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# ENCOUNTER

## *Discipleship*

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### 8-WEEK LEADER'S STUDY GUIDE



For Small Groups and Church Studies

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## CLASS OVERVIEW

Encounter Discipleship is an eight-week spiritual formation journey. Through teaching, discussion, and hands-on exercises, participants will grow in spiritual depth, cultivate an intimate relationship with the Lord, and step into their faith, gifts, and calling.

### The Leader's Role

Your role is to facilitate this spiritual formation with the help, guidance, and power of the Holy Spirit. You will teach, encourage, and create space for the Holy Spirit to do His work.

Transformation and encounters in the power, presence, and love of God come only from the Holy Spirit.

The good news is that as we faithfully act in obedience, the Holy Spirit is always faithful to show up and touch people! That is what the Lord loves to do!

- Pray fervently for your students, the class, and yourself daily.
- Consider fasting on teaching days (e.g., skipping a meal or giving up coffee), and invite your class to join you. This creates an awareness that class time is set apart.
- Share your spiritual journey and testimonies of God working in your life.
- Allow the students to self-discover the truth. Never force or prove.
- Maintain a spirit of humility; it's okay to answer questions with "I don't know."
- Continually encourage the students in all their efforts, not only in their successes.
- Create a safe environment for the students to share and practice.

### Tips

- Include your personal testimonies during the lesson wherever appropriate. Testimonies are a very important part of this class!
- Be yourself. Have fun. The students are here to learn from you.
- Be sensitive and aware of the Holy Spirit's leading as you teach. He will often bring a testimony or encouraging word to your mind.

### Setup Essentials

- **Recruit a support person.** Have at least one Spirit-led assistant who can help with facilitation, teaching, ministry time, prayer, opening in prayer, and note-taking during testimonies.
- **Prepare worship music.** Have a playlist ready for the worship portion of class and for quiet reflection times. A phone, tablet, or speaker with pre-arranged music works well.

- **Arrange seating in a semi-circle** if class size allows. This gives students eye contact with one another and with you.
- **Keep your class size manageable.** The ideal is 6–20 students; we’ve found 8–12 works best. Larger groups strain sharing time and limit hands-on practice.
- **Honor the clock.** Set a definite start and end time within a 2.5-hour window. Start on time. End on time. This is a class — deeper practice happens at home, woven into real life.
- **Have tissues available.** The Holy Spirit moves, and tears often follow.

## Other Details

- **Send us your testimonies!** We would love to have a record of your students’ testimonies. Email them to [jarred@encounterdiscipleship.com](mailto:jarred@encounterdiscipleship.com). Let us know if the student wishes to remain anonymous. *“I will tell of all the marvelous things you have done” — Psalm 9:1*
- **Promotional materials** are available at [www.encounterdiscipleship.com/class-resources.html](http://www.encounterdiscipleship.com/class-resources.html)
- **On the first night**, have a sign-in sheet and collect each student’s name, phone number, and email. You’ll use this to send midweek reminders, encouraging words, and a follow-up email after Week 8 to gather feedback and testimonies.



# Week 1

## Called to Encounter



**Theme:** *Awaken spiritual hunger and cast the vision — there is more, and it's for you.*

### Goals

- Establish the purpose and heart behind this class — *there is more, and it's for you*
- Introduce yourself through personal testimony
- Help students identify their starting point (Spiritual Snapshot)
- Give students their first experience of listening to God — and sharing it
- Create an atmosphere of surrender and openness to encountering God

### Overview

People are hungry for God. Not religion — relationship. They want to know Him personally, hear His voice, and experience Him like a friend.

This week lays the foundation. But unlike a typical Bible study, Week 1 is not primarily about transferring information. It's about creating an experience. By the end of the night, students should walk away thinking: *"Something happened tonight. This is different."*

**Key insight:** Week 1 sets the tone for the entire course. If students experience God on the first night, they'll come back hungry for more.

### Details

Week 1 is about building connection and creating expectation. Students are getting familiar with you, the manual, the format, and each other.

Start with a brief class overview and read a few prior student testimonies to build faith. The student manual opens with three testimonies from past students (Charles, Frank, and Florence). You can use these, read your own collection, or draw from Appendix E.

After introductions and your testimony, guide students through the Spiritual Snapshot, then teach, then move into the "Let's Practice" activation, worship, and the surrender exercise.

**Remember:** This format may be unfamiliar to some. Make everyone feel welcome, relaxed, and expectant. Normalize not “getting it right.”

### Suggested Timeline (6:30–8:45 PM)

6:30	Welcome & opening prayer (5 min.)
6:35	Class heart: “Why we’re here” (5 min.)
6:40	Read prior student testimonies (5 min.)
6:45	Introductions (15 min.)
7:00	Leader’s testimony (15 min.)
7:15	Teaching (includes Spiritual Snapshot) (25 min.)
7:40	“Let’s Practice” + Sharing (10-15 min.)
7:55	Worship (10 min.)
8:05	Surrender exercise (20 min.)
8:25	Hot seat ministry (if time) (10-15 min.)
8:40	Homework & Close (5 min.)

### Class Details

*Note: This first week’s instructions are more detailed to define key terms. Future weeks will be shorter.*

1. **Welcome (5 min)** — Open in prayer and welcome students warmly. Set a tone of expectation and joy.
2. **Class Heart: “Why We’re Here” (5 min)** — Build anticipation. The purpose of this class is to encounter the power, presence, and love of God. This is meant to be fun. Participate. Step out of your comfort zone. This is a safe place to practice.
3. **Prior Student Testimonies (5 min)** — Read 2-3 short testimonies from past students to build faith. Select ones that represent a range of experiences. The manual opens with three (Charles, Frank, Florence), or use ones from Appendix E or your own classes.
4. **Introductions (15 min)** — Go around the room. Have each student share their name and one thing they hope to receive from God over the next eight weeks. Listen carefully — these hopes will inform how you pray for them.

5. **Leader's Testimony (15 min)** — Share your story. Focus on your spiritual journey. Be vulnerable — your transparency gives students permission to be real. Keep it to 15 minutes.
6. **Teaching (25 min)** — The manual organizes Week 1 into three parts. Read through it twice before class. You're painting a picture, not delivering a lecture.

