

GOD AND CHURCHILL
Chapter Discussion Guide for Groups

PART I: PREPARATION

Focus for this section (presented by group facilitator):

Winston Churchill's life and career illustrate what some call "providential history." This is the idea that God is intervening in human history in the lives of people, institutions, movements, nations, and entire civilizations to bring forth his perfect will for humanity. Two Bible passages among many others help us understand the big picture and its implications for the cosmos:

- Read aloud or ask someone to read Matthew 24:14.
- Read aloud or ask someone to read Romans 8:18-25.

Chapter 1/Session 1: A Vision of Destiny

1. Present the Section Focus as given above.
2. Read the descriptions of Winston Churchill's prediction for his life in chapter 1 and that of Hitler in chapter 4. Discuss: *What are the similarities and differences between these two life visions? If we assume that God was showing Churchill his future, what do you think was the source of Hitler's predictions about himself to Kubizek?*
3. How did Winston Churchill's need for affirmation shape his character in later life? How did God use this need to advance Churchill's destiny?
4. Had Winston Churchill not suffered from the absence and aloofness of his parents during his childhood, Elizabeth Everest might not have had such an

influence on his spiritual development. Discuss this proposition in light of Romans 8:28-29, and ask group members to share about how God has used hardships to shape their lives.

5. Someone told Churchill that “Christ’s Gospel was the last word in Ethics.” Churchill admitted that, as a young man, he did not know the meaning of “ethics.” Discuss: *What do you think the person meant in saying that “Christ’s Gospel is the last word in Ethics”?*
6. Read the section about Churchill’s period of doubt as he read “from Darwin to Macaulay, from Gibbon to Malthus to Plato and Aristotle.” Discuss: *What do you think Churchill meant when he said, “If I had been at a University my difficulties might have been resolved by the eminent professors and divines who are gathered there”? Also, how was his “poise restored” by “frequent contact with danger”?*

Ministry and prayer

1. Ask people in the group to give testimonies about how God used hardship in their lives to set them on the right path.
2. Ask whether anyone is in a period in which they are earnestly seeking God’s direction. Take a moment to allow the group to pray for them.
3. Ask whether anyone is struggling with confusion and doubt about God’s leadership and direction for their lives. Allow them to share, then ask the group to pray for them. Encourage them and share appropriate Scripture verses.

Conclude the session

- Ask the group to read and reflect on chapter 2 prior to the next meeting.
- Pray, or ask someone to speak a benediction (a prayer of blessing) over the group.

Chapter 2/Session 2: Surviving Destiny's Perilous Paths

1. Read aloud and reflect on Psalm 91:9-11; 139:15-17. Ask: *Who do you think these promises are for?*
2. In chapter 2, read about Churchill's "blessed busted shoulder." Discuss: *Can you think of seemingly bad experiences that led to something greater in your life or in the life of someone you know?*
3. Churchill described life in a prison as being "confined for years . . . each day exactly like the one before, with the barren ashes of wasted life behind, and all the long years of bondage stretching out ahead. Discuss: *You may have never been in a literal prison, but have you or someone you care about ever been in a mental or emotional prison that seemed as empty, depressing, and restrictive as what Churchill described? If so, how did you get out? How would you counsel someone else who is going through a dark period?*
4. Read about Churchill's prayer after his escaped from the Boer prison. Discuss: *Sometimes people smirk at "foxhole prayers," the kind we sometimes pray when in trouble—especially when the only time we pray is when we are in trouble. Have you ever prayed for God's help during a time when you were not walking closely with him? How do you think God feels about "foxhole prayers"? Do you believe they are genuine?*
5. Churchill said, "I found no comfort in any of the philosophical ideas which some men parade in their hours of ease and strength and safety." Discuss: *Obviously this was a moment when Churchill experienced a profound humbling. Why do you think we must be humbled before we can really know and experience God's intervention in our lives?*
6. Read and discuss the meaning of the following statement by Churchill:

Every prophet has to come from civilization, but every prophet has to go into the wilderness. He must have a strong impression of a complex society and all that it has to give, and then he must serve periods of isolation and meditation. This is the process by which psychic dynamite is made.

Ministry and prayer

1. Ask whether anyone in the group can currently identify, mentally or emotionally, with Churchill's description of prison. Allow other members of the group to pray for the person or share a Scripture passage. Ask whether group members have friends or loved ones who are experiencing mental or emotional "confinement." Intercede for those who are mentioned. (They do not have to be mentioned by name.)
2. Ask someone to testify about praying a "foxhole" prayer, how they felt, and the outcome.
3. Ask whether anyone in the group is spiritually in a "dry desert" right now. Have the group pray that the outcome would be "psychic dynamite" through the power of the Holy Spirit.

Conclude the session

- Ask the group to read and reflect on chapter 3 prior to the next meeting.
- Pray, or ask someone to speak a benediction (a prayer of blessing) over the group.

Chapter 3/Session 3: From the Admiralty to the Trenches

1. Read aloud (or ask someone else to read) Isaiah 57:15 and James 4:6. Discuss this proposition: *Winston Churchill was regarded as haughty and arrogant in his early life, but he was actually a humble man. Hardly anything shows this more convincingly than his stepping down from leadership of the British Navy during the First World War and volunteering to be a soldier in the trenches, rather than retiring to safety and peace at home. Perhaps Churchill's humility and availability were major reasons why God used him as he did despite Churchill's flaws.*
2. Read the section titled Biblical Guidance. Discuss: *How did Churchill seem to interpret Deuteronomy 9 in light of the challenges he would face at the Admiralty? Have there been times when a Scripture passage jumped out at you as Deuteronomy 9 did for Churchill?*
3. Read the paragraph on page 48 that begins, "Churchill was a prideful man . . ." Discuss: *How can a person be humble and prideful at the same time? What is the difference between pride-with-humility and sheer pride? How did Churchill's pride differ from the pride of Lucifer?*
4. Reflect on the line, "As Churchill would soon learn, the higher the position, the greater the potential for humiliation." Discuss: *What kind of people are the best qualified to be in high positions? What characteristics are most likely to invite humiliation in high places of power?*
5. Peter Doyle suggests that Churchill may have been unintentionally set up for failure in the Dardanelles, based on the bad decisions of others higher up in the government. Churchill himself believed that "time will vindicate my administration of the Admiralty, and assign me my due share in the vast series of preparations and operations which have secured us the command of the seas." Discuss: *Have*

you ever been set up for failure? Or perhaps you can remember colleagues, family members, or friends who were doomed by others to fail. What do Churchill's later actions show as the best ways to respond when we are unjustly accused of failure?

6. Read the section titled The Unseen Hand. Discuss: *What did Churchill mean by "chance or destiny"? What do you think was in his mind when he said, "Our wayward footsteps are best planted without too much calculation"? Why does Churchill equate the "mood of the game" with "trust in God"?*

Ministry and Prayer

1. Ask whether anyone in the group is going through, or trying to recover from, a bitter defeat or humiliation. Pause and ask the group to pray for any who respond.
2. Ask whether anyone in the group has had to overcome unjust accusations, and how they succeeded.
3. Read Philippians 3:14. Ask people to share how pressing on toward the goal of the upward call of Christ has affected their lives and worldviews.

Conclude the session

- Ask the group to read and reflect on chapter 4 prior to the next meeting.
- Pray, or ask someone to speak a benediction (a prayer of blessing) over the group.

PART II: DESTINY

Focus for this section (presented by group facilitator):

As we saw in the previous section, both Winston Churchill and Adolf Hitler had a premonition about their future destiny. Perhaps a major difference was that Churchill's destiny was received from God to the great benefit of others, whereas Hitler's was hammered out by himself to the great harm of millions. Hitler was propelled by delusions of grandeur and immense human pride. Use the following Scriptures (perhaps group members can suggest others):

- 1 Corinthians 10:12
- 2 Thessalonians 2:1-11

Chapter 4/Session 4: Hitler's Vision

1. Present the Section Focus as given above
2. Read Jeremiah 23:16. Discuss this proposition: *Some would say that both Churchill and Hitler had a prophetic vision. Jesus gives us the standard for the true prophet when he says in Matthew 7:16 that we can distinguish the false from the true based upon their fruit. If this is the case, and if Hitler had a vision for his future leadership as Churchill did his, what could have been the source of Hitler's vision?*
3. Read the section titled "In That Hour It Began." Discuss: *Hitler was enthralled by Wagner's music in Rienzi, as well as by the story the opera told. Was this mere inspiration for the young Hitler, or can music be the vehicle for spiritual powers? If so, how might that happen?*

4. Read the paragraph on page 65 that begins, “Whatever else might be said about Hitler . . .” Discuss: *Why would insanity be an inadequate description for Hitler? There have been many “crazy fanatics” across history whose crimes were excused because of their background and mental condition. What distinguishes Hitler from these others?*
5. In the section titled Hitler’s Spiritual Guide, the following is noted: “At the time, many Europeans and Americans were intellectually and spiritually prepared to accept Nazi theories.” Discuss: *Based on what you know or have read about the early twentieth century, why do you think this is true? How have the prejudices of the early twentieth century changed, and what forms do they take now? What philosophies and forces that may later be proven destructive do people seem “intellectually and spiritually prepared” to accept today?*
6. In the section titled The Day German Democracy Died, read and discuss the following, drawing parallels with our contemporary situation: *“Tyranny presents itself in various forms, but it is always the same, whatever slogans it utters, whatever name it calls itself by, whatever liveries it wears. It is always the same and makes a demand on all free men to risk and do all in their power to withstand it.”*
7. Read the paragraph on page 73 that begins, “Later in life . . .” and discuss: *How did Churchill’s understanding of painting contribute to his understanding of human nature, events, and history itself? Hitler was also a painter, and therefore we must ask whether his artistic bent also helped him gain a larger view of everything else. Why do you think there were such different outcomes from men who were so similar in this regard?*

Ministry and Prayer

1. Read Proverbs 29:18. Ask members of the group to share about a time when they awakened to a vision for their lives, and the difference it has made in their lifestyle and thinking.
2. Ask whether anyone in the group is struggling to find his or her way. After allowing that person to share, ask the group to pray for him or her.
3. Ask whether anyone in the group once had a compelling vision for his or her life, but lost it through the grind of everyday living or even through a mistake he or she made. Ask group members to pray for the restoration of the original vision or for God to provide a new, even greater, life vision.

Conclude the session

- Ask the group to read and reflect on chapter 5 prior to the next meeting.
- Pray, or ask someone to speak a benediction (a prayer of blessing) over the group.

Chapter 5/Session 5: Prime Minister at Last

1. Have someone read 1 Corinthians 1:18-31 (or have several people read different parts). Discuss: *What are some general principles that emerge from this passage of Scripture? How do they relate to Winston Churchill and his being chosen as prime minister?*
2. Read the paragraph on page 77 that begins, “Decades after the fact . . .” and the subsequent examples of Churchill’s critics. *How would most people react if they were under such withering disdain? With Shame? Resignation? Withdrawal? Why do you think Churchill was unaffected by his critics’ negative opinions?*

3. The appeasement policy of Neville Chamberlain, Churchill's predecessor as prime minister, is noted in the section titled Appeasement and Ascendance. *During the 1930s, why did Chamberlain's appeasement policy seem reasonable to so many people? Why do you think most Americans during that same period favored isolationism? What lessons do these events teach us today?*
4. Look at Churchill's statement upon his appointment as prime minister, beginning on page 82 with "At last I had the authority to give directions." *Review some of the reasons why he might have believed that "all my past life had been but a preparation for this hour and for this trial." What did Churchill mean by his observation that "ten years in the political wilderness had freed me from ordinary party antagonisms"?*
5. Read the four paragraphs on page 83 beginning with, "Throughout the Second World War . . ." *In what ways did Churchill demonstrate the power of forgiveness? If his perspective had been applied after the First World War, how might it have affected history?*
6. Read Churchill's quotation on page 86 that begins, "We shall not flag or fail." *List the elements in this statement that today would be labeled politically incorrect. What conditions or attitudes in contemporary society would cause Churchill's ideas to be out of step with political correctness?*

Ministry and Prayer

1. Read Proverbs 16:9. Ask members of the group to share about a time when God directed their steps away from the plans they had made for themselves.
2. Pray for those who feel that their plans are falling apart and who need God to guide their steps toward the destiny he has for them.

3. In Churchill's day, people misunderstood his motives, focused on his mistakes, and ridiculed him behind his back and in public. Ask members of the group to pray for anyone who identifies closely with Churchill in this regard.

Conclude the session

- Ask the group to read and reflect on chapter 6 prior to the next meeting.
- Pray, or ask someone to speak a benediction (a prayer of blessing) over the group.

PART III: SAVING "CHRISTIAN CIVILIZATION"

Focus for this section (presented by group facilitator):

As chapters in this section show, Winston Churchill had a clear vision for Christian civilization. He lived in an age when the consensus of his culture was established around the idea of Christian faith. It was certainly applied in an imperfect manner, but when he used the term "Christian civilization," neither the majority of his countrymen nor most Americans were offended by the term. A great crisis of our contemporary age is that the consensus about the exceptional virtues and fruit of Christian civilization have given way to cultural equivalency. In many ways, Churchill saw this conflict in the blunt perspective of Moses, who said, after reviewing God's precepts with the nation of Israel before their entering the Promised Land, "I have given you the choice between life and death, between blessings and curses. . . . Choose life, so that you and your descendants might live!" (Deuteronomy 30:19).

Chapter 6/Session 6: Churchill and the Sermon on the Mount

1. Have someone read aloud the Beatitudes (Matthew 5:1-8). Discuss: *Jonathan Sandys and Wallace Henley seek to present the case that Churchill's focus on the survival of "Christian civilization" was providential and that God raised up Churchill to counter Hitler's passion to create the Third Reich. Do you think Churchill emphasized Christian civilization as a political platitude, or might he have been led by the Holy Spirit in that regard?*
2. In June 1940, Winston Churchill said, "I expect that the battle of Britain is about to begin. Upon this battle depends the survival of Christian Civilisation." Discuss: *How would Churchill's words be received in our day and age? What accounts for any differences?*
3. What do you think Churchill saw in Hitler and the Nazis that would be a threat to the survival of Christian civilization? How are those same threats manifested in contemporary global affairs?
4. In 1931, Churchill wrote of "our duty to preserve the structure of humane, enlightened, Christian society." Discuss: *How do you think a "humane, enlightened" structure was brought into American government and that of other nations? Some refer to societies built upon a Judeo-Christian worldview as "exceptional." What are some elements that would make a nation exceptional? (For reference, see the Churchill quotation on page 93 that begins, "Since the dawn of the Christian era . . ." in which he describes some of these exceptional qualities.)*
5. Read and briefly discuss each of the Beatitudes and their meaning for people in our time.
 - a. *Blessed are the poor in spirit: for theirs is the kingdom of heaven.*
 - b. *Blessed are they that mourn: for they shall be comforted.*

- c. *Blessed are the meek: for they shall inherit the earth.*
- d. *Blessed are they which do hunger and thirst after righteousness: for they shall be filled.*
- e. *Blessed are the merciful: for they shall obtain mercy.*
- f. *Blessed are the pure in heart: for they shall see God.*
- g. *Blessed are the peacemakers: for they shall be called the children of God.*
- h. *Blessed are they which are persecuted for righteousness' sake: for theirs is the kingdom of heaven.*

Ministry and Prayer

Spend the ministry and prayer time praying for the nations and for the spread of God's Kingdom and its beautiful principles into all the world. Pray for peace in the midst of ethnic and geopolitical conflict.

Conclude the session

- Ask the group to read and reflect on chapter 7 prior to the next meeting.
- Pray, or ask someone to speak a benediction (a prayer of blessing) over the group.

Chapter 7: Preserving "A Certain Way of Life"

1. Have each member of the group read one of the following verses from Psalm 119—4, 25, 27, 40, 45, 56, 63, 69, 78, 87, 93, 94, 100, 104, 110, 128, 134, 141, 159, 168, 173. Continue until all the verses have been read aloud. Discuss: *How do these passages relate to the idea that "for Churchill the Bible was not only a book of mystical revelation; it was also an 'operator's manual'"?*

2. Read the quotation from King Alfred to the Bishop of Worcester on page 116. Discuss: *What might foreigners have seen in King Alfred's England that made them come "to this land for wisdom and instruction"?*
3. Read Edmund Burke's quotation on page 118. Discuss: *What is the meaning of Burke's ideas, and what do we learn from them regarding our personal lives, the rearing of children, and the establishment of order in a society?*
4. Refer to the section titled The Core Principles of Christian Civilization. *Discuss the meaning for our own day of each of the principles highlighted in bold italics on the next nine pages.*
5. Discuss: *How did the Nuremberg trials reveal the principles of Judeo-Christian civilization?*

Ministry and Prayer

1. Ask whether any members of the group need prayer for raising children or teenagers and teaching them the importance of putting "moral chains upon their own appetites." Give opportunity for other participants to pray.
2. Pray for a revival of morality and self-control in society.

Conclude the session

- Ask the group to read and reflect on chapter 8 prior to the next meeting.
- Pray, or ask someone to speak a benediction (a prayer of blessing) over the group.

Chapter 8: Hitler and ‘Perverted Science’

1. Read aloud the story of the Tower of Babel, found in Genesis 11:1-9. Discuss this proposition: *God had placed two trees in the Garden—the tree of life and the tree of the knowledge of good and evil. Adam and Eve chose the latter. There was a mixture, therefore, of “good” knowledge with evil intent and motive. How does the building of the Tower of Babel reflect this mingling?*

2. At the beginning of the chapter, read Churchill’s quotation that begins, “If we fail . . .” Discuss: *What do you think Churchill saw in 1940 in the German worldview, the character of Hitler, and the nature of Nazism that prompted his warning about “perverted science”?*

3. On page 136, read the first two paragraphs and the Richard Weikart quotation under the heading Discerning the Zeitgeist. Discuss: *What is “the Zeitgeist”? Why is it important for responsible people to “discern” it? What are some of the features of the current Zeitgeist in the country where you live?*

4. Go to the section titled The Perversion of Science. *Discuss the elements of Nazi ideology and their implications for our times.*
 - a. The “phony war” between reason and revelation, rationality and faith, reality and mystery—*Why is this a “phony war”?*
 - b. Utilitarianism replaces transcendent moral values—*How does this affect behavior and government social policy in our times?*
 - c. Reductionism: the mechanization of all things—*How were people reduced to “iron and paper” in the build-up to the Nazi regime?*
 - d. Reductionism: from the ultimate questions to the immediate—*How did Churchill, Hitler, and their respective ideologies differ in answering*

Churchill's ultimate questions: Why are we here? What is the purpose of life? Whither are we going?

- e. Conflating of ends and means—*What was Albert Speer's major insight into this issue, and where do we see that idea blossoming today?*
- f. Removal of transcendent accountability: *Read Churchill's quotation on page 145 that begins, "There are secrets too mysterious . . ." What did he mean? How does that apply to our times?*

Ministry and Prayer

1. Read Psalm 8:3-5.
2. Ask whether any members of the group find themselves growing cynical because of the difficulties of life and the worldview challenges of modern culture. Allow people to share and have the group pray for them.
3. Pray for the nations: that perverted science will no longer be able either to reduce human beings to mere cogs within corporations and the state or to destroy innocent life under the pretext of scientific advance.

Conclude the session

- Ask the group to read and reflect on chapter 9 prior to the next meeting.
- Pray, or ask someone to speak a benediction (a prayer of blessing) over the group.

Chapter 9: Hitler and the Corruption of the Church

1. Read aloud or have group participants read 2 Timothy 3:5-7 and the book of Jude. Discuss: *How did Germany, which had some of the world's greatest theologians and theological schools, fall into the hands of the Nazis? What are*

some thoughts about the church in Hitler's time and about churches today that come to mind as you read Jude?

2. Read the first paragraph under the heading *Corrupting the Church*. *Discuss the meaning of the banner that read: "One Reich, One People, One Church."*
3. Discuss examples of politicians and movements that are trying to exploit the church today. *How can churches influence the political process without being corrupted by it?*
4. Read the section that discusses Dietrich Bonhoeffer. *What do you think about Bonhoeffer's decision to cut short his American lecture tour, return to Germany, and join the plot to oppose Hitler despite being a pastor and theologian?*

Ministry and Prayer

1. Pray for your local church and the church in your nation, that it may be able to minister in the dual pastoral and prophetic roles within your culture.
2. Pray for your pastors, and other church leaders, that they may have the courage to discern, and stand for, biblical truth in the midst of societal changes.

Conclude the session

- Ask the group to read and reflect on chapter 10 prior to the next meeting.
- Pray, or ask someone to speak a benediction (a prayer of blessing) over the group.

Chapter 10: Nazism and the German Disaster

1. Read Psalm 11:3 and Psalm 33:12 aloud. *Discuss the Samuel Huntington quotation on page 166 about “the fragility of nations.” What national “identities” have you seen in your lifetime or read about in the history of your nation?*
2. In the section titled The Four Ds, *denazification* is mentioned as one of the necessary reforms through which postwar restorers had to take the German nation. *Discuss: How do you think German culture was “Nazified” prior to the war, and what were some practical steps necessary to “denazify” German society?*
3. Read the sections focusing on Bach and Wagner. *Discuss: What were some of the differences between Bach’s music and Wagner’s? How did their art affect German culture and worldview? What were some of the contrasting outcomes?*
4. Read the section about J. S. Semler. *Discuss: How did Semler’s hermeneutical methodology affect biblical scholarship and preaching in Germany, and how does it continue to affect preaching in many places today?*
5. Read selections from the section about Wagnerism, Nietzscheism, and Darwinism. *Discuss: In the development of Nazi philosophy and policy, Nietzsche represented philosophy, Wagner the arts, and Darwin science. What role did the worldview of each of these men play in the development of Nazi social and racial theory?*

Ministry and Prayer

1. Pray for the education system in your area and nation: its students, its teachers, its administrators, and those who shape textbooks. Pray they will see through the

distortions that continue to tilt toward the kinds of philosophies that shaped Nazi thought.

2. Every society has what cultural historians William Strauss and Neil Howe call a “values regime”—that is, opinion leaders who define and propagate a national consensus. In America and other nations, these groups that tend to determine cultural values and set the national consensus consist of the entertainment industry, information providers, academics, and the political establishment. Pray that the leaders of these institutions will have their eyes opened and will realign the national consensus around Judeo-Christian values.

Conclude the session

- Ask the group to read and reflect on chapter 11 prior to the next meeting.
- Pray, or ask someone to speak a benediction (a prayer of blessing) over the group.

Chapter 11: Churchill’s Urgent Concern—and Ours

1. First Chronicles 12:32 speaks of the tribe of Issachar, whose leaders “understood the signs of the times and knew the best course for Israel to take.” Discuss this proposition: *People of God must be the best informed in their culture, not withdrawing from the continual barrage of news and commentary on current events. In the words of 1 Peter 3:15, we should always be ready to give an apologia, a reasoned defense of the hope that is within us.*
2. On the first page of the chapter, read the quotation from Churchill that begins, “Civilisation will not last . . .” Discuss: *What are the major obstacles to uniting “a very large majority of mankind” to defend civilization and liberty, and show sufficient strength to cause “barbaric and atavistic forces” to “stand in awe”?*

3. Focus on the section titled Then and Now. Discuss: *What are major similarities between Churchill's times and ours?*

Ministry and Prayer

1. Pray for the leaders of nations to have godly discernment.
2. Pray for discernment in the church among those who profess biblical faith.
3. Discuss: *We all are concerned about what is happening in the nation and around the world. However, there may be some who are especially frightened or heavily burdened to a point where it has become too much to bear. Please feel free to share if that's you, and allow us to minister to you in prayer.*

Conclude the session

- Ask the group to read and reflect on chapter 12 prior to the next meeting.
- Pray, or ask someone to speak a benediction (a prayer of blessing) over the group.

PART IV: HOPE FOR OUR TIMES

Focus for this section (presented by group facilitator): Read (or have someone else read) Ephesians 2:11-12. Discuss: *When people lose hope amid the trials of our times, they are acting more like the unredeemed than those who trust the outcome of all things to Christ. But what is hope? (Allow the group to respond.) In the Greek of the New Testament, the word for "hope" is elpis, which is not a flimsy wish that something might happen, but a certainty that it will. That means true hope is more an attitude than an emotion.*

Chapter 12: How Churchill Kept Calm and Carried On

1. Read (or have someone else read) Isaiah 26:3. *Discuss a time when you experienced great calm in the midst of a bad or even threatening situation.*
2. Read Proverbs 17:22. Discuss: *Go back to chapter 10 and read about how Churchill's humor defused an awkward moment with Irish leader Michael Collins. Link that with the Churchill quotation at the beginning of chapter 12. Discuss the importance of leaders setting the tone for meetings and encounters—especially those dealing with serious situations.*
3. Go to the section titled The Underpinnings of Churchill's Composure and read the quotation on page 196 that begins, "Put your confidence in us . . ." Discuss: *Churchill had great faith in Providence (God's will). How did he learn to trust in God's providence through the life experiences you have read about in God and Churchill?*
4. In the same section, read Churchill's quotation on page 197 about Jesus Christ in his conversation with Field Marshal Montgomery. Discuss: *What does this quotation tell you about Churchill's understanding of salvation?*
5. In the section titled Courage, note Churchill's statement that courage "is the quality which guarantees all others." *Discuss what Churchill meant by that.*
6. In the section titled Determination, read the quotation from Churchill on page 202 that begins, "God spoke to Moses from the Burning Bush." *Discuss what it means to have the burning bush "inside the frame" of a person.*

Ministry and Prayer

1. Ask whether any members of the group find themselves passing through a time when their faith is weakening, their courage shrinking, or their determination fading. Allow time for sharing and for group members to pray for those who respond.

Conclude the session

- Ask the group to read and reflect on chapter 13 prior to the next meeting.
- Pray, or ask someone to speak a benediction (a prayer of blessing) over the group.

Chapter 13: Churchill and the Character of Leadership

1. Read (or have someone else read) Matthew 20:20-28. *Ask several group members to share stories about the greatest bosses, managers, coaches, or other leaders under whom they've served, and identify the characteristics that made the leaders great.*
2. Refer to the section titled Leadership, Churchill Style. *Discuss each characteristic listed below in the following context: Who are current leaders in your personal life, your community, or your nation who manifest these characteristics? Why does the absence of certain characteristics lead to failed leadership?*
 - a. A sense of destiny
 - b. Recognition of the Destiny-Giver as bigger than themselves
 - c. A long-range focus
 - d. Ability to link the future with the past and present
 - e. Telling the truth, no matter how ridiculous the leader may appear

- f. Courage to pay a hard price for the greater outcome
- g. Seeing threats realistically but not hysterically
- h. Not needing the spotlight
- i. Recognizing the difference between authority and power and functioning in that knowledge
- j. Mature enough to have overcome past failures

Ministry and Prayer

1. Ask whether any members of the group are struggling in a leadership role. Allow time for sharing and for group members to pray for those who respond.
2. Ask whether any members of the group are having a difficult time with a boss or other person in leadership. Allow time for sharing and for group members to pray for those who respond.

Conclude the session

- Ask the group to read and reflect on chapter 14 prior to the next meeting.
- Pray, or ask someone to speak a benediction (a prayer of blessing) over the group.

Chapter 14: Help and Hope for Our Times

1. Read aloud (or have someone else read) Exodus 3:1-10. Discuss: *What would have happened to the Hebrews had God not raised up Moses and sent him to deliver them?* (Allow time for people to respond.) *Boris Johnson, the mayor of London, contemplated what might have happened had Churchill not arrived on the scene precisely when he did.* (Read the quotation on page 228 in the section

titled What If?) *What do you think the world would look like today had there been no Winston Churchill?*

2. In the section titled Where Is God? read the paragraph at the bottom of page 230 that begins, “Those who look for God’s direct intervention . . .” Discuss: *God was intervening to rescue the Jews from genocide even as many were perishing in the concentration camps. What does this teach us as we find ourselves sometimes crying out for God’s help?*
3. Refer to the section titled The Great River. Discuss: *What is the great truth about God’s will that the river metaphor highlights?*
4. In the same section, review the stages of the “cycle of nations.” Discuss: *Where do you think our nation is in that cycle?*
5. Refer to the section titled The “Oddity” of Churchill. Discuss: *What do Winston Churchill’s life and experiences teach us about the way God works in human history? How do Churchill’s life and experiences inspire and encourage hope today?*

Ministry and Prayer

1. Ask whether any members of the group are in an emotional, mental, or situational prison and in great need of a deliverer. Allow time for sharing and for group members to pray for those who respond.
2. Ask whether any members of the group have come to realize that their lives are running counter to the current of God’s perfect will, and who now desire to flow in the direction of his perfect will. Allow time for sharing and prayer.
3. Affirm the members of your group by reminding them that, as Churchill’s life demonstrates, God uses flawed people for his greatest purposes, and all the

rejections, hardships, and suffering through which they have passed are part of the preparation leading to God's perfect will in their lives.

Conclude the session

Summarize the Study of *God and Churchill*

1. What were your key takeaways from the book and this group study?
2. What were surprising things you learned through the book and study?
3. How did the book and this study affect your thinking about God's intervention in history and nations?
4. How was Churchill an example of the kind of people God has used throughout history?
5. Did you gain hope by reading the book and participating in this study? If so, how?
6. How will you live and pray differently because of your encounter with *God and Churchill*?
7. Describe any differences in how you will read and understand the Bible after your encounter with *God and Churchill*.