

ALL WORK IS GOD'S WORK



CROSSROADS
PRISON MINISTRIES

ANSWER KEY

Cover artwork by Gary F., former Crossroads student

ALL WORK IS GOD'S WORK

DEVELOPING A CHRISTIAN WORK ETHIC

ANSWER KEY

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ALL WORK IS GOD'S WORK

Developing a Christian Work Ethic

INTRODUCTION

MENTORS

When the early Thessalonian church faced persecution, the apostle Paul told them to continue to “encourage one another and build each other up” (1 Thessalonians 5:11). Paul’s words reminded the Thessalonians that even in the face of fear and despair, God can work in powerful ways through His people, the church.

Paul’s words should also resonate with you as a Crossroads mentor as you walk alongside students experiencing various physical, spiritual and emotional trials. In a course such as *All Work Is God’s Work*, there may be times when special sensitivity and compassion are needed as you mentor your student:

1.

First, it is important to remember that this material may be brand new to some students, especially those who have had unstable upbringings or lacked positive role models. While the basic principles of a good work ethic might come naturally to you, remember to be patient and “step into the shoes” of your student if you sense that he or she is struggling.

2.

Secondly, a course that discusses how to succeed in the workplace may inadvertently trigger difficult emotions in your student. The employment statistics for people with criminal records remain bleak. Furthermore, some students will be confined in facilities that do not offer them the opportunity to hold a job, while others may face life sentences or feel the weight of personal failure if they have lost a job in the past. If you sense that fear and despair are creeping into your student’s heart, ask the Holy Spirit to make you a channel of empathy and compassion for him or her.

You may not have the perfect words for every situation, but that is okay. The most important thing is that students come away with the confidence that Christ can redeem their specific situations, no matter what. With that ultimate goal in sight, be courageous as you continue building up and encouraging your student, just as the Thessalonians did for one another.

We have also provided students with a course introduction in order to help them prepare for this course. Please take time to read through this introduction yourself in order to help you as you review your student’s lessons.

ALL WORK IS GOD'S WORK

Developing a Christian Work Ethic

STUDENT INTRODUCTION

WELCOME TO THIS COURSE

If you have been a Christian for any length of time, you know that there is nothing you can do to *earn* salvation—it is a gift freely given by God. You could work hard your whole life and give all of your money to the poor, but you would still need Christ's grace in order to be found pleasing in the sight of the Lord. As you complete this course, you will find many verses about the importance of hard work. You may wonder, "If I can't earn salvation by doing good works, and if God gives His grace to even the worst sinners, isn't focusing on good work habits a waste of time?" Jesus, on the other hand, gives us a different perspective: "*If you love me, keep my commands*" (John 14:15). In other words, there is a big difference between obeying *so that God will love you* (impossible!) and obeying *because you love God* (imperative!).

Furthermore, if you practice the principles in this course, you will please God and you will please your earthly boss. By applying the lessons you learn, you can immediately increase your worth in the workplace. This should come as no surprise—God is the author of all wisdom, so it makes sense that His truths will help you in all areas of your life, including your job.

ABOUT THIS COURSE

There are ten lessons in this course. Each lesson unfolds from one of ten principles for success in the workplace:

Lesson 1: Change the Way You Think About Your Work

Lesson 2: Change the Way You Think About Your Paycheck

Lesson 3: Never Stop Working

Lesson 4: Never Be On Time

Lesson 5: Always Be Positive

Lesson 6: Don't Be an Average Joe

Lesson 7: Say Goodbye to Laziness

Lesson 8: Don't Bounce Around

Lesson 9: Become a Change Agent

Lesson 10: Find a Mentor

Before you begin each lesson, pray for the Holy Spirit's guidance. The Holy Spirit gives us wisdom when we read the Scriptures and helps us understand what God has to say to us through His Word. **During** each lesson, pay close attention to each verse, asking yourself what you can learn from it. Don't rush through the lessons, and remember that you are completing the lesson not for your mentor, but for God. **After** each lesson, continue to reflect on the truths you discovered about God's Word and about yourself. Pray that God will help you apply what you have learned to your life.

Let your mentor know if you have any additional questions or comments about this course and the biblical truths that are taught. We at Crossroads are praying for you. We "*continually ask God to fill you with the knowledge of his will through all the wisdom and understanding that the Spirit gives, so that you may live a life worthy of the Lord and please him in every way*" (Colossians 1:9–10).

LESSON 1 ANSWER KEY

ALL WORK IS GOD'S WORK

PRAYER

Pray for both yourself and your student. Consider using this adaptation of a prayer from the 1928 edition of *The Book of Common Prayer*:

“Almighty God, our heavenly Father, You declare Your glory and show forth Your handiwork in the heavens and in the earth. Deliver us in our many callings from the service of mammon, that we may do the work that You give us to do, in truth, in beauty, and in righteousness, with singleness of heart as Your servants, and to the benefit of our fellow human beings; for the sake of Your Son, Jesus Christ our Lord. Amen.”

Spend a few more moments in prayer. Ask for the following:

- ♦ biblical insight
- ♦ creative ways to encourage the student in his or her spiritual walk
- ♦ understanding and compassion

LESSON FOCUS

Principle #1: Change the Way You Think About Your Work

CORE TRUTHS

- ♦ God the Father, God the Son and God the Holy Spirit work.
- ♦ We reflect God's image and fulfill His purpose by working.
- ♦ Work should be seen not as drudgery but as joy.
- ♦ The work ethic establishes a set of values for our work.
- ♦ Christians represent Christ on the job and should demonstrate a strong work ethic.

LESSON ANSWERS

✓ Check to see which translation of the Bible the student is using to complete the course (it should be listed at the end of the introduction). Gently, and one time only, remind those students not using the NIV that they can write to Crossroads and request one.

1. Students will name something they love to do and should explain why they enjoy doing it. If your student cannot think of something, suggest something you love to do and explain why you enjoy it. (Hobbies such as gardening, photography, drawing, painting, golfing or collecting are good examples of things people love to do.)

2. Each student will respond differently on this scale. Be sensitive and understanding to those who still see work as a source of suffering, and be joyful and celebratory with those who see work as a reflection of God's image in them.

3. In the **beginning** God **created** the heavens and the **earth**.

4. A, B, C and E

5. God chose us to be holy and blameless in His sight. In love He predestined us for adoption through Jesus Christ.

6. And we know that in all things God **works** for the good of those who **love** him, who have been called according to his **purpose**.

7. A and D

8. In John 5:17, we read that the Father is always at His work and that Jesus is working too.

9. God placed all things under His Son's feet and appointed Him to be head over everything for the church.

10. But you were washed, you were **sanctified**, you were **justified** in the name of the Lord Jesus Christ and by the **Spirit** of our God.

11. FALSE. When Jesus was baptized, the Holy Spirit descended in the form of a dove.

12. In John 14:16, we read that Jesus sent the Holy Spirit to the disciples to help them and be with them forever.

13. B and C

14. A. Noah (Genesis 6:14–16) — 1. Eat a scroll and then prophesy.
B. Joseph (Genesis 41:14–16) — 2. Glean in the fields.
C. Moses (Exodus 3:9–10) — 3. Build an ark.
D. Ruth (Ruth 2:2–3) — 4. Lead the Israelites out of Egypt.
E. Ezekiel (Ezekiel 3:1–4) — 5. Interpret a dream.

15. Each student will respond differently. If students struggle to answer, consider mentioning one or more of the following examples: spreading the Gospel, studying the Bible, obeying God's commands, loving one's neighbors, serving as a volunteer, etc.

