

MENTOR PREPARATION

Preach the word; be prepared in season and out of season; correct, rebuke and encourage—with great patience and careful instruction. (2 Timothy 4:2)

GOALS

- Get to know your care receiver (CR) before you meet.
- From their application, identify any red flags and at least two positives you can accentuate.
- Pray for wisdom, love for your CR, and courage to speak the truth in love.

RENEW APPLICATION

Read through your CR's application several times, specifically looking for patterns of false beliefs and important history and events, etc.

THINGS TO REMEMBER

- The Renew Leader Guide, Participant Workbook, and the LeaderPass videos about the Renew material are divided into sections, but some sections may take more than a week to complete.
- On average, the mentoring process should take approximately 16–20 weeks to complete.
- Allow the time with your CR to progress at a comfortable pace, and do not give more homework than necessary.
- Be prepared to share the 10-minute version of your story at the first meeting. Use these filters when determining what to include: “Will this be helpful to share?” or “Will this help me relate or connect to my CR?”

NOTES

INTRODUCTION – FIRST MEETING

My dear brothers and sisters, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry. (James 1:19)

GOALS

- Get to know your CR.
- Create an environment where trust and acceptance can start to build.
- Your CR will gain a clear understanding of what to expect during the mentoring process.

SESSION GUIDE

Open in prayer.

Ask your CR to share the obstacles or challenges that brought them to mentoring.

Please remember to listen without interruption (active listening). Ask what brought them to mentoring. Ask them what strategies are not working for coping with life and relationships. These are usually symptoms of deeper problems that stem from any number of false beliefs about themselves or God.

Set goals with your CR.

This allows you to set the direction for the mentoring, set boundaries for the sessions, and provide hope from the beginning. Make sure their goals are personal and not for someone else. Remind them that the mentoring will focus on their transformation and not the transformation of others. Encourage them to write their goal in their Renew Workbook. Revisit the goals periodically throughout the mentoring process to assess progress.

Here are some questions to help your CR set goals:

- What would you like to see happen as a result of mentoring?
- What would be different if mentoring were successful?
- How would that outcome affect your life?
- How might your personal or vocational relationships be different?

Give your CR an overview of the mentoring process.

- The mentoring process will last approximately 16–20 weeks.
- The goal is to meet weekly for 60–90 minutes.
- Explain that mentoring is not designed to address a specific circumstance in their life. Instead it provides tools to help them view themselves differently and grow in their relationship with God. If they focus on those things first, they will learn to respond to both present and future circumstances in new, healthier ways.
- During the first part of Renew, they will spend time looking at their past and the people and events that have influenced their life. This will help identify thinking patterns, beliefs, and behaviors that might have them stuck.
- Throughout their time in Renew, they'll be completing exercises in their workbook. Explain that you will need access to their workbook during the mentoring process to provide feedback. You may suggest they use a separate journal if they need additional space.
- Once they identify the patterns of what life is like when they operate apart from God, they will move into the next phase of mentoring. They will look closely at the truth of who God says they are and how renewing their minds with that truth will lead to freedom.
- Assure them that you will walk alongside them and help them learn how to begin to apply the truths they will learn in Renew.
- Encourage your CR to be honest as they complete each exercise. Let them know you will borrow their book in a few weeks, but their responses will only be seen by you.
- End the session letting them know how excited you are to get to know them and to see what God will do in their lives during the next few months.

Ask if they have any questions.

HOMWORK

Assign the following for homework and schedule the next session.

Read Section One: What Was I Thinking.

Complete the “Your Story Questionnaire” section of the workbook.

Listen to the microlesson videos on Section One: What Was I Thinking?

Complete the “Early Influences Inventory.”

Complete the “Three Basic Needs Exercise.”

- Make sure to walk through one example of the “Three Basic Needs” exercise with your CR so they know how to do the rest at home.
- Look at each of the columns to determine where you try to get your needs met. Check the important column if the need applies to you. Most of the needs we have generally fall into one of three categories: security, satisfaction, and significance. Once you mark a need as important, then check which of the categories it falls into for you. You are looking for areas in which you tend to find your identity or look to get your needs met.
- Close in prayer.

NOTES

SECTION ONE: WHAT WAS I THINKING?

For as he thinks within himself, so he is. (Proverbs 23:7 NASB)

And my God will meet all your needs according to the riches of his glory in Christ Jesus. (Philippians 4:19)

GOALS

- Identify themes, destructive thinking patterns, and coping strategies your CR is using to get their needs met independently from God.
- Your CR begins to share their history.

SESSION GUIDE

Open in prayer.

Discuss the Section One reading and microlesson videos: What Was I Thinking?

- What were their favorite parts?
- What challenged them in the videos?
- What is one take away they want to remember from the videos?

Work through the “Your Story Questionnaire” with your CR.

- As you talk through your CR’s answers, they may discuss some challenges from the past that are still having a negative impact on them today. If at any point these challenges or circumstances seem to be getting worse or getting in the way of their mentoring with you, please consider speaking with your team leader or Renew staff.
- Read through parts of the questionnaire that need further clarification or were left blank. Ask them about their answers.
- Look for themes or predictable ways of behaving that are harmful.
- Begin to identify their incorrect or distorted views of self and God.
- Have them tell you about significant memories of their past or their overall story.
- Listen for false beliefs about themselves and God.
- Identify coping mechanisms they use to meet their needs. These can be defeating behaviors and the damaging emotions that result from false beliefs.