**Three-part flow:**

**Part 1: The Invitation** — *"There is More" and "Wherever You Are." Awaken hunger — many believers sense something is missing. This class meets everyone where they are.*

**Spiritual Snapshot** — *Pause the teaching. Have students turn to the Spiritual Snapshot page and give them 4-5 minutes of quiet to complete the eight scale questions and two fill-ins. Reassure them it's not a test and they won't be asked to share. They'll revisit it in Week 8.*

**Part 2: The Promise** — *"The Door is Open," "Knowing God vs. Knowing About Him," and "Tuning In." Every believer can hear God directly. This class isn't about learning more information — it's about encountering Him.*

**Part 3: The Journey** — *"Where We're Going" and "One Thing." Walk through the 8-week overview, then land the message: "There is more — and it's for you." Bridge into the listening exercise.*

7. **"Let's Practice" + Sharing (10-15 min)** — This is the heart of Week 1. Students practice listening to God for the first time in class.

*"Close your eyes. Ask the Holy Spirit one simple question: 'Lord, what do You want to do in my life over these eight weeks?' Just listen for about sixty seconds."*

*Wait in silence for 60-90 seconds. Resist the urge to fill it.*

*"If you sensed something — a word, an impression, a picture — write it down. If not, that's okay. You're learning."*

*Call on 3-5 volunteers to share. Celebrate whatever is shared. If someone says, "I got nothing," normalize it: "That's completely normal. You're learning to tune in. That's exactly why we're here."*

8. **Worship (10 min)** — 2-3 songs. As worship ends, transition into the surrender exercise without a hard break.
9. **Surrender Exercise (20 min)** — Students are prayed over individually as an act of surrender for the journey ahead.

*Keep soft worship music playing. Leaders move through the room, praying a brief blessing over each student. If using anointing oil (optional), apply a small amount to the forehead. Be sensitive to the Holy Spirit — He may give you a specific word for someone. Take your time.*

**Leader prayer** (to open this time):

*“Father, we come to You tonight with open hands and open hearts. We lay down our expectations, our fears, our need to control. We surrender to whatever You want to do in this room and in each of our lives over these eight weeks. Holy Spirit, come. Meet each person exactly where they are. In Jesus’ name, Amen.”*

**10. Hot Seat Ministry (10-15 min, if time permits)**

*If time allows, introduce “hot seat” ministry. This will be a regular part of Weeks 1-7.*

*One or two students sit in front of the group. The class listens to God for that person and shares what they sense. Leaders add their own words. Close by praying over the student.*

**Note:** *Plan your schedule so every student gets a turn between Weeks 1-7. Week 8 is impartation — everyone receives individual prayer that night.*

**11. Homework & Close (5 min)**

- Read Chapters 1-5 of Walter Beuttler’s *The Manifest Presence of God* (Appendix B)
- Answer the two reflection questions
- The “For Further Study” section on the Holy Spirit is optional — for those who want to dig deeper
- Bring your manual each week. Do the homework. Come expectant!

**NOTES FOR LEADERS**

**On the Spiritual Snapshot:**

Students may feel vulnerable when seeing the numbers on their self-assessments. Reassure them that Week 1 is a starting point, not a judgment. The power is in the Week 8 comparison — when they see how far they’ve come.

**On “Let’s Practice”:**

This is the first taste of what makes this class different. Don’t skip it. Don’t rush it. The act of listening and sharing — even imperfectly — sets the tone for the entire course.

**On the Three-Part Teaching Flow:**

The manual is organized into Part 1 (The Invitation), Part 2 (The Promise), and Part 3 (The Journey). You don’t need to announce these parts aloud — they’re structural guides for you. The teaching should feel like one flowing conversation, not three separate lectures. Trust the arc: hunger → promise → journey.

**On the Surrender Exercise:**

Some students may have strong emotional or physical responses during prayer (tears, shaking, falling). This is normal. Have tissues available. If someone falls, gently help them to the floor and let them rest in God's presence.

**On anointing oil:**

Using oil is a meaningful symbol of the Holy Spirit's presence (James 5:14), but it's optional. The encounter is the goal — oil is simply a tool some leaders find helpful.

**On the "For Further Study - Holy Spirit" section:**

The student manual includes a reference section on the work of the Holy Spirit at the end of Week 1 (covering indwelling, baptism of the Holy Spirit, and how people received the Spirit in Scripture). This is not taught in class — it's supplementary material for students who want to go deeper. A brief mention when assigning homework is sufficient.

**CHECKLIST**

Before class:

- Prayer and preparation (consider fasting)
- Sign-in sheet ready (name, phone, email)
- Worship playlist prepared
- Anointing oil (optional)
- Tissues available
- Testimonies selected (from manual, Appendix E, or your own)
- Your personal testimony prepared (15 min)
- Room arranged (semi-circle if possible)



## Week 2

### Hearing God's Voice: Learning to Listen



**Theme:** *Train believers to discern the Lord's voice through journaling.*

#### Goals

- Foster hunger for intimacy with God through testimonies and the reading review
- Establish a biblical basis for hearing God's voice
- Demonstrate how our spiritual senses are used to hear Him
- Apply the teaching through a journaling exercise

#### Overview

Hearing God's voice isn't reserved for the spiritual elite. It's the privilege of every believer — and the foundation of the Christian walk. This lesson will train believers to discern the Lord's voice. The centerpiece is a practical journaling exercise.

#### Details

Start by asking for testimonies, then discuss the Walter Beuttler reading. Extra time is built in for the journaling exercise. During the teaching, stop at "What does God's voice sound like?" to lead the mid-lesson exercise.

#### Suggested Timeline (6:30–8:30 PM)

6:30	Welcome & opening prayer (5 min.)
6:35	Testimonies (10 min.)
6:45	Review insights from Ch. 1–5 reading (15 min.)
7:00	Teaching (includes mid-lesson exercise) (30 min.)
7:30	Worship (15 min.)

7:45	In-Class Exercise: Journaling (15 min.)
8:00	Volunteers share their journaling (20 min.)
8:20	Hot seat ministry (10 min.)
8:30	Close in prayer

### Class Details

1. **Welcome** — Open in prayer and welcome students.
2. **Testimonies** — Give students space to share how they encountered God this week.
3. **Review Homework** — Let students share insights from the Walter Beuttler reading (Chapters 1-5).
4. **Teaching (30 min.)** — The manual covers four main sections. Read through it twice before class so you can teach conversationally.
  - a. **Six Ways to Discern God's Voice** — *Practical guardrails students will use throughout the course.*
  - b. **Friendship — The Key to Recognizing God's Voice** — *Ties back to Week 1's emphasis on knowing God, not just knowing about Him.*
  - c. **Hearing God through Journaling (Habakkuk 2:1-2)** — *The biblical model for the journaling exercise.*
  - d. **6 Steps to Hearing God through Journaling** — *Walk through these, but keep it moving. The exercise is where students learn the most.*

**Mid-lesson exercise:** At the "Try This" box under "What does God's voice sound like?" lead this quick exercise:

*"Close your eyes. Picture your kitchen. See your refrigerator? Your sink? Now — keeping your eyes closed — say your first and last name in your mind."*

