

LEARNING EXPERIENCE

facilitator guide
/ facilitator guide /



URBAN CHURCH
LEADERSHIP CENTER



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Facilitator notes will be highlighted. All other materials are included in the participant guide.

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What the Bible Says
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Practicing + Experiencing



SLIDE 1

“ Say: Welcome to Self-care!



SLIDES 2 & 3

“ Say: We will begin with wisdom from Dr. Seuss.

? Ask: Are you able to relate to the Cat in the Hat? Would anyone like to share?



“ Say: While we have not heard from everyone, I am sure that most have experienced the disastrous outcome from trying to do everything at once. When we do not manage our time and take care of our physical and emotional health, we are not practicing good self-care techniques.

During these four sessions, you will learn how to:

- State the need for self-care.
- Examine time usage.
- Create SMART goals.
- Practice spiritual disciplines.

Before we get to the material, we will review the pre-session and homework assignments that are to be done.

✓ Do: Review the assignments.

Preparation + Homework

Pre-session work is to be completed prior to the beginning of the session.
While homework should be completed before the next session.

Session 1: Self-care

PRE-SESSION PREPARATION

Read

- Chapters 1-7 of “Wholeheartedness: Busyness, Exhaustion, and Healing the Divided Self” by Chuck DeGroat
Eerdmans, 2016, 200 pages
- “Understanding the Sources of Burnout”
Article/Handout

Watch

- “Wholeheartedness”
<https://youtu.be/-k23jnGMyRs> *4 minutes*
- “Wholehearted: Cultivating Emotional and Spiritual Health in Anxious Times”
https://youtu.be/jr_z821uAW8 *1.25 hours*
- www.mindful.org/meditation/mindfulness-getting-started *2 minutes*

HOMEWORK

- Professional Quality of Life Scale** *Worksheet*
Based on the Professional Quality of Life Scale answer the following:
 - What is your compassion satisfaction score? How do you believe it is or is not true of you?
 - What is your burnout score? How do you believe it is or is not true of you?
 - What is your secondary traumatic stress score?
 - How do you believe it is or is not true of you?
 - Write a summary paragraph on how the results of this survey impact you and your ministry?
- “Understanding the Sources of Burnout”** *Article/Handout*
Based on what you read in the article “Understanding the Sources of Burnout” what do you need to change in your life?
- Lifestyle Behaviors** *Worksheet*
Based on the Lifestyle Behaviors worksheet, reflect on your behaviors and how you take care of yourself.

Session 2: Time Management

PRE-SESSION PREPARATION

Read

- Chapters 1-2 of "168 Hours: You Have More Time than You Think" by Laura Vanderkam
- "7 Habits of Highly Effective People" by Stephen Covey
- Quadrants of Time Management
Worksheet

Watch

- "What Stephen R. Covey Taught Me About Time Management"
<https://youtu.be/ODyG5IKbH08>
4 minutes

HOMEWORK

- Urban Resource Center Time Management Tracker** *Worksheet*
In preparation for Session 3, answer the following questions:
 - What do you value in life? In other words, what is important to you?
 - When you think about your values, what is one area in which you could improve?

Session 3: Goal Setting

PRE-SESSION PREPARATION

Watch

- "SMART Goals - Quick Overview" <https://youtu.be/1-SvuFIQjK8> *4 minutes*

HOMEWORK

- Reflection**
In Session 3, we read Matthew 25:14-30.
 - God gives us access to the resources for his servants to accomplish his tasks.
 - God wants us to take action.
 - The parable is a strong warning against irresponsibility.
 - God wants us to be accountable. God expects us to steward well all the resources he gives us.Explain how these verses and comments impact you?

Session 4: Spiritual Disciplines

PRE-SESSION PREPARATION

Read

- “Sensible Shoes: A Story about the Spiritual Journey” by Sharon Garlough Brown
IVP, 2013, 350 pages

HOMEWORK

○ Reflection

- Which of the spiritual disciplines will you put into practice?
- When will you practice it?

Remember, you need to experience the discipline for yourself before you help others.

? **Ask:** Are there any questions?

Time Investment

The amount of time necessary to complete the Self-care Learning Experience is as follows:

READING, LECTURE, AND STUDY TIME

		<i>Number of activities, pages, etc.</i>	<i>Total minutes</i>
Light reading	5 minutes per page	828	4,140 minutes

ASSESSMENTS

Pre-assignments	60 minutes per assignment	5	300 minutes
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SEAT-TIME REQUIREMENTS

Pre-session videos	1 video per assignment	4	99 minutes
Face-to-face class time	180 minutes per week	4	720 minutes
End-of-experience feedback	30 minutes course	1	30 minutes

Total minutes: 5,289 minutes

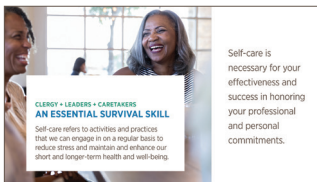
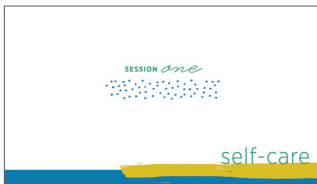
Total hours: 88 hours

SESSION *one*



self-care





SLIDE 4

- ✓ **Do:** Share an instance in which you did not realize that you were not taking good care of yourself. What were the results? How were others impacted?

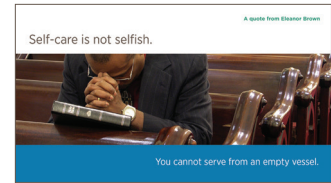
SLIDE 5

- “ **Say:** This session will include some basic self-care assessments, signals for burnout, and ways to destress one’s life.
- ✓ **Do:** Begin the discussion by asking participants to define a “healthy lifestyle” and why it is important.
- “ **Say:** A healthy lifestyle is an essential survival skill for clergy and other leaders and caretakers. Self-care refers to activities and practices that we can engage in on a regular basis to reduce stress and maintain and enhance our short- and longer-term health and well-being.

“**Say:** Self-care is necessary for your effectiveness and success in honoring your professional and personal commitments.

SLIDE 6

“**Say:** Let’s read the following quote from Eleanor Brown, together:



“Self-care is not selfish.
You cannot serve from
an empty vessel.”

Eleanor Brown

SLIDE 7

? **Ask:** What does the Bible say about self-care?

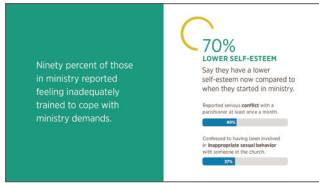
Matthew 11:28-30 (NIV)

Come to me, all you who are weary and burdened, and I will give you rest. Take my yoke upon you and learn from me, for I am gentle and humble in heart, and you will find rest for your souls. For my yoke is easy and my burden is light.



Luke 5:16 (NIV)

And Jesus withdrew himself into the wilderness and prayed.



SLIDES 8 & 9

REALITIES OF MINISTRY

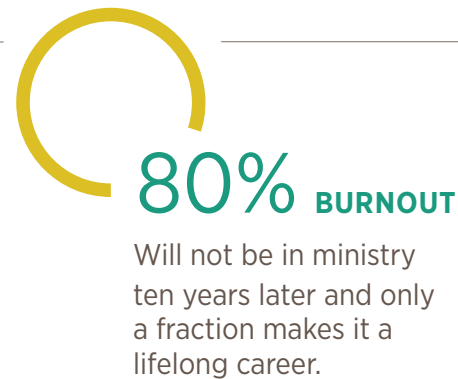
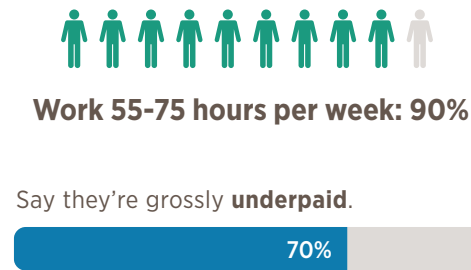
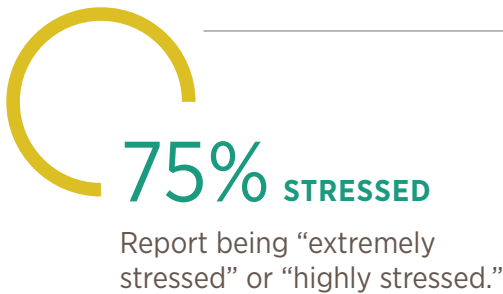
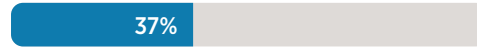
Ninety percent of those in ministry reported feeling inadequately trained to cope with ministry demands.



Reported serious **conflict** with a parishioner at least once a month.



Confessed to having been involved in **inappropriate sexual behavior** with someone in the church.

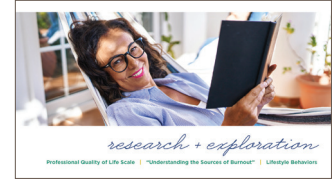


Source: Fuller Institute of Church Growth

SLIDE 10

Research + Exploration

The following resources have been provided as worksheets or handouts. Please use the space below for notes.



- ✓ **Do:** Pace out the session. The Professional Quality of Life Scale along with the Lifestyle Behaviors worksheet might need to be given as homework.

Professional Quality of Life Scale

WORKSHEET

- “ **Say:** To begin, we are going to take a Professional Quality of Life Scale.
- “ **Say:** When you help people, you have direct contact with their lives. As you may have found, your compassion for those you help can affect you in positive and negative ways. Below are some questions about your experiences, both positive and negative, as a helper. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the last thirty days. Take the assessment and score it.
- ✓ **Do:** Discuss findings.

“Understanding the Sources of Burnout” ARTICLE/HANDOUT

- “** **Say:** As noted, stress can cause burnout. Prior to the session, you were given an article called “Understanding the Sources of Burnout.” Based on the handout, what do you need to change to reduce the risk of burnout in your own life?

Lifestyle Behaviors

WORKSHEET

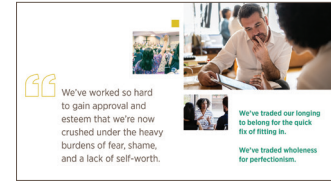
- “** **Say:** The way you live your life can have a big impact on your health, well-being, and how well or poorly you handle stress. Lifestyle behaviors affect stress levels. Please check the boxes that apply to you. Completing an honest assessment of how well or poorly you take care of yourself can help you manage your stress in the future.
- ✓** **Do:** Each should take the assessment.
- ?** **Ask:** Based on what you are seeing, do you have more healthy or unhealthy lifestyle behaviors?



SLIDE 11

“ **Say:** Some of you read the book of “Wholeheartedness: Busyness, Exhaustion, and Healing the Divided Self” by Chuck DeGroat. In the book, a quote about Brené Brown, research professor at the University of Houston’s Graduate College of Social Work, says: “What Brown and other social researchers are telling us is that we’ve worked so hard to gain approval and esteem that we’re now crushed under the heavy burdens of fear, shame, and a lack of self-worth. What Brown and others are finding is that we’ve traded our longing to belong for the quick fix of fitting in. We’ve traded wholeness for perfectionism.”

