

The NLW Pathway Leader Guide by Dwayne Moore

SAMPLE

Part 1 — Leading the Pilot

1. Purpose of This Leader Guide

This Leader Guide was created to help professors, facilitators, and group leaders guide students through The NLW Pathway in a clear, simple, and meaningful way.

This guide is not intended to function as a full teaching manuscript. It is not designed to add a heavy weekly preparation burden. It is a practical facilitation tool for helping students reflect on what they are reading, practice what they are learning, and grow in a personal life of worship.

The weekly gathering does not need to be long to be meaningful.

A 30–45 minute session is enough if the time is focused, honest, and well guided.

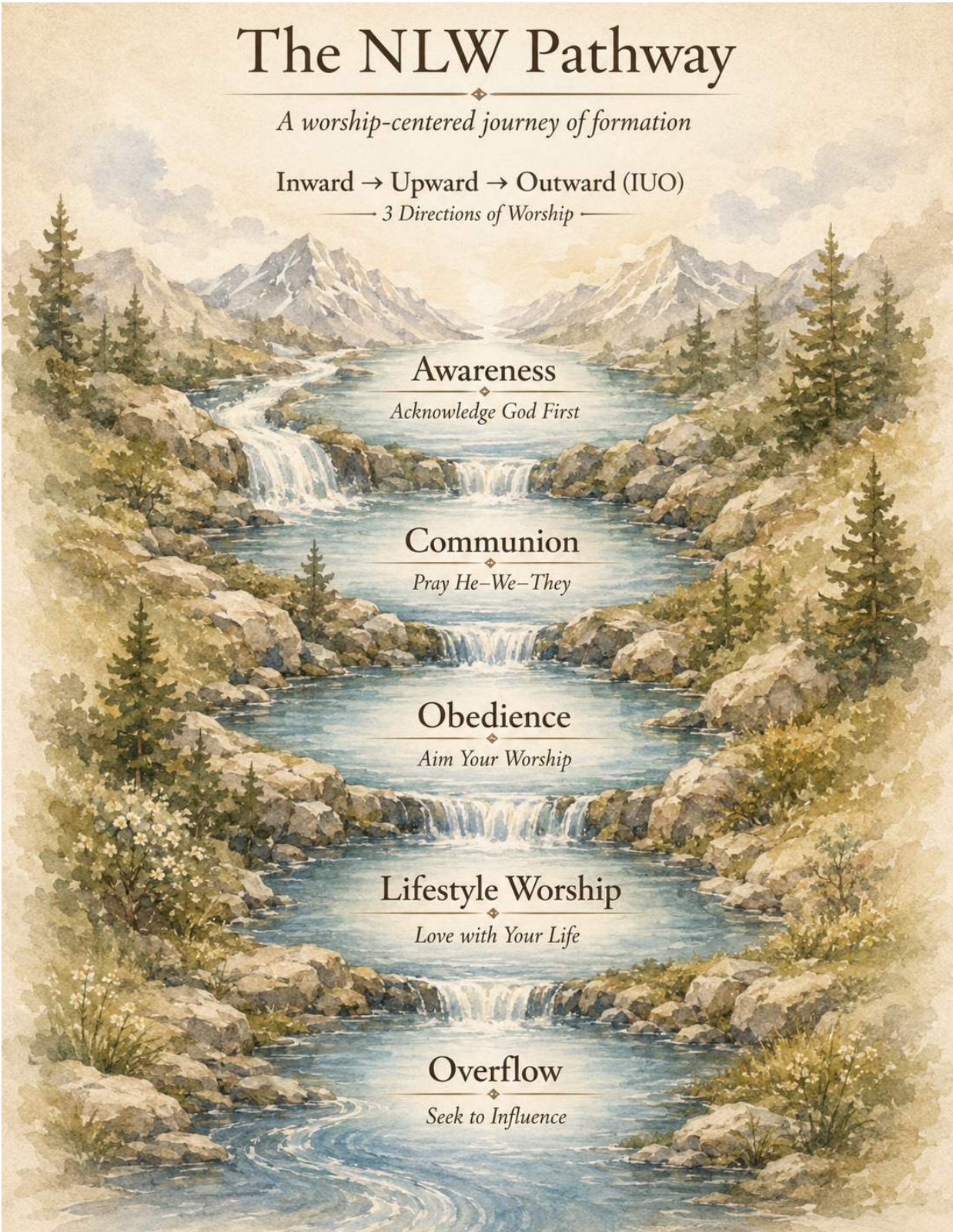
The goal is not to cover everything.