*Explain: "This is often what hearing God sounds like. Images and words that arise within you." Don't over-discuss — it becomes clearer after the journaling exercise.*

5. **Worship** — Lead 10-15 minutes, then transition into the journaling exercise.
6. **In-Class Exercise: Journaling**

*Have students remain in an attitude of worship while they turn to the In-Class Exercise page. Instruct them to ask the Lord one of the two listed questions, then begin journaling. Give them 5-10 minutes. Give a two-minute warning. Then ask for volunteers to share. If no one volunteers, read yours first.*

*If students seem stuck: Point them to the encouragement in their manual: "Write anyway." Reassure them that many people recognize God's voice in hindsight.*

7. **Hot Seat Ministry** — One or two students as time permits.
8. **Close** — End in prayer and remind students of this week's assignments:
  - Read Walter Beuttler, Chapters 6–10
  - Reflection Questions
  - Journal with the Lord at least twice this week (the manual has space for a third entry)

## **NOTES FOR LEADERS**

### **On the mid-lesson exercise:**

This is a simple but effective moment. Students often have an "aha" when they realize they already use the same internal senses — seeing pictures and hearing inner words — in everyday life. That recognition lowers the barrier to hearing God. Don't over-explain it. Let the exercise speak for itself.

### **On the journaling exercise:**

This is the most important moment of the night. For many students, this will be their first attempt at two-way communication with God. Protect the silence. Don't cut it short. The longer you give them, the more likely they are to break through.

Some students will be deeply moved by what they hear. Others will feel like they wrote their own thoughts. Both are normal. During sharing time, affirm everything. Even tentative words like "I think maybe I heard..." deserve encouragement. You're building confidence that will carry them through the rest of the course.

### **On the homework journaling:**

The manual asks students to journal at least twice during the week and provides space for three entries. Encourage them to find a quiet place and give themselves at least 10-15 minutes.

Worshiping or praying first helps many people transition into a listening posture. Remind them: *"Come ready to share what you heard next week."*



## Week 3

### Hearing God's Voice: The Ways He Speaks



**Theme:** *Expand expectancy to recognize God's voice in new ways.*

#### Key Scripture

*"For God may speak in one way, or in another, yet man does not perceive it. In a dream, in a vision of the night..." — Job 33:14, 16.*

#### Goals

- Increase awareness of the various ways God speaks
- Build expectancy to hear His voice
- Practice listening to God for someone else in real time

#### Overview

God is continually speaking to His children, but often we do not perceive or recognize His voice. This lesson explores seven common ways the Lord speaks, fostering an expectancy to hear His voice in new ways.

#### Details

Start with testimonies and review journaling homework. Have one or two students read their journals aloud — this normalizes the practice. Then discuss Chapters 6–10 of Walter Beuttler.

The teaching opens with the Story of Monica (Appendix C 3.5). Read it, then use the "Relating to the Story" section to show how God spoke to her in four of the seven ways they'll study that night.

**Prepare ahead:** Bring small slips of paper for the in-class exercise. Each student will write their name on one.

### Suggested Timeline (6:30–8:40 PM)

6:30	Welcome & opening prayer (5 min.)
6:35	Testimonies & journaling review (10 min.)
6:45	Review insights from Ch. 6–10 (15 min.)
7:00	Teaching: Seven Ways God Speaks (40 min.)
7:40	Worship (10–15 min.)
7:55	In-Class Exercise (30 min.)
8:25	Hot seat ministry (15 min.)
8:40	Close in prayer

### Class Details

1. **Welcome** — Open in prayer and welcome students.
2. **Testimonies** — Give students an opportunity to share. Review journaling homework — have one or two students read their journals.
3. **Review Homework** — Let students share insights from Walter Beuttler (Chapters 6-10).
4. **Teaching (40 min.)** — This is one of the longest teaching sessions of the course. The manual covers seven ways God speaks, each with a “Share” discussion prompt. You don’t need to cover every sub-point — bring each way to life with a brief explanation and a story, then use the prompt.

**Opening: Story of Monica** — Read or summarize from Appendix C 3.5. Highlights four of the seven ways.

#### **Seven Ways God Speaks:**

- a. **Scripture** — The primary way and the standard for testing all others. The informational vs. meditational reading distinction sets up Week 4’s lectio divina.
- b. **The Still, Small Voice (Impressions)** — Most common way. Not intuition — divine impressions from the Holy Spirit.
- c. **God’s Audible Voice** — Least common. The clearer the revelation, the more difficult the task ahead.
- d. **God Speaks through Other People** — The Spurgeon story (Appendix C 3.7) is a great example.
- e. **Dreams, Visions, and Angels** — Normal for New Covenant believers, not reserved for Bible times.

- f. **Circumstances** — Confirm but rarely stand alone.
- g. **Prophetic** — Introduce briefly. Students will learn to operate in these gifts in Week 6.

**Pacing:** You have roughly 5 minutes per way. Pick 3-4 “Share” prompts to open up and move past the others. Weave in your own stories wherever possible.

5. **Worship** — 10-15 minutes.

6. **In-Class Exercise: Hearing God for Someone Else (30 min.)**

Pass out slips of paper. Each student writes their name and folds it in half. Collect all the slips, mix them up, and redistribute — one per student. Instruct them to hold the folded slip without opening it.

*"You're each holding someone's name — but don't look at it yet. We're going to ask the Lord for a word, a picture, or a Scripture for that person. He knows who it is, even if you don't."*

Pray a short corporate prayer. Give 2–3 minutes of quiet to listen.

Go around the circle. Each person shares what they received, then unfolds the slip and reads the name aloud. Let the named person respond — did it resonate? What did it mean to them?

*If someone drew their own name: They won't know until the reveal — and that's fine. God can speak to you about yourself. If you'd rather rerun it, have them swap their unopened slip with a neighbor and go again.*

7. **Hot Seat Ministry** — One or two students as time permits.

8. **Close** — End in prayer and remind students of this week's assignments:

- Read Walter Beuttler, Chapters 11–15
- Read Appendix C: Stories & Testimonies 3.1–3.6
- Reflection Questions
- Record three different ways the Lord speaks to you this week

## NOTES FOR LEADERS

### On pacing the teaching:

This is one of the most content-heavy weeks in the course. Resist the urge to teach every point — the manual is in their hands for home study. Your role is to bring each way to life through stories and discussion. If you run long on teaching, the in-class exercise gets squeezed, and that's where the real learning happens.

