

Preaching

Internship Handbook



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CONTACT INFORMATION

For general college/contact information:

Boise Bible College 8695 W. Marigold Street
Boise, Idaho 83714
Phone Number (208) 376-7731
Fax Number (208) 376-7743
Web address www.boisebible.edu

For specific information about your internship:

Faculty supervisor Dr. M. Ben Williams
Cell Phone Number (208) 800-7958
Email address bwilliams@boisebible.edu

For general internship information, or if you cannot contact your Faculty Supervisor:

Internship coordinator Nadene Mack
Office Phone Number (208) 376-7731
Email address nmack@boisebible.edu

Specific Expectations For Preaching Ministry

GENERAL INFORMATION

A Two-Pronged Approach

Being a preaching minister involves a wide variety of skills, not just preaching. Your internship is designed to give you the opportunity to gain experience in a number of these skills. But at the same time, we believe strongly in the priority of preaching, so we want you to gain as much guided preaching experience as possible also. In order to accomplish this, we use a two-pronged approach. Three of the four required internship credits will be earned for pastoral ministry experience. The final credit will be earned for preaching experience.

Pastoral Ministry

(3 credits)

This component of your internship provides you with general ministry experience as the minister of a church. Some of this will be job shadowing an experienced minister to learn how he handles the daily tasks of the preaching ministry. Some will have you taking the lead in several areas of ministry. Some of the things we want you to experience are staff meetings, elders' meetings, hospital visitation, visitor follow-up, observing and dialoguing about pre-marital counseling, wedding planning, baptizing, leading a small group, teaching, and working with volunteers. You should experience these things with the guidance and mentoring of your Field Mentor. Through all these experiences your goal is to learn and grow—

What worked?

What didn't work?

What do you want to do differently and why?

Preaching Ministry

(1 credit)

Although preaching is not the only thing you will do as a preaching minister, it is one of the most important. So by the time you graduate, we want you to have significant guided preaching experience. Some of this will come in class. But in reality, you will only preach 2-3 full-length sermons in your preaching classes. That's not much experience!

So we require you to preach 12 sermons off-campus between end of your sophomore year and April 15th of your senior year. We recognize that there are very few opportunities to preach regularly in churches in the area. So these sermons can be preached in a number of places ... the rescue mission, the prison, a nursing home, your home church when you visit your family, etc.

COMPETENCIES

It is important for you to work on the following competencies during the course of fulfilling your internship requirements. You may not work on all of these during one internship experience, but seek to achieve growth in all of these areas by spreading them throughout all of your experiences. You should work with your faculty supervisor to identify those that specifically need to be worked on during your internship.

Communication

Writes and speaks effectively

Preaching

Competent at planning, preparing, and delivering sermons and related messages (devotions, meditations, etc.) that honor the Bible text and meet the needs of the audience.

Teaching

Competent to prepare and plan lessons, evaluate, utilize and write various forms of curriculum

Organization and Administration

Capable of planning and managing the details involved in successfully running ministry teams and events

Servant Leadership

Demonstrates sacrificial leadership that is focused on building up others while driving forward toward achieving the organization's mission, vision, and values.

Team Building

Able to recruit and train a team of people to work together to complete a project

Professional Ministry Skills

Able to officiate events like weddings, funerals, baptisms, and worship services.

Caring for the People

Competent in providing pastoral care (hospital calls, etc.) and basic counseling (pre-marital, grief, crisis, etc.).

People Skills

Approaches relationships and ministry strategies with an overall understanding of where people are at spiritually, psychologically, or at their stage in life

Submissions to Authority

Operates with a spirit of submission to the authority of scripture and to those in authority in the church, at work, in family relationships, and in society.

Guided by a New Testament Model of the Church

Embraces the Restoration Movement ideal of trying to shape the contemporary church around the New Testament model.