The goal is to help students pay attention to what God is forming in them.

2. The Aim of the Pilot

The aim of this pilot is to help students understand and practice worship as more than music, more than public expression, and more than a weekly church experience.

Facilitators may adapt the timing, number of discussion questions, or weekly emphasis as needed, while preserving the core formation habit and result for each week.



The NLW Pathway

A worship-centered journey of formation

Inward → Upward → Outward (IUO)

— 3 Directions of Worship —

Awareness

Acknowledge God First

Communion

Pray He—We—They

Obedience

Aim Your Worship

Lifestyle Worship

Love with Your Life

Overflow

Seek to Influence

The NLW Pathway gives students a simple worship-centered journey of formation: awareness, communion, obedience, lifestyle worship, and overflow.

Pedagogical Design

This pilot is designed around a simple but intentional learning pattern: students read and practice during the week, reflect personally in the Pathway Guide, process their experience through guided discussion, and identify a concrete next step. The weekly sessions are intentionally brief and discussion-based so that learning is active rather than merely informational. Each session connects a clear formation goal with Scripture, personal reflection, peer interaction, practice-based check-ins, and low-stakes feedback. This approach helps students move from understanding concepts about worship to practicing habits of whole-life worship in real time.

The NLW Pathway is designed to help students develop a daily life of worship through five connected movements:

Awareness — learning to notice and acknowledge God.

Communion — learning to walk with God personally.

Obedience — learning to respond to God with surrender.

Lifestyle Worship — learning to love God in ordinary life.

Overflow — learning to let worship influence others.

For worship students and young leaders, this distinction matters deeply.

Public worship leadership should flow from private worship formation. Before students learn to lead others in worship, they must learn to live as worshipers before God.

This pilot is intended to test whether the Formation Lab materials help students grow in that direction.

3. How the Three Resources Work Together

The Formation Lab includes three connected resources.

Learning to Worship God

This book provides the theological and formational foundation. It explains the vision of whole-life worship and helps students understand why worship cannot be reduced to music, public leadership, or church services.

Students do not need to master every idea in the book before discussion. The book gives depth, language, biblical grounding, and broader perspective.

The NLW Pathway Guide

The Pathway Guide is the daily practice guide. It helps students engage Scripture, prayer, reflection, and simple habits throughout the week.

