

LEADERS GUIDE

Prayer: More for the Day

PWOC is now providing Bible studies, written by PWOC authors and specifically designed to address the needs of military women. This is one study in a series of studies. This study and the others use adult learning techniques that will facilitate discipleship behavior. In his latest book, *The Great Omission*, Dallas Willard points out that in the New Testament the word “Christian” is used 3 times, while the word “disciple” is used 269!¹ It’s more important than ever before that Christian leaders and Bible teachers assist people in embracing discipleship. This is the goal of *Prayer: More for the Day*.

The new PWOC Bible studies are truly unique. Please read the following introductory pages with pencil in hand. Mark everything that strikes you as important. Each lesson has a leader’s guide, which will greatly assist you as you facilitate learning in your small group.

Perhaps nothing is as effective as healthy, dynamic small group discussion to facilitate learning and to provide support for encouraging adults to become genuine disciples. Thus, your task as a small group leader is crucially important. These lessons are designed to help people learn truths of Scripture and to integrate them into their lives. God has given you a desire to lead a group of adults in their Christian spiritual growth process; therefore consider your leadership as an act of stewardship essential for the growth of God’s kingdom.

Your small group leadership skills and abilities will grow as you follow this *Leadership Guide* and as you learn small group leadership techniques. The goal of these techniques is twofold: encouraging maximum participation from students and establishing a safe learning environment.

Adults learn best from their peers, so it’s important to lead your group in a way that encourages the involvement of every group member. For maximum effectiveness, see yourself as a *guide*, not a teacher. The Holy Spirit, working through the lessons, Scripture, small group interaction and the completed homework, does the teaching. You guide a dialogue about what affects people as they grappled with the lesson content.

This study, *Prayer: More for the Day*, is designed for participants to actively engage in the learning process. You will have group members who may be shy or insecure about their ability to participate. These guidelines will equip you to facilitate an environment that will make it possible for everyone to venture into dialogue and prayer. Some members will be bolder by nature and motivated to speak out and to apply everything they learn quickly. Other students may be shy and reticent to share their thoughts. Most students will fall somewhere in between. The *Leaders Guide* will provide tools to facilitate a healthy discussion between them. Your positive attitude will assist learners to have confidence that they can *do* every part of the lesson and that the outcome will be beneficial.

¹ Willard, Dallas, *The Great Omission, Reclaiming Jesus’ Essential Teachings on Discipleship* (New York, NY: HarperCollins Publishers, Inc., 2006)

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YOUR PERSONAL PREPARATION TO LEAD EACH LESSON

1. Prayerfully and carefully work through each activity in every section of the lesson before the first day of class. Seek to understand what God is saying to you in the lesson. Ask Him to show you how to apply the lesson personally. This will enable you to guide others in the same process.
2. Pray for each member in your group by name, using as a guide the insights you received as you studied the lesson. Pray for their growth as they study and for their participation in the discussion.
3. Build a supportive personal relationship with members of your group. This will encourage attendance and participation in the study and will help you understand the best way to support their spiritual growth. The following are some ways to build a relationship with class participants: call people by name, affirm their responses in class, speak with them personally at each group meeting, make phone calls, or send emails or cards. Be creative in the ways you foster participation and show that you appreciate each member.
4. MARK THE TIME YOU WILL ALLOT TO EACH LEARNING TASK. As the group leader, you are responsible to time the lesson and to cover the learning tasks without a sense of being hurried. It might be helpful to decide in advance which tasks have the greatest priority for your group. The time you allot for each question is simply your way of planning the discussion. *Each* learning task is important, but you will learn which ones you can omit if time becomes an issue.
5. This PWOC study is designed for group discussion and prayer in a 60-minute time frame. You will need to know your group members and decide which works best for them. You can divide your time with 50 minutes for discussion and 10 minutes for prayer. If you have a longer time frame available, 90 minutes or more, simply add more time to the tasks which you feel will most benefit your class. Be aware that the learning tasks in each lesson are designed to stimulate discussion, and the techniques you learn will make that possible. It's easy to lose track of time; but be sure to always leave room for prayer. The dialogues and learning tasks are important, but not more important than praying. As the leader, you set a tone for the priority of prayer by bringing the group into a time of actually doing it. This is especially crucial in a study on prayer.

LEADING THE LESSON

1. Begin and end each lesson in the time you have established for your small group meeting. When you are prompt, your group will make an effort to be on time. Set the precedent in your first meeting and maintain it.
2. Communicate that diversity in the group and the insights of each member are assets. Each person gains from a rich body of experience. Inform the class that you will regularly invite their participation since this is not a lecture-based study.

3. Ask your group to refrain from negative comments about other churches and religions. These types of comments can alienate others. Remind students of the guidelines provided under the *Alternating Currents* description of the first lesson.
4. Encourage several responses to the activities: *Let's hear more ideas... Another thought...A different point of view...*
5. An essential principle that insures engagement of every member in your small group is this:

Everyone will share when they are one of a pair discussing familiar information; almost everyone will share when they are in a small group of four; unless extroverted or extremely articulate, many find it difficult to share in a group of five or more.

These lessons are designed for maximum participation, which is essential for group learning. You will be asked to break your large group into pairs or small groups of no more than four at various times in the lesson.