**On the “Share” prompts:**

The manual includes a discussion prompt after each of the seven ways. These are gold — they turn passive listeners into active participants. But you don’t have time for all seven. Pick your strongest 3-4 (Scripture, Still Small Voice, and Dreams/Visions tend to generate the best responses) and use them. Let the others serve as prompts for students to reflect on at home.

**On the in-class exercise:**

This is the first time students will practice hearing God for another person. It’s a big step. Some will be nervous. Normalize it: *“This is practice. You’re not being graded. Just share what comes to mind.”* The accuracy of the words matters less this week than the willingness to try. Celebrate every attempt.

**On the Story of Monica:**

If you’re short on time, you can summarize rather than read the full story. The key point is that God spoke to her in four different ways, and she recognized His voice in each. That’s what you want students to leave expecting for themselves.

**On informational vs. meditational reading:**

This distinction is worth emphasizing because it sets up the lectio divina exercise in Week 4. Many students have only ever read Scripture informationally. The idea that they can slow down and listen for God’s voice in the text is often a breakthrough moment.



# Week 4

## Encountering God Through Prayer



**Theme:** *Encounter God through five types of prayer—taught and practiced.*

### Goals

This lesson explores five ways to encounter God through prayer. It is proposed to refresh, enliven, and foster a greater desire for prayer in the student's daily walk.

### Five Types of Prayer

- The prayer of faith
- Intercession
- Prayer in the secret place
- Unceasing prayer
- Meditative Scripture prayer (*lectio divina*)

### Details

Begin with testimonies — how God communicated this past week. Review the three examples from their homework (recording three different ways the Lord spoke). Then review the Walter Beuttler reading (Chapters 11–15) and the Appendix C stories.

**Note:** This is a longer lesson, so a timely start is important.

During teaching, you will lead two brief group exercises embedded in the manual: an intercession exercise and the *lectio divina* practice.

## Suggested Timeline (6:30–8:40 PM)

6:30	Welcome & opening prayer (5 min.)
6:35	Testimonies (10 min.)
6:45	Review Ch. 11–15 and Appendix C stories (15 min.)
7:00	Teaching (includes mid-lesson exercises) (40 min.)
7:40	Worship (10-15 min.)
7:55	In-Class Exercise: Intercession & Prayer of Faith (20 min.)
8:15	Hot seat ministry (25 min.)
8:40	Close in prayer

## Class Details

1. **Welcome** — Open in prayer and welcome students.
2. **Testimonies** — Ask specifically about their homework — recording three different ways the Lord spoke. This reinforces Week 3.
3. **Review Homework** — Let students share insights from Walter Beuttler (Chapters 11–15) and Appendix C stories (3.1–3.6).
4. **Teaching (40 min.)** — Five types of prayer. You don't need to cover every sub-point — prioritize the two mid-lesson exercises over exhaustive teaching.
  - a. **The Prayer of Faith** — *The George Müller testimony (Appendix C 4.1) is a strong opener.*
  - b. **The Prayer of Intercession** — *The Moses/Numbers 14 story is the centerpiece.*

**Mid-lesson exercise:** *The manual includes a group exercise here. Lead it: “Close your eyes and ask the Lord to show you someone to pray for. Take two minutes and pray for that person.” After, ask who came to mind.*

- c. **Prayer in the Secret Place** — *A private, daily meeting time with God. Highlight the ACTS prayer model (Adoration, Confession, Thanksgiving, Supplication).*
- d. **Unceasing Prayer** — *Being “God-conscious” throughout the day. The Spurgeon quote on “little darts and hand grenades of godly desire” is memorable.*
- e. **Meditative Scripture Reading / Lectio Divina** — *Both a teaching section and an in-class exercise. Introduce the concept, then lead the practice:*

Walk students through the five-step process in their manual using Psalm 24:1-6. Read the passage aloud slowly. Pause. Read it a second time. Give 5-7 minutes of quiet to reflect and record. Soft music helps. Then invite 2-3 students to share.

5. **Worship** — 10-15 minutes.

6. **In-Class Exercise: Intercession & Prayer of Faith (20 min.)**

**Part 1: Intercession** — “Ask God to bring someone to your mind. When you have someone, begin to intercede.” Give 3-5 minutes.

**Part 2: Prayer of Faith** — Pair students (women with women, men with men). Each shares a specific prayer request requiring faith. The other prays aloud for that request — right then. Then switch.

After the exercise: “I expect to hear testimonies of answered prayer before this class is over.”

7. **Hot Seat Ministry** — One or two students as time permits.

8. **Close** — End in prayer and remind students of this week’s assignments:

- Read *The Practice of the Presence of God* by Brother Lawrence (Part I: “The Conversations” — 8 pages)
- Reflection questions on Brother Lawrence
- Set aside a specific place and time (at least 20 minutes) each day to pray. Experiment with the ACTS model.
- Practice unceasing prayer during a mundane task — folding laundry, driving, doing dishes.
- Optional: A second lectio divina passage (Isaiah 43:1-4) is in the manual.

## NOTES FOR LEADERS

### On pacing:

This is the second content-heavy week in a row. The key is to prioritize the exercises over the teaching. Students will learn more about prayer by praying than by hearing you talk about prayer. If you’re running long on teaching, trim the secret place and unceasing prayer sections — students can read those at home. Protect the time for *lectio divina* and the post-worship exercise.

### On the lectio divina exercise:

This may be the first time students have experienced meditative Scripture reading. Some will find it natural; others may struggle to slow down. Normalize both responses. The second reading of the passage is important — students often hear something different the second time through. Don’t rush it.

**On the intercession mid-lesson exercise:**

The manual embeds a brief intercession exercise in the teaching section (asking God to show them someone to pray for). This is easy to miss if you're moving quickly through the content. Don't skip it — it turns an abstract concept into a lived moment and naturally transitions into the fuller practice after worship.

**On the homework:**

This week's homework is more action-oriented than previous weeks. Students aren't just reading and answering questions — they're establishing a daily prayer time and practicing unceasing prayer. Set the expectation clearly: *"This week is about doing, not just studying."* The Brother Lawrence reading will inspire them, but the practical exercises are where transformation happens.

**On the "For Further Study" section:**

The manual includes a reference section on "Intercession for Salvation" — a five-point framework for praying for the lost (convict of sin, open minds, send laborers, soften hearts, protect from the evil one). This is not taught in class. You may mention it exists for students who want to deepen their intercessory prayer.



# Week 5

## Encountering God Through Worship



**Theme:** *Worship is a lifeline—express surrender and receive His transforming presence.*

### Goals

- Understand the difference between praise and worship
- Develop the need for private worship
- Practice the praise-worship-prostrate model

### Overview

Worship is far more than a Sunday morning activity. It's an unceasing act that flows from our lives. Worship is a personal lifeline connecting us to the Almighty. In it, we express love and surrender; in return, He graces us with His transforming presence.

