

Dear Bible Study Leader,

I'm excited you're thinking of leading a study with this book! I've led the study three times now and am so excited about its potential to help people break strongholds, grow closer to God and develop deep friendships and ongoing accountability relationships.

It's a study that's fun for small groups of three or four and also works well for large groups. The material appeals to adults, but also to older teenagers. I wrote it for women, but my husband edited it and he thinks it will also appeal to men. Because of that, I think the study would work well for a college campus group or a more mature youth group.

I do have an example of renewing of the mind for a pornography habit in chapter 4 (pages 18-21) so you'll want to see if that's appropriate for your age group before you decide to teach the study. The minimum age for the study would be 14 or 15 years old, depending on how mature your kids are.

It's a rewarding study to teach because those who put effort into the renewing of the mind often begin to see transformation in their lives even during the study. This is especially true for those who take on an emotions project, as emotions are often easier to work on than habits.

Group Size:

The group can be any size, but if you have a large group, I'd encourage you to break into small groups (maybe 4-6 people) for sharing and accountability. I have charts in the back of the book (pg. 215-221) that can be used for accountability and also a blog post on accountability that you can access through the Renewing of the Mind Project tab at my blog.

If you do the study with a campus or youth group, you could spend some time with the group as a whole and then divide the group into smaller groups for sharing about their projects and accountability. I would separate the boys from the girls at that point.

Length of Study:

I've included a plan for a 6-week study, but you could make it longer or shorter if you wanted. If you want a 5-week study, either combine the first lesson with the second lesson or drop the last lesson. I wouldn't go shorter than 5 weeks as it would be nice if everyone had at least three weeks to practice renewing their minds.

For class times, I'd recommend at least 1 hour and 15 minutes, but you could squeeze it into an hour, and 1½ hours would give you more flexibility. (Plus allow time for a treat!)

Resources:

I've included a list of the blog posts, videos, and other resources mentioned in either the book or leader's guide on my blog. Look under the Other Resources Tab at the top of the blog (if it's not there, look under the start here tab as I may move it at some point) and then click on the Leader's Guides and Resources tab. Scroll down and you'll see two headings for the Renewing of the Mind Project with links you can click on underneath those headings.

Expectations:

With most studies you watch a video, read a chapter or do a lesson, then discuss the content. This book is different. It's more of a hands-on workshop where everyone is getting together and learning, then going home and practicing and then coming back to discuss their experiences.

That said, it's important to understand at the beginning that not everyone will go home and "practice"! When I first started teaching about the renewing of the mind, I thought that all I had to do was share the material and people would be so excited that they'd do it and experience all kinds of transformation!

But it didn't happen that way. Instead, some spent lots of time going to God for help—and experienced significant growth by doing so—and others pretty much came to class and didn't do much else.

It's best to recognize that at the beginning so you don't get discouraged. Our job as leaders is simple: we just need to present the material. God's in charge of transformation! That's actually a relief because it takes the pressure off us to have a "successful" class.

The best thing you can do as a leader is to love your group members, pray for them, give them grace, and put the material into practice in your own life so you're able to help those who are just getting started.

I'm excited to see what God will do in your life and the lives of your class members as you go through this study. If you have time to drop me a line, I'd love to hear from you. Also, if you have any ideas for how to lead this study that I didn't include in the leader's guide, please let me know!

In Christ,
Barb Raveling

Week One: Our Role in Transformation

Goal for Class:

- To become familiar with our role in transformation.

Class Preparation:

- Have books ready to give to class members.
- Print out Transformation Bible Studies on page 19 of this leader's guide. (Note: Anything I ask you to print out can be found at the end of this leader's guide.)
- Print out assignment list on page 23 to give to class members.

