Educe®
Learning that illuminates life

Group Leader's Guide

See to it that no one takes you captive through hollow and deceptive philosophy, which depends on human tradition and the elemental spiritual forces of this world, rather than on Christ

Colossians 2:8

Foundations©
online curriculum

Sessions 1 - 6

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How to Use This Guide

Welcome to Educe® online learning! This *Group Leader's Guide* is designed to help you lead Sessions 1 - 6 in our Foundations online curriculum. Because each session is hosted in our online courseroom, class preparation time and actual facilitation requirements are minimal. You can print this guide (or save this file to a mobile device) and use it at each group meeting to stay organized, manage your time, and lead the optional activities already built in.

If you have questions or need additional assistance at any time, please don't hesitate to reach out. Email us at contact@educelife.org and our Learning Experience Team will respond as soon as possible. God bless you, and thank you for taking this journey with us!

Sarah Quale
President and founder, Educe

Structure

Your *Group Leader's Guide* is organized into the following sections to help make your group facilitation efforts simple and efficient:

- **Technical set up**—This section lists the technology requirements for your Educe® courses and provides a quick set-up checklist and information on tech support.
- **Facilitation options and best practices**—Group leaders have many options for facilitating a group. This section helps you understand what those options are, offers sample schedules that you can follow, and provides best practices for successfully leading your group.
- **Beyond the curriculum**—This section explains the follow-up services Educe provides to help you move your group from the classroom into the community.
- **Preparation**—This section includes handy preparation checklists to help guide your facilitation.
- **Session instructions**—Guidance for moving through each session is provided in this section, including learning objectives, time estimates, reminders for participants, and key points and supporting scriptures to focus on in the pre-designed discussion activities.

Visual Cues

The following visual cues are provided throughout the session instructions to help guide your facilitation.

Learning Objectives
This icon calls your attention to the learning objectives for each session to help familiarize you with the subject matter.

Time Management
This icon denotes the structure of each session, overall time estimates, and time management guidelines.

Participant Reminders
This icon prompts you to communicate important information to your group participants about their courses and/or supplemental media and materials in the Knowledge Base.

Discussion Points
This icon indicates where key talking points and supporting scriptures for discussions are included. If you choose to facilitate the discussion activities with your group, you will find this information critical in engaging your participants.

Technical Set Up

As part of the group enrollment process, you and each of your participants receive a unique password for accessing the courses during your subscription period. Access to our online library, the Educe® Knowledge Base, is also included in the subscription.

Technical Set-Up Checklist

You will need the following items to successfully facilitate your group.

Item	Please note…
___ A computer or tablet device with audio output and an Internet connection, either wi-fi or hardwired; Or, an Internet-ready TV	*Android tablet devices are not recommended*, as there are audio compatibility issues. You can use a Mac-based tablet, but a PC- or Mac-based laptop is recommended. Or, you can use an Internet-ready TV.
___ The latest Adobe Flash Player installed on the device you are using	Adobe Flash Player is free. You can download it from http://get2.adobe.com/flashplayer/
___ A projector and cables to connect to the computer in order to ensure everyone in your group can comfortably view the text and images on a screen or wall; Or, you can use an Internet-ready TV if the screen is large enough	A projector may not be necessary for very small groups, as long as everyone can comfortably view the screen.
___ A Bluetooth speaker or a hardwired speaker to ensure everyone in your group can hear the course narration	A speaker is recommended, even in very small groups.

The Educe® online courseroom supports Internet Explorer, Chrome, Firefox, and Safari browsers.

Technical Support

If you need technical assistance, please email your Tech Support Specialist and he or she will respond as soon as possible. We strongly encourage you to test your technology set-up in advance in the room your group will meet. This step helps ensure there are no last-minute issues with configuration and set up. Should you encounter problems within the courseroom itself, your Tech Support Specialist will serve as a liaison with our courseroom provider to troubleshoot technical issues. Most issues that occur within the courseroom are related to the Internet connection at the location you are facilitating the courses. Educe recommends troubleshooting your connection first, before seeking additional assistance.

Facilitation Options and Best Practices

Facilitating an Educe® course is much like facilitating a DVD course, except that, instead of playing a DVD, you access and watch the course through an online courseroom. All Educe® courses include optional quiz and discussion activities already built in. There are no separate workbooks or participant guides to buy.