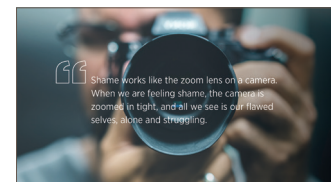
? **Ask:** Thoughts?



SLIDE 12

“ **Say:** Here is another quote from Brown: “Shame works like the zoom lens on a camera. When we are feeling shame, the camera is zoomed in tight, and all we see is our flawed selves, alone and struggling.” *Page 13*

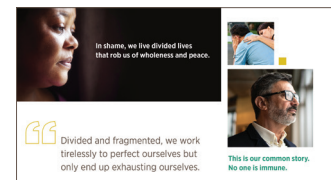
? **Ask:** Thoughts?

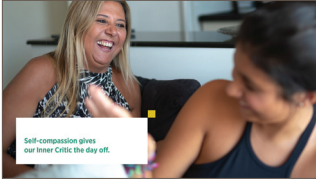


SLIDE 13

“ **Say:** A third quote: “I believe that its presence is the fuel for our perfectionism, which ultimately leads us to burnout and exhaustion. In shame, we hide behind masks that protect us from ourselves and others. In shame, we live divided lives that rob us of wholeness and peace. Divided and fragmented, we work tirelessly to perfect ourselves but only end up exhausting ourselves. This is our common story. No one is immune.” *Page 16*

? **Ask:** Thoughts?





SLIDE 14

“ Say: A final quote: “Self-compassion allows us to give ourselves the gift of being adequate at many things instead of exceptional at everything. Self-compassion gives our Inner Critic the day off. Self-compassion frees us from the slavery of narcissistic self-promotion and self-perfection. Self-compassion frees us to pay attention.” Page 4



SLIDE 15

Mindfulness

“ Say: Before we leave, I would like to demonstrate one more technique that will aid in the reduction of stress: mindfulness.

✓ Do: Mention that mindfulness is so successful that the professor who was instrumental in popularizing the concept in the western world was interviewed on “60 Minutes” in 2015.

“ Say: Mindfulness is the basic human ability to be fully present, aware of where we are and what we’re doing, and not overly reactive or overwhelmed by what’s going on around us.

Created in 1979 by Jon Kabat-Zinn, mindfulness is practiced by millions of people worldwide as diverse as the Seattle Seahawks and the Dallas Police Department.

✓ Do: Have the group sit still, close their eyes, and follow the instructions of this three-minute exercise:

www.mindful.org/meditation/mindfulness-getting-started

✓ Do: Share your initial personal example of not taking care of yourself and how the results would have been different had you identified initial signals of burnout.

✓ Do: Close out the session, explaining homework assignments and asking for questions.

SESSION *two*



time management





SLIDE 16

“ **Say:** Welcome back.

? **Ask:** What changes have taken place in your life since last session? Are there any questions?

OBJECTIVES

“ **Say:** In this session, we will look at time management. By the end of the session, you will be able to:

01 Focus your energy where it is needed.

02 Find a better rhythm for your life.



Say: To begin, listen to this story:

A STORY OF PRIORITIES AND A JAR

Tips for Squeezing More into Your Life

By Julie Isphording, former Olympian

The following story is one that's been circulating for a while.

I believe it holds a very important message regarding appropriately setting priorities in our lives.

A professor of philosophy stood before his class with some items in front of him. When the class began, wordlessly he picked up a large empty mayonnaise jar and proceeded to fill it with rocks about two inches in diameter. He then asked the students if the jar was full.

They agreed that it was full.

So, the professor then picked up a box of pebbles and poured them into the jar. He shook the jar lightly and watched as the pebbles rolled into the open areas between the rocks. The professor then asked the students again if the jar was full.

They chuckled and agreed that it was indeed full this time.

The professor picked up a box of sand and poured it into the jar. The sand filled the remaining open areas of the jar. "Now," said the professor, "I want you to recognize that this jar signifies your life. The rocks are the truly important things, such as family, health, and relationships. If all else was lost and only the rocks remained, your life would still be meaningful. The pebbles are the other things that matter in your life, such as work or school. The sand signifies the remaining "small stuff" and material possessions.

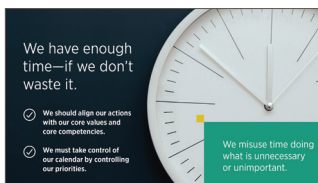
If you put sand into the jar first, there is no room for the rocks or the pebbles. The same can be applied to your lives. If you spend all your time and energy on the small stuff, you will never have room for the things that are truly important.

Pay attention to the things in life that are critical to your

happiness and well-being. Take time to get medical check-ups, play with your children, go for a run, write your grandmother a letter. There will always be time to go to work, clean the house, or fix the disposal. Take care of the rocks first—things that really matter. Set your priorities. The rest is just pebbles and sand.

Finding time in the day for fitness or participating in other athletic endeavors should be considered a “rock” for us all. Physiologically, working out releases endorphins in the body. These endorphins are natural pain-relievers produced by the body. This is what gives us the natural high experienced after a workout. This natural high has the potential to positively influence our daily interactions by making us feel better about ourselves. Make fitness a rock-solid priority in your life and reap the benefits.

“**Say:** To begin, we will look at research completed by Laura Vanderkam. Some of you read her book “168 Hours: You Have More Time than You Think.”



SLIDE 17

Vanderkam studied how successful people manage their time and arrived at several key conclusions:

- We have enough time—if we don't waste it.
- We misuse time doing what is unnecessary or unimportant.
- We should align our actions with our core values and core competencies.
- We must take control of our calendar by controlling our priorities.

“**Say:** While she includes some helpful tips, most of her work focuses on the basic idea that time management is priority management.

“**Say:** While we often say we don't have time, if we truly prioritized what is important, we would make the time.

“**Say:** Let's now take a few minutes to share with our group.



Say: One method for helping us determine how to prioritize our actions comes from another resource regarding time management: “The 7 Habits of Highly Effective People,” by Stephen Covey.

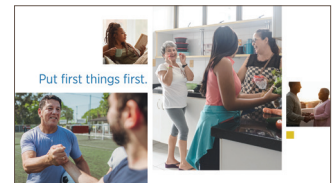


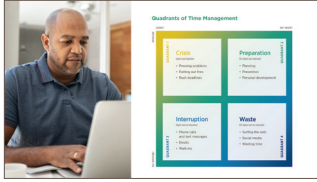
Say: In the book, Covey describes seven habits that highly effective people use to become successful. We are going to take a close look at habit number three.

SLIDE 18



Say: *put first things first.*





SLIDE 19

Quadrants of Time Management

Please refer to the Quadrants of Time Management worksheet for additional information.

“ Say: Covey introduces the idea that everything we do can be placed into one of four categories or quadrants. Let’s walk through these quadrants together.

The quadrants are made up of two scales—urgent and not urgent compared to important and not important.



SLIDE 20

We should follow the 80/20 rule by spending 80% of our time on important issues and tasks with a focus on prevention and planning. The other 20% of our time is spent on non-important issues and tasks.



“ Say: It may take two to three weeks of significant Quadrant 2 planning and prevention to reduce the crises/emergencies of quadrant one.

? Ask: Why is this important? Because we can easily fill our time with low-leverage activities. This leads to the case where we are always out of time.

“ Say: **A simple powerful truth: you have all the time you need to do what God wants you to do.**

“ Say: If you feel that you don't have enough time, then you probably are trying to do something God doesn't want you to do. Either it is not his will or not his way.

“ Say: Consider Moses in Exodus 18. He was in Quadrant 1 when he judged the people by himself all day. He had no time. What he was doing was important and urgent. But it was not good. Spending a little time in Quadrant 2 listening to his father-in-law, Jethro, allowed Moses to take higher-leverage action and establish a healthy system.

“ Say: **Stop doing someone else's job because they will not do it or because you won't delegate.**

“**Say:** Someone may ask: “If not me, then who?” You should ask: “If me, then why?” Or “Why am I the best person to do this?” If you are not, then you shouldn’t do it.

Consider this, if you do a task meant for someone else, you rob them of their reward from God and bring a curse on yourself.

“**Say:** Tasks are like manna in Exodus 16. Only take what you need for the day. Taking more than is allocated for you will spoil everything.



SLIDE 21

Research + Exploration

The following resources have been provided as worksheets or handouts. Please use the space below for notes.

Urban Resource Center Time Management Tracker

WORKSHEET

“**Say:** Using the Urban Resource Center Time Management Tracker, complete one day, including the “Q” column.

? **Ask:** What are your greatest time wasters in Quadrant 4?

? **Ask:** What Quadrant 1 crisis or emergencies could you reduce with Quadrant 2 planning and prevention?



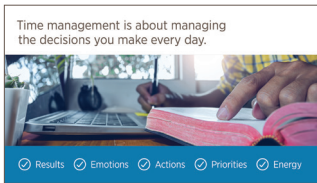
American Time Use Survey ARTICLE/HANDOUT

- ✓ **Do:** Only do this activity if you have time. Otherwise, assign the reading for homework and move to the next section.
- “ **Say:** The American Time Use Survey (ATUS) explores time by age, gender, race, and other variables.
- ✓ **Do:** Distribute the ATUS handouts and have guests explore and discuss the following questions:
 - Using the ATUS, how does your recorded week compare to the most recent data?
 - What elements surprised you in the data?
 - What aspects of this data would be helpful to consider or share with those in your ministry (e.g. leaders, participants, etc.)?



SLIDES 22 & 23

MANAGING PRIORITIES



The purpose of goal setting and time management is to help you define your goals, determine your actions, prioritize what is important, focus your energy and effort, and, ultimately, make better decisions.

Despite what you may read in books or hear in seminars, there are no secrets to time management ... except for the one really big secret:

- ⊗ **It's not really about time management at all. You can't manage time.**



TIME IS THE SAME FOR EVERY PERSON

FOR EVERY PERSON:

**24 HOURS
IN A DAY**

**168 HOURS
IN A WEEK**

“We must use time wisely and forever realize that the time is always ripe to do right.”

Nelson Mandela

If I can't manage time, what can I manage?

- ✓ **The goals and results you want.**
- ✓ **How you think and feel about your goals.**
- ✓ **The actions you choose to take and how you prioritize those actions.**
- ✓ **How you focus your effort and energy.**

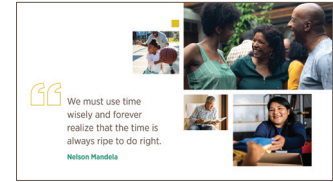
Ultimately, time management is about managing the decisions you make every day.

SLIDE 24

“ **Say:** Let’s read the following quote from Nelson Mandela, the first president of South Africa, together: “We must use time wisely and forever realize that the time is always ripe to do right.”