Cultural Sensitivity

Operates with an awareness and sensitivity to customs and norms of the people; aware of potential risks ministering in any kind of "cross-cultural" environment

Devotion to God

Lives a God-ward life; focused on God; set apart, consecrated to God and treats God and His things with sacred respect

Gentleness

Considerate and congenial; favorable disposition; thoughtful of others; not pushy, demanding, self-seeking, or argumentative

Integrity (Honesty)

Above reproach; just, upright, and above board in all dealings, consistently does what is right; respects authority and rules; honest, person of his/her word

Proper Relationship to Assets

Is "free from the love of money"; content; not greedy; lives within means; not weighed down with debt; generous

Self-Giving

Doesn't seek own advantage; doesn't have to get own way; sacrifices self to serve the gospel and others; genuinely concerned about the welfare of others

Self-Discipline

Can do what needs to be done when it needs to be done; moral self-control; overall life of discipline

Sexual Purity

An example of holy and honorable sexuality; puts distance between self and sexual immorality

Speech

Speech is clean, helpful, and respectful; characterized by truth and love rather than demeaning and harsh

ASSIGNMENTS/INSTRUCTIONS

The Learning Covenant

After you have decided on an approved internship site, the first step in your internship is writing the Learning Covenant with your Field Mentor. The Learning Covenant is an agreement between you, your Field Mentor, and your faculty supervisor as to what you will do during your internship and what you hope to learn from it.

As you begin to write your Learning Covenant, you should first pay close attention to the competencies listed under the Goals/Competencies heading in this section. What competencies would you especially like to work on? What competencies do you feel you need the most growth in? After you've answered those questions, you should talk to your Field Mentor about those competencies and begin to create a list of responsibilities that will help you grow in those areas. This list will be your "job description" for the internship. Finally, you need to write several goals based on those competencies that tell what you intend to learn or how you hope to grow through the responsibilities of your internship. This is expected to be in a church rather than a para-church organization.

Also include the following:

- A minimum of 400 hours completed over at least 10 weeks for a two hour internship, 200 hours for a one hour internship.
- A weekly meeting with your field mentor to reflect on ministry goals and insights.
- Attending leadership meetings.
- Going on calls.

On your learning covenant under "Ministry Responsibilities," in addition to your field mentor's expectations, include the following:

- List dates and hours of internship
- List "Weekly meetings"
- Include the tasks:
 - Observing leadership (elders) meetings
 - Calling
 - Observing weddings and funerals, if possible.
- For two hour internships, include at least one task where you are responsible for its success or failure.

All of this needs to be typed and signed by you, your Field Mentor, and your faculty supervisor. Be sure to include contact information for you and for your Field Mentor. See the "Samples" section of this handbook for a sample Learning Covenant. Submit the completed, approved Learning Covenant to the Internship Coordinator.

Pastoral Ministry Internship Requirements

Portfolio

Portfolios will be turned in digitally through trello.com. Set up a board that includes: your name, the term of the internship, and the location. Share the board with bwilliams@boisebible.edu, nmack@boisebible.edu, and your field mentor.

Your portfolio is a record of what you did, what you've learned, and how you've grown during your internship. It gives you a way to document and reflect on what you have experienced in ministry, ultimately showing what God has done in you to shape you into a pastor and preacher on His behalf. Your portfolio should be compiled in a 3-ring binder and submitted to the Internship Coordinator at the completion of your internship. It includes:

- Your Learning Covenant
- Your Weekly Journal
- Your Artifacts of Ministry
- Ministry Incident Reports
- Your Final Self-Assessment

Weekly Journal (35% of total portfolio grade)

The Journal is a very important part of the learning experience. It helps you clarify and think through your experiences, and to reflect on how well you are progressing and achieving your goals. These entries are not supposed to be mere descriptions of your activity; they also need to include reflection on what you are learning from your activity. You are expected to record one journal entry per week. You may keep this in any form you like, but the version that is being graded in the portfolio needs to be typed and one paragraph per week. You can find an example in the "Sample" section of this handbook. Also, summer interns will be required to be a part of a Facebook page. You will need to post at least once a week and interact with others who are doing internships at the same time.

Artifacts of Ministry (45% of total portfolio grade)

You need to include anything that evidences your ministry experiences during your internship, e.g., weekly schedules, meeting agendas and minutes, photos of important events, lesson plans, ministry incident reports, etc.