Course Structure

Our Foundations curriculum includes approximately 10 hours of content divided into six courses, or *sessions*, that you access from the Enrolled tab on your Learner Dashboard in the courseroom:

1. Session 1 – Difficult Truth (The Basics)
2. Session 2 – Infiltration (1900s-1920s)
3. Session 3 – Pioneer (1930s-1940s)
4. Session 4 – Manifestation (1950s-1960s)
5. Session 5 – Deterioration (1970s-1990s)
6. Session 6 – Awakening (2000s-2010s)

Each session is divided into *parts*, which range from 20-45 minutes each. This structure creates greater flexibility for you and helps your participants process and retain information more effectively. Each session also has a corresponding section of the Knowledge Base, which contains links to the cited research used to develop the session's content, as well as recommended resources and supplemental video, audio, and printable materials. The Knowledge Base is intended as an area of exploration *outside of facilitated group time* and is updated and expanded on an ongoing basis. The structure of each session is illustrated on the following page, using Session 1 as an example.

Knowledge Base

Session 1	

Session 1 → Part 1 (1a) → Quiz, Discussion

Part 2 (1b) → Quiz, Discussion

Part 3 (1c) → Quiz, Discussion

Links to cited research
Recommended resources
Video and audio clips
Printable articles

| Session 2 |
| Session 3 |
| Session 4 |
| Session 5 |
| Session 6 |
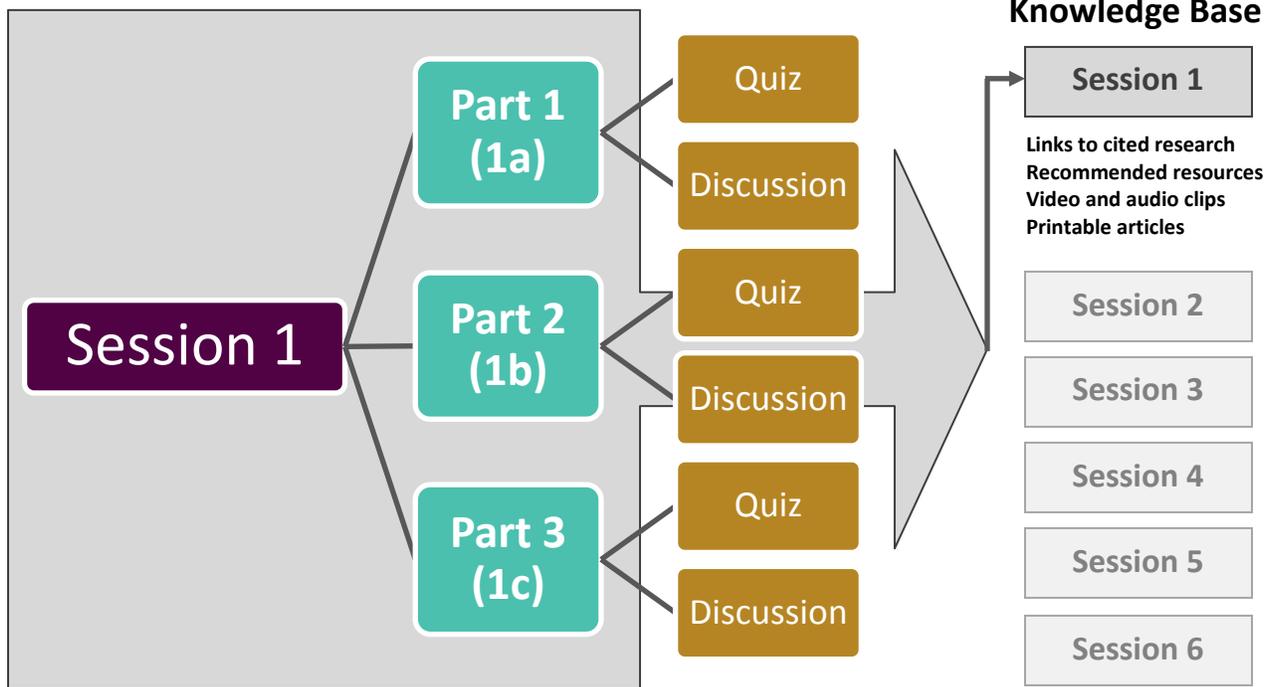
*Sessions 1, 2, and 3 have three parts. Sessions 4, 5, and 6 have four parts.