“ **Say:** This quote is important because it connects the concept of time with the notions that we must first use our time wisely and that we must use our time morally—to do what is right!

✓ **Do:** Break the guests into groups of two to four people and have them discuss the following question: With that in mind, how do you think time management and wisdom are related?



SLIDE 25

“ **Say:** Finally, here is a short list of tips for those of you who really want to know some tricks for time management.

“ **Say:** We have a list of resources and references for you to consider that support this training.

? **Ask:** Do you now believe that you can focus your energy where it is needed to find a better rhythm for your life?

“ **Say:** In the next session, we will explore improving our overall health.

“ **Say:** Questions? Comments?

✓ **Do:** Review homework and close in prayer.

Time Management Tips	
Take control of your decisions.	Set aside time to be creative.
Rest first, then act.	Use to-do lists wisely.
Do less stuff.	Delete, do, delegate or defer.
Prioritize what is important.	Eliminate unnecessary or inefficient activities.
Carefully define your goals.	Carefully plan your meetings and projects.
Focus on results.	Leave early and end on time.
Stop worrying and start solving.	Avoid multitasking.
Take time to care for your body.	Focus on the next 15 minutes.
Manage your emotional energy.	Take control of your technology.
Reflect and refocus at least twice a day.	Focus on the next 15 minutes.

SESSION *three*



smart goals





SLIDE 26

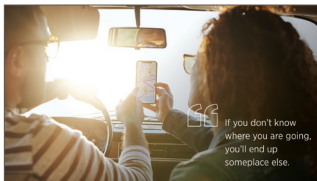
OBJECTIVES

“ Say: In the third session, you will:

- 01 Develop a SMART goal.
- 02 Examine time usage.
- 03 Gain a better understanding of God’s expectations for our time

“ Say: To begin, have you ever gone someplace new without a GPS, directions, or some sort of map? How well did the trip go?

? Ask: What happens when you make use of things like a GPS, directions, or map?

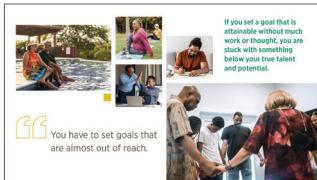


SLIDES 27 & 28

“ Say: Here are a couple of quotes:

“If you don’t know where you are going, you’ll end up someplace else.” -Yogi Berra

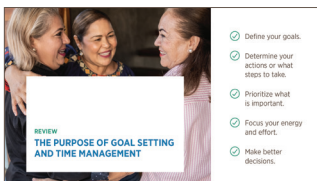
“You have to set goals that are almost out of reach. If you set a goal that is attainable without much work or thought, you are stuck with something below your true talent and potential.” -Steve Garvey



SLIDE 29

“ Say: To review, in Session 2 we noted the purpose of goal setting and time management is to help you:

- Define your goals.
- Determine your actions or what steps to take.
- Prioritize what is important.
- Focus your energy and effort.
- Make better decisions.



Reflecting on Personal Goals

“ **Say:** We will be spending time thinking about, reflecting on, and responding to some questions regarding personal goals.

“ **Say:** To the following questions, write your answers down in your participant’s guide:

✓ **Do:** Pause to let participants think and write.

What do you value in life? In other words, what is important to you?

When you think about your values, what is one area in which you could improve?

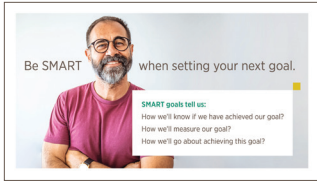
Would you like to improve in this area as a personal goal? How will you know when you reached the goal? Is there a way to measure it, such as time frame?

State your goal in one sentence—what do you want to accomplish and when?

What circumstances/factors seem to be preventing you from improving in that area?

What could you do to move toward your goal? What have you done in similar situations in the past? Think about five possible solutions.

When you look at your list of possible solutions, what stands out to you on the list? Which option do you want to pursue?



SLIDE 30

SMART Goals

“**Say:** Now let’s look at the important concept of goal setting. In fact, the SMART goal process has been around for some time because it is a simple five-step approach to create focused, actionable goals.

- How we will know if we have achieved our goal?
- How we will measure our goal?
- How we will go about achieving this goal?

“**Say:** Our aspirational goal, “I want to get healthier” becomes a SMART goal when we say, “I want to lose ten pounds over the next year by cutting back on eating sweets.”

This goal is now specific: “I want to lose ten pounds” not “I want to get healthier.” It is measurable—we can measure the weight lost and the cutting back on sweets. It is attainable—we chose ten pounds and not 100 pounds. It is relevant to a healthier lifestyle. It is time-based—it occurs over the next year.

✓ **Do:** As the facilitator, provide a personal example of a goal and walk through the process of SMART goals.

To determine success, we must first focus on what we want to achieve.

“**Say:** Many goals are so poorly defined that they don’t tell us much about what we are trying to accomplish. Examples include better health and better use of time.

? **Ask:** What exactly does “better” look like?



SLIDE 31

- “ Say:** We must answer the question:
- What would you like to change?

- “ Say:** Then, we can answer this follow-up question:
- How would you like to try and change it?

SLIDE 32

- “ Say:** When we make our goals measurable; we are both defining success and defining how we can measure progress towards success.

SLIDE 33

- “ Say:** Our goals are only attainable if they are first grounded. To determine if a goal is attainable, we should look at past behavior of ourselves or others to assess what is reasonable.

Specific
Goals should be clearly written and define what you are going to do.

What will the goal accomplish?
It may help to answer what, why and how questions regarding the goal.

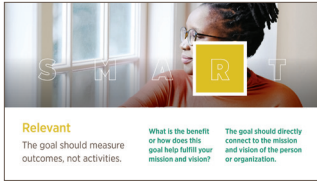
Measurable
How will you measure whether or not the goal was reached?

The goal should be measurable.
Sometimes the measure is several short-term or smaller goals that need to be reached.

Attainable
Is the goal possible?
Have others completed it?

Healthy goals should stretch you beyond your comfort zone but be realistic.

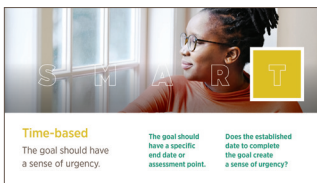
The goal should motivate the person.



SLIDE 34

“ Say: *goals must have a purpose that is born out of your mission and vision.*

? Ask: We must always think about how the results we seek connect to our mission or vision. In other words: Why is this goal important in the first place?



SLIDE 35

“ Say: One of the best ways to ground our goals is to bind them to actual dates on a calendar. There is something about a deadline that compels us to act.

One of the reasons that New Year’s resolutions often fail is because they tend to be so broadly defined and are meant to be accomplished over an entire year.

Research suggests that large goals are best achieved if they can be broken into smaller attainable goals that can be accomplished in shorter time blocks like two weeks.

Having a deadline creates both urgency and accountability.

“ Say: Having an accountability partner is a useful tool to make this happen. There is nothing as compelling as having to sit down with someone every other week and give an account of your progress toward a goal.

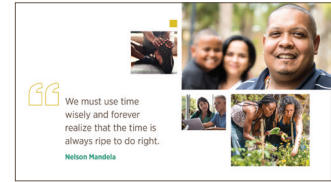
✓ Do: Let’s break up into groups and convert the following statement into a SMART goal:

“I will spend more time with my family.”

✓ Do: When finished, ask one or two people to share their SMART goals with the class. Provide feedback being careful to point out how they have or haven’t addressed all five components of the SMART goal in their answers.

SLIDE 36

“ **Say:** Now it is time for you to work on your own SMART goal. But first, let’s return to the quote by Nelson Mandela: “We must use time wisely and forever realize that the time is always ripe to do right.”



? **Ask:** Ask participants to spend a few minutes reflecting on the following questions and write their answers in their workbooks:

What are your biggest concerns about your time?

If you had more time, what would you do?

Why is this important to you?

What purpose does it serve for you?

Why is it important for your time to be connected to a purpose?

✓ **Do:** Ask one or two students to share what they wrote.

“ **Say:** God has given each one of us the exact amount of time we need! We will spend a few minutes reading Matthew 25:14-30 and thinking about how this verse applies to time management in our own lives.

The parable is primarily about faithful stewardship of the resources that have been entrusted to us. One of the greatest resources that we possess is time.

No matter what level one has achieved in an organization or what position one holds in society, every person has access to the same amount of time with each new day.



SLIDE 37

Matthew 25:14-30

✓ **Do:** Read Matthew 25:14-30.

✓ God gives us access to the **resources** for his servants to accomplish his tasks.

✓ God wants us to take **action**.

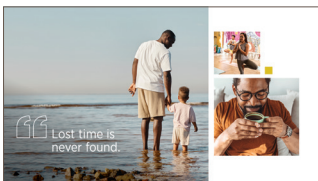
✗ The parable is a strong warning against **irresponsibility**.

✓ God wants us to be **accountable**. God expects us to steward well all the resources he gives us.

“ **Say:** Take a few moments in your workbook to answer the following questions:

In what ways do we fail to utilize “talents” we have been entrusted with?

Why do we try to gain a fivefold return sometimes on a two-fold or one-fold resource?



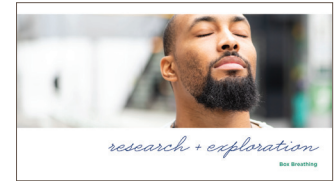
SLIDE 38

✓ **Do:** Read the following quote together. Then discuss what it means to the students.

“ **LOST TIME IS NEVER FOUND.**
Benjamin Franklin



Research + Exploration

The following resource has been provided as a worksheet.
Please use the space below for notes.




Box Breathing

WORKSHEET

-  **Say:** Before we leave, I want to practice a technique that is helpful in reducing stress. It is called Box Breathing.
-  **Do:** Practice the technique.

 **Ask:** Any questions?

 **Do:** Close in prayer.

SESSION *four*



spiritual disciplines





SLIDE 40



Say: We have covered a great deal:

- In Session 1, we understood the need for self-care.
- In Session 2, we found ways to better manage our time.
- In Session 3, we created SMART goals.



Ask: Has anything changed since last session?
Or even since we began this experience?



Ask: How do you keep your body in shape?



Do: Allow participants to reflect on lessons learned in previous sessions. Perhaps they will mention managing our time, being aware of burnout, eating right, etc.

“ Say: All of these are excellent ideas. We have addressed our physical and emotional body well.

? Ask: How do you keep your spiritual life strong?

✓ Do: Allow participants to share practices such as reading the Bible, praying, fasting, Sabbath rest, retreats, devotionals, etc.

“ Say: In previous sessions, we realized how burnout can impact our ministry and we created a plan. In this session, we will look at how practicing spiritual disciplines can impact our lives.

