Life on the lighter side

Leader’s Guide

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Leader’s Introduction

Before turning on a light, one must find the switch plate and actually flip the switch. Below is information that shines direct light for all who participate in *Life on the Lighter Side*. As the leader, you facilitate adult learning. Creating and fostering a vibrant learning atmosphere will in turn create and foster enthusiastic learners. Carefully read and mark the following structure of this study: **Who, Why, When, Where, How, and What**. After reading and marking this section, determine ways you can and will use this information to enhance your leadership throughout this study. Write yourself a commitment letter that supports your understanding of these essential study components.

**Who**

*Participants* — *Life on the Lighter Side* is designed for women associated with the military who are asking questions and seeking answers for how God makes sense in a world contrasted by light and dark. The study invites women in *any* season to learn how the Bible sheds light on God’s relevance in their lives. It is appropriate both for women experienced in God’s Word and for those who may never have turned a page of the Bible but are curious and want solid answers.

The study is written so that it can be used in a PWOC small group or by active-duty small groups in remote, deployed locations.

*Leader* — The leader is encouraged to embrace adult learning design as modeled throughout the study. She must be willing to use small group techniques as outlined in the Leader’s Guide.

**Why**

This study will help women of all ages explore many facets of light and dark as related to relationships with God, themselves, each other, their families and their world at large. In a world that many may perceive as totally dark, this study helps women learn about real light offered through Jesus Christ. We all need light to survive; this study offers lasting light. Women also need other women; this study offers class members the opportunity to build relationships that will hopefully create lasting friendships.
When

*Life on the Lighter Side* is intentionally designed to meet within a 60 minute small group setting. For each lesson, approximate times are provided within the Leader’s Guide for each learning task. Homework, referred to as *Reflecting Light: Home Reflections*, will be finished outside class time. Each homework lesson ties directly to the next week of *Refreshing Light: Group Refreshment*.

This study is conducive to evening or daytime Bible study settings.

Where

Location is not as important as space. The study room should be flexible to the degree that chairs can be moved easily from a larger group setting to small groups and back to original formations. Space for movement and interaction is vital. Wall space for charts and post-it notes is also recommended. If using a room that requires you to put up and take down charts each week, use removable, non-marking, picture-hanging “clay,” easily found in any office supply store. Flip chart paper can easily be rolled to store from week to week.

How

**Design** — *Life on the Lighter Side* is designed for a small group discussion and interaction format. A small group consisting of 8-12 people is ideal; no more than 12 women should be in the small group. When breaking into smaller groups, encourage women to keep numbers at 4 or less. (If a small group tries to merge with another group, gently encourage the members to divide so that groups of three or four, at the most, are maintained for discussion and discovery.) This will foster optimal interaction and a safe environment for each participant.

**Format** — Each lesson has four sections:

**DELIGHT: Refreshing LIGHT — Group Refreshment**
15 minutes

**DISCOVER: Revealing LIGHT — Group Revelations**
30-45 minutes: Some class discovery may be longer, some shorter depending on the week. Always allow at least 5 minutes for prayer.

**DO: Reflecting LIGHT — Home Reflections**
30-60 minutes per week

**DREAM: Resting LIGHT — Contemplative Rest**
5-15 minutes any time of day, as preferred by participants
**DO/Home Reflections** is designed to connect with the next week of **DELIGHT / Group Refreshment**. Each segment of homework from **DO** is designed to appeal to all learning styles: audio, visual and kinesthetic. Homework will tie directly to the next week of opening discussion. Once **DELIGHT / Group Refreshment** is finished, you will cover new material together in class during **DISCOVER / Group Revelations**, using a variety of learning tasks: content pieces, mixed-media, and art. The final part, **DREAM / Contemplative Rest**, is designed to introduce seekers to studying and meditating on the Bible as a companion and guide...a restful haven.