16. dedicated lazy
forgetful unorganized

17. The work ethic is a set of values based on hard work and diligence. Students may also paraphrase this definition or give characteristics of someone with a good work ethic (diligence, enthusiasm, punctuality, etc.).
18. FALSE. When God tells us to work, it is a command.
19. *And we all, who with unveiled faces contemplate the Lord's **glory**, are being transformed into his image with ever-increasing **glory**, which comes from the Lord, who is the Spirit.*
20. Students will respond with personal life stories. If appropriate, you may wish to encourage those who listed good role models to strengthen their friendship with these people and to encourage those who listed bad role models to distance themselves as necessary.
21. Students will respond with personal life stories. With students who have a record of bad behavior at work, make sure they recognize their sin while still being empathetic toward their struggles. Praise those who have modeled good behavior and encourage them to continue doing so.
22. You should do your best to present yourself to God as one approved, a worker who does not need to be ashamed and who correctly handles the Word of Truth.
23. Each student will have different thoughts here. Possible answers may include proclaiming the faith at home, at work or with neighbors. Be supportive in your comments, and encourage the student to continue proclaiming the love of God and setting a good example for others. If the student is not very specific in providing a response, urge him or her to reflect and pray about the influence he or she has on others.
24. *In the same way, let your **light** shine before others, that they may see your **good deeds** and glorify your Father in heaven.*
25. *Whatever you do, whether in **word** or **deed**, do it all in the name of the Lord Jesus, **giving thanks** to God the Father through Him.*
26. *So whether you **eat** or **drink** or whatever you do, do it all for the **glory** of God.*
27. Each student will respond differently. If students struggle to answer, remind them that God is praised when they proclaim the Gospel, work diligently at their job and act kindly toward others. You can also note that completing the Crossroads Bible studies is a great way to praise God. If you would like, provide examples of your own daily worship (praying for others, encouraging those who are sad, etc.).
28. God promised to make His people prosper, give them hope and give them a future. He also promised to deliver His people from captivity. Students may list or emphasize other parts of the passage in their answers.
29. One goal of this lesson is that students, having learned how God created people to work, will now view their work and career differently. In their answers, students might reflect on the core truth that we reflect our working God when we work. Students could also reflect on the core truth that work can

be seen as joy and not drudgery when we see it as glorifying God. Students should ultimately view their work as something that can bring them fulfillment and meaning rather than punishment and suffering.

30. Each student will respond differently to this question but should name one specific thing he or she will do this week to model the work ethic. If students struggle to answer, give suggestions about how they can model the work ethic for others (arriving early, being enthusiastic, avoiding complaint, etc.), or give examples of how you model the work ethic. Students might also mention the value of setting a good example or the importance of praising God through daily activities. These are all ways we can let our light shine before others. Be sensitive and supportive in your response and pray that the student develops a God-glorifying work ethic.

LESSON 2 ANSWER KEY

ALL WORK IS GOD'S WORK

PRAYER

Pray for both yourself and your student. Consider using this adaptation of Ephesians 1:17–19:

“I ask that You, glorious Father, will give us the Spirit of wisdom and revelation so that we may know You better. I pray that the eyes of our hearts may be enlightened in order that we may know the hope to which You have called us, the riches of Your glorious inheritance in Your holy people and Your incomparably great power for us who believe.”

Spend a few more moments in prayer. Ask for the following:

- ♦ biblical insight and the ability to articulate it
- ♦ an overflowing and empathetic heart
- ♦ blessings and financial provision for the student's family

LESSON FOCUS

Principle #2: Change the Way You Think About Your Paycheck

CORE TRUTHS

- ♦ Our paycheck is a result of our work, not the reason for it.
- ♦ The love of money is very dangerous.
- ♦ We work not to get paid but to glorify God.
- ♦ Applying the work ethic brings satisfaction to our work.
- ♦ Focusing on God rather than on making money will reduce financial anxiety.

LESSON ANSWERS

- 3 Jacob promised to work for seven years in return for Rachel.

 5 Finally, Jacob received Rachel as his wife but promised to work an additional seven years for Laban.

 2 Jacob worked for Laban for one month before receiving any wages.

 4 After seven years, Jacob hoped to take Rachel as his wife but instead received Leah.

 1 Jacob arrived in Paddan Aram to live with his Uncle Laban.
2. Every skilled person who was given skill and ability by God assisted with the construction of the temple. In addition, the Israelites brought freewill offerings day after day to support the building. The people were eager to take part in the work of God.
3. *Whoever loves money **never** has enough; whoever loves wealth is never **satisfied** with their income. This too is **meaningless**.*

4. For the **love of money** is a root of all kinds of **evil**. Some people, eager for money, have wandered from the **faith** and pierced themselves with many **griefs**.
5. Stay there, eating and drinking whatever they give you, for the **worker** deserves his **wages**.
6. FALSE. The hardworking farmer should be the first to receive a share of the crops.
7. Whatever you do, **work** at it with all your heart, as **working** for the Lord, not for human masters, since you know that you will receive an **inheritance** from the Lord as a **reward**. It is the Lord Christ you are serving.
8. A and D
9. Each student will have different responses. Some will say that they would continue to work at their current job, but most will probably respond that they would not. You may want to remind them that there are other kinds of work they could do—volunteering, caring for their families, serving in the church—if they no longer needed a paycheck. The aim of this question is to show students that the purpose of work is more than just receiving a paycheck. If necessary, guide the student toward an accurate understanding of God's will for His people when it comes to work.
10. B and C
11. A **generous** person will **prosper**; whoever **refreshes** others will be **refreshed**.
12. Students will respond differently here. Consider encouraging students with a personal story or an example of your own volunteer work. Remind them that Christ volunteered to give His life for us and that we can imitate that sacrifice by giving back to our communities.
13. The student should describe, with words or with a picture, how those who trust in riches will fall but the righteous person will thrive like a green leaf.
14. Better **one** handful with **tranquility** than two handfuls with **toil** and **chasing** after the wind.
15. The work ethic teaches us that we were made in the image of God and that working helps us live out that image. Therefore, working wholeheartedly at whatever we have been called to do will help us become what we were made to be. Students may also respond that our hard work pleases God and that we can find satisfaction through obedience.
16. F A.
T B.
F C.
T D.
17. If you store your treasures on earth, they will be destroyed. Rather, store your treasures in heaven, where they cannot be stolen or destroyed. For where your treasure is, there your heart will be also.

18. Students will respond differently here, and most will probably give a mixed response. Be sensitive and encouraging in your guidance; try to help students understand the importance of putting God first rather than prioritizing earthly possessions.
19. *No one can serve **two** masters. Either you will **hate** the one and love the other, or you will be **devoted** to the one and despise the other. You cannot serve both **God** and **money**.*
20. This is a personal application question, and students will give varied responses. Affirm students' reflections and encourage them to live in these ways. For those who struggle, offer suggestions such as working wholeheartedly and joyfully, remaining thankful for the blessing of having a job, setting a good example for other employees, etc.
21. *Do not **worry** about tomorrow, for tomorrow will **worry** about itself. Each day has enough **trouble** of its own.*
22. We should cast our anxiety on God.
23. God loves every sparrow, and His people are worth more than many sparrows.
24. *He who did not **spare** his own **son**, but gave him up for us all—how will he not also, along with him, graciously **give** us all things?*
25. Each student will respond differently to this question. Join with the student in gratitude for what God has done. For those who struggle to answer, consider sharing a personal story from your life or mentioning a story from the Bible that demonstrates how God provides for His people.
26. *And God is able to **bless** you **abundantly**, so that in all things at all times, having **all** that you **need**, you will abound in every good work.*
27. This is a personal application question, and each student will have different worries. Be sensitive and empathetic to each student's particular struggle. Offer to pray for his or her needs, and give encouragement where appropriate.
28. In Hebrews 13:5, we read God's promise never to leave us or forsake us. Remind students that this promise assures us that we can find contentment with what we have and that we do not need to place our trust in money. God alone is worthy of our trust.
29. Students will respond personally to this question. They will list things that distract them from keeping God at the center of their lives. Ultimately, anything that we value more than God becomes an idol. Idols can take the form of possessions, success, money, fame, control, addictions, etc. Be encouraging and supportive in your response. Pray that God will remove these sinful distractions from your student's life to allow him or her to fully rely on God.

MENTOR TIP

Remember to include positive and encouraging comments on every page of your student's lesson. This not only encourages the student but also shows care and concern for his or her work. The student will know that you spent time reading through every page.

