



KINGDOM QUEST

***TAKING FAITH AND CHARACTER
TO THE NEXT LEVEL***

AGES 14+ A STRATEGY GUIDE FOR TEENS
AND THEIR PARENTS/MENTORS

PARENT/MENTOR GUIDE

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Kingdom Quest Parent/Mentor Guide

For use with *Kingdom Quest: A Strategy Guide for Teens and Their Parents/Mentors*

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A NOTE TO PARENTS

On a hot summer day many years ago, my parents stood on the platform of a train station in Baltimore, Maryland, waving good-bye as I headed off for college in Atlanta, Georgia. My mind was full of excitement as I considered the challenges and opportunities that lay ahead. My life stretched out before me, full of possibilities.

What I could not see behind my parents' smiles and tears were the inevitable questions that sincere Christian parents ask themselves at a time like this. Even though they knew the direction I had chosen for my life and that I was committed to ministry, they still had doubts: *Is he ready for all those possibilities? Is he prepared to be on his own? Can he face both temptations and opportunities and make wise decisions? Most importantly, is the faith my spouse and I have instilled in him a genuine, personal faith? Will he stand in good stead day in and day out, or has he really just gone through the motions because he thought that's what we wanted?* Only time would provide the answers to all my parents' questions.

As we're raising our kids, we have to keep in mind that the day will come when they will go out on their own, no longer under our direct supervision. We will ask ourselves this question: *Will they be prepared?*

It should be evident to Christian parents that when our kids reach that point of making their own way in the world, the most important thing they'll need to take with them is a living, personal faith in Jesus Christ. For example, they'll need to know how to pray for their own concerns and for those of others. Even more crucial, they'll need to have a *desire* to pray when there's no one around to make them do it.

Helping our children develop such a faith isn't easy, and it's certainly not automatic just because your family attends church together on Sundays. You can't simply teach them faith the way you can teach them math. Faith and a comprehensive understanding of kingdom values must become personally meaningful in each person's life and experience.

The most tiring and stressful task I know of is being a Christian parent. We love our children, and we believe they're gifts from God. We want to raise them in a fashion that will be honoring to Him. Yet our world is so misguided and so threatens to mislead them that we're tempted to wrap them in a cocoon and never let them out of our sight.

There are many verses in Scripture that directly discuss parenting, but the ones I try to adhere to most don't mention parenting at all. Here is a passage that parents should keep in the forefront of their minds:

Trust in the LORD with all your heart,
And lean not on your own understanding;
In all your ways acknowledge Him,
And He shall direct your paths.
PROVERBS 3:5-6, NKJV

Parent, trust God as you lead your child to Him. Acknowledge Him in all that you do. He will guide you and direct you, and ultimately, He will guide and direct your child as well. That is my greatest piece of advice to leave with you as you enter into the journey of this *Kingdom Quest* strategy guide with your child. May the Lord bless you and give you His wisdom.

Tony Evans

A NOTE TO MENTORS

Not long ago, *60 Minutes* ran a segment showing what happened to a group of adolescent bull elephants who were acting unruly. The groundskeepers knew that left unchecked, the young bulls were on a path to becoming extremely dangerous and prone to going on a rampage at any time.

So the park groundskeepers chose to address the situation by mimicking the environment from the elephants' natural habitat. In the wild, shortly after adolescent bulls break away from the herd and a strong matriarchal presence, older bulls become their mentors.

When the groundskeepers introduced adult bulls into the living space of the adolescents, the animals experienced exactly what the groundskeepers anticipated. Where there had been chaos, there was soon calm as the adults mentored the youth.

While there is little correlation between elephant and human behavior patterns, it's interesting to note one point of similarity: Psychologists see the same calming phenomenon in teen mentoring programs. Mentoring is essential to developing a boy into a mature man and a girl into a mature woman.

With the growing absence of intentional parenting in our land—spiritually, physically, or emotionally—many adults are being called upon to act as surrogate fathers or mothers to raise the next generation of our country. Through your role as a mentor—whether in leading a church youth group or a Sunday school class, or in your neighborhood or local school—you are having a direct impact on a young person's life.

When God spoke of being a “father of the fatherless” in Psalm 68:5 (ESV), He wasn't referring to some ethereal spirit floating around. He was speaking of real people having real conversations acting as His representatives—His hands and feet—as surrogate fathers and mothers to those in need. That's what it means when James 1:27 declares, “Pure and undefiled religion in the sight of our God and Father is this: to visit orphans and widows in their distress” (NASB).

Far too often we consider orphans to be only those who've experienced the physical death of their parents. We overlook those who are spiritual orphans or whose fathers have abandoned them relationally, emotionally, or physically. A child without the positive influence of a parent is an orphan, whether that parent is alive or dead. You have done well to open your eyes and see those young people in need around you, and to also respond with a desire to help and make a lasting impact for good. I commend you for this. I commend you for recognizing the connection between worshiping God and helping others, between loving God and loving others.

For example, God rejected Israel's worship because of an absence of righteousness, of helping those in need (Amos 5:21-24). God's heart beats strongest in strengthening those in need. Jeremiah 9:24 says:

“But let him who boasts boast of this, that he understands and knows Me, that I am the LORD who exercises lovingkindness, justice and righteousness on earth; for I delight in these things,” declares the LORD. (NASB)

If we know God, we ought to be about the things He's about, which always includes helping others, especially those who need it most. There's no greater category of those in need than those who lack a positive and ongoing parental influence.

You may not see immediate fruit, but then again, you may. I've witnessed countless stories of lives changed through our own local mentor ministry at our church in Dallas, which reaches into nearly fifty public schools. I've seen teens go to college when college was not even on their radar. I've seen teens who were

suspended and even kicked out of school turn their lives around and become mature adults, serving others and serving God. No life is beyond God's reach, and He will use you to make a difference.

Let me close this message to you with a reminder from a simple story that carries a profound meaning. This story is about a grandfather and his grandson walking on the beach. The beach was littered with starfish that had been washed up earlier that morning. Hundreds of starfish lay helpless in the sand underneath the scorching sun.

While they were walking, the grandfather reached down and picked up a solitary starfish. He looked at it and then softly tossed it back into the water. Taking a step farther, he picked up another one and did the same.

The grandson saw the enormous number of starfish littered on the beach and sighed. He questioned his grandfather, saying, "Papa, you can't pick them all up. Why even try? It doesn't matter anyhow."

The grandfather, hearing the hopelessness in his grandson's voice, reached down to grab yet another starfish and gently placed it in his grandson's hand.

"Throw it in the water," he said, smiling. "Go ahead, toss it in."

The grandson did.

"You see," the grandfather continued. "You are wrong. It does matter. It matters to that one."

What you are doing, my friend, matters. It matters enormously. Be encouraged and continue the path in helping to develop youth into kingdom teens who learn to live every area of life under the rule of God.

Tony Evans

INTRODUCTION

Jesus kept increasing in wisdom and stature, and in favor with God and men.

LUKE 2:52, NASB

Four areas of development are mentioned in Luke 2:52, and they are areas in which we would like to see teens mature. They are wisdom, stature, favor with God, and favor with men.

The first area of development is wisdom. Now wisdom is not just factual knowledge but rather the ability to apply spiritual truth and principles to the practical issues and choices of daily life. The book of Psalms tells us what brings about wisdom: “The fear of the LORD is the beginning of wisdom; A good understanding have all those who do His commandments; His praise endures forever” (Psalm 111:10, NASB). As teens grow in reverence for God, they will also be growing in wisdom. Pray that the teen or teens you are working with will grow in reverence and wisdom.

“Increasing in . . . stature” refers to physical growth, which is the second area of development. Pray here for the teen’s safety and good health so each teen can develop to the full extent of his or her God-given abilities.

The third area of development mentioned in the verse is “in favor with God,” which is a clear reference to spiritual growth. Pray that the teen will always have a tender heart toward the Lord. Ask that each teen’s greatest desires will be to know Him, walk with Him, and serve Him.

Finally, the phrase “in favor with . . . men” refers to the developmental area of social growth. Pray that the teen will not only learn how to get along with others and how to be a true friend, but also that he or she can make friends without compromising his or her values. Pray that God will bring the teens good friends who will be a positive influence. And pray that even now God would be preparing the young men and young women who will grow up to one day become godly mates for them.

LET’S GET STARTED

Let me begin by saying how happy I am that you have decided to use the *Kingdom Quest* strategy guide program that has been designed for you to use as a faith-building resource with your teen. The goal of the *Kingdom Quest Parent/Mentor Guide* is to equip parents and mentors with a tool for developing kingdom teens. One way this is done is through giving teens a kingdom worldview—a lens through which they can view all of life in relationship to God’s Word. A kingdom teen seeks to align his or her thoughts, words, and actions underneath the rule of God.