**LIGHT Detector** — Leader questions to ponder each week.

**Projected Supplies** — The following are basic supplies needed throughout the study:

- Flip Chart
- Easel
- Colored Pens, Pencils, Markers, Highlighters
- Post-It-Notes

For added convenience, find the 🚫 for additional, lesson-specific supplies.

**What**

Each lesson covers a particular aspect of light and dark as it pertains to the Bible and to life. The lesson titles give the broad scope of what will be covered in each lesson. The Leader’s Guide will reveal weekly what is to be covered in greater detail.
Invitation to Flip the Switch

1. As the leader, you may choose to briefly introduce yourself. You may say, “Let’s take the opportunity to become better acquainted with each other as we collectively cast vision for why we may seek to study light.”

2. Once introductions are finished, move into sections 2 and 3, being mindful of time.
Lesson 1

Turn on the LIGHT

**DELIGHT: Refreshing LIGHT**
Group Refreshment

15 mins.

This time is designed for everyone to become acquainted. As your class of learners is instructed to choose objects representing light and dark from a large selection of items, the following are possibilities for you to use. Definitely add to or delete whatever you consider important for your given group of women.

1. **Comparing Light and Dark**

   A. Objects to bring in a large box, all mixed together:

   - Light Bulb
   - Black Crayon or marker
   - Candle/tea light
   - Bandanna
   - Lighter
   - Sunglasses
   - White Crayon
   - Small pillow
   - Picture of the Sun
   - Sleep mask (Bath & Body Shop)
   - Flashlight
   - Shovel (small spade)
   - Lantern
   - Picture of a bat and/or plastic bat (animal!)
   - Matches
   - Rock or stone
   - Penlight
   - Small, solid container with lid

   B&C. Draw learners together in a circle to introduce themselves and share the objects they chose. Let them know it is not necessary to share in any particular order around the circle but that they can choose when and how to share. Remind them to keep answers brief while being mindful, as the leader, to encourage what each shares.
1. **Track LIGHTS: Watts in it For Us?**

   A. As the leader, say the one word description for each Track Light listed, then encourage class members to call out ways that each suggested guideline is important for the small group. Record on a pie chart (already divided into eight parts with the Track Lights listed in each section — you will need a flip chart) what is called out. Keep the chart on a wall in your study room as a commitment reminder for each class member. Be careful not to provide or direct answers until everyone has shared. Wait for them to respond. Up to 15 seconds of silence is perfectly fine; members are thinking, processing and forming answers to what this class will mean to them.

   B. Once members have shared answers, fill in with details provided below if these have not been mentioned by your learners.

   - **Confidentiality:** Maintaining a safe, honest, protected small group will ensure open, trustworthy communication. What happens in small group stays in small group!

   - **Time frame:** Stay within the time set for small group. Begin and end on time. Be careful to stay within suggested time allotments for each learning task as well.

   - **Respect:** Each person brings a different background to the small group. Encourage members to respect one another and to use positive and considerate language at all times.

   - **Attendance:** Regular attendance fosters a steady, solid group dynamic and allows members to bond quickly and hopefully build lasting relationships.

   - **Homework:** Doing homework prepares each member for class and creates an atmosphere of care and consideration for one another. The more each person brings to class, the more each takes away!

   - **Inclusive:** Emphasize that each member brings a wonderful diversity to the class. In order to maintain unity, encourage members to avoid denominational and doctrinal references.

   - **Connecting:** The study is designed to bring women together and to help them connect throughout each week. This can be accomplished in myriad ways. As the leader, you can suggest ways for women to connect beyond class. Write
notes to your members and encourage them to do the same. Set up times for lunch and activities outside class. Perhaps a class member would be willing to organize social gatherings. Regularly call class members. Ask one member of class to compile a class roster. Ask another to keep attendance and write notes to those who miss class. Based on the season, go pick apples together, see a movie, go ice-skating, make ice-cream sundaes together...