30. Each student will have different thoughts here. Be encouraging and supportive in your response; offer assistance as needed. For students who struggle, suggest that they write down the definition of the work ethic and the qualities required to be a good worker. Tell the student to look at those qualities every day and to make a point to develop those traits. Finally, if you haven't already, tell your student that you will be praying for him or her while you wait for the next lesson.

LESSON 3 ANSWER KEY

ALL WORK IS GOD'S WORK

PRAYER

Pray for both yourself and your student. Consider using this adaptation of Philippians 1:6–11:

“May You, God, who began a good work in us, carry it on to completion until the day of Christ Jesus. This is my prayer: that our love may abound more and more in knowledge and depth of insight, so that we may be able to discern what is best and may be pure and blameless for the day of Christ, filled with the fruit of righteousness that comes through Jesus Christ—to Your glory and praise.”

Spend a few more moments in prayer. Ask for the following:

- ♦ a sound understanding of the truths within this lesson
- ♦ words and thoughts that are pleasing in God's sight
- ♦ miraculous transformation in the life of your student as he or she seeks to apply the work ethic

LESSON FOCUS

Principle #3: Never Stop Working

CORE TRUTHS

- ♦ God intended us to work throughout our lives.
- ♦ Volunteering is also a way to fulfill God's command to work.
- ♦ God, our heavenly authority, compels us to respect our earthly bosses.
- ♦ In Christ, we are redeemed and can work as God intended.

LESSON ANSWERS

1. Each student will respond differently to this question. Most will probably express the desire to relax and do whatever they want. That is a normal response, but remind them that we can still do important work for God's kingdom after we retire.
2. The field of a rich man yielded an abundant harvest, and the man had nowhere to store the surplus. He decided to build bigger barns to house the grain, live off of the harvest for the rest of his life, stop working and take it easy. God then said to the man, “You fool! This very night your life will be demanded from you. Then who will get what you have prepared for yourself?”
3. Because of his sudden death, the man was unable to enjoy what he had stored up for himself.
4. *This is how it will be with whoever **stores** up things for themselves but is not **rich** toward **God**.*
5. *A good person leaves an **inheritance** for their children's children, but a sinner's **wealth** is **stored** up for the righteous.*

6. Students will respond differently here. Be sensitive and encouraging in your response. For students who are not sure about where to volunteer, offer some ideas, being sensitive to students who are currently incarcerated. Consider sharing personal stories about your own experiences volunteering or serving in the church. You can even mention your work as a Crossroads mentor and speak to your experiences with the program!
7. Students will respond differently to this question, but they should recognize that God's people must continue to employ the work ethic, even after retirement. The work ethic demands diligence, honesty and perseverance, virtues that do not become optional when we retire. If necessary, remind students that God is not glorified when we live for ourselves and for our own comfort. Instead, we need to continue doing God's work as long as we live.
8. T A.
F B.
T C.
T D.
9. Show proper **respect** to everyone: **love** the family of believers, **fear** God, **honor** the emperor.
10. Those under the authority of others are to show that they are trustworthy by refraining from stealing and talking back. They should try to please those placed over them. In this way, they will make the teaching about God our Savior attractive.
11. Masters must provide what is right and fair to those placed under them, because they too are accountable to a Master in heaven.
12. This is a personal application question in which students will respond with personal life stories. If you've ever had a bad boss, you know the importance of empathizing with your student! However, encourage the student to respond as Christ would. Remind him or her that as Christians, "we glory in sufferings because we know that suffering produces perseverance; perseverance, character; and character, hope" (Romans 5:3–4).
13. Each student will respond differently here. If the student has treated his or her bosses well and believes God is pleased, rejoice with him or her! Otherwise, encourage the student to change the way he or she sees earthly authorities and to remember that we are representatives of Christ to our bosses and must act accordingly.
14. C and D
15. T A.
T B.
F C.
F D.
16. *The Lord God took the man and put him in the Garden of Eden to **work** it and take **care** of it.*

17. The serpent deceived Eve, and she and Adam ate from the tree in the middle of the garden—the tree God had forbidden them to eat from.
18. B, C and E
19. Adam and Eve were banished from the Garden of Eden.
20. *Therefore, just as sin entered the world through one man, and **death** through sin, and in this way death came to **all** people, because **all** sinned . . .*
21. *Surely I was sinful at birth, **sinful** from the time my mother **conceived** me.*
22. *And I will put enmity between you and the woman, and between your **offspring** and hers; he will **crush** your head, and you will **strike** his **heel**.*
23. a. The serpent represents Satan.
b. The woman's offspring represents Jesus Christ.
24. *Just as through the **disobedience** of the one man the many were made **sinners**, so also through the **obedience** of the one man the many will be made **righteous**.*
25. Those who say we can pay for our own sins and do not need any help are wrong. All have been saved by grace, through faith, and not by their own works.
26. *God made him who had no **sin** to be **sin** for us, so that in him we might become the **righteousness** of God.*
27. B and C
28. *And God is able to bless you abundantly, so that in all things at all times, having all that you **need**, you will abound in every **good work**.*
29. Each student will respond differently here. Be sensitive and empathetic toward each student's particular struggle. If necessary, remind the student that we all struggle at various times in our lives, but God will give us the grace to overcome those struggles. Remind him or her of the importance of daily prayer and good influences. Pray that your student will receive strength from God to overcome sin.
30. Students should demonstrate an understanding that God is pleased by our hard work and that by applying the work ethic to our daily lives, we thank and worship Him. If necessary, remind students that Jesus said, "If you love me, keep my commands" (John 14:15). Our hard work is an act of obedience and love, an opportunity to worship and glorify our Maker!

LESSON 4 ANSWER KEY

ALL WORK IS GOD'S WORK

PRAYER

Pray for both yourself and your student. Consider using this adaptation of a prayer for wisdom from the 1559 edition of *The Book of Common Prayer*:

“God of our fathers and Lord of mercy, You who have made all things with Your Word, give us Your wisdom. For even those who are considered perfect by humankind are worth nothing without Your wisdom. Send Your wisdom out of Your holy heavens, and from the throne of Your majesty, that it may be with us, so that we may know what is acceptable in Your sight. For wisdom knows and understands all things, and it will lead us in righteousness and justice. Amen.”

Spend a few more moments in prayer. Ask for the following:

- ♦ God’s guidance in correcting this lesson
- ♦ compassionate and creative ways to respond to the student’s answers
- ♦ a fulfilling current or future job for your student

LESSON FOCUS

Principle #4: Never Be On Time

CORE TRUTHS

- ♦ Arriving early to work is essential whether you are a time- or event-oriented person.
- ♦ Early arrival communicates respect for your job and your employer.
- ♦ Arriving early to work pleases God as well as earthly bosses.
- ♦ Consider early arrival an investment in your future career, not a way to earn more money.
- ♦ Early arrival at work may require significant effort and lifestyle change.

LESSON ANSWERS

1. There is no correct answer here. Each student will respond differently to this question.
2. Event-oriented cultures focus on the actual event. People may arrive at any time because the event, not the starting time, is the most important thing. However, in time-oriented cultures, the focus is on punctuality. Arriving late is considered rude and disrespectful.
3. Since each student comes from a different background, different answers will be given depending on how time is viewed. Many students will fall somewhere in the middle. Students who describe themselves as event-oriented may need particular encouragement throughout this lesson as they learn the importance of being early to work.