Ministry Incident Reports (20% of total portfolio grade)

You need to include **three** ministry incident reports in your portfolio. The guidelines are as follows:

1. Select a ministry event that was significant for you.
2. Describe what happened, who was involved, what your role was, what the result was. Make sure you include what made this a significant event for you.
3. Describe the effects this event/situation had. What emotions did you experience? How did you respond? How did people react/respond? What made it positive or negative?
4. Analysis: what assumptions or beliefs were challenged by this event? What did you learn? What did you learn about God? What did you learn about yourself as a minister? What biblical and/or cultural insights did you gain?
5. How will this incident affect the way you do ministry? What commitments do you intend to make?

Final self-assessment (though included in your portfolio, it receives a separate grade)

The final self-assessment form is found in the "Evaluation Forms" section of this handbook. The most important evaluation of your internship is your own assessment of what you learned and how you've grown. Look back through your journal and the ministry artifacts to facilitate reflection as you complete

this self-assessment form. **Special note:** Twice during the internship your Field Mentor will also submit evaluation forms to the college; one at the midway point and at the end. It will be your responsibility to remind your internship supervisor to complete these reports. The Internship Coordinator will send you a reminder, via email with instructions, at the appropriate time. The evaluation forms are located in your Internship Handbook. Your Internship Handbook can also be found on the BBC website under internships. All evaluations are to be returned to the Internship Coordinator as instructed.

Evaluation and grading:

Grading for your internship will be calculated according to what follows:

Portfolio	50%
Final Self Evaluation.....	25%
Field Mentor Evaluations.....	25%

Preaching Internship Requirements

You will receive one internship credit when you complete the preaching internship portfolio. The preaching internship is self-directed. You are responsible to stay on top of it and make sure you are building the portfolio during the last few semesters of your schooling.

Portfolio

From the summer after you have completed both PRCH 2210 Introduction to Preaching and MINS 2010 Sophomore Seminar until the spring semester of your senior year, you need to preach 10 unique sermons outside of BBC, and observe one wedding and one funeral. Sermons may not be repeated. You may not count any sermons preached in class. All of the following material needs to be compiled in a 3-ring binder and submitted to the preaching professor by April 15th of your senior year. In general, only Sunday morning sermons, student devos, and nursing home services count. All others require approval from the Preaching Professor. Each needs to be at least 15 minutes. In general, any lesson that is interactive or includes discussion will not count.

1. A **sermon manuscript for each of the 10 sermons**. Each sermon manuscript needs date, location, and occasion.
2. For each sermon, you need to **write a paragraph or two of reflective follow up**:
 - How did you feel going into the sermon?
 - Did people seem engaged while you were preaching?
 - What kind of feedback did you receive?
 - What did you learn?
 - How did you feel about the experience overall?
3. **Sermon 3 or 4 needs to be videotaped**. From this recording, you need to **formulate 2-3 preaching goals**. These need to be typed up and included in the portfolio.
4. **Sermon 8 or 9 needs to be videotaped**. From this recording, you need to **evaluate your progress on the 2-3 preaching goals**. This self-evaluation needs to be typed up and included in the portfolio.
5. **Two analyses**: one of a wedding and one of a funeral. Get permission from the officiating member to attend and observe the event. Do not use the event of a family member. Interview the officiant to gain insight to this unique event. After, (not during), write an analysis that includes
 - a. **Key elements**
 - b. **Observations on the “sermon” style**
 - c. **Observations on how the minister made this a dignified occasion for the family.**
 - d. **Elements that you wish to include when you officiate a similar occasion.**
6. A **final self-assessment with goals for continued growth** in preaching

Evaluation and grading:

Grading for this will be pass/fail

Your Internship Overview

Before You Sign up

- Complete Sophomore Seminar
- Secure approved internship site
- Complete and submit Learning Covenant

To Receive Credit for Internship

- Meet weekly with Field Mentor
- Debrief with faculty supervisor at end of internship
- Create portfolio record of internship

PASTORAL MINISTRY PORTFOLIO

- Weekly Journal
- Artifacts of ministry events
- Ministry incident reports
- Final self-evaluation

