
LEADER BOOK

You Can Study the Bible

For kids. Three moves, one short story, and by the end you can open the Bible and study it yourself — without a grown-up explaining it to you.



Print it, write in it, and take it to the group.

comission.cc



Contents

CHAPTER	PAGE
1 You Can Do This	2
2 Eat: Read It, Read It Again, Tell It Back	5
STUDY SHEET A boy and a giant — 1 Samuel 17:32-50	10
3 Digest: About God, and About People	11
4 Digest: What Will You Do, Who Will You Tell?	15
STUDY SHEET Peter steps out of the boat — Matthew 14:22-33	18
5 Grow: That Part Is God's Job	19
6 Now Do One Yourself	22
STUDY SHEET Why are you afraid? — Mark 4:35-41	26

You Can Do This

REMEMBER

You read it. You say what you see.

THE THREE MOVES — THE WHOLE METHOD ON ONE PAGE

- | | |
|------------------|---|
| 1. Eat | Read the story out loud. Read it out loud again. Then close the Bible and tell it back in your own words. |
| 2. Digest | Four questions: what it shows about God, what it shows about people and about you, what you'll do this week, and who you'll tell. |
| 3. Grow | God's part, not yours. You plant and water; He is the one who makes anything come of it. |

FOR THE FACILITATOR

Time 15 minutes

Before the session Read Mark 2:1-12 twice yourself, and decide now that you won't explain it. That decision is the whole preparation.

Watch for

- A child waiting to be told the right answer. Wait longer than feels comfortable — they're used to school, where somebody eventually rescues them.
- Your own instinct to teach. The moment you explain, they stop discovering, and you've swapped a skill they could keep for an answer they'll forget.

Note

1. Any answer is a right answer here. The point is that they looked before anyone told them what to see. If they give you a Sunday-school summary, ask what they noticed **this time**.
2. Looking for: nobody explains it to you / you say what you see / answers come from the story. If they write "you have to be right", correct that now — it's the belief that stops a child answering at all.
3. "Where do you see that?" Have them say it out loud once. It has to sound ordinary and kind before it's needed for real, or it will land as an accusation.

A Discovery Bible Study isn't a lesson, and this first chapter exists to make that true at the table rather than just on the page.



Watch this chapter

The rule is simple to say and hard to keep: **nobody explains the story to the child**. Not you, and not a video. They read it, and they say what they see. Your whole job in this chapter is to not be the answer.

Why the rule matters more with children than with adults

An adult who is handed an explanation loses a little. A child who is handed an explanation loses the belief that they could have got there themselves — and that belief is the actual product of this class. They'll forget Mark 2:1-12. They won't forget whether opening the Bible is something they're allowed to do on their own.

So the discipline is yours, not theirs. When a child looks up at you after a question, they're checking whether the real answer lives in your head. Every time you wait instead of supplying it, you're answering that question correctly.

Send them back to the page, not to you

Children will say things that aren't in the passage. They'll import a film, another Bible story, something an adult told them once. Don't correct it, and don't let it stand either.

Send them back to look: *"see if you can find that bit"*. The passage does the correcting, which is the entire point — a child who finds it themselves has learned the method, and a child you corrected has only learned that you know.

The first five minutes decide the rest

Children arrive expecting school: an adult knows the material, asks questions with predetermined answers, and grades the responses. Every instinct they bring to the table is tuned for that, and they'll keep behaving that way until something convinces them otherwise.

So say plainly, in the first minute, that you don't have an answer key and aren't going to grade anything. Then prove it the first time somebody answers — by being interested rather than by confirming. "Huh, say more about that" does more work here than any amount of explaining what a Discovery Bible Study is.

Match the expectation to the child, never the questions

A younger child answers in a sentence; an older one can be asked for a second thing. What doesn't change is the four questions themselves.

Simplifying the questions for a younger child teaches them that there's a real version of this they aren't old enough for — which is precisely the belief this class exists to dismantle. The questions are already as simple as they need to be.

What success looks like today

Not a good conversation. The measure of this chapter is whether the child offers something without first checking your face. If that happens once, the chapter worked.

Reflect and Discuss

1. Read Mark 2:1-12 once. Don't study it yet. What is the first thing you noticed?

2. Write the one rule of a Discovery Bible Study in your own words.

3. Someone says something about the story that isn't in it. What is the question you ask them?

Eat: Read It, Read It Again, Tell It Back

REMEMBER

The telling back is the swallow.