The *Kingdom Quest* strategy guide is divided into fifteen kingdom keys. Each key focuses on an area of life development, such as integrity, wisdom, or resiliency. God’s Word makes it clear that when we apply His truths to our lives, we will experience the victory He has promised. The kingdom keys outline these truths in a fun and engaging video game format that teens are familiar with.

Because social scientists have determined that it typically takes anywhere from two months to several months to form a new habit,* I want to encourage you to go over one lesson per week. If you are a Sunday school leader, school teacher, or mentor, this will carry out over the course of a typical semester. A sample of a weekly lesson might look like this:

*Phillippa Lally, Cornelia H. M. van Jaarsveld, Henry W. W. Potts, and Jane Wardle, “How Habits Are Formed,” *European Journal of Social Psychology* 40, no. 6, (October 2010), 998–1009.

- 10 Minutes** Read the Key, Objectives, Word Sketch, and Ancient Text. Carry out the Translate and Define activities.
- 15 Minutes** Review the Objectives and read the Key's Rendering. Carry out the Questions 2 Ponder and Just 4 Fun activities.
- 10 Minutes** Review the Key's Rendering and Ancient Text. Read and discuss the Here 2 Help section.
- 15 Minutes** Review the Key and Bible texting activities. Carry out the It's Up 2 You introspective activities or assessments. Discuss your results and potential ways to improve them while continuing to strengthen and fortify what is already strong. When applicable, carry out the Bonus Round activity or save it for Friday.
- 10 Minutes** In a journal, ask the teen(s) to write a three- to four-paragraph summary of the Key, Ancient Texts, major point from Here 2 Help, and their own personal strengths and areas for potential growth. Review their summary, adding any insights and affirmations as needed.

If you homeschool your teen, you can also use this lesson as part of your weekly enrichment. You can approach each lesson at one student sitting, which should take anywhere from an hour up to an hour and a half to work through. Or you can divide each lesson into sections and spend around fifteen to twenty minutes a day on each section throughout the week. Here's a sample of what this would look like:

- Monday** Read the Key, Objectives, Word Sketch, and Ancient Text. Carry out the Define, Translate, and Ancient Text activities.
- Tuesday** Review the Objectives and read the Key's Rendering. Carry out the Questions 2 Ponder and Just 4 Fun activities.
- Wednesday** Review the Key's Rendering and Ancient Text. Read and discuss the Here 2 Help section.
- Thursday** Review the Key and Ancient Text activities. Carry out the It's Up 2 You introspective activities or assessments. Discuss your results and potential ways to improve them while continuing to strengthen and fortify what is already strong. When provided, carry out the Bonus Round activity or save it for the last day.
- Friday** In a journal, ask the teen(s) to write a three- to four-paragraph summary of the Key, Ancient Texts, major point from Here 2 Help, and their own personal strengths and areas for potential growth. Review their summary, giving any insights and affirmations as needed.

As you review the strategy guide, you'll notice that each lesson is coupled with biblical passages to support the principles being taught. I want to encourage you as the leader working through this guide with the teen(s) to learn and memorize these verses along with them. Have some fun with it and take part in each lesson's texting and paraphrasing challenges. The deeper you hide God's Word in your heart, the more authentically and powerfully it will flow out of you to those around you.

Also in each lesson are activities designed to reinforce the truths being taught. Some of these lessons require materials, but most do not. I wanted to make it as easy for you as possible while also accomplishing the greatest good. Look at these activities before you begin so you will know if you need any materials to go with them. If the activity calls for a group of people and you are doing this with just one teen, you may want to consider pulling in other family members, neighbors, classmates, or friends to complete the activity. Try to take advantage of these activities as much as possible because through them, you will be creating an atmosphere for deeper conversation on the topic. (Take note, for the lesson on service, Key 8, you'll need to plan ahead so that you and your teen(s) can visit a soup kitchen or food pantry.)

You may be like me and not exactly know what teenagers mean these days when they text you messages using abbreviations. I always tell my adult kids to spell it out if they want me to understand it! But since this *Kingdom Quest* strategy guide is designed for teenagers, I wanted to make it fun and put it in their language—so that's why I've used abbreviations for different sections of the guide. Here's what they mean:

Q2P = Questions 2 Ponder

J4F = Just 4 Fun

H2H = Here 2 Help

IU2U = It's Up 2 You

Now, the teen(s) you are working with may want to skip the H2H part for whatever reason, but I want to encourage you to either read it to them or to ask questions after they have read it to be sure that they understood the material. I've kept it short on purpose while still trying to make the point.

The teenagers will learn some interesting things about themselves through this *Kingdom Quest* strategy guide, such as their spiritual gifts, learning style, and personality type. I'm hopeful that these practical things, coupled with the virtues taught in the *Kingdom Quest* strategy guide, will set them on the path to living out their God-given destiny. You may want to take some of the introspective tests, because it will give you something to talk about with the teens you are working with and give you deeper insights into your own lifestyle approach in interacting with them.

Finally, bathe this journey in prayer and be on the lookout for ways that the enemy will seek to derail you or to take you off task. Satan does not want to see the future generation trained in the Lord, and the enemy will try different ways to keep you from doing your part in that. These distractions might even be good tasks—such as things that keep you busy at church—but whatever distractions may tempt you, commit to making this *Kingdom Quest* strategy guide a priority in your home, church, neighborhood, or school for the duration of its use.

May God bless you on this journey and cause you to see the goodness and the fruit of your investment.

AN INTRODUCTION TO KINGS AND KINGDOMS

WEAPONS OF WARFARE

Go over the material on pages vii-xiii of the *Kingdom Quest* strategy guide with your teen(s).
Read the Ephesians 6:11-17 passage aloud with them. Sign the list of fellow soldiers on page xiii.

KINGDOM KEY 1 IDENTITY

Below you'll find instructions to augment the material in the *Kingdom Quest* strategy guide. For the J4F section, you'll need the following: a journal for your teen, art supplies such as paper, scissors, markers, and stickers. Optional for the H2H section, you'll need baking supplies to create a dessert. There's also a dessert-baking activity in Key 13, so you'll need to decide whether you want to do both.

Q2P

Ask your teen(s) to write down the answers to the following questions, which appear on page 4 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your teen(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. What three words would you use to describe yourself? Explain why these words describe you.
2. Do you identify people by who they are or by what they do? Is there a difference? If so, what is that difference?
3. If you were going to be stuck alone in a room for a week, what four items would you take with you? Why did you choose those particular items?

J4F

Here are additional sample taglines and vision statements to share with your teen(s) while they are completing the assignment on page 4 of the *Kingdom Quest* strategy guide:

- **McDonalds:** I'm Lovin' It
- **Dairy Industry:** Got Milk?
- **M&M's:** Melts in your mouth, not in your hand
- **Goodwill:** Every person has the opportunity to achieve his/her fullest potential and participate in and contribute to all aspects of life.
- **Habitat for Humanity:** A world where everyone has a decent place to live.
- **Focus on the Family:** Helping Families Thrive
- **World Vision:** Building a Better World for Children
- **Oceana:** Protecting the World's Oceans
- **Smithsonian:** Shaping the future by preserving our heritage, discovering new knowledge, and sharing our resources with the world.

H2H

Discuss the material on pages 4–6 of the *Kingdom Quest* strategy guide with your teen(s). Optional: If you have time and access to a kitchen, bake a dessert with your teen(s). The metaphor of using ingredients to make up a person is used throughout the material. (You will have another chance to bake with them in Key 13.)

IV2U

A copy of the identity quiz has been provided so that you may take it and discover your own strengths and weaknesses. (The original is on pages 6–8 of the *Kingdom Quest* strategy guide.) Make sure each teen understands how to score the quiz correctly. Teens who score in the 20- to 29-point range may need additional encouragement that they are wonderfully made by God.

For each question, circle the letter next to the answer that best reflects the way you think and feel.

