
FAITH AND LIFE

INTRODUCTION

Dear student,

Welcome!

You are beginning a new quarter of the program of studies that will lead you to study and reflect on four important areas of your life: your **church**, your **family**, the **society** in which you live, and your **work**, all in light of God's Word and the lordship of Jesus Christ over your life. The program is intended to help you integrate your faith and Christian commitment with every aspect of daily life, to honor and serve the Lord at home, at work, and in society just as at church. The complete course includes four quarters of study, each dedicated to one of the four principle areas of the program. The course will have you interview people, observe the realities of life, study your Bible, read a few basic texts, and, finally, write about your discoveries and conclusions. We encourage you to think about, critique, evaluate, and express your own opinions. Many times there is no right or wrong answer. The right answer is the one that fits with what you are living.

This study guide is geared for in-class session with the guidance of a facilitator. The facilitator may assign additional projects, change the assignments, or reduce the work load.

If a professor is unavailable, a group can still undertake the course on its own, following the study guide, which has been designed for group work. Each group member has something to offer everyone else, and vice versa, in a milieu of trust and freedom. In work group discussions, students should keep their own notes about topics covered, their own observations, relevant observations of other group members, and their own conclusions. These notes will become useful for future reference and church ministry once the particulars of the class have been forgotten.

Now we wish you a fruitful journey of study and reflection under the guidance of the Spirit of God.

CHURCH

PROGRAMME

MODULE 1. IMAGES OF THE CHURCH

Class 1. Concepts of church

Class 2. Models of the church

MODULE 2. A BIBLICAL PERSPECTIVE

Class 3. God's plan and purpose

Class 4. The church in God's plan

MODULE 3. THE GIFTS OF THE SPIRIT AND CHURCH LEADERSHIP

Class 5. The gifts of the Spirit

Class 6. Christian leadership

MODULE 4. THE KINGDOM, THE CHURCH, AND THE WORLD

Class 7. Witnesses of the Kingdom

Class 8. The prophetic responsibility of the church

MODULE 5. THE INTEGRAL MISSION OF THE CHURCH

Class 9. The church and its mission

Class 10. The practice of integral mission

MODULE 6. MINISTRY IN THE CHURCH

Class 11. The growth of the church

Class 12. Church structures and organization

MODULE 7. THE CHURCH IN HISTORICAL PERSPECTIVE

Class 13. The ancient and medieval church

Class 14. The Reformation and the modern church

Review

(Final exam)

BIBLIOGRAPHY

Material used in this course:

The Bible, especially the New Testament, in different translations.

Howard Snyder, *The Community of the King*, rev. ed. Downers Grove: InterVarsity Press, 2004. It is important that every student have a copy of this book.

“The Lausanne Covenant.” Lausanne Committee for World Evangelization. Available on Internet: www.lausanne.org

John Stott, “The Mission”, Chapter I of *Christian Mission in the Modern World*. Downers Grove: InterVarsity, 1975, pp.15-34.

“The Micah Declaration.” The Micah Network. Available on Internet: www.micahnetwork.org/home/integral_mission

C. René Padilla, “ I. Introduction: An Ecclesiology for Integral Mission” in *The Local Church, agent of Transformation*. Buenos Aires: Kairos, 2004.

Justo L. González, Introduction, *Church History: An Essential Guide*. Nashville: Abingdon, 1995, pp. 7-23.

Didache: Doctrine of the Twelve Apostles. Available for reading on Internet: www.earlychristianwritings.com

Epistle to Diognetus. Internet: www.earlychristianwritings.com/diognetus

Martin Luther, “Concerning Christian Liberty.” Harvard Classics version available on Internet: www.bartleby.com/36/6/2

Martin Luther King, “Letter from Birmingham Jail.” On Internet: www.almaz.com/nobel/peace/MLK-jail.html and many other sites.

RECOMMENDED ADDITIONAL BIBLIOGRAPHY

Darrell Guder, *Be My Witnesses*

Juan Mackay, *The Other Spanish Christ*

Bryant L. Myers, *Walking with the Poor*

I. CONCEPT OF THE CHURCH

INTRODUCTION

The majority of Latin Americans have some relationship with a church – a formal relationship with the Roman Catholic church, based on loyalty to family traditions or culture; participation in the contemporary services of a modern mega-church centred on the figure of a charismatic pastor; commitment to an evangelical church fellowship.... If they have little or no contact with the church, most people at least have some opinion about it.