- **Prayer**: Keep prayer simple. Popcorn prayer, Psalm reading, and contemplative prayer are all ways to introduce corporate prayer without creating an intimidating or threatening atmosphere.
  - Popcorn prayer consists of one-word or one-phrase prayers.
  - For Psalm reading, have everyone open to the book of Psalm and randomly read one to two verses that have meaning for them. Starting first in a particular Psalm may work best for those who are unfamiliar with looking up and reading Scripture.

2. **Contrasting LIGHT and Dark**

   A&B. Provide post-it notes, colored pencils, pens, markers and highlighters for women to use while marking this content piece.

   C. Give clear directions for each group to record one thought or idea per post-it note.

   D. As the leader, prepare the T-Chart in advance.

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Encourage class members to scan Home Reflections and Contemplative Rest; answer any questions they may have.

If needed, explain that contemplative rest consists of reading small portions of the Bible, considering the value in what is read, thanking God for it, and asking Him to use it in their lives. Contemplative rest is designed to read one Scripture reference each day.

For the first week, close in a simple prayer and, if possible, linger after class to answer any questions and begin building relationships with class members.
LIGHT Detector —

The following are questions to consider and to draw personal conclusions each week after class time is finished. At the end of each week in this Leader’s Guide, you will be given this page as a reference point. It may be helpful to place a tab here for easier reference.

1. How do you feel about time spent together with your class today? Why?

2. What do you believe went well and what could be done differently to meet the specific needs of your group?

3. As you consider this unique class of learners, what are specific ways you could foster relationships among members prior to the next time you meet?
1. **Components of LIGHT and Dark**

   A. If you choose, provide your class members with pens, pencils, highlighters, and markers to allow them to creatively mark the text.

   B&C. Gently reinforce that there are no right or wrong answers. Each person’s discoveries and experiences could possibly be different. Encourage women to listen actively and carefully to each other. As the leader, positively affirm and encourage all responses.

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[Image 54x612 to 540x738]
[Image 130x571 to 202x590]
[Image 391x571 to 463x590]
[Image 344x449 to 353x458]
[Image 54x510 to 113x546]
1. **Presenting the LIGHT**

   A-C. Your class members will need blue and yellow post-it-notes for this learning task. Prior to class, prepare an Arrow-Light chart. 📈 A diagram is provided.

![Diagram](image)

2. **LIGHT in Ordinary People**

   A. At the end of Lesson Two of your leader’s guide, you will find a list of quotes to use as a springboard for the class gallery walk. Add quotes of your own choosing, as they apply to the lesson. A gallery walk is a time for each class member to read a variety of quotes relating to a particular subject. In this case, learners will be reading quotes about how people positively influence each other’s lives. Post each quote separately, with enough space between each for learners to circulate comfortably around the room.

   B&C. Encourage class members to share their personal insights and allow enough time for each person in the small group to share. Part way through this small group task, you may choose to let class members know how much time they have remaining so that they allow everyone in their small group to share.

3. **Carry Extraordinary LIGHT**

   A. Class members will each need three different colored pens for this learning task; red, yellow, and green pens are recommended. 🖋️
B-E. These sections of the learning task allow class members to study and apply Scripture to their world as they currently encounter and know it. Encourage learners to look for the meaning and to collectively seek and find conclusions. Seeking a life on the lighter side implies uncovering what may be in the dark for each class member. For them to have time and a safe place to discover is essential. Consider ways you may foster such an atmosphere.

4. **Praying the LIGHT Way**

This is a possible prayer to offer as you close the class:

> “Father, show us more fully how ‘Your Word is a lamp to our feet, and a light for our path.’” If you leave 15 seconds of silence after quoting the Scripture before saying, “Amen,” class members will have time to consider how this prayer impacts them. This also models for your learners that silence during times of prayer is natural and good.

Use any remaining class time to foster friendships with class members.

**DO: Reflecting LIGHT**

*Home Reflections*

Now that your learners have experienced one week of homework, consider sharing some of the following information with them prior to further overview of lesson material.

Read the following text. Underline any phrases that describe the ways you absorb and respond to information. After you read and mark this material, identify your most preferred learning styles, from least to most or however you choose to categorize them.