1. I am confident that I was created *on purpose* and *for a purpose*.
A. ALWAYS B. MOST OF THE TIME C. SOMETIMES D. NO, I AM NOT SURE
2. I am proud of my name.
A. ALWAYS B. MOST OF THE TIME C. SOMETIMES D. NEVER
3. I base the way I feel about myself on my performance in school, in sports, in music, or in another activity.
A. ALWAYS B. MOST OF THE TIME C. SOMETIMES D. NEVER
4. I tend to feel worthless because I'm not very good at anything.
A. ALWAYS B. MOST OF THE TIME C. SOMETIMES D. NEVER
5. My parents and/or other adults in my life make it clear that I am important to them.
A. ALWAYS B. MOST OF THE TIME C. SOMETIMES D. NEVER
6. I am comfortable being myself around people who are different from me.
A. ALWAYS B. MOST OF THE TIME C. SOMETIMES D. NEVER
7. When I pick a hairstyle, shirt, or shoes, I get my friends' approval first.
A. ALWAYS
B. YES, UNLESS I'M ALREADY SURE THEY WOULD APPROVE.
C. ONLY IF IT IS SOMETHING WEIRD.
D. WHY? MY FRIENDS LET ME BE ME.
8. I can comfortably discuss my strengths and weaknesses.
A. YES, WITH MOST PEOPLE
B. YES, WITH SOME PEOPLE
C. NOT REALLY
D. WHAT STRENGTHS AND WEAKNESSES?
9. I think most people would reject me if they knew the real me.
A. ALWAYS B. MOST OF THE TIME C. SELDOM D. NEVER
10. I sometimes wonder what will happen to me when I die.
A. ALWAYS B. MOST OF THE TIME C. SELDOM D. NEVER

1020 CONTINUED

IDENTITY SCORECARD

1. Answer:	A-5	B-4	C-3	D-2	POINTS:
2. Answer:	A-5	B-4	C-3	D-2	POINTS:
3. Answer:	A-2	B-3	C-4	D-5	POINTS:
4. Answer:	A-2	B-3	C-4	D-5	POINTS:
5. Answer:	A-5	B-4	C-3	D-2	POINTS:
6. Answer:	A-5	B-4	C-3	D-2	POINTS:
7. Answer:	A-2	B-3	C-4	D-5	POINTS:
8. Answer:	A-5	B-4	C-3	D-2	POINTS:
9. Answer:	A-2	B-3	C-4	D-5	POINTS:
10. Answer:	A-2	B-3	C-4	D-5	POINTS:

TOTAL POINTS:

IDENTITY PROFILE

If your total points score was . . .

40–50: You are evidently secure in your identity and have a good support system of family and friends who have equipped you to know that you were created by God on purpose and that you have a purpose in life. You may enjoy hobbies and activities, but you are not defined by what you do or what you are good at. You are aware that if Jesus Christ is your Savior, your eternity is secure in Him.

30–39: You might want to take some time to consider yourself as a human *being* rather than a human *doing*. When we identify ourselves by what we do instead of who God made us to be, we run the risk of having an identity crisis when we can no longer do the things we once did. The Bible tells us in Matthew 7:15–20 that we are known by our “fruit”—not only by what we do with our lives but also by how we represent God’s love and nature.

20–29: It’s never too late to understand that you can have an identity that is secure in Jesus Christ. He is a Rock, who loves you unconditionally, who never changes, and who will never forsake you or leave you alone. He invites all people to come to Him just as they are. God has given each of us gifts and made each of us uniquely and wonderfully. By spending time worshiping Him and learning His Word, we can learn what our gifts are and the purpose He has for our lives.

BONUS ROUND

Take the personality strengths assessment on page 121 of your teen's book and record your score below. Help your teen(s) score the assessment; their copy begins on page 121 of the *Kingdom Quest* strategy guide. If you're a parent, take time to evaluate the differences between your personality assessment result and your teen's. Ask your teen(s) the following questions:

1. Do you anticipate having clashes with people of differing personality types? For example: A hardworking "beaver" may see an "otter" as too fun-loving or perhaps even lazy. Or a peace-loving "golden retriever" may not know how to handle the forceful intensity of a "lion." How can understanding about personality styles help you learn to minimize conflict?
2. How do your personality traits complement those of your friends and/or fellow soldiers? In what ways can you learn to help one another?
3. Evaluate your strengths in regard to the needs of your church. What strengths do you have that can help build up the church body?

STRENGTHS ASSESSMENT

Take the final score from each trait box and plot the number in the corresponding grid boxes below. Now you can see the level of each personality-strength cluster you have and in what proportion. Following the chart is a description of each personality strength cluster.

	L	O	G	B
30				
15				
0				

Lions—People with this personality type like to lead. Lions are good at making decisions and are very goal-oriented. They enjoy challenges, difficult assignments, and opportunity for advancement. Because lions are thinking of the goal, they can step on people to reach it. Lions can be very aggressive and competitive. Lions must learn not to be too bossy or to take charge in other's affairs.

- Strengths: Goal-oriented, strong, direct
- Weaknesses: Argumentative, too dictatorial
- Limitations: Their directness can hurt others; they have a hard time expressing grace

BONUS ROUND CONTINUED

Otters—Otters are very social creatures. Otter personalities love people. They enjoy being popular and influencing and motivating others. Otters sometimes feel hurt when people do not like them. Otter personalities usually have lots of friends, but not deep relationships. They love to goof off. (They are notorious for messy rooms.) Otters like to hurry and finish jobs. (Jobs are often not done well.) The otter personality is like the character Tiger in *Winnie-The-Pooh*.

- Strengths: People persons, open, positive
- Weaknesses: Talk too much, are too permissive
- Limitations: Remembering past commitments, following through with discipline

Golden Retrievers—People with this personality trait are good at making friends. Very loyal. Retriever personalities do not like big changes. They look for security. Can be very sensitive. Very caring. Have deep relationships, but usually only a couple of close friends. Want to be loved by everyone. Look for appreciation. Work best in a limited situation with a steady work pattern.

- Strengths: Accommodating, calm, affirming
- Weaknesses: Indecisive, indifferent, unable to express emotion, too soft on other people
- Limitations: Seeing the need to be more assertive and hold others accountable

Beavers—Beavers are organized. They think that there is a right way to do everything and they want to do it exactly that way. Beaver personalities are very creative. They desire to solve everything. They want to take their time and do it right. Beavers do not like sudden changes. They need reassurance.

- Strengths: High standards, order, respect
- Weaknesses: Unrealistic expectations of self and others, too perfect
- Limitations: Seeing the optimistic side of things, expressing flexibility

KINGDOM KEY 2 INTEGRITY

For the J4F lesson you'll need Jenga blocks, dominoes, or anything your teen(s) can stack. You also may want to cue to a YouTube clip showing a controlled demolition; there are several to choose from.

ANCIENT TEXT

Here's an additional verse you can discuss with your teen(s):

I'd say you'll do best by filling your minds and meditating on things true, noble, reputable, authentic, compelling, gracious—the best, not the worst; the beautiful, not the ugly; things to praise, not things to curse. Put into practice what you learned from me, what you heard and saw and realized. Do that, and God, who makes everything work together, will work you into his most excellent harmonies. —[PHILIPPIANS 4:8](#)

Q2P

Ask your teen(s) to write down the answers to the following questions, which appear on page 11 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your teen(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. In what ways can a choice in friends impact your integrity?
2. In what ways has another person's lack of integrity affected you?
3. How do you want others to fill in the blanks about you: [Your name] is a person who is _____, _____ and _____.

H2H

Consider making a poster with the STAR method on it and hanging it where your teen(s) can see it regularly.

One system to make decisions that result in strong choices is called [STAR](#). The [STAR](#) acrostic tells you to

- S** Stop what you are doing;
- T** Think about how your decisions will impact yourself and others;
- A** Adjust your decisions; and
- R** Respond thoughtfully rather than react emotionally.

J4F

Follow the instructions for the game on page 11 of the *Kingdom Quest* strategy guide, which uses Jenga blocks or other stacking material. Then read Aesop's fable "The Shepherd Boy and the Wolf" (often called "The Boy Who Cried Wolf") together with your teen(s) and discuss the following questions.

THE SHEPHERD BOY AND THE WOLF

A shepherd boy tended his master's sheep near a dark forest. The pasture was not far from his village. Soon the boy found life in the pasture very boring.

One day he sat watching the sheep near the quiet forest. He wondered what he would do if he saw a wolf. He thought of a plan to amuse himself.

His master had told him to call for help if a wolf attacked the flock. The villagers would hear his cries and come to the pasture. They would help drive the wolf away. Then, even though he had not seen a wolf, he ran toward the village shouting, "Wolf! Wolf!"

As he expected, the villagers heard his cry. They dropped their work and ran to the pasture. But when they got there, the villagers found the boy doubled up with laughter. The boy had played a trick on the villagers.

A few days later, the shepherd boy shouted again, "Wolf! Wolf!" Again the villagers ran to help him. And again the boy laughed at them.

Then one evening, a wolf sprang from the underbrush and attacked the sheep.

The boy was terrified. He ran toward the village shouting, "Wolf! Wolf!" The villagers heard his cry, but they did not run to help him this time. "He cannot trick us again," they said.