4. The goal of this question is to have students move toward an understanding of the importance of arriving early to work. While both time-oriented and event-oriented cultures are acceptable, when it comes to working for an employer, paying attention to time is imperative. Almost all jobs in the United States are time-oriented, especially jobs that pay employees by the hour. Even if the student resides outside of the United States, arriving early is a good habit to develop. It will impress the boss, especially if no one else is doing it. Be sensitive to students' comments and gently guide them toward this understanding.
5. A **cheerful heart** is good medicine, but a **crushed spirit** dries up the bones.
6. **Give thanks** in **all** circumstances, for this is God's **will** for you in Christ Jesus.
7. Each student will share a different experience. The hope is that every student will be able to think of someone with a positive attitude who is widely respected and liked by others. If the student struggles, consider describing your admiration for someone cheerful in your life.
8. The student will name two things that early arrival communicates to the boss. For students who struggle, suggest some of the following:
- ♦ Early arrival shows your eagerness and excitement to be at work.
 - ♦ Early arrival shows that you are thankful for your job and enjoy being there.
 - ♦ Early arrival communicates respect for others.
 - ♦ Early arrival tells the boss that your job is a priority.
9. The foolish young women missed the bridegroom because they were not prepared. The door to the wedding banquet was shut, and they were not allowed in.
10. Students will describe a time when they were not prepared. Most students will describe a negative outcome; help them learn from this event or congratulate them if they already have. If appropriate, ask questions that encourage self-assessment (e.g., "What can you do differently next time?").
11. The student should list two ways that a trustworthy employee pleases his or her boss. Answers will vary.
12. I will **praise** you with an **upright** heart as I learn your righteous **laws**.
13. **angry** cheerful hopeful amused
 indifferent **shocked** **frustrated** joyful
 bitter proud **disrespected** **irritated**
14. Early arrival shows that you have traits vital to the work ethic. These qualities include preparedness, reliability, self-discipline, respect for others, trustworthiness and courtesy. Early arrival also communicates that you are serious about being the best possible employee. Furthermore, early arrival shows that you want to please not only your earthly boss but also your heavenly boss.
15. This is a personal opinion question, and students' answers will vary. While students are entitled to their own opinions, the hope is that students will explain that employees should value punctuality and

should do their best to arrive early to work, whether they are compensated for that time or not. Regardless of how your student answers, be sure he or she provides an explanation. The importance of arriving early may be a totally new concept for some students, so encourage them to consider it carefully and to make it a part of their habits.

16. F A.
I B.
I C.
I D.

17. Faithfully **obey** the commands I am giving you today—to **love** the Lord your God and to **serve** him with all your **heart** and with all your **soul**.

18. Let us not become **weary** in doing **good**, for at the proper time we will reap a **harvest** if we do not **give up**.

19. A **good** name is more desirable than great **riches**; to be **esteemed** is better than silver or **gold**.

20. I A.
I B.
F C.
I D.

21. A sluggard's appetite is never filled, but the desires of the **diligent** are fully **satisfied**.

22. **Watch out!** Be on your guard against all kinds of **greed**; life does not consist in the abundance of **possessions**.

23. The man worked alone, without a son or brother. Despite all the money he had obtained from his work, he was unhappy. He asked, "For whom am I toiling, and why am I depriving myself of enjoyment?"

24. Students will name at least two things that they could do upon arriving early to work that would increase their quality of life. For students who struggle, suggest some of the following:

- ◆ Tidy up around the workplace so that the space is free of clutter, allowing you to work without difficulties or distractions.
- ◆ If the job is physically strenuous, stretch or prepare yourself for the work.
- ◆ Read a short devotional or pray to focus your heart and mind on Christ.
- ◆ Connect with fellow employees by saying hello and having a brief conversation.
- ◆ Greet your boss with a positive attitude.

25. Each student will respond differently. Students may suggest sharing the Gospel with this person or discussing the importance of personal relationships and a relationship with Christ. Students may desire to help that person see that our hope was never meant to rest on material possessions, which depreciate over time, but rather on Christ alone who never changes! Encourage students to be com-

MENTOR TIP

Some questions in this course are created simply to get students to use their imagination, form an opinion or think more deeply. They do not necessarily have a right or wrong answer. If you're wondering how to assess these, make sure your student put some effort into the answer and supported his or her thoughts with a detailed explanation or with Scripture verses.

passionate toward this person and to model Christ's love.

26. B, D and E

27. *But the fruit of the Spirit is love, **joy**, peace, forbearance, **kindness**, goodness, **faithfulness**, gentleness and **self-control**. Against such things there is no law.*

28. **Laziness** brings on deep **sleep**, and the shiftless go **hungry**.

29. Students will reflect on habits that prevent them from arriving early to work. Some students will be eager to make the necessary changes, while others may be apprehensive or upset about needing to change their current way of life. Some bad habits will need to go. Habits such as staying up too late at night or sleeping in too late in the morning need to change. Other habits that can be troublesome include watching TV while eating breakfast (and being distracted from getting ready for the day) or grabbing a coffee or breakfast from a drive-thru without factoring in enough time to do so.

30. Each student will respond differently. Make sure both parts of the question are answered (i.e., the student should describe his or her current routine and describe an ideal routine). Most students will probably mention going to bed and waking up earlier. For students who struggle, suggest packing a lunch and ironing the night before, keeping the car gassed up and keeping an eye on the forecast in case inclement weather necessitates an earlier departure. Affirm your student's decisions and encourage him or her to live in these ways.

LESSON 5 ANSWER KEY

ALL WORK IS GOD'S WORK

PRAYER

Pray for both yourself and your student. Consider using this adaptation of Ephesians 3:14–19:

“For this reason I kneel before You, Father: I pray that out of Your glorious riches You will strengthen us with power through Your Spirit in our inner beings, so that Christ may dwell in our hearts through faith. And I pray that we, being rooted and established in love, may have power, together with all the saints, to grasp how wide and long and high and deep is the love of Christ, and to know this love that surpasses knowledge—that we may be filled to the measure of all the fullness of God.”

Spend a few more moments in prayer. Ask for the following:

- ♦ wisdom concerning the truths in this lesson
- ♦ encouragement and guidance for the student
- ♦ God's love and grace in the student's life

LESSON FOCUS

Principle #5: Always Be Positive

CORE TRUTHS

- ♦ A positive attitude contributes to success in the workplace.
- ♦ Avoid complaining—and complainers—on the job.
- ♦ God frowns upon a grumbling spirit.
- ♦ Replace an attitude of entitlement with one of humility and gratitude.
- ♦ Welcome correction and grow from it.

LESSON ANSWERS

1. **Rejoice** in the Lord always. I will say it again: **rejoice!**
2. Consider it **pure joy**, my brothers and sisters, whenever you face **trials** of many kinds, because you know that the **testing** of your faith produces **perseverance**.
3. The student will describe with words or with a picture how a happy heart makes the face cheerful, but heartache crushes the spirit (Proverbs 15:13).
4. A, B and D
5. Don't **grumble** against each other, brothers and sisters, or you will be **judged**. The Judge is standing at the door!

6. This is a personal reflection question; each student will answer differently. Be sensitive and empathetic to the student's response, and then see if you notice any changes to the student's tendencies by the end of the lesson. You may wish to keep this response in mind as you write your letter of encouragement.
7. *As iron **sharpens** iron, so one **person** sharpens **another**.*
8. This is a personal reflection question. Students will describe a time in their life when grumbling or complaining caused some problems.
9. *The one who has **knowledge** uses words with **restraint**, and whoever has **understanding** is even-tempered. Even fools are thought wise if they keep **silent**, and **discerning** if they hold their tongues.*
10. Job 8:2 — Wise people hold their tongues.
 Psalm 57:4 — Wise people speak graciously.
 Proverbs 11:12 — There is a time to be silent and to speak.
 Ecclesiastes 3:7 — Words can be like a blustering wind.
 Ecclesiastes 10:12–14 — The tongue can be sharp like a sword.
11. In Psalm 19:13–14, David asked God to keep him away from sin and to keep sin from ruling over him. He wanted to be blameless and innocent of transgression. David also asked God to make his words and thoughts pleasing in the sight of the Lord.
12. Those who guard their mouths and their tongues keep themselves from calamity.
13. Each student will respond differently to this question by listing two things to do when tempted to complain. Acceptable answers include taming the tongue, countering every complaint with an uplifting comment, walking away from the situation and offering a quick prayer that God will provide something positive to say in a negative situation. Affirm students' reflections and be encouraging in your response. Remind those who struggle that these verses have much to say about the harm caused by those who can't hold their tongues. Encourage them to pray with the psalmist: "May these words of my mouth and this meditation of my heart be pleasing in your sight" (Psalm 19:14). Tell the student you will be praying for him or her—and then follow through with it!
14. T A.
 F B.
 T C.
 T D.
15. *We seemed like **grasshoppers** in our own eyes, and we looked the **same** to them.*
16. The people grumbled. They wanted to choose a leader and return to Egypt.
17. *In this wilderness your **bodies** will fall—every one of you **twenty** years old or more who was counted in the census and who has **grumbled** against me.*

18. Caleb and Joshua were the only two men allowed to enter Canaan.

19. *And do not **grumble**, as some of them did . . .*

20. B and C

21. Students will list two changes they need to make in order to display a positive attitude, and answers will vary. Be encouraging and understanding in your response; offer assistance as needed. For struggling students, recommend avoiding complaints, memorizing an encouraging verse or not associating with complainers.