Completed in class, depending on facilitation option	Completed outside of class

Facilitation Options

We recognize that group size, level of engagement in discussions, and time available for each meeting can vary widely and affect your facilitation schedule. Facilitation also depends on how much overall time you have to complete the curriculum (e.g., 9 meetings versus 12 meetings, or even just a weekend). Educe® courses are designed with these factors in mind. The following options, and the sample schedules on the following pages, can help you determine how to facilitate the sessions to meet your group's unique needs.

A note about quizzes: The built-in quizzes are best completed by individual participants outside of the group setting. You can certainly choose to complete them as a group, but this option can add a considerable amount of time toward completing the curriculum. As such, we do not present it as an option below.

Option	How to facilitate	When to use this option	Total time estimates
Option 1: Pre-designed discussion	For each part, view the content, skip the quiz, and facilitate the built-in discussion. Click the Skip button on each quiz question screen to advance through the activity and reach the discussion screen. You can ask participants to log in to the courseroom later and complete the quiz.	If you would like a structured discussion activity that focuses your group on a pre-designed topic	(18) 1-hour meetings (12) 1½-hour meetings (9) 2-hour meetings 15-hour weekend seminar *(see page 11)*
Option 2: Open the floor	For each part, view the content, and then exit the course. Do not complete the built-in quiz or discussion activities. Instead, you can either create your own discussion or simply open the floor for comments and questions.	If you would like a more open discussion time (or one driven by your own topic choice) that also incorporates questions from participants	Total time estimates are the same as Option 1.

Sample Schedules

Please note that these schedules are estimates, based on actual experiences facilitating the curriculum. Your group may move through the sessions at a faster or slower pace.

(18) 1-hour meetings; twice per week

Week 1	Session 1a
	Session 1b, 1c
Week 2	Session 2a, 2b
	Session 2c
Week 3	Session 3a, 3b
	Session 3c
Week 4	Session 4a
	Session 4b
Week 5	Session 4c
	Session 4d
Week 6	Session 5a
	Session 5b
Week 7	Session 5c
	Session 5d
Week 8	Session 6a
	Session 6b
Week 9	Session 6c
	Session 6d

(12) 1½-hour meetings; once per week

Week 1	Session 1a, 1b, 1c
Week 2	Session 2a, 2b
Week 3	Session 2c, Session 3a
Week 4	Session 3b, 3c
Week 5	Session 4a, 4b
Week 6	Session 4c, 4d
Week 7	Session 5a
Week 8	Session 5b
Week 9	Session 5c, 5d
Week 10	Session 6a
Week 11	Session 6b
Week 12	Session 6c, 6d

(9) 2-hour meetings; once per week

Week 1	Session 1a, 1b, 1c
Week 2	Session 2a, 2b, 2c
Week 3	Session 3a, 3b, 3c
Week 4	Session 4a, 4b
Week 5	Session 4c, 4d
Week 6	Session 5a, 5b
Week 7	Session 5c, 5d
Week 8	Session 6a, 6b
Week 9	Session 6c, 6d

Weekend seminar (Friday – Sunday paced)

Friday	Session 1a (1b, 1c on their own)
(2.5 hrs)	Session 2a, 2b, 2c
	Includes breaks
Saturday	Session 3a, 3b, 3c
(9 hrs)	Session 4a, 4b, 4c, 4d
	Session 5a, 5b, 5c, 5d
	Includes breaks and lunch
Sunday	Session 6a, 6b, 6c, 6d
(3.5 hrs)	*Includes breaks*

Weekend seminar (Friday-Saturday full days)

Friday	Session 1a (1b, 1c on their own)
(8.5 hrs)	Session 2a, 2b, 2c
	Session 3a, 3b, 3c
	Session 4a, 4b, 4c, 4d
	Includes breaks and lunch
Saturday	Session 5a, 5b, 5c, 5d
(8.5 hrs)	Session 6a, 6b, 6c, 6d
	Includes breaks and lunch

Ask your Enrollment Specialist for a copy of the detailed seminar schedules for both weekend seminar options listed above.

Challenges with Subject Matter

Educe® online learning is scripturally based and focuses on the historical, philosophical, and cultural underpinnings of life and death issues. Our courses are designed to help Christians process these issues spiritually, not just emotionally, and form a solid foundation that's based on absolute truth, not moral relativism. This is a shift in perspective that can be difficult for people to work through, as relativism has been so deeply embedded into our culture, and even the Church itself.

