators or a carefully selected 'mentor' couple who have already successfully applied these courses.

Ensure that each couple knows they can contact you. If necessary, you can call a Contact Mum, to help you in the process of resolving their difficulties. Over time, this means you will become better equipped to help other parents yourselves.

## **Additional Support for Parents**

Christian Family Heritage is an affiliated ministry of Growing Families, providing support for parents who are utilising the principles from any of the Growing Families parenting courses.

*Contact Mums* are a network of mothers who are experienced in the application of the Growing Families principles. They are available to listen, help, encourage and support parents who diligently desire to implement these principles. This can happen by telephone or email or at GEMS fellowship meetings.

It is preferred that those couples in your classes see you as the first 'port of call' when they require support. If you are unable to answer their queries then call a Contact Mum yourself, before referring your class participants to them. This way you can increase your own competence, as Gary Ezzo says "with competence comes confidence." However if your class participants would prefer to go direct to a Contact Mum, assure them that that is fine with you too - and perhaps they can share what they learn with you!

*GEMS Fellowship Groups* provide a forum for like-minded mothers to meet one another, form relationships, learn, ask questions and discuss parenting issues.

# Tips for Online Classes

Here are some class preparation suggestions and tools to help you with an online class.

- After choosing which online class to lead, use this Leader's Place website ([www.growingfamiliesleaders.life](http://www.growingfamiliesleaders.life)) to get an idea of the resources available to you and email templates for each week. You will lean heavily on these resources for your classes.
- Choose a consistent location to host your class each week. Creating consistency helps your class participants.
- Choose a place in your home with good lighting. Consider using a selfie light that attaches to your phone or computer. Lighting from behind the camera toward your face is best.
- Use a computer, if possible, on a stable foundation. It's very distracting if you are holding a phone and moving it back and forth between you and your spouse. If you can fit the two of you on one screen and use a computer camera that is ideal.
- Position your device near your Wi-Fi router to ensure strong signal with no obstacles (i.e. fireplace) in the way to diminish signal.
- Set up your class in Zoom® as a "recurring class" for the amount of weeks ahead of time on Zoom® allows for your entire class to have the same call in number and access code for the duration of your class. This is very helpful and prevents accidental call ins to an incorrect/out of date session. If you change to a different day, note that you will have a new link that will need to be sent to your class members.
- Prior to the first class, send your class participants a test Zoom® (<https://zoom.us/test>) to test their device and to become familiar with the platform. Include any other pertinent information about Zoom® depending on their level of familiarity.
- Begin your first class with an icebreaker. Have everyone share their names, children's ages, favourite thing to do as a family, where they live, etc. The more community you create the more meaningful conversations will ensue. As leaders, take notes so you can reference their first names and children's names in future discussions. It helps to call on participants one by one during the ice breaker since they will not easily be able to cue one another as in a home setting.
- You may consider using the first class period as a 'getting to know you' and 'getting to know the technology' and getting to know the 'curriculum' night. This will add an extra night to the schedule but can be very valuable. It does not need to last very long.
- You may like to record each class or just when participants are not able to attend. Inform the class that you are recording the class so that you can share the recording with those who were not able to attend and for class participants to review the class if they so wish.
- If leading a large class ask your participants on the first call to keep themselves on mute to prevent background noise and to unmute to ask questions or to share.
- Pay close attention to the group. Often people will want to say something or begin to share but Zoom® may have a short time lag and if the leader moves on too quickly often the participant will remain silent. Pay close attention to body language and signs of wanting to share. Also show them how to use the "raise hand" button indicating they would like to speak.