- Ask if there are behaviors or emotions they would like to change. Explain that behaviors and emotions stem from false beliefs, and those beliefs need to change before the behaviors or emotions will change.
- False beliefs, behaviors, and emotions used to get needs met apart from God are “flesh”; listen for these in:
 - What they say or do.
 - Their personal history.
 - The history of the problem that brought them to mentoring.
 - Their goals for mentoring.
 - How they meet their needs for security, satisfaction, and significance.
 - The relationship they have with you.
- Avoid asking too many “why” questions, which may put them in a defensive posture. (“Why did you do that?”)
- Clarifying questions or statements are okay. (“Tell me more about that.” “Could you elaborate a little more?” “What happened then?”)
- Do not develop your own theories about why your CR behaves and experiences emotions the way they do. Reflect only on what they have communicated to you.
- Make sure to base your feedback on things they have said or written. Finding out why things happened is not as important as discovering the belief system that was created as a result. Transformation only comes by changing the belief system behind the behavior, not by understanding where the belief system originated.
- Reviewing your CR’s responses to the “Your Story Questionnaire” may take several (one to three) meetings. Don’t rush these first few meetings; continue to get to know your CR by creating a safe, trusting environment.

Look over the Early Influences Inventory to look for themes, patterns, and points of clarification. You will use this exercise more later on in the process.

Review the “Three Basic Needs” exercise.

- Discover how your CR meets their needs for security, satisfaction, and significance.

- Explain that this is where they look to get their needs met.
- Where does your CR look to find their identity?
- Explain that it is okay to have desires, but if those desires become greater than their desire for God, it is flesh.
- Explain that if they hold onto anything as an anchor in their lives tighter than they hold onto their relationship with God, it is flesh.
- God desires complete dependence on him, and he wants to meet your CR's needs for security, satisfaction, and significance.

Ask if they have any questions.

HOMEWORK

Assign the following for homework, and schedule the next session.

- Read Section Two: Coping and Hoping.
- Watch the microlesson videos on Section Two: Coping and Hoping.
- Complete the “Common Behaviors Exercise.”
- Walk through the “What About My Emotions Exercise.”

Close in prayer.

NOTES

SECTION TWO: COPING AND HOPING

I have discovered this principle of life—that when I want to do what is right, I inevitably do what is wrong. I love God’s law with all my heart. But there is another power within me that is at war with my mind. This power makes me a slave to the sin that is still within me. (Romans 7:21–23 NLT)

GOALS

Help the CR determine how they are currently coping with life’s challenges and where they are stuck in an unsatisfying life.

SESSION GUIDE

Open in prayer.

Discuss the Section Two reading and microlesson videos: Coping and Hoping.

- What were their favorite parts?
- What challenged them in the videos?
- What is one takeaway they want to remember from the videos?

Discuss what behaviors they would like to change.

Explain that behaviors are easy to see but impossible to eliminate unless we get rid of the beliefs driving them. Review the “Common Behaviors” and the “Evaluate Your Emotions” exercises to see what behaviors and emotions they struggle with on a consistent basis.

Begin to introduce what a mind shift is.

- Recognizing the false beliefs you’ve developed from past relationships and experiences.
- Identifying how behind every behavior or emotion is a belief driving it, and every unhealthy behavior/coping mechanism or destructive emotion has a false belief driving it.

Talk about how your CR’s beliefs were formed in childhood through the pain or pleasure principle.

Discuss what this is and what experiences they went through that resulted in pain or pleasure.

Review the “Early Influences Inventory” in Section One and “False Beliefs” exercise in Section Three.

See what possible beliefs may have resulted from their early influences. Have your CR identify some of their false beliefs. If possible, try to connect the false beliefs to either a painful or pleasurable experience. Review the Common Behaviors Exercise. Make sure they circled behaviors that are true of them most of the time (not just behaviors that have ever been true—this is a common mistake CRs make).

Discuss how God gave us emotions, and they are not bad.

- We must not let emotions manage us; instead we, with the power of the Holy Spirit, must manage them.
- Go over the four Truths about emotions:
 - Emotions can't distinguish between reality and imagination (fiction).
 - Emotions are poor masters but excellent servants. Let them serve you, not control you.
 - The more you allow emotions to dominate you, the stronger and harder to manage they become.
 - Following God sometimes means noticing your emotions, setting them aside, ignoring your gut instincts, and moving forward in obedience to what God is asking you to do.
- Review the “Evaluate Your Emotions” exercise specifically highlighting the emotions that were “Somewhat Problematic” and the ones they marked “Takes Control of Me Regularly.”

Ask if they have any questions.

HOMEWORK

Assign the following for homework and schedule the next session.

- Complete the reading and watch the microlesson videos on Section Three: Mind Traps.
- Complete the “Cognitive Distortions” exercise.
- Complete the “False Beliefs” exercise of the workbook.
- Complete the “Mind Traps About God” exercise.