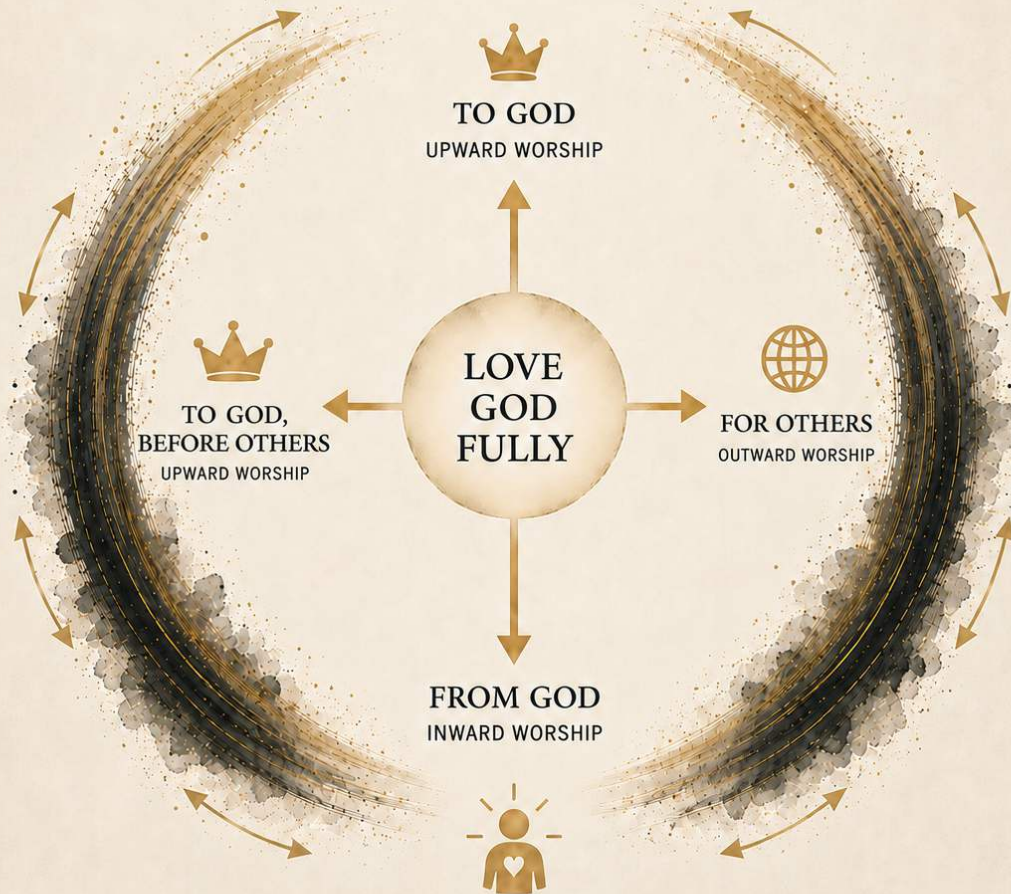
This is the most important weekly tool for student formation. If students engage the daily guide consistently, the group discussion will have more honesty and depth.

The Leader Guide

This Leader Guide helps the professor or facilitator guide the weekly gathering. It provides a simple session plan, discussion questions, leader notes, and suggested next steps.

It is intentionally lean. The leader does not need to prepare a full lecture. The goal is to guide reflection, not deliver another class session.

TRUE WORSHIP



The Worship Circle summarizes the theology beneath the Formation Lab: true worship springs from and leads back to loving God fully.

4. The Role of the Professor or Facilitator

The professor or facilitator serves as a guide, not merely an instructor.

The role is to create space for students to reflect honestly, engage thoughtfully, and connect what they are learning to their actual lives.

The facilitator does not need to have perfect answers. In fact, the best conversations may happen when the leader models humility, curiosity, and dependence on God.

A good facilitator will:

- keep the conversation focused,
- ask thoughtful questions,
- make space for multiple voices,
- protect a tone of honesty and grace,
- connect discussion back to the weekly practice,
- and encourage students to keep showing up.

The weekly gathering is not meant to pressure students into performance. It is meant to invite them into formation.

Suggested weekly preparation time is approximately 20–30 minutes: review the weekly overview, select discussion questions, and pray through the session focus.

5. What Success Looks Like

For this pilot, success should not be measured only by completion, attendance, or how much content students can recall.

Success should be measured by whether students are beginning to:

- understand worship as more than music,
- notice God more intentionally in daily life,
- commune with Him through Scripture and prayer,
- respond to Him with obedience,
- practice worship in ordinary places,
- see the connection between personal worship and public leadership,
- engage meaningfully in group discussion,
- and provide helpful feedback for improving the Formation Lab.