Ice Breaker: If your class doesn't know each other well, consider doing an icebreaker and/or introductions. (10-30 min)

Group Lesson: (40-60 min)

1. Ask the following discussion questions: (If you have a large group, you could break into smaller groups to discuss these questions.) (10-20 min)
 - a. How many of you have made New Year's resolutions before? (Ask for show of hands.)
 - b. What usually happens when you make them?
 - c. Why do you think we have such a hard time following through on our resolutions?
 - d. One popular belief nowadays is that New Year's resolutions don't work. Instead you need to set a goal and make a plan for following through on your goal. Do you think that would work with all goals? Why or why not? (Bring out the fact that if it worked, we wouldn't need this class!)
 - e. Another popular belief is that we shouldn't make New Year's resolutions since we know we'll break them anyway. Do you think God would want us to make New Year's resolutions? Why or why not? (Hopefully, the idea will be brought up that while God might not care whether or not we make New Year's resolutions, He *does* want us to grow and mature.)
2. Do the Transformation Bible Study together in class. If you have a smaller group (less than 12), you could do it as one group. But if you have a larger group, I would break it up into smaller groups, then come back together, and ask what everyone learned from doing the worksheet. Have either one person from each group share or anyone that wants to share. (Note: I've also provided a filled-in chart on page 20 of this leader's guide in case you want to see how I filled it in.) (30-40 min)
3. End the class by telling them that in this class we'll be working together with God on one of those things in our lives we've always wanted to change, but haven't been able to change in our own strength. Give them the class assignment sheet and remind them of next week's assignment.

Assignment

- Read chapters 1-4.
- Fill out worksheet in chapters 2.
- Ask them to try to decide on a project to work on by next week.

Week Two: Choosing a Project

Goal for Class

- Discuss the foundational material in the book.
- Choose a project.
- Set up accountability partners – either individual or group.

Group Lesson: 30-50 min.

The goal in this week's lesson is to make sure everyone has a good handle on the foundational material in the book. I've listed several discussion questions you can use to discuss the material. Another option would be to just go through chapters 2, 3, and 4, and ask, "What did you think of the ideas in this chapter?" and see where the discussion leads. If you have a large group, you may want to break into smaller groups to discuss the material.

Chapter Two:

1. On page 6 Barb says that God wants us to continue working on transformation. Do you think that's true? (Could read the Scripture references that I have listed on that page if you want.)
2. Do you think the church today is very good at working on transformation? If so, give some examples. If not, why do you think we don't work on transformation?
3. Barb talks about "acceptable in the church sins." Can you think of any examples of "acceptable in the church sins"? Why do you think we've labeled them acceptable?
4. On page 7 Barb mentions that we're starting transformation from a point of already being acceptable to God. Do you ever feel like you have to earn God's favor? If so, how does that affect your attitude toward transformation?

Chapter Three:

1. On page 11 Barb uses the example of Jericho to compare to transformation. Do you think God would have caused the walls of Jericho to fall down if the Israelites hadn't done what He told them to do? Why or why not?
2. On pages 12-13 Barb lists seven things we're often told to do if we want to be transformed and seven things the Bible tells us to do if we want to be transformed. What do you think of her ideas?
3. Do you think the church today is actively doing the things on the list on page 13? If not, why do you think they're not?
4. Thinking back to the Jericho example, do you think God will transform us if we don't do the things He's asked us to do if we want to be transformed?

Chapter Four:

1. How does Barb describe the renewing of the mind on page 15?

2. Look at the diagrams on page 16. What happens when we believe lies?
3. Look at the diagram on page 22. What happens when we put on the truth?
4. What will happen if we just put on the truth without taking off the lies? (Putting on the truth will give us holy desires. But if we don't take off the lies, we won't get rid of those sinful desires since the lies are fueling those desires. So we'll have both desires warring with us. We must do both: take off the lies and put on truth.)
5. Why is it important to take off the lies and put on the truth if we want to change? (Because if we don't, those lies will still be inside of us wreaking havoc.)

Individual Time: (10-20 min)

- Usually in a Bible study, you don't have individual time. I would recommend it in this class, though, because growth is difficult and it will help to have a little bit of time in class to work on things as sometimes it's difficult to make yourselves work on things at home. For today's individual time, have them fill out the worksheet in chapter 8. If they've already filled that out (or if you have extra time), they can work on filling out the worksheet in chapter 9, 10, or 11, depending on their project.