6. Use *lavish* affirmation whenever possible. It is often difficult for people to feel comfortable expressing their ideas and feelings about the Bible. Add prayer to the mix and the anxiety levels may go up further. What might seem lavish to you could be exactly the level of encouragement someone else needs.
7. Don't reject an incorrect or inappropriate answer. Counter it with a question: *Which verse has led you to this conclusion? What do others of you think about this?* It's also possible to correct an answer that contains some truth by taking a part that is true and turning it around for further discussion in the group. *Jan sees the challenge contained in this Scripture. What do the rest of you think?*
8. Be encouraging when people resist change. This study is designed for personal and spiritual growth. It's natural to face resistance. Accept the feelings that are expressed as part of the growth process. Encourage people in their growth and accept their pace. *Kim, we can see your struggle from what you have shared. Growth isn't easy. We'll be praying with you in this.*
9. Don't deviate from the lesson topic. Your class members will appreciate it when you keep the discussion to the lesson topic. Intervene quickly if someone changes the subject. *Tracy has introduced another topic. Perhaps we can discuss this further after we've finished the lesson. Let's return now to activity....*
10. Allow for silence in your discussion. Silence gives opportunity for reflection. Important insights require time to process. Pauses in conversation are natural. A group can tolerate about 15 seconds of silence before someone will break the tension by speaking. In authentic learning, silence is as necessary as speech. Welcome silence as a sign that participants are considering what they are learning.

11. The first lesson is an introduction. The format for the remaining lessons will be the same throughout. As you read through the descriptions of each section of the study, you will understand how each one is an integral part of the learning process. Note the time designated for the section topics and stick with it. If you set a precedent of lingering over a segment too long, you may not complete the discussion and it won't take your group members very long to realize they need not complete the lesson.

PREPARING GROUP MEMBERS TO PARTICIPATE

Here are some tips to prepare your students:

- *Give class participants a "welcoming" call before the first meeting.
- *Express enthusiasm for the study and for each student's participation.
- *Always begin each lesson by forming pairs to do the first learning activity.

For example: Let's say you allot 10 minutes to the *Power-Up* section of the lesson. Ask students to form pairs and share their summaries. Alert them that they will have five minutes for this activity. Mid-way through, tell them that half their time is up. This will allow the other person to share. After five minutes, ask who (a person or a pair) would like to share their summaries with the whole group. Beginning with a pair, then allowing time to share in the large group establishes a level of participation and a pace that you will keep throughout your lesson. You can lead a very large group and have every learner engaged if you will regularly break into smaller groups.

It takes only a few seconds to form pairs by turning to the person sitting beside you. However, staying in that same pair throughout the whole lesson defeats the purpose of group members getting to know each other. Simply ask them to form *new* pairs the next time you use this technique.

As we explain each section of the lesson, you will see how important it will be to *use* this principle of pairing in leading your group. When you do, each person will be engaged in discussion. Engagement is a key element of adult learning. More talkative members of your group will easily adapt to this equitable and participatory method.

LESSON ONE – MORE FOR THE DAY

Lesson One: *More for the Day Introduction*

This is your first lesson and group discussion. The stakes here are pretty high. You only have one chance to make a welcoming, energetic, and competent impression. So marking your time on the lesson will give you freedom to listen as you lead. According to this guide, the times run like this for 60 minutes. If you have a 90 minute time frame, so much the better, just add a few more minutes to the activities.

9:00 – 9:20 Power Up

9:20 – 9:50 Power Transformer

9:50 – 10:00 Power Prayer

Main Theme: Deciding to Pray

Objectives: As a result of completing this lesson, students will...

**Decide there is a Need for More Prayer*

**Review the Study's Structure and Guidelines*

**Commit to Follow Group Guidelines*

The lesson is designed to naturally take learners to these actions. Your facilitation skills will cement the process.

Supplies Needed for Class Time:

Provide each participant with:

A personal copy of the study, Prayer: More for the Day.

A package of Post It Notes they will use throughout the study

A felt tip marker

Specific Instructions for Facilitating Your Group:

The four sections of this lesson are crafted to bring your class together with an understanding of why we need more prayer and how this study on prayer is designed. The *Power-Up* section will encourage the class members to begin connecting with each other and anchoring what they will study with what they already know. In the section, *Why Do We Need More for the Day*, the class is asked to discern the critical need for prayer. *How More for the Day Works* allows the students to become familiar with the study format and to agree on the class guidelines. The last section, *Power Prayer*, provides a prayer activity to facilitate group prayer.

Before the First Day of Class – Print copies of the study, *Prayer: More for the Day*, according to the number of students attending class. You may ask each student to print their own copy if your PWOC group prefers. However, please offer an alternative way to print the material if a student does not have internet or printing capabilities.

1. Decide how you will handle class prayer requests. The time frame of each lesson is tight and does not allow for extended sharing of prayer requests. Recognizing the need for women to share their praises and concerns, consider time-friendly ways to share prayer requests.

*Arrange for one class member to send out class prayer requests through email each week. Class members may send requests to the designated email address to be sent out through a class email distribution group. Be sure to get everyone's permission before releasing their email to the class at large.