Close in prayer.

NOTES

SECTION THREE: MIND TRAPS

Do not conform to the pattern of this world, but be transformed by the renewing of your mind. (Romans 12:2)

GOALS

Your CR will begin to understand that behind every behavior is a belief driving it and where those beliefs came from in childhood.

SESSION GUIDE

Open in prayer.

Discuss the Section Three reading and microlesson videos: Mind Traps.

- What were their favorite parts?
- What challenged them in the videos?
- What is one takeaway they want to remember from the videos?

Explain what a cognitive distortion is and how it is different from a specific false belief or mind trap.

- Cognitive distortions are simply patterns of thinking. They are false beliefs just like any other. They are just more general.
- Cognitive distortions are 30,000-foot-view or general ways of thinking. There are endless specific false beliefs we can have, but most of them fall into these general categories. An example of a cognitive distortion is “all-or-nothing thinking.” An example of a false belief that can fall under the all-or-nothing category is, “If I can’t do things right, I might as well not do them at all.”

Discuss with your CR what cognitive distortions and false beliefs they have circled or checked off in the exercises.

Discuss the CR’s distorted view of God by asking what mind traps they circled.

What type of father does your CR relate to (authoritarian, abusive, distant, absent, critical and judgmental, involved)? How does this play out in their relationship with God?

Go over the five truths that are so important in renewing our minds.

- You cannot make yourself stop thinking a thought.
- You cannot think two thoughts at once.

- You can replace one thought with another.
- If you don't willfully choose to set your mind on something, your mind will be set for you.
- Your emotions will eventually follow where your mind is set.

Ask if they have any questions.

HOMEWORK

Assign the following for homework and schedule the next session.

- Read Section Four and watch the microlesson videos: False Self
- Remind your CR you will borrow their book next week.

Close in prayer.

NOTES

SECTION FOUR: FALSE SELF, PART 1

Therefore, if anyone is in Christ, he is a new creation. The old has passed away; behold, the new has come. (2 Corinthians 5:17 ESV)

GOALS

- Your CR will have a general picture of what their false self is and gain insight as to whether their false self is positive or negative.
- Your CR will begin to understand the difference between the false self and the flesh that motivates it.

SESSION GUIDE

Open in prayer.

Discuss the Section Four reading and microlesson videos: False Self.

- What were their favorite parts?
- What challenged them in the videos?
- What is one takeaway they want to remember from the videos?

Discuss the definition of the “false self.”

Your false self was created by you in childhood as a way to manage and survive what happened to you then. It served a purpose. It helped you get through.

Over time, it became a collection of coping mechanisms and strategies designed to protect you from pain or prevent it from happening again.

When you combine your influential childhood experiences, the coping mechanisms you developed to survive them, and the false beliefs that followed, you end up with an inaccurate picture of who you really are. **That is your false self.**

Everyone has one.

Simple Definition for Mentors

“The false self is who I learned to be in order to stay safe, accepted, or in control.”

The false self we created to cope with and survive what happened to us in childhood is a conglomeration of coping mechanisms we created to survive. They helped us then, but those coping mechanisms will not serve us today.

Discuss How the False Self Forms

When something painful or uncomfortable happened, you created a version of yourself to survive it.

For example:

- Maybe a parent lost their temper → you became a **pleaser** or performer.
- Maybe conflict felt overwhelming → you learned to **hide or escape**.
- Maybe you were rejected → you became hyper-independent.
- Maybe you were praised for achievement → you built an identity around success and being impressive.

In each case, a false self formed to protect you. The false self is a version of ourselves but not the true version, which is who God says we are.

Remind the CR that unlike the flesh, the false self is not bad. It helped them survive childhood. They needed it then. It protected them. But it is motivated by the flesh today, so to turn to those coping mechanisms today are sinful.

Discuss the definition of “flesh,” how it is different, and how it motivates the false self.

In the Bible, **“the flesh”** is the part of a person that wants to run life **their own way** instead of God’s way. It’s the pull inside us toward things like being selfish, wanting to be in charge, getting jealous, losing our temper, or trying to make ourselves feel important without trusting God. It’s the part of us that tries to take control and meet our needs in our own strength, apart from God. The Bible often compares living by the flesh with living by the Spirit—which means listening to God and letting him lead us.

The **“false self”** is not a Bible word, but it describes the **fake version of us** we sometimes create to feel safe or liked.

The flesh is the internal root in us that pushes us and motivates us to build that fake version of ourselves. The false self is how it shows up as a result on the outside of us.

An easy way to think about it is:

The flesh is the root.

The false self is the fruit.

The flesh is the voice inside pushing us to live without trusting God.

The false self is the mask we wear because we listened to that voice.

The real problem shows us when the false self tries to exist in adulthood.