Accountability Groups:

Beginning next week, class time will be divided between large group time and accountability group time. Each class will start with the large group—discussing a different renewing of the mind tool each week—and then break into small groups to discuss their projects and do accountability.

The purpose of the small groups is to encourage each other and build each other up. Each week the members will share how their projects went and anything God taught them during the week.

I'll talk about how to do the accountability in next week's leader's guide lesson as it won't begin until next week, but for this week you'll want to gather the information you need to form the accountability groups.

Ask each person to write the following on an individual sheet of paper before they leave: 1) their name and 2) the project they're working on. If you're planning to let them choose their own accountability groups (see below), they'll also need to include the name of a person (or people) they want to be in a group with. Then during the week you can form accountability groups.

How to Form Accountability Groups:

There are a couple of different ways you can do this: First, you could let them choose their own groups based on current friendships. Second, you can assign them to groups based on their project.

With the second option, you'd put those working on breaking a habit together, those working on starting a habit together, and those working on an emotion together. If you have a bunch working on emotions, you could separate them further, into worry groups, insecurity groups, etc.

I'm not really sure which way is best, but I do know I've done a little threesome group where we were all working on insecurity, and it was incredibly helpful. I tend to think it would be best to group everyone by project since there is camaraderie in all working on the same thing plus they can learn from each other.

If you have any insight on this after teaching your own class, I'd love to hear it – just email me through my blog.

The groups should be small enough that people will feel comfortable sharing: 4-6 people is a nice size. If your Bible study is small to begin with (10 or less), you could keep the whole group together or divide into two groups. Do whatever you think will work best for your study.

If you're working with a mixed group, such as a youth group or a college campus group, I would divide the boys from the girls in case they're working on sensitive projects that they'd feel more comfortable sharing with members of their own sex. Also, from the beginning, you'll want to emphasize confidentiality as people may be sharing personal things in these groups.

Assignment

- Read the chapter and fill out the worksheet in chapter 9, 10, or 11 (depending on what your project is).
- Read chapter 6 and chapter 9 if you haven't read it yet.
- Mentally prepare to start working on your project!

Week Three: Conversations with God

Goal for Class

- To help class members learn how to use the questions to renew their minds.
- To divide into small groups for the remainder of the class and have the group members get to know each other.

Class Preparation:

- Learn how to use the questions yourself so you're able to help the class learn how to use them. (This is chapter 6 of the book.)
Watch the video on how to have a conversation with God at my blog under the renewing of the mind project tab. Here's the link to the video: <https://www.youtube.com/watch?v=SDp-2Yu6ySU>.

Group Lesson: 20-30 min

By the end of today's class, class members should know how to choose a set of questions and then how to use those questions to renew their minds. They will have already read about how to do that in Chapter 6, but it's always helpful to have a hands-on learning experience.

There are two different ways you can do this. You can either a) explain it yourself, or b) have the group watch the video I mentioned in the class prep section. The explanation for how to use the questions begins at 1:48 on the video and ends at 12:48.

Warning: All of my videos were filmed at my house, so they are not professional videos! Also, it's a little intimidating to even think of them going up on a big screen, especially since at the age of 55 I'm in braces thanks to an ongoing problem with tmj. But if you still want to use them, in spite of all these warnings, you're welcome to them. ☺

If you decide to explain it yourself, you have two options. You can either a) bring an example of your own to class to work through or b) have your class give an example and work through that. I'll give examples of both ways to do this below. Also, this might be a good exercise to do even if you watch the video, as it will reinforce the learning experience

Option 1: Have the Class Give an Example

Tell the class that the purpose of the questions is to talk through life with God and get His perspective on your situation. So when you have something difficult come up during the day, you can use the questions to talk it over with God.

Then say, "To see how this works in real life, let's try it with something difficult that happened to one of us this week. Does anyone have anything they'd like to share about something that happened during the week? It might be something that made you worried, or insecure, or maybe a time when you were tempted to break your boundaries with a habit, or anything else you can think of."