PREACHING PORTFOLIO

- Preach 10 sermons outside BBC from summer after sophomore year until spring senior year
- Sermon manuscript needs date, location, and occasion
- A paragraph of reflective follow for each sermon
- Video sermon 3 or 4 with preaching goals
- Video sermon 8 or 9 with evaluation of progress on preaching goals
- Observe one wedding and one funeral
- Final self-evaluation with goals for continued growth in preaching

SAMPLES

Boise Bible College Internship Learning Covenant

Intern Name: _____
Personal phone #: _____
Office Phone #: _____
Email address: _____
Skype: (missions): _____
Facebook: (missions): _____
Mailing Address: _____

Organization: _____
Field Mentor: _____
Office Phone #: _____
Personal Phone #: _____
Email address: _____
Mailing Address: _____

Today's Date: _____
Class Code: _____
of expected credits: 1 2
Dates of Internship: _____

Faculty Supervisor: _____
Academic Advisor: _____

Primary/Overall Purpose for Internship:

(What is the primary reason or outcome for doing this internship?)

Ministry Responsibilities:

(list specific tasks/actions you will be responsible for)

Personal Goals for Ministry:

(List goals based on those competencies you intend to learn or
How you hope to grow through your internship)

Intern Signature: _____ Date: _____

Field Mentor Signature: _____ Date: _____

Faculty Supervisor Signature: _____ Date: _____

SAMPLE JOURNAL

ACTIVITY	DATE	DESCRIPTION	REFLECTION
<i>Staff meeting</i>	9/27/06	The meeting lasted about an hour and half. We spent the first chunk of time sharing what's been going on in life and ministry, how we're doing really was what everyone called it. Then we discussed upcoming events and tasks each were involved in and what needed to be done.	There was a real sense of camaraderie between the staff. It didn't feel like a sterile business meeting at all. I think this is because of the sharing time at the beginning. It was very genuine and transparent. It's obviously an important part of the meetings. I noticed that Bill (the preaching minister) was the first to open and share, and the others were comfortable being genuine too. His openness set the stage and climate for the meetings. I asked him about it later and he said it's something he's done since he's been at the church and it has helped to create a climate of openness, honesty, and trust among the staff.
	10/6/06	Been a crazy week. Been gone most evenings – Bible study, a family crisis that Bill and I spent an evening with, Camp planning meeting, and several other small things. All of this on top of my regular daily schedule.	It's very easy to get consumed by Church work and get life out of balance. The work is ongoing and never done. This week it became clear that for the sake of my family, I'm going to have to learn to put boundaries on my schedule. I'm going to try using the block method and make sure that I'm home or off "work" for 5 blocks a week.

EVALUATION FORMS



Preaching Ministry Intern Competencies Assessment

Instructions:

Field Mentors:

On the following pages, in the left hand column, you will find a list of competencies. The center column is a list of descriptors for each of the competencies. Please choose the descriptor that best fits your observations of, or experience with the intern. Note that generally the target for interns is the third choice. While some may exceed this level of competency, it usually takes years of experience to achieve the higher levels.

Feel free to write any comments in the right hand column.

Interns:

If you are doing a self-assessment, please identify the descriptor that best describes your experience during your internship.

Feel free to make any comments.

Student:

Date:

Competency	Rating	Comments
<p>Communication Writes and speaks effectively</p>		
<p>Preaching Competent at planning, preparing, and delivering sermons and related messages (devotions, meditations, etc.) that honor the Bible text and meet the needs of the audience.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Message series as well as individual messages powerfully apply Scripture to the audience's current context <input type="checkbox"/> Consistently has insightful biblical messages that meet the needs of the audience <input type="checkbox"/> Well prepared; Communicates well; Messages honor Scripture and are applicable to the audience <input type="checkbox"/> Occasionally seems unprepared; Points tend to be simplistic or to state the patently obvious <input type="checkbox"/> Often seems unprepared, does violence to Scripture, or has little of value to communicate 	
<p>Teaching Competent to prepare and plan lessons, evaluate, utilize and write various forms of curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Skilled at all levels of the teaching process (developing curriculum, writing lessons, and teaching) to multiple age groups <input type="checkbox"/> For at least one age group has a demonstrated ability to create a well-conceived curriculum, write effective lessons, and teach well <input type="checkbox"/> Can effectively prepare and deliver lessons to at least one age group <input type="checkbox"/> Can effectively deliver pre-packaged lesson material to at least one age group <input type="checkbox"/> Struggles to effectively handle teaching situations 	
<p>Organization and Administration Capable of planning and managing the details involved in successfully running ministry teams and events</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Trusted to handle complex programs, high profile events, teams of powerful people <input type="checkbox"/> Track record of solid planning and execution; Doesn't require supervision <input type="checkbox"/> Planning and execution generally run smoothly; Requires minimal supervisor input <input type="checkbox"/> Usually needs help to resolve issues in planning or execution; Requires heavy supervision <input type="checkbox"/> Can't be trusted to run teams, programs, or events 	