Situation	Flesh (inside pull)	False Self in Childhood (mask/role)	How It Can Show Up Negatively in Adulthood
A parent is often angry or hard to please.	"I have to protect myself. I can't be weak."	You become tough, numb, or act like nothing hurts.	Trouble being emotionally close, difficulty expressing needs, others may experience you as cold or distant
You feel ignored or unseen.	"I must make people notice me."	Performer, achiever, center of attention	Constant need for affirmation, burnout, feeling empty when praise fades
You are criticized a lot.	"I'm not good enough."	Perfectionist, controller	Anxiety, harsh self-talk, critical of others, never able to rest
You are rejected or left out.	"I can't let that happen again."	People-pleaser, chameleon	Loss of identity, resentment, exhaustion from always trying to keep others happy
Someone betrays your trust.	"I can't depend on anyone."	Guarded, self-reliant, pushes people away	Isolation, difficulty trusting partners or friends, sabotaging intimacy

As we follow Jesus, God helps us put off both and live from the true self—the real person he created us to be.

Mentor approach in discussing the false self with your CR:

As mentors, you will continually hear people describe themselves through their false self. Your role is not to attack it—it once protected them.

Your role is to compassionately help them:

1. Recognize it.
2. Understand why it formed.
3. See how it's affecting them now.
4. Discover who they really are in Christ.

Gentle Language Mentors Can Use

“As mentors, we don't shame the false self. We help people gently explore:

- Where did this start? “I wonder when you first learned you had to be that way.”
- How did it protect you? “That sounds like something that helped you survive.”
- How is it affecting you now? “How is that working for you now?”
- “What might God say is true about you instead?”

Discuss the “False Self” wall diagram from the workbook.

- How it is built
- How others see us through it
- How we have an obstructed view of the world and others through it
- How Jesus removes the bricks from the wall as we renew our minds
- How through our trials, bricks are revealed that need to be removed

Explain the difference between the positive and negative versions of their false self and the influences, beliefs, and behaviors of each type.

Let your CR know that you will be presenting their False Self Diagram next week, and there is no homework this week. Take their workbook so you can complete their diagram.

Close in prayer.

NOTES

OUTSIDE OF SESSION – DIAGRAMMING THE FALSE SELF

Prior to your next meeting with your CR, chart their false self on the three-block diagram the following way:

- Copy the answers from their “Early Influences Inventory” exercise to the lines in the first block.
- From the “Identifying Lies” exercise, copy the false beliefs they checked off to the lines in the second block.
- From the “Common Behaviors” and “Evaluate Emotions” exercise, copy the items they checked off to the third and bottom block.
- Make a copy of the False Self Diagram for them to keep.

SECTION FOUR: THE FALSE SELF, PART 2

PRESENTING THE FALSE SELF DIAGRAM

Rather, clothe yourselves with the Lord Jesus Christ, and do not think about how to gratify the desires of the flesh. (Romans 13:14)

GOALS

- Present your CR's "False Self Diagram" so they can begin to gain insight into how their false beliefs result from past influences and how those false beliefs show up as damaging behaviors and emotions today.
- Your CR has a picture of their personal version of "false self."

SESSION GUIDE

Open in prayer.

Before presenting the diagram:

- Tell your CR that the information you are about to present comes directly from their workbook and what you have discussed in your time together. Although it can be difficult to see this information all in one place, it should not come as a surprise since you have talked about it together before.
- Remind them of the definition of "flesh": trying to get your needs met your own way apart from God.
- Let them know that looking at their False Self Diagram may be difficult, and that is okay. Remind them it is not who they are. Everyone has their own unique false self, so they are not alone.

Presenting the diagram:

Note: You may want to bring a pen to this session so you can add some notes to the diagram as you present it to your CR (or have them do it).

As you present the diagram, you will begin by reading aloud their influences, move to false beliefs, and end with behaviors and emotions. Make a note at the top of the diagram (or have your CR do it) that says,

"THIS IS NOT WHO YOU ARE."

Influences:

- Remind your CR that they cannot change their influences, but they can ask God to give them a different perspective on them.
- Influences are important because they help us see where and how we developed our false beliefs, our destructive behaviors and emotions, and where this false version of us came from.

False Beliefs:

- Let them know it is important to review these false beliefs so they can be aware of them but not to spend too much time on them because they are not true.
- To begin the process of renewing their mind and to prepare for the truth section, encourage them to read through the false beliefs and add a statement of gratitude before each one (e.g., “Thank you, Lord, that I don’t have to be in control to feel safe and secure” or “God, thank you that I don’t have to be perfect to be loved.”).
- Remind them that although it is hard to recognize the lies we believe, it is an important step that will help them identify these harmful thoughts in the future and allow them to quickly replace them with truth.

Behaviors and Emotions:

- Let your CR know that the things listed in this part of the diagram are not a “to-do” list (e.g., if “prideful” is on their diagram, their assignment is not to go home and try to be less prideful).
- Explain that these behaviors and emotions serve as warning lights. They are like emergency flares, and when we notice them pop up, we need to pause and realize they are probably tied to a false belief. They are signals to us that we are operating in our own strength and reliance apart from God.
- Encourage them to pay attention to these warning signs in the coming week. If they notice a warning sign, take a look at the false belief and try to identify what they are believing that is making them behave or feel a certain way.
- Let them know they will start to learn even more of what to do next week. For now, it’s important they just understand this is NOT a list of things for them to do, but rather signs to pay attention to and be aware of.
- Finally, share with them that it is not up to them to change anything. Only the Holy Spirit can do that. As they begin to learn the truth of who they are in Christ, these behaviors and emotions will naturally change.