Hopefully, they'll have an example that's not too personal. If they start describing someone being really mean to them, try to steer the conversation a bit so it doesn't become a gossip session or switch it to just a general example of someone being mean to us without focusing on a particular situation.

Then using their example, direct them to the Table of Contents and say, “What questions could we use to talk to God about this situation? Try to come up with several different sets of questions. Also, remind them to look for questions in all the different categories. Although the habit questions are geared towards habits, there are some that might apply to the emotions. And the emotions questions can almost always apply to the habits since we often do our habits for emotional reasons.

Option 2: A Ready-Made Example

If you decide to come up with your own example, I’ve listed a couple of examples on page 32 of the book that you could go through in class or you could use the following example:

Let’s say you’re trying to lose weight. You just had a terrible day at work, you’re driving home, and all of a sudden you see Dairy Queen right there on the side of the road. You hear a blizzard calling out your name and you desperately want to stop and get one. If you decide to renew your mind in the parking lot before you go in to get your blizzard, what questions could you use? (Note: If you’re doing this study with teens or early twenties, I would change this to a breaking a Facebook habit example. The scenario could be that they’re studying for a major test and they feel like procrastinating with Facebook instead.)

Have the class look at the Table of Contents and suggest questions they could use. After they’ve listed their suggestions, you could add any others that they missed if you’d like. Here are some questions I would recommend:

- **Stopping a Habit:** Entitlement, Emotional Habiting, I’ll start tomorrow, Indulgence, Justification,
- **Emotions:** This would depend on what happened at work that made the day so bad (or how they’re feeling about the test if it’s a youth example). Here are some ideas: anger/annoyance, discontentment, frustration, stress (end of day), insecurity, and worry.
- **Starting a Habit:** You probably wouldn’t use any of these, but you could possibly use lack of importance or fear of failure.

After you brainstorm different sets of questions you could use, choose what you think is the best set of questions (but don’t tell them you think this is the best set of questions) and then go through the questions with the class one at a time, asking them how they would answer each question. You can have different people volunteer answers, and add any answers you thought of if you don’t hear anyone in the class bringing the same point up.

Here’s an example of how I would answer the questions in this situation if I were using the Entitlement questions:

Entitlement Questions

1. Why do you feel like you deserve your habit in this particular situation?

Because I had a terrible day at work!!

2. Do you think God agrees with your outlook on life? Why or why not?

No. Because God wouldn't say that just because I had a terrible day with work, I should go and indulge myself by breaking my boundaries. He'd rather have me come to Him for help. Plus He wouldn't say that I deserve a cushy life. He would say that I should expect hard things in life – that that's part of life. Also, if life is about loving God and others, it's not a big deal if I have a bad day at work. (It's terrible if life is about having fun or being comfortable.)

3. What usually happens when you live by your rights and feelings in this area of your life?

I break my boundaries and eat a bunch and then I regret it.

4. Would your life be better if you gave up your rights and held life and your habit with open hands? Why or why not?

Yes. It would be much better. I'll be happy tomorrow if I wake up having followed my boundaries all day. Also, life would be much better if I develop the habit of going to God, not food, for help with life.

5. Are boundaries easy to follow or do you usually have to give up something to follow them?

You have to give up something.

6. What will you have to give up to follow your boundaries this time?

My blizzard!!

7. What will your life look like a few months down the road if you develop the habit of consistently following your boundaries?

I'll weigh less for one thing. But if I also develop the habit of going to God for help rather than food, I'll be closer to Him and more mature because He'll use my trials to train me and make me more like Him.

8. When you think of all you'll gain, is it worth the sacrifice?

Yes!!!

Individual Time: 10-15 minutes

For many, the renewing of the mind is like exercising. It's hard to get started, but once they begin, they really enjoy it. Giving individual time to try out the renewing of the mind tool will help your class members get through that first hard-to-make-yourself-do-it renewing of the mind session.

So after you explain how to use the questions, give your class members time to try it on their own. Ask them to think about what happened during the day, look through the questions, and find a set they can use to have a conversation with God about what happened. Provide them with paper if necessary

and ask them to write out the answers to the questions, taking time out to talk to God about it now and then. When they're through, ask if anyone has any questions and answer any questions that come up

Large Group Time: 5 minutes

Explain how to use the accountability chart on page 215-221. Email me at my blog if you have questions on this. If I see the same question keep coming up, I'll add the answer to the leader's guide!