*Provide a class notebook for students to write requests and praises in when they first come to class. At the end of class, close by praying for the needs listed in the book. Keep in mind that not everyone is comfortable praying out loud so either you should be prepared to pray or arrange for someone else whom you know is comfortable praying aloud to close the class in prayer.

*Pass out index cards for each member to write a praise or prayer need on. Names may or may not be included. Gather the cards together and invite students to take someone else's card home with them as they leave.

2. Familiarize yourself with the time needed to complete each activity. Mark the activities with the greatest priority for you to cover, making sure to allow adequate time to complete those tasks.
3. Before leading this class, do take time to "read through it visually" to see what it will look like to your small group. This is a unique lesson because it's the introduction. This means that there's a lot of reading involved. Most groups would go limp with so much group reading, especially in the first session. You want to avoid this! This guide will give you some techniques for doing so.

As Class Begins – It is important for you to create a safe environment to facilitate sharing during your first class gathering. This first class will set the tone for the remaining weeks. Welcome your students with a friendly smile and express enthusiasm for their attendance. Have some extra lessons printed out in case you need them. This is very important because, to insure a feeling of safety, each participant needs a lesson. As you start class, you will want to offer the participants to write down their email address or phone number for class use if they are comfortable doing so. Let them know that you will contact them by phone or email periodically throughout the next six weeks to encourage them and provide any other pertinent class information.

Covering the Material–

Power Up - Allow *20 minutes* for the group to start getting to know each other.

Below is a sample of how you might spend the 20 minutes allotted for this section. A detailed time breakdown is given in the first two lessons to assist you to use your time effectively at first. By lesson #3, you will have the feel for how this works and you will know your class well enough to know where to concentrate your time. When you give your class time limits, please, avoid saying, "Find a partner and share for 2 minutes." This is a brief time. If you say 2 minutes they will feel rushed and that will defeat your purpose. "Share briefly for a couple of minutes," spoken with a smile on your face and air of calm accomplishes the same purpose but isn't nearly as pressured or restrictive.

1a. 5 minutes

Students should choose their own partners, but be ready to facilitate matching one or two of them if needed. You could have them pair up by the colors they are wearing, the person they know least in the room or the people they know best.

1b. 3 minutes

Invite each student to introduce their partner to the group. Look for ways to affirm each who shares. Remember, you are setting a standard for how you will relate to your group. The more affirming your response, the more they will feel safe in the group.

2. 3 minutes; 2 minutes

Direct students to form small groups of four. Remember, no more than four or sharing will be limited to the most extroverted and articulate! After three minutes, ask each group to call out their top five. Again, think *affirmation!* If you have a small meeting space or a small class keep in mind that it is better to have three groups of two than two groups of three. A third group helps diffuse the noise in the room so that it is harder for each group to be distracted by the conversation of the other group(s). Encourage your class not to be limited by the idea of power as only electrical as they think about the activities they need power for. Even a hand-pushed lawn mower requires power.

3. 9 minutes (5 minutes; 4 minutes)

Re-direct the learners back into their group of four to answer question 3. When about four minutes are up, invite everyone to the wall to post their notes and call their discoveries out to the group. Adults value the ability to make choices so let them decide when to post their notes on the wall. Some group members will quickly think of power supplies to describe their relationship with God, others will have to work harder to make connections. Be sure to offer encouragement and a few more examples if it proves necessary but allow the class to dictate your level of involvement – your job is to clarify in order to allow them the joy of discovery.

Power Transformer – Assign 30 minutes of class time to complete this section.

Why Do We Need More for the Day – 15 minutes

1. 2 minutes

Allow a couple of minutes for participants to complete the reading and marking. You may choose to ask for four volunteers to each read aloud a paragraph or allow each person to read it on their own.

2. 3 minutes

Invite the students to share with the group what they marked. Be sure to lavishly affirm those who share.

3. 3 minutes

Ask students to share their answer to this question with a partner. At the end of three minutes, invite those who would like to share a thought or two with the class to do so.

4. 3 minutes

Direct the classes' attention to the title of the study and invite them to call out responses to the question, "What might the 'more' in the title mean?" For example, "More" could mean: more time with God, more power for the day, more meaningful prayer each day, etc...

5. 4 minutes

Everyone who is in this class came with some expectation or need in prayer. Encourage them to think about what brought them to class or what they have heard today that sparks an interest in prayer for them.

How More for the Day Works - 15 minutes

1. 2 minutes

There is a lot of reading in this lesson which could be very hard for some people. *If you are comfortable with it, you can present this information verbally. Think enthusiastic! And do be sure that you include the two-fold purpose of the study in paragraph two. Ask them after you have made your presentation what was useful to them. Always give an opportunity for feedback! It's very important to always give your learners a chance to share after they have either read or listened to something. This task and the next two allow for personal evaluation and assessment of the material.*

2. 3 minutes

You can no doubt see that if you speak the information in this task, they will be more ready to read this important section; it's the backbone for how the study works. *Be certain to ask your learners after they have read this, to share what they found most applicable.*

3. 5 minutes

Everyone reads this silently. Be sure then to ask what they marked applicable and give time to respond.

4. 5 minutes

Encourage the class members to choose a new partner. This will facilitate building new relationships over the next few weeks. After they have shared in pairs do allow time to hear any helpful discoveries in the large group.