THE PASSAGE — READ IT OUT LOUD, TWICE

Mark 2:1-12

A few days later, when Jesus returned to Capernaum, it was reported that he was at home. A large crowd gathered, so much so that there was no room left, not even near the door, and he was speaking the word to them. Some people came, bringing a paralysed man, carried by four of them, to Jesus. Since they could not bring him to Jesus because of the crowd, they removed the roof above him, and after making an opening, they lowered the mat on which the paralysed man was lying. When Jesus observed their faith, he said to the paralysed man, "Son, your sins are forgiven." But some of the teachers of the law were sitting there, thinking to themselves, "Why does he speak in this manner? He is blaspheming! Who can forgive sins but God alone?" Immediately Jesus, aware in his spirit that they were thinking this way within themselves, said to them, "Why are you thinking these things in your hearts? Which do you think is simpler: to say to this paralysed man, 'Your sins are forgiven,' or to say, 'Get up, take your mat and walk'? But so that you may know that the Son of Man has authority on earth to forgive sins"—he said to the paralysed man, "I say to you, get up, take your mat and go home." And he got up, took his mat, and walked out in full view of them all. This amazed everyone, and they praised God, saying, "We've never seen anything like this!"

The Open Translation Bible (OTB), openbible.uk, CC BY-SA 4.0.

A retell sounds like this: "Jesus is back home in Capernaum and the house is packed — you can't even get near the door. Four men turn up carrying their friend on a mat. They can't get in, so they go up on the roof and dig through it and lower him down. Jesus sees their faith and tells the man his sins are forgiven. Some of the teachers think that's blasphemy. So Jesus tells the man to get up and take his mat and go home — and he does, in front of everyone." Plain words. Nothing added.

FOR THE FACILITATOR

Time 20 minutes — longer than it looks, and worth it

Before the session Be ready to retell Mark 2:1-12 out loud yourself, without notes. A leader who hasn't done it shows immediately.

Watch for

- Reciting instead of retelling. If it comes out word-for-word, ask for it again in their own words — memorised text can be carried without being held.
- A child who reads slowly. Read it aloud yourself both times if you need to; the retell is the skill being taught, not the reading.

Note

1. Have them retell it out loud before they write anything. Go first yourself if they stall — an imperfect retell from the adult gives a child permission to try.
2. Say out loud that the gap is the method working, not a mistake. A child who thinks they got it wrong goes quiet, and you won't get them back that day.
3. Almost everyone adds something. Naming it here, on something harmless, is what makes going back to check the line feel ordinary when it matters in chapter 3.

4. This is the gate. Don't go on to the four questions until the story can be told back. Every borrowed answer later comes from skipping this.

Before a single question gets asked, the child has to be holding the story. This chapter is the one people skip, and it's the one that decides whether everything after it's discovery or guessing.

Read it out loud, both times

Out loud is slower than silent, and slower is the point. It also means a child who reads badly still gets the whole passage, because hearing it doesn't depend on decoding it.

The first read is for the plot. The second is for the details the first drove past. With this passage, children almost always miss the same three: that the crowd filled the doorway completely, that the friends damaged somebody's house without asking, and that the first thing Jesus deals with isn't the man's legs.

The retell is the swallow

Then the Bible closes and they tell it back in their own words.

Until a child can say the story without looking, it's still on the page rather than in them, and every answer they give in the next two chapters will be built on the page. **Borrowed answers sound like something an adult once said, not like the twelve verses in front of them.** A child who has retold the story has almost nowhere to borrow from.

When they leave half of it out

They'll. Say plainly that this is the method working, not a failure — then read it again and let them retell it again.

Children are graded all week. This is the one place where getting it incomplete on the first pass is the expected, normal, useful thing, and hearing you say so is often the moment a quiet child starts talking.



[Watch this chapter](#)

NOTES

When a child reads badly

Some children read slowly enough that being asked to read aloud is a small humiliation, even with only you listening. You'll usually be able to tell within one sentence.

Read both passes yourself in that case, without announcing why. The skill this chapter teaches is the retell, not the reading, and a child who can't decode a printed page can very often hold and retell a story better than the fluent reader beside them. Protecting that's worth more than the principle of everyone taking a turn.

How long to wait

Longer than you think. After you ask for the retell, the silence will run about four seconds before an adult's nerve breaks — and the child who was assembling the story in their head loses it the moment you fill the gap.