Accountability Groups: 15 - 20 minutes

Divide into accountability groups and have the members introduce themselves if necessary and share what their project is. The group should also decide if they want to hold each other accountable to the renewing of the mind for the next three weeks. Accountability should be optional but highly recommended!!

The group members could 1) have an accountability partner within the group, 2) do email accountability as a group email or with their accountability partner (emailing each day to tell if they renewed their mind), 3) show each other their charts (on pages 215-221) each week, or 4) if it's a small group, you could just have them turn their charts into you each week.

As you discuss accountability, try to foster an attitude of "We're all in this together. Let's love each other, hold each other accountable (since we know how hard it is to follow through on our commitment to renew our minds), give each other grace when we fail, and pray for each other during the week."

If you'd like, you could print out my blog post on accountability to share with the group – or just read it and share any ideas you think would be helpful. You can find a link to the post at the Renewing of the Mind Project tab on my blog. Here's the link: <http://barbraveling.com/2015/03/04/christian-accountability-partners-a-beginners-guide/>

If the group still has extra time after all of the above, they could work through another questions example. Have someone in the group volunteer something that happened during the week. Then the group can brainstorm different sets of questions they could use to renew your mind. Then the group could choose a set and answer the questions together.

Assignment:

- Read Chapter 5.
- Talk over your project with God twice a day, using the questions from *The Renewing of the Mind Project*. Experiment to see what works best: First, try writing the answers in your journal, taking a break (or breaks) to talk to God and second, try just visiting with Him about each question. Most people find that writing the answers down works best.
- Read pg. 215 and fill out the accountability chart on pg. 216 each day this week when you renew your mind.
- If you have an accountability partner, try to check in with her (or them) each day.

Week Four - Scripture Prayer and Scripture Meditation

Class Preparation

- Try Scripture meditation and Scripture prayer as much as possible beforehand so you're familiar with the process.
- Watch the video on scripture meditation at my blog under the renewing of the mind project tab. Here's the link: <https://www.youtube.com/watch?v=waY2Y9x9Zi8>

Goal for Class

- To become familiar with Scripture prayer and Scripture meditation.
- To support each other in their projects.

Group Lesson (and individual time) - 20-40 min

- Either watch the video on Scripture meditations as a group, or go over the material in the book on Scripture meditation briefly (p. 24-26). Then have everyone look at the Table of Contents with their own project in mind, choose a set of questions and Bible verses, then choose a Bible verse from that set and spend some time meditating on it, maybe about 5 minutes. Then ask if anyone wants to share how she felt about the experience or what she learned from the experience. The purpose of doing this is so that early on they see how valuable Scripture meditation is as compared to just reading the verses. (10-20 min)
- Go over the material briefly in the book on Scripture prayer (p. 27-28). Then choose one Scripture (have the whole class work on the same one) and have everyone write out a prayer based on that Scripture. Ask if anyone wants to share their prayer, and then have a few share. The purpose of this is to see how different people pray Scripture and just to see the value of praying Scripture. (10-20 min)
- Answer any questions that came up during the week.

Individual Time - optional 10-15 min

- After doing this as a group, give them some individual time to try either praying or meditating on Scripture for one of their own struggles. Tell them to look at the Table of Contents to find some Bible verses they might use.
- Then come back and ask if anyone had any questions. Go over those, then break for small groups.

Accountability Groups: 20-30 minutes

- Share how it went this week and what they learned. They should be filling out their chart during the week, which has a section to record what they learned. It's helpful to fill out what they learned because this helps to remember those lessons.
- Do accountability, if they've decided to do that.