- Introduce the chat box to the participants and encourage them to use it during class.
- Do not be afraid to sit quietly for a minute after you have asked a question to give people time to speak up. Conversations don't always come as naturally in a Zoom® setting as they do in a living room so give people time to share.
- On that same note, you have to be willing to call on families by name. It's tempting in a Zoom® setting as a participant to keep yourself on "mute" and just listen. As leaders, we need to be sure everyone has a voice and opportunity to invest into the discussion. Politely call on couples by saying something like "Hendersons, do you have something to share on this?" or "Henderson Family, did you all incorporate (couch time, blanket time, interrupt courtesy, etc.) this week and can you share how it went?" Once people are talking we can learn from their victories or defeats in a parenting area and it also sparks more conversation.
- Have conversation starter/discussion questions ready to go before class. You can often find these in the Leader's Guides ([www.growingfamiliesleaders.life](http://www.growingfamiliesleaders.life)) or you can come up with them as you prepare for your class. These help guide the discussion and also come in handy if participants seem less likely to share. Leader's Guides are a valuable tool as they have many discussion questions along with the key principles listed.
- Be vulnerable with your group. Share takeaways that impacted your family or spoke to your parenting and ask if other people felt the same way or had takeaways that spoke to where they are in their parenting journey. Vulnerability begets vulnerability.
- You may have class participants from all over the nation and on several different time zones. There may be occasions where some of your participants are only able to watch the recording or they may come in late. Be flexible and mention all of your participants even if they aren't on live to make them feel connected to the community.
- Have other people close in prayer. Ask your group "Would anyone be willing to close us in prayer?" to give your group the opportunity to hear everyone's heartfelt prayer for our community of families.
- Send out the Zoom® recording of your class as soon as you can so that your participants have time to watch it. Anyone who missed on a particular week will be watching the recording AND the parenting video so you want to give them ample time to watch both.
- If time allows, follow up with couples that miss class. Often couples will have something come up and feel like they have fallen behind and can't rejoin. A personal reach out shows we value them in the discussion.
- *Mentimeter* and *Kahoot* are online tools that can be used during class to continue to engage your participants.
- A class Facebook page can be a great way to continue the discussion in between class meeting times.

# History of Growing Families

## Growing Families Founders - Gary and Anne Marie Ezzo

Gary and Anne Marie Ezzo have authored quite a number of books on parenting and produced educational teaching series on child-rearing that have been utilized by millions of parents around the world. The Ezzo's values-based parenting philosophy has been utilized by thousands of churches and their various curriculums have been translated into many different languages.

Gary Ezzo holds a Master of Arts degree from Biola University, Talbot Theological Seminary and School of Theology and serves as the Executive Director of Growing Families International. Anne Marie Ezzo, in addition to ministering alongside her husband, is the International Director of Christian Family Heritage, which oversees the Contact Mom ministry and is co-author of *On Becoming Birthwise* and *Birth by Design*.

Together the Ezzo's have authored a number of biblically based parenting curricula including *Preparation for Parenting*, *Babyhood Transitions*, *Preparation for the Toddler Years*, *The Toddlerhood Transition*, *Growing Kids God's Way*, *Parenting from the Tree of Life*, *Life in the Middle Years*, *Reaching the Heart of Your Teen* and *Protecting the Innocence of Childhood*. Their church-based parenting curricula have been utilized by thousands of churches world-wide with many GFI programs and materials also translated into other languages.

In 2002 the Ezzo's released "*On Becoming Childwise, the series*," this is a 10 session video presentation designed to be used to support, encourage and impart practical parenting skills to parents in the general community.

## Growing Families International (GFI)

How did the GFI ministry begin? The simple answer to the above question is that God in His grace and sovereignty chose Gary and Anne Marie Ezzo. They never planned to minister to parents outside their local church, let alone start an international parenting ministry. The GFI ministry developed humbly as a result of the example of their own children and from their discipleship of families within their church. "It was the practical side of moral truth that attracted our first Growing Kids God's Way class back in 1984. Six couples gathered together every Wednesday night for six months. We, the Ezzo's, talked about right and wrong, good and evil, and what it looks like in everyday parenting. We had no plans of going beyond the six months or working with a second group, but those six couples bore fruit, and others began to inquire. We agreed to another class and much to our surprise, one hundred and sixty parents signed up to meet with us. The following year another four hundred came, followed by six hundred the next year. From family to family, community-to-community, state-to-state, country-to-country the message has been spreading. Today, by God's grace millions of parents around the world attend the various Growing Families classes."

## Our Core Values & Beliefs

### **Mission Statement**

The worldwide mission of Growing Families International through its staff and ministry partners is to provide the family, church and community with parenting resources that will help instill, encourage, and perpetuate the passing on of biblical values from one generation to the next.

### **Ministry Goals**

1. To raise a godly generation to the Glory of God, and not to the glory of man.
2. To provide practical instruction that will help parents understand, not only the principles of biblical ethics, but how to make the application as well.
3. To instil confidence in each and every parent who participates in any of the classes, a confidence that God's Word is sufficient, both in truth and practice. (With confidence comes competency in parenting.)
4. To help families look positively toward the teen years. Although our culture claims teenage rebellion to be the norm, parents can take heart - this is not what the Bible teaches. Parenting should be a tremendous experience, and if God's standards are maintained, the teen years can be among the best. Raising good children is not a matter of chance, but a matter of rightly applying God's principles in parenting.
5. Finally, we desire to capture the hearts and minds of the next generation. It takes two generations to affect change. We gave the last over to the ideological humanist; they have our tax dollar and the public classroom to bring about their agenda. We cannot collectively capture the mind of the next generation without educating the minds of today's parents. Establishing a biblical mindset for parenting, a mindset that can be passed on from generation to generation is our next goal.

This ministry is here to bring hope and confidence to a new parenting generation.

## Statement of Faith

- We believe the Bible to be the authoritative Word of God (literally God-breathed), inerrant, verbally inspired, and infallible.
- We believe there is one true God, manifested eternally in three distinct Persons: Father, Son, and Holy Spirit.
- We believe in the deity of Jesus Christ, the second person of the Trinity, who possesses all the divine attributes and is coequal, coexistent, and coeternal with the Father. We believe in His virgin birth, that He was God incarnate (both God and man), for the purpose of revealing the Father, redeeming men and ruling over God's Kingdom. He accomplished man's redemption by the vicarious and atoning death through His shed blood and sacrificial death on the cross. By His literal, physical resurrection from the dead and His ascension to the right hand of the Father, the sinner is justified. We believe Jesus to be the mediator between God and man who will return in glory to judge all mankind.
- We believe the Holy Spirit is the third member of the Trinity, possessing all the divine attributes with the Father and the Son. The Holy Spirit is the super-natural and sovereign agent in regeneration, baptizing all believers into the body of Christ at the moment of conversion. The Holy Spirit also indwells, sanctifies, instructs, and empowers all believers for spiritual service.
- We believe in the present ministry of the Holy Spirit who administers spiritual gifts to each believer for the purpose of equipping the saints and for the building up of the body of Christ.
- We believe in the bodily resurrection of both the saved and lost, the saved to eternal life and the lost to everlasting punishment.
- We believe that all who place their faith in Jesus Christ are placed by the Holy Spirit into the spiritual body of believers known as the church, with Christ established as the head. The purpose of the church is to glorify God by the teaching and instruction of the Word, by building the faith of its members, by providing an atmosphere of worship, by providing fellowship, and by fulfilling the great commission to reach the world for Jesus Christ.
- We believe that man is a sinner and that the penalty for sin is eternal separation from the Father. We believe that eternal life is a free gift of grace bestowed upon each repentant sinner who responds in faith to the provision of salvation in Jesus Christ. Regeneration is instantaneous and is accomplished solely by the power of the Holy Spirit. Genuine regeneration will manifest itself by righteous attitudes, edifying conduct, and good works to the extent that each believer submits himself to the control of the Holy Spirit.