Homework is intentionally inclusive of these three learning styles:

(Adapted from several sources, including *Accelerated Learning for the 21st Century.*

**VISUAL**—Learning through seeing. Likes to see pictures or diagrams. Likes demonstrations and watching videos.

Enjoys reading, watching television, going to movies. Would rather read than be read to. Remembers people by sight, does not forget faces. Reveals emotions through facial expressions. Plans ahead, likes to see overall big picture. Good eye contact, recall; prefers to be shown rather than told. Often

**AUDITORY**—Learning through hearing. Likes to listen to debates, audiotapes, lectures, discussion and verbal instructions.

Enjoys listening to radio, music, debates, remembers names, recalls facts, has big vocabulary. Gives verbal directions (go one block and turn left!). Reveals emotions verbally through change in tone. Responds better when hearing information rather than reading. Talk out loud to themselves to help themselves think. Would rather tell it than write it. A good speaker. Loves discussion. Usually sits in the front. Often does not take notes – it interferes with listening. Likes to learn by listening to tapes. “I hear what you mean.”

**KINESTHETIC**—Learns through physical activities and through direct involvement. Likes to be “hands-on,” moving, touching, and experiencing first hand.

Enjoys active pursuits such as hiking, dancing, biking. Remembers things that happen. Gives street directions by leading the way. Reveals emotions through body language. Learns well by manipulating objects. Feels if something is right, relies on a lot of gut feelings. Hard to sit still for more than a few minutes. Taps pen or foot while listening. Will often sit in the back to fidget or escape. Takes notes to be doing something, may or may not use them. Sensitive to the furniture, clothes, how it all feels. “I can feel what you mean.”

- What did you discover about how you learn?
- If you discovered something new about yourself, what revelations and new understanding have been added to your learning and leadership resources?
- How might this information better inform the way you approach your learners and the ways you facilitate?

1. **The God-Revealer**

   A&B. This learning task engages all three learning styles, as previously described. Encourage your learners to choose what they want, not to choose what they think they should choose. This will help them uncover how they best learn.

   **DREAM: Resting LIGHT**
   Contemplative Rest

   If you sense that some of your learners desire deeper contemplation, suggest that they read *The Great Omission* by Dallas Willard. Among other ideas, this book explores the disciplines of silence and solitude and the potential impact of these on one’s spiritual development.
LIGHT Detector — page thirteen

LIGHT Quotes for Gallery Walk:

“There is not enough darkness in all the world to put out the light of even one small candle.”

~Robert Alden

“A candle loses nothing by lighting another candle.”

~Unknown

“There is some darkness in most human minds today, so there is a darkness component in most scenes and situations. Why else is there so much unhappiness and sorrow in the world? So how much value can be given to someone who is able to bring light and lightness to a place or a moment, where others have brought their dark? Like a crown of sparkling jewels, their presence and their words are priceless. It may only be a gentle smile of comfort, an attitude of genuine interest, some words which diffuse an awkward moment. Those who stay light in spirit while others weave their dark are both illuminated and illuminators. Watch out for such a moment today where you may illuminate. Make that moment momentous!”

~Innerspace

“I have been reminded of your sincere faith, which first lived in your grandmother Lois and in your mother Eunice and, I am persuaded, now lives in you also. For this reason I remind you to fan into flame the gift of God, which is in you through the laying on of my hands. For God did not give us a spirit of timidity, but a spirit of power, of love and of self-discipline.”

~2 Timothy 1:5-7

“Just as transparent substances, when subjected to light, themselves glitter and give off light, so does the soul, illuminated by the Holy Spirit, give light to others and itself become spiritual.”

~St. Basil

“Helping one another is part of the religion of our sisterhood.”

~Louisa May Alcott

“No matter what accomplishments you make, somebody helped you.”

~Althea Gibson

“What do we live for, if not to make life less difficult for each other?”