As you facilitate these courses, challenges related to this shift may arise among your participants. Some might be moved to question long-held beliefs and assumptions. Others may have difficult or painful experiences that have shaped their viewpoint. You may even experience conflicting emotions about the information presented. But be encouraged! Just as revelation can bring fear, doubt, and uncertainty, it can also bring repentance, freedom, and fresh wisdom. It is certainly the latter, not the former, that is our intent and prayer for your group. Here are a few tips to help you manage any challenges that arise:

- Be in open communication with your pastor, priest, or other leader about the class. Because this subject matter can also be controversial on a larger scale within a church or parish, it is important to have the blessing and support of one or more people in leadership as you facilitate the group.
- Encourage your pastor, priest, or other leader to enroll in the courses as well and either attend classes or take the online courses on their own. He or she will then have direct knowledge and full context for any challenges that may arise.
- During class, ask participants to be open to learning new information that may challenge what they think or believe. Explain that it is good to shine light and bring truth into those places we rarely look.
- Always return to scripture as the basis for Christian belief and gently contrast that with the worldview or philosophy being presented. Have participants consider what lies at the root of a belief or assumption they have.
- Be sensitive to what painful emotions or experiences may be present. Do not ask anyone to share anything they are not comfortable communicating with the group, but also be careful not to let a participant use class time to work through personal issues.
- If a conversation during class time seems to be pulling the group off track, suggest meeting afterwards to further clarify or resolve.
- Ask your pastor, priest, or other leader for help in resolving any conflicts you feel have escalated. Oftentimes, a participant needs the healing touch of the Lord and to work through issues with a spiritual mentor or leader.

Questions from Participants

Discussion activities typically produce additional questions from participants that you do not have time to answer and/or cannot answer yourself. Before you begin the first session, decide how you want to handle this aspect of your group's experience and communicate your intentions to the participants. Consider:

- Do you want participants to write questions down as the course progresses and then take turns asking them at the end? If so, how much time do you think you might need, and does this require adjustment of other activities?
- What about unanswered questions or questions that are not raised because of time constraints?

Recommendations and Support for Questions

Educe recommends you take at least 5 minutes at the end of class time to answer participants' questions. If you feel you need guidance to answer specific questions, create a *Question Parking Lot* for each meeting on a flipchart or chalkboard or in a notebook. Submit the questions via email to your Content Specialist and he or she will provide support. In your email, please provide the deadline by which you need the answers and we'll make every effort to meet it.

Beyond the Curriculum: Moving Your Group to Act

Educe® courses build the philosophical, cultural, and biblical foundation your participants need to discern between the worldly and spiritual battles, understand and engage the culture, and fulfill the mission of Jesus as they move forward into particular areas of ministry, outreach, and direct action. To help your group take that next step and stand for life in the local community (or further equip them for the stand they're already taking), Educe® online learning provides the following support services as part of the Foundations curriculum:

- **In church or community groups**—Our free *Faith in Action* class helps activate your group through engaging activities, discussion, and instruction that move the curriculum from head to heart and out into the local community. During class, participants develop a personal belief statement, practice sharing the Gospel of Life in response to common arguments, and learn how to connect their unique gifts and talents to types of outreach opportunities available.
- **In organizations**—Our free *Mission Forward* class helps staff and volunteers discuss and internalize what they learned and develop plans to apply it in their work, guided by the organization's mission.

Educe founder and president, Sarah Quale, facilitates these classes over live video conference, which participants attend at the same time, either as a group or individually. This event gives participants a unique opportunity to directly interact with the developer of the curriculum. Contact your Content Specialist to learn more about how these services can help draw out or strengthen your participants' individual callings and put words and commitment into action. Classes must be scheduled in advance.

Preparation Checklists

Complete the following tasks 5-7 days before you facilitate the first session:

___ Use the *Enrollment Template* provided by Educe to record the names and email addresses for each group participant in advance. You can also use the *Enrollment Sign-Up Sheet* to collect information during the first class meeting.

___ Send the completed template to your Enrollment Specialist as soon as possible so that we can ensure each participant receives a welcome email with their own password to access the courseroom.

___ Print out enough copies of the one-page *Learner's Quick Reference Guide* so each participant receives one at the first meeting. This guide helps participants understand how their individual access works.

___ Print out a copy of this *Group Leader's Guide* to use during your meetings, or make sure you save this file to a mobile device you can access.

___ Take each course module yourself so that you are familiar with the content and can anticipate any questions that may arise. If you need clarification or further information related to the subject matter presented, please contact your Content Specialist.