When we speak of the church, just exactly what do we have in mind? An impressive building with elaborate towers and gorgeous stained glass windows? The political or economic power of the Vatican and its representatives? An institution important in contemporary society? The converted warehouse that now opens on Sunday to house the worship service and serves as a gymnasium during the rest of the week? The building, large or small, ornate or plain, where we fellowship with other Christians?

In this study we will examine certain theological concepts to clarify our ideas and to understand the nature of the Church, and we will investigate the opinions and preconceptions regarding the church held by some of our friends.

This study points in just one direction –a commitment to the Lord, to God’s Kingdom rule and to God’s church.

OBJECTIVES

When you finish this study you will

1. be aware of different ideas concerning the church;
2. begin to develop your own personal vision of the nature and the purpose of the church of Jesus Christ.

BIBLIOGRAPHY

In this Module you will use the following bibliography:

Howard Snyder, *The Community of the King*. You will read the Preface and Introduction in class and chapter I, “Perceiving the Kingdom” as homework for next class.



STUDY GUIDE

1. When we talk about “church”, what ideas come to mind?
 - Option 1:* Each student is asked to make a drawing that represents their concept of the nature of the church and explains the meaning of their drawing.
 - Option 2:* The group brainstorms ideas together and the ideas regarding the church are written on a large piece of paper for future reference.

2. If the group is larger than 8-10 people, it is divided into smaller groups to ensure further participation of all students. Each group is managed by a facilitator whose main job is to moderate the conversation and monitor the use of time so that the group completes each session in the given time.

3. Reading of *The Community of the King*.
 In the groups, read the *Preface* and the *Introduction* to *The Community of the King*, underlining your copy of the book so that the main ideas stand out and you are able to follow the development of the author’s thinking.

After reading a section review the main ideas, making sure all participants are following. Discuss the following points as a group and arrive together at a response. After considering each point, time must be given for each student to write out his or her own version of and answer.

- 1) What does the author mean by “kingdom of God”?
- 2) Definition and description of “the church,” its relation to the kingdom, and its mission.
- 3) Your own commentaries on what you have read: new ideas, your appreciation of the book, doubts that remain (in order to search for answers as the study progresses).

NOTES: It is important that each student have a copy of *The Community of the King*. In that way he or she can underline and mark main ideas and follow the development of the topic. After reading each section students should review mentally the main ideas, relating these ideas to previous readings, and summarize – hopefully in writing—the central ideas.

Although most of the study will be done in groups, it is important that each student write down his or her own ideas and conclusions in order to keep a record of the course for future use. Even the best memory may be too short. Students must keep their notes in an organized fashion in a folder or notebook that they can consult later. The value of this study will be seen in the future, in your life and ministry.

Homework for next class

1. Read the Gospel of Matthew, chapter 13: The Parables of the Kingdom.

Meditate on the meaning of these parables about Jesus' kingdom. Remember that the illustration of the nature of the kingdom (the reign or rule) of God is not limited to the first element mentioned, but rather that the whole story or parable illustrates the truth about God's reign (for example, the kingdom is not equal to a farmer or a mustard seed, but is illustrated by the whole story; the parable as a whole is an illustration of the nature of the kingdom). Meditate on the characteristics of the reign of God that are illustrated by these parables and the meaning they have for your own life. Be prepared to share your reflections with your fellow students.

2. Survey of opinions about the church

Please make five copies of the questionnaire that follows this study guide. Ask five people from different religious backgrounds (or without religious affiliation) to respond. You may ask the person to write the answers, or answer orally so that you can fill in the page with their thoughts. Explain what you are studying and that you are making a survey of opinions about the church. In the last question, people should feel free to express their honest opinion regarding the church.

Once you've interviewed people, review the answers to the questionnaire, write your own impressions, observations and conclusions regarding the ideas that people have about the church. Be ready to share your observations in the next class.