22. The entitlement attitude is the mindset of those who feel that the world owes them a living because of their education, last name, race or any other reason. The victim attitude is the mindset of those who feel that they have been wronged and that someone needs to make it up to them.

23. C and D

24. Students will probably choose to hire Bill because he is a winner, not a whiner (like Bob). Whereas Bob is a complainer, Bill has an attitude of gratitude and will make a great employee.

25. *No **discipline** seems pleasant at the time, but **painful**. Later on, however, it produces a harvest of **righteousness** and **peace** for those who have been trained by it.*

26. There are not many people who love receiving criticism, so most students will express how difficult it is to hear negative feedback. Students will have different thoughts about how to deal with criticism. For students who struggle with criticism, remind them that criticism at work is usually meant for our benefit and that we should do our best to receive it graciously. Remind them that even if we feel that a piece of criticism is unfair, there is often something to be learned from it if we are humble and open to correction.

27. All Scripture is useful for teaching, rebuking, correcting and training in righteousness.

28. *Rejoice **always**, pray **continually**, give **thanks** in all circumstances; for this is God's will for you in Christ Jesus.*

29. Students could mention any of the following: having a positive attitude at work, not complaining or grumbling on the job, avoiding complainers, welcoming criticism or developing a positive, grateful attitude. Be sensitive to each student's selections and explanations, as this question will tell you a lot about his or her needs.

30. Each student will commit to working on three different attitude changes. Be encouraging and supportive in your response. Take a moment to silently rephrase the student's list into a prayer, asking God to provide the grace and strength necessary to follow through with the commitments listed.

MENTOR TIP

Remember that the Crossroads policy is that you sign only your first name when writing to your student. Never include your last name or other personal information (address, PO Box, church name, etc.).

For students who need guidance, consider one or more of the following suggestions: spending more time with positive people while avoiding those who are negative, being more open to criticism, cutting back the whining at work, etc.

LESSON 6 ANSWER KEY

ALL WORK IS GOD'S WORK

PRAYER

Pray for both yourself and your student. Consider using this adaptation of Proverbs 3:3–6:

“Father in heaven, I pray that love and faithfulness will never leave us, that we will bind them around our necks and write them on the tablet of our heart. I pray that we will trust in You with all our heart and lean not on our own understanding. I pray that in everything, we will submit to You and that You will make our paths straight. Amen.”

Spend a few more moments in prayer. Ask for the following:

- ♦ biblical insight
- ♦ creative ways to encourage the student in his or her spiritual walk
- ♦ a support network for your student in prison

LESSON FOCUS

Principle #6: Don't Be an Average Joe

CORE TRUTHS

- ♦ Do not settle for doing just enough to get by.
- ♦ Giving 110 percent on the job pleases God and your boss.
- ♦ Remove any barriers that hinder healthy work habits.
- ♦ Extraordinary effort will bring extraordinary results.

LESSON ANSWERS

1. *Join with me in suffering, like a good **soldier** of Christ Jesus.*
2. Average Joe is an employee who does just enough to get by. This employee may arrive at work at the last minute or even show up late. He or she needs several reminders to get things done on time. Average Joe will give about 80 percent. Students can also give personalized answers: they may describe someone who takes as many breaks as possible, someone who takes a long time getting started, someone who doesn't go out of his or her way to help others, etc.
3. Students will share different stories, and their answers will vary. Look for recognition that the person described would be an adequate but not ideal employee.
4. Each student will respond with different ideas. Some fitting responses include following through to the end of the project, paying special attention to detail and cleaning up after the task is completed. Affirm students' reflections and encourage them to live in these ways next time they have a job to complete.

5. We need to throw off everything that hinders us and the sin that entangles us.
6. *In vain you rise **early** and stay up **late**, toiling for food to eat—for he grants **sleep** to those he **loves**.*
7. B
8. Each student will respond differently to this question. Be supportive and encouraging in your response. For students who struggle, consider giving one or more of the following suggestions: going to bed at the same time each evening, turning the television off two hours before bed, getting seven to eight hours of sleep each night, cutting down on caffeine, seeing a doctor if chronic sleeplessness or fatigue is a problem, etc.
9. *Remember the **Sabbath** day by keeping it **holy**.*
10. Day 4
 Day 1
 Day 5
 Day 7
 Day 3
 Day 2
 Day 6
11. FALSE. The Lord blessed the Sabbath day and made it holy.
12. *“If you keep your feet from breaking the **Sabbath** and from doing as you **please** on my holy day . . . and if you **honor** it by not going your own way and not doing as you please or speaking idle words, then you will find your **joy** in the LORD . . . ”*
13. *For people are slaves to whatever has **mastered** them.*
14. Our bodies are temples of the Holy Spirit. God bought us and gave us His Spirit; therefore, we honor God with our bodies.
15. This verse tells us that we are washed, sanctified and justified in the name of the Lord Jesus Christ and by the Spirit of our God.
16. D
17. *Therefore, if anyone is in **Christ**, the new creation has come: The **old** has gone, the **new** is here!*
18. Each student will respond differently to this question. Be sensitive and empathetic to each student’s particular struggle. Pray that students will receive the strength to overcome sin. Some steps to eliminate addictive habits include avoiding unhealthy friends or hangout places, memorizing a key verse, seeking help from a professional, replacing bad habits with good ones, setting realistic goals, etc.

19. Healthy family relationships are of the utmost importance. Someone with persistent, unresolved problems at home is more likely to have problems at work because the issues at home will distract that employee from the task at hand. People who resolve problems in a healthy way at home are able to succeed at work because family problems aren't bringing them down all day.

20. Each student should list two relationships that need attention and something that can be done to strengthen those bonds. Most of us have a family member with whom we have had difficulties at one time or another. Listen graciously to any student who shares his or her heart with you. Remind the student that just as Christ reconciled us with God, He can also help reconcile us with our friends and family. You may also need to remind students that we often need to humble ourselves and ask others for forgiveness before reconciliation can begin. If necessary, encourage students with examples from your own life, with Scripture or with a promise to pray for them.

21. In Christ Jesus we are all children of God through faith.

22. *For whoever does the will of my Father in heaven is my **brother and sister and mother.***

23. Each student will respond differently to this question. Be sensitive and empathetic in your response, and tell the student that you will be praying for him or her this week. Also, consider using biblical truths to comfort and give hope. For example, Joshua 1:9 says, "Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go."

24. Each student will respond differently to this question, and answers will probably vary dramatically. Consider encouraging students with a personal story from your life. Remember the struggles you had when you were starting out in your career. What do you wish someone would have shared with you? Consider ending your encouragement with Philippians 4:13: "I can do all this through him who gives me strength."

25. 110% An employee willingly takes on another patient in addition to her caseload.

80% An employee complains to a coworker because a certain task extended ten minutes into his lunch hour.

80% An employee regularly catches herself dozing at her desk because she does not get enough sleep.

110% An employee worked a few minutes past five o'clock in order to finish an urgent project for the boss.

80% An employee often wastes time online reading up on recent sports stories when he should be working.

80% An employee kicks the copy machine when it jams for the tenth time that day.

26. "Will he thank the servant because he did what he was told to do?"

27. *We are **unworthy** servants; we have **only** done our **duty.***

MENTOR TIP

Encourage your student to be committed to Christ and diligent about spending time in prayer and reading God's Word. Think about including helpful hints that you use to discipline yourself in your personal devotions.