Count to ten silently. If nothing comes, don't explain; ask a smaller question instead. "Who is in this story?" restarts a stalled retell almost every time, because it gives them a place to start rather than a whole story to produce at once.

The gate

Don't move on until the story can be told back without looking. It will feel like you're spending too long on chapter 2, and you aren't — everything in chapters 3 and 4 is built on this, and a child who skips it will spend the rest of the book answering from memory instead of from the passage.

Reflect and Discuss

1. Cover the passage above. Now write the story in your own words.

2. Uncover it and read it again. What did you leave out? Add it here.

3. Did anything get into your retell that isn't in the passage — that the friends were young, that the man was poor, that the roof belonged to Peter?

4. Could you tell this story tonight with no Bible in your hand? If not, read it once more and tell it again.

A boy and a giant

1 Samuel 17:32-50

1 Eat

Read the passage slowly, read it again, then retell it in your own words. If you can't retell it, read it once more.

☐ Read ☐ Reread ☐ Retell

2 Digest

Answer from what the passage actually says — stay in the text.

1. What does this show me about God?

David says the battle belongs to the Lord. Who is really fighting here?

2. What does it show me about people — and about me?

Everybody else measured the giant against themselves. What did David measure him against?

3. What will I obey this week?

What is your giant, and what is the first small thing you will do about it this week?

4. Who will I tell?

Who is scared of somebody bigger than them? What could you tell them?

3 Grow

Growth is God's part, not yours. Do the cycle faithfully and trust Him to give the growth (1 Corinthians 3:6–7).

★ Pray

God, David was not the biggest or the strongest, and he ran at the giant because he knew you. Help me be brave because of who you are.



This study online

Digest: About God, and About People

REMEMBER

Answer from the story, not from your memory.

WHAT AN ANSWER FROM THE STORY SOUNDS LIKE

From the story: "Jesus cared about the man being forgiven before He cared about him walking — He says the forgiving part first." You can point at that. From memory: "Jesus loves everyone." That may be true, but it isn't in these twelve verses, and it's the answer a child gives when they're guessing at what an adult wants. The test is simple: can you put your finger on the line?

FOR THE FACILITATOR

Time 20 minutes

Before the session Answer both questions yourself, from the passage only, and notice how much of what you first thought came from somewhere else.

Watch for

- The Sunday-school answer — true, general, and not from this passage. Ask where they see it rather than rejecting it.
- A child who stops at the first answer because it sounded right. Ask for a **second** thing about God; there are several here.

Note

1. Good answers here: He forgives, He knows what people are thinking, He has authority, He responds to other people's faith. Ask them to find the line for every single one, including the correct ones — that's how it stays a normal request.
2. There are three kinds of people in the passage: the friends who dig, the crowd that blocks, the teachers who object. Children usually pick the friends. Asking which one they're **most often** is where this chapter gets interesting.
3. If they can't find a line, the answer came from memory. Don't say that — just ask them to look for it, and let the passage tell them.

The first two questions are about seeing. They're also where a child either learns to work from the text or learns to perform for you.



Watch this chapter

NOTES

The two questions

What does this show me about God? and what does it show me about people — and about me? Ask them exactly as written, and ask them of *this* passage. The wording isn't decoration; it's what keeps a child from answering a general question about God with a general fact about God.

The one habit you build

Ask them to find the line their answer came from — for every answer, not just the wrong ones.

This is the single most important habit in the chapter, and it's counter-intuitive: if you only ask when a child is wrong, the request becomes a verdict, and they stop offering anything they aren't sure of. Asked every time, it becomes simply how this works — and a child who can't find their line discovers that for themselves, without being told off.

Where this passage is unusually good

Mark 2:1-12 has three kinds of people in it: four friends who will damage a house to get their friend in front of Jesus, a crowd so tight it becomes the obstacle, and some teachers sitting there deciding Jesus has gone too far.

Children will nearly always identify with the friends. The question that opens the chapter up is the second one: *which of these are you most often?* Most of us are, at least sometimes, the crowd — not hostile, just in the way and not moving.

The two failure modes

The first is the child who answers everything correctly and generally. They have been in church a long time, they know what adults like to hear, and none of it comes from the passage. Don't praise it and don't reject it — ask where they see it, exactly as you'd for any other answer, and let the passage do the correcting.