Not every student will experience the journey in the same way. Some may be deeply engaged from the beginning. Others may need time. Some may be challenged by the daily rhythm. Others may be surprised by how simple and helpful it feels.

The goal is not perfection.

The goal is movement toward a life of worship.

6. Recommended Weekly Rhythm

A weekly gathering of 30–45 minutes is recommended.

Here is a simple session flow:

1. Welcome and Opening Question — 5 minutes

Begin with a low-pressure question that helps students start talking.

2. Big Idea Review — 5 minutes

Briefly summarize the weekly focus. This should not become a full lecture.

3. Discussion — 15–20 minutes

Use three to five discussion questions. Allow students to reflect honestly.

4. Practice Check-In — 5–7 minutes

Ask students about the daily rhythm. What helped? What was difficult? What did they notice?

5. Closing Prayer and Next Step — 3–5 minutes

Close with prayer and name one simple next step for the coming week.

If the group has only 30 minutes, use fewer questions and protect time for the practice check-in.

If the group has 45 minutes, allow more space for student sharing and prayer.



WEEKLY SESSION FLOW

A simple 30–45 minute rhythm for facilitators



1. WELCOME & OPENING QUESTION

🕒 5 minutes

Begin with a simple question that helps students start talking.



2. BIG IDEA REVIEW

🕒 5 minutes

Briefly name the week's focus without turning it into a full lecture.



3. DISCUSSION

🕒 15–20 minutes

Use 3–5 focused questions that move from reflection to response.



4. PRACTICE CHECK-IN

🕒 5–7 minutes

Ask what helped, what was difficult, and what students noticed during the week.



5. PRAYER & NEXT STEP

🕒 3–5 minutes

Close in prayer and name one simple next step for the coming week.



Goal: Keep the weekly gathering focused, honest, and practical.



Each weekly gathering follows a simple 30–45 minute rhythm designed to keep the session focused, honest, and practical.

7. How to Encourage Student Engagement

Students are more likely to engage when expectations are clear, reasonable, and relational.

At the beginning of the pilot, explain that the daily practices are not assignments to impress God or the professor. They are simple rhythms that help make room for love to grow.

Encourage students to aim for consistency, not perfection.

Suggested language:

“The goal is not to do this perfectly. The goal is to keep returning. If you miss a day, do not quit. Begin again the next day.”

To encourage engagement without adding a heavy workload, consider asking students to complete a brief weekly check-in before group discussion.

For example:

1. Which day of the guide was most meaningful this week?
2. What was difficult or distracting?
3. What is one thing you sensed God showing you?

This can be submitted digitally, shared in class, or used privately to prepare for discussion.

8. How to Lead Short, Meaningful Discussions

A meaningful discussion does not require many questions. It requires the right questions.

Good questions usually help students move through three levels:

Observation: What stood out?

Reflection: Why did it matter?

Response: What will you do with it?

Avoid turning the group time into a quiz about the reading. Instead, help students connect the content to their own lives.

Helpful facilitator phrases:

- “Where did you see this in your own life this week?”
- “What made that difficult?”

- “What do you think God may be showing you through that?”
- “How might this shape the way you lead worship or serve others?”
- “What is one small step you can take this week?”

The goal is not to force vulnerability. The goal is to create a safe enough environment where honesty becomes possible.

9. How to Gather Feedback During the Pilot

Because this is a pilot, feedback matters.

The professor or facilitator should observe not only what students say, but how they engage the material.

Pay attention to:

- Which concepts seem immediately clear?
- Which concepts need more explanation?
- Which weekly habits students actually practice?
- Where students seem most engaged?
- Where students seem confused or overloaded?
- Which questions produce meaningful discussion?
- Which portions of the Pathway Guide feel most useful?
- Which parts of Learning to Worship God seem most connected to students’ lives?

This guide includes simple feedback tools in Part 3.

The purpose of feedback is not to evaluate students harshly. It is to help refine the Formation Lab so it can serve students and future groups more effectively.