28. **Serve** wholeheartedly, as if you were serving the **Lord**, not people, because you know that the Lord will **reward** each one for whatever **good** they do, whether they are slave or free.
29. Each student will respond differently to this question. Rejoice with students who give 110 percent. If a student describes him- or herself as an Average Joe (or a Below-Average Joe!), provide appropriate encouragement. Remind the student that we are representatives of Christ in our workplace and that our work is a testimony to the image of God in us. Be on the lookout for students who say that they don't give 110 percent but that they work harder than everyone else. Encourage them to memorize one of the verses from this lesson to encourage them throughout their work week.
30. Each student will have different thoughts here. May you read many heartfelt prayers of desire to work hard for our Lord! Students will probably list at least some of the following: getting more sleep, resting on the Sabbath, getting rid of addictions and building better relationships. They may also add other commitments of their own choosing.

LESSON 7 ANSWER KEY

ALL WORK IS GOD'S WORK

PRAYER

Pray for both yourself and your student. Consider using this adaptation of a prayer from the 1559 edition of *The Book of Common Prayer*:

“Most gracious and most wise guide, our Savior Christ, I pray that, although we are all blind and weak in deed, we will have You before our eyes; that we will follow You, our guide; that we will be ready to obediently follow Your call and to commit ourselves wholly to You; and that You, who alone know the way, will lead us to Your wisdom and Your heavenly ways. Amen.”

Spend a few more moments in prayer. Ask for the following:

- ♦ sound understanding and the ability to explain biblical truths
- ♦ an overflowing and empathetic heart
- ♦ a transformation in the student's understanding of the work ethic

LESSON FOCUS

Principle #7: Say Goodbye to Laziness

CORE TRUTHS

- ♦ God is not glorified by our laziness.
- ♦ Sluggards are known for procrastination, lack of motivation and laziness.
- ♦ Hardworking people are determined to finish what they start—always.
- ♦ In Christ, we can avoid laziness and live faithfully and diligently.

LESSON ANSWERS

1. Students will share different stories in response to this question. Many students will notice that their procrastination led to an unnecessary inconvenience. If necessary, encourage them to learn from their past mistakes.
2. Most will probably respond that even though they enjoyed themselves while procrastinating, the trouble it caused was not worth it in the end. Some may remark that they felt anxious while procrastinating because they feared they wouldn't get the work done. Make sure the student understands that procrastination often inconveniences others and causes a great deal of trouble, but don't forget to show compassion and empathy. After all, we've all put something off for too long—and most of us have done so more than once!
3. *The one who is unwilling to work shall **not eat**.*

4. A
5. *Sluggards do not plow in season; so at **harvest** time they look but find **nothing**.*
6. *He who **gathers** crops in summer is a prudent son, but he who **sleeps** during **harvest** is a disgraceful son.*
7. "There's a lion outside! I'll be killed in the public square!"
8. D
9. **Diligent** hands will **rule**, but **laziness** ends in forced **labor**.
10. The laborers' hunger and appetite drive them on.
11. *The righteous **eat** to their hearts' content, but the **stomach** of the wicked goes **hungry**.*
12. Each student will have different ideas here. Many will never have considered this question before. Be sensitive and encouraging in your response. For students who struggle to find motivation, consider giving one of the following suggestions or sharing one of your own: giving yourself a small reward after working particularly hard, writing a to-do list and crossing things off when complete, turning on some inspiring music, finding someone to work with, remembering that family and friends will be proud of your hard work, etc.
13. B and D
14. *The way of the sluggard is **blocked** with **thorns**, but the path of the **upright** is a highway.*
15. *A sluggard's appetite is never filled, but the desires of the **diligent** are fully **satisfied**.*
16. Although the verses given do not explicitly call laziness a sin, the Bible makes it clear that laziness is foolish and displeasing to God. Make sure students understand that laziness is wrong, and be sure they explain their answers. If a student says that laziness is not a sin, try to fully understand his or her answer before you offer correction. If appropriate, consider using biblical truths to aid in the student's understanding (see 1 Timothy 5:8; Acts 20:34–35; Colossians 3:23–24).
17. Thorns were everywhere, the ground was covered with weeds and the stone wall was in ruins.
18. "A little sleep, a little slumber, a little folding of the hands to rest—and poverty will come on you like a thief and scarcity like an armed man."
19. T A.
 F B.
 F C.
 T D.

20. Students may describe any of the following: Paul was not idle, did not eat anyone's food without paying for it and worked night and day so that he would not be a burden. Consider pointing out that Paul's lifestyle was above reproach so that he could be a good example and so that no one would be able to criticize a representative of our Lord Jesus Christ.

21. *Such people we command and urge in the **Lord Jesus Christ** to settle down and **earn** the food they eat.*

dependable	diligent	unmotivated
trustworthy	lazy	ambitious
unproductive	committed	selfish

23. Each student will respond differently to this question. This question asks students to look honestly at themselves and to be honest about their findings—a difficult thing to do! Encourage students in their reflections and meditations by affirming any resolutions they make. Rejoice with those who are able to say that they work hard. If appropriate, ask specific questions that encourage further reflection (e.g., “Why do you think you have so much trouble giving your best at work?” or “Are you happier with the outcome of your work when you procrastinate or when you begin immediately?”).

24. D

25. *One who is **slack** in his **work** is brother to one who **destroys**.*

26. Since the work ethic is a set of values based on hard work and diligence, students will probably respond that following through is part of being a diligent and careful worker. Those who count the cost before beginning a project and are careful to complete it make better employees than those who leave tasks unfinished.

27. Someone would be ridiculed if he or she were to lay a foundation in order to build a tower and then be unable to finish it.

28. TRUE

29. This is a personal application question to which each student will respond differently. Be sensitive and compassionate in your response and encourage students to make this kind of reflection and meditation a part of their lives on a regular basis.

30. Each student will respond differently to this question. Be encouraging in your response; offer assistance as needed. Students will probably respond that they could have carefully considered what was necessary to finish the project and then planned accordingly. They could also have set smaller, sequential goals to help them complete the task. And of course, diligence and perseverance are important factors. Encourage students to live in the ways they prescribe. Congratulate students on finishing this lesson, and point out that because of their perseverance, they are nearing the end of this course.

LESSON 8 ANSWER KEY

ALL WORK IS GOD'S WORK

PRAYER

Pray for both yourself and your student. Consider using this adaptation of Psalm 19:7–10:

“Father, Your law is perfect, refreshing the soul. Your statutes are trustworthy, making wise the simple. Your precepts are right, giving joy to the heart. Your commands are radiant, giving light to the eyes. Your decrees are firm, and all of them are righteous. Let your Word be more precious than gold and sweeter than honey to us. Amen.”

Spend a few more moments in prayer. Ask for the following:

- ♦ biblical insight into the truths within this lesson
- ♦ words and thoughts that are pleasing to God
- ♦ a sense of hope in the student's life, no matter how bleak things look

LESSON FOCUS

Principle #8: Don't Bounce Around

CORE TRUTHS

- ♦ Bouncing around does not impress potential employers.
- ♦ When things go bad, bloom where you are planted.
- ♦ Don't give in to the factors that tempt you to bounce around (higher pay elsewhere, unmet expectations, conflict and the opportunity to work the system).
- ♦ Longevity in a job develops Christ-like character.