Assignment

- Keep working on your project.
- Read Chapter 7.
- Meditate on at least one Bible verse or pray through a few verses that correspond to your project each day this week. Try to do both so you get a taste of each.
- Fill out the accountability chart on pg. 217 each day this week.
- If you have an accountability partner, try to check in with her (or them) each day

Week Five - Truth Journaling

Class Preparation

- Try truth journaling as much as possible beforehand so you're familiar with the process.
- Watch the video on truth journaling at my blog under the renewing of the mind project tab. Here's the link: <https://www.youtube.com/watch?v=BmlnbKBCHdE>

Goal for Class

- To help them learn how to truth journal.
- To support each other in their projects

Group Lesson – 20-30 min

- Watch the video on truth journaling together or explain how to do it.
- Have them try truth journaling. Read the scenario at the end of today's lesson plan, then go through the truth journaling steps I've listed in the book (pages 40-42) together. Begin by asking them what thoughts would be going through their mind in that situation. Then list those thoughts on the board. Then after you've listed 5-7 thoughts, go through them one at a time and ask the class what the truth is for each thought. (I'll give you some sample thoughts and truths but your class may come up with different ones than I did.)

Individual Time (15-20 min min.)

- Have them try truth journaling on their own.
- Then come back and ask if anyone had any questions. Go over those, then break for small groups.

Accountability Groups 20-30 min

- Share how it went this week – what they learned.
- Do accountability with each other.
- If time they could try truth journaling together, with a person from the group providing a situation to truth journal through.

Assignment

- Keep working on your project.
- Read Chapter 12.
- Do one truth journal entry each day this week.
- Fill out the accountability chart on pg. 218 each day this week.
- If you have an accountability partner, try to check in with her (or them) each day.

Truth Journaling Example

Let's say you're working on a procrastination project. You've made your list for the day and you went through the first two items fine. Now you're on the third item on the list. You're tired, the next

item on the list is a terrible job, and you can't make yourself do it. You want to give up and go watch a movie or mess around on the Internet or have a snack. But since you've committed to renewing your mind when you can't make yourself do the next item, you decide to truth journal instead. How might you truth journal this situation?

Step One: Spill out your thoughts.

Ask them what they would be thinking in this situation. You might want to have them write a paragraph on their own first before you have them volunteer thoughts for the class. Here's what I might write:

I really, REALLY don't feel like doing this. I'm so sick of work. It would be so much more fun to waste time on the Internet. Besides, I don't even know if I can do that job. It will probably turn out terrible. So why bother?

Step Two: Number your thoughts.

After they've listed 5-7 thoughts, number them by putting a number at the beginning of each sentence and circling it, then start going through them one by one.

Step Three: Write the Truth for Each Lie

Start with the first sentence and ask the class, "Is this true? If not, what would you list as the truth for this lie?" You might want to get feedback from two or three different people. Then go on to the next question and do that throughout the list. I don't usually write the truth on the board as that takes extra time but you can do that if you'd like.

Here's how I would journal the above example:

Beliefs: 1. *I really, REALLY don't feel like doing this.* 2. *I'm so sick of work.* 3. *It would be so much more fun to waste time on the Internet.* 4. *Besides I don't even know if I can do that job.* 5. *It will probably turn out terrible.* 6. *So why bother?*

Truths: 1. True. (Note: This is just a feeling, not a belief.) Or you could say, "True, but think of how good I'll feel when I finish it.")

2. You could just put true down for this one and move on or you could explore it more. Here's how I would explore it: While it's true I'm sick of work, that's not why I don't want to do this. The real reason I don't want to do this is because it's so hard, and I really don't know how to do it.

3. It would be fun for a short while, but the truth is, I don't really enjoy messing around on the Internet, I just do it to cope. I would be far happier if I got to work and did this task. Just think how great I would feel if I finished it.

4. I won't know until I try! The truth is, I can do this job, I just can't do it perfectly, and I can't do it easily. Which is why I don't want to do it. But if I'm ever going to do it, I need to accept the fact that it won't be easy and just do it!

5. Maybe, maybe not. But if it does turn out terrible it won't be surprising because often things have to go terribly before they can ever go well. Just think of all those gold medalist figure skaters. They weren't born knowing how to do triple flips (or whatever they call those spins). Instead they have to learn how to do them, and I'm sure they did a bunch of terrible jumps before they ever got good at it. I have unrealistic expectations for this goal – Accept the fact that it won't be good in the beginning and just do it!