The second is the child who offers one answer and stops, because the first thing they said sounded right and they assume that's the job. This passage is unusually generous here: Jesus forgives, He knows what the teachers are thinking, He has authority, He responds to *somebody else's* faith. There are at least four answers to question one, so ask for a second and a third.

Don't resolve the hard bit

Somebody may notice that Jesus forgives the man's sins before healing him, and ask why. Don't answer it.

That question is the passage working exactly as intended, and the child who asked it will remember their own wrestling with it far longer than they would remember your explanation. Put it back to them — "what do you think, from what is written here?" — and let it stay slightly open. A study that ends with a live question is a study a child returns to.

Reflect and Discuss

1. What does Mark 2:1-12 show you about God? Write one thing you can point to in the story.

2. What does it show you about people — and about you?

3. Go back and underline the line in the passage that your two answers came from.

Digest: What Will You Do, Who Will You Tell?

REMEMBER

A name and a day.

A REAL ANSWER, AND A PRETEND ONE

Pretend: "I will be kinder." Nobody can tell on Friday whether that happened, which means nothing has actually been decided. Real: "On Tuesday I will sit with Sam at lunch." It has a person in it and a day on it, so by Friday you know. Same with telling: "everybody" is pretend, "my brother, on the way home from school" is real. The four friends in this story did something specific, awkward and slightly destructive. Copy the specific part.

FOR THE FACILITATOR

Time 25 minutes — most of it on the two commitments

Before the session Have your own answer to both questions ready, with a real name and a real day in it, and say it first.

Watch for

- A commitment with no name and no day. It's the single most common failure in the whole method, and it's invisible unless you ask for both.
- A child giving you the answer they think you want. Ask what they would have written if nobody were going to read it.

Note

1. Push once, gently, on anything with no day in it. Once. If you push twice you get a commitment made to satisfy you, which nobody keeps.
2. One name, never "everyone". A child who names a person usually does it; a child who names a category never does.
3. This is the exercise that turns intention into action. Most children stall on the opening line, not on the courage — give them the line and they go.
4. Ask about it next time by name. A commitment nobody ever asks about teaches the child that this part was decoration.

These two questions are where a Bible study stops being an interesting half-hour and starts changing a week. They're also the two most often rushed, because they come at the end and everybody is tired.



Watch this chapter

Don't rush them. If you're short of time, cut the discussion in chapter 3, not this.

NOTES

“What will I obey this week?”

The test of a real answer is that somebody could check it. **A name and a day.** “Be nicer to my sister” fails the test; “I will let Ana choose the game on Saturday” passes it.

Push once on a vague answer and then stop. A commitment squeezed out of a child to satisfy an adult is a commitment to the adult, not to God, and it won't survive contact with Tuesday.

“Who will I tell?”

One person, by name. “Everyone” is what a child says when they mean no one, and it costs nothing to say.

Notice what this question is *not*: it isn't asking them to explain the gospel or defend anything. They have a story they can now tell from memory — the retell in chapter 2 was the preparation for exactly this. Telling someone the story of four friends and a roof is a complete answer to this question.

The part everyone forgets

Ask about it next time, by name and by commitment. An adult who never follows up teaches the child that this section was a worksheet. An adult who remembers what they said last week teaches them it was real.

How to ask about it without it becoming an inspection

Write down what they committed to. Ask next time in a flat, curious voice — “Saturday, the game. How did that go?” — and receive “I forgot” with exactly the same warmth as “I did it”.

That last part is the whole discipline. If a missed commitment costs them your approval, they learn within two weeks to commit only to things already certain, and the question stops meaning anything. The point of following up isn't compliance; it's that the

child sees somebody took their decision seriously.

When a child commits to something too big

They'll occasionally announce something enormous — that they'll forgive a person who badly hurt them, or tell a whole class about Jesus this week. Don't talk them out of it and don't celebrate it.

Ask what the *first step* is, and when. A huge intention with a small first step attached is a real commitment; a huge intention on its own is usually a child performing seriousness, and it collapses quietly by Wednesday, taking some of their confidence with it.

Reflect and Discuss

1. What will you obey this week? Put a person and a day in your answer.

2. Who will you tell? Write one name, and when you'll see them.

3. What will you actually say to them? Write the first sentence.

4. Write the day you'll check whether you did it.

Peter steps out of the boat

Matthew 14:22-33

1 Eat

Read the passage slowly, read it again, then retell it in your own words. If you can't retell it, read it once more.