Power Prayer – Provide 7 minutes for prayer

Give everyone 5 minutes to compose and write their personal prayer. To close the prayer time, pray out loud a prayer spoken by you inviting God to work in everyone's prayer life over the next six weeks.

As Class Ends – Use the last three minutes of class to encourage everyone to do their homework over the next week and to express your appreciation for their participation in class today. Point out the use of a prayer journal in the Power Conductor section of the next lesson.

Personal Notes – Use this space for any personal notes you would like to make to help in your class preparation.

STRUCTURE FOR LESSONS TWO THROUGH SIX

Each lesson is centered on one main theme in the quest to stay motivated in prayer. Several facets of that main theme are reviewed throughout the specific sections. It is helpful if you are familiar with the targeted objectives of each lesson. Having stated the overriding theme, it is important to note that each student will learn what *they* most need from each lesson, so don't be surprised if each student has a different perspective or emphasis on the main idea.

Five of the six sections composing the weekly lessons are completed before the students come to class. It is imperative that your students understand that the greatest benefit from this study will come as they do their work before class discussions. Your personal enthusiasm for the way each section builds onto the weekly topic and completion of the homework will encourage your students to fully interact with the materials themselves. Adult learners engage in learning when they see the connection to and benefit for their personal lives. The homework assignments are meant to facilitate those connections. As the leader, you help enforce the connections and benefits for your students with your positive encouragement of completing the work each week. This is especially important since adults face many obstacles to homework: time, family demands, confidence and schedules.

As I stated earlier PWOC studies are uniquely directed toward learning. Here's what makes *More For the Day* truly different. Your women will study the first five major sections of the lesson alone. Then they will be asked at the end of the *Connecting Full Circuit* section to review their lesson and mark what they want to remember. They will mark what is most important to them. In reality, they are marking what they are ready to learn. *The Alternating Currents section is the only section of the lesson you are to discuss together.* So when you mark the time for your lesson, *you will begin with the Alternating Currents section.* You have ten minutes for the introductory *Power-Up* section of your class time. And forty minutes for group discussion in the *Power Transformer* section. You are bound to have important and unhurried discussion times because there will be time for your women to listen to each other and discuss in depth the things that surfaced for them in their time of personal study. The remaining ten minutes is devoted to prayer.

BASIC LESSON FORMAT

Plugged In: The purpose of this section is to get you thinking about the topic for the week. It allows you to begin processing the direction of the lesson and to decide where you stand in relationship to the topic.

Power Conductor: A study on prayer is only as helpful as its ability to prompt a person to pray. This section is designed to jumpstart a personal prayer time each week. Each lesson provides new topics for prayer.

Staying Grounded: This section adds depth to your learning. You will be doing some Bible study here. The questions provide for serious soul searching. Your honesty in this section is critical to the Scripture transforming you.

Battery Chargers: We have been surrounded by a great cloud of witnesses for more than 40 centuries; and we need to hear what they have to say about prayer. Substantial quotes are a thought-provoking way to evaluate and summarize what you yourself may be thinking, feeling or, in your heart of hearts, want to be thinking or feeling. This section is personal and subjective and meant to be another step for developing your motivation in prayer.

Connecting Full Circuit: Practice makes perfect. Here you are given a couple of activities to walk out what you are learning. They cement in place current learning and prepare you for the next lesson. The second activity listed points you toward the next week's topic. And the last question is especially vital as it gives you an opportunity to evaluate what you most want to remember and apply from your weekly work.

Alternating Currents: Adults learn best from their peers; so this section is a place for everyone to learn. All Christians have had some experience with prayer or the lack of it. This is why you have signed up for this class, right? We won't leave fun at the door. "Friends who laugh together, stay together and learn together." Because you have important information to share, think interactively in this section of the lesson. The three sections of this class time include: *Power-Up*, jump-starts the day's topic in pairs and small groups of four; *Power Transformer*, centers on Scriptural insight into the main topic of the day; *Power Prayer*, provides a related prayer prompt or activity with which to close the class time.

Each section of *Alternating Currents* will take an approximate amount of time...

Power-Up 10 minutes

Power Transformer 40 minutes

Power Prayer 10 minutes

The personal homework sections of the study will require about 60 to 90 minutes total time outside of class. The class time, *Alternating Currents*, is designed for a 60-minute class session.

LESSON TWO – PRAYER AND MOTIVATION

Main Theme: Developing a Motivation for Prayer

Objectives: As a result of completing this lesson, students will...

**Define Prayer and Motivation*

**Start Keeping a Personal Prayer Journal*

**Acknowledge the Experience of Belief, Feeling and Behavior in Motivating us to Pray*

**Identify the Personal Need for Prayer*

Remember the lesson is designed to take learners to a point of understanding and action. As you facilitate the class discussions and activities you will assist students in the learning process.