6. I should bother because God wants me to bother. He wants me to put on the Lord Jesus Christ and make no provision for my flesh (Romans 13:14), which just wants to be indulgent and never do hard things. He wants me to be careful how I walk, making the most of my time (1 Peter 1:14-16). And He wants me to do all things in the name of Jesus, giving thanks to God the Father (Colossians 3:17). I have not been giving thanks. (At this point I would probably take a break to give thanks to God and then hopefully get started on that terrible job!)

Week Six - Celebration and Sharing (or Spiritual Warfare)

For this class, you have several options: 1) You could skip it and make this a 5-week study. 2) You could have it be a “celebrate and sharing” class. 3) You could have it be a regular class and go over spiritual warfare. I’ll give you the lesson plan for the celebration and sharing class first and then for the spiritual warfare class.

Celebrations and Sharing Class

Goal for Class

- To celebrate, share, and encourage.

Small Group Discussion

- Start with small group discussion today so people will be warmed up and more willing to share with the larger group.
- Share what they learned that week.
- Optional: Discuss if they want to meet for a few more weeks for accountability.

Group Discussion

- Ask if anyone wants to share about their project with the whole group. To encourage this, you may ask a couple of people beforehand to share their project. It’s always easier to share if someone else goes first to break the ice.
- Another option would be to have a lunch or snack time and ask if anyone wants to share while you’re eating or as soon as you’re through eating. If you decide to do this, tell them about it before you eat so they have time to think about whether or not they want to share.

Spiritual Warfare Class

Class Preparation

- Print out spiritual warfare charts (pg. 21 in this guide).

Goal for Class

- To understand how Satan operates and how that could affect your project.
- To encourage each other in their small groups.

Group Lesson (Could also do this in small groups if you think that would work better.)

- Do the Spiritual Warfare Bible study on page 21-22 of this leader’s guide.
- Could introduce the study with the following question: **How many are finding that they’re having an easy time, just breezing through their projects with ongoing victory each and every day?** Chances are, no one is having that experience! Bring up the idea that the reason

we're not having that experience is because we have an enemy who doesn't want us to see victory with our projects. Then talk about how it's always good to get to know our enemy. Then go through the Bible study, filling in the chart as you look up Scripture. I've included an example of how I filled it out on pg 21. After you've filled it in, go through the discussion questions at the end of the chart.

Individual Time

- Have them each finish filling out the spiritual warfare chart for their own project. (They'll be filling out the last column.) You could also skip the individual time and have them instead fill that column out as you go through the study together.

Accountability Groups

- Discuss the questions from the spiritual warfare chart.
- Share what they learned this week and what they're struggling with.
- Share checklists with each other if they're doing accountability.
- Pray for each other if time.

Transformation Bible Study

1. Read the following Bible verses carefully, looking for ifs and bys. List the role we play and the role God plays in the transformation process. I've done Romans 12:2 for you as an example. (Note: It might be easiest to use a KJV, NKJV, NASB, or ESV translation of the Bible since those are the most literal translations.)

	Our Role	God's Role
Psalm 119:11		
John 8:31-32		
John 15:1-5 Galatians 5:16, 22-23		
Romans 12:2		
2 Corinthians 10:3-5		
Ephesians 6:11-18		
Philippians 1:6		
Hebrews 4:15-16		

2. In summary, what is our part in the transformation process?
3. What is God's part in the transformation process?
4. Share your own experience with transformation. What normally happens when you set New Year's resolutions or try to change something that's hard to change?
5. According to the verses you just read, is that enough? Why or why not?