<p>Servant Leadership Demonstrates sacrificial leadership that is focused on building up others while driving forward toward achieving the organization's mission, vision, and values.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Extended track record that demonstrates successful leadership that is intentional and "others-focused" <input type="checkbox"/> Emerging as a good leader that reflects an "others-focused" approach to achieving appropriate goals <input type="checkbox"/> Is "others-focused"; Chooses targets that are aligned with the mission, vision, and values <input type="checkbox"/> Tends to use leadership roles for personal benefit and/or doesn't drive toward appropriate targets <input type="checkbox"/> Self-absorbed, unreliable, or unfocused 	
<p>Team Building Able to recruit and train a team of people to work together to complete a project</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Effectively raises up team members to be effective team leaders in their own right <input type="checkbox"/> Builds tightly knit teams that function well <input type="checkbox"/> Can lead a team to effectively accomplish assigned tasks and goals <input type="checkbox"/> Struggles to lead a team to accomplish simple tasks <input type="checkbox"/> Can not be trusted to lead a team 	
<p>Professional Ministry Skills Able to officiate events like weddings, funerals, baptisms, and worship services.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Turns significant life events into powerful and positive moments <input type="checkbox"/> Consistently brings dignity to significant life moments <input type="checkbox"/> Officiates events with proper decorum <input type="checkbox"/> Somewhat clumsy or awkward; Has the occasional "cringe moments" <input type="checkbox"/> Cavalier attitude; Inappropriate; Undignified 	
<p>Caring for the People Competent in providing pastoral care (hospital calls, etc.) and basic counseling (pre-marital, grief, crisis, etc.).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Highly sought after; Has a reputation for providing excellent pastoral care <input type="checkbox"/> Compassionate; Sets people at ease; Provides effective pastoral care <input type="checkbox"/> Compassionate; Has basic skills but limited experience <input type="checkbox"/> Appears unapproachable, uncaring, or awkward <input type="checkbox"/> Involvement produces more harm than good 	

<p>People Skills Approaches relationships and ministry strategies with an overall understanding of where people are at spiritually, psychologically, or at their stage in life</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Completely “gets” people and connects with them <input type="checkbox"/> Understand people well <input type="checkbox"/> Works hard at understanding people <input type="checkbox"/> Occasionally seems unaware of where people are at <input type="checkbox"/> Completely unaware of where people are at 	
<p>Submission to Authority Operates with a spirit of submission to the authority of scripture and to those in authority in the church, at work, in family relationships, and in society.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Makes biblically-based decisions; Openly supports those in authority <input type="checkbox"/> Exhibits an openness to guidance and direction; Very respectful of and obedient to those in authority <input type="checkbox"/> Does what is told to do <input type="checkbox"/> Obeys, but tends to bristle at authority and or passively resists authority <input type="checkbox"/> Resistant to guidance; Spreads a spirit of rebellion to others <input type="checkbox"/> No opportunity to observe 	
<p>Guided by a New Testament Model of the Church Embraces the Restoration Movement ideal of trying to shape the contemporary church around the New Testament model</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Actively attempts to implement the idea of trying to restore the New Testament church <input type="checkbox"/> Embraces the idea that we ought to work toward restoring the New Testament church <input type="checkbox"/> In principle accepts the concept that we should at least evaluate church practices by the pattern of New Testament practices <input type="checkbox"/> Lukewarm to the value of gauging contemporary practices by those of the New Testament church <input type="checkbox"/> Rejects the idea that there is anything to be gained by evaluating today’s church by the practices of the New Testament church <input type="checkbox"/> No opportunity to observe 	
<p>Cultural/Regional Awareness & Sensitivity Operates with an awareness and sensitivity to customs and norms of the people; aware of potential risks of ministering in any kind of “cross-cultural” environment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Observant, caring, and effective in a broad cultural range <input type="checkbox"/> Growing effectiveness in cross-cultural settings <input type="checkbox"/> Observant and open to other cultures; Limited cross-cultural experience <input type="checkbox"/> Tends to blunder in cross-cultural settings <input type="checkbox"/> Insensitive and harmful No opportunity to observe 	