~George Eliot
“Long before I was a success, my parents made me feel like I could be one.”
~Toni Morrison

“Believe that there’s light at the end of the tunnel. Believe that you might be that light for someone else.”
~ Kobi Yamada

“Friends are kind to each other’s hopes. They cherish each other’s dreams.”
~ Thoreau

“Sometimes when I consider what tremendous consequences come from little things, a chance word, a tap on the shoulder . . . I am tempted to think . . . there are no little things.”
~Unknown

“Let no one ever come to you without leaving better.”
~ Mother Teresa

“Friendship blossoms when two people say to each other, in effect: ‘What? You too? I thought I was the only one!’”
~C. S. Lewis

Notes
1PWOC Bible Study Curriculum Training. Christine Wood, 2007. 43.
LIGHT the Way

DELIGHT: Refreshing LIGHT
Group Refreshment

1. Piecing Light

A&B. For this learning task, each learner will need a piece of 8”x11” paper or cardstock, tape, glue, colored pencils, crayons, and other creative materials. Encourage learners to create to their fullest.

C. “Quilt pieces” may be joined by taping the backs together. Then spread the “quilt” on an extra side table or tape it to a wall.

DISCOVER: Revealing LIGHT
Group Revelations

1. A LIGHT in the Dark

A&B. Once learners have read A Light in the Dark, and have listed different ways people are described, they will have the opportunity to role-play people found in this text. The following are possible characters derived from this story. You may find others in addition to those provided. Write or type each role on a separate piece of paper, and put them all into a container. As the leader, encourage learners to participate, assuring them that there is no right way to role-play these parts. A simple way to role-play is for learners to pantomime the feelings or actions found in the text. As the leader, your “narration” consists of simply reading the story aloud. If you have more class members than parts, you may double-cast parts.
Cast of Characters:
- Forgetters
- Pretenders
- Loners
- Sad
- Frightened
- Fireflies
- Poor

C. This portion of the learning task is optional based on the amount of class time you have. If not used in class, encourage learners to make these applications individually.

2. Life LIGHT

A&B. An example of one connection may be: frightened/stumbles around in the darkness from John 8:12. A conclusion one might draw from this connection is: Jesus’ light shines in the darkness and dispels fear. Post-it notes are needed for this learning task.

C. Before class, prepare a “Cast of Characters” wall chart. You may want to leave room for multiple post-it note conclusions as well as additional space for overall group conclusions. Allow leeway for the class to offer a wide range of answers. Some may be on the lighter side; others may go deeper.

3. Prayer Piece

Using the group quilt as a springboard into prayer, encourage class members to thank God for what they have learned, discovered, and created together. Let them know that the quiet is good and restful...that silence offers them time to reflect and focus on God. To close this prayer time, you may choose John 14:6, “I am the way and the truth and the life. No one comes to the Father except through me.” If another Scripture text seems more appropriate for you and your group, then use it to close this time of prayer.

Before the class disbands, take a few minutes for them to review Home Reflections for the coming week. (5 minutes in-class time)
**Do: Reflecting LIGHT**

**Home Reflections**

1. **The World LIGHT**

   A-D. Before leaving class, have class members look through this section and encourage them to ask any questions they may have. Let them know that this week includes non-traditional homework, with opportunities to experience real-life application of this study.

   As the leader, preview the YouTube site. Some class members may have questions about how to download this material or may need to join another class member for internet access.

   **DREAM: Resting LIGHT**

   **Contemplative Rest**

   This is intentionally individual time and will be different for each learner.

   LIGHT *Detector* — page thirteen
Three-Way LIGHT

**DELIGHT: Refreshing LIGHT**
Group Refreshment

1. **Inviting LIGHT**

   A&B. If you and your class members are in a branch of the service that does not have FRGs, then simply change the name to an appropriate unit support-group. Provide materials to make invitations, to include paper, cardstock, pens, pencils, markers, crayons, and stickers...anything that will allow class members to create whimsical, customized invitations. A “mailbox” can be created prior to class, using a shoebox and wrapping paper. Be as creative or practical as you desire. Prepare the FRG wall chart before class.