This is the most experiential week of the course. The in-class exercise — a 40-minute praise-worship-prostrate sequence — is where students encounter God for themselves. Protect that time. Don't let teaching run long.

### Details

Begin with testimonies, then discuss *The Practice of the Presence of God*. Share a passage that was meaningful to you, then invite others. After the discussion, teach the lesson, then move into the praise-worship-prostrate exercise. Communion may be taken during worship.

### Suggested Timeline (6:30–8:30 PM)

6:30	Welcome & opening prayer (5 min.)
6:35	Testimonies (10 min.)
6:45	Review <i>The Practice of the Presence of God</i> (15 min.)
7:00	Teaching (30 min.)

7:30	Explain the exercise (5 min.)
7:35	In-Class Exercise (40 min.)
8:15	Hot seat ministry (15 min.)
8:30	Close in prayer

### Class Details

1. **Welcome** — Open in prayer and welcome students.
2. **Testimonies** — Ask specifically about prayer experiences: *“Did anyone try the ACTS model? How did the Brother Lawrence exercise go?”*
3. **Review Homework** — Facilitate sharing of insights from *The Practice of the Presence of God*.
4. **Teaching (30 min.)** — Keep it to 30 minutes. The exercise IS the lesson this week.
  - a. **Unceasing Worship** — *Everyone worships something. Connect to Brother Lawrence.*
  - b. **The Essence of Praise** — *Praise is a weapon. The Jehoshaphat story (2 Chron 20) and Paul/Silas in prison (Acts 16) are the centerpieces.*
  - c. **The Essence of Worship** — **Read the Palm Sunday illustration aloud.** *The manual marks it “read aloud” — it’s the most powerful passage of the night. It distinguishes praise from worship better than any definition. Don’t summarize it.*
  - d. **Encountering God through Worship** — *Introduce the Praise > Worship > Prostrate model. The student testimonies (widow’s vision, 18-year ankle healing) build faith before the exercise.*
5. **Explain the Exercise** — Allow a few minutes to explain the process. Be prepared to set the example.
6. **In-Class Exercise: Praise-Worship-Prostrate (40 min.)**

**Part 1: Praise (5-10 min.)** — *Two or three upbeat songs. Create a joyful, celebratory atmosphere.*

**Part 2: Worship (15-20 min.)** — *Transition into slower, deeper worship. Two to four songs. If including communion, administer it after the first worship song.*

**Part 3: Prostrate / Waiting on God (5-10 min.)** — *Invite students to lie flat, kneel, or bow. Play soft instrumental music at low volume. Wait on God in silence.*

*When time is up, ask students to stay in an attitude of worship. Give them the opportunity to share what the Lord spoke — a vision, picture, Scripture, or word. You may need to open the sharing. Close in prayer.*

7. **Hot Seat Ministry** — One or two students as time permits.
8. **Close** — End in prayer and remind students of this week's assignments:
  - Read Romans 12, Ephesians 4, 1 Corinthians 12, and Appendix A: Spiritual Gifts (preparation for Weeks 6 and 7)
  - Practice the praise-worship-prostrate model on your own at least twice this week. Journal what the Lord speaks.
  - When you come up against a challenging situation this week, stop and praise God. Journal how the atmosphere changed.

## NOTES FOR LEADERS

### On the teaching:

Keep it to 30 minutes. The temptation will be to go deep on each section, but this is the week where the exercise IS the lesson. Students will learn more about worship in 40 minutes of encountering God than in any amount of teaching. Your job is to give them a framework (praise vs. worship, the three-phase model) and then get out of the way.

### On the Palm Sunday illustration:

This is the most memorable teaching moment of the night. Read it aloud — don't summarize it. It's written in first person and draws students into the scene. When you reach the shift from praise to worship ("Now, I'm no longer waving my palm..."), slow down. Let the room feel the transition. This illustration does a better job of explaining what the exercise will feel like than any definition could.

### On the in-class exercise:

Prepare your worship set in advance. The transition from praise to worship to prostration should feel natural, not announced. If the Spirit is moving during worship, don't cut it short to stay on schedule — extend it. The prostrate phase is often where the deepest encounters happen. Resist the urge to fill silence with words. Let God work.

If students seem hesitant to prostrate, normalize it: *"This is simply a physical posture of surrender. Lie flat if you can, kneel if you prefer, or simply bow your head. The heart posture is what matters."*

### On the student testimonies:

The book includes two powerful testimonies — a widow receiving a vision of her husband in heaven, and a student healed of an 18-year ankle injury during worship. These are real stories from past Encounter Discipleship classes. Share one or both before the exercise to build expectation. Students need to know that real encounters happen in this room — and they can happen tonight.

**On communion:**

Communion is optional but powerful in this context. If you include it, administer it after the first worship song — it creates a natural pause that deepens the atmosphere. Keep it simple: read 1 Corinthians 11:23-26, distribute the elements, and continue into worship.

**On the homework reading:**

The reading assignment shifts from Brother Lawrence to spiritual gifts (Romans 12, Ephesians 4, 1 Corinthians 12, Appendix A). Emphasize that this reading is essential preparation for Weeks 6 and 7. Students need to arrive next week with a basic understanding of spiritual gifts.



# Week 6

## Words of Knowledge & Prophecy



**Theme:** *Every believer can prophesy—step out and practice.*

### Key Scripture

*“You can all prophesy.” — 1 Corinthians 14:31*

### Goals

- Establish a biblical understanding of spiritual gifts
- Define words of knowledge and prophecy
- Instruct on how to receive and give a word
- Activate students through hands-on practice

### Overview

Among the nine spiritual gifts are words of knowledge and prophecy. These gifts are given for the common good — to strengthen, encourage, and comfort believers. They’re not reserved for a special few. Words of knowledge can also be a powerful evangelistic tool — in John 4, Jesus’s word of knowledge to the woman at the well broke down her defenses and led many to believe.

This is the most teaching-heavy week, but the activation exercise is what makes it stick. If you have to cut something from the teaching, protect the activation.

### Details

**This is a longer lesson**, so starting on time and keeping testimonies focused will be helpful. After the testimonies, discuss the homework exercise of praise, worship, and prostrating.

Try to keep the teaching to one hour or less. Include personal stories of giving and receiving prophetic words. Collaborate with your co-leader ahead of time on when to share which testimonies.

You may need to skip some middle content. If you do, end with the activation section —this is essential. After teaching, worship (two songs), then the practical exercise and hot seat ministry.