After presenting the diagram:

- Be sure to congratulate your CR. They have made it through one of the most difficult parts of Renew. Let them know they may feel an “emotional hangover” this week, and that is okay.
- Be excited for them! Up to this point, they have been looking back and figuring out how they got to where they are today. But now they will begin to learn what God has for them next and how to move forward with a new way of living. If you are excited, they will be too!
- Remind them as you close the session that they should review the diagram but not dwell on it because *it is not who they are!*

Ask if they have any questions.

HOMEWORK

Assign the following for homework and schedule the next session.

- Review the “False Self Diagram.” Focus on recognizing the signals and being grateful those beliefs are not true!
- Read Section Five and watch the microlesson videos: Think About What You Think About.
- Complete the “False Beliefs” with the “Truths and Scriptures” exercise, checking off the false beliefs you have and the truths of Scripture that you will renew your mind with to combat those false beliefs.
- Have them read the “My Beloved Child” love letter from God, so they can soak in how he feels about them.

Close in prayer.

Consider thanking God that we are not defined by our false self or the flesh that motivates it.

NOTES

SECTION FIVE: THINK ABOUT WHAT YOU THINK ABOUT

Do not conform to the pattern of this world, but be transformed by the renewing of your mind. (Romans 12:2)

Then you will know the truth, and the truth will set you free. (John 8:32)

GOALS

- You will begin to present the truths of Scripture to your CR. They will start to gain insight about how to use these truths to renew their mind.
- Your CR understands how to renew their mind with truth, contrasted with the lies they believe.
- Your CR will begin to gain insight about how God created the brain and how it can be rewired.

SESSION GUIDE

Open in prayer.

Discuss the Section Five reading and microlesson videos: Think About What You Think About.

- What were their favorite parts?
- What challenged them in the videos?
- What is one takeaway they want to remember from the videos?

Review with the CR the three claims at the beginning of the section.

1. If you want to change your life, you have to change your mindset.
2. If you think the way you've always thought, you'll continue to do what you've always done.
3. In order to experience the kind of life God says is possible, you must move toward shifting your thinking and replacing false beliefs with God's truth.

Discuss with your CR what truth is.

It is more than facts, and it changes us. It is not only the very nature of Christ, but Christ "is" truth.

Explain that Jesus is truth and that Satan is the father of lies. Discuss the part each plays in the battle for our minds.

Review the "False Beliefs" with the "Truth and Scriptures" exercise.

Discuss with your CR what they discovered about themselves as they completed the exercise. Begin to walk them through each lie they checked off and the verse they chose to contradict the lie. Ask them to share the Scriptures they wrote on the 3x5 cards, and where they are going to put the cards.

Discuss neuroplasticity and default pathways.

God made our brains for efficiency because it has so much to manage in order for us to live and breathe. As a result, it expends as little mental energy as possible and creates default neuropathways that our brain sends our thoughts down time and time again. The good news is he created our brains with immense capacity to be rewired when the default pathways become faulty. Old default pathways can be changed in order to function differently from the way they did before through a process called neuroplasticity.

Neuroplasticity is the brain's remarkable ability to change and rewire itself by forming new neural pathways. Every thought, habit, and experience can shape these pathways, creating well-worn "trails" in the brain that make certain patterns of thinking or behavior easier to follow. While this efficiency is helpful, it can also reinforce unhealthy or false beliefs. The good news is that through intentional effort, consistent practice, and reliance on God's guidance, we can create new, healthier pathways, effectively "rewiring" our brains to think, feel, and act in ways that align with truth and personal growth.

Review or read aloud "My Beloved Child," asking your CR what Scripture was their favorite.

Ask if they have any questions.

HOMEWORK

Assign the following for homework and schedule the next session.

- Continue to go over the "False Beliefs" with the "Truths and Scripture" exercise.
- Read Section Six and watch the microlesson videos: Who Are You Anyway?
- Complete the "Potential Unhealthy Identities" exercise.
- Complete the "Identity in Christ" exercise.
- Complete the "What I Have in Christ" exercise.
- **Close in prayer.**

NOTES

SECTION SIX: Who Are You Anyway?

I have been crucified with Christ and I no longer live, but Christ lives in me. The life I now live in the body, I live by faith in the Son of God, who loved me and gave himself for me. (Galatians 2:20)

GOALS

Present to your CR the truth about themselves (their true self, identity in Christ) and about God.

SESSION GUIDE

Open in prayer.

Discuss the Section Six reading and microlesson videos: Who Are You Anyway?

- What were their favorite parts?
- What challenged them in the videos?
- What is one takeaway they want to remember from the videos?

Discuss that an identity does not have to be defined by what we do but rather who God says we are.

Discuss the “Potential Unhealthy Identities” exercise.

Review what they put for the “Identity in Christ” and “What I Have in Christ” exercises.

Ask your CR which statements they struggle to believe. Have them pick a verse (or two) they like and read the verse(s) to you.

Explain that although they may not feel like they have this new identity, God says it’s true—and that’s all that matters.