3. Read Chapter 1, "Perceiving the Kingdom" of *The Community of the King*.

To hand in next class:

1. The copies of the questionnaire.
2. A written paragraph summarising your observations and conclusions regarding peoples' opinions.

QUESTIONNAIRE: OPINIONS ABOUT THE CHURCH

1. Do you participate in the life of a church?

Which one?.....

In what activities do you participate?.....

.....
...

2. What benefits does your church offer to society?.....

.....

3. What benefits do you personally receive from your relationship with the church?

.....

.....

4. According to your church, where is truth to be found?

.....

5. According to your church, what is the source of authority?

.....

6. Complete: In my opinion, the church is

.....

.....

Please indicate: Gender: _____ male _____ female
 Age: _____ under 35 _____ over 35
 Country:

Thank you for completing this questionnaire. You need not sign it.

FAMILY

PROGRAMME

MODULE 1. THE FAMILY IN MODERN SOCIETY

- Class 1. The Family Yesterday and Today
- Class 2. The Family and Mass Media

MODULE 2. THE FAMILY AND CRISES

- Class 3. Understanding Crisis
- Class 4. Analysis of Family Crises

MODULE 3. FAMILY SUPPORT RESOURCES

- Class 5. Preparation for Marriage
- Class 6. Resources and Help

MODULE 4. THE BIBLICAL PERSPECTIVE OF THE FAMILY I

- Class 7. Variety of Biblical Models of the Family
- Class 8. Biblical Basis for Marriage and Family

MODULE 5. THE BIBLICAL PERSPECTIVE OF THE FAMILY II

- Class 9. The Christian Perspective of the Family
- Class 10. Marriage and Family in the Early Church

MODULE 6. FAMILY LIFE. ROLES AND RESPONSIBILITIES

- Class 11. Marriage Relationships
- Class 12. Roles and Responsibilities

MODULE 7. FAMILY AND CHURCH

- Class 13. The Family, Agent of Evangelization and Education
- Class 14. The Family, Church, and Mission

Review

(Final Exam)

I. THE FAMILY YESTERDAY AND TODAY



INTRODUCTION

The origin of the family dates back to the very beginning of human history. The first reference to family appears in the first book of the Bible, in the context of the creation of human beings, the culmination of the creation of all things. “So God created mankind in his own image,... male and female he created them. God blessed them and said to them, ‘Be fruitful and increase in number...’” (Genesis 1:27-28). This is the most basic biblical fact about families: God created the family. This fact defines and characterizes an institution called to play a unique role in relation to God’s purpose for the human race. However, the manner in which the family fulfills its God-given vocation depends largely on the social context. It is impossible to separate the family from society, and inevitably, societal changes affect the family. In modern society, the family has ceased (or is ceasing) to play the predominant role that characterized it in traditional society.



OBJECTIVES

The objective for this module is to become aware of the challenges that modern society poses to the family, as a first step toward developing a sermon pertinent to the situation. At the end of this study, you

1. will understand some changes in contemporary family life;
2. will become aware of some of the problems that modern society has caused the family.



BIBLIOGRAPHY

For this unit, you will read the following:

Carlos Pinto, “Nuevas formas de ser familia,” *Signos de vida*, March 1997, pp. 6-9.

Resources for the professor or facilitator:

Selections from *Pastoralia*, CELEP, year XV, no. 29, 1994.



STUDY GUIDE

1. Personal introductions and introduction to the study of the family.
We suggest a devotional reading: Psalm 127 and 128 or Luke 2:41-52.
Read and discuss the introduction and objectives to this Class.
The professor or facilitator will read some of the case studies from *Pastoralia*, to raise the class' awareness of the reality of family life in Latin America. Students can share stories of similar cases.

Divide the class into work groups and choose a leader for each group. A large part of this study takes place in groups, under the professor or facilitator's supervision. The main function of the group leader is to moderate conversation and keep track of time so that the group finishes the assigned work. Each participant will contribute to the group, in an atmosphere of mutual respect and learning in community.

2. In the work groups, read aloud Carlos Pinto's article "Nuevas formas de ser familia." Take the time to sort out any confusion, and be sure that everyone understands the main points of the description of the family in modern—or postmodern—society as described by the author.