2. **LIGHT Sources**

   A&B. This section initiates exploration of the Holy Trinity. Because the bulk of this discovery will come in Group Revelations, it probably will not be necessary to linger long on this learning task.

**DISCOVER: Revealing LIGHT**
Group Revelations

1. **Who LIGHTs the Way?**

   A&B. Allow time for the majority of your class to complete the reading, marking, and writing of questions. Watch learners to gauge their progress and give them a two-minute warning before breaking into groups of three.
2. **LIGHT Combined**

   A-D. Learners will be grouped together for this learning task; however, part of the time will be spent doing individual reading and pondering. As the leader, you may need to guide time management similar to the previous learning task.

3. **A LIGHT Reflector**

   This is a simplified explanation of the Trinity. Any simplification poses questions and possible problems. As the leader, bear in mind that many questions may go unanswered. Encourage learners to further explore the Trinity and to share their discoveries with the class.

4. **Light Prayer**

   Introduce a time of prayer; suggest to learners that they remain in the same pairs as the previous learning task. You may want to introduce this as “popcorn” prayer. Popcorn prayer consists of single words and short phrases or sentences. This will help learners realize that prayer can be short, easy, and non-intimidating. Let pairs know that if they prefer to pray silently, that is okay. Encourage class members to be considerate as they finish praying and prepare to depart class.

   **Do: Reflecting LIGHT**
   Home Reflections

1. **Symbols of God**

   A-C. Similar to Lesson Three homework, this learning task incorporates a YouTube video. For those who may not have internet access, encourage class members to network with each other.

LIGHT **Detector** — page thirteen
Dark LIGHT

As both leader and facilitator for this uniquely designed group of learners, you are two-thirds of the way through this search for light. It is important to continue evaluating each week and to look for the potential long-term effects of this study in the lives of every participant, to include you. The prayerful purpose of any Bible study is for all members to be drawn closer in relationship with God and to understand Him more completely, both through His Word and through life experiences. If time allows, return to the Light Detector on page thirteen, your sensor for each week of study, after you prepare today. You may want to give extra time to prayer and thoughtful consideration of each class participant. Consider how each person listens, thinks, responds, laughs, and perhaps cries...anything that applies to each individual heart and mind. Lavish them with lingering prayer. Contemplate how this study has impacted and affected your life. This is an opportunity for you to thank God for His provisions to bring you and the class this far and to request His direction and light touch through the remaining weeks together.

If time allows, record your thoughts and feelings below. Words may spill onto the page in the form of a prayer, a song, a poem, or simply in descriptions of who God is in your life.
1. **Magnified LIGHT**

   A&B. Class members will need post-it notes and pens for this learning task. Prepare a wall chart that consists of a large triangle, as shown below. Hand-write John 16:13-15 from The Message around the outside surface of the triangle-chart.

![Diagram of a triangle with 'Father', 'Holy Spirit', and 'Son' labeled]

**DISCOVER: Revealing LIGHT**
Group Revelations

1. **LIGHT Glimpse**

   A&B. This learning task is meant to draw learners into thoughts of how light exists within extremely dark places. Give learners time to think and form questions in their small groups. This time will help inform subsequent learning tasks in this lesson.
2. **Glimmer of LIGHT**

   A-C. For this learning task, learners will need paper or cardstock and colored pencils. Remind learners that this is an opportunity for them to express their ideas and mind-pictures with each other, that artistry exists in the mind’s eye, and that each has something extremely valuable to share. This is all about delighting in what God shows everyone together! As you affirm class members, they will likely follow suit and do the same for each other.

3. **Glistening LIGHT**

   A-C. A time of quietness and introspection may transpire during this learning task. As the learning task progresses, consider dimming the lights and fostering an atmosphere of tranquility and introspection. Draw learners toward a time of thankfulness...of contemplating God together.