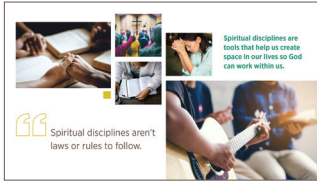
“ Say: I can only assume that each one of us wants a deeper relationship with God. We desire to have a stronger faith. It is the Holy Spirit that works within us. However, there are things we can do. As Ruth Haley Barton notes in “Sacred Rhythms,” “I cannot transform myself, or anyone else for that matter. What I can do is create the conditions in which spiritual transformation can take place, by developing and maintaining a rhythm of spiritual practices that keep me open and available to God.” *Page 34*

“It is important that we realize that this is not a program to follow, but rather a sense of following our desire to have a deeper relationship with God. Action follows desire.”

OBJECTIVES

At the end of the session, you will be able to:

- 01** Define spiritual discipline.
- 02** Provide examples of types of spiritual disciplines.
- 03** Select one spiritual discipline to practice and experience.



? **Ask:** What are spiritual disciplines?

✓ **Do:** Allow for participants to share. It might be helpful to write their answers on the white board.

SLIDE 41

“ **Say:** Here is a definition from our textbook:

“Spiritual disciplines aren’t laws or rules to follow. They’re tools that help us create space in our lives so God can work within us.” *Page 34*

Ruth Haley Barton states: “In Christian tradition, this structure arrangement of spiritual practices is referred to as ‘a rule of life.’ A rule of life is a way of ordering our life around the values, practices, and relationships that keep us open and available to God for the work of spiritual transformation that only God can bring about. Simply put, a rule of life provides structure and space for our growing.” *Page 14*

What the Bible Says About Spiritual Disciplines

“ **Say:** Now we’re going to take a look at what the Bible says about spiritual disciplines.

✓ **Do:** Ask participants to read each Bible verse. Leave time between each for discussion.

- **Why Practice Spiritual Disciplines**
Titus 2:11-15 and 1 Timothy 4:7-8
- **Prayer & Fasting**
Matthew 6:1-6, 16-18
- **Simplicity & Submission**
Philippians 4:10-13 and Matthew 6:19-33
- **Silence & Solitude**
Luke 5:15-15 and 1 Kings 19:11-13
- **Service & Giving**
Matthew 6:19-21 and Matthew 25:14-30
- **Scripture: Study, Memorization, Contemplation & Meditation**
Psalm 119



? **Ask:** If you have ever used any of these or other spiritual discipline, how did it impact you?

“ **Say:** Much of the content comes from Sharon Brown’s book “Sensible Shoes: A Story about the Spiritual Journey” and others are from Ruth Haley Barton’s “Sacred Rhythms.”

While we wish we had time to experience each discipline, we will practice one discipline and review how others are used.

“ **Say:** **“** Jesus says, ‘Are you tired? Worn out? Burned out on religion? Come to me. Get away with me and you’ll recover your life. I’ll show you how to take a real rest. Walk with me and work with me—watch how I do it. Learn the unforced rhythms of grace. I won’t lay anything heavy or ill-fitting on you. Keep company with me and you’ll learn to live freely and lightly’ (Matthew 11:28-30). We invite you to come take a sacred journey.”

Sensible Shoes: A Story about the Spiritual Journey, page 27

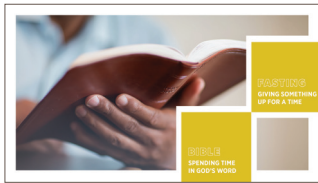
“ **Say:** **“** ‘The spiritual life is all about paying attention,’ said Katherine. ‘The Spirit of God is always speaking to us, but we need to slow down, stop, and give more than lip service to what God is saying. We need to get off autopilot and take time to look and listen with the eyes and ears of the heart.’”

Sensible Shoes: A Story about the Spiritual Journey, page 27



TYPES OF SPIRITUAL DISCIPLINES

SLIDES 42 & 43



“ say: For ease, the spiritual disciplines discussed in this session are grouped according to the following categories:

01

Retreats

Retreats are events when you choose to get away from the normal pace of life. A retreat can take place over a day, weekend, week, or month. Retreats can take many different shapes and forms from learning something new to being alone with God. Feel free to choose any of the following disciplines to be used within a retreat. Retreats can be done alone or in community with others.

02

Prayer

Prayer is time spent alone or in community with others talking and listening to God.

03

Bible

Bible refers to spending time reading passages of the Bible or just focusing on a few verses. Bible reading can take place alone or in community.

04

Fasting

Fasting refers to giving up something for a time. It can be giving something up during Lent, for a day, for a week, or any other period. We often think of food when we fast; however, one can fast from other things such as technology or other activities that seem to drain us of too much time. Usually, fasting is done alone.

Retreats *Sacred Rhythms*

“ **Say:** Let’s begin with retreats.

? **Ask:** When you have taken a retreat as a spiritual discipline, what have you done during that time? In small groups of 2-3, respond to the following questions:

- How long did you spend at the retreat?
- Where did you go for the retreat?
- What kind of activities did you find helpful?

✓ **Do:** Provide the groups 10 minutes to discuss and then gather them back as a large group to share findings.

“ **Say:** As we just discussed, activities such as prayer, fasting, worship, Bible reading, etc. were used in our retreats.

? **Ask:** If you have ever fasted as a spiritual discipline, how did you fast? How much time? What were the results?

✓ **Do:** The facilitator should choose one discipline and walk the participants through the experience. The rest of the disciplines will be explained.

Solitude: Resting in God *Sacred Rhythms*

“ **Say:** According to Barton, “We are so tired [because] we are working hard to figure things out rather than learning how to cease striving, how to be with what is true in God’s presence and let God be God in the most intimate places of our life—which is, in the end, the only thing that will change anything. We’re busy trying to make stuff happen rather than waiting on God to make stuff happen. *Page 41*

- Read Exodus 14:13-14
- Get in a comfortable, safe place. Sit quietly. Breathe deeply. Let your soul venture out and say something to you that perhaps you have had a hard time acknowledging: Is there a particular joy you are celebrating? A loss you are grieving? Are there tears that have been waiting to be shed? A question that is stirring? An emotion that needs expression? Sit with what comes into your awareness, becoming conscious of God’s presence with you in that awareness. *Page 43*

Sabbath *Sacred Rhythms*

Say: Choose one day of the week. Plan and prepare for your Sabbath.

- What activities will I refuse to engage in so that it is truly a day of rest, worship, and delight?
- What activities will bring me delight, and how will I incorporate them?

Self-Examination and Confession *Sensible Shoes: A Story about the Spiritual Journey*

Do: Read Genesis 3:1-9 slowly and prayerfully. Then ask participants to journal their responses to the questions below:

- In what ways have your “eyes been opened” to your sin?
- What do you see about yourself?
- How do you feel about what you see?
- With what tone of voice do you hear God ask the question, “Where are you?”
- Why do you think you hear God that way?
- What fig leaves have you fashioned for yourself?
- What are you hiding from God? From others? From yourself?
- What keeps you from coming out of hiding?



Say: James 5:16 reads, “Therefore confess your sins to one another, and pray for one another, so that you may be healed.”



Say: If you could be convinced of unconditional love and acceptance, what burdens of sin, temptation, regret, and shame would you confess to someone else? David prayed, “Search me, O God, and know my heart; test me and know my thoughts.” *Psalms 139:23*



Ask: Do you trust God to search and know you, revealing your sin? Why or why not? What does your longing or resistance show you about your life with God right now? *Page 29*

Longing for More *Sacred Rhythms*



Say: Begin your time with a few moments of silence, creating space for each of you to settle into a stance of quiet listening to God.

- When was the last time you felt your longing for love, your longing for God, your longing to live your life as it is meant to be lived in God?
- Open your desire to God's presence.
- Read Mark 10:46-52. Read it again more slowly. Put yourself in the place of needing Christ. How do you approach and/or get his attention? What words do you use? What emotions do you feel?
- Imagine seeing Jesus' face to face—you have his attention! He asks: What do you want me to do for you?
- Let your thoughts flow. Journal. Listen to Christ's response.

Labyrinth *Sensible Shoes: A Story about the Spiritual Journey*



Say: Walking the labyrinth is a sacred journey of prayer.

- Unlike a maze, the labyrinth has a single winding path that leads to and from the center, with no obstacles or dead-ends.
- As you walk, there may be times when you'll want to stop, rest, and listen. Journey at your own pace.
- If you do get lost or confused, feel free to step off the path and begin again.
- While there is no set way to walk the labyrinth, some people find it helpful to picture the journey in three stages: the trip inward, the time at the center, and the trip outward.
- Just as pilgrims deliberately leave behind the cares of the world to travel freely and lightly, so God invites us to let go of the things that clutter our lives. As you begin the journey, notice what distracts and hinders you. Notice what competes for your affection and attachment to Jesus. The journey to the center is an opportunity to release burdens, identify fears, and confess sins.
- The center of the labyrinth is a resting place where you are held in God's loving embrace. Linger as long as you wish, receiving whatever gifts of Scripture, insight, presence, peace, or revelation God gives. Simply enjoy being with God.
- Then, whenever you are ready, begin the outward journey. Allow the Spirit to strengthen and empower you as you take God's presence and gifts out into the world." *Page 55*



Ask: What is your impression of the value of this discipline?

Praying the Examen *Sensible Shoes: A Story about the Spiritual Journey*

The prayer of examen was developed by Ignatius of Loyola in the sixteenth century as a discipline for discerning God's will and becoming more attentive to God's presence.

“ Say: The following is an adaptation of this spiritual exercise. Think of the prayer of examen as a way of sitting with Jesus and talking through the details of your day. In the examen we slow down and pay attention to the data of our lives. We notice our thoughts, actions, emotions, and motivations. By taking time to review our day in prayer, we can see details we might otherwise overlook. The examen helps us to perceive the movement of the Spirit and to discover God's presence in all of life.

As you begin to pray, still and quiet yourself. Give thanks for some of the specific gifts God has given you today. Then ask the Holy Spirit to guide and direct your thoughts as you prayerfully review your day. Let the details play out like a short movie.

Pay attention both to the things that gave you life and to the things that drained you. Notice where the Spirit invites you to linger and ponder.

These are some questions you can adapt and use in the examen:

- When were you aware of God's presence today?
- When did you sense God's absence?
- When did you respond to God with love, faith, and obedience?
- When did you resist or avoid God?
- When did you feel most alive and energized?
- When did you feel drained, troubled, or agitated?

Having reviewed the details of your day, confess what needs to be confessed. Allow God's Spirit to bring you wholeness, grace, and forgiveness.

Finally, consider these questions:

- How will you live attentively in God's love tomorrow?
- How can you structure your day in light of God's presence, taking into account your own rhythms and responses to the movement of the Spirit?
- Ask for the grace to recognize the ways God makes his love known to you. *Page 178*

? Ask: What is your impression of the value of this discipline?