NOTE TO THE STUDENT: You should have your own copy of the text for underlining; this way you can highlight the main ideas and follow the development of the author's train of thought. After you finish reading one section, mentally go over the main ideas, connecting back to what you have read previously.

3. In groups, discuss each of the following points and leave enough time to write down your answers in your notebook.
 - 1) How is the traditional family described?
 - 2) Name and describe the social factors that most affect the family in modern society. Keep in mind the case studies you heard earlier.
 - 3) What are the main changes in family life, according to the author? In your own experience, what has been the most important change?
 - 4) Describe the effects of those changes in the daily life of your relatives, friends, and neighbors.
 - 5) As a group, discuss the ways in which each of the main factors mentioned by the author (p. 8, center column), show up in daily life.
 - 6) Discuss the ways Christian families accept these challenges and creatively adapt to the social changes.

NOTE TO THE STUDENT: Though much of this study will be done in groups, it is important that you keep notes about your own ideas and conclusions and those that arise from the group, so that you have a record of the class to keep and use in the future. Do not rely on your memory. Take notes in a notebook in a way you can easily reference and use later. The value of this study will come into play later, in your church ministry.

4. Each work group should prepare and present to the entire class a short skit that illustrates one of the changes that seems important for the families in our churches today.

Homework for next class:

Choose **one** of the following questions and be prepared to present your findings in the next Class:

1. *What roles did the family play in traditional society, and what roles does it play today?*

To answer this question, we suggest you follow these steps:

- a. Have a conversation with two or three elderly acquaintances about their family lives in the past: chores done at home, both by their parents and their siblings and any others living under the same roof; means of survival; use of time, and other factors that help answer the question. It is very important that your questions flow naturally in the conversation and relate to what the person you are interviewing is saying, so that the interaction does not seem like an inquisition.
- b. Have similar conversations with three or four married people (two women and two men) in their thirties.
- c. Answer the question posed at the beginning of this section, trying to establish the similarities and the differences between the experiences of the elderly people and the younger people interviewed. How do your observations relate to the article that you read?

Be prepared to share what you learned with the class.

2. *What values does television teach?*

- a. Watch two or three television programs that deal with family themes and answer the following questions:
 - What understanding of the family do they communicate? What family values do they promote?
 - What do they want me to believe about how a family should be run?
 - How would I feel if my family were like that?
- b. Interview two or three children between fourth and seventh grade and try to ascertain the role that television plays in their lives. Ask them about their favorite shows and characters; how many hours they spend in front of the TV; what they think about commercials; what they learn from TV, etc.

c. Reflect on the effects of television on the family, especially on children. Write down your ideas and conclusions and be prepared to share them with the class.

SOCIETY

PROGRAMME

MODULE 1: THE CONTEMPORARY WORLD

- Session 1: The Process of Social Change
- Session 2: Life in the City
- Session 3: Consumer Society
- Session 4: Technology and Poverty
- Session 5: Poverty and Hunger
- Session 6: Economy: Capitalism
- Session 7: Globalization

MODULE 2: CHRISTIANS IN THE WORLD

- Session 8: The Christian View of the World
- Session 9: Human Beings in the Biblical Perspective
- Session 10: The Christian View of the State
- Session 11: Responsible Citizenship
- Session 12: Social Justice
- Session 13: Political Action
- Session 14: Holistic Mission

- Session 15: Review

- Session 16: (Final Exam)

I. THE PROCESS OF SOCIAL CHANGE



INTRODUCTION

To begin this study on society, take the time to read and meditate on Jesus' words to his disciples as recorded in the Gospel of John 15:18—16:4; 17:11-19.

It is important to understand that we live within a network of social relationships. The purpose of this study on society is to get to know the context in which we are being formed and where our lives and mission unfold. We were not born nor were we raised in a vacuum; rather, we are part of a social structure that sustains, molds, governs, conditions, threatens, and protects us. Being aware of the environment we move in makes it possible to conceive of a global vision in which work, family, and church have their place.

Though we live in this world, as Christians we live in another reality whose origins do not lie in human and social relationships nor is it limited to them. We are not “of this world”: we know that our roots and the foundation of our existence have a spiritual foundation. Our challenge is to live in two realities, a task which requires understanding both and our place in them.