### Suggested Timeline (6:30–8:55 PM)

6:30	Welcome & opening prayer (5 min.)
6:35	Testimonies (10 min.)
6:45	Discuss worship homework (15 min.)
7:00	Teaching (60 min.)
8:00	Worship (5-10 min.)
8:10	In-Class Exercise: Group Activation (30 min.)
8:40	Hot seat ministry (if time) (15 min.)
8:55	Close in prayer

### Class Details

1. **Welcome** — Open in prayer and welcome students.
2. **Testimonies** — Ask how their time in personal praise and worship went.
3. **Teaching (60 min.)** — Four main sections. The first three build understanding; the fourth builds desire and courage.

*Opening testimony: The Steve Thompson / Matt story that opens the chapter. Powerful and emotional — don't skip it.*

- a. **What is a Word of Knowledge?** — Supernatural revelation freely given by God. Key myth to bust: "Only special people prophesy." Paul says all can (1 Cor 14:31).
- b. **How to Receive and Give a Word of Knowledge** — Seven ways: Think It, Feel It, See It, Hear It, Read It, Say It, Dream It. This is the heart of the teaching. Pick 2-3 "Share" prompts to open up. The Randy Clark "dancing butterfly" quote normalizes the subtlety of prophetic revelation.
- c. **Keys to Ministering a Word of Knowledge** — Practical guardrails. The "deliver naturally with humility" guidance directly prepares students for the exercise. Key phrase: "I believe the Lord is showing me \_\_\_\_" instead of "Thus saith the Lord."
- d. **How to Become Activated** — Desire, Ask, Expect, Love. The manual includes a Group Activation Prayer — consider reading it together before moving into worship.

*If running long, compress the opening definition and Scripture examples. Protect the seven ways and the delivery guidance.*

4. **Worship** — 5-10 minutes. Two songs. Transition students from information to positioning their hearts to hear.

5. **In-Class Exercise: Words of Knowledge (30 min.)**

*Set the tone: "This is going to be fun. This is a safe place. It's okay to get it wrong."*

*Pair students in groups of two — men with men, women with women. For best results, pair people who don't know each other well.*

*"Each pair will have six minutes total — three minutes each — to give a word of knowledge over the other person. Don't overthink it. Speak what first comes to your mind."*

*Determine who goes first. Pray a brief corporate prayer. Begin.*

*After the first three minutes, go around to each pair. Interview them: Did the word mean anything? How did you receive it? Encourage them. Repeat for the second person.*

*If time allows, do a second round with different pairings.*

6. **Hot Seat Ministry** — One or two students as time permits.
7. **Close** — End in prayer and remind students of this week's assignments:
  - Read Appendix C — sections 6.1–6.8
  - Watch John Wimber on the *5-Step Healing Model* at [www.encounterdiscipleship.com/class-resources.html](http://www.encounterdiscipleship.com/class-resources.html) (50-minute video — essential preparation for Week 7)
  - Reflection questions: (1) Three most helpful Wimber insights, (2) connection between love and prophecy in 1 Cor 13:1–14:5
  - Ask God for two opportunities to practice giving words of knowledge this week. Journal your experience.

## NOTES FOR LEADERS

### On pacing the teaching:

This is the longest teaching session in the course (60 min.). The temptation is to go deep on every sub-point — resist it. The seven ways to receive a word of knowledge (Think It through Dream It) are the core. The "Keys to Ministering" section (how to deliver a word) is essential preparation for the exercise. If you're running long, you can compress the opening definition and Scripture examples and spend more time on the seven ways and the practical delivery guidance.

**On the opening testimony:**

The Steve Thompson / Matt testimony is gut-wrenching and powerful. It shows what's possible when an ordinary person steps out in the gift. Don't skip it. If you have your own testimony of receiving or giving a prophetic word, share it alongside the manual's story. Personal stories from the leader carry unique weight this week.

**On the seven ways:**

Students will naturally gravitate toward 1-2 of these ways. That's fine. The goal isn't mastery of all seven — it's recognizing that they may already be receiving words of knowledge without knowing it. The Randy Clark "dancing butterfly" quote reframes everything: it gives students permission to pay attention to subtle impressions they've been dismissing.

**On the activation exercise:**

This is the breakthrough moment for many students. Some will be nervous — that's normal. Your job as a leader is to create a safe, encouraging atmosphere. Interview each pair afterward — the debriefing is as important as the exercise. When students hear that a word they gave was accurate, it builds faith exponentially. When a word misses, normalize it: *"That takes courage. Keep stepping out."*

If a student gives a particularly powerful or accurate word, celebrate it publicly. These moments become the testimonies that carry the class forward.

**On the homework video:**

The John Wimber 5-Step Healing Model video is 50 minutes — the longest homework assignment of the course. Emphasize that it's not optional. Week 7's teaching and healing exercise builds directly on what Wimber teaches. Students who don't watch it will be lost next week.



# Week 7

## Healing the Sick: A 4-Step Prayer Model



**Theme:** *Every believer is commissioned to pray for the sick.*

### Goals

- Establish a biblical foundation for divine healing
- Show that all Christians are commissioned to heal
- Introduce the 4-step healing prayer model
- Activate students through hands-on practice

### Overview

It is God's nature to heal. Healing has been provided through Jesus Christ and His finished work on the cross. Not only does the Lord desire to heal, but He has also commissioned every believer to pray for the sick.

There is no single method for healing in Scripture. However, we will teach a practical model that serves as a helpful template. We'll also address root causes that sometimes need to be addressed before healing fully manifests—things like unforgiveness, afflicting spirits, and generational issues.

### Details

This is a packed lesson, so a timely start is helpful.

Begin by reviewing the words-of-knowledge homework. Share your own example first. Also discuss the John Wimber video — ask what stood out. This video forms the foundation for tonight's teaching. Remind students about the journal—they'll draw from it for Week 8 testimonies.

Expect the teaching to take about 45 minutes. Worship can be brief — one or two songs. Hot seat ministry is not necessary tonight; the in-class exercise will serve that purpose.