Wilderness Prayer *Sensible Shoes: A Story about the Spiritual Journey*



Do: Read the following text from Genesis 16:7-10 slowly and prayerfully:

“The angel of the Lord found her by a spring of water in the wilderness, the spring on the way to Shur. And he said, ‘Hagar, slave-girl of Sarai, where have you come from and where are you going?’ She said, ‘I am running away from my mistress Sarai.’ The angel of the Lord said to her, ‘Return to your mistress, and submit to her.’ The angel of the Lord also said to her, ‘I will so greatly multiply your offspring that they cannot be counted for multitude.’”



Say: At a crossroads in Hagar’s life, the angel of the Lord asked two fundamental spiritual formation questions that are worthy of prayerful pondering:

- Where have you come from?
- Where are you going?



Say: As we pursue deep transformation in Christ, we need to name and contemplate what has shaped us in the past. We also need to consider how we are moving forward in our life with God.

The answers to these questions are not easy. They must be discerned and explored in cooperation with the Holy Spirit.

Before you begin to journal your responses, refer to the following:

- Spend some time asking the Spirit to bring to mind the people and events that have significantly shaped you.
- Ask, where have you come from?
- Ask God to give you courage to name not only the times when you have experienced his intimate presence, but also the times when you have felt God’s absence.
- Ask, what are the formative moments that have shaped your life with God?
- Ask, where are you going? Consider the invitations God is currently giving you.
- Ask, how is God leading and guiding you into a deeper awareness of his love and care for you?
- Ask, what promises of God are giving you hope for the future?
- Ask, how will you continue to be with the God who is always with you? *Page 224*

Praying with Imagination *Sensible Shoes: A Story about the Spiritual Journey*

“ **Say:** For centuries Christians have used the imagination as a way of encountering God in prayer. Our minds are filled with stories, images, and memories that the Holy Spirit can use to bring us into deeper intimacy with Jesus.

Praying Scripture with imagination allows the Spirit to guide us into places of insight about ourselves and God.

Begin by quieting yourself in God’s presence. Invite the Holy Spirit to guide and direct your attention and imagination as you encounter Jesus in a scene from the gospels.

✓ **Do:** Slowly read the text several times for everyone to become familiar with the landscape and plot.

“They came to Jericho. As [Jesus] and his disciples and a large crowd were leaving Jericho, Bartimaeus son of Timaeus, a blind beggar, was sitting by the roadside. When he heard that it was Jesus of Nazareth, he began to shout out and say, ‘Jesus, Son of David, have mercy on me!’ Many sternly ordered him to be quiet, but he cried out even more loudly, ‘Son of David, have mercy on me!’ Jesus stood still and said, ‘Call him here.’ And they called the blind man, saying to him, ‘Take heart; get up, he is calling you.’ So throwing off his cloak, he sprang up and came to Jesus. Then Jesus said to him, ‘What do you want me to do for you?’ The blind man said to him, ‘My teacher, let me see again.’ Jesus said to him, ‘Go; your faith has made you well.’ Immediately he regained his sight and followed him on the way.” *Mark 10:46-52*

“ **Say:** Begin to imagine the scene.

- What do you see?
- Hear?
- Smell?
- Feel?
- What do the outskirts of Jericho look like? Where is Bartimaeus?
How big is the crowd?
- Who is there?
- What do they look like?
- What’s the mood of the scene?

Invite and trust the Spirit to guide you as you watch the movie play in your mind. Once you have imagined the scene, picture yourself inside the story. Let go of any desire for historical accuracy, and actively enter into the text. Watch what the characters do.

Listen to what they say.

- Where does the Spirit invite you to participate?
- Which character are you?
- What do you say?
- What does Jesus say to you?
- What do you want? Engage in conversation with the characters in the text.

Don't worry about making things up. Trust the Spirit to speak and reveal God's truth to you as you pray. Then prayerfully reflect on what you experienced in the text. What does God want you to know? How does this experience of prayer draw you close to Jesus? *Page 242*



Ask: What is your impression of the value of this discipline?

NOTES

Longing for More *Sacred Rhythms*



Say: Begin your time with a few moments of silence, creating space for each of you to settle into a stance of quiet listening to God.

- When was the last time you felt your longing for love, your longing for God, your longing to live your life as it is meant to be lived in God?
- Open your desire to God's presence.
- Read Mark 10:46-52. Read it again more slowly. Put yourself in the place of needing Christ. How do you approach and/or get his attention? What words do you use? What emotions do you feel?
- Imagine seeing Jesus' face to face—you have his attention! He asks: What do you want me to do for you?
- Let your thoughts flow. Journal. Listen to Christ's response.

Lectio divina *Sensible Shoes: A Story about the Spiritual Journey*

Lectio divina (sacred reading) is an ancient way of listening to Scripture, dating back to the early Middle Ages. It is a slow, prayerful digesting of God's Word. In our information-overload culture, we have lost the art of lingering over words.

Often when we read, we hurry through the material as quickly as possible, skimming for main ideas. But that kind of reading is counterproductive to spiritual formation. While it's essential to read God's Word, we must also allow God's Word to read us. Many people study the Bible without ever being shaped by the text. When we come to the Word with our own agenda, we put ourselves in the position of control. We may look for what we get out of it rather than ever allowing the Word to get into us. We so easily forget that reading the Word of God is meant to be a supernatural act of cooperating with the Holy Spirit. We're meant to be listening to the Word with the ears of the heart.

In sacred reading we aren't studying the Bible for historical, theological, or cultural contexts. We are looking to encounter the living God. Lectio divina invites the Holy Spirit to bring the Word to life in a way that grips us and speaks to us right in the midst of our daily lives. We let the word descend from our minds to our hearts where it can penetrate and transform us. As Jesus often said, 'Let those who have ears to hear, hear.'" *Page 102*

“ Say: I’m going to read the same passage several times. Slowly. As I read the first time, listen for a word or a phrase that chooses you—something that catches your attention and invites you to linger with it. Don’t analyze it. Just listen to it.

Then, as you listen to the text again, ponder that word. Chew and savor it, letting the word descend from your mind to your heart.

Go ahead and sit comfortably. Close your eyes, if you wish. Release the noise and distractions and chaos. Let go of everything that keeps you. Invite the Holy Spirit to open your ears to hear the Living Word.

I’m going to read John 1:35-39, which takes place on the day after John the Baptist baptized Jesus. As I read the story, listen for a word or phrase that catches your attention. When you hear that word or phrase, just sit with it for a while.

Listen now for how that word or phrase connects with your life. What is God saying to you in this word?

‘Now listen for God’s invitation to you,’ she said. ‘This is the time to talk with God about what you’ve heard and seen.’ *Pages 104-106*

? Ask: What is your impression of the value of this discipline?

Self-Examination and Confession *Sensible Shoes: A Story about the Spiritual Journey*

✓ **Do:** Read Genesis 3:1-9 slowly and prayerfully. Then ask participants to journal their responses to the questions below:

- In what ways have your “eyes been opened” to your sin?
- What do you see about yourself?
- How do you feel about what you see?
- With what tone of voice do you hear God ask the question, “Where are you?”
- Why do you think you hear God that way?
- What fig leaves have you fashioned for yourself?
- What are you hiding from God? From others? From yourself?
- What keeps you from coming out of hiding?

“ **Say:** James 5:16 reads, “Therefore confess your sins to one another, and pray for one another, so that you may be healed.”

“ **Say:** If you could be convinced of unconditional love and acceptance, what burdens of sin, temptation, regret, and shame would you confess to someone else? David prayed, “Search me, O God, and know my heart; test me and know my thoughts.” *Psalm 139:23*

? **Ask:** Do you trust God to search and know you, revealing your sin? Why or why not? What does your longing or resistance show you about your life with God right now? *Page 29*

Fasting *Sacred Rhythms*



Say: If you have ever fasted as a spiritual discipline:

- How did you fast?
- How much time?
- What were the results?

Sabbath *Sacred Rhythms*



Say: Choose one day of the week. Plan and prepare for your Sabbath.

- What activities will I refuse to engage in so that it is truly a day of rest, worship, and delight?
- What activities will bring me delight, and how will I incorporate them?

NOTES

You've learned so much in four short sessions.

- ✔ The need for self-care.
- ✔ Examining time usage.
- ✔ How to make SMART goals.
- ✔ Practicing spiritual disciplines.



“ **Say:** Which of the disciplines will you put into practice? When will you practice it? Remember, you need to experience the discipline for yourself before you help others.

SLIDE 44

“ **Say:** Self-care. We have covered so much in four short sessions.

During these four sessions, you learned how to:

- State the need for self-care.
- Examine time usage.
- Create SMART goals.
- Practice spiritual disciplines.

? **Ask:** What has changed?

SLIDE 45

“ **Say:** Remember, to serve, we need to be healthy.

? **Ask:** Ask someone to close in prayer.

References + Resources

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PRESENTATION *slides*



self-care



SLIDE 1

LEARNING EXPERIENCE

self-care



SLIDE 2



SLIDE 3

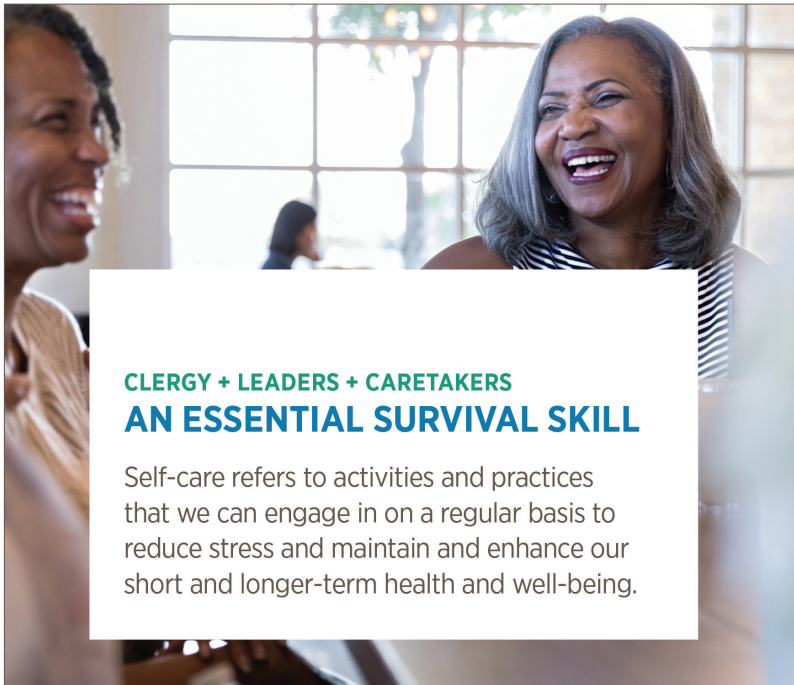


SLIDE 4

SESSION *one*

self-care

SLIDE 5



CLERGY + LEADERS + CARETAKERS
AN ESSENTIAL SURVIVAL SKILL

Self-care refers to activities and practices that we can engage in on a regular basis to reduce stress and maintain and enhance our short and longer-term health and well-being.

Self-care is necessary for your effectiveness and success in honoring your professional and personal commitments.