Another motivating factor for this study of the society in which we live has to do with our mission. As God sent Jesus to the world, in the same way, Jesus sent his followers. He sent all believers as his ambassadors in our society, his representatives in the world. If we are going to communicate his message to our world, we must get to know people and their needs, desires, ambitions, conflicts, and frustrations.

One dimension of the world in which we live is the growing mobility that takes shape in *urbanization*, the great movement of people from the country to the city. The new urban concentration is based on an industrialized, technologized, and mechanized society. We will begin our study by examining this aspect of our reality and its implications.



OBJECTIVES

At the end of this study, you will be able to

1. list some changes in your society;
2. describe factors that contributed to urban growth and rural depopulation;
3. describe both positive and negative characteristics of urbanization.



BIBLIOGRAPHY

For this unit, you will read the following:

Robert C. Linthicum, *El empoderamiento de los pobres*, World Vision, San José, 1994, pp. 11-31.

Himno, “Entre el vaivén de la ciudad.”

Bibliography for further study

C. R. Padilla and Testsunao Yamamori, eds., *Misión integral y pobreza*, Consulta de CLADE IV, Kairós, Buenos Aires, 2001.

José Luis Romero, *Latinoamérica: Las ciudades y las ideas*, Siglo XXI, Buenos Aires, 1976.

METHODOLOGY

A large part of this study will be done in groups, under the facilitator’s supervision. The main function of the group leader is to moderate conversation and keep track of time so that the group finishes the assigned work. Each participant will contribute to the group, in an atmosphere of mutual respect and learning in community.

NOTE TO THE STUDENT: Though much of this study will be done in groups, it is important that you keep notes about your own ideas and conclusions and those that arise from the group, so you have a record of the class to keep and use in the future. Do not rely on your memory. Take notes in a notebook in a way you can easily reference and use in the future. The value of this study will come into play later, in your church ministry.

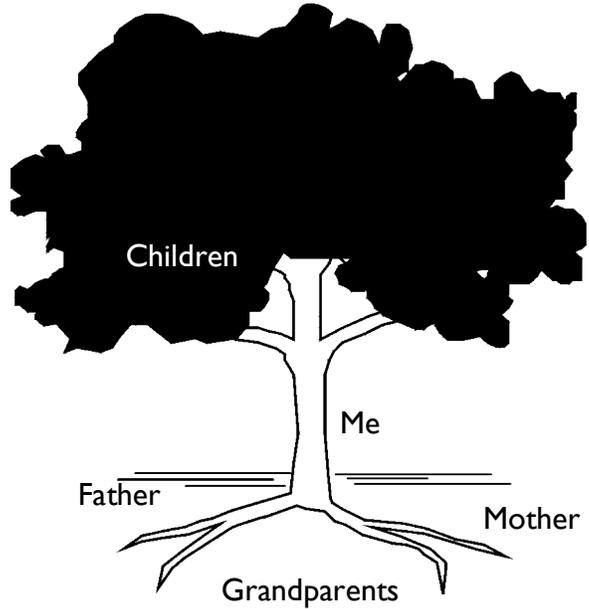


STUDY GUIDE

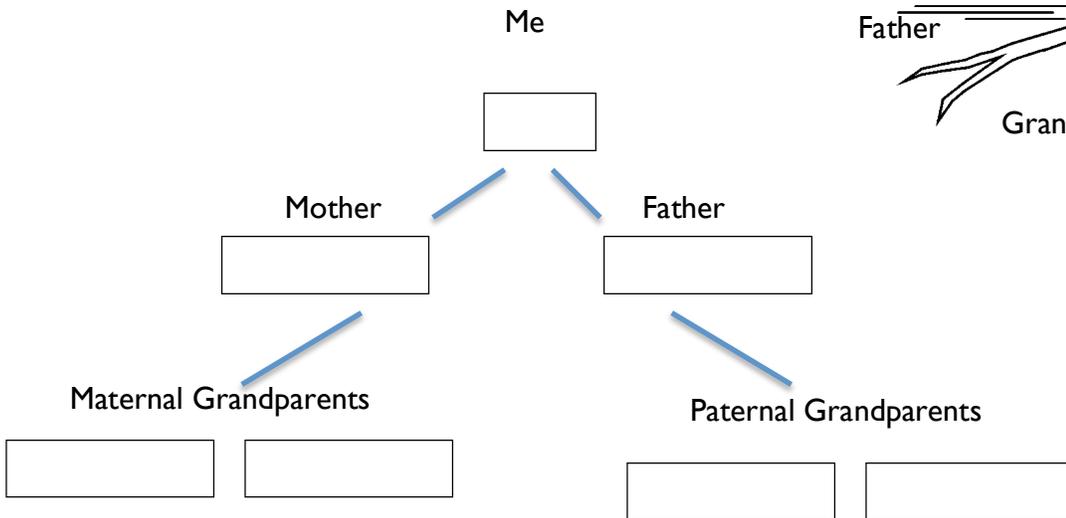
1. Divide the class into work groups and choose a leader for each group.
2. Family history.