Discuss that they have secondary identities that are not bad, but are actually beautiful. Examples of these are roles you play like being a mom, dad, friend, daughter. Other examples are your race or culture. Even the roles we play in our vocation or passion are acceptable secondary identities we hold and cherish. It is not a problem unless we make those identities our primary identity, putting too much focus on them or holding them too tightly.

Remind them that Jesus wants you to renew your mind so you can experience confidence in knowing who you truly are.

Explain the body, soul, and spirit diagram, and how God created them. The circle diagram will better help them understand how their mind, will, and emotions work.

How are we made?

Diagram – describes body, soul, and spirit.

Explain that according to 1 Thessalonians 5:23 (NASB), man is made up of three parts: “Now may the God of peace himself sanctify you entirely; and may your spirit and soul and body be kept complete, without blame at the coming of our Lord Jesus Christ.”

Body – The body is purely physical. It receives information through its five senses (touch, taste, smell, sight, and hearing). Incoming information is processed through the physical brain, where it is stored and can be recalled. The power of indwelling sin resides in the body.

Soul – A human’s soul is their personality. It consists of the mind, will, and emotions. We communicate to others through our souls; we express our thoughts and feelings and make our choices with our souls.

- Mind (our thinker) – rational thought, reason and logic
- Emotions (our feeler) – feelings
- Will (our chooser) – the ability to choose

We often live as if we only have a “Feeler” and not a “Thinker” and a “Chooser.” Discuss this with your CR. Ask them which one of the three they tend to most rely on. Ask them how they’ve been impacted by relying primarily on thinking, feeling, or choosing.

Spirit

- We communicate with God through our spirits (1 Corinthians 6:17; Romans 8:16). Our true identities are in our spirits. They are the essence of who we truly are. They are the parts of us that relate to God.
- A human is a spirit that has a soul and lives in a body.
- Explain that a Christ follower is complete in their spirit, is being completed in their soul, and will be completed in their body at the resurrection of the dead when the bodies of Christ followers will be spiritualized and rejoined with their spirits and their souls. Discuss

the definition of the “exchanged life”—exchanging Christ’s life to be lived through you rather than living your own life (Galatians 2:20).

Explain the difference between shame and guilt.

- Guilt is the belief that you DID something bad or wrong.
- Shame is the belief that you ARE something bad or wrong.

Ask them how shame plays a role in their lives.

Ask if they have any questions.

HOMEWORK

Assign the following for homework and schedule the next session.

- Read Section Eight and watch the microlesson videos: Free Your Mind.
- Complete the “Struggles with Sin” exercise.

Close in prayer.

NOTES

SECTION SEVEN: FREE YOUR MIND

For we know that our old self was crucified with him so that the body ruled by sin might be done away with, that we should no longer be slaves to sin. (Romans 6:6)

GOALS

- Begin to present the truths about freedom from sin's mastery over the CR's life and what that means.
- The CR will understand that they are free from the power of sin and can choose to say no to it.

SESSION GUIDE

Open in prayer.

Discuss the Section Seven reading and microlesson videos: Free Your Mind.

- What were their favorite parts?
- What challenged them in the videos?
- What is one takeaway they want to remember from the videos?

Review the "Struggles with Sin" exercise.

Discuss the power we have over sin because of Jesus's death on the cross.

- Talk about the fact that there are two sides of the gospel.
- Discuss how we try to overcome a sin but keep repeating that sin until it feels like we are slaves to it.

Talk about what it means to be "in Christ."

Explain to your CR that we have been crucified with Christ and that Christ lives his life through us.

Read Galatians 2:20.

Discuss sin's role in our lives when we are in Christ.

Say that sin is no longer our master. Explain that we have been freed from sin, can say no to it, and actually flee from it.

Ask them what "saying no to sin" would look like in their life. What parts of their body would they need to direct in order to say no to sin? Ask them what a fleeing from sin plan could look like for them.

Explain “eternal life.” (This is not in their book, so make sure to cover this in the session.)

Ask what “eternal life” means to them. Then have them look up the following verses:
1 John 1:1–2; 1 John 5:11, 12, 20

Now ask your CR again what “eternal life” means. Explain that it is the very life of Christ. Christ is eternal life. Living forever (which is the usual answer) is an aspect of eternal life, but eternal life is much more. It is Christ. We receive him when we become Christ followers. Eternal life is receiving a new life altogether—Christ’s life. It’s something we enter into at the point of salvation. And yet eternal life has always been and always will be.

Ask if they have any questions.

HOMEWORK

Assign the following for homework and schedule the next session.

- Read Section Eight and watch the microlesson videos: Why Hard Times?
- Complete the “Things We Try to Control” exercise.

Close in prayer.

NOTES

SECTION EIGHT: WHY HARD TIMES?

But I cry to you for help, Lord; in the morning my prayer comes before you. Why, Lord, do you reject me and hide your face from me? (Psalm 88:13–14)

Dear friends, do not be surprised at the fiery ordeal that has come on you to test you, as though something strange were happening to you. (1 Peter 4:12)

GOALS

Your CR will begin to understand what surrender really means.

SESSION GUIDE

Open in prayer.

Discuss the Section Eight reading and microlesson videos: Why Hard Times?

- What were their favorite parts?
- What challenged them in the videos?
- What is one takeaway they want to remember from the videos?