Supplies Needed for Class Time:

Bible

Lesson

Large chart paper

Tape

Marker

Specific Instructions for Facilitating Your Group:

As Class Begins – Your role in effectively leading your group through Power Up, Alternating Currents and Power Prayer really depends on a fundamental understanding of how these lessons are designed. Ideally, now your learners are together and they have studied the lesson beforehand. Giving them first the time to talk about what they have learned in their private study does these two things:

**It establishes a level of accountability to do the private study*

**It helps them come to the group time with a personal understanding of what they want to learn more about*

You know that adults are very different than children. Thus, the education of adults is quite different than the education of children. With educating adults it's vital to remember this: Adults will only learn what is useful to them. The last question in their personal study, *Connecting Full Circuit*, prepares them for their participation in the *Power-Up* section of *Alternating Currents*. Be sure to create a safe and welcoming environment by praying for each class participant and being welcoming as the students arrive. Your job is to invite them into the learning process by your own enthusiasm and attention to them as learners. Adults appreciate concern for their schedules and respect for their time. Your students will appreciate your deference for their time as you begin and end class promptly.

Covering the Material –

Power Up – Allot 6 minutes to begin engaging students in today's topic.

Invite the class to form a quick pair by turning to the person sitting next to them. Adults learn best when they are able to connect new knowledge with existing knowledge. The *Power Up* questions help establish those connections as students rehearse what they know and want to know. The first question of the Power Up section encourages and motivates women to do each week's homework. Although you do not

need to belabor the point, please encourage your ladies to give some thoughtful consideration to the homework. Again, this will prepare everyone to participate more fully and confidently in your class time. After a few minutes encourage participants to share their answers with the group. It is not imperative that everyone share their answer. One way to keep women from feeling like they *have* to share in the large group is to jump around the room asking for input rather than going in a circle to illicit answers. If a circle pattern starts, simply interject a comment such as, *"We have heard some excellent answers from this side, now let's hear a few from over here..."*

Power Transformer – Provide 45 minutes for your class to complete this section of their class time.

1. 1 minute

If your group seems comfortable with reading out loud, you may ask a volunteer to read this short paragraph to the group.

2. 9 minutes (5 minutes; 4 minutes)

Instruct the class to form groups of four to complete questions 2a-2d. Give the class a 2 minute warning that time is almost up so they can finish any remaining questions. Be encouraging as you let them know that time is about up. At the end of the allotted time, bring the class together for each group to read their paragraph in the large group. Remember adults value making choices in the learning process. Invite each small group to choose when they will share their answers. Invite the groups to respond first to section b with every group sharing, then move on to section c and so forth.

3. 10 minutes (6 minutes; 4 minutes)

Encourage the class to see the tie between Hannah's growing view of God and her ability to pray future prayers. They too can experience a greater ability to pray as their view of God increases.

4. 7 minutes

The purpose of this question is to re-enforce the concept of how our belief about God, our attitude toward prayer, and our feelings about ourselves or a situation impact our willingness and ability to pray. Although completing the homework is extremely beneficial, please set your students up for success by not making it a big deal if they have not finished their homework. Simply express the key points of the chart and encourage them to open their Bibles to Psalm 18:1-19 to discover the answers together. This is also an important strategy if you have a newcomer to class who would like to participate but obviously could not have worked on the chart prior to class time. Your graciousness and assistance will encourage your students to be honest about the level of effort they are putting into the class and make it possible for them to see this class as a safe learning environment. Part b. of this question provides an opportunity for your ladies to make a personal application of what they are studying. Application is important for them to succeed in deepening and strengthening their prayer lives. Invite one or two students who would like to share about what they discovered to do so with the group.

5. 10 minutes (5 minutes; 5 minutes)

Encourage the class to form new groups of four. This will facilitate receiving additional insight from others in the class. Gather them together at the end of 10 minutes to share their findings. Navigate the group discussion time by soliciting brief insights on each question in the task. It is not necessary for each group to share their findings on each of the four questions. Rather, invite an individual or two to report on some of the answers their group came up with for a particular

question. If one group seems to monopolize the sharing, simply ask, “Would someone from a group we haven’t heard from like to share their answer to our next question...”

6. 2 minutes

This may be a tough question for some to answer at first. Encourage your students to think about times when they have forgiven someone or gone out of their way for another person even at personal cost or when they have prayed for someone’s request and God has answered. Sometimes the biggest display of God’s supernatural’ness’ in a person’s life is simply in how they respond in those ordinary, daily moments of life.

Power Prayer – 7 minutes

Invite students to look at the *Power Prayer* section of the lesson and tell them they have the next several minutes to pray for each other. Be sure to let the students know that if they are not comfortable praying out loud they may pray silently for their partner, indicating an end to their prayer by simply saying amen aloud or gently squeezing their partners hand if they are touching. These times of prayer are key – people retain knowledge and skills when they practice what they learn.

As Class Ends – 2 minutes

Encourage the class to maintain their prayer journals over the next few weeks of class. Just as the reading teacher recognizes that the more reading a student does the more adept and comfortable they become at reading, so it is true with prayer – the more a person prays and is exposed to prayer, the more comfortable they become with it. Prayer journals are also an excellent way to see progress in the area of prayer.

Personal Notes – Use this space for any personal notes you would like to make to help in your class preparation.

LESSON THREE – PRAYER AND PERSEVERANCE

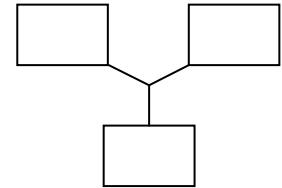
Main Theme: Dealing with Obstacles to Prayer

Objectives: As a result of completing this lesson, students will...