The wolf killed a great many of the boy's sheep. Then it slipped away into the forest. And the moral is this: *Liars are not believed even when they speak the truth.**

*Aesop, public domain. Adapted by Marianne Hering. Original text found in *The Aesop for Children* (Minneapolis, MN: Lerner, 2014).

Answer the following questions based on the story:

1. How did the shepherd boy put his sheep in danger?
2. How can the shepherd boy gain back the trust of the villagers?
3. Have you ever been dishonest? What happened when you were dishonest? Did anyone find out?
4. Was anyone else hurt by your dishonesty?
5. Were you able to earn back the trust of the people you lied to or tricked?
6. What are the benefits of telling the truth?

IV2U

A copy of the integrity quiz has been provided so that you may take the integrity assessment to find out where your own strengths and weaknesses are. (The original is on pages 13–15 of the *Kingdom Quest* strategy guide.) Make sure each teen understands how to score the quiz correctly. Teens who score in the 18- to 30-point range may need additional help in understanding how their choices affect others.

1020 CONTINUED

Circle the letter that best describes your response to the following statements.

1. If I had a friend who could get me into a movie theater for free, I would sneak in.
A. DEFINITELY B. MAYBE C. NO, I WOULDN'T DO THAT
2. If I knew that my parent(s) wouldn't approve of something, I would lie or not tell them about it so that I could do it anyway.
A. DEFINITELY B. MAYBE C. NO, I WOULDN'T DO THAT
3. I go to websites where I can download videos and music without paying for them.
A. DEFINITELY B. MAYBE C. NO, I DON'T DO THAT
4. It is perfectly okay to copy homework as long as the other person doesn't mind.
A. DEFINITELY B. MAYBE C. NO, I DON'T DO THAT
5. I think about how my decisions and actions affect my family and/or friends.
A. DEFINITELY B. MAYBE C. NO, I DON'T DO THAT
6. I think about how my decisions and actions affect people I don't know.
A. DEFINITELY B. MAYBE C. NO, I DON'T DO THAT
7. It might be okay to break the law for an important cause. For example, Rosa Parks, who broke the color-barrier laws during the civil rights movement, or Corrie ten Boom, who housed Jews during World War II.
A. DEFINITELY
B. MAYBE
C. NO, IT WOULD NEVER BE OKAY TO BREAK THE LAW.
D. I'D HAVE TO TALK ABOUT IT WITH A MENTOR BEFORE I DID IT.
8. Everyone who knows me would say they can count on me to be truthful.
A. ALL OF THE TIME
B. MOST OF THE TIME
C. SOMETIMES
D. NEVER
9. I say and do things so that other people will like me.
A. ALL OF THE TIME
B. MOST OF THE TIME
C. SOMETIMES
D. NEVER

1020 CONTINUED

For each question, assign the following point values for the answer chosen. Then, total the number of points you have on the assessment.

INTEGRITY SCORECARD

1.	Answer:	A-2	B-4	C-6	POINTS:	
2.	Answer:	A-2	B-4	C-6	POINTS:	
3.	Answer:	A-2	B-4	C-6	POINTS:	
4.	Answer:	A-2	B-4	C-6	POINTS:	
5.	Answer:	A-6	B-4	C-2	POINTS:	
6.	Answer:	A-6	B-4	C-2	POINTS:	
7.	Answer:	A-6	B-4	C-2	D-8	POINTS:
8.	Answer:	A-8	B-6	C-4	D-2	POINTS:
9.	Answer:	A-2	B-4	C-6	D-8	POINTS:



TOTAL POINTS:

INTEGRITY PROFILE

If your total points score was . . .

46–60: You are walking in a high degree of integrity. You are doing the right thing even when the right thing is difficult to do or might be unpopular. You are putting the welfare of others ahead of your own needs or wants. You are asking for guidance from the right places.

32–44: If you answered in this range, take a moment to thank the people in your life who have taught you that it is important to do the right thing. You sometimes struggle with integrity when making decisions. Understand that acting out of conviction—what you know to be right and true—will become a habit if you are consistent.

18–30: Sometimes teens (and adults!) have to be awakened to the idea that the world is full of people—some of whom we may never meet—who count on us to do the right thing. Every time you get in a car to go somewhere, you are counting on everyone else to obey the traffic laws so that you can safely arrive at your destination. If your score is in this range, get into the habit of using the **STAR** principle (see the H2H section) as you make decisions.

BONUS ROUND

Please print the following page for your teen(s) to read. Ask them to answer the questions at the end.



BONUS ROUND—INTEGRITY

Thirty years ago, states began to repeal the blue laws, which prevented stores from being open on Sunday. While some business owners gladly opened their doors seven days a week hoping to increase sales, others gave themselves and their employees a day of rest, no matter what the law allowed.

One such businessman was Truett Cathy, founder of Chick-fil-A, now the premier chicken-centric fast-food chain in the country. Cathy didn't close on Sunday because he was afraid of hard work. In fact, he opened a business at the age of eight to help support his struggling family. He closed the restaurants on Sunday because he thought it was the right thing to do. Integrity can be seen throughout Cathy's business model: It doesn't matter where you are, if you walk into a Chick-fil-A, you will get the same high quality of food and friendly service every time.*

As far as a sandwich goes, a Chick-fil-A sandwich is one of integrity. Could Chick-fil-A add to the corporate bottom line by opening on Sunday? Very likely the answer is yes. But the company has taken a position of integrity regarding taking a day of rest.

What about you?

1. As a Chick-fil-A store operator, you could conceivably increase your income by a significant amount and make a lot of hungry people happy by opening on Sunday. Cathy, a savvy and gifted businessman, knew that, and yet he still closed the restaurants on Sundays. His conviction about a day of rest was more important to him than potential profits.

Is there something that you believe in strongly enough—have such a conviction about—that it would be worth giving up thousands of dollars, if not tens of thousands, in income each year? Write out your thoughts.

2. How would the internal reward—the peace that comes from knowing you were true to what you believe—compare to the potential for having more money but less time to rest?

*Truett Cathy info from the S. Truett Cathy website.

KINGDOM KEY 3 WISDOM

In advance of the J4F section, write down on index cards or small sheets of paper daily-life scenarios your teen(s) will likely face. These scenarios are real or could-be-real situations. They can involve friends, family, or strangers. They can happen at church, at home, at school, during a date, or anywhere or at any time in the community. One example, which is written directly to the teen: A friend of a friend brought illegal drugs to school. Your friend tells you about it, but he or she asks you not to tell. Another example: A friend doesn't have his or her driver's license but is driving anyway. He or she offers you a ride and you *really* need it, and besides, it's only a short distance.

Q2P

Ask your teen(s) to write down the answers to the following questions, which appear on page 18 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your teen(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. In your own words, define the words *smart* and *wise*. What are three differences between being smart and being wise?
2. *Wisdom* is the ability to not only understand the best ways to approach something or someone but to also act on that understanding. Evaluate your life experiences and list three ways in which you have grown in wisdom.
3. Consider those who you think are very wise people. Pick the wisest one. List and explain three reasons why you selected that individual.

Here is an additional question that didn't appear in the *Kingdom Quest* strategy guide:

4. Can you recall a time when you acted on wisdom and did something good? Explain how it made you feel. What do you think were the reasons for those feelings?

J4F

Bring out the life scenarios you've written and then create more with input from your teen(s). The instructions appear on page 18 of the *Kingdom Quest* strategy guide.

Also, play the following game with your teen(s). It's based on the book of Ecclesiastes in which Solomon collected sayings of the world and then compared them with the Word of God. It is important that your teen(s) be able to distinguish what is from the world and what is from God. The Word of God is our guide for living our lives. Read the first portion of the phrase and see if your teen(s) can finish the phrase. Then ask your teen(s) if they know where the saying is from. Many are from the Bible. If you have time, google a few of the non-biblical phrases to find out what their origin is.