SLIDE 6

A quote from Eleanor Brown

Self-care is not selfish.



You cannot serve from an empty vessel.

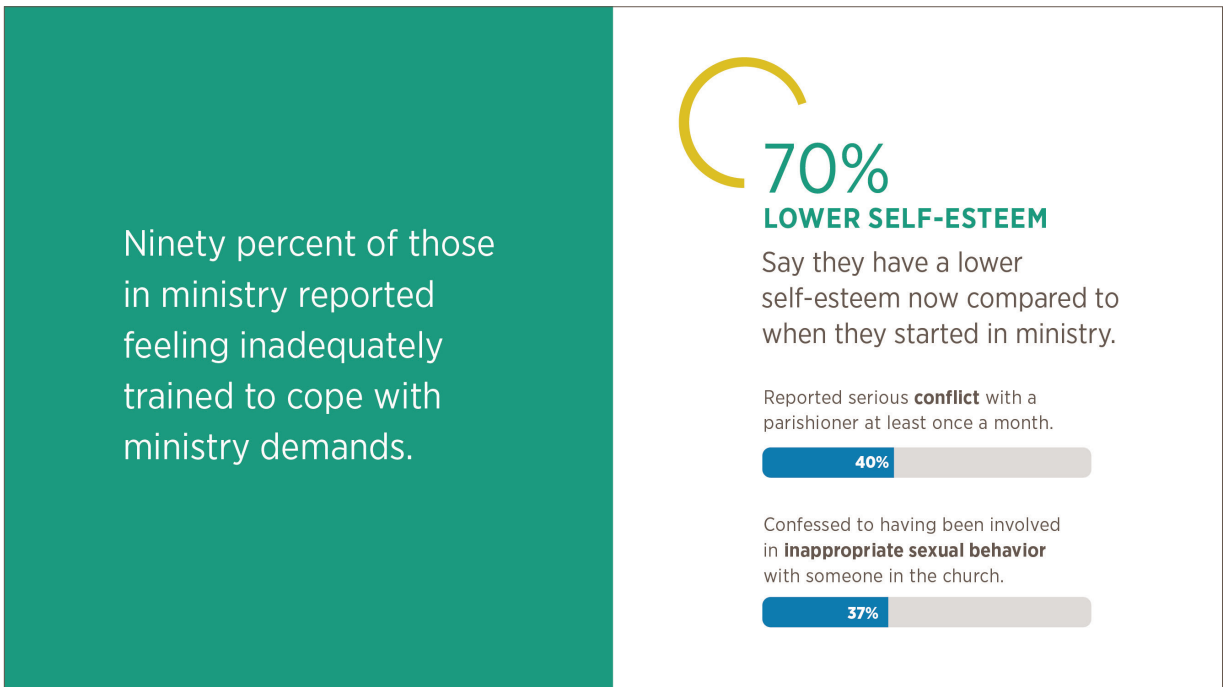
SLIDE 7



Matthew 11:28-30 (NIV)

Come to me, all you who are weary and burdened, and I will give you rest. Take my yoke upon you and learn from me, for I am gentle and humble in heart, and you will find rest for your souls. For my yoke is easy and my burden is light.

SLIDE 8



Ninety percent of those in ministry reported feeling inadequately trained to cope with ministry demands.

70%
LOWER SELF-ESTEEM

Say they have a lower self-esteem now compared to when they started in ministry.

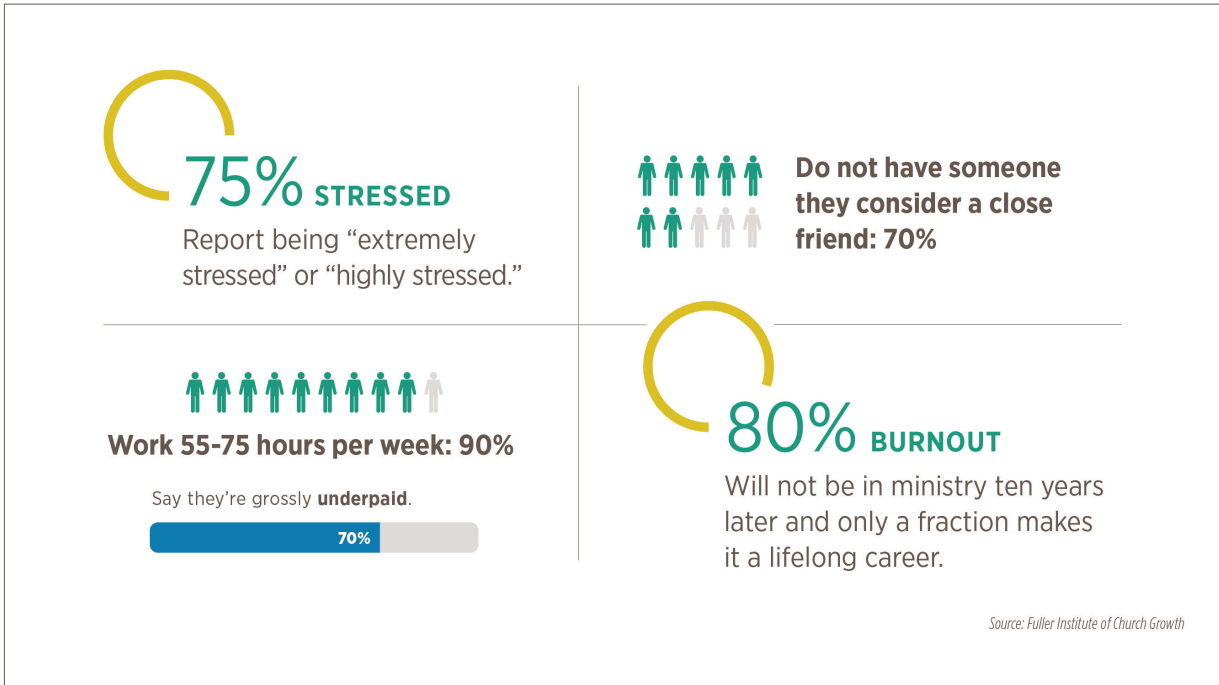
Reported serious **conflict** with a parishioner at least once a month.

40%

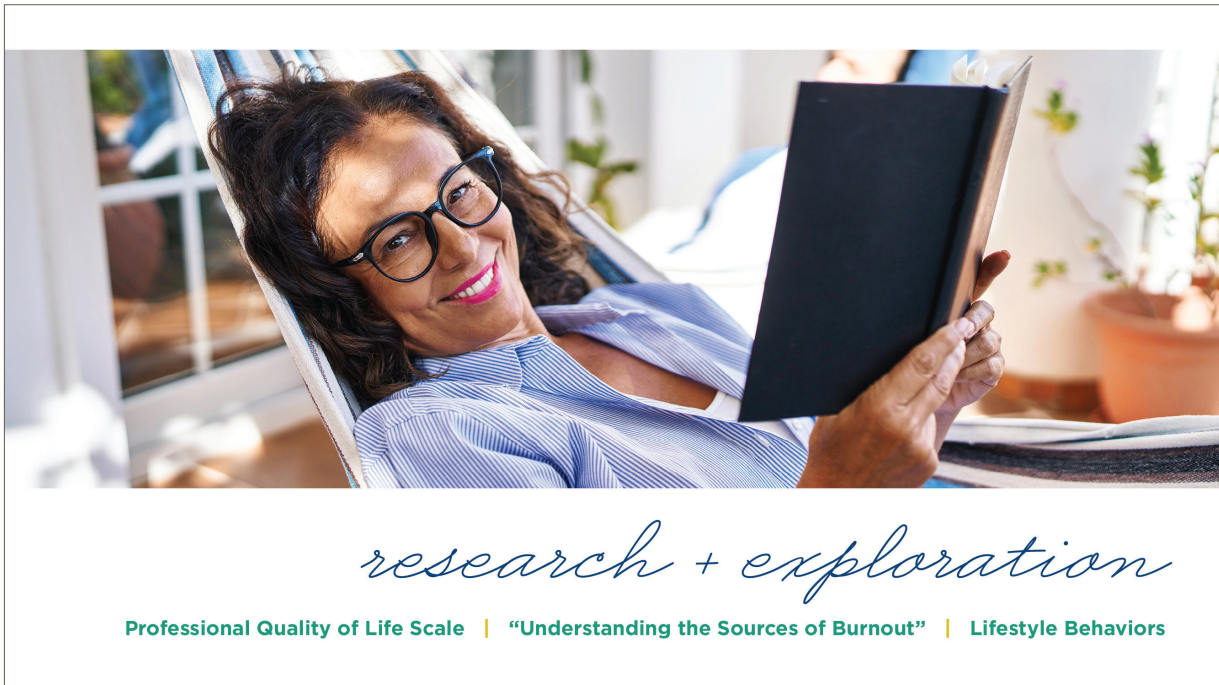
Confessed to having been involved in **inappropriate sexual behavior** with someone in the church.