Ask your CR if their hardships, challenges, and trials result in them feeling like God has let go of them or abandoned them.

Discuss how fear causes us to cling tightly to what’s familiar—loved ones, routines, or our reputations. We work hard to maintain control of our lives. Hard times show us where we are holding on too tightly to a false sense of control.

Review the “Things We Try to Control” exercise.

Discuss why we might suffer.

- Explain how hard times can often clean out mind traps and allow us to experience new life. Suffering produces growth—or at least the opportunity for growth.
- Remind us of who we really depend on for everything.
- Relief from our pains and struggles comes when we receive the trial and then surrender our rights (or reliance on our fleshly strategies) to get our needs met in our own ways, apart from God.
- Explain to your CR that a trial is a problem in their life. The trial can be occurring in their job, marriage, church, relationships, etc.
- It could be the reason they have sought help from a Renew mentor. A trial is anything designed to break our need to control or our reliance on anything other than God.

Explain to your CR that it is not enough to understand what their false self is, to know who they are in Christ, and to renew their mind. One critical piece to the process is knowing how to respond to trials so they can enjoy true freedom in Christ.

Review the difference between suffering and surrender.

- Suffering is a universal condition for all people, believers and unbelievers, when they experience pain of some sort through challenges or difficulties. Discuss the idea that everyone experiences suffering of some kind.
- Surrender is coming to a place of wanting nothing other than what Christ wants for your life. It is coming to the end of yourself and what you can accomplish in your own strength and sufficiency.

Yet man is born to trouble... (Job 5:7)

"I have told you these things, so that in me you may have peace. In this world you will have trouble. But take heart! I have overcome the world." (John 16:33)

Dear friends, do not be surprised at the fiery ordeal that has come on you to test you, as though something strange were happening to you. (1 Peter 4:12)

- Surrender is a position where you are willing to let go of anything you are depending on to meet your needs apart from Christ.
- Discuss God's purpose for surrender.

God's ultimate purpose for surrender is to break our dependency on anything other than him to meet our needs. It is to reveal to us our inability to live the Christian life in our own strength and by our own resources.

Discuss the apostle Paul and his experience with surrender. VERSE ?? Phil.

- Paul's problems came out of nowhere.
- They were excessive.
- They were beyond his strength, more than he could endure.
- He came to the end of trust in self.
- There was a divine purpose in the surrender.

Discuss the "Things We Try to Control" exercise.

- Have your CR tell you what they struggle to let go of.

- Explain that responding to trials as Christ did requires surrendering our control rather than depending on our fleshly strategies to get our needs met.
- Explain that letting go doesn't happen only once. We must continually choose to let them go.

Ask if they have any questions.

HOMEWORK

Assign the following for homework and schedule the next session.

- Read Section Nine and watch the microlesson videos: Let It Go!
- Have the CR begin to write an Offense List of the people that have offended, sinned against, or hurt them. Beside each name right the offense, etc.

Discuss closure with your CR.

It is very important that you talk with your CR about ending the mentoring process. You will discuss it the first time you meet. Share with your CR the average time for mentoring is about four to six months. Assure them you will not stop meeting abruptly, but will transition to meeting less frequently. When you have completed the curriculum, talk about meeting every other week (maybe two times). Determine with your CR when your final meeting will be, and use the last meeting to celebrate what God has done in their life. Let your CR know they can still call or email you occasionally to talk or meet.

During closure, it is common for a CR to attempt to extend the mentoring process. They may cancel mentoring sessions last minute or suddenly have crises in their life. They may want to review previous sections in the workbook or tell you they're not ready to be on their own. Reassure them that they are ready to be on their own, and you will be available to meet in the future.

Another important part of the closure process is talking with them about possible next steps. These next steps could be serving, baptism, joining a small group, or plugging into another Care environment (Oasis, counseling, etc.). Planning next steps may make it easier for your CR to move through the closure process.

Close in prayer.

NOTES

SECTION NINE: LET IT GO!

For he has rescued us from the dominion of darkness and brought us into the kingdom of the Son he loves, in whom we have redemption, the forgiveness of sins. (Colossians 1:13–14)

GOALS

- Help your CR understand what forgiveness is and what it is not and how unforgiveness can affect their daily life emotionally, physically, and spiritually.
- Your CR understands what they can do to forgive those they need to.

SESSION GUIDE

Open in prayer.

Discuss the Section Nine reading and microlesson videos: Let It Go!

- What were their favorite parts?
- What challenged them in the videos?
- What is one takeaway they want to remember from the videos?

Discuss how forgiveness cannot be done in our own strength.

Jesus can forgive others through us. We cannot do it through our own efforts. Forgiveness can be challenging and involves surrender, but it also allows us to experience increased personal freedom.

Discuss relational and physical effects of unforgiveness.

Which ones have they experienced?

Discuss what forgiveness is not.

What myths does your CR believe about forgiveness?

Discuss what forgiveness is.

Forgiveness is deciding to let go of vengeance and resentment, regardless of whether or not the person who wronged you deserves it.

It is a conscious decision you make by faith before God to release another person(s) from the wrong they have done. It's a deliberate choice to yield your right to hold another person accountable for any offense against you. This sometimes includes forgiving yourself.