- *Recognize the Enemy's Role in Hindering Prayer*
- *Practice Simple Prayer*
- *Identify Personal Roadblocks to Prayer*
- *Propose Ways to Stay Motivated Despite Obstacles to Prayer*

Supplies Needed for Class Time:

- A pad of sticky notes for each group of three in class*
- Sharpies or markers to write on sticky notes*
- Large sheet of paper with a "Y" chart drawn on it (shown here)*
- Large sheet of paper divided into four columns. Write one of the key obstacles at the top of each column: Pride, Unbelief, Ignorance, and Time.*
- Tape to attach the charts to the wall*
- Bible*
- Index cards*



Specific Instructions for Facilitating Your Group:

As Class Begins – As you begin the *Alternating Currents* class time, remind your learners that you are excited for them and praying for them as they discover more about prayer. Your enthusiasm and support helps create an environment that facilitates learning. Your respect for them as people who possess experience and knowledge creates a positive learning environment in which students feel valued and capable.

Covering the Material –

Power Up – 10 minutes

Encourage class members to find a partner they have not yet worked one on one with in class. Social relationships provide a motivator for learning; making new friends helps establish a positive classroom experience. After a few minutes, call everyone together to share some of their insights on the quote, *“Pray as you can and don’t try to pray as you can’t.”* with the large group. Provide adequate time for members to share a few thoughts with each other. It is important in processing information for group members to share their discoveries with each other. Adults learn best from their peers. Again, discourage route circle sharing by jumping around the room inviting brief answers. The more positive reinforcement you provide to your learners, the safer they will feel in the learning process. Sometimes people try to “pray as they can’t” because they want to sound like someone they admire in prayer, or they may feel pressured to pray a certain way because of critical comments made to them about prayer styles, or they may feel like they have to pray as they can’t because of their own expectations for prayer. These are just a few of the many reasons people may try to pray as they can’t.

Power Transformer – 40 minutes

1. 10 minutes

Invite the participants to form groups of three. If you have a small class of five or less work together to answer these questions.

2. 8 minutes

Adults are often motivated to learn in order to improve their ability to serve others. This series of questions taps into that desire and provides practice in helping others. As you gather together again, ask the groups to post their findings according to the directions in question 2 on the Y Chart you have prepared. It is OK for answers from each group to overlap. Encourage groups to match any same answers up on the chart by placing their sticky note next to or touching the one that is the same as theirs. Again, be sure to affirm their answers and their insights into Janice's situation. One barrier adults face in learning is their tendency to take errors personally. Your continual affirmation of their participation and insights help minimize their anxiety.

3. 10 minutes

This question is designed to integrate a key point from the homework into the class learning time. This task will help cement your student's ability to evaluate the root cause of struggles in their own prayer lives as they examine Janice's struggles. Some struggles do not fall under only one apparent category. They may fall under two or three. Encourage the class to think about why it may be true that a struggle can find its root in more than one cause. For example, because each person and situation is different, what is an unbelief root for one woman may be a pride root for another. It is also important for your students to recognize the value of asking God for insight into the deeper cause of struggles in prayer.

4. 3 minutes

In the large group generate a brief discussion on the advantages of finding the root cause of struggles in prayer. Encourage your class to think of advantages such as the freedom that comes with honesty, the idea that it is hard to fight the right enemy if you don't know what it is, and the ability to use appropriate Scriptures to combat a particular root struggle once it is identified.

5. 3 minutes

Direct the learners to individually answer question 5 and then to pair up and share their answer. Provide a moment of feedback for members to voice to the group an obstacle, idea, or difference which resonated with them. If the sharing becomes too long, simply thank the student for sharing and invite them to share more with you later by stating, *"I thank you for sharing. I would love to hear more about that later. Who else would like to share?"*

6. 4 minutes

After asking a volunteer to read the Psalm aloud, instruct the class to complete questions six and seven. After a few minutes encourage partners to answer question seven if they haven't started to yet.

7. 2 minutes

As the activity ends, let the students know they have a moment or two left for the other partner to share. As you gather them together, invite a few students to share their meaningful verse.

Power Prayer – 8 minutes

Again close the class by directing the members to the *Power Prayer* section of the lesson. If the participants are not comfortable praying aloud, remind them that they may do so silently. Women need to feel safe when they pray together.

As Class Ends – 2 minutes

Thank the women for their willingness to share openly and honestly with one another. Encourage them to continue writing in their prayer journals and to complete their homework.

Personal Notes – Use this space for any personal notes you would like to make to help in your class preparation.

LESSON FOUR – DAVID: PRAYER WARRIOR EXTRARDINAIRE

Main Theme: Discovering God’s Character through Prayer

Objectives: As a result of completing this lesson, students will...

**Develop an Appreciation for God’s Character through Prayer*

**Participate in Scripture Meditation as Prayer*

**Determine the Benefits of Praying Scripture*

**Evaluate Personal Prayers for a Logistical, Tactical, or Strategic Perspective*

Supplies Needed for Class Time:

*A Bible Promise Book or book with Scripture divided into categories for various times of need
Bible*

Specific Instructions for Facilitating Your Group:

As Class Begins – You are entering the last half of your time together as a class this week. Try to touch base with each student personally either through an email or a phone call this week to personally encourage them or pray for them. Your concern for them as people with lives outside of class, acknowledges them as more than merely your student. Adults appreciate leaders who recognize them as whole beings with emotional and intellectual needs which impact their ability to learn. In short, they want to be valued as a person not just as a participant in Bible study.