37%

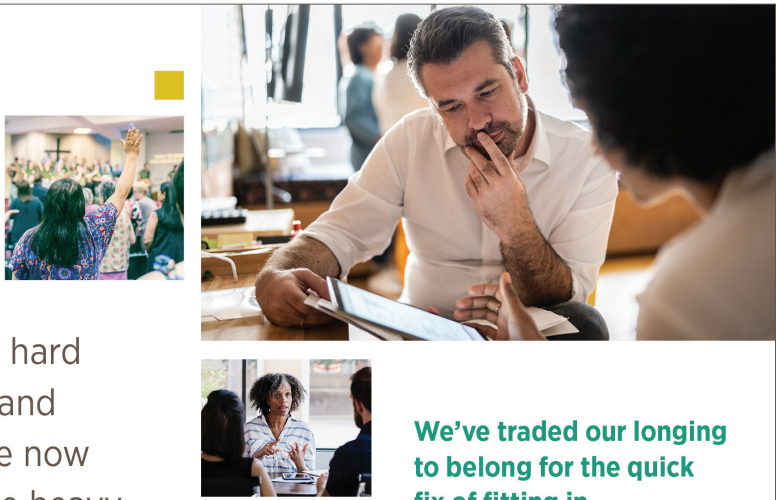
SLIDE 9



SLIDE 10



SLIDE 11

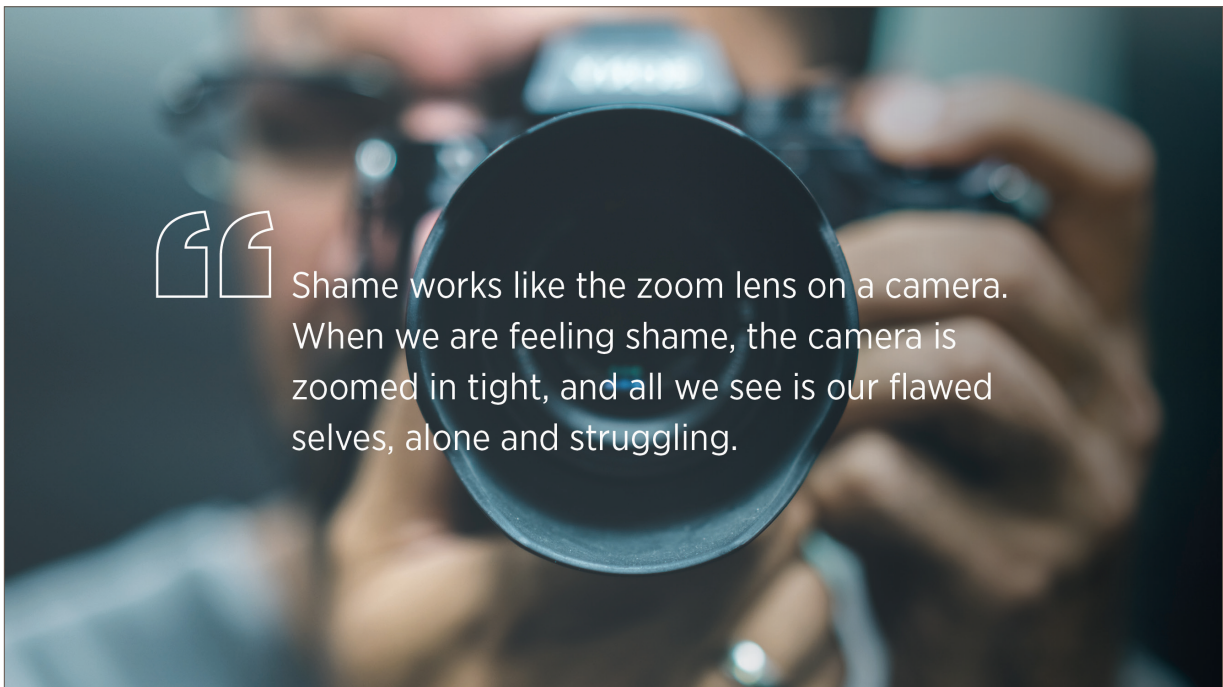


“ We’ve worked so hard to gain approval and esteem that we’re now crushed under the heavy burdens of fear, shame, and a lack of self-worth.

We’ve traded our longing to belong for the quick fix of fitting in.

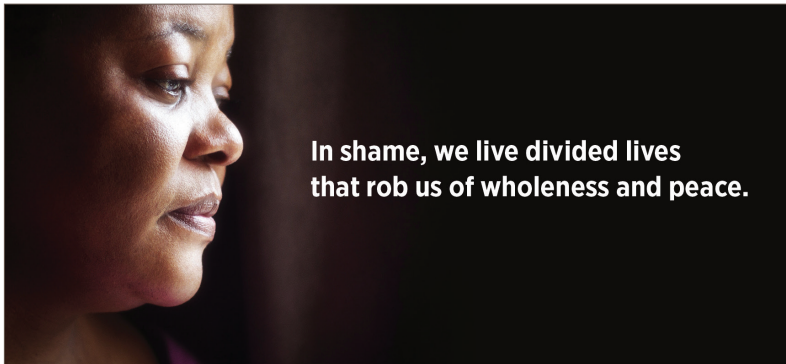
We’ve traded wholeness for perfectionism.

SLIDE 12



“ Shame works like the zoom lens on a camera. When we are feeling shame, the camera is zoomed in tight, and all we see is our flawed selves, alone and struggling.

SLIDE 13



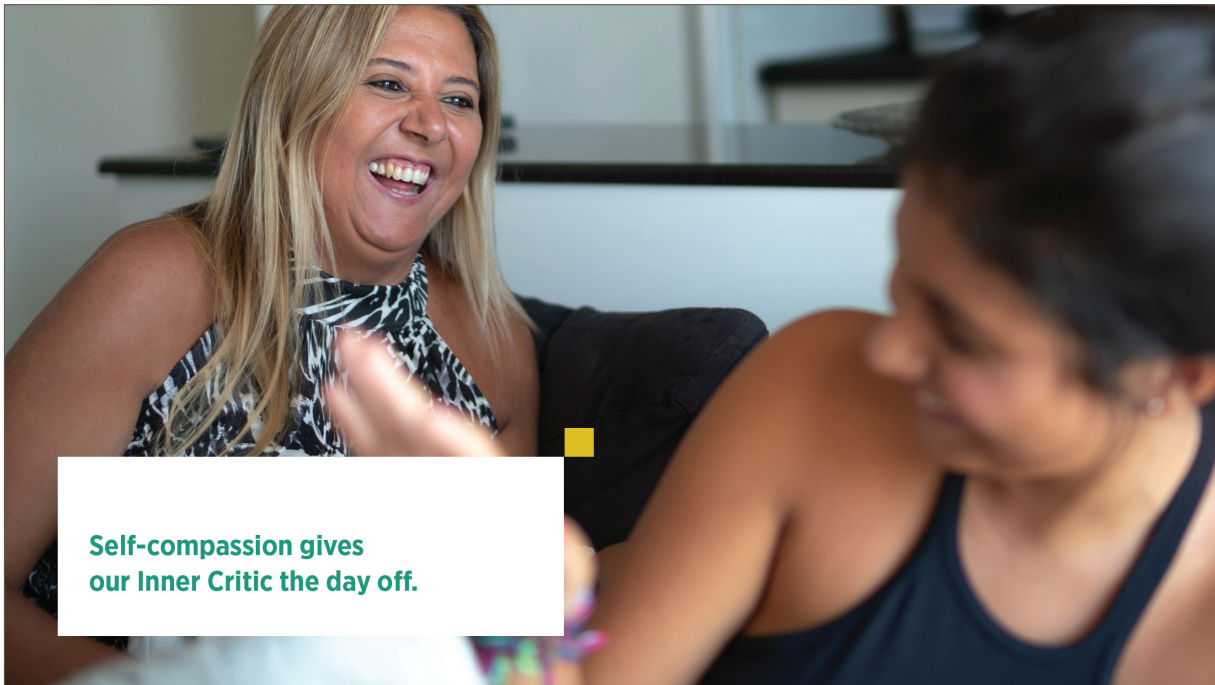
In shame, we live divided lives that rob us of wholeness and peace.



Divided and fragmented, we work tirelessly to perfect ourselves but only end up exhausting ourselves.

This is our common story. No one is immune.

SLIDE 14



Self-compassion gives our Inner Critic the day off.

SLIDE 15



Mindfulness

SLIDE 16

SESSION *two*

A decorative graphic consisting of a grid of small blue dots, with some dots missing or faded, creating a pattern that resembles a stylized wave or a digital signal.

time management

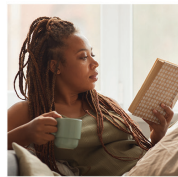
A thick, horizontal yellow brushstroke graphic that underlines the text 'time management'.

We have enough time—if we don't waste it.

- ✔ We should align our actions with our core values and core competencies.
- ✔ We must take control of our calendar by controlling our priorities.



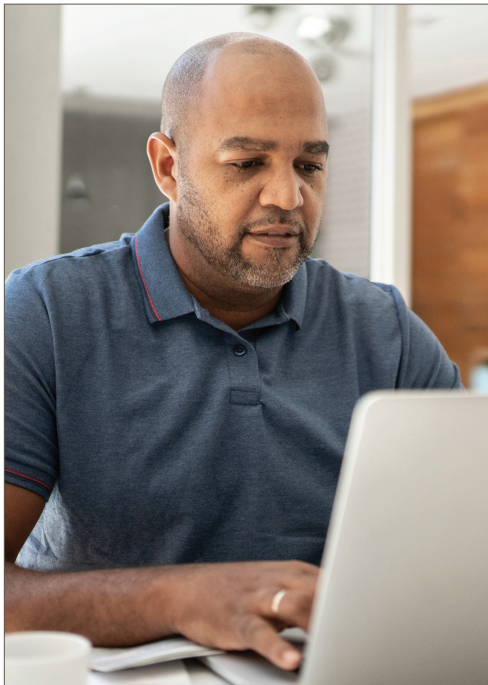
We misuse time doing what is unnecessary or unimportant.



Put first things first.



SLIDE 19



Quadrants of Time Management



SLIDE 20

We should follow the 80/20 rule.

80% OF OUR TIME
Should be spent on important issues and tasks, with the majority on prevention and planning.

THE REMAINING 20% OF OUR TIME
Should be spent on **non-important** issues and tasks.



SLIDE 21



research + exploration

Urban Resource Center Time Management Tracker | The American Time Use Survey

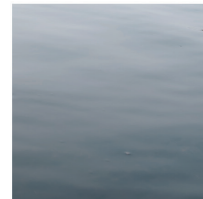
SLIDE 22



Time is the same
for every person.

24
HOURS
IN A DAY

168
HOURS
IN A WEEK



Time management is about managing the decisions you make every day.



- ✓ Results
- ✓ Emotions
- ✓ Actions
- ✓ Priorities
- ✓ Energy



“

We must use time wisely and forever realize that the time is always ripe to do right.

Nelson Mandela

SLIDE 25

Time Management Tips	
Take control of your decisions.	Set aside time to be creative.
Rest first, then act.	Use to-do lists wisely.
Do less stuff.	Delete, do, delegate or defer.
Prioritize what is important.	Eliminate unnecessary or inefficient activities
Carefully define your goals.	Carefully plan your meetings and projects.
Focus on results.	Leave early and end on time.
Stop worrying and start solving.	Avoid multitasking.
Take time to care for your body.	Focus on the next 15 minutes.
Manage your emotional energy.	Take control of your technology.
Reflect and refocus at least twice a day.	Focus on the next 15 minutes.