LESSON ANSWERS

1. Students will share about their past work experiences; be empathetic to each of their unique stories. If appropriate, consider encouraging frustrated students with a personal story from your life. Throughout the lesson, be on the lookout for despairing students with poor work histories and people in prison who have bleak job prospects upon release—they desperately need encouragement about our hope in Christ Jesus!
2. *Yet when I surveyed all that my **hands** had done and what I had toiled to **achieve**, everything was **meaningless**, a chasing after the wind; **nothing** was gained under the sun.*
3. Paul boasts that the Thessalonians showed (1) perseverance and (2) faith in all the persecutions and trials that the church endured.
4. C

- | | | | |
|--------------------|----------------------|------------------|-------------------|
| 5. <u>patience</u> | <u>determination</u> | forgetfulness | jealousy |
| <u>maturity</u> | selfishness | <u>endurance</u> | <u>loyalty</u> |
| bitterness | anger | embarrassment | <u>dedication</u> |

6. Each student will respond differently to this question. Remember that the point of these questions is to encourage a habit of reflection on the student’s part. Be empathetic to the student’s suffering—think of the worst job you’ve ever had—and consider encouraging him or her with words from 2 Thessalonians 3:5: “May the Lord direct your hearts into God’s love and Christ’s perseverance.” Encourage students to develop the habit of examining past actions and then asking Christ to renew and transform their hearts.
7. A
8. Paul has learned to be content in all situations—while well fed or hungry, while in plenty or in want.
9. Paul turns to God for strength: “I can do all this through him who gives me strength.”
10. Students will respond differently to this question. Encourage students to rely on God first instead of employing other coping mechanisms. Consider recommending that the student read Psalm 121 when he or she struggles in this area.
11. *May the Lord direct your hearts into God’s **love** and Christ’s **perseverance**.*
12. Students will give reasons to stick with a lower-paying job. If students struggle, suggest the following:
- ♦ Sticking with a lower-paying job rather than bouncing around shows that you are a dedicated and faithful employee, potentially leading to bonuses and pay raises.
 - ♦ Sticking with a lower-paying job will help develop the work ethic and many other valuable skills.
13. T A.
F B.
F C.
T D.
14. *We know that **suffering** produces perseverance; perseverance, character; and character, **hope**. And hope does not put us to shame, because God’s love has been poured out into our hearts through the **Holy Spirit**, who has been given to us.*
15. *You need to **persevere** so that when you have done the **will** of **God**, you will receive what he has **promised**.*
16. Let us run with perseverance the race marked out for us.
17. Each student will respond differently to this question. If we are honest with ourselves, most jobs turn out to be different from what we originally expected. Often it is because we were unrealistic in our expectations and failed to foresee the hardships inherent in any job. Encourage those who are currently in a job that is not living up to their expectations. Consider urging them to memorize Hebrews 10:36 for encouragement.

18. If we **endure**, we will also **reign** with him. If we **disown** him, he will also disown us.
19. “Look to the Lord and his strength; seek his face always.”
20. Students will respond with personal life stories; be compassionate and encouraging in your response. Consider redefining the achievement stage (i.e., when relationships in conflict are patiently mended, we can achieve exciting things with these tested and strengthened relationships) for struggling students. Consider your own tested relationships—with family, friends or colleagues—and share what you wish you would have known at the time of conflict.
21. *Whoever would love life and see **good** days must keep their tongue from **evil** and their lips from **deceitful** speech.*
22. *May these **words** of my **mouth** and this meditation of my **heart** be pleasing in your sight, Lord, my Rock and my **Redeemer**.*
23. A, B and D
24. Each student will respond differently to this question. Be compassionate and encouraging in your response. Remind struggling students that even if they did not experience an immediate negative outcome, outsmarting the system is dishonest and leads to patterns of laziness and entitlement.
25. *But the fruit of the Spirit is love, **joy**, peace, forbearance, kindness, goodness, **faithfulness**, gentleness, **self-control** . . .*
26. *Make every effort to add to your faith **goodness**; and to goodness, knowledge; and to knowledge, self-control; and to self-control, **perseverance**; and to **perseverance**, godliness; and to godliness, mutual affection; and to mutual affection, love.*
27. “If you possess these qualities, they will keep you from being ineffective and unproductive in your knowledge of our Lord Jesus Christ.”
28. The Thessalonian Christians were commended for their work produced by faith, their labor prompted by love and their endurance inspired by hope in our Lord Jesus Christ.
29. Students are encouraged to make changes in order to show that they intend to stick with their jobs. Be encouraging in your response to the student’s ideas.
30. Each student will take away different key points from this lesson but should elaborate on two of them. Affirm students’ reflections and encourage them to live in these ways. If your student struggles, remind him or her of the following ideas from the lesson:

MENTOR TIP

Do you sometimes feel that you are learning as much from the lessons and from your student as he or she is learning from you? It is amazing to see the reciprocal blessings of discipleship and mentoring. If you are being blessed by your relationship with your student, tell him or her!

- ♦ Bouncing around from job to job leaves you with little true experience.
- ♦ We should never be too proud to “pay our dues.”
- ♦ A good employee sticks with the job despite conflict.
- ♦ It is wrong to try to work the system.
- ♦ Bouncing around does not impress potential employers.
- ♦ When things go bad, we must seek to bloom where we are planted.
- ♦ Longevity in a job develops Christ-like character.

LESSON 9 ANSWER KEY

ALL WORK IS GOD'S WORK

PRAYER

Pray for both yourself and your student. Consider using this adaptation of Proverbs 1:2–7:

“Good and gracious God, give us wisdom and instruction to understand words of insight; give us instruction in prudent behavior for doing what is right and just and fair; give us prudence, knowledge and discretion; give us discernment and guidance to understand proverbs and parables, the sayings and riddles of the wise. Remind us that the fear of the Lord is the beginning of knowledge. Amen.”

Spend a few more moments in prayer. Ask for the following:

- ◆ God's guidance in correcting this lesson
- ◆ compassionate and creative ways to respond to the student's answers
- ◆ God's strong presence in the life of your student as he or she continues studying the Word

LESSON FOCUS

Principle #9: Become a Change Agent

CORE TRUTHS

- ◆ Change agents welcome change and look for better ways to do things.
- ◆ To become a change agent, we must let go of bad habits.
- ◆ Both education and life experiences will teach you new ways of thinking.
- ◆ Find comfort in Jesus Christ, who is the same yesterday and today and forever.

LESSON ANSWERS

1. F A.
T B.
F C.
T D.
2. Students will answer differently. Each will give a personal example of something he or she has always done a certain way. If the student isn't able to give an example, consider giving one from your life.
3. Change agents are people who welcome change and get excited about new challenges. Moreover, change agents are always considering how to do things better.
4. Change resisters find change bothersome and decide that it is easier to do things the way they have always been done.

5. Each student will respond differently to this question. A key point here is that it is normal for people to prefer routine, but they must be willing to adapt and to accept change when necessary. Furthermore, the best employees are always looking for ways to improve their company or organization. Change-resistant employees act out of laziness and an unwillingness to consider the good of the company or organization. Becoming a change agent is a new concept for many students, so be extra encouraging throughout this lesson.
6. TRUE
7. With the help of the Spirit we must put to death the misdeeds of the body.
8. A and B
9. This is a personal application question in which each student will respond differently. This response should be an opportunity for much rejoicing! Affirm students' reflections and encourage them to continue to live in these ways. For students who can't think of any good habits, remind them that they have made it this far in the Crossroads program, and congratulate them on their perseverance.
10. The bad practices that Paul lists in this passage are sexual immorality, impurity, lust, evil desires, greed, anger, rage, malice, slander, filthy language and lying.
11. In 1 Timothy 5:13, Paul also mentions the bad practice of being idle.
12. Each student will list different things here. Frequent complaining is a particularly common bad habit that students may mention. Consider encouraging those students with 1 Thessalonians 5:18: "Give thanks in all circumstances; for this is God's will for you in Christ Jesus." If the student lacks ideas about how to fix his or her habits, consider suggesting one of the following: setting specific goals, associating with more positive influences, spending time praying about the bad habit each morning, memorizing a key verse, etc.
13. In 1 Corinthians 9:19–23, Paul writes about how he was willing to make changes to the way he did things when he was ministering to different people groups. He says he had to "become all things to all people" for the sake of the Gospel.
14. Students will explain some ways they can counter frustration at work and embrace change. Ideas students might list include the following: thinking positively about the situation, seeing the added responsibility as a challenge, viewing it as a compliment from a boss who believes in you, seeing it as a chance to learn new things that can benefit you in the future, etc.
15. *Do not **conform** to the pattern of this world, but be **transformed** by the renewing of your mind. Then you will be able to test and approve what God's will is—his **good**, pleasing and **perfect** will.*
16. B and D
17. *Finally, brothers and sisters, whatever is **true**, whatever is **noble**, whatever is right, whatever is pure, whatever is lovely, whatever is **admirable**—if anything is excellent or praiseworthy—**think** about such things.*