☐ Read ☐ Reread ☐ Retell

2 Digest

Answer from what the passage actually says — stay in the text.

1. What does this show me about God?

Jesus reaches out immediately and catches him. What does that tell you about what happens when you try and fail?

2. What does it show me about people — and about me?

Peter starts sinking when he looks at the wind instead of Jesus. What do you look at when you are afraid?

3. What will I obey this week?

What is your "out of the boat" this week?

4. Who will I tell?

Who needs somebody to reach out a hand right now?

3 Grow

Growth is God's part, not yours. Do the cycle faithfully and trust Him to give the growth (1 Corinthians 3:6–7).

★ Pray

Jesus, Peter walked on water and then he sank, and you caught him. Thank you that you catch me. Help me get out of the boat anyway.



This study online

Grow: That Part Is God's Job

REMEMBER

You plant and water. God grows it.

THE PART YOU AREN'T IN CHARGE OF

1 Corinthians 3:6-7

I planted, Apollos watered, but it was God who caused the growth. So neither the one who plants nor the one who waters is of significance, but only God, who brings about the growth.

The Open Translation Bible (OTB), openbible.uk, CC BY-SA 4.0.

A farmer plants a seed and waters it. He doesn't sit in the field pulling the shoot to make it taller — partly because it wouldn't work, and partly because that was never his job. You read the story, you said what you saw, you picked something to do and someone to tell. That's the planting and the watering, and it's genuinely all of your part.

FOR THE FACILITATOR

Time 15 minutes

Before the session Think of one thing in your own life God grew slowly, and be ready to say it in two sentences.

Watch for

- A child taking responsibility for someone else changing. Name it and hand it back — that weight isn't theirs and it will crush them.
- This chapter read as permission to do nothing. Planting and watering are still real work; it's the growing that isn't theirs.

Note

1. Read, read again, told it back, answered four questions, picked something to do, named someone to tell. Six things. Seeing the list is what makes the next question land.
2. The growing. Don't let this get abstract — ask what it would look like this week if God grew something in the person they named yesterday.
3. The honest answer is "keep doing the cycle anyway". Children quit at this exact point, and they quit because they believed the growing was theirs to produce.

Eat and Digest are things a child does. **Grow is the move where the child does nothing, and that's the point of it.**

This is the chapter that keeps children in the method for years instead of weeks, so don't treat it as the wind-down.



Why it matters this much for a child

Watch this chapter

A child who believes growing is their job has only two futures: they conclude they're bad at it, or they start performing growth they haven't experienced. Both end with them stopping.

Handing the growing to God takes that weight off before it ever lands. It also removes the reason to fake it — nobody needs to perform a harvest they were never responsible for producing.

Keep it concrete

"God gives the growth" turns into wallpaper fast. Anchor it: ask what it would look like, this week, if God grew something in the person they named in chapter 4. Ask what they would do differently if they knew that was God's job and not theirs.

What this isn't

It isn't permission to skip the cycle. Planting and watering are real work, and a farmer who does neither has no business talking about the harvest.

The division is exact: the child does the reading, the retelling, the four questions, the obeying and the telling. God does the growing. Both halves are real, and only one of them is theirs.

The child who is carrying somebody else

Watch for the child who has quietly taken responsibility for a parent's faith, a sibling's behaviour, or a family that isn't doing well. They're more common than you'd guess, and this chapter is where it surfaces — usually as a question about why nothing is changing at home.

Name it gently and hand it back. They can tell the story, they can pray, they can keep being there. They can't produce the growth, and they were never asked to. For some children this is the most important sentence in the whole book.

NOTES

Why this move isn't the last one for a reason

Eat and Digest are things they do, and if the class ended there they would leave believing the method is a set of tasks they either perform well or perform badly.

Grow reframes all of it. The reading and the retelling and the four questions aren't a performance to be scored; they're planting and watering, which are ordinary, repeatable, and entirely within reach of a ten-year-old on their own. What happens next is somebody else's department.

A concrete way to close

Ask each child to say out loud the thing they committed to in chapter 4, and then to say, in their own words, that the outcome is God's part. Hearing themselves say it's worth more than hearing you say it, and it's the sentence most likely to still be there in a year.

Reflect and Discuss

1. List the things you actually did in this study. That's your whole part.

2. What is God's part?

3. What will you do when it feels slow and nothing seems to be happening?

Now Do One Yourself

REMEMBER

You just did one. Now do the next one.