Make sure your CR has thought about their possible need to forgive themselves or even God. Many times we don't think about our lack of forgiveness toward God or ourselves and how we may be holding God or ourselves responsible for hurts done to us.

Review the “Offense List” exercise.

Ask about the deepest hurt they have experienced and who caused that hurt. Ask how it affects them emotionally, physically, and spiritually. Discuss their answers to the questions.

Discuss the “Forgiveness Techniques” exercise.

- Prayer of Forgiveness
- The Empty Chair Technique
- Index cards

Ask if they have any questions.

HOMEWORK

Assign the following for homework and schedule the next session.

- Read Section Ten and watch the microlesson videos: Living the Authentic Life.
- Complete the “Renew with Truth” exercise.

Close in prayer.

NOTES

SECTION TEN: LIVING THE AUTHENTIC LIFE

“I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing.” (John 15:5)

GOALS

- Equip and empower your CR to apply the truths they’ve learned through the process of abiding.
- Your CR recognizes whether they are abiding or struggling to function in their own strength.

SESSION GUIDE

Open in prayer.

Discuss the Section Ten reading and microlesson videos: Living the Authentic Life.

- What were their favorite parts?
- What challenged them in the videos?
- What is one takeaway they want to remember from the videos?

Introduce the process of abiding.

Explain that merely knowing we have needs and that Christ alone can meet those needs is not enough to bring freedom. True freedom from our sinful patterns and behaviors comes when we not only know the truth, but abide in and live out the truth (John 8:31–32).

Explain that based on what Scripture teaches, “to abide” means “to rest in,” “depend on,” or “remain close.” Discuss how abiding in, resting in, and depending on Christ sound passive. In fact, abiding is quite active. The idea of “resting” is a mental rest—something you do in your mind—not a physical rest where you might cease from any or all activity.

Review that abiding is living in surrender to Jesus.

Discuss the four practical ways to abide in Christ.

- Think and behave relationally, not religiously.
- Focus on association with Jesus, not imitation of Jesus. (Focus on the relationship with Jesus and not just the “What would Jesus do?” question. Stay connected to Jesus and let him do it through you.)

- Adopt this attitude: “I can’t, but he can through me.”
- Identify the obstacles that keep you from abiding in Jesus.

Discuss walking by the Spirit versus walking by the flesh.

Explain that trying to understand and live by the Spirit is not going to be natural to them. The transition from their old ways to the new ways can feel like being dumped into a foreign country and having to learn a whole new way of life: new customs, new language, new climate... new everything!

Discuss your CR’s role in walking in the Spirit.

- Recognize they have a choice.
- Submit their thoughts and renew their mind. As they identify old beliefs or thought patterns, they will allow Christ to replace those with truth. As we replace the lies with truth, our minds are renewed. Reading and memorizing Scripture is invaluable to exposing us to truth.
- Submit their will. When faced with the choice to either walk by the flesh (that is, relying on their old ways of getting their needs met) or walk by the Spirit, they will make the conscious decision to yield what’s natural to them for what is unnatural. What we want is given up for what Christ wants for us. We choose him.
- It will be good for them to practice that exercise while they are working on their “Renew with Truth” chart over the next few weeks.

Ask if they have any questions.

HOMEWORK

Assign the following for homework and schedule the next session.

Complete the “Renew with Truth” exercise.

Close in prayer.

FINISHING WELL

“The Spirit of the Lord is upon me; he has appointed me to preach Good News to the poor; he has sent me to heal the brokenhearted and to announce that captives shall be released and the blind shall see, that the downtrodden shall be freed from their oppressors, and that God is ready to give blessings to all who come to him.” (Luke 4:18–19 TLB)

Proclaim the message; persist in it, whether convenient or not; rebuke, correct, and encourage with great patience and teaching. (2 Timothy 4:2 HCSB)

As you finish the Renew journey with your CR, it's important to finish well and end the mentoring partnership effectively. Here are a few tips as you wrap up the process.

“Renew with Truth” Chart

- The “Renew with Truth” exercise in the Renew workbook helps your CR identify the lies they tell themselves in hurtful circumstances and replace them with truth.
- After you finish working through all 10 sections in the workbook with your CR, the “Renew with Truth” exercise will be your CR’s homework.
- Your CR should come prepared to each meeting with one or more examples of a frustrating or hurtful circumstance, how they felt as a result of that circumstance, the false beliefs that were triggered, and the old behaviors or emotions that arise from those beliefs.
- They will then chart how they renewed their mind with a truth or new belief and the corresponding new behavior or emotion that resulted from the truth.
- Discuss the examples and what went well and what could have gone differently or better.

Review CR’s Goals

It’s important to revisit the goals the CR set at the beginning of mentoring on page 6 of the Renew workbook to highlight and celebrate progress.

Closure Form

After your last mentoring session, please complete the online closure form.

This is an opportunity for you to evaluate the mentoring process, share what next steps you recommended for your CR, provide feedback for the staff, and indicate when you are available to start mentoring with a new CR.

Your CR will have an opportunity to complete a separate survey in which we ask questions about their experience with Renew mentoring.

NOTES