<p>Devotion to God Lives a God-ward life; focused on God; set apart, consecrated to God and treats God and His things with sacred respect</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently and deeply consecrated to God <input type="checkbox"/> Working at deepening consecration to God <input type="checkbox"/> Generally God-centered lifestyle <input type="checkbox"/> Inconsistent; some questionable choices <input type="checkbox"/> Self-centered; Profane 	
<p>Gentleness Considerate and congenial; favorable disposition; thoughtful of others; not pushy, demanding, self-seeking, or argumentative</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Constantly focused on helping and elevating others <input type="checkbox"/> Considerate; Takes initiative in looking out for others <input type="checkbox"/> Congenial; Willing to yield to others <input type="checkbox"/> Inconsiderate; focused on self <input type="checkbox"/> Arrogant and rude; focused on self 	
<p>Integrity (Honesty) Above reproach; just, upright, and above board in all dealings, consistently does what is right; respects authority and rules; honest, person of his/her word</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Trusted without question; Highly respected <input type="checkbox"/> Trusted and respected with a growing reputation <input type="checkbox"/> Generally trusted but has a limited track record <input type="checkbox"/> Conduct leaves room for doubt or question <input type="checkbox"/> Not trusted; Undependable 	
<p>Proper Relationship to Assets Is "free from the love of money"; content; not greedy; lives within means; not weighed down with debt; generous</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Fiscally responsible; Gives sacrificially <input type="checkbox"/> Fiscally responsible; Very generous <input type="checkbox"/> Manages money responsibly; Tithes <input type="checkbox"/> Tends to outspend income; financially on the edge <input type="checkbox"/> Has unpaid bills; Sponges off of others 	
<p>Self-Giving Doesn't seek own advantage; doesn't have to get own way; sacrifices self to serve the gospel and others; genuinely concerned about the welfare of others</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Constantly looking out for and helping others <input type="checkbox"/> Actively looks for opportunities to help others <input type="checkbox"/> Generally seeks the welfare of others <input type="checkbox"/> Rarely thinks of others <input type="checkbox"/> Regularly causes pain or harm to others 	
<p>Self-Discipline Can do what needs to be done when it needs to be done; moral self-control; overall life of discipline</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Solid self-starter; Vigorously exercises self-management <input type="checkbox"/> Needs minimal oversight; Broad pattern of self-management <input type="checkbox"/> Has a reputation for being reliable <input type="checkbox"/> Needs to be monitored and prodded <input type="checkbox"/> Has reputation of being unreliable and undisciplined 	

<p>Sexual Purity An example of holy and honorable sexuality; puts distance between self and sexual immorality</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Above reproach <input type="checkbox"/> Has a good reputation <input type="checkbox"/> Avoids compromising situations <input type="checkbox"/> Involved in questionable or unwise situations <input type="checkbox"/> Not trusted 	
<p>Speech Speech is clean, helpful, and respectful; characterized by truth and love rather than demeaning and harsh</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Respectful, positive, speaks truth in loving and constructive manner <input type="checkbox"/> Generally positive, pleasant and respectful <input type="checkbox"/> Compliant and noncritical <input type="checkbox"/> Critical and unconstructive; Harsh <input type="checkbox"/> Vulgar and disrespectful; Causes harm or discomfort to others 	