J4F CONTINUED

A gentle answer / turns away wrath. (Proverbs 15:1, NASB)
 Too close / for comfort
 Pride goes / before destruction. (Proverbs 16:18, NASB)
 Too big / for your britches
 A good name / is more desirable than great riches. (Proverbs 22:1, NIV)
 Sticks and stones may break my bones / but words will never hurt me.
 As iron sharpens iron, / so one man sharpens another. (Proverbs 27:17, NIV)
 If you play with fire / you will get burnt.
 Saved by the skin / of your teeth (Job 19:20, paraphrase)
 Better safe / than sorry
 Do to others / what you would have them do to you. (Matthew 7:12, NIV)
 Innocent / until proven guilty
 It is not good / that man should be alone. (Genesis 2:18, NKJV)
 A land flowing / with milk and honey (Exodus 3:8, ESV)
 Man does not live / by bread alone. (Deuteronomy 8:3, ESV)
 A still small / voice (1 Kings 19:12, NKJV)
 Two heads / are better than one. (Ecclesiastes 4:9, paraphrase)
 You are what / you eat.
 As he thinks in his heart, / so is he. (Proverbs 23:7, paraphrase)
 Whoever digs a pit / may fall into it. (Ecclesiastes 10:8, NIV)
 They have sown the wind and / will reap the whirlwind. (Hosea 8:7, paraphrase)
 Where your treasure is, / there your heart will be also. (Matthew 6:21, ESV)
 No one can serve / two masters. (Matthew 6:24, ESV)
 A wolf / in sheep's clothing (Matthew 7:15, paraphrase)
 A pearl / of great price (Matthew 13:46, paraphrase)
 The blind / leading the blind (Matthew 15:14, paraphrase)
 You can lead a horse to water / but you can't make him drink.
 A rolling stone / gathers no moss.
 Oil and water / don't mix.
 A stitch in time / saves nine.
 A watched pot / never boils.
 If at first you don't succeed, / try, try, again.
 The squeaky wheel / gets the grease.
 Seek, and / you will find. (Matthew 7:7, ESV)
 He who hesitates / is lost.
 Beauty is only / skin deep.
 A city on a hill / cannot be hidden. (Matthew 5:14, NIV)
 Necessity / is the mother of invention.
 A friend in need / is a friend indeed.
 A bird in the hand / is worth two in the bush.
 Silence / is golden.
 Children should be seen / and not heard.
 Don't cast your pearls / before swine. (Matthew 7:6, paraphrase)
 What is good for the goose / is good for the gander.
 You can't judge a book / by its cover.
 Don't count your chickens / before they hatch.
 Cleanliness / is next to godliness.
 People who live in glass houses / shouldn't throw stones.
 The early bird / gets the worm.
 An apple a day / keeps the doctor away.
 All's fair / in love and war.
 Look before / you leap.

H2H

Use the questions posed on page 18 of the *Kingdom Quest* strategy guide to foster discussion with your teen(s): If you were given the opportunity to redo moments in your life, what would you do differently in light of what you know now? Would you make better choices? Would you choose different friends? How would you spend your time? Would you practice harder at whatever sport, gift, or skill you have? Finish your homework?

IV2U

A copy of the wisdom quiz has been provided so that you may take it and discover your own strengths and weaknesses. (The original is on pages 20–22 of the *Kingdom Quest* strategy guide.) Make sure each teen understands how to score the quiz correctly. Teens who score fewer than 8 points will need extra encouragement. Review the lesson with them and be sure to affirm any wise decisions or actions you see coming from your teen(s) in the next few weeks.

For each question, circle the answer that best describes you. Then, follow the instructions to fill in your Wisdom Meter.

1. When I'm not sure what to do, I look in God's Word for guidance.
A. YES B. NO C. SOMETIMES
2. When I'm not sure which decision is best, I pray about what to do.
A. YES B. NO C. SOMETIMES
3. I tend to repeat the same mistakes.
A. YES B. NO C. SOMETIMES
4. When I'm faced with a tough decision, I seek counsel from others who have more experience than I do.
A. YES B. NO C. SOMETIMES
5. The elderly can't understand what my life is like.
A. TRUE B. FALSE C. MAYBE
6. I have at least one adult in my life whom I can trust to give me good advice.
A. YES B. NO
7. Friends my age are a good source of advice because they know what I'm going through.
A. YES B. NO C. SOMETIMES
8. When others ask me for advice, I give them my opinion confidently.
A. YES. THAT'S ME!
B. I'M OFTEN HESITANT TO ANSWER. I'M NOT SURE WHAT I BELIEVE. I SUGGEST THAT THEY SHOULD ASK AN ADULT.
C. SOMETIMES, BUT THERE ARE TIMES WHEN I'M A LITTLE AFRAID TO TELL PEOPLE WHAT I THINK.
9. I wait until I feel peaceful, calm, or sure of something before I act or speak.
A. YES B. NO C. SOMETIMES
10. I can remember a time when I followed advice that I didn't like, but I knew it was right.
A. YES. IT WORKED WELL FOR ME.
B. NO, BUT I WISH I HAD AND WILL NEXT TIME.
C. NO, I HAVEN'T HAD THAT EXPERIENCE.

1020 CONTINUED

WISDOM SCORECARD

Fill in the Wisdom Meter according to your answers.

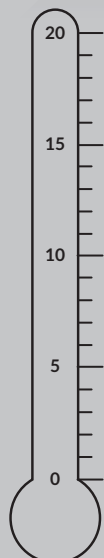
1. Answer:	A-2	B-0	C-1	POINTS:
2. Answer:	A-2	B-0	C-1	POINTS:
3. Answer:	A-0	B-2	C-1	POINTS:
4. Answer:	A-2	B-0	C-1	POINTS:
5. Answer:	A-0	B-2	C-1	POINTS:
6. Answer:	A-1	B-0		POINTS:
7. Answer:	A-2	B-0	C-1	POINTS:
8. Answer:	A-2	B-0	C-1	POINTS:
9. Answer:	A-2	B-0	C-1	POINTS:
10. Answer:	A-2	B-1	C-0	POINTS:



TOTAL POINTS:

WISDOM METER

If your total points score was . . .



14–19: Proverbs teaches us that wisdom should be desired more than any earthly treasure. You've already learned that wisdom can be found through others who have more life experience and have applied biblical truth to those experiences. Wisdom is a lifelong pursuit, so keep up the good work. Being able to share wisdom is a treasure in itself.

8–13: You're on your way to walking in wisdom. The Bible teaches that fear (respect and awe) of the Lord is the beginning of knowledge. Continue seeking His will and learning about His character through Bible study and prayer. Wisdom will save you from many painful experiences in life. When offering advice to others, seek God's wisdom about what to say.

0–7: Wisdom can come with experience, but it isn't guaranteed. The Bible tells us that if we ask God for wisdom, He will give it to us (James 1:5–6). If you find that you're not learning from experience and often making unwise choices, be sure to find a reliable adult you can seek out for advice. More important, read God's Word daily. Proverbs is a book that is full of wisdom. Equally important, take time to talk with/listen to God about what you know and what you need to learn. He is listening and desires to teach you.

BONUS ROUND

For each teen, print a copy of the Bonus Round material on the following pages. A note from learning-style specialist Cynthia Ulrich Tobias, MEd, is below:

Dear Parents and Mentors,

The following material will help you identify *cognitive styles* (also called *learning styles*). A cognitive style is the way people take in, understand, and make decisions about information. It's the framework for how a person makes sense of the world, and it affects everything a person does.

Personality type and *temperament* are the other major layers in the framework of a person's life. They are more psychological than cognitive, and they have a lot to do with how people handle relationships, emotions, and stress. (For example, the personality assessment for the Bonus Round in Key 1.)

I want teens to remember that they are fearfully and wonderfully made—they are too complex to be described in a box or category. However, the more puzzle pieces they can identify about themselves, the easier it will be to recognize how to cope and succeed in virtually any situation by using their strengths to adapt and conquer even the toughest circumstances.

What I'm offering is a quick, practical way for teens to identify some of the key elements of learning style strengths based on solid, empirical research. This is not a formal research assessment, but it is the result of decades of study and both formal and informal research, and it is referenced to primary researchers and scholars.

The following pages represent constantly updated material reflecting student feedback and success. The research and assessment information is referenced in several of my books, including the following:

Every Child Can Succeed: Making the Most of Your Child's Learning Style (Focus on the Family, 1996)

I Hate School! How to Help Your Child Love Learning (Zondervan, 2010)

The Way They Learn: How to Discover and Teach to Your Child's Strengths (Focus on the Family, 1998 and 2013)

The Way We Work: A Practical Approach for Dealing with People on the Job (B&H Publishing, 1999)

You Can't Make Me (But I Can Be Persuaded) (Waterbrook Press, 2012)

For the full test and other fun assessments, visit CynthiaTobias.com and click on "Resources."

BONUS ROUND—WISDOM

How Do I Learn?

The following assessment is based on information in *The Way They Learn* by Cynthia Ulrich Tobias, MEd. The questions are designed to help you define your learning-style strengths. Put an X on the line in the place that best describes your learning habits. At the end, you will create a summary about what types of things help you learn and a summary about what does not help you learn.

How do I best concentrate?

1. I seem most alert during which time(s) of day?

Early morning | Late evening

2. When I do my best work, I need food and drink OR food and drink distracts me.

Need to eat or drink | Distracted by eating or drinking

3. I seem to be able to concentrate best in bright light OR I like dim light better.

Bright light | Dim light

4. I am almost always most comfortable doing homework in a formal setting OR I prefer an informal setting.

Formal (desk, table) | Informal (floor, bed, sofa)

How do I best remember?