Note: We strongly recommend you complete each course yourself before you facilitate that course in a group setting. This best practice helps better-prepare you for group discussions and any questions that participants might have. It also allows you to react to and think through new or challenging information on your own, without the pressure of being in front of a group.

On the day of the first class, complete the following tasks in the room that you plan to meet:

___ Be sure you have checked off every item on the Technical Set-Up Checklist on page 6 of this guide.

___ Log in to the courseroom with your email and password (https://educelife.smarteru.com) and test your Internet connection. If you are using a wi-fi connection, make sure your signal is strong and stable enough for content streaming. If it is not, use a direct, hardwire connection instead.

___ Test your audio signal and volume to be sure it is working properly so that everyone in the room will be able to hear the course narration.

___ If applicable, make sure you understand how to use your projector or Internet-ready TV. Connect it to the computer or tablet you are using to access the courses, and adjust the image size, resolution, etc. so that participants can clearly see the course on the screen.

___ Set up the room so that everyone will be able to view the course comfortably.

___ Make adjustments to the lighting in the room, as needed.

___ Prepare your *Question Parking Lot*, if applicable. See Recommendations and Support for Questions on page 13.

Session 1: Difficult Truth (The Basics)

Learning Objectives

In Session 1, we will:

- Set the foundation for a Christian response to abortion
- Discover the six principles at the heart of the Christian pro-life movement
- Examine abortion procedures in each trimester
- Examine the connection between birth control and abortion
- Discover truths about late-term abortion, aborted infants born alive, and growing support for post-birth abortion
- Discover truths about disposal of aborted babies and their use as commodities
- Discover common methods of deception at abortion facilities

Time Management

Welcome and introduction: 10 minutes
Part 1: 30 minutes
Part 2: 19 minutes
Part 3: 22 minutes
Discussion estimate for each part: 10 minutes
Total session time estimate (with discussion): 2 hours

Participant Reminders

Complete the following tasks as you welcome your participants to their first course:

- Hand out the one-page *Learner's Quick Reference Guide* and inform participants they will receive an email with log-in instructions and a unique password to access the courses outside of designated group time.
- You can also pass the Enrollment Sign-Up Sheet on a clipboard to collect the names and email addresses of participants if you did not do so in advance of this first meeting.
- Log into the courseroom (https://educelife.smarteru.com) with your email and password and navigate to the Knowledge Base. Explain that this online library contains all of the course research, recommended resources, and additional materials that supplement all of the courses. Encourage participants to explore it on their own.
- Communicate how you will handle questions and discussion time.
- Introduce the *Question Parking Lot*, if applicable
- Encourage participants to be open to any information that may challenge their assumptions (see page Challenges with Subject Matter on page 12).

At the end of your meeting:

- Remind participants to watch the Session 1 video clips, located in the Session 1 section of the Knowledge Base. Encourage them to explore the links to course research, recommended resources, and supplemental materials.

Discussion Key Points: Session 1a

The intent of this first discussion is to simply open up the conversation about the foundational principles, as they will be woven throughout the curriculum. At this point, there are no right or wrong answers. Participants will develop knowledge and understanding as they progress through the classes.

Read the discussion question aloud to the group and encourage participants to share their reactions and ideas. The six foundational principles are:

1. Humans are made in the image of God.
2. Humans are human from their earliest biological beginning.
3. Humans aren't constructed; we develop from within.
4. All humans are people with God-given rights.
5. Equality is based on our humanness.
6. God calls us to works of justice and mercy.

Discussion Key Points: Session 1b

Read the discussion question aloud to the group. Consider the following points:

- In both cases presented, the value of the preborn child's life is determined by whether or not he/she is wanted, not the inherent value we all have as God's image-bearers. *Humans are made in the image of God – Genesis 1:27.*
- Physicians and nurses are trained to provide life-saving care only if a failed abortion was not the cause of the premature birth. This forces a violation of conscience.
- Learning that her baby survived the abortion, a woman could abruptly change her mind and want the abortionist to save the baby. Arguing against the Born Alive Infants Protection Act denies this choice to the mother.
- The Born Alive Infant Protection Act itself raises the question: If it is illegal to kill or deny care to a child born alive after an abortion, why isn't it illegal to kill the child beforehand? It creates a messaging paradox for the pro-life movement. *We must discern what God's will and plan are, and what His Word says, and not align with the world's strategies - Romans 12:2, James 4:8.*

Discussion Key Points: Session 1c

Read the discussion question aloud to the group. Consider the following points:

- These arguments ignore the core of the issue—the scientific fact that human life begins at fertilization—and attempt to define other points at which humans acquire "personhood" and thus, legal rights.
- The arguments assume these other points are widely accepted and start from there, again ignoring long-understood science. Human beings are human beings from the moment of fertilization. There is no such thing as a "potential" human. *God created everything - Revelation 4:11, Colossians 1:16, Psalm 24:1-2, Isaiah 45:12, Isaiah 64:8.*
- The arguments define a human's value in terms of his/her usefulness or positive or negative impact on "the greater good." *Humans are created in the image of God and therefore, have intrinsic, unchanging value - Genesis 1:26-27.*
- If nothing else, these arguments are logically consistent—they claim that what applies to killing in the womb should apply to killing outside the womb.
- Underneath all of this is God's command not to kill. *God forbids murder - Exodus 20:13, Matthew 5:21, Romans 13:9.*

Session 2: Infiltration (1900s-20s)

Learning Objectives

In Session 2, we will:

- Expose the underlying philosophies of collectivism and why America was vulnerable to them
- Explore the history and goals of eugenics and its entrance into America during the Progressive Era
- Uncover the Enemy's plans to destroy Christianity in America by dismantling the family
- Track the social, cultural, legislative, and judicial evolution of the culture of death from the 1900s to the 1920s

Time Management

Part 1: 29 minutes
Part 2: 17 minutes
Part 3: 26 minutes
Discussion estimate for each part: 10 minutes
Total session time estimate (with discussion): 1 ¾ hours

Participant Reminders

Complete the following tasks:

- If any participants were absent for the first group meeting, hand out the one-page *Learner's Quick Reference Guide* and ask them to look for the email with log-in instructions and a password so they can access the courses outside of designated group time. Tell them about the Knowledge Base and show them where it is in the courseroom.
- Remind participants to watch the Session 2 video clips, located in the Session 2 section of the Knowledge Base, along with links to course research, recommended resources, and supplemental materials.
- If applicable, record any questions that require guidance in your *Question Parking Lot* and submit them for support.

Discussion Key Points: Session 2a

Read the discussion question aloud to the group. Consider the following points:

- Generally, many Americans have accepted that our rights can be bestowed and removed by government, not granted by God as inherent and unchanging. We see this now in every aspect of our society. *Be alert and aware of Satan's schemes, as he's "prowling around like a roaring lion, looking for someone to devour"- 1 Peter 5:7.*
- Utilitarianism example: Abortion for reason of disability, particularly as a result of prenatal genetic testing, is argued for as an economic and cultural benefit.
- Positivism example: Abortion is legal today because of significant efforts to make it culturally acceptable. Many people are apathetic about or even accepting of abortion because it is legal. Efforts to legalize assisted suicide also reflect the disconnect between morality and law.
- Malthusianism example: All radical environmental initiatives, including the climate change movement, are based on Malthus' theory. Countries in Africa and Asia have been decimated through global population control measures.

Discussion Key Points: Session 2b

Read the discussion question aloud to the group. Consider the following points:

- Context: Eugenic policies were only a means to remedy a problem that had already presented itself in society – the "unfit" populations. What eugenicists truly sought was a way to prevent this problem from happening in the first place. Birth control, sterilization, and abortion were the means to that end. *Many will turn away from truth and instead to myths to serve their own sinful purposes - 2 Timothy 4:3-4.*
- Examples in today's rhetoric: Language that champions birth control and abortion as a reduction in economic burden on society (for example, poor, minority, and disabled children) hides eugenicists' intents to reduce undesirable populations. *All humans are God's workmanship, created for a purpose - Ephesians 2:10.*

Discussion Key Points: Session 2c

Read the discussion question aloud to the group. Consider the following points:

- Context: All of the prongs have been important in the post-Christian transformation of America, and all are interconnected in various ways. Your participants will likely have many different opinions, based on their own life experiences.
- Consider that education is the entry door into the social and cultural transformation of society, granting access to and influence in the other prongs (government, science, media, rights movements, and the Church). *Many reject truth and look for teachers who tell them what they want to hear - 2 Timothy 4:3-4.*
- Education is also the front line in the continuing battle to transform America, as we see clearly today on college campuses and in the curricula in our public schools. *Lack of knowledge brings people into captivity - Isaiah 5:3; God's people were destroyed by their rejection and lack of knowledge and therefore, rebuked by God - Hosea 4:6.*