SLIDE 26

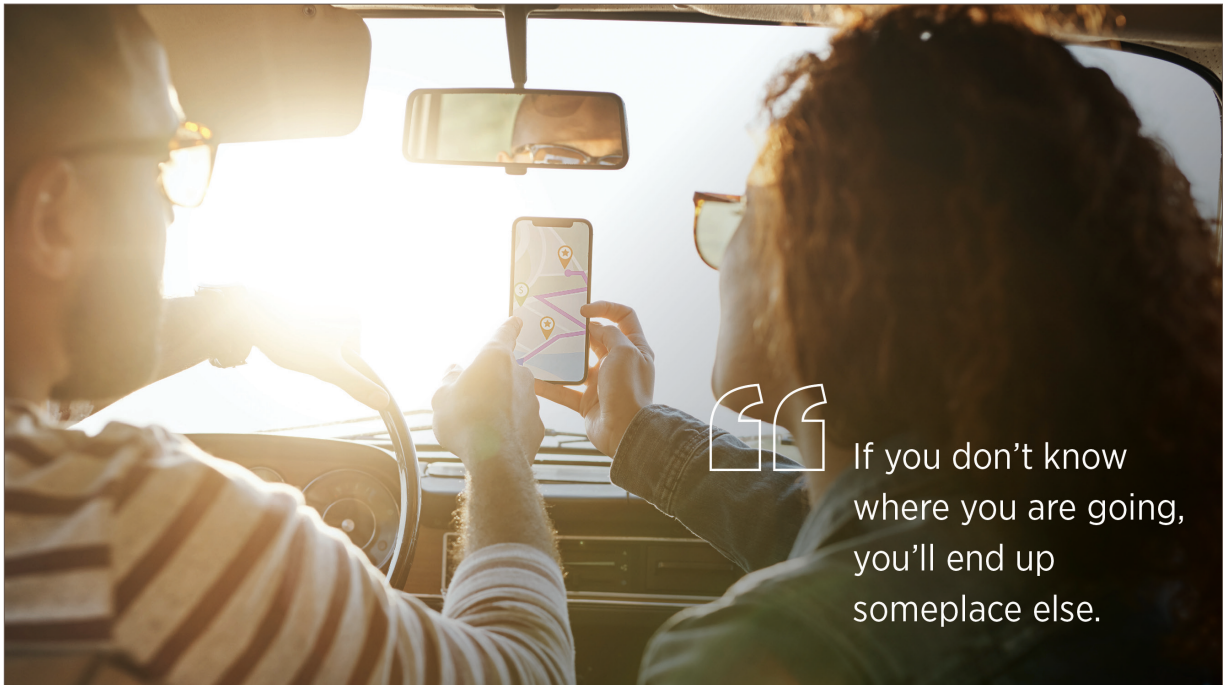
SESSION *three*



smart goals



SLIDE 27



If you don't know where you are going, you'll end up someplace else.

SLIDE 28



If you set a goal that is attainable without much work or thought, you are stuck with something below your true talent and potential.



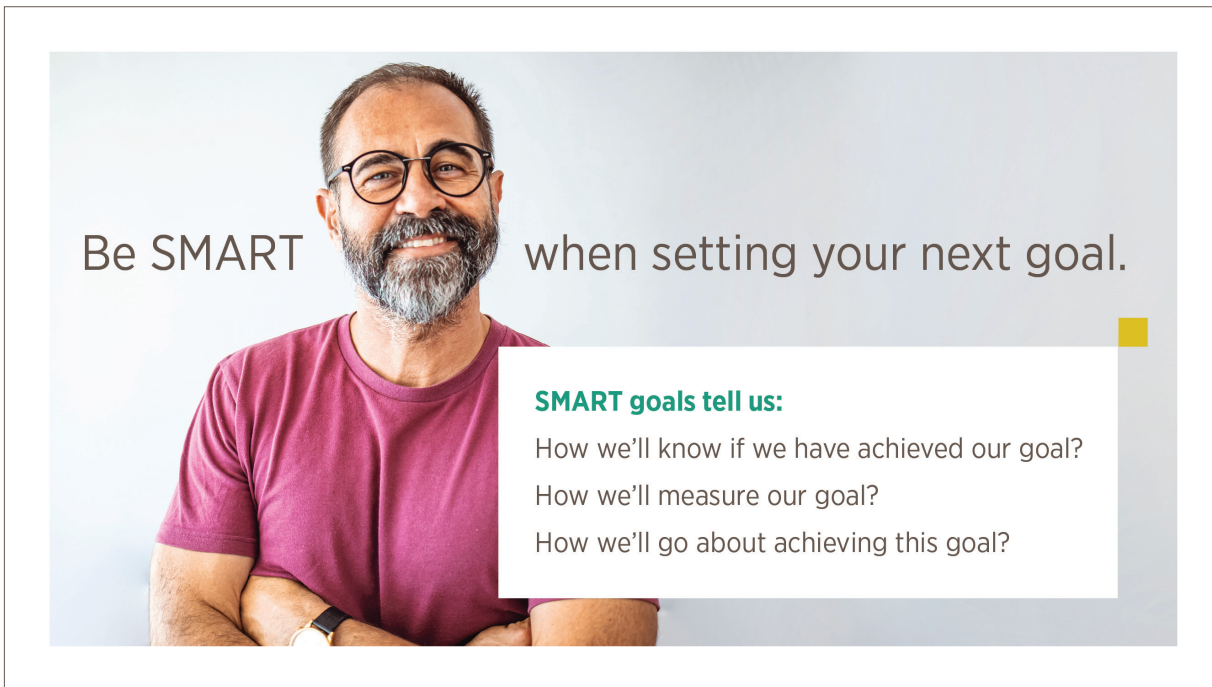
You have to set goals that are almost out of reach.



REVIEW

**THE PURPOSE OF GOAL SETTING
AND TIME MANAGEMENT**

- ✔ Define your goals.
- ✔ Determine your actions or what steps to take.
- ✔ Prioritize what is important.
- ✔ Focus your energy and effort.
- ✔ Make better decisions.



Be SMART when setting your next goal.

SMART goals tell us:

- How we'll know if we have achieved our goal?
- How we'll measure our goal?
- How we'll go about achieving this goal?



Specific

Goals should be clearly written and define what you are going to do.

What will the goal accomplish?

It may help to answer what, why and how questions regarding the goal.



Measurable

How will you measure whether or not the goal was reached?

The goal should be measurable.

Sometimes the measure is several short-term or smaller goals that need to be reached.



Attainable

Is the goal possible?
Have others completed it?

Healthy goals should stretch you beyond your comfort zone but be realistic.

The goal should motivate the person.



Relevant

The goal should measure outcomes, not activities.

What is the benefit or how does this goal help fulfill your mission and vision?

The goal should directly connect to the mission and vision of the person or organization.

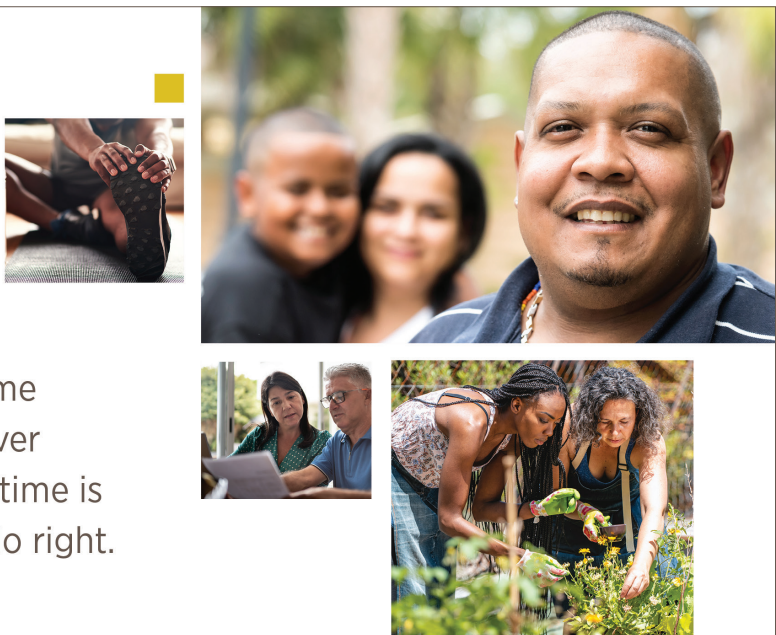


Time-based

The goal should have a sense of urgency.

The goal should have a specific end date or assessment point.

Does the established date to complete the goal create a sense of urgency?






“ We must use time wisely and forever realize that the time is always ripe to do right.

Nelson Mandela



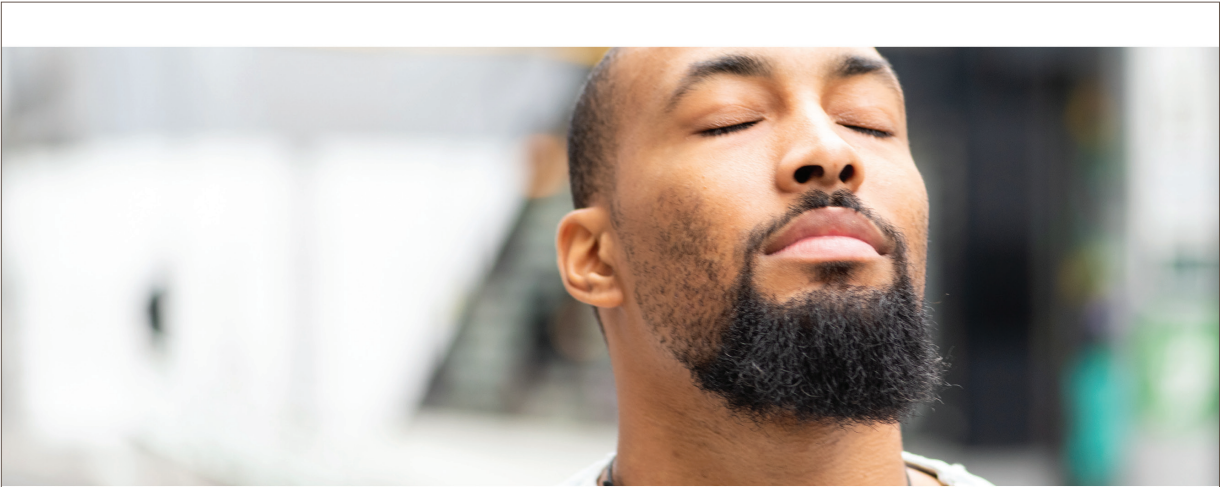
Matthew 25:14-30
God's Expectations

God gives us access. He wants us to take action and be accountable.



“Lost time is never found.”

SLIDE 39



research + exploration

Box Breathing

SLIDE 40

SESSION *four*



spiritual disciplines

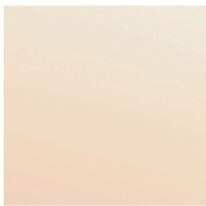




Spiritual disciplines are tools that help us create space in our lives so God can work within us.



“Spiritual disciplines aren’t laws or rules to follow.”




RETREATS
GETTING AWAY
FROM NORMAL LIFE

PRAYER
TALKING AND
LISTENING TO GOD



Types of Spiritual Disciplines

SLIDE 43



FASTING
GIVING SOMETHING
UP FOR A TIME

BIBLE
SPENDING TIME
IN GOD'S WORD

The slide features a photograph of a person's hands holding an open Bible. The image is partially obscured by two overlapping yellow text boxes. The top-right box contains the text 'FASTING GIVING SOMETHING UP FOR A TIME' and the bottom-left box contains 'BIBLE SPENDING TIME IN GOD'S WORD'. There are also some grey rectangular shapes in the background of the image.

SLIDE 44

You've learned so much in four short sessions.

- ✔ The need for self-care.
- ✔ Examining time usage.
- ✔ How to make SMART goals.
- ✔ Practicing spiritual disciplines.

The slide has a white background with a large teal-colored rectangular area on the left side. The text 'You've learned so much in four short sessions.' is written in white within this teal area. To the right of the teal area, there is a list of four items, each preceded by a teal checkmark icon.



Remember, to serve,
we need to be healthy.



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