Students will write down their family history, including as many ancestors as they know. There are different options for recording your family history:

- 1) You can draw a tree:
 - The roots represent your mother and father;
 - The small roots represent your grandparents;
 - You are the trunk;
 - If you have children, they are the branches.



- 2) You can make a diagram:



To whatever degree possible, include these facts for each person: birthplace (country, region), where they spent the majority of their lives (country, town, or city), occupation (profession or trade), level of education or other interesting information.

What are the most obvious changes in your own family history? Write them down.

3. Group conversation.

In work groups, share your discoveries and conclusions, paying attention to migration trends, social movements, changes that affected your family, and main characteristics. Later, in a brief session as an entire class, each group should share its most salient conclusions.

4. Urbanization: A significant social change.

In work groups, you probably discovered that at some point in the family histories, somebody left the country to move to the city looking for wellbeing, education, comfortable living... Think about the expectations of moving to the city. Were they met? Students should fill out the chart on the following page, writing down the benefits and dangers of urban life in the appropriate columns.

In your groups, read your lists and discuss your conclusions.

5. *El empoderamiento de los pobres*, by Robert C. Linthicum.

The facilitator will summarize and comment on the introduction to *El empoderamiento de los pobres* so that everyone can understand the book's perspective and viewpoint.

Designate several volunteers to read the entire first chapter of the book and be prepared to share with the rest of the group a brief report on the contents of pages 19-31 in the next session.

Homework for next class:

1. Read “¿Por qué tantas personas de la ciudad son pobres?”, chapter I in *El empoderamiento de los pobres*, pp. 11-19. Does your own experience confirm or contradict the author's observations? Write a paragraph to explain.

The volunteers previously designated will finish reading the chapter and be prepared to share with the class.

2. Find a hymn or praise song sung in your church that talks about the *church's duty to the city*. Copy the lyrics or bring a recording to the next session.

Write out what you think of the hymn or chorus.

Write down your thoughts on the hymn “Entre el vaivén de la ciudad.”

To turn in:

1. Your paragraph about the reading.
2. Hymn or chorus lyrics and your personal comments.

BENEFITS AND DISADVANTAGES OF URBAN LIFE

Benefits of Life in the City

Disadvantages of Life in the City

WORK

PROGRAMME

MODULE 1: WORK IN SOCIETY

- Session 1: The Current Panorama: Work in Our Society
- Session 2: The Current Panorama: Attitudes Toward Work
- Session 3: The Work Environment
- Session 4: The Socio-Cultural Context of the Worker
- Session 5: Work in History: A Classic View
- Session 6: Work in History: A Christian View

MODULE 2: CHRISTIANS, THEIR VOCATION, AND THEIR WORK

- Session 7: God, Human Beings, and Work
- Session 8: The Biblical Sense of Vocation
- Session 9: The Christian Understanding of Work
- Session 10: Work, Commitment, and Service
- Session 11: The Stewardship of Creation
- Session 12: The Stewardship of Life, Goods, and Gifts
- Session 13: Christian Testimony
- Session 14: Communicating the Gospel

Session 15: Review

Session 16: (Final Exam)

I. THE CURRENT PANORAMA: WORK IN OUR SOCIETY



INTRODUCTION

In the first lessons of this quarter we will examine something we think we know really well: the work world in which we are immersed. All of us have worked, and we have done all kinds of work: physical or manual labor, intellectual work, scut work, creative work. We have worked at home, in factories, in offices, on the streets, in the fields. We have manufactured, built, sold, cleaned, fixed—anything to earn our daily bread. Sometimes our work is interesting and challenging; other times it gets boring, tedious, or too tiring. As paradoxical as it may sound, what counts as recreation and rest for some is work for others.