## Suggested Timeline (6:30–8:45 PM)

6:30	Welcome & opening prayer (5 min.)
6:35	Review homework & Wimber video discussion (15 min.)
6:50	Testimonies (if time) (5 min.)
6:55	Teaching (45 min.)
7:40	Worship (10 min.)
7:50	In-Class Exercise: 4-Step Healing Model (35 min.)
8:25	Hot seat (optional) (20 min.)
8:45	Close in prayer

## Class Details

1. **Welcome** — Open in prayer and welcome students.
2. **Review Practical Exercises** — Invite students to share words of knowledge from this past week. Then discuss the Wimber video: *“What were your biggest takeaways?”*
3. **Teaching (45 min.)** — Four sections. Spend the most time on the 4-Step Model since it directly prepares students for the exercise.
  - a. **Biblical Foundation for Healing** — *God as Healer, Christ as Healer, healing through the Cross. Straightforward — don’t linger.*
  - b. **Every Christian Commissioned** — *The C.S. Lewis quote lands well.*
  - c. **4-Step Prayer Model** — *Heart of the teaching. Walk through each step using the manual’s examples and sample prayers. The petition vs. command prayer distinction often surprises students — read the samples aloud so they hear the difference.*
  - d. **Practical Insights** — *“Not everyone gets healed.” Don’t skip — they need this honesty before praying for people this week.*
4. **Worship** — 5-10 minutes. One or two songs.
5. **In-Class Exercise: 4-Step Healing Model (35 min.)**

*Ask who has a physical condition that can be readily checked — back pain, limited mobility, or hearing loss. Group each person needing healing with two or three students. One leads the interview, and another leads the prayer. For reference, display the 4-step healing model summary on a PowerPoint slide or a whiteboard, if available.*

***How to run it:***

- Periodically pause to check: *“On a scale of 0–100%, how healed do you feel?”*
- When healing reaches 80% or more, that group claps five times — giving thanks and signaling to the room.
- Continue praying as time permits.

*When finished, bring the room back together and have groups share what God did.*

***If no one has a condition***, have students pair up and practice the interview step with each other, even on something minor.

***If the Spirit is moving powerfully***: Don't cut it short. The healing exercise IS ministry tonight.

6. **Hot Seat (optional)** — The healing exercise may serve this purpose tonight.
7. **Close** — End in prayer and remind students of this week's assignments:
  - Read Appendix C: Stories & Testimonies 7.1–7.3
  - **Prepare a testimony for Week 8.** Choose one of three topics in the manual and plan to share for 2-3 minutes. Review your journal.
  - **Pray for at least two sick people this week.** Use the 4-step model. Journal your experience.

*Emphasize testimony preparation: “Next week is our final night — a night of celebration and commissioning. Your testimony is part of that. Take time to prepare it.”*

**NOTES FOR LEADERS**

**On pacing the teaching:**

This is another content-heavy week (45 min. of teaching), but the 4-step model is sequential and practical, making it easier to teach than Week 6's conceptual content. Spend the most time on Steps 1-3 (interview, prayer selection, prayer ministry) since those directly prepare students for the exercise. Step 4 (follow-up) and the practical insights can be covered more briefly.

**On the Wimber video discussion:**

Students watched a 50-minute video this week. Don't skip the discussion — it reinforces the teaching and surfaces questions before you begin. Common insights students share: the simplicity of the model, the importance of interviewing before praying, and the idea that healing is a process, not always instant. If students didn't watch it, summarize the key points before diving into the manual's model.

**On petition vs. command prayer:**

This distinction often surprises students. Most Christians default to petitionary prayer (“God, please heal this person”). The manual teaches that Jesus and the disciples consistently used command prayer directed at the condition, not at God. Read the sample prayers from both categories so students hear the difference in tone and posture. The Randy Clark quote grounds it well: you’re not commanding God — you’re commanding the body to respond as an ambassador of God’s kingdom.

**On the exercise:**

This is the most vulnerable exercise of the course. People are sharing real physical conditions and allowing others to pray for them. Create a safe, faith-filled atmosphere. Remind students: *“The goal isn’t a perfect prayer. The goal is stepping out in obedience and love.”*

The 0-100% scale is brilliant — it gives concrete feedback and prevents the exercise from becoming vague. When a group claps five times, it builds faith across the entire room. Celebrate every improvement, even a 10-20% increase.

**On “not everyone gets healed”:**

Don’t skip the practical insights section. Students need to hear this before going out to pray for people this week. The Paul examples (Epaphroditus, Timothy, Trophimus) show that even an apostle didn’t see healing every time. This removes the false pressure that if someone isn’t healed, it’s the prayer minister’s fault. Randy Clark’s simple “I don’t know” is freeing. The bottom line: pray for more people, see more healed.

**On the homework:**

This week’s homework has two critical components: testimony preparation and praying for two sick people. Both feed directly into Week 8. Emphasize the testimony — it’s their moment to stand before the group and declare what God has done. And the healing practice is where the 4-step model moves from the classroom to real life. Encourage them to start with people they know — a family member, friend, or coworker with a headache, back pain, or chronic condition.



# Week 8

## Sent Out



**Theme:** *Commissioning—students are sent out to make disciples.*

### Important: Prepare in Advance

Leaders should begin praying several days before this session. Ask the Lord for a prophetic, imparting, or encouraging word for each student. **Write it down** — words, phrases, or pictures. Cut into slips of paper so you can read the word aloud and **hand it to the student**.

### Goals

- Celebrate the transformation that has occurred over eight weeks
- Help students see their growth through the Spiritual Snapshot comparison
- Commission students as disciple-makers — willing vessels, sent out
- Pray over each student with prophetic ministry and impartation

### Overview

Week 8 is different from every other week. The teaching is short (15 minutes max) because the evening is focused on celebration and impartation. Students will share testimonies, complete their Spiritual Snapshot comparison, receive a brief commissioning teaching, and then experience extended ministry time.

This is not primarily a teaching night. It's a commissioning ceremony.

The anchor verse is John 20:21 — *“As the Father has sent me, I am sending you.”*

### Details

Open by welcoming students and acknowledging that this is the final night. Invite healing testimonies from the past week. Have students open to “Part 1: Celebration.” Read “The Journey So Far” aloud, then give each student time to share their prepared testimony (2-3 minutes each). Pass out certificates when everyone has shared. The template is at [www.encounterdiscipleship.com/class-resources.html](http://www.encounterdiscipleship.com/class-resources.html).

Guide students through the Spiritual Snapshot — Looking Back. Give them 5 minutes to answer, then have them turn back to Week 1 and compare. Allow a moment for this to land.

A short teaching follows (15 minutes max). Cover “Making Disciples” — God is looking for willing vessels, not perfect ones. Have students write a name in their commitment line and note the 1-1-1 Challenge. Close with “Come Expectant” to set up the impartation time.

Transition into worship. After worship, read the Commissioning Prayer aloud over the group — it’s printed in the student manual. Then move into impartation.