Transformation Bible Study

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	Our Role	God's Role
Psalm 119:11	We memorize the Word.	God uses the Word to help us say no to sin.
John 8:31-32	We abide in the Word so we can know the truth.	God uses the truth to set us free.
John 15:1-5 Galatians 5:16, 22-23	We abide in Jesus and walk by the Spirit.	God prunes us and gives us the fruit of the Spirit.
Romans 12:2	We renew our minds.	God transforms us.
2 Corinthians 10:3-5	We take every thought captive to Christ	God destroys our strongholds.
Ephesians 6:11-18	We put on the armor of God – fight with spiritual weapons!	God gives us victory in the battle!
Philippians 1:6	We persevere.	He finishes what He began in us.
Hebrews 4:15-16	We draw near with confidence to His throne of grace to ask for help!	He sympathizes with us, He understands us, He gives us mercy and grace to help in time of need.

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Spiritual Warfare Bible Study

	Who is Satan?	How does he operate?	How will this affect your project?
Genesis 3:1-6			
Luke 4:1-13			
John 8:44			
1 Peter 5:8, Luke 4:13			
Revelations 12:9-10			

1. If you've ever worked on breaking free from a sin, habit, or negative emotion or pursued a difficult goal, you know how discouraging it can be at times. Why do you think it's so hard?
2. In light of the chart you just filled out, is it surprising that you struggle with failure from time to time? Why or why not?
3. Does this chart make you feel discouraged or hopeful? Explain.
4. Read 1 John 4:4 (on page 171) and the Bible verses on page 190 and 150, and make a list of reasons you can have hope as you work on your project.
5. What lies might you expect to hear as you leave this class and try to continue renewing your mind at home on your own? What is the truth to those lies?

Here's a sample of how I filled out the chart for a "Learn how to follow my to-do list" project. (This was taken from my blog under the Renewing of the Mind Tools tab.)

	Who is Satan?	How does he operate?	How will this affect your project?
Genesis 3:1-6	God's opponent.	He gets us to question God and make sin look attractive and reasonable.	He'll try to make me think playing around on the internet would be a far better occupation than doing the next thing on my list and that maybe I don't really need a list after all. *
Luke 4:1-13	The tempter	He tempts me with things that look good, feel good, and appeal to my pride.	He'll remind me of the lemon bars in the freezer, the blogs I could check out on the internet (rather than writing my own), and he'll tell me not to write my own blog because it will look so bad compared to all those others and that would be embarrassing.
John 8:44	A liar, a murderer, the father of lies	He lies	He'll have a good lie cooked up for every item on my list – some good reason not to do it. He'll tailor the lie to my own personal weaknesses. **
1 Peter 5:8, Luke 4:13	My adversary	He prowls around looking for opportune times to attack people.	It's not surprising I'm being attacked right now. Satan looks for opportune times. The beginning of a project is an opportune time because I'm weak.
Revelations 12:9-10	The accuser of the brethren.	He deceives the <i>whole world</i> , and he accuses the <i>brethren</i> . (Interesting.)	He will try to tell me I'm a loser and that I'll never get over this so why bother?

Class Assignments

Week One:

- Read chapters 1-4.
- Fill out worksheet in chapters 2.
- Decide on your project by next week's class.

Week Two:

- Read the chapter and fill out the worksheet in chapter 9, 10 or 11 (depending on what your project is).
- Read chapter 6 and chapter 9, if you haven't already read it.
- Mentally prepare to start working on your project next week!

Week Three: Conversations with God

- Read Chapter 5.
- Talk over your project with God twice a day, using the questions from *The Renewing of the Mind Project*. Experiment to see what works best: First, try writing the answers in your journal, taking a break (or breaks) to talk to God and second, try just visiting with Him about each question.
- Read pg. 215 and fill out the accountability chart on pg. 216 each day this week when you renew your mind.
- If you have an accountability partner, try to check in with her (or them) each day.

Week Four: Scripture Meditation

- Read chapter 7.
- Meditate on at least one Bible verse or pray through a few verses that correspond to your project each day this week. Try to do both so you get a taste of each.
- Fill out the accountability chart on pg. 217 each day this week.
- If you have an accountability partner, try to check in with her (or them) each day.

Week Five: Truth Journaling

- Read chapter 12.
- Do one truth journal entry each day this week.
- Fill out the accountability chart on pg. 218 each day this week.
- If you have an accountability partner, try to check in with her (or them) each day.