We all understand the destructive chain of events that unemployment and the lack of sufficient work sets off for people who cannot find a job and their families. These realities highlight the fact that the significance of work goes beyond mere monetary remuneration.

In this study we will discover the importance of work from society's perspective and, later, from God's perspective. Work is so important that Dietrich Bonhoeffer included it as the first of God's four fundamental commands.¹ Work demands our attention and merits our theological reflection.



OBJECTIVES

At the end of this study, you

1. will have a greater understanding of the role of work in your society;
2. will begin to understand different aspects of the realities of work in contemporary society.



BIBLIOGRAPHY

For this unit, you will read the following:

Rubén Ardila, *Psicología del trabajo*, Editorial Universitaria, Santiago de Chile, 1972, pp. 11-19.

¹ *Ética*, Editorial Estela, Barcelona, 1968, pp. 144ff.



STUDY GUIDE

1. Introduction of the facilitator and of each student.

2. Introduction of this quarter's topic.

Read this lesson's introduction and objectives and discuss your reactions. Does work seem like a worthy topic of theological study? Does God care about our work?

The importance of work in our society is keenly felt when there is a lack of it. Factory workers value their jobs once the factory closes; those who work the land know the significance of their work during a drought. In this quarter we will also try to understand the human aspect of the work world, the daily reality of manual laborers, employees, and professionals.

3. Work groups.

Divide into groups, each with a moderator whose responsibility is to guide the conversation and keep an eye on the time. There is no group secretary; all students should keep their own notes on group discussions, incorporating their own observations and conclusions and those of their colleagues.

4. Awareness of the reality of work in our society.

1) In your groups, discuss the role that work plays in the lives of people in our society. The following questions can guide your conversation, but do not limit yourselves to them. (It might be helpful to make distinctions between men and women in your answers to some of these questions, or between older and younger people.)

For group members, how important is work to your understanding of yourself and your sense of self-worth?

Why do people work? What is our main motivation for working? How is success at work measured?

What are the effects of being without work? Think about emotional and psychological, as well as economic, factors.

2) Now describe the work situation of your neighborhood, city, or country.

First, with the entire group's participation, and using your observations and experiences, make a list of the characteristics of work conditions, employment, and unemployment common today. Think about the situations you are living in and describe them.

Second, try to look beyond these conditions for the possible causes of the current work situation. What broader societal trends or issues have caused these conditions?

5. Work and human life

Read *Psicología del trabajo*, pp. 11-19, by Rubén Ardila, and discuss the author's ideas until you can formulate answers to the following questions:

- 1) What is work? In your own words, express the definition given by the author. Would you and your group members add anything? Come up with your own definition.
- 2) Make a list of the reasons why some people cannot work.
- 3) What qualities does someone need in order to be able to work?
- 4) Why do people work? Discuss the different reasons that the author suggests. Can you add any more?
- 5) Discuss as a group the way our society values work.

6. Conclusions.

All together as a class, each work group should present its conclusions.

Homework for next class:

This week's materials include an interview sheet about attitudes and opinions about work. Make five copies of the questionnaire. Throughout the week, interview five people, not necessarily all evangelicals. We suggest you interview different sorts of workers, for example, a professional, a secretary, a manual laborer, a teacher, a saleswoman... You can give them the sheet to fill out or ask them to answer the questions aloud as you record their responses. You do not have to include their names. Write a paragraph summarizing what you learned. Be prepared to share your observations and analysis of attitudes toward work in your society.

To turn in:

The filled-out questionnaires.

One paragraph about what you learned.

Homework for Session 4:

Throughout the month that you are studying this topic, be collecting clippings from newspapers or magazines that reveal what work is really like in your city or country: news, editorials, statistics, photographs. Later you can arrange the materials into a collage or scrapbook, adding appropriate titles.