### Suggested Timeline (6:30–9:00 PM)

6:30	Welcome & opening prayer (5 min.)
6:35	Healing testimonies from past week (10 min.)
6:45	Student testimonies (2–3 min. each or 30-45 min.)
7:25	Certificates (5 min.)
7:30	Spiritual Snapshot — Looking Back (5-10 min.)
7:40	Teaching (15 min. max)
7:55	Worship (10-15 min.)
8:10	Commissioning Prayer + Impartation / Ministry time (50-60 min.)
9:00	Close in prayer

### Class Details

1. **Welcome** — Open in prayer. Acknowledge this is the final night — a night of celebration and commissioning.
2. **Healing Testimonies (10 min.)** — Invite students to share their experiences praying for the sick. Celebrate obedience, even if the person wasn’t healed.
3. **Student Testimonies (30-40 min.)** — Read “The Journey So Far” aloud. Then invite each student to share their prepared testimony — 2-3 minutes each. If someone didn’t prepare, ask them to share from their journal. Pass out certificates when everyone has shared.

*If possible, record this time on your phone. Testimonies can be transcribed and submitted to the website (with permission).*

4. **Spiritual Snapshot — Looking Back (5-10 min.)**

*“Answer these same eight questions based on where you are today. Then turn back to Week 1 and compare.”*

*Give them time to complete it quietly. Allow a moment for comparison to land. Some may be emotional.*

5. **Teaching (15 min. max)** — Their hearts are already full. You’re not delivering a lecture — you’re issuing a commission.

a. **“Making Disciples”** — *Jesus commanded disciples, not converts. God is looking for willing vessels. Have students write a name. Read the 1-1-1 Challenge aloud.*

b. **“Come Expectant”** — *Setup for impartation. Tonight leaders will pray over them for fresh empowerment and spiritual gifts. Come with open hands. Just receive.*

6. **Worship (10-15 min.)** — Begin with praise/worship, then flow into softer music for ministry time.

7. **Commissioning Prayer + Impartation / Ministry Time (50-60 min.)**

**Commissioning Prayer:** *Read aloud over the entire group before individual ministry begins. It’s printed in the student manual:*

*“Father, these are Your sons and daughters. They have sat at Your feet. They have learned to hear Your voice. They have tasted Your presence and walked in Your power.*

*Now, as You sent Jesus, we send them. We commission them in Your authority to heal the sick, to speak Your words, to make disciples, and to advance Your Kingdom wherever they go.*

*Seal what You have done in them. Ignite what You have placed within them. Send them out with boldness, with power, and with love.*

*In Jesus’ name, Amen.”*

**Impartation:** *Leaders move through the room — laying hands, prophesying, and praying as the Holy Spirit leads. Give each student their prepared written word. Have students spread out for privacy. Play soft worship music. For 12–18 students, plan for lead teacher plus one to three co-leaders. Anointing with oil is optional. Breath mints are a kindness. A catcher may be helpful.*

8. **Close** — Close in prayer, or if it gets late, students may leave after they’ve been prayed for.

9. **Follow-up** — Send a personalized email to each student. Invite them to submit a testimony at [www.encounterdiscipleship.com/testimonies.html](http://www.encounterdiscipleship.com/testimonies.html)

## **NOTES FOR LEADERS**

### **On the testimonies:**

Student testimonies are the content of this night. Don't cut them short to get to teaching. The 15-minute teaching limit exists precisely so testimonies and impartation have room.

### **On the teaching flow:**

The revised manual streamlines the teaching into two clear sections: "Making Disciples" (the commission and commitment) and "Come Expectant" (the setup for impartation). This keeps the teaching short and puts the weight where it belongs: on the prayer and the laying on of hands.

### **On the Commissioning Prayer:**

This prayer is new to the revised manual and printed in the In-Class Exercise section. It is designed to be read aloud over the whole group as a formal act of sending — after worship and before individual impartation ministry begins. Don't skip it. It bridges the gap between teaching and ministry, giving the evening its liturgical center.

### **On impartation:**

Some students may have strong emotional or physical responses during prayer (tears, shaking, falling). This is normal. Have tissues available. If someone falls, gently help them to the floor and let them rest in God's presence. Don't rush them.

### **On the "For Your Journey Ahead" and "How to Disciple Someone" sections:**

The manual includes two post-class sections that are NOT covered during class time. They are clearly marked in the student manual with the note: *"The following sections are not covered during class time. They are for your continued growth after this class ends."*

"For Your Journey Ahead" provides practical next steps organized by frequency — daily habits (journaling, prayer, Scripture), weekly practices (community, worship, looking for opportunities), as-God-leads actions (praying for the sick, giving words, sharing testimony), and multiplication (investing in the person they named, considering leading someone else through the material).

"How to Disciple Someone" is a simple 6-step framework: Pray, Invite, Share, Listen, Practice Together, Release. It ends with the encouragement that they could walk someone through this very manual.

You may briefly mention these exist when closing: *"Your manual has two sections to read on your own this week — practical next steps for living this out, and a simple guide for how to disciple someone. Don't skip them. They're your roadmap for what comes after tonight."* But do not teach them in class.

## **CHECKLIST**

Before class:

- Prayer and preparation (several days of prayer over each student)
- Prophetic words written out for each student (slips of paper)
- Completion certificates printed
- Worship playlist prepared (including soft music for ministry time)
- Anointing oil (optional)
- Tissues available
- Co-leaders/guest ministers confirmed and prepared
- Room arranged for ministry (space for students to spread out)
- Commissioning Prayer reviewed (printed in student manual In-Class Exercise)



# FINAL THOUGHTS

Thank you.

Thank you for investing in your students' lives. I know firsthand the time and energy it takes to be obedient to the Great Commission — “making disciples of all nations” (Matthew 28:19–20). My hope is that you were also blessed in the process.

For me, hearing the testimonies makes it all worth it. There's nothing like watching someone's eyes, ears, and heart open to the Lord in new and surprising ways.

One thing I've noticed: in almost every class, a few students experience radical transformation. It's as if a light turns on in their hearts — and they begin to seek after God with abandon. That's the essence of this class. It's not about teaching good theology or models. It's about lives forever changed by the transforming power, presence, and love of our Almighty God.

For this purpose, I take up my cross daily and walk in obedience to His written and spoken Word.

If you have questions, comments, or testimonies, I'd love to hear from you:

**[jarred@encounterdiscipleship.com](mailto:jarred@encounterdiscipleship.com)**

May God richly bless you with His awesome presence.

In His service,

**Dr. Jarred Fenlason**



*“For it is not mere words that nourish the soul, but God Himself, and unless and until the hearers find God in personal experience, they are not the better for having heard the truth. The Bible is not an end in itself, but a means to bring men to an intimate and satisfying knowledge of God, that they may enter into Him, that they may delight in His Presence, may taste and know the inner sweetness of the very God Himself in the core and center of their hearts.”*

— A.W. Tozer