4. **Prayer LIGHT**

   A-C. Class members will need two-sided tape, small strips of paper cut to gem-size, and a variety of self-adhesive plastic gem-stones. Bring a pretty box, any whimsical container you may have in your home, to serve as a treasure box. As you read aloud each treasure from the box, allow time between readings for learners to consider and contemplate.

   **Important extras for next week** — Request class members to bring extra art supplies as they are able; they will be decorating picture frames. You may want to refer to Lesson Six of this Leader’s Guide for further details. Next week’s lesson incorporates a surprise class celebration. If possible, allow additional class time to accommodate sharing and fellowship. As this fits your class format and timing, give class members a heads up so that they can make appropriate arrangements.

   **DO: Reflecting LIGHT**
   Home Reflections
   
   **AND**

   **DREAM: Resting LIGHT**
   Contemplative Rest

Now familiar with the style and pace of each week’s homework and rest, encourage learners to explore and enjoy their time spent with God in the coming week.
Live LIGHTly

This lesson requires additional supplies and preparation. For your convenience, they are consolidated as follows:

- Camera
- 4”x6” stand-alone plastic picture frames (available at Wal-Mart, Dollar Store, or local craft store...usually inexpensive)
- Paper balloons and centerpiece materials
- Tablecloth, party streamers, or other celebration decorations
- Art supplies (in addition to whatever arrangements you have made with the class...consider using leftover supplies from previous lessons.)
- Food – optional, if time and class location allow. If so, set up the food table prior to class so that you can decorate a frame.

DELIGHT: Refreshing LIGHT
Group Refreshment

15 mins.

1. Uncovered LIGHT

A-C. Prior to class, prepare enough paper balloons for each class member to use. Bring whatever will add a spirit of excitement to your classroom celebration; this may include a tablecloth, party decorations, streamers – whatever you choose and have the means to provide. The paper balloons that each class member creates will serve as a celebration centerpiece. Rulers, wooden dowels, and/or straws stuck in clay or Styrofoam may facilitate the creation of your centerpiece. You will be building up to a surprise celebration party through the course of this lesson.
1. **Willing LIGHT**

A&B. After allowing small groups to share with each other, this may be an opportune time to be transparent about what Isaiah 42:16 means to you in the context of this study. It would be encouraging to your class for you to share why you celebrate this class and each member.

2. **Living LIGHT**

A-C. While class members explore the Scripture text, set up an area to decorate frames, distributing art supplies so that they are easily accessible. If no additional class time is available, your full celebration may revolve around making and sharing frames. Encourage everyone to focus on individual and/or corporate light bulb moments encountered throughout the study as they decorate. After class members have created their frames, allow time to take a group picture around the discovery bouquet. Plan to send each person a copy of the group picture to put in her frame. 

Alternative: Suggest that each woman choose her favorite Scripture text or quote to keep in the frame as a reminder of God’s light in her life.

Tailor a closing prayer time around the unique dynamics of this group. To the degree that you have come to know this class, you may pray over them or you may open the time to group prayer.

Each class member can take her discovery balloon and frame as a light reminder of everything learned.

D. If you have chosen to increase your class time to include food, plan to bring whatever celebration feast most suits you and your group. You may want to have this area set up before class begins so that you can decorate a frame with the class. Food may consist of crackers and cheese; cake and punch; cookies and juice...or a lunch to share...as simple or elaborate as is appropriate for your group. Because this leads to a time of fellowship, offer a simple blessing over the group and the food you’ll share.
Do: Reflecting LIGHT
Home Reflections
— AND —
Dream: Resting LIGHT
Contemplative Rest

Draw attention to this final section of home reflections and contemplative rest. Encourage class members to linger in the light...to spend time savoring solitude with God so that light-learning shines on.

Dear Leader,

With your leadership, learners encountered everything God gave for this time and this place. We believe God smiles upon you for the time, energy, and care devoted to this class. Thank you for seeking to live life on the lighter side and for inviting others along for the journey!

Julie and Maria