Covering the Material –

Power Up – 10 minutes

As the class settles into their seats, prompt them to pair up and answer the *Power Up* section of the lesson. By now, many of your ladies recognize the value of doing the homework and will see the benefit of marking what they want most to remember. As they share what they want to remember with their classmate, they reinforce what they are learning. After a few minutes, invite individuals who would like to share to call out the quote which was most meaningful to them and briefly share why. This question reinforces retention of the material as it is rehearsed and applied. Thanking students for sharing their answers affirms their input to the group and acknowledges their bravery in sharing personal information. Specific feedback about student’s learning is better than general feedback as you affirm their answers.

Power Transformer – 40 minutes

1. Invite the class to form a group of four to complete questions 1a. – 1d. Provide each group with a set of Post-It notes. It may be helpful to give the groups a five minute warning to help groups know if they need to press on to the next questions more quickly. Rather than focusing on the exact amount of time remaining, you may say, “*We have a few minutes remaining before we will share our answers with each other.*” It is important to give your students time to share what they are discovering. Invite the groups to share their answers to 1b. Again, this is a key point from the week’s homework so encourage your students in making connections between what they studied during the week and the class time together. Invite groups to share a few of their answers from questions 1c. – 1e. You do not want your students to feel rushed for time so if you

need to move things along, with a warm smile and unhurried air, you may choose to ask for responses to only one of these three questions. You will want to choose which question to ask before-hand based on your own insights into your group if you choose to do this.

2. Praying Scripture is such a beneficial endeavor as it anchors our prayers in God's Word that this task is designed to re-enforce what your students studied before coming to class. The expectation is not that a prayer that is full of Scripture has more value or is more likely to be heard by God. Rather, as your students tap into the reality that there is a vital connection between praying and Scripture they will deepen not only their prayer lives but will also lay the foundation for learning to listen to God in prayer. Pointing out the conditions regarding God's will and promises will help students see God not as a magic genie who has to grant their wishes but as a righteous God who honors His Word in a way which will bring Him the glory. It may be helpful to bring a book or two of God's promises or a resource which categorizes Scriptures according to needs (For example: Scriptures when you are doubting, Scriptures when you need to forgive, or Scriptures when you feel lonely, etc..) Offering for the class to use the books as they think of verses will help those who are not as familiar with Scripture to contribute to the conversation in a safe way. You may also compile a list of a few especially meaningful promises to you from God's Word to share with the class to get them started.

Power Prayer – 8 minutes

Although changing partners is often encouraged, allow them to stay with their same partner as they pray today. This will help promote a feeling of safety as they pray. This is especially important as you invite students to actually pray out loud. Reassure everyone that simply reading the verse aloud with an attitude of prayer is in itself a prayer. They do not need to feel nervous about coming up with their own prayer if they are uncomfortable with praying aloud.

As Class Ends – 2 minutes

Encourage everyone to continue praying for their partner throughout the week as God brings them to mind. Challenge them to expand their list of praise descriptors for God by jotting down in their prayer journals any new attributes they come across over the next week.

Personal Notes – Use this space for any personal notes you would like to make to help in your class preparation.

LESSON FIVE – JESUS: THE MASTER OF PRAYER

Main Theme: Determining the Priority of Prayer

Objectives: As a result of completing this lesson, students will...

**Summarize the Importance of Prayer in Completing God's Will*

**Consider what it means to Pray in Jesus' Name*

**Appraise the Value of God's Glory in Motivation to Pray*

**Determine the Priorities Found in Jesus' Model Prayer*

The class is developing more and more in prayer as they work through the lessons. As you facilitate the class time, remember God is using you to help facilitate their development in prayer.

Supplies Needed for Class Time:

Two large sheets of paper for each group of four

Tape to post charts on wall

Sharpies/Markers of various colors

Bible

Specific Instructions to Facilitate Leading Your Group:

As Class Begins – Continue to greet each member personally as they arrive. Begin class on time to ensure the most time to cover the material and allow for adequate discussion. Recognize that adults have something real to lose when they share in a group. Your ability to create a safe environment in which to learn helps diminish the fears learners face and increases their ability to take risks.

Covering the Material –

Power Up – 10 minutes

After welcoming the members to class, invite them to share with a partner what they marked in the *Connecting Full Circuit* section. Next, encourage them to turn to a different partner and relate something they learned or are learning about prayer that is meaningful to them. After a few minutes, invite one or two students to briefly share with the group something they learned about prayer over the last few weeks.

Power Transformer – 40 minutes

1a. – 1c. Direct the class to form groups of four to complete question 1a. – 1c. Provide each group with a large sheet of paper and two different colored markers. Section c of this question invites students to connect what they are discovering about Jesus' priorities to their own life.

1d. If one group seems to spend too much time explaining their answer, jump in at an appropriate moment by summarizing their answer, *"Your group has offered some excellent connections such as... (Insert a few specific examples from what was shared). I can see that you have given a lot of thought to this task. Thank you for sharing your insights. Now let's hear insights from another group."*

2. The greatest value in this question is personal evaluation. Encourage your students to think honestly about what type of prayer they most often pray and how that affects their desire to pray.