THE WHOLE CYCLE — KEEP THIS PAGE

- | | |
|------------------|---|
| 1. Eat | Read the story out loud. Read it again. Close the Bible and tell it back in your own words. If you can't, read it once more. |
| 2. Digest | What does it show me about God? About people and about me? What will I obey this week — with a name and a day? Who will I tell? |
| 3. Grow | God brings about the growth (1 Corinthians 3:7, OTB). You aren't in charge of how fast it happens. |

FOR THE FACILITATOR

Time 20 minutes, then let them go and do it

Before the session Decide in advance that you won't sit in on their next study. The goal was never a child who needs you there.

Watch for

- A child who wants you to keep sitting with them. Kind, and worth resisting — hand them the page and let them run one badly.
- The last question skipped for time. Being able to say the three moves from memory is what makes this portable.

Note

1. Mark 4:35-41, the storm, is the sheet bound in after this chapter — but a child who names their own passage is more likely to open it. Let them choose.
2. This is the bravest line in the book and the one that turns a reader into a leader. A sibling or a friend is a completely valid answer; it doesn't have to be an adult.
3. If they can write the three moves without the page, they own the method and can hand it on. That, not this book, is the actual deliverable.

The class is over. What matters now is whether the child opens a Bible next week without you there.



Watch this chapter

Hand it over on purpose

The temptation at the end is to arrange the next one and keep steering. Resist it. A child who runs their own study badly has learned more than a child who watched you run a good one, and the whole design of this method assumes the second study is theirs alone.

Say out loud that you aren't going to lead the next one. It's a bigger moment than it sounds.

The last exercise is the real assessment

Writing the three moves from memory is the one that tells you whether this worked. A child who can say **Eat, Digest, Grow** and what each one means can walk into any Bible study, at any age, for the rest of their life — and, more to the point, can teach it to somebody else this month.

If they can't, don't re-teach it. Ask them to look back through the book and find them; that's the same skill the whole class has been building.

What comes next

The study sheet bound in after this chapter is Mark 4:35-41 — the storm — because the class points them there by name. After that, a kids' Bible study plan gives them the stories in order so they never have to wonder what to read next.

The three moves don't change. That's the entire promise of the method: what they learned on four friends and a roof works on everything else.

What to do when they run one badly

They'll. The first study a child leads on their own is usually too fast, skips the retell, and lands on a vague commitment — which is to say it makes exactly the three mistakes this book spent six chapters on.

Don't re-teach the chapter. Ask three questions: did you read it twice, could you tell it back without looking, and does your commitment have a name and a day in it? They'll diagnose themselves, and a self-diagnosed mistake is fixed permanently in a way a corrected one isn't.

Where this goes if it takes

A child who can run this cycle can hand it to another child, and that isn't a hypothetical — it's the ordinary way this method spreads everywhere it has spread. The last exercise in this chapter isn't a memory test for its own sake; it's checking whether they're carrying something portable.

So when a child says they taught it to a friend, treat that as the headline event of the whole class. It's.

Your last job

Ask them, in a month, whether they're still doing it — once, without pressure, and then leave it alone. A single interested question at the right distance keeps more children going than a standing appointment they have started to resent.

Reflect and Discuss

1. Write down the next story you'll study, and the day you'll do it.

2. Who will you ask to read the next one with you?

3. In one sentence each, write the three moves from memory. No looking.

Why are you afraid?

Mark 4:35-41

1 Eat

Read the passage slowly, read it again, then retell it in your own words. If you can't retell it, read it once more.

☐ Read ☐ Reread ☐ Retell

2 Digest

Answer from what the passage actually says — stay in the text.

1. What does this show me about God?

The wind and the sea obey him. Who is Jesus, if that is true?

2. What does it show me about people — and about me?

They ask, "don't you care?" Have you ever thought that? Was it true?

3. What will I obey this week?

What storm will you tell Jesus about first this week, instead of last?

4. Who will I tell?

Who is in a storm right now? How will you sit with them?

3 Grow

Growth is God's part, not yours. Do the cycle faithfully and trust Him to give the growth (1 Corinthians 3:6-7).

★ Pray

Jesus, you were asleep in the storm because you were not worried. Thank you that you are in the boat with me. Help me wake you up instead of panicking alone.



This study online



comission.cc