18. Students will name someone they admire who is a change agent and should explain what they can do to become more like that person. Each student's response to this question will vary.
19. Students will have different thoughts here. Be supportive and encouraging in your response to their comments. Look for realistic, productive ideas for improvement. Encourage students to act on good suggestions, or remind them that we can always change ourselves (our attitude, behavior, etc.), even if we can't change anything else about the situation.
20. *Apply your heart to **instruction** and your ears to words of **knowledge**.*
21. Each student should have placed a checkmark in the blank next to the highest level of education he or she has completed.
22. Each student will have a different answer here. Most will probably wish to complete a higher degree in order to get a better job or to earn more respect from their family or peers. A few students may be satisfied with the level of education they currently have, and this could be a perfectly acceptable answer, depending on their circumstances.
23. *Buy the **truth** and do not **sell** it—wisdom, instruction and insight as well.*
24. Each student will respond differently, and paying attention to the answer can tell you a lot about his or her current situation. Some students will want to gain practical, work-related skills (e.g., mechanics, typing). Others will want to gain a broader set of skills (e.g., managerial skills, communication).
25. Each student will respond differently, and there is no correct answer. Make sure that the student explains his or her response fully. Those who believe that a more advanced degree would help them may point out that earning the degree would give them more advanced knowledge and better communication skills. They may also point out that it would make them more competitive candidates for promotions. Those who do not believe that a more advanced degree would help them may be content in their current situation. Encourage these students to be on the lookout for new experiences and opportunities to learn, even if they do not pursue another degree.
26. ***Teach** me **knowledge** and good **judgment**, for I trust your commands.*
27. *For **wisdom** will enter your heart, and **knowledge** will be **pleasant** to your soul.*
28. Each student will respond differently to this question. For students who struggle to answer, suggest one of the following ideas or one of your own: reading books about different cultures, watching TV shows about other places, learning a new skill at work or talking to someone from a different culture.
29. *Jesus Christ is the same **yesterday** and **today** and **forever**.*
30. The student is asked to list four things he or she can do to better handle a change at work instead of looking for a new job. Answers might include any of the following:
- ◆ welcoming the change as a positive thing that will make the job better after a period of adjustment
 - ◆ avoiding complaint and complainers

- ◆ asking for help from another employee who knows the new system well
- ◆ inquiring about taking a class or coming in for an extra day of training
- ◆ praying and asking God to provide the strength to handle the challenge

LESSON 10 ANSWER KEY

ALL WORK IS GOD'S WORK

PRAYER

Pray for both yourself and your student. Consider using this adaptation of Numbers 6:24–26:

“Merciful Father, bless us and keep us. Make Your face shine on us and be gracious to us. Turn Your face toward us and give us peace. Amen.”

Spend a few more moments in prayer. Ask for the following:

- ♦ wisdom concerning the truths in this lesson
- ♦ the ability to give timely encouragement to the student
- ♦ God's protection over your student after this course is finished

LESSON FOCUS

Principle #10: Find a Mentor

CORE TRUTHS

- ♦ Find a mentor who can be your coach and confidant.
- ♦ Jesus' disciples throughout history can look to Him as the perfect mentor.
- ♦ Seek out a good mentor and then work hard to be a good mentee.
- ♦ God intends the Bible to serve as a counselor and guide for His people.

LESSON ANSWERS

1. As **iron** sharpens **iron**, so one person **sharpens** another.
2. A mentor is a person who has more experience than you do and who will be able to guide you and help you quickly learn how to succeed. Students can expand on this definition; other traits of a mentor include openness, honesty, wisdom, experience, loyalty, a willingness to share and an engagement in the mentee's life.
3. Students will list two people who have been influential in their life (in a positive or negative way). Be sure that students also explain what each person did to influence them. It is possible that students will only be able to think of people who have negatively influenced them. Encourage students to seek out good influences and to avoid bad influences. Take a moment to pray that your student will have many good role models in the years to come.
4. Ecclesiastes 4:9–10 explains that two are better than one because they have a good return for their labor. If either of them falls down, one can help the other up.

5. Each student will respond differently to this question. Students may need mentors in the realm of education, work, faith, parenthood or something else entirely.
6. Proverbs 12:1 describes people who hate correction as stupid.
7. Each student will have different thoughts here. Check to make sure that the student listed at least four qualities. For students who struggle to answer, suggest qualities such as maturity, responsibility, encouragement, wisdom and patience.

8. Moses — Samuel
 Eli — Timothy
 Paul — Joshua

9. Elisha was plowing a field when Elijah found him and threw his cloak over him. Elisha burned his plowing equipment, slaughtered his oxen and gave the meat to the people. Then Elisha followed Elijah and became his attendant. (Students should describe this scene with words or a picture.)
10. The twelve disciples are Simon (Peter), James the son of Zebedee, John, Andrew, Philip, Bartholomew, Matthew, Thomas, James the son of Alphaeus, Thaddaeus, Simon the Zealot and Judas Iscariot.
11. A and C
12. *Take my yoke upon you and **learn from me**, for I am gentle and humble in heart, and you will find rest for your souls.*
13. 2 A.
6 B.
1 C.
5 D.
3 E.
4 F.
14. *After six days Jesus took with him **Peter, James and John** the brother of James, and led them up a high **mountain** by themselves.*
15. Jesus took His disciples to Gethsemane.
16. a. Jesus took Peter, James and John with Him.
 b. He asked them to keep watch.
17. *To **Timothy** my **true son** in the faith: Grace, mercy and peace from God the Father and Christ Jesus our Lord.*
18. This is a personal application question, and students will answer differently. Affirm their reflections and encourage them to continue seeking out good role models. If appropriate, add additional comments

that support the students' admiration ("I can see that your father has a servant's heart," "She sounds like a very wise woman," etc.).

19. Instruct the **wise** and they will be wiser still; teach the **righteous** and they will add to their **learning**.
20. Students could imagine a variety of conversations, as there are several good ways to ask someone to be a mentor. Some students will imagine approaching a mentor in the workplace, while others will imagine approaching a spiritual or personal mentor. For students who struggle, suggest something along the following lines: "I really admire how successful you've been in the workplace. You get results, but you are never dishonest or unkind. Would you be available to meet with me once a month (or every other month) to offer me advice about my own career? I would be happy to buy the coffee!"
21. Probable traits include patience, maturity, determination, perseverance, endurance, loyalty and thoughtfulness. Make sure the student circled the majority of these traits.
22. Make sure students are thorough in their explanations. Encourage them to display those same traits if they are a mentee, now or in the future.
23. FALSE. Those who show contempt for commands and instruction will die. Those who keep commands keep their lives. Either or both answers are acceptable.
24. Each student will have different thoughts here. Be compassionate and encouraging in your response. Encourage students to continue developing the traits of a good mentee, and pray that God will bring a good mentor into their lives.
25. *Your statutes are my **delight**; they are my **counselors**.*
26. A.
 B.
 C.
 D.
27. God's Word is useful for teaching, rebuking, correcting and training in righteousness
28. *Whatever you have **learned** or received or **heard** from me, or **seen** in me—put it into **practice**. And the God of peace will be with you.*
29. Students will respond differently to this question, but they should recognize that God uses the Bible to guide His people. You can remind students that the Holy Spirit intercedes on our behalf, giving us instruction and wisdom from God, whenever we read Scripture. For students who struggle, consider sharing biblical truths to remind them of God's constant mentoring in our lives. You could also point out that Crossroads courses such as this one use God's Word to teach students both practical and spiritual wisdom!

MENTOR TIP

Congratulate your student on finishing this course! Let the student know that you will continue to pray for him or her. Finally, encourage the student to continue with his or her studies through Crossroads.

30. This question serves as a final application question. The student should review all the lessons from this course and then discuss three positive results these ten principles have had (or will have) on his or her current (or future) employment. Commend students who have applied the principles and have experienced positive changes at work. If students seem to struggle with this question or are frustrated because nothing seems to be going positively, assure them that God is working behind the scenes even when change is not particularly evident. Encourage students with appropriate Scripture verses.



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