3. Asking your students to hone in on the pronouns will draw their attention to the fact that prayer is not limited to one person in one set moment. The pronouns prompt us to consider that God has a bigger picture in mind that goes beyond only my personal and perhaps even temporary need. It may be necessary to remind your students that God is deeply interested in each one of us and invites us to address Him with our personal needs, temporary or otherwise, but the point of this exercise is to enlarge our view and stretch our capacity for prayer to the next level. As with Jesus' other prayers in Scripture, He always prays with an eternal perspective in mind. He is interested in our personal needs and the needs of others but it is with a greater purpose. Help your students to see that it is permissible to pray for themselves and others but that the goal is to aim toward God's glory. Refer the class to the *Staying Grounded* section of their homework beginning on page 39 for more insight. Transference is the ability to use information in a new setting. This question facilitates applying what students know with another use for the information – in this case, determining how God's glory is reflected in strategic prayers. Remember, affirmation of your student's answers helps them to feel valued and accepted and willing to take risks in learning.

Power Prayer – 8 minutes

Go over the instructions for popcorn-prayer carefully with the class and invite any questions students may have concerning the task. It is imperative that class participants feel safe. Allowing for clarification and understanding of expectations aids that feeling of safety. Note to the class that it is not necessary to go around the circle as they pray. Encourage students to pray their popcorn-prayer out loud as they feel led. Let them know it is OK if someone does not want to pray their prayer out loud. Let the class know it is an open time of prayer that you will close after a few minutes. It is ok if there are some moments of pausing between the popcorn-prayer. While you don't want your class members to feel like they have to say something just to fill the silence, also be sure not to jump in too soon to close the prayer time. It is natural for moments of silence to occur as people think about what they will pray.

As Class Ends – 2 minutes

Remind students that the following week is their last class together. Encourage them to continue writing in their prayer journals.

Personal Notes – Use this space for any personal notes you would like to make to help in your class preparation.

LESSON SIX – INCENSE AND THUNDER

Main Theme: Delighting in God through Prayer

Objectives: As a result of completing this lesson, students will...

**Express the Connection between Worship and Prayer*

**Practice Praying Breath Prayers*

**Evaluate Prayer as Incense*

**Conclude the Personal Value of this Study on Prayer*

Supplies Needed for Class Time:

Large piece of paper for each group of four

Tape to post charts on wall

Markers

Bible

CD Player

CD of song: "On My Knees" by Jaci Velasquez or Michael W. Smith, "Breathe"

Specific Instructions to Facilitate Leading Your Group:

As Class Begins – This is your last week together. Take a few moments to thank the class for their participation and to let them know how valuable each woman was to the positive class experience. Your ability to provide a positive class experience over the last six weeks will help women have a positive view of their learning process and of prayer itself.

Covering the Material –

Power Up – 5 minutes

The time allotted for this section is shorter than normal to allow more time in the *Power Transformer* section of class. Encourage your participants to find a partner and to share from their hearts with each other.

Power Transformer – 45 minutes

1. Ask the class to pair up with a new partner. Allow them *only a couple of minutes* to create their list then invite a few to call-out answers from their lists to the whole group. It is not necessary for each group to share but allow everyone who wants to share to have the opportunity.
2. Ask participants to form groups of four and work on question 2. Give each group a marker and a large sheet of paper to create their chart on. Provide time to create the chart and time for the groups to post and explain their charts. This task is important as it reminds students of the value of their discoveries in prayer over the last six weeks.
3. Encourage as many women as possible to offer insight into motivation in prayer. You can do this by smiling and showing enthusiasm for their answers.

4. Ask each student to take a few minutes to personally look back at what they hoped to learn about prayer. The greatest impact of this class will come as students perceive that their goals in learning were met. Again invite the class to find a new partner and share their hope and God's impact on their personal prayer lives over the last six weeks. As you come back together in the large group, invite those who would like to share their thoughts with the group to do so. Affirm the work of God in each one's life.

Power Prayer – 10 minutes

This is your last time of prayer together as a class. Be sure to leave at least *10 minutes* to do this prayer activity together. It is designed to close class in a meaningful, prayerful way. Read aloud the directions, allowing students to ask any questions to clarify the activity. Either designate yourself or ask for a volunteer to close the time of prayer after it seems everyone who wanted to pray aloud has had the opportunity.

As Class Ends – Thank your students for making this a positive experience in small group and prayer. Invite them to share with you in person, by phone or through email how they were impacted in the area of prayer over the last six weeks. *This is voluntary but provides helpful information if you would like to send them a follow-up note of encouragement within a week or two of ending class.*

Personal Notes – Use this space for any personal notes you would like to make to help in your class preparation.

Congratulations, you are almost finished guiding your class through *Prayer: More for the Day*. In the space below write a prayer expressing to God praise and thanksgiving for your experience over the last six weeks in prayer. Include thanksgiving for any specific areas you noticed God at work in your class members' prayer lives. Lastly, pray for their and your continued growth in prayer. Taking time to write a personal note of encouragement to each class member, perhaps including a thought about how you noted God at work over the last six weeks or how they indicated God worked in their prayer life will help cement their positive experience with prayer.