1. When trying to remember or review, I am most successful when I can repeat the words aloud, drill verbally, or turn the information into a song or rhyme.

Almost always | Almost never

2. I like to see a picture of what is meant, sketch out an idea, and/or use colorful folders to organize.

Almost always | Almost never

3. I like to keep on the move, take frequent breaks, work in spurts of great energy, and/or shift positions.

Almost always | Almost never



BONUS ROUND—WISDOM CONTINUED

How good of a listener am I?

1. When listening to information or directions, I usually get the gist of things and understand the main idea.

Almost always

Almost never

2. I can remember specific details of what I hear and can repeat things word for word.

Almost always

Almost never

What is my reading style?

1. When reading, I often read quickly, skipping unfamiliar words.

Almost always

Almost never

2. I read slowly and deliberately. I read every word and stop when there is an unfamiliar word.

Almost always

Almost never

3. I tend to choose reading subjects that can further my knowledge. I do not do much light reading.

Almost always

Almost never

How do I like to organize?

1. When organizing, I usually work with piles, not files. I spread materials out over several areas.

Almost always

Almost never

2. I need a clear and efficient work space.

Almost always

Almost never

3. I tend to procrastinate.

Almost always

Almost never



BONUS ROUND—WISDOM CONTINUED

4. I work best with a structured schedule.

Almost always

Almost never

5. I need to break larger projects into manageable parts.

Almost always

Almost never

What do I like to learn?

1. I am more interested in obvious facts than in hidden meanings.

Almost always

Almost never

2. I am often interested in where a person got the facts.

Almost always

Almost never

3. I am most interested in the background of the person giving the facts.

Almost always

Almost never

4. I am mostly just interested in how much of the facts are really necessary.

Almost always

Almost never

How do I prefer my schedule on a day-to-day basis?

1. I prefer having a parent or teacher provide predictable plans and routines.

Almost always

Almost never

2. I prefer to design my own schedules or routines.

Almost always

Almost never

3. Before I make a decision to do something, I like to know what will make everyone else happy.

Almost always

Almost never



BONUS ROUND—WISDOM CONTINUED

4. I like doing whatever the inspiration of the moment dictates.

Almost always

Almost never

How do I respond to authority?

1. When parents and teachers set guidelines, I need clear and specific rules and expectations.

Almost always

Almost never

2. I need logical reasons for procedures and guidelines explained to me.

Almost always

Almost never

3. It's important to me that adults ask me for my opinion before they make decisions.

Almost always

Almost never

What Did I Just Learn About Myself?

Go back and review your evaluations. On the following lines, list some of the ways you learn best—write it as if you wanted a parent or a mentor to know this about you so that he/she could help you succeed. Circle the parts that are most important to you. Share it with your Guide.

This learning-style assessment was adapted from *Every Child Can Succeed: Making the Most of Your Child's Learning Style*, by Cynthia Ulrich Tobias. Used with permission.

KINGDOM KEY 4 PRAYER

Gather materials so your teen(s) can make a prayer jar in the J4F section. You'll need empty jars with lids, glue, tape, decorative paper, small scraps of plain paper, and colored markers or pencils. For the IU2U section, your teen(s) will need a blank piece of paper and a pen, pencil, or markers.

Q2P

Ask your teen(s) to write down the answers to the following questions, which appear on page 26 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your teen(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. *Prayer* is earthly permission for heavenly interference. Have you prayed for something and those things you prayed for weren't granted (or answered)? Did you stop praying because your prayers weren't answered? List the reasons or explain why you stopped praying.
2. Evaluate your experience with prayer. Do you think God has answered your prayers? How do you know if your prayers were answered or weren't answered? Explain your answers.
3. Describe three benefits of praying using Bible verses as prompts.

J4F

Use the prayer jar material you gathered earlier to complete this section found on page 26 of the *Kingdom Quest* strategy guide.

H2H

An extended metaphor about car keys can be found on page 26 of the *Kingdom Quest* strategy guide. To augment this portion of the lesson, share this verse if appropriate: "From now on, whatever you request along the lines of who I am and what I am doing, I'll do it. That's how the Father will be seen for who he is in the Son. I mean it. Whatever you request in this way, I'll do" (John 14:13-14).

You may also spend time praying for very specific things with your teen or group. Grab a globe, spin it, and stop it with one finger. Wherever your finger lands, pray for that country. Pray for missionaries to spread the gospel there, for the well-being of the people, for trustworthy government, for adequate healthcare, for peace, that civil unrest would die, the economy would flourish, etc. You could also plan to take a walk around the school or home of your teen(s). Be specific in prayer over the places where you walk; pray about the future of your teen(s). Pray for their future school/college or career options, spouse, children, jobs, etc.

1020

There are three parts to this section, which is on page 28 of the *Kingdom Quest* strategy guide.

First, help your teen(s) learn how to pray using Scriptures as a guide. Start with Matthew 25:45: “He will answer them, ‘I’m telling the solemn truth: Whenever you failed to do one of these things to someone who was being overlooked or ignored, that was me—you failed to do it to me.’”

Second, encourage and affirm your teen(s) while they create a word cloud of things for which they are thankful.

Third, discuss why waiting on the Lord in prayer is faith driven. Use the analogy of waiting for food at a fast-food restaurant as an illustration.

KINGDOM KEY 5 GOD'S WORD

For the J4F section, you'll need one blindfold for every two teens in the group and some "obstacles" such as chairs, piles of blankets, a pan full of water, etc. Optional: For the IU2U section, have ready a blank poster board and markers. Other art supplies to decorate the poster may enhance the final product.

Q2P

Ask your teen(s) to write down the answers to the following questions, which appear on page 31 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your teen(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. Do you have more pop songs memorized or Bible verses?
2. What is one verse that has made a difference in your life? Explain how.
3. What stops you from studying the Bible more? What's one practical step you can take to open your schedule for Word study?

J4F

Supervise this game carefully to make sure teens lead their blindfolded partners in safe ways. Directions can be found on page 31 of the *Kingdom Quest* strategy guide.

H2H

Explain the following concept to your teen(s) after they finish the H2H section on page 32 of the *Kingdom Quest* strategy guide. Help your teen(s) set up a plan to read the Bible on a daily basis.

Studying the Bible in small, consistent servings is similar to developing good eating habits. You don't eat a week's worth of food on Monday morning. Instead you have a snack here, a protein drink there, or meals at multiple times throughout the week. The same is true with effective Bible study. For example, you could take one chapter in Proverbs and read it in the morning. You could memorize one verse of the chapter after school. You could pray through one of the other verses before you fall asleep. That would be more effective than reading the entire book of Proverbs in one sitting.

IU2U

Optional: Make a poster of the **SPECK** method. Hang it somewhere your teen(s) can see it during the week. More information can be found on page 33 of the *Kingdom Quest* strategy guide.

1020 CONTINUED

S—Is there a **sin** for me to avoid?

P—Is there a **promise** for me to claim?

E—Is there an **example** for me to follow?

C—Is there a **commandment** for me to obey?

K—Is there **knowledge** I can gain?

KINGDOM KEY 6 FAITH

For the J4F section, you'll need two empty 2-liter soda bottles, one soda-bottle cap, and one broom. You'll also need to clear a space large enough to swing the broom safely. For the H2H section, you'll need to cue to <https://www.youtube.com/watch?v=zE7YomvT2eo> or use the QR code provided.



ANCIENT TEXT

Here are two more verses on faith that you may share with your teen(s). See also Luke 17:6 and Hebrews 11:6, which are printed on page 37 of the *Kingdom Quest* strategy guide.

Now faith is the assurance of things hoped for, the conviction of things not seen. —**HEBREWS 11:1 (NASB)**

We walk by faith, not by sight. —**2 CORINTHIANS 5:7 (NASB)**

Q2P

Ask your teen(s) to write down the answers to the following questions, which appear on page 36 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your teen(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. Can you recall a time when you struggled with doubt or felt uncertain about something? Describe why you were feeling doubt. What actions did you take to rebuild your faith? What was the end result?
2. List three things you know to be absolutely true about God even though you have never seen Him.
3. Complete this statement about faith: Sometimes I don't believe _____.

Here is an additional question that doesn't appear in the *Kingdom Quest* strategy guide:

4. Do you agree or disagree with the statement "people can be semi-faithful in their actions"? Explain your response.

J4F

Follow the directions on page 36 of the *Kingdom Quest* strategy guide. This lesson requires two empty soda bottles, one soda-bottle cap, and a broom.

H2H

You will need four minutes to view the YouTube clip. <https://www.youtube.com/watch?v=zE7YomvT2eo>.

At the end of the clip, encourage your teen(s) by reading this: Faith is a powerful tool in the hands of a kingdom teen. The only time you're to do nothing is when there is nothing to do. Walk by faith. Unless it has hit your feet, it is not faith. God's calling on your life is bigger than what you can see. He responds when you move—when you walk by faith, not wish by faith. For kingdom teens, faith is a verb. It's not passive. It's stepping out on the promises of God.

IV2V

A copy of the faith quiz has been provided so that you may take it and discover your own strengths and weaknesses. (The original is on pages 38–40 of the *Kingdom Quest* strategy guide.) Make sure each teen understands how to score the quiz correctly. Teens who score in the 20- to 29-point range may need additional encouragement that they can grow in their faith.

For each question, circle the letter next to the answer that best reflects the way you think about and respond to challenging situations.

1. I believe that God's Word is always true, all the time, in all circumstances, for all people.
A. STRONGLY AGREE B. AGREE C. DISAGREE D. STRONGLY DISAGREE
2. I tend to get discouraged when I'm waiting on God to answer a prayer.
A. STRONGLY AGREE B. AGREE C. DISAGREE D. STRONGLY DISAGREE
3. In my life, I've experienced making a decision or acting on faith and being rewarded for it.
A. YES, MANY TIMES
B. OCCASIONALLY
C. MAYBE ONCE
D. NO, NOT THAT I KNOW OF
4. In my life, I've experienced making a decision or acting on faith only to be disappointed.
A. YES, MANY TIMES
B. OCCASIONALLY
C. MAYBE ONCE
D. NO, I HAVE NEVER BEEN DISAPPOINTED
5. Fear holds me back from trying new things.
A. STRONGLY AGREE B. AGREE C. DISAGREE D. STRONGLY DISAGREE
6. I need to see it before I can believe it.
A. ALWAYS
B. MOST OF THE TIME
C. SOMETIMES
D. NO. IF I CAN IMAGINE IT, I CAN BELIEVE IT.
7. I make decisions based on how I feel about the situation or the people involved.
A. STRONGLY AGREE B. AGREE C. DISAGREE D. STRONGLY DISAGREE

1020 CONTINUED

8. I regularly pray for God's help and guidance.

A. YES, AT LEAST ONCE A DAY

B. YES, OFTEN

C. YES, EVERY SUNDAY AT CHURCH

D. YES, WHEN I'M WORRIED OR IN A BIND

9. I believe that God always answers prayer.

A. STRONGLY AGREE

B. AGREE

C. DISAGREE

D. STRONGLY DISAGREE

10. Sometimes, things get worse before they get better.

A. STRONGLY AGREE

B. AGREE

C. DISAGREE

D. STRONGLY DISAGREE

FAITH SCORECARD

1. Answer:	A-5	B-4	C-3	D-2	POINTS:
2. Answer:	A-2	B-3	C-4	D-5	POINTS:
3. Answer:	A-5	B-4	C-3	D-2	POINTS:
4. Answer:	A-2	B-3	C-4	D-5	POINTS:
5. Answer:	A-2	B-3	C-4	D-5	POINTS:
6. Answer:	A-2	B-3	C-4	D-5	POINTS:
7. Answer:	A-5	B-4	C-3	D-2	POINTS:
8. Answer:	A-5	B-4	C-3	D-2	POINTS:
9. Answer:	A-5	B-4	C-3	D-2	POINTS:
10. Answer:	A-2	B-3	C-4	D-5	POINTS:



TOTAL POINTS:

1020 CONTINUED

FAITH PROFILE

If your total points score was . . .

40–50: You have learned the excitement of living by faith. God always answers prayer, but He doesn't always answer on our timetable, or give us the answer we want. The longer we walk with God, the more we learn that He always has our best interest in mind. We also learn that He is always true to His Word.

30–39: Building your faith, like anything else worth doing, requires practice. That practice comes through prayer, worship, and studying God's Word. When we believe His Word to be true for all people, in all circumstances, and at all times, it changes our perspective on life. We begin to see that sometimes what we wanted really isn't the best for us, and we learn to trust that He will provide for all our needs "according to His riches in glory in Christ Jesus" (Philippians 4:19, NASB).

20–29: One thing is for sure: "There is now no condemnation for those who are in Christ Jesus" (Romans 8:1, NASB). God wants you to have faith because through faith, He can bless you, provide for you, guide you, and otherwise make your life full. Never let anyone tell you that life with God is dull. Nothing can be further from the truth! Living by faith is the most exciting way to live. God wants to bless you abundantly, above what you can dream or imagine (Ephesians 3:20). Start talking to God today. He is listening. Read His Word, and sing Him a love song. He is waiting!

BONUS ROUND

For each teen, please print one copy of the Bonus Round material on the following page. Ask your teen(s) to answer the questions at the end of the reading selection.



BONUS ROUND—FAITH

The African impala, like so many animals unique to that continent, is impressive in its beauty, form, and abilities. It's also considered a tasty morsel by several African carnivores, such as the lion and the cheetah! Unique to the impala is its ability to leap as far as thirty-three feet (ten meters) in length and as high as ten feet (three meters) in height. Even so, the impala can easily be kept in a zoo enclosure with a solid fence only three feet (one meter) high because it will not jump if it cannot see where its feet will land.

You have no doubt heard the expression “to take a leap of faith.” God made the impala to leap, but it won’t unless it can see where it is going. You are made in the image and likeness of God (Genesis 1:27), and just like the impala, He has given you unique and beautiful gifts and abilities. He also has a plan for you—and it isn’t to be eaten by a lion!

What about you?

1. Can you trust God to provide a landing place for you when you take a leap of faith? List some decisions that you’ve made on faith—choices that you’ve made based on kingdom values even though you didn’t know how it would turn out.

2. Are you praying for God to show you areas that you can grow in faith? What are some risks—leaps of faith—that you can take for the kingdom today?

KINGDOM KEY 7 RESPONSIBILITY

For this lesson's J4F section, you may want to check out a copy of the children's book *The Little Red Hen* to read instead of the one printed in the *Kingdom Quest* strategy guide. You'll also need about ten letter-sized envelopes per teen for the IU2U section.

Q2P

Ask your teen(s) to write down the answers to the following questions, which appear on page 44 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your teen(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. For each category, identify three benefits of being responsible: at home, at school, in friendships.
2. Evaluate your present life. What are three areas you know you can grow in responsibility? What action steps can you take to grow in responsibility? How can you measure growth in those areas?
3. Does becoming more responsible scare you? Why or why not?

Here are two additional questions that don't appear in the *Kingdom Quest* strategy guide:

4. Who is responsible for you? Describe a time when this person demonstrated being responsible for you.
5. Explain what this statement means to you: "I am only responsible for myself, not others."

J4F

If you checked out the library book about *The Little Red Hen*, read it instead of the version on pages 44–45 of the *Kingdom Quest* strategy guide. Discuss the following questions:

1. Are you most like the little red hen, her chicks, or the three lazy friends? Explain your answer.
2. The little red hen had to act alone. She could have given up, thinking, *Well, if no one's going to help me, I'll just quit. I can't do it on my own.* Why do you think the little red hen kept going?
3. Is there a task in your life that seems overwhelming? How can breaking it into steps help you accomplish your task?
4. Pick one of the following community jobs and tell what would happen if every worker in the city woke up and said, "I'm not going to do my job today": police officer, doctor, truck driver, school teacher.

H2H

Help your teen(s) with the material about Daniel that appears on page 46 of the *Kingdom Quest* strategy guide.

1V2V

Help your teen(s) set up a cash-only envelope system for budgeting.

BONUS ROUND

For each teen, print a copy of the Bonus Round that appears on the following pages. Spend some time with your teen(s) going deeper about responsibility; discuss what happens when people fail to be responsible and how that affects their lives.



BONUS ROUND—RESPONSIBILITY

Read the verses about different areas of personal responsibility. Summarize these verses in the spaces provided. Complete one summary statement for each area. After this is done, brainstorm with your Guide the reasons why people fail to be responsible and how that affects their lives.

1. Responsibility in Relationships

This is how I want you to conduct yourself in these matters. If you enter your place of worship and, about to make an offering, you suddenly remember a grudge a friend has against you, abandon your offering, leave immediately, go to this friend and make things right. Then and only then, come back and work things out with God. —MATTHEW 5:23

2. Responsibility in Helping Others

Whoever is generous to the poor lends to the LORD, and he will repay him for his deed. —PROVERBS 19:17 (ESV)

3. Responsibility to God

Honor GOD with everything you own; give him the first and the best. —PROVERBS 3:9



BONUS ROUND—RESPONSIBILITY CONTINUED

4. Responsibility in Leadership

The same goes for those who want to be servants in the church: serious, not deceitful, not too free with the bottle, not in it for what they can get out of it. They must be reverent before the mystery of the faith, not using their position to try to run things. Let them prove themselves first. If they show they can do it, take them on. —1 TIMOTHY 3:8-10

Now read Matthew 25:14-30 (ESV) with your Guide and answer the questions at the end of the passage.

THE PARABLE OF THE TALENTS

[Jesus told this parable:] “For it will be like a man going on a journey, who called his servants and entrusted to them his property. To one he gave five talents, to another two, to another one, to each according to his ability. Then he went away. He who had received the five talents went at once and traded with them, and he made five talents more. So also he who had the two talents made two talents more. But he who had received the one talent went and dug in the ground and hid his master’s money. Now after a long time the master of those servants came and settled accounts with them. And he who had received the five talents came forward, bringing five talents more, saying, ‘Master, you delivered to me five talents; here I have made five talents more.’ His master said to him, ‘Well done, good and faithful servant. You have been faithful over a little; I will set you over much. Enter into the joy of your master.’ And he also who had the two talents came forward, saying, ‘Master, you delivered to me two talents; here I have made two talents more.’ His master said to him, ‘Well done, good and faithful servant. You have been faithful over a little; I will set you over much. Enter into the joy of your master.’ He also who had received the one talent came forward, saying, ‘Master, I knew you to be a hard man, reaping where you did not sow, and gathering where you scattered no seed, so I was afraid, and I went and hid your talent in the ground. Here you have what is yours.’ But his master answered him, ‘You wicked and slothful servant! You knew that I reap where I have not sown and gather where I scattered no seed? Then you ought to have invested my money with the bankers, and at my coming I should have received what was my own with interest. So take the talent from him and give it to him who has the ten talents. For to everyone who has will more be given, and he will have an abundance. But from the one who has not, even what he has will be taken away. And cast the worthless servant into the outer darkness. In that place there will be weeping and gnashing of teeth.’ ”

1. Why didn’t the one-talent servant invest the money? What do you think he was afraid of?
2. Have you ever been afraid to use your talents for God? Why or why not?
3. Is there something in your life that God wants you to do? How do you know this?



BONUS ROUND—RESPONSIBILITY CONTINUED

- 4. Would you call this task a “God-given responsibility”? Why or why not?
- 5. Can a one- or two-talent servant mature into a five-talent servant? Explain your answer.
- 6. What is one faith step you can take today that shows you are trusting in God for the outcome and using your talents to serve Him?

Consider the different responsibilities you have each day. Use the following Responsibility Chart to list your responsibilities and to have accountability on a weekly basis. At the top of the page, write the name of the person who will keep you accountable. Fill out a new chart for each week.

RESPONSIBILITY CHART

Week: _____

Accountability partner: _____

Home

School

Community/Church

KINGDOM KEY 8 SERVICE

You'll need to plan ahead for the J4F section because you'll need to volunteer at a soup kitchen or food pantry for this lesson.

ANCIENT TEXT

Here's an additional verse to share with your teen(s).

It is absolutely clear that God has called you to a free life. Just make sure that you don't use this freedom as an excuse to do whatever you want to do and destroy your freedom. Rather, use your freedom to serve one another in love; that's how freedom grows. —[GALATIANS 5:13-14](#)

Q2P

Ask your teen(s) to write down the answers to the following questions, which appear on page 51 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your teen(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. What are three ways you like people serving you? Tell about a time when someone served you. How did being served make you feel?
2. Compare service and sacrifice. Do you think they are always the same thing? Defend your answer.
3. Do you feel service to others should be a major priority in your life?

Here are two additional questions that don't appear in the *Kingdom Quest* strategy guide:

4. Do you enjoy meeting the needs of people? How does meeting those needs make you feel?
5. In what ways have you recently served someone? Who did you serve?

J4F

Visit a soup kitchen or food pantry with your teen(s).

H2H

Discuss what service means with your teen(s) and ask them to describe it in their own words. Talk about the service experience together and consider adding it to your schedule on a regular basis. See the discussion material, which can be found on page 52 of the *Kingdom Quest* strategy guide.

Next, assign a “Secret Service” to your teen(s). Each teen will serve someone in his or her family, church, school, or community consistently for one week without revealing him- or herself. The teen will have to come up with creative ways to serve that person. At the end of the week, the teen will share his or her identity and ask the person whom he/she served what it felt like to be served.

Ask the teen to write whom they will serve on the bottom of page 55 of the *Kingdom Quest* strategy guide. As a group, help each teen brainstorm ways he or she could serve the chosen person.

IU2U

A copy of the service quiz has been provided so that you may take it and discover your own strengths and weaknesses. (The original is on pages 52–55 of the *Kingdom Quest* strategy guide.) Make sure each teen understands how to score the quiz correctly. Teens who score in the 20- to 29-point range will need extra encouragement to think of others first. Review the lesson with him/her and be sure to affirm any “giving” decisions or actions you see coming from your teen(s) in the next few weeks.

For each question, circle the answer that best describes your thoughts and attitudes regarding serving others.

1. My family serves the community together.
 - A. YES, WE DO THAT REGULARLY.
 - B. YES, WE HAVE DONE THAT A FEW TIMES.
 - C. WE DID THAT ONCE, BUT IT WAS HARD WORK.
 - D. NO, WE’VE NEVER DONE ANYTHING LIKE THAT.
2. When I served others it made me feel . . .
 - A. SCARED
 - B. TIRED, DIRTY, AND HUNGRY
 - C. A AND B, BUT IT WAS FUN!
 - D. FULFILLED AND HAPPY—I COULDN’T WAIT TO DO IT AGAIN.
3. If I see someone who could use help, I help without being asked.
 - A. YES, FREQUENTLY
 - B. YES, ESPECIALLY IF THEY ARE ELDERLY OR DISABLED.
 - C. I THINK ABOUT IT, BUT I’M EMBARRASSED TO TRY.
 - D. NO, IT’S NOT MY BUSINESS.
4. Earning money for things I want is partially my responsibility.
 - A. TRUE, AND I DO.
 - B. I THINK THIS IS TRUE, BUT I DON’T DO IT.
 - C. I HAVEN’T THOUGHT ABOUT THIS.
 - D. NO, THAT’S WHAT PARENTS AND RELATIVES ARE FOR.

1020 CONTINUED

5. An important way I express following Christ is by serving others.
 - A. NO, PEOPLE SHOULD HELP THEMSELVES.
 - B. NO, MY RELATIONSHIP WITH GOD IS PERSONAL—BETWEEN HIM AND ME.
 - C. MAYBE, BUT SOME PEOPLE SERVE AND IT DOESN'T HAVE ANYTHING TO DO WITH THEIR FAITH.
 - D. YES. HELPING OTHERS IS A WAY TO SHOW LOVE AND COMPASSION—AWAKENING THOSE THINGS IN MY HEART.
6. When I serve, I expect nothing in return.
 - A. TRUE. IF YOU'RE EXPECTING SOMETHING IN RETURN, THAT ISN'T SERVICE.
 - B. TRUE, BUT SOMETIMES PEOPLE DO GIVE YOU SOMETHING AND THAT MAKES THEM FEEL GOOD.
 - C. I KNOW I SHOULDN'T EXPECT ANYTHING, BUT I'M HOPEFUL.
 - D. ONE OF THE IMPORTANT PARTS OF SERVING IS THAT YOU GET REWARDS AND RECOGNITION.
7. There are plenty of people, even the government, who can help the poor better than I can.
 - A. TRUE. THAT'S WHAT THE GOVERNMENT AND CHARITIES ARE FOR.
 - B. TRUE. THERE'S NOT MUCH I CAN DO TO MAKE A DIFFERENCE.
 - C. I COULD PROBABLY HELP, BUT NO ONE HAS ASKED ME TO GET INVOLVED.
 - D. TRUE, BUT I CAN MAKE A BIG DIFFERENCE IN SOMEONE ELSE'S LIFE.
8. When someone else serves me, I feel . . .
 - A. HUMBLLED AND GRATEFUL; IT MAKES ME WANT TO GIVE BACK.
 - B. HUMBLLED AND THANKFUL, BUT I WANT TO CRAWL IN A HOLE AND HIDE.
 - C. PROUD! IT'S ABOUT TIME SOMEONE SAW THE NEED AND HELPED.
 - D. EMBARRASSED AND A LITTLE ANGRY. I DON'T WANT HELP.
9. Someone, from church/school, asked me to join him