TEACHER TRAINING MANUAL

Health Evangelism Worldwide

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INTRODUCTION TO LIGHT

1

OUR WORLD NEEDS HELP!

Our world is unraveling. The news is saturated with stories of natural disasters, political and social unrest, food shortages, economic collapse, and a rapid increase in diseases. God has special message for the world and LIGHT is dedicated to share this message in a meaningful way. It is time for God's people to earnestly follow and passionately share the Light (truth as it is in Jesus) in the last days! To effectively share these truths we need to follow Jesus example.

CHRIST, OUR EXAMPLE

Ministry of Healing, p. 143. "Christ's method alone will give true success in reaching the people. The Saviour mingled with men as one who desired their good. He showed His sympathy for them, ministered to their needs, and won their confidence. Then He bade them, 'Follow Me.'"

Matthew 4:23, 24. "And Jesus went about all Galilee, teaching in their synagogues, and preaching the gospel of the kingdom, and healing all manner of sickness and all manner of disease among the people."

NOTICE JESUS' METHODS:

1. teaching
2. preaching
3. healing

Ministry of Healing, p. 19. "During His ministry, Jesus devoted more time to healing the sick than to preaching."

Ministry of Healing, p. 20. "The Saviour made each work of healing an occasion for implanting divine principles in the mind and soul. This was the purpose of His work. He imparted earthly blessings, that He might incline the hearts of men to receive the gospel of His grace."

The twelve disciples (Luke 9:1), the seventy (Luke 10:2, 9) were to follow Jesus example of combining healing and preaching. As a result, mighty miracles followed!

JESUS GIVES THE GREAT COMMISSION TO ALL CHRISTIANS

Mark 16:15, 18. "Go ye into all the world, and preach the gospel to every creature. . . . They shall take up serpents; and if they drink any deadly thing, it shall not hurt them; they shall lay hands on the sick, and they shall recover."

9 Testimonies, p. 168. "Christ is no longer in this world in person, to go through our cities and towns and villages, healing the sick; but He has commissioned us to carry forward the medical missionary work that He began.

7 Testimonies, p. 62. "We have come to a time when every member of the church should take hold of medical missionary work."

Medical Ministry, p. 238. "The right hand is used to open doors through which the body may find entrance. This is the part the medical missionary work is to act. It is to largely prepare the way for the reception of the truth for this time."

7 Testimonies, p. 80. "In one hand they are to carry remedies for the relief of physical suffering, and in the other the gospel for the relief of sin-burdened souls. Thus they are to work as true medical missionaries."

RELATION OF HEALTH REFORM TO THE GOSPEL

6 Testimonies, p. 327. "But while the health work has its place in the promulgation of the third angel's message, its advocates must not in any way strive to make it take the place of the message."

SHORT TRAINING COURSES NEEDED

9 Testimonies, pp. 171, 172. "Workers-gospel medical missionaries-are needed now. You cannot afford to spend years in preparation. Soon doors now open to the truth will be forever closed. Carry the message now. Do not wait, allowing the enemy to take possession of the fields now open before you. Let little companies go forth to do the work to which Christ appointed His disciples. Let them labor as evangelists, scattering our publications, and talking of the truth to those they meet. Let them pray for the sick, ministering to their necessities, not with drugs, but with nature's remedies, and teaching them how to regain health and avoid disease."

EVERY CHURCH A COMMUNITY HEALTH CENTER AND EVERY MEMBER A MEDICAL MISSIONARY

The Ministry of Healing, pp. 148, 149. "The church of Christ is organized for service. Its watchword is ministry... The monotony of our service for God needs to be broken up. Every church member should be engaged in some line of service for the Master. Some cannot do so much as others, but everyone should do his utmost to roll back the tide of disease and distress that is sweeping over our world. Many would be willing to work if they were taught how to begin. They need to be instructed and encouraged.

Many would be willing to work if they were taught how to begin. They need to be instructed and encouraged. Every church should be a training school for Christian workers. Its members should be taught how to give Bible readings, how to conduct and teach Sabbath school classes, how best to help the poor and to care for the sick, how to work for the unconverted. There should be schools of health, cooking schools, and classes in various lines of Christian help work. There should not only be teaching, but actual work under experienced instructors. Let the teachers lead the way in working among the people, and others, uniting with them, will learn from their example. One example is worth more than many precepts."

LIGHT'S MISSION

The Lay Institute for Global Health Training (LIGHT) is a supporting ministry of the Seventh-day Adventist church devoted to hasten the coming of Jesus by training and equipping men and women to work as health evangelists. It is our goal to foster a worldwide expansion of health evangelism by helping our graduates establish centers of health and healing around the world.

LIGHT'S HISTORY

2005 - Two experimental lay medical missionary training programs were field-tested in a Western European and a Central Asian country. The success of these programs encouraged us to organize more seriously to expand these services worldwide. Through the encouragement of various ministry leaders from Outpost Centers International, ASI, and Wildwood Lifestyle Center and Hospital, the fuller concept of LIGHT was developed and its name was adopted.

2006 - A few programs were done around the world by our affiliates.

2007 - The Better Way Foundation training building was constructed in Illocos Norte, Philippines and one of the first official LIGHT programs was conducted.

2008 - In 2008 ASI, under the General Conference of the Seventh-day Adventist Church, accepted LIGHT as an official member organization.

2008 to 2018 – During this past decade over 21,000 people in over 90 countries have taken some form of training with our ministry.

FUTURE GOALS

1. Within the next 4 years have at least one permanent medical missionary course in every Union

2. Continue to develop industries for self-support
3. Train and equip local believers to carry the work forward
4. Develop a strong network of medical missionary organizations

3 STEP PLAN

STEP 1

We begin entering new territories by offering one or more short (1 to 4-week) intensive training courses. These courses help local church members and conferences become acquainted with our program and medical missionary work in general. Through these short training schools thousands have the opportunity to receive the fundamentals of health evangelism - combining health education with gospel work. Accompanied with daily spiritual classes students receive instruction in the principles of healthful living, common diseases, natural remedies, and community health evangelism. This first step puts in touch with many dedicated souls with the desire to be a part of God's closing work.

GOALS:

1. Organize as many one-month schools in an area as possible
2. Educate church members and conferences regarding the blessing of the health message
3. Demonstrate the effectiveness of Jesus method of evangelism (see Ministry of Healing, 143)
4. Watch for students who catch the vision for this type of work and encourage them to take the six-month training

STEP 2

After completing one or more 4-week health evangelism courses in any given region we begin the second phase of our work, which is to bring the more serious students from the shorter courses through our standard six-month health evangelism course. Here we look for potential leaders and dedicated missionaries that desire to assist the fostering of medical missionary work. In this longer course students gain an understanding of God's methods in the treatment of the sick, while at the same time preparing the student to share the truths of the gospel. Instruction is given in preventive medicine, natural remedies, Bible, Spirit of Prophecy, and other aspects of God's healing way. This course lays a solid foundation in medical missionary work, needed for the work of establishing centers of healing, restoring, and educating.

GOALS:

1. Thoroughly train students in medical missionary work
2. Develop and demonstrate a self-supporting model of ministry
3. Identify students who have leadership potential for further training

STEP 3

As opportunities open, LIGHT helps graduates establish permanent centers for training and healing. The goals of this phase are to:

1. Locate property in a rural setting
2. Maintain a consistent 6 month health evangelism course
3. Provide leadership training
4. Further develop industries for self-support

Keep these steps in mind as you are participating in various LIGHT projects.

Notes

2 RELATIONSHIP WITH THE ORGANIZED SDA CHURCH

LIGHT is dedicated to follow the inspired counsel:

> **9 Testimonies, p. 116** "The leaders in God's cause, as wise generals, are to lay plans for advance moves all along the line. In their planning they are to give special study to the work that can be done by the laity for their friends and neighbors. The work of God in this earth can never be finished until the men and women comprising our church membership rally to the work and unite their efforts with those of ministers and church officers."

Therefore we do not operate without the invitation of the local conference, mission, and/or local church. This has helped us grow very quickly in many areas of the world field.

The first thing we do before entering an area is converse with the church leadership. We share with them how LIGHT has been widely accepted around the world and encourage them to let us try and help the members in their area. We then ask for a recommendation letter to be sent to our divisional directors so we have a clear understanding of the expectations.

We often invite dedicated church leaders to come and participate in our programs by: (give examples)

1. having them come to the commencement of our program
2. translating for some of the courses
3. teaching some of the courses (mainly the spiritual classes)
4. involving them in the community outreach
5. giving them the contact information of those reached at the health expo
6. participating in the New Beginnings training
7. speaking at the commissioning service

In many areas of the world field there is a strong respect for authority so it is very important to approach each situation with great tact and care.

> **Remember:** LIGHT is an approved member of ASI, whose headquarters is at the North American Division in Silver Springs, MD. This proves that LIGHT is officially recognized as a supporting ministry of the SDA church.

WORKING IN DIFFERENT CULTURES

3

WHAT THE BIBLE AND SPIRIT OF PROPHECY SAY ABOUT CROSS-CULTURAL WITNESSING:

Acts 1:8. "Ye shall be my witnesses . . . Judea, Samaria, uttermost part of the earth."

Matthew 28:19. "Go ye therefore and teach (make disciples of) all nations."

Acts 11 – Peter's experience with Cornelius

5 Testimonies, p. 391. "Every church should make special provision for the training of its missionaries, thus aiding the fulfillment of the great command: 'Go ye into all the world, and preach the gospel to every creature.' My brethren, we have erred and sinned in attempting too little. There should be more laborers in the foreign missionary field."

Historical Sketches of the Foreign Missions of the Seventh-day Adventists, p. 289. "The work of our missions in foreign lands must be extended; and if the converting power of God shall come to our youth, we shall see them pressing into the ranks of the workers."

WHO ARE WE TO WITNESS ABOUT?

Isaiah 43:10, 12. "Ye are my witness."

Mark 5:19 – Demoniacs - Go and tell; go and tell what the Lord has done for you personally!

WHY WITNESS CROSS-CULTURALLY?

1. SOME MAY NOT HEAR OF JESUS IF WE DO NOT GO CROSS-CULTURALLY:

Thoughts from the Mount of Blessings, p. 42, 43. "As the rays of the sun penetrate to the remotest corners of the globe, so God designs that the light of the gospel shall extend to every soul upon the earth. If the church of Christ were fulfilling the purpose of our Lord, light would be shed upon all that sit in darkness and in the region and shadow of death. Instead of congregating together and shunning responsibility and cross bearing, the members of the church would scatter into all lands, letting the light of Christ shine out from them, working as He did for the salvation of souls, and this "gospel of the kingdom" would speedily be carried to all the world."

2. THERE IS SOMETHING WE CAN LEARN FROM EACH NATIONALITY:

9 Testimonies, p. 180. "There is no person, no nation, that is perfect in every habit and thought. One must learn of another. Therefore God wants the different nationalities to mingle together, to be one in judgment, one in purpose. Then the union that there is in Christ will be exemplified."

SOME REASONS WHY UNREACHED PEOPLE GROUPS REMAIN UN-REACHED:

1. lack of awareness of unreached people groups
2. prejudice
3. "let us go where it is pleasant and easier"
4. not a priority

TO EFFECTIVELY REACH OUT TO OTHERS, IT MAY BE HELPFUL FIRST TO CONSIDER: WHO AM I? AND, HOW DID I BECOME WHO I AM?

1. Child of God
2. A combination of heredity, parental upbringing, culture, surroundings, etc.

WHO ARE THEY? HOW DID THEY BECOME WHO THEY ARE?

Same as how I arrived at what I am, yet, arrived at where they are through a different combination of heredity and upbringing and surrounded by a different culture.

Working in a different culture than your own may be challenging. In the culture you are visiting people may:

1. Dress differently
2. Eat differently
3. Worship differently
4. Drive differently
5. Talk differently (not only a different language but also different meaning)

6. Listen differently
7. Agree and disagree differently
8. Have different ideas of cleanliness
9. Have a different world view (ie. Reincarnation, fatalism, etc.)

HOW CAN WE DEAL WITH THESE DIFFERENCES AND EFFECTIVELY WITNESS CROSS-CULTURALLY?

1. REALIZE THAT WE ARE ALL EQUAL IN THE SIGHT OF GOD, REGARDLESS OF LITERACY, SANITATION, DRESS, MORALITY - OR A LACK THEREOF

2. SACREDLY, JEALOUSLY GUARD TIME/RELATIONSHIP WITH GOD.

1. Have and keep time regularly for Bible study and prayer. (for yourself, also intercessory for the people you are working for. Keep focus - Why am I here? What is my goal: a) for today, and b) for the work in this area?
2. 1 Thessalonians 5:17. "Pray without ceasing."
3. James 5:16. "Effectual, fervent prayer of a righteous man availeth much."
4. 2 Timothy 2:15. "Study to show yourself approved unto God, a workman that needeth not to be ashamed."
5. Matthew 4:4. "Man shall not live by bread alone, but by every word that proceedeth out of the mouth of God."
6. Proverbs 4:18. "The path of the just is as a shining light."

** MISSIONS BEGIN WITH A RELATIONSHIP WITH GOD. **

3. LIVE CHRIST'S LOVE. BE A DAILY EXAMPLE OF WHAT YOU WISH THEM TO BECOME.

2 Corinthians 5:14. "The love of Christ constraineth us."

4. KEEP AN UNBROKEN WALL OF PROTECTION WITH GOD.

1. Complete surrender daily. (1 Corinthians 15:31. "I die daily.") (Matthew 6:33. "Seek ye first the kingdom of God, and His righteousness.")
2. Do not hold on to any known sin. (Isaiah 59:1, 2. "Your sins have separated between you and your God.")

3. Realize that witchcraft is real. (1 Peter 5:8. "The devil goes about as a roaring lion seeking whom he may devour.")

4. Do not take part in heathenistic rites or witchcraft ceremonies. (Deuteronomy 18:9-14 – Don't even see how they worship their gods.) Do not foster fascination in heathen rites/witchcraft. (Romans 16:19. "I would have you . . . simple concerning evil.")

(THE STEPS ABOVE ARE IMPORTANT IN PROTECTING AN INDIVIDUAL FROM THE POWER OF THE ENEMY.)

5. UNITY WITHIN YOUR TEAM (UNITED WE STAND, DIVIDED WE FALL)

John 13:35. "By this shall all men know that ye are my disciples if ye have love one for another."

7 Testimonies, p. 195. "Let small companies assemble in the evening, at noon, or in the early morning to study the Bible. Let them have a season of prayer, that they may be strengthened, enlightened, and sanctified by the Holy Spirit."

7 Testimonies, p. 195. "Many seem to think the time lost that is devoted to seeking the Lord. But when He comes in to cooperate with human effort, and men and women cooperate with Him, a marked change will be seen in the work and in the results. . . The machinery will move as if oiled and guided by a masterly hand."

6. BE FRIENDLY.

Review and Herald, November 11, 1902, par. 5. "To these our friends who expect soon to go from us to other lands, I wish to say: Remember that you can break down the severest opposition by taking a personal interest in the people whom you meet. Christ took a personal interest in men and women while he lived on this earth. Wherever he went, he was a medical missionary. We are to go about doing good, even as he did. We are instructed to feed the hungry, clothe the naked, and comfort the sorrowing."

The largest, fastest church growth found among those that are proactively friendly—have small fellowship/Bible study/prayer groups.

Proverbs 18:24. "A man that hath friends must show himself friendly (mingle/eat/work/talk/etc. with them)."

7. LEARN THEIR LANGUAGE.

Only in that way can you find out who they really are and may thus reach them much more effectively. If you will be there for one month only, at least learn the greetings, thank you, yes, no, and simple words—AND USE THEM!

Fundamentals of Education, p. 537. "I do not say that there should be no study of the languages. The languages should be studied. Before long there will be a positive necessity for many to leave their homes and go to work among those of other languages; and those who have some knowledge of foreign languages will thereby be able to communicate with those who know not the truth. Some of our people will learn the languages in the countries to which they are sent. This is the better way."

Counsels to Parents, Teachers, and Students, p. 515, 516. "It may in some cases be necessary that young men learn foreign languages. This they can do with most success by associating with the people, at the same time devoting a portion of each day to studying the language. This should be done, however, only as a necessary step preparatory to educating such as are found in the missionary fields themselves, and who, with proper training, can become workers. It is essential that those be urged into the service who can speak in their mother tongue to the people of different nations."

8. COME WITH A PLAN TO BE "PART OF THEM" AS FAR AS POSSIBLE.

1. Jesus' example of coming to this earth and living as a common man.
2. Change your customs as long as it does not break Biblical principles to avoid needlessly offending those you are trying to reach with the gospel.
3. Live at their level of living as far as is reasonable (grass home with local materials, don't require all sorts of conveniences from home: microwaves, chocolate, etc. from your home country, that way they feel you truly want to be "one of them" and they will be much more open to what you want to tell them).

9. MEET THEIR FELT NEEDS.

Ministry of Healing, p. 143. "Christ's method alone will give true success in reaching the people. The Saviour mingled with men as one who desired their good. He showed His sympathy for them, ministered to their needs, and won their confidence. Then He bade them, 'Follow Me.'"

Desire of Ages, p. 102. "The life of John was not spent in idleness, in ascetic gloom, or in selfish isolation. From time to time he went forth to mingle with men; and he was ever an interested observer of what was passing in the world. . . With vision illuminated by the divine Spirit he studied the characters of men, that he might understand how to reach their hearts with the message of heaven."

Meet the real needs as much as possible. Try to understand what those real needs are. Try to understand why they do what they do, and offer something better in place of something objectionable.

Don't give away lots of free things, such as bicycles, clothes, food, or money, as it generally teaches those receiving the free things to become dependent. Instead, help them to help themselves, through budgeting, seeds, instructions on how to plant a garden, etc., possibly helping them with foodstuffs

(which they might work for) until their crop has begun to produce). Save the free gifts for true emergency situations.

10. RESPECT THEIR FEARS, THEN SHOW A WAY OUT THROUGH EDUCATION.

> **Education, p. 296, 7.** "'Something better'" is the watchword of education, the law of all true living. Whatever Christ asks us to renounce, He offers in its stead something better."

11. MAKE GOSPEL FIT INTO THEIR CULTURE AS FAR AS POSSIBLE, YET, REALIZE AND TEACH THAT CHRIST AND CHRISTIANITY TRANSCEND CULTURE.

How did Paul attempt to reach those from Athens, and what did he learn from the experience?

> **Ministry of Healing, p. 214.** "The experience of the apostle Paul in meeting the philosophers of Athens has a lesson for us. In presenting the gospel before the court of the Areopagus, Paul met logic with logic, science with science, philosophy with philosophy. The wisest of his hearers were astonished and silenced. His words could not be controverted. But the effort bore little fruit. Few were led to accept the gospel. Henceforth Paul adopted a different manner of labor. He avoided elaborate arguments and discussion of theories, and in simplicity pointed men and women to Christ as the Saviour of sinners."

We must seek to uplift Jesus and the story of Redemption above everything else.

> **John 12:32.** "And I, if I be lifted up from the earth will draw all men unto me." Also John 3:16.

Bring the seed, the essence, the principles of the gospel to all nationalities, cultures, and people groups - but fit the applications as close as possible to their culture. Use object lessons from their surroundings and way of life.

We need to find out where people are coming from, what they believe in, and it may be helpful to first discuss the points held in common, to help break down barriers, then approach them from the perspective of their culture and way of life, not just a rigid Bible study (made in a different country) covering the 28 fundamental beliefs, but answer the questions that their culture is asking about life, i.e.: Buddhist: What is the cause of suffering? How do you have pure hearts and be good people? From Thailand: How do you get freedom from the spirits? Make as your goal for them to become a close friend of God, membership in the church will then just follow naturally.

However, don't just take everything in their culture automatically into the church. Slowly, and carefully, study to understand the basis of different customs (i.e.. customs during a wedding, at the birth of a baby, when a death occurs), what has a good basis vs. where spirit worship may be involved, and only keep that which is good.

> **The Upward Look, p. 281.** "I was almost afraid to come to this country, because I heard so many say that the different nationalities of Europe were peculiar, and had to be reached in a certain way. But the wisdom of God is promised to those who feel their need and who ask for it. God can bring the people where they will receive the truth. Let the Lord take possession of

the mind, and mold it as clay is molded in the hands of the potter, and these differences will not exist. Look to Jesus, brethren; copy His manners and spirit, and you will have no trouble in reaching these different classes. We have not six patterns to follow, nor five. We have only one, and that is Christ Jesus."

12. CUSTOMS/CULTURE

On MANY occasions when conducting a school, you will knowingly or unknowingly touch something "sacred" in their culture. Perhaps it may be the drums and tambourines, the games of soccer and other sports, the Saturday night "games", the differing dress customs, "don't touch my dairy/cheese/fish/chicken", the drama in a youth Sabbath afternoon program, television, polygamy, and the list could go on endlessly.... The nearly universal refrain is: "But it's our culture!!!" How should you respond? Do you want to make them like your culture? Perhaps it is just you that is uncomfortable with eating grubs, communally chewed cassava drink, live termites, or roasted rats? Should we or they be the ones changing? What makes something right or wrong? How can we accurately decide if it is an issue that requires change?

The two dimensions

1. Principle
2. Preference

Review and Herald, December 8, 1885. "There must be a firm determination on the part of our laborers to break with the established customs of the people whenever it is essential to the advancement of the work of God. The work might be much farther advanced in Europe if some of those who have embraced the truth were not so wedded to the habits and customs of nationalities. They plead that the efforts of our ministers must be made to conform to these customs and prejudices, or nothing will be accomplished. This has had a binding influence upon the work from its commencement. The effort that has been made to conform to English customs, to eat and drink English, to dress and sleep English, has circumscribed the work, and it is now years behind what it might have been. The effort to keep bound about by French customs and ideas has hindered the work in France. My heart aches as I hear our brethren say, Such an one does not understand how to labor for these nationalities. Does not God know what the people need? and will he not direct his servants? Is not the truth one? Are not the teachings of the Bible one? Let God give his messengers the word to speak, and his blessing will not fail to attend their labors."

1. Principle

Isaiah 8:20. "To the law and to the testimony: if they speak not according to this word, it is because there is no light in them."

Revelation 22:14. "Blessed are they that do His commandments, that they may have right to the tree of life."

> **Education, p. 57.** "The greatest want of the world is the want of men—men who will not be bought or sold, men who in their inmost souls are true and honest, men who do not fear to call sin by its right name, men whose conscience is as true to duty as the needle to the pole, men who will stand for the right though the heavens fall."

Where customs dictate or demand that we should break God's commandments, we cannot safely enter into them.

2. Preference

> **Education, p. 240.** "Wherever principle is not compromised, consideration of others will lead to compliance with accepted customs; but true courtesy requires no sacrifice of principle to conventionality. It ignores caste. It teaches self-respect, respect for the dignity of man as man, a regard for every member of the great human brotherhood."

1. Try to accommodate their customs when at all possible.
2. Try to see from their perspective why they do what they do.
3. Offer something better in place of something objectionable.
4. Don't try to make them like your culture or simply attack their customs/culture as evil, rather, show them something better for their situation - Be careful about idioms (sayings) that may have a totally different meaning if taken literally, expressions, music, food, greetings (way of), table manners, local customs, etc.

In the following scenarios, ask yourself: Should you partake or participate in the following activities? Why or why not?

1. A cup of local beer
2. White rice and fried vegetables in a remote village home
3. Eating live termites
4. Removing shoes before entering a church in Asia
5. Women covering the head while praying in Asia
6. Drinking communally-chewed cassava drink
7. Eating roasted rats
8. Tambourines and drums in a little mud-thatch church
9. Saturday afternoon drama in a youth program at the church
10. Eating some clean fish out in a jungle region inhabited by hunters and gatherers

So how do we make the principles of the gospel and health culturally relevant and sensitive where a school will be conducted? We need to teach the Biblical and health principles clearly, but from a principle standpoint, NOT an "American", "German", or "Jamaican" viewpoint; taught with the greatest sensitivity, tact, kindness, and with an abundance of grace, seeking to make the principle fit attractively

in their culture.

13. EMPOWER, TRAIN THE BELIEVERS (CHURCH) TO BECOME SELF-MAINTAINING, SELF-SUSTAINING, SELF-GOVERNING, SELF-PROPAGATING THROUGH EXAMPLE, AND, SECONDARILY, THROUGH INSTRUCTION IN THE CONTEXT OF THEIR CULTURE, WITHOUT SACRIFICING PRINCIPLE.

14. DON'T NECESSARILY DEMAND/EXPECT INSTANT RESULTS. LEAVE IT UP TO GOD'S TIME.

He changes lives - we're just channels.

**God's promise as you seek to put these things into practice: "Now therefore go, and I will be with thy mouth, and teach thee what thou shalt say." Exodus 4:12 .

Notes

4 DEALING WITH OBJECTIONS AND FANATICISM

FANATICISM

Note the commendation given to the church at Ephesus in Revelation 2:2, 3. "I know thy works, and thy labour, and thy patience, and how thou canst not bear them which are evil: and thou hast tried them which say they are apostles, and are not, and hast found them liars: (3) And hast borne, and hast patience, and for my name's sake hast laboured, and hast not fainted."

ELLEN WHITE MENTIONS THE DANGER OF FANATICISM IN THE LAST DAYS

5 Testimonies, p. 644. "We have found in our experience that if Satan cannot keep souls bound in the ice of indifference, he will try to push them into the fire of fanaticism. When the Spirit of the Lord comes among His people, the enemy seizes the opportunity to work also, seeking to mold the work of God through the peculiar, unsanctified traits of different ones who are connected with that work. Thus there is always danger that unwise moves will be made. Many carry on a work of their own devising, a work which God has not prompted.

But, as far as the work has gone here in Battle Creek, there has been no fanaticism. We have felt the need of guarding it on every hand with the greatest care; for if the enemy can push individuals to extremes, he is well pleased. He can thus do greater harm than if there had been no religious awakening. We know that there has never yet been a religious effort made in which Satan has not tried his best to intrude himself, and in these last days he will do this as never before. He sees that his time is short, and he will work with all deceivableness of unrighteousness to mingle errors and incorrect views with the work of God and push men into false positions."

5 Testimonies, p. 305. "There is in human nature a tendency to run to extremes and from one extreme to another entirely opposite. Many are fanatics."

Gospel Workers, p. 316. "As the end draws near, the enemy will work with all his power to bring in fanaticism among us. He would rejoice to see Seventh-day Adventists going to such extremes that they would be branded by the world as a body of fanatics. Against this danger I am bidden to warn ministers and lay members. Our work is to teach men and women to build on a true foundation, to plant their feet on a plain 'Thus saith the Lord.'"

It is quite normal during a one-month LIGHT school that one of the students has a view that may be a false doctrine or a fanatical position. This can be quite harmful to the training as a whole and especially to their fellow classmates that get exposed to their views. So, it is the responsibility of the team leader that this get dealt with swiftly. Examples:

1. Complex food combination charts
2. All fruit diet – no vegetables
3. Different new age healing practices
4. Anti-Trinitarian views
5. 2520 Prophecy
6. Not believing in a literal six-day creation week
7. Shepherd's rod views
8. Close of probation for all Seventh-Day Adventist's simultaneously at the National Sunday Law
9. View that some of Ellen White's books are not inspired because they have been tampered with

In each of these cases it's important to address the student immediately if you hear them or if someone else hears them share their view.

You should hear them out regarding their view and explain to them like this: "Dear _____this is not a view that we believe or will teach in our course, in fact it is contrary to what we are teaching here, therefore I will have to ask you to be silent regarding your view throughout the training. If you've come here to teach your views and cannot be silent then we will have to ask you to leave the training. If you've come here to learn we are happy to have you here as long as you are not sharing this view. If I hear about you sharing this view with anyone I will have to ask you to leave the training. If one of the students asks you what your views are, you'll have to tell them that the leader asked me not to share my views throughout the training."

Make sure it's clear to all pastors and/or conference workers that we do not support any of these views and are helping to battle against them.

PRINCIPLES IN HOW TO DEAL WITH OBJECTIONS

1. Often students will struggle with some of the topics presented especially in regards to Christian Living and health reform. How we treat those students is extremely important as a witness to themselves and to the whole class.
2. First of all it is important to prepare very well for your class so that you're able to meet objections to the material.
3. Think through beforehand the questions that might arise and find answers to them in the inspired writings or by getting advice by more experienced teachers.
4. It's important to let a student speak without cutting them off (unless they are getting repetitive and going on too long). Then while maintaining a calm and humble Christian spirit you should give a direct answer to the objection.
5. Especially in regards to standards be careful not to criticize the Seventh-day Adventist Church,

any of its institutions or any individual. The purpose of our material is not to share what others are or aren't doing, but rather to study the truth as revealed in the inspired writings.

6. Remember not to get into sharing personal opinions or allowing students to take time in class sharing their opinion if it is not based on the Word of God. "Man's words, if of any value, echo the words of God." Counsels to Teachers p. 423.

7. If someone shares that they disagree, that's fine. You do not have to continue to debate with them in class. We are not to force a man's conscience. Just let them know that it's ok to disagree but give it some thought and prayer.

8. Don't let a group of students take over the class by getting into long arguments about different subjects. You'll have to be able to stop them, then say a last word on the topic and tell everyone that it's time to move on.

DEALING WITH SCIENCE AND HEALTH OBJECTIONS

It is often helpful to clarify and restate questions so that you make sure that you are answering the question that they are actually trying to ask.

1. Do not feel like you have to always have an answer. You will not always have one.

2. Send a quick prayer up to heaven. God knows the answer to every question, and often can bring back information that you studied faithfully in class at just the time you need it.

3. If the answer is in the notes, point them back to the area in the notes that answers/clarifies their question and seek to help them understand the answer.

4. If you really are not sure, DON'T simply create an answer. There may be someone else in the audience who knows the answer (nutritionist/pastor/physician/etc), and they may lose their respect for you if you start creating a "made-up" answer. Instead, let them know that it is a good question, write it down, and let them know that you will do some research on the question and will address it in one of the following 2 ways: 1) the next day at the beginning of class (if appropriate), or 2) speak with the person individually the next day if not appropriate for responding to on a group level. This will build confidence in you and your teaching.

5. Never give an "I think" response, rather, support your answers with research, physiology, pathophysiology, Scripture, the writings of Ellen White, quotations from specialists in the field, etc.

6. Try to make your answers succinct, clear, adequate, and yet simple enough for the uneducated in your class to understand.

7. Avoid quoting from "Wikipedia", radical websites, or other websites not built on solid physiology, pathophysiology, science, and Inspiration in your presentations or responses to questions.

Avoid negativism, a critical attitude toward others who don't believe/act the same, and getting sidetracked by agendas that people may be pushing:

1. Negativism and a critical attitude: You may encounter individuals in leadership who may not personally practice the principles that you are teaching. Don't allow yourself to enter into discussions outside the realm of the materials being covered—personal opinions, criticisms of

leaders or others who may be doing differently, etc. Our job is to lovingly present God's gracious truths, lead people to a closer relationship with their Savior, and let each person make choices as God convicts their hearts. We are not called to be another person's conscience, or to the work of judging or condemnation. If we get involved in this, it often can lead to hard feelings and will hamper or close our ability to work in many regions of the world. Each person is at a different point in their Christian walk, and we need to respect that perhaps God is working with them now on a different issue in their lives than He is working on in my life. God is in charge of His work, and can make changes if they need to be made in leadership, but our duty is to show respect and honor as David did to Saul (1 Samuel 24:4-12).

2. Some people who attend the program may be excited about some new health "fad"—eating for your blood type, all raw diet, pomegranate juice, noni juice, etc. While there may be some limited benefit that may be obtained from some of these, in many cases they distract people from the simple diet and lifestyle which the Lord promotes in inspiration, and we should seek to gently draw people back to the simple lifestyle habits which can bring benefits to all, wherever they may be located in the world.

Notes

5 HOW TO ORGANIZE A SUCCESSFUL SCHOOL

We have developed a check-list to go with this section, which you should receive during the training, to make sure you are covering all the important bases as you prepare to conduct a program.

Before making solid plans for a LIGHT school (determination of team, tickets, publicity, etc.) it is essential to receive a letter of invitation or welcome from the Conference/Mission (or Union) where you will be doing the training. Ideally it is written on church letterhead and scanned and sent by email, but at minimum it should be a simple written request (could be email) from the Conference President or Health Director or other Departmental leader who is coordinating the program, or, at minimum from a district pastor with knowledge of and support from the local church board hosting the program AND the Conference leadership (that can only be the case if it is a district program). It is important to have it in writing, as that encourages them to follow all necessary steps from their side, and prevents misunderstandings and last minute cancellations. It also helps prevents LIGHT from unknowingly getting mixed up with a dissident group, as the church will not give an invitation to them.

Upon receipt of the letter of invitation or welcome, you may then confirm a date that works well for both parties concerned. In most cases it is good to plan for a date a few months in advance, as that will allow sufficient time for putting together a quality team, do fundraising, and for the hosts to have time to do proper planning and publicity. When choosing dates, it is very important to consider if the people will want to attend at that time—for example, in very cold climates or doing the monsoon (rainy) season, often people are not willing to travel. During school vacation, many people are traveling as well, so that may be positive or negative, depending on the local situation.

Programs are generally done according to 2 different models, depending on which works best in the reality of the location where the training is desired: The first is of 128 hours, conducted over a month during the day. Generally the classes run Monday to Friday, with Friday afternoon off for Sabbath preparation. This program is designed for where the people come and stay at a location and eat all their meals there. The second is 80 hours and is an evenings and Sundays program for 4 weeks. This model is generally designed for the city, where the people work all day, and attend the programs after work. Generally there are 8 hours of class on Sunday, and 3 hours of classes each evening from Monday to Thursday. Friday and Sabbath are off, so that the people have time to prepare for the Sabbath and be involved in the activities of their local churches. Only if the local church leadership asks us to do part of the LIGHT program on Sabbath will we do that, as we desire people to be active in their local churches, and do not want to create the feeling that we are drawing people away from the churches to our programs.

LIGHT provides the PDF that the host can use to print the manual. All students are expected to pay for a manual if it is in the language of the students and it is within the realm of possibility (may have a very few exceptions in the very poorest countries of the world). If printing is done of 50+ books at one time, usually the price is very reasonable. There are a few islands in the Caribbean where printing costs are VERY expensive, and in these cases it may be wise for the team to plan ahead to bring

manuals with them, and the students cover the cost of the books. When students pay something for the course, they will value it more, and be more faithful in attendance. LIGHT also provides a template for the graduation certificate, which the director of the course should sign, as well as either the host of the program or one of the conference leaders (president or health director). Often the church leader asks that its logo (of the church or health ministries department) appears on the certificates. That is fine, IF it is organized by a Union, Conference/Mission, or church district, but NOT if it is organized by/conducted at a ministry (could put the ministry logo IF it is a LIGHT affiliate ministry) unless specifically requested by church leadership.

The team organizing a school at times provides materials for the church to conduct health expos after LIGHT leaves. It is a wonderful impetus to encourage the graduates to continue with the work and helps remarkably with cutting down prejudice. This depends on the finances of the team going, and the ability of the location you are going to, to help contribute with the cost. It is optional, depending on logistics and finances. It can include any or all of the following: set of 8 LIGHT banners, blood pressure cuffs, body fat scales, peak flow meters, and/or the health age computer program. If a program has been done in a conference already, the second time you go there, you do not need to take a second set, as they can use the other set that has been brought earlier.

The host is responsible to provide safe housing for the 3-4 team members, food (they can provide the actual cooked meals OR a furnished kitchen and ingredients so the team can cook for themselves), transportation to and from the arrival airport or bus station, the meeting location, health expos, etc. The host is also responsible for providing an adequate meeting location, doing publicity and registration for the students, and handling the funds. When possible, a sound system, projector, and screen should also be provided by the host for the meetings. This should all be communicated and confirmed before going. The team should not demand food from their home country, but should joyfully adapt themselves to the local cuisine. However, it should be communicated ahead of time that the team uses a plant-based diet, so that it doesn't surprise the host on arrival, and lead to stressful situations. If the students are staying at the venue as well, see the section on "Food Issues."

Typically, the host charges a small sum to each participant to help cover the basic costs of the program (including the manual, which in English is just slightly over 350 pages). For example, in Guatemala during one course, the cost was $20 US dollars per person to simply cover the syllabus, and the conference covered the housing and food costs for the teachers. In Grenada, the cost per person was $100 US dollars to also help cover the materials and basic costs of feeding/ transporting teachers, electricity at the meeting site, etc., as the cost of living was also higher there. The decision regarding the cost for each participant depends on the hosts. If people live and eat at the location, the cost will have to be higher accordingly as well to help cover those expenses. However, if people commute daily, they could simply bring a packed lunch on Sunday, and then the host would not have any details to cover for food for the students, which would lower the cost significantly. In all of these cases, the cost per student helps to cover the basic expenses as needed and desired. Teams should never accept to handle the funds, as it can create difficult situations, where the church could begin suggesting that LIGHT is there to profit from the people. However, the amount charged should not be so high that people are not able to come as a result.

It would be wise before traveling to explore whether there is 110 or 220 volts, the configuration needed for plugs, etc. so that you have the adaptors you need ahead of time. Also, find out what the climate and average temperatures will be, average rainy days during that time, etc. so you can pack appropriately.

Translation: Ideally you should not have more than 1-2 people on your team that require translation, as much is lost in the translation process. If it is possible to involve some native speakers, you will

be able to cover far more content, and there will be bonding with the students that would not occur otherwise. You need to confirm ahead of time who will do the translation—if it is someone from your team or if they will provide someone. If it is someone from the country, it would be good to evaluate if they will need to receive a pdf file of the manual ahead of time to review and prepare for translation.

It is nice to have a gift (even if small) to give to the host (Union/Conference/church) when the program ends. This could be a health expo set, or part of a set, a book on the line of health, etc. It builds good will between you and the host, and helps erase any bad feelings for anything that might have arisen during the program, and builds good-will for the future.

Notes

TEAMS 6

All team members need to sign a LIGHT Teacher commitment form before being accepted to serve on a LIGHT team. This demonstrates the team member's commitment to making the program a success, their commitment to the Seventh-day Adventist Church and their desire to be a positive member of the team.

Team members generally also need to undergo a LIGHT teacher training program. There are occasional exceptions to this, to be approved by the Divisional director (or country representative if the training is in the same country), when a pastor, physician, physical therapist, etc. may be asked to teach a specific class in their area of specialty. However, it must be ascertained that what they will be teaching will be in harmony with the teachings of the SDA church and of LIGHT.

Make sure that there is a leader designated for the team which has been approved by either the Divisional Director of LIGHT or the Country Representative of LIGHT if it is for programs done within the country. This leader is responsible for on-site communication and planning with local church leaders and with the Divisional Director of LIGHT and the country representative. The team members should also be approved by the Divisional Director if you will be doing a program outside of your country (for example, if Instituto Quebrada Leon in Bolivia is organizing a school in Bolivia, they just need to get clearance from the Divisional Director for the team leader, while the Country Representative for LIGHT can approve the rest of the team members, while if they do a program in Chile, all team members must be approved by the Divisional Director), as the impact on LIGHT would be much greater if imbalanced or immature team members are sent to a different Union region.

For trips to other countries, before purchasing tickets, it is essential that the leader of the trip evaluates carefully to make sure that each person can legally travel, and if they will need visas or other documents. It is always safest to look at the passport (and examine its expiration date) while purchasing the ticket. Passports must have at least 6 months validity from the date of entry to the country, or the person may not be allowed to board the plane. Also, some people go by one name commonly, while their passport may have a different legal name, and if the wrong name is placed on the ticket reservation, it may cause the ticket to be invalid and non-refundable. When evaluating visa needs, a person needs to find out if they can be obtained on arrival to the country, or must be obtained ahead of time and how long that will take, to make sure it is feasible. Also, if you will be traveling through a different country on the way to the destination, find out if a transit visa is necessary. For example, a non-US citizen traveling through the US in-route to another destination will need a visa or ESTA depending on their nationality, even if they only stay in the airport for a few hours. It is the responsibility of the person traveling, as well as their team leader to find this out, and LIGHT cannot be held responsible for the cost of a ticket lost because someone did not do their research ahead of time. The leader or organizer of the trip also needs to check if immunizations are necessary to enter a country, as certain countries have strict immunization requirements.

It is important to communicate with the host to confirm the airport that tickets will be purchased to, as well as a contact name, address, and phone number that will need to be listed on the immigration papers on entry into the country. This should be printed and given to each team member, as each will

have to pass through immigration individually, and without this information, it could potentially cause someone to be refused entry into the country.

Check the number of pieces of check-in luggage that you can take, as routes and airlines vary significantly, also carry-on luggage limits so you do not have to end up leaving luggage at the last minute or paying exorbitant fees to take excess luggage or weight. Also find out if there are airport departure fees that you will have to pay, as some airports charge airport fees, while others do not.

Each country is different in its cultural expectations in the area of dress. LIGHT requests that all teachers follow the principles given in the LIGHT manual. All teachers in class time should be professional and modest in appearance. For men, this generally includes a dress shirt (can be short-sleeved) and dress pants, nice shoes, and a tie while teaching. For the cooking class, massage, or hydrotherapy it would be fine to use a polo shirt. In many cultures, and man must have a suit jacket to enter the platform to preach. For a woman, generally the standards include a professional-looking and modest dress or top with a skirt and dress shoes. This should fall below the knee. Sleeveless garments or those that have plunging necklines, see-through or clingy clothing should be avoided. Jeans, t-shirts with messages (unless it is a shirt specially designed and printed for your LIGHT course), flip flops and other athletic shoes, should be avoided by both men and women while teaching. If you have concerns regarding your cultural situation and if you feel you need to make changes, consult your Country Representative or Divisional Director to evaluate the situation before you make a change on your own.

Arrival into the country should ideally be the Thursday before you begin on Sunday. This allows you to sort out problems and arrange final details on Friday with the host, purchase food for the team if needed, and do publicity in the churches on Sabbath. It also gives time to recover from jet lag if necessary. Meetings should ideally begin on Sunday or Sabbath, as more people will generally show up, and you will keep a higher attendance throughout than if you started during the week when people are coming back from a busy day of work, are tired, and are not yet motivated to make the effort to come to the training.

During the time of preparation for departure (before leaving your home country), it is important that the team, if at all possible, plan regular meetings where they can organize for the program together, and pray together. Develop a fundraising plan if needed, and evaluate your progress regularly. Topics to be taught by each person are determined by the educational director of the sending organization (i.e. Wildwood, or Los Aromos) together with the team leader. They should be divided according to where each person has strengths and interest, and dividing the topics so that the students can receive the highest quality and most balanced, gracious presentations possible. Each person should have a similar number of hours to teach; however, experienced teachers may have a few more hours.

In the division of classes, the following outlines how some of the divisional directors have found it to work well: Orientation should be the very first class offered and should be done by the team leader. The spiritual classes tend to build upon each other, and as such, are generally taught consecutively in the following order: Spirit of Prophecy, Sanctuary, Evangelism, Daniel, Last Day Events, and Finishing the Work. When done as the first class of the day (or first and last on Sundays), it serves as a “worship” for the meetings, and prepares the hearts of the people to receive the rest of the topics for the day. They should be spread out from the very beginning through the last day of the program. The first day is crucial, and it is important that you have some of your most interesting and dynamic topics on that day, as the students will decide if they want to continue attending for the whole course on not during that first day. Therefore, it may be well to have some spiritual classes, some Principles of Health and Healing, 1-2 nutrition topics (but NOT controversial topics), 1-2 disease topics, a hydrotherapy class, and a massage or health expo class, so they can have an overview to what they will be learning in the

month, and be motivated to make the commitment, and possibly invite others to join them for the month. Sundays are generally better for the cooking class (especially the 2nd-4th Sundays), so that the team will have time to prepare adequately for the class. Many times it works well to have the cooking class in the middle of the morning or the middle of the afternoon, so that there is time for prep before, and for preparing samples and finishing up cooking recipes (if needed) before giving the samples to the people. In every day, at least one of the following classes should appear: hydrotherapy, common diseases, nutrition, or massage—as they draw persons to the class each night who otherwise might skip a night. Hydrotherapy, common diseases, nutrition, and massage should each be evenly spread across all 4 weeks, as it keeps up the people's interest. Principles of health and healing should generally be taught in the first 2 weeks, excepting the section on false healing and new age modalities, which would be better taught in the 4th week. With the Christian Living class, the intro and sections 1 and 2 can be very positively taught in the first 2 weeks of class, while the remainder would be more effectively taught in the last 2 weeks, when prejudice is lower. With nutrition, it would also be wiser to wait to cover animal products and stimulants until the 3rd or 4th week, when the hearts of the people are prepared to receive the topics. With both Christian Living and Nutrition, it is important to teach principles with respect and graciousness, and allow the Lord to do the convicting regarding the application that should be made in each person's lives. We should not criticize others for their personal choices, or push or "guilt" the persons into making changes, but trust in the Bible verse "For the word of God is quick, and powerful, and sharper than any twoedged sword." We are to gently and graciously educate, and leave the rest with God. It is important to also make sure that the classes are divided so that each day there is a balance between each of the teachers, so that one doesn't have a full day of teaching, and another nothing. Ideally, each teacher should have a class each day. This makes the load lighter for each teacher, and makes it more interesting for the students.

It would be wise for the team to bring some money with them in case of an emergency.

During the program the team leader is expected to send weekly brief reports on the status of the program with pictures, if possible, to the sending school (if sent by a LIGHT affiliate school), Country Representative (if such exists), AND the Divisional Director. At the end of the program, the team leader is to send a report with a picture of the graduating class, and number of those graduating. If there are any good testimonies, it would be wonderful to have those put in writing and sent to the Country Representative and Divisional Director.

If there are problems in the school, the team leader should contact the Country Representative first to try to resolve the issue, but if there is no Country Representative, or if the issue is still not resolved satisfactorily, the leader should contact the Divisional Director promptly. However, if there are problems which could affect the church's reception to LIGHT, the Divisional Director should be contacted immediately—complaining by team members about LIGHT, their sending school, or their team leader, imbalanced or heretical teachings, moral problems, attacks on the team by pastors or problems with safety of the team. We will do what we can to help you resolve the situation positively. It would be unfortunate to hear about these kinds of problems through other channels later.

The team leader is responsible for leading out in Orientation and organizing the graduation. They are also to organize team activities or delegate the organization of: regular (at least 4-5 times per week) team worships and planning meetings—including time for study of the Bible, prayer for the program and its participants, as well as time for planning and troubleshooting as a team; cleaning schedule; meal preparation schedule (if applicable); and other activities outside of classes and class preparation.

The team members are expected to participate fully in the activities of the team, prioritizing lecture preparation, as well as helping out in cooking, cleaning, visitation, etc.

7 PREPARING OUTSTANDING PRESENTATIONS

In a LIGHT school your team leader will assign topics for you to teach, based on your abilities and the needs of the school.

Your source material for your presentations should be the LIGHT manual, and the students should be able to follow along with you in their manual. However, this does NOT mean that you should read the manual word-for-word, as this creates boredom in the students, and makes them feel that they could study the material just as well at home. Study well enough that you can share the class in your own words, reading important quotes or statistics, but keeping the facts accurate.

It is important that you spend quality time preparing for each presentation. Students can tell if you understand the topic thoroughly and are passionate about it, or if you are just doing the presentation because it is expected of you. As you prepare, ask yourself what questions your audience might ask you regarding the subject, and make sure you have researched the questions, using credible sources to find answers to these questions. Do further research as well on the topic from credible sources, so that you have a deeper depth of understanding than what is covered in the manual.

CONSIDER YOUR SPECIFIC AUDIENCE

The manual was designed for use worldwide, but there are wide variations in educational levels that will be encountered. Therefore, if your audience contains a large percentage of health professionals, Biblical scholars, and/or college graduates, you need to prepare your presentations to meet their expectations (citations, professional appearance—both you and your presentation aids, research studies, deeper physiology and pathophysiology, etc.) while using language and illustrations that can be understood by those who are not highly educated. If you are doing a program in an area where literacy is low and people have little education, it will be important to study the material thoroughly, then present it in your own words in simple English, focusing on the needs they may have and what they can practically implement. However, do not make it simplistic. Teach in such a way that they know that you respect and value them the same as you would a pastor, physician, or university professor.

CONSIDER THE VENUE

If you are doing all your presentations in the church, you need to find out how they feel about you doing hydrotherapy, massage, or cooking classes in the church. Some have no objection, while other churches would be deeply offended by it, while others will let you do hydrotherapy if you demonstrate it as a “dry” presentation without using actual water. You may need to arrange for a secondary location for a few evenings or days for the practical hydrotherapy, massage, and cooking classes.

CONSIDER THE TOPICS AND YOUR SITUATION

Regarding disease topics, if you are doing a program in an area that does not have malaria, you probably

will not need to teach that class, unless you are preparing people who will go to malarial regions, etc. Consider the diet, availability of foods, hygiene, climate, etc. as you consider your preparation of the topics to make it fit the needs of the people. LIGHT is developing some "optional" disease lectures that could be substituted in locations where conditions such as tuberculosis, diarrhea and dysentery, parasites, and malaria may not be major concerns, but where people may be facing depression, problems of the digestive system, arthritis, etc.

MAKE IT INTERESTING

This may be done by knowing the information thoroughly, being passionate about it, putting enthusiasm in your face and body language, by stories, a few thought-provoking statistics, attractive PowerPoint or Keynote presentations, etc. Look at the audience, not just your PowerPoint, the floor, or your book.

Do not cover more than you can in the time you have. Determine what is most important for them, and cover that well, making sure that you are building a good foundation for what you will share later. Finish your presentation on time, or, even better, a minute early.

Clearly define your purpose (to yourself) in giving the talk and what you wish for the audience to do as a result of your presentation. This will help you to craft your presentation in such a way that the people will be lead to make changes as a result, and not just walk away thinking it was good information. For example, "I would like 95% of my audience to begin drinking a minimum of 8 cups of water daily after my presentation on water".

Quality information may be gathered from various sources, some of the most important may include:

1. Research sources: health books written by people who are highly qualified on the topic; online, peer-reviewed medical and research journals, etc. You should be able to back up your facts with solid research, not simply with the use of folklore, testimonials, etc. Avoid quoting from blogs, websites created to sell products, websites sharing extreme views or promoting fads, or that were done by persons who are not qualified experts in the topic.
2. Your personal experience (what you have personally seen, tasted, touched, smelled, or heard)
3. Interviews
    a. From an expert on the topic
    b. Make sure you record accurately the information given

QUOTE YOUR SOURCES FOR MATURE AUDIENCES

Quote orally (or on your PowerPoint or Keynote presentation at minimum) at least 2-3 sources for a 5 minute presentation, a minimum of 8-10 for a full 50 minute presentation. The sources should be credible and cited in your handout or PowerPoint clearly. Give citations for all important facts that are not general knowledge (for example, you do not need to give a citation proving that you have a stomach, but should state the source for the number of people dying from cardiovascular disease in 2017).

It is important that all visual aids for your presentation help your audience to follow, understand, respond to, and remember your speech. 3 important criteria to consider include:

1. Simplicity (is the focus on one object or point, or is it “busy” or cluttered)
2. Clarity (Does it make your point clearer?)
3. Visibility (Can your audience see/read it easily?)

POWERPOINT OR KEYNOTE PRESENTATIONS:

1. Should be simple, not have excessive or distracting animation, graphics, text, or photographs
2. Should be elegant and attractive
3. Each slide should develop one main point
4. Font should be a MINIMUM of 32 and should be bolded
5. Lighter text on a dark background is typically easiest to read
6. Citations can be listed at the bottom or elsewhere on a slide
7. Caution should be used to respect others graphics and not infringe upon copyright
8. Avoid an excessive number of slides, which could lead you to skip and jump through them, frustrating your audience in the process
9. Should not take the place of your enthusiasm or the quality of spoken presentation

Computer and/or tablet presentation issues: In some situations you will be able to have and utilize your laptop or tablet at the front of the church or meeting hall, and advance the slides (Powerpoint or Keynote) from your device, while in other situations, you will have to have all your presentations ready to copy onto a flash memory device (pen drive), and project from the back from the church’s audiovisual system. If you have a laptop, make sure your computer’s antivirus program is up-to-date, as many church computers around the world are infected by viruses which may infect your computer when you plug your flash memory into their computer if your anti-virus program is not up-to-date. Be careful also, if you have a laptop, in receiving flash memory devices from participants who are asking for copies of your presentations. It would be better to give one copy to the coordinator, and let them sort out how to share the info with the participants, so your computer does not become contaminated. Macintosh electronic equipment are generally immune to virus attacks.

The members of your audience have many different learning styles, and for each of them to learn most fully, it would be helpful to seek to meet each of their needs as far as possible in EACH presentation. This include the visual learners (need to see something to remember it), the audio learners (must hear it to remember it), the sensory learners (hands on--must feel, taste, smell, do it, etc. for best learning).

THE PRESENTATION

INTRODUCTION

1. Should gain attention of audience, make them want to listen (by providing credibility), and provide an overview of the subject you will be discussing.
2. 10-15% of entire presentation.
3. Gaining their attention:

   a. The first few moments will determine whither your audience will listen attentively or tune out the remainder of your presentation.

   b. Motivate them to listen to you by short stories, illustrations, unusual facts, surprising statement, shocking statistics (all of which should be related to topic and heighten interest in it), promise something to the audience (which you will fulfill), explain the importance of the topic to the audience, etc.

4. Provide credibility: first-hand experience, interview with a specialist on the topic, quote accurately a credible medical journal or researcher—and give appropriate credit.

5. At end of the introduction, let the audience know briefly what you will be sharing about. For example: "This morning we would like to look at the effects of inadequate rest, how much we need daily, when is the ideal time, and how can we obtain better quality rest.

BODY

1. This is where you develop the points of your presentation.

2. Typically should contain 3-5 main points.

3. 70-80% of length of entire presentation.

4. Major points should be supported by logic, research data, statistics, illustrations, stories, quotations, etc.

CONCLUSION

1. Summarizes and reviews the presentation and leaves your listeners thinking about what they have just heard.

2. Provides a sense of closure or completion.

3. 10-15% of length of entire presentation.

4. Heighten impact of presentation. How? Refer to your introductory remarks, quotations or illustrations, draw on your own experiences, surprising statements, startling statistics, rhetorical questions, stories, testimonies, and experiences.

Connect your main points with internal summaries and transitions. These should be interesting, serving as bridges to the next point.

1. Practice, then revise as needed.

2. When you give your presentation: Work to control anxiety (prayer, exercise, practice, know your material, etc.), then DO it.

3. After you have completed your talk, analyze it: How did it go? How could it be made even better next time?

FINAL TIPS FOR GIVING THE SPEECH:

1. Arrive early for the speech. Be ready to start on time.

2. Make sure you have all of your presentation aids ready and set up and that you know how to use them properly well in advance. You don't want to find out at the last minute that your computer does not work with the cable they have, or that you needed to save your program to a flash stick (pen drive) and you don't have one, thus wasting your audience's time. It is always safest to have your presentation on a flash stick before arriving for the presentation, just in case.
3. Make certain you know how to use the sound system if you are going to use it, before beginning your presentation.
4. Dress professionally and have a neat, clean, appearance if you want them to listen to and follow what you are sharing.
5. Let your audience know you are prepared by how you rise and walk confidently to the podium.
6. Seek to transmit a spirit of enthusiasm while speaking.
7. Finish 1-2 minutes EARLY if doing a full, 50 minute presentation. That will leave your audience eager to come back and learn more.
8. Complete your speech before beginning to return to your seat.

HINTS ON EVALUATION OF BOOKS AND ARTICLES

AUTHOR

Who has written this? Credible authors that you should quote are authorities and specialists in their field, not simply someone sharing an opinion. For example, if you are wanting to speak about problems with the brain, you should ideally quote someone that is a neurologist, rather than a physician dealing with pregnancy and deliveries. If you want to quote someone on lifestyle methods to reverse type 2 diabetes, you should quote someone who has experience in actually doing this, rather than a blogger on the internet or even a physician who has never been involved in lifestyle medicine. It could also be research done in collaboration with and for a government, large university, or teaching hospital. Also, the information that you are quoting (and your citation) should come from the original author(s) and original study, rather than from a book or article which quotes the study, statistic, or important finding. An article that was peer-reviewed by another expert in the field is generally more credible than those coming from journals where peer review is not required.

TITLE

Does the title tell you anything important about the work? Does it suggest that it is a credible book or article, or something designed to promote a product, idea, or attack somebody?

PUBLISHER

Is this a publisher's name you've heard of before? Where is the publisher located? Is it a university press, commercial press, or other? Who are they affiliated with? Generally, publications done by governments and university presses tend to be more credible than that done by a small publisher. On the web, sites that end in .gov or .edu are more likely to be credible, with an excellent resource being: pubmed.gov or https://www.ncbi.nlm.nih.gov/pubmed/ which will link you to hundreds of thousands of excellent research articles.

DATE

When was the work published? Is the work current enough for your purposes? At least 90% of your

research should be no more than 10 years old, and at least 50% should be from within the last 5 years.

EDITION

Has this work been through more than one edition? Multiple editions generally suggest that the book is more credible, as it was widely used, appreciated, is kept up-to-date, and therefore is generally a safer resource. If it is a journal, ask yourself: how long has this journal been in publication. Longer is generally more credible.

ALTHOUGH NOT REQUIRED FOR CITATION, TO EVALUATE A SOURCE YOU SHOULD ALSO THINK ABOUT:

Purpose

Why was the book, article, web page written? If it was for selling their product, to attack others, you need to be very cautious. Also, was it written as a support group? A place to air opinions? A blog? Generally, websites that do not have authors with solid professional credentials AND a professional-looking website should not be utilized.

Audience

Is this a general or an academic work? Who are they writing to? Generally you should look for articles written by and for health professionals for health presentations that you will give. When you use common websites which are written by laypersons, and a professional in your audience looks it up, you will instantly lose credibility.

The writing

Does writing demonstrate accurate thought processes and conclusions? Or are they taking just the information that supports their thinking to build up their position and disregarding the rest of the information? Is it accurate? Just because it is published does not prove that it is true. Is the information you wish to use in harmony with the Bible and Spirt of Prophecy? If not, it should not be used.

Sponsor

Also consider who sponsored the research, and who the person writing the research works for. For example, if you read an article that says that chocolate is the world's healthiest food, and you see the person writing the article was sponsored by a chocolate company, it would automatically raise red flags, as they would likely only show positive studies, and leave out the negative results, as they are paid by someone who sells that product, and would not like negative publicity to decrease their sales.

Notes

8 FOOD ISSUES

One of the most difficult areas to organize in a LIGHT training and one that deserves much attention is in providing meals for students.

Aside from possible airfare for the teaching staff, food will most generally be the biggest expense at a training, so it must be well thought through and carefully planned for.

Generally the host is to take responsibility for providing meals for both staff and students. We encourage the inviting party to charge students a fee for the training that will at least cover the food expenses for both staff and students and hopefully cover all the expenses for the training if at all possible.

If students will be commuting in from their local homes for the training then you may not have to provide meals for them, but it is still nice if you can have a lunch prepared so that they don't have to take the time to go home during the lunch break.

If students will be living at the location of the training then clearly there must be an arrangement for meals.

COOKING STAFF

1. It will save cost and personnel to find local church members that will either volunteer or receive a small stipend to help cook for the duration of the training.
2. Another option is to bring your own cook(s).
3. Either way you will need approximately one cook for every ten students.
4. You may also need the help of another person to do the shopping for food.
5. Depending on how well you are staffed in the kitchen, you may need to schedule students to help with the food preparation and clean-up. Breakfast is a good meal for them to help with because it will not interfere with any classes. Having their help at breakfast can also help your cook(s) to not get burned out.
6. Think it through ahead of time as best you can so you can let the students know what exactly what will be expected from them.
7. Schedule for Meals
8. Depending on the situation of your training you may have breakfast between 7 and 8 a.m. You will want to have at least one full hour planned so that there is enough time to eat and clean-up before class.
9. If you have breakfast at 7 a.m. and class from 8-12 p.m., you may want to schedule lunch at

12:30 p.m. and not start class again until 2 p.m. to give enough time for clean-up and a short walk.

10. If you have breakfast at 8 a.m. and class from 9-1 p.m., you may want to schedule lunch at 1:30 p.m. and not start class again until 3 p.m.

11. Having a light third meal is optional, but is generally recommended to accommodate a variety of needs from the students. Class in the afternoon will usually finish between 5 and 6 p.m. so supper may be provided between 6 and 7 p.m. It is not advisable to serve the meal past 7 p.m. because it will be harder for the students to get to bed early and be refreshed for the next day.

STANDARDS OF PREPARATION

1. Food standards can be a very sensitive area so it is important to give good attention to it and communicate clearly regarding it.

2. Many problems will be avoided if your team prepares the food instead of a local person that is not known. To find cooks across the globe that know how to cook wholesome, total vegetarian food is not easy.

3. If we are preparing the food we should find recipes that are wholesome, totally vegetarian and yet as familiar as possible to the local cuisine.

4. Do your best to find whole grains, breads and legumes. If you can't, for example, find any brown rice you may have to use unpolished rice and if you can't find even any unpolished rice you may have to use white rice if there are no other whole grains available. The principle is to do your best to provide the highest quality of food.

5. If you must serve white rice, then at least try to make up for it by providing plenty of beans, legumes, and a variety of vegetables or fruit to go along with it.

6. Be sensitive to use oil, sugar, or any refined product sparingly in the cooking.

7. Realize that in our meals we want to give them the best example of how they can eat locally even when the training is finished. We should not bring in a suitcase of food or buy expensive imported food for the training when these are things that they will not be able to incorporate into their regular diet after the training.

8. If local cooks will be providing the meals, make sure ahead of time that it is well communicated that we feel it's important for the quality of food to represent well what is being taught in the class and that the food should, if at all possible, be totally vegetarian. This means no meat, fish, eggs, or dairy products.

9. In some rare cases you may allow the cooks to provide sparingly of eggs or milk if they cannot obtain legumes or nuts foods, in order to make sure that the meals are not impoverishing the system. (see Counsels on Diet and Foods)

10. Usually the bigger issues with local cooks will be regarding using too much oil, sugar, and other refined products.

TYPES OF FOOD SERVED

We have a full meal schedule with recipes for a more western or European diet and are in the process of providing more.

COMPLAINING TEACHERS

1. If we are visiting from a foreign country it might take some adjusting to enjoy the local cuisine.
2. We should remember that the students are the majority and we are there for them, so preference must be given to them in regards to food.
3. This may be a good opportunity to drop a few unwanted pounds.
4. It's ok to bring some personal food with you, but it would not be polite to eat it in front of the students or hosts. (i.e. granola bars in your room after the meal)
5. Remember the principle of doing your best with what is available.
6. Try not to be too picky and just learn to roll with it. The food standard may not be as high as it was at the place you were training or what you are used to, but you are there as a missionary and must adapt to the situation and toughen up. It will not kill you to eat some white rice for one-month.
7. If you are not willing to bend a little in your diet I would recommend not going to the foreign mission field. If you are not getting enough nutrition you'll be more likely to get sick and you'll end up being the one getting ministered to.

IMPORTANCE OF EATING WITH STUDENTS

1. In many cultures the teacher is highly regarded and set apart from the student. In addition, you may come from a country that the local people regard highly. In most cases this needs to be set aside so we may come close to the students as Christ came close to the people and ate with them.
2. Do not allow the local church to put you off in a different room or make a fancy table for you while your students are eating elsewhere and/or much different food.
3. You will more easily win the hearts of the students if you eat with them and eat their food. During mealtime try to learn a few words of their language.

TACTFULNESS WHILE EATING IN PEOPLE'S HOMES

1 Corinthians 10:27. "If any of them that believe not bid you to a feast, and ye be disposed to go; whatsoever is set before you, eat, asking no question for conscience sake."

Of course, this would not include those foods the Lord has commanded us not to eat, but we should be thankful for what people sacrifice to provide for us, and willing to be more flexible about what we eat at other people's homes compared to our own. It's not worth offending people and giving them a reason to criticize health reform or Seventh-Day Adventist's by being too picky. (Pakistan)

SPECIAL DIETS

If meals will be provided at the training, all students should be asked ahead of time whether they have any special dietary needs. If the needs of the student cannot be met, it may be necessary for them to bring their own food and/or help in the preparation.

PERSONAL CHOICES AND UPHOLDING LIGHT NUTRITION PRINCIPLES

2 Corinthians 3:2. "Ye are our epistle written in our hearts, known and read of all men."

1. It is very important for us to not only teach the truth but also to live it. In fact, actions speak louder than words, therefore our personal example outside the classroom will bring more of a testimony than what we say.
2. Each LIGHT teacher should commit to surrendering their personal habits to the Lord, that all we do, say or eat would glorify Him, and be in harmony with the truths we are sharing.
3. Some areas we should be considerate of would be snacking in-between meals, buying junk food, eating late in the evening, etc.

NOTES

9 DEALING WITH SENSITIVE ISSUES

PROGRESSION OF CLASSES AND PRESENTATION APPROACHES TO THE CHRISTIAN LIVING CLASS

1. The order in which one it revealed to truth is sometimes so important that it may determine whether or not they accept the truth. Consider the importance of the order of Bible studies we would share with someone. You would not want to study the mark of the beast before studying about the Sabbath.

2. Since we use the writings of Ellen White frequently and since many SDAs have confused ideas regarding the Spirit of Prophecy, we recommend teaching the class in the first few days.

3. We also recommend teaching Daniel before Coming Events as it lays down an important foundation regarding the papacy, the 2300 day prophecy and the judgment.

4. Christian Living is a class that can be very controversial, so it's important to deal with it carefully. For this reason we do not recommend teaching it in the first week of the training. It's important to get closer to the students so you know where they are at on these different subjects and how you might more successfully approach them.

5. Finishing the Work is a class that should motivate the students to do something with the training they are receiving. We even should appeal to their hearts to see if God is calling them to self-supporting work and maybe even to work with LIGHT. For this reason we like to teach this class the third week to the beginning of the fourth week. This way they have already received more than half of the training and it gives them some time to think about it, ask you questions and make plans for future ministry.

6. Please review the proposed four-week schedule to see the progression of classes.

CLASSROOM PROBLEMS/DISCIPLINE/DEANING, ETC...

1. Prevention is better than cure, so it's important during the orientation to let the students know what is expected of them in the classroom, during the meal times, in regards to cleaning schedule, quiet times and bed times, etc.

2. There are times when students may not maintain proper classroom etiquette such as raising their hands before speaking, talking to their neighbor when the teacher is speaking, giving the teacher a hard time, not dropping a subject when it's time to move on, eating in class, not showing up to class, coming late to class repeatedly, etc..

3. It is the responsibility of the teacher and/or team leader to not allow this kind of behavior to ruin the learning experience of the other students.

4. The challenge is to not speak harsh or unloving to the student when addressing them but on the other hand not being so soft that they won't make any change of behavior. To find this balance

requires much prayer and communion with Christ that we might be more like Him.

5. If students are speaking out of turn or while you are speaking it's important to remind them to raise their hands before speaking. If you are finding it impossible to get through your class material because of so many comments and speaking out of turn you may need to tell them that you'll have to only take comments and questions once you've gone through the material.

6. If one student is being a problem in particular, you may need to address them after class one on one.

7. In addition to classroom discipline you may also need to address some students if they are not doing their part with any assigned duties or are otherwise being disruptive and not following the rules as set forth at orientation. In this case it's important to speak to the students when you notice their lack and not wait until you are completely fed up with them. You really need to give them a chance to respond to discipline. Remember how patient God is with us. But, after 2-3 chances if they show no desire to change their behavior it may be time for them to leave the training. If you believe it has come to this make sure to speak first with the person who has organized the training to let them know what you feel needs to be done and hear their input.

8. If you have any serious problems at a training please don't hesitate to call or email someone in LIGHT leadership for advice.

REBELLIOUS TEACHERS

1. If you are a team leader you may find yourself in a situation where you are having problems with your own team members. Maybe they are not pulling their load, complaining about the food, schedule, conditions etc., not following the principles, not getting along with the rest of the team, not preparing for class or a number of other areas wherein you are dissatisfied with their performance.

2. In situations like this you may need to spend some extra time on your knees asking God for wisdom on how to deal with your team member.

3. Then as a team leader it is your responsibility to address the team member and clearly explain where you feel they need to come up higher on.

4. If they persist in whatever the unacceptable behavior is, you will need to evaluate whether it is serious enough to send them home early. If you are considering this you should let them know that this is an option and that if things don't change for the better it would be the result.

Notes

10 HEALTH ISSUES

PREVENTING SICKNESS

Seek to follow the laws of health as far as you can while being gracious and kind to your hosts:

1. early, adequate (7-8 hours) sleep
2. 8 + glasses of pure water
3. regular bathing and washing of your clothes
4. low intake of fat and sugar
5. exercise regularly (using caution in dangerous environments)

PREVENTING DISEASE TRANSMISSION

1. Make sure you drink pure water. This does not have to cost a lot of money, but is VERY important. Ask the local people what they usually use, and if there is any risk with the "tap" (faucet) water. If they seem hesitant, bottled water may be safer. However, make certain before buying bottled water that the caps have not been tampered with, and that there is no way that the bottle could have been refilled locally. A national brand is generally safer than what appears to be a small "kitchen project" as far as water quality is concerned. This can work for a short period of time; however, over the long term, methods such as boiling or filtering water may be more economical. Water should be boiled for 10 minutes. If an objectionable odor or flavor still remains after boiling, a person may put 1 tablespoon of charcoal in a gallon (4 liters) of water and let it settle overnight. This will help to remove undesirable odors and flavors. Caution must be used when purchasing filters, as some do not filter out small enough particles and viruses to prove adequate for some regions around the world (for example, if Hepatitis A is common, you need to determine if the filter is of high enough quality to remove viruses).
2. Do NOT go barefoot in areas where latrines or toilets are not religiously used, where feces may be passed onto the dirt.
3. Avoid eating foods from roadside vendors; unless it can be peeled (i.e. bananas, oranges, etc.), is well-cooked and steaming hot when you purchase it (and you know the cleanliness of the serving utensils and plates), or is in a well-sealed package that was prepared by a reputable company. However, one must be careful while peeling fruit to avoid contaminating the inside of the food with possible germs on the outside.
4. Be extremely cautious about small "restaurants" along the road. The only foods that should possibly be eaten are those that are piping hot or served from sealed containers, as flies and contaminated water can spread serious diseases—such as cholera, hepatitis A & E, and Typhoid.

5. If you wish to eat raw foods, first soak them in a solution of 8-10 drops of iodine per liter (quart) of water for 30 minutes.

6. Wash your hands regularly, after the toilet, before preparing food or eating, before touching your face, and after shaking many hands.

7. When preparing food, cover the food that is ready to be eaten carefully to prevent flies from landing on or crawling on the food. One easy solution is to place the plates upside down over the dishes containing food until time to eat. After the meal has begun, continue to carefully make sure that flies do not land on or crawl on the food.

8. Sun your bedding frequently if bedbugs or mustiness are a problem in the area.

9. Brush your teeth with pure (boiled) water.

10. Use a barrier if you have to come in contact with body fluids—i.e. wounds, blood, etc. You could use gloves, plastic, etc. BUT USE A BARRIER. You do not want to shorten your ministry because of contracting HIV, Hepatitis B or C, or another illness.

11. Keep your home, and especially the kitchen and bathroom cleaned frequently to prevent the spread of disease. Bleach is generally cheap, effective, but should not come in direct contact with the skin or be used in unventilated rooms.

12. NEVER reuse needles.

DEALING WITH PERSONAL HEALTH ISSUES, SICKNESSES, AND EMERGENCIES

1. Prevent sickness as far as possible.

2. Treat illness promptly:

    a. If you feel like you may be coming down with a sore throat, cold, or flu: get early and adequate sleep, vitamin C or fruits high in Vitamin C may be helpful, lots of water, hydrotherapy treatments if possible, garlic, strict avoidance of sugar, etc.

    b. Seek to avoid allowing your personal health issues to affect the quality of your ministry to your students.

    c. Contact your leader if the stress from the trip becomes “too great” so they can pray with you and work with you so that you can find help and solutions so that you teaching does not suffer and so that you will have a good experience there.

3. Mild to moderate sickness should generally be treated with the 8 laws of health practiced faithfully and natural remedies. Also, take the initiative to give your team member the hydrotherapy treatments you are teaching your class—after you obtain their consent. If the condition is severe enough that it prevents the teacher from carrying out their classes, or begins to worsen, contact your divisional director for advice promptly. Severe diarrhea should be treated aggressively, following the instructions in the Common Disease handout. A simple rehydration drink can be made of 1 liter (quart) pure water, 8 tsp sugar, ½ tsp. salt, and one of the following: juice of 2 oranges, 1 mashed, ripe banana, or ½ cup coconut water. See the hydrotherapy syllabus for more information. Encourage the person to drink enough of the drink to keep their urine pale and to keep them urinating regularly. If they are vomiting so that they cannot keep anything down for some time, or are becoming progressively further dehydrated,

seek medical help promptly.

4. If someone on your team is injured severely or becomes very ill so that you are concerned that their life may be in danger or that they might suffer significant complications if the condition is not treated immediately:

   a. Do what you can to help (using good, common sense) right away (learn your First Aid well!)

   b. Get them to as good of medical care as you can (within reason)

   c. Contact their Divisional LIGHT director first (if possible) AND then their emergency contact for further instructions as soon as you can safely do so (within the same day—if at all possible). Any injury needs to be reported promptly to the divisional director if it is beyond that of a minor scrape or burn, so they can help you to evaluate if further care is needed.

5. Treat snakebites, scorpion stings, and spider bites aggressively with charcoal poultices, changed frequently (see the hydrotherapy section of manual for more details). If you can get to medical help, and you think it may have been a poisonous snake, go find medical help, while still continuing to apply the charcoal as you travel.

6. If you know that you have serious allergic reactions to food, insects, medication, etc., take whatever medication you may need for dealing with it to the country you are traveling to. Some countries have bees with stronger venom than are commonly found here in the US and may cause serious problems.

7. If you have allergies to foods, you are responsible for making sure it will not interfere with your mission experience or the experience of your host and team members. Both your divisional director AND your team leader should be notified of your allergy BEFORE your ticket is bought, to make sure that you will be able to have a safe, productive experience in the country you are wishing to travel to. You are responsible to bring foods to substitute for the food you are allergic to, and should work arrangements out tactfully with your host so that you can prepare things if needed. If you wish to bring foods along with you, which are not for a significant allergy, they should be kept in your room, and be eaten there discretely, out of respect for your host and their efforts to care for you well.

Notes

KEEPING A POSITIVE ATTITUDE

11

7 Testimonies, p. 244. "Difficulties will arise that will try your faith and patience. Face them bravely. Look on the bright side. If the work is hindered, be sure that it is not your fault, and then go forward, rejoicing in the Lord."

Steps to Christ, pp. 119, 120. "Angels are listening to hear what kind of report you are bearing to the world about your heavenly Master. Let your conversation be of Him who liveth to make intercession for you before the Father. When you take the hand of a friend, let praise to God be on your lips and in your heart. This will attract his thoughts to Jesus.

All have trials; griefs hard to bear, temptations hard to resist. Do not tell your troubles to your fellow mortals, but carry everything to God in prayer. Make it a rule never to utter one word of doubt or discouragement. You can do much to brighten the life of others and strengthen their efforts, by words of hope and holy cheer."

6 Manuscript Release, p. 50. "When difficulties arise, as they will, remember that Jesus is by your side, a very present help in time of need. To meet trial bravely is part of the Christian warfare, and in this warfare all heaven is interested. Christ knows what temptations you will meet.... He is ready to give the needed help....

"If, after accepting the truth, you are sad and gloomy, cast down by discouragement, you give evidence that you do not enjoy the peace of God; you are misrepresenting Him by giving others a false impression regarding the religion of Christ. How can you rise above this depression and unbelief? 'In everything give thanks' for the keeping power of God through Jesus Christ, and the peace of God will rest upon you. If you believe that Jesus will do just as He has said He would, the peace that passeth all understanding will rest upon you. At the moment when you are offering your prayer for help, you may not feel all the joy and blessing that you would like to feel, but if you believe that Christ will hear and answer your petition, the peace of Christ will come. If you rely upon His word, the promise will be fulfilled, as surely as the throne of God exists."

Signs of the Times, August 22, 1906. "We are pilgrims and strangers on this earth, looking for a city which hath foundations, whose builder and maker is God. The path in which we travel is narrow, and calls for the exercise of self-denial and sacrifice, but God has not left us without help. He has filled His Word with wonderful promises, to strengthen and cheer His children. In these promises He draws back the veil from eternity, and gives us glimpses of the far more exceeding and eternal weight of glory that awaits the overcomer.

"All along the pathway of life God places these fair flowers of promise, to brighten our journey. But many refuse to gather them, choosing instead the thorns and thistles. At every step they weep and mourn, when they might rejoice in the Lord.

"How much joy we might bring into our life here below if we would but make these promises our own. As we talk of the mansions that Christ is preparing for us, we shall forget the petty annoyances that we meet day by day. It is our privilege to sing the songs of Zion now, to turn our eyes to the light, to bring hope into our hearts and into the hearts of others. God desires us to gather up His promises, that we may be strengthened and refreshed. Let us take our eyes off the curse, and fix them on the grace so abundantly provided.

"Comfort, encouragement, and support have been provided for every condition of life. Let us rejoice in the love of God. Let us praise Him who has made promises so royal. Let these promises keep our hearts in perfect peace. Jesus lives. His hand is guiding us. Constantly our hearts may be filled with the peace that passeth all understanding, even the peace that Jesus gives: Let us make the promises of God's Word our own. In times of test and trial these promises will be to us glad springs of heavenly comfort."

Ministry of Healing, p. 251. "It is a positive duty to resist melancholy, discontented thoughts and feelings--as much a duty as it is to pray. If we are heaven-bound, how can we go as a band of mourners, groaning and complaining all along the way to our Father's house?"

Ministry of Healing, p. 253. "Let us educate our hearts and lips to speak the praise of God for His matchless love. Let us educate our souls to be hopeful and to abide in the light shining from the cross of Calvary. Never should we forget that we are children of the heavenly King, sons and daughters of the Lord of hosts. It is our privilege to maintain a calm repose in God."

Notes

MISSION TRIP COMMITMENT

Signs of the Times, July 18, 1892. "As Christ was in the world, so his followers are to be. The world notices every inconsistency in him who professes to be a Christian. The sun may shine day after day in pure splendor, and call forth no remark; but let an eclipse take place, and everyone's attention is attracted to the darkened orb of the day. So it is with a Christian; for he is a spectacle unto the world, to angels, and to men. Satan is constantly on the alert to cause the Christian to stumble, that he may point the world to the inconsistency of the follower of Christ. Men may not have observed you in your consistency, but in your waywardness, in your unchristlikeness of character, how the world subjects you to criticism. How Satan delights to taunt the ministering angels, unseen by human eyes, by presenting the inconsistent Christian in all his deformity before them, by pointing to the garments spotted with the flesh, for to Satan this is an occasion of triumph. Then let us walk carefully and prayerfully before the Lord, knowing that the world will judge us by our fruits. "

COMMITMENT

If approved to participate in an upcoming LIGHT school, I agree to the following:

1. I will, by the grace of God, maintain an active prayer and devotional life.
2. I will support the Seventh-day Adventist church by my words, attitude, lifestyle, tithes, and offerings.
3. I will teach only from the LIGHT curriculum and not add additional information without the approval of my team leader and LIGHT leadership.
4. I will uphold the principles LIGHT espouses and teaches in its curriculum at all times in my personal lifestyle while on the mission trip.
5. I will positively support LIGHT leadership, as well as my team leadership in word, action, and attitude, avoiding negative attitudes and criticism of LIGHT and team members. If I have a concern, I will follow Matthew 18 in dealing with my concern, thus protecting the reputation of the team.

TEAM SPIRIT

I hereby agree to be a team player, carrying my fair share of duties and classes; and cheerfully and faithfully participating in team worships, activities, work assignments, and group outings.

RELATIONSHIPS

I hereby agree that any courtship/relationship issues will not affect adversely my spiritual life, the goals of the LIGHT school, or my wholehearted participation in the daily routine and activities of a LIGHT school.

When conducting a LIGHT school in a different culture than my own, I choose to cheerfully and joyfully adapt to the host culture with no complaining:

1. Food (as long as principle is not an issue). This may include eating with one's hands, different eating utensils, sitting on floor, eating from communal dishes, vegetables for breakfast, different food than one is accustomed to, etc. However, this excludes the use of animal products, or other foods which are taught in the LIGHT curriculum to be harmful to the body. I also recognize that if I have any special dietary needs, I will communicate these to the LIGHT organizers of the trip before acceptance, and will take with me supplies to meet special dietary needs so as to not be a burden to the hosts. I also recognize that I may bring special treats (ie. Granola bars) to supplement the diet if desired, but agree that they will follow the principles which LIGHT promotes in its nutrition class, and that they should be eaten in my room.

2. Accommodation: may in some cases include sleeping on the floor, bedbugs, washing clothes by hand, no electricity, no desk/table to write on, candle for a light, cold water for bathing, cold or heat, etc. I recognize that I may bring a camp mat and bedding in my luggage if I have trouble with strange beds.

3. Language: will endeavor to learn the greetings and common words to reach out more effectively to my host culture.

4. Clothing: I will dress in ways that uphold LIGHT principles as well as being sensitive to the culture that I am in. While in the classroom men should wear dress slacks, dress shirts for lectures with ties (may use a polo shirt for hydrotherapy, massage, and cooking classes), and nice shoes. Ladies should wear dresses or skirts, tasteful blouses, and nice shoes while lecturing. Outside of the classroom both men and women may wear athletic wear, sandals, etc. Men may wear shorts at approved functions (see team leader) and swimsuits are only appropriate in secluded private yards or in unmixed groups.

5. Tact to host: I will endeavor to treat my host with the utmost courtesy and tact, endeavoring to be sensitive to cultural norms and expectations.

I agree, that if I exhibit attitudes or behaviors which do not uphold the principles to which I have agreed to above, that my group leader (in consultation with LIGHT administration) has the right to remove me from the LIGHT school in one of the following two ways: 1) that I will cease involvement in the LIGHT school, or 2) send me home early. I will also agree to be responsible to cover the cost of the initial ticket (may be prorated) and any expenses that will be incurred if I stay while not participating in the LIGHT school or for returning home early.

NAME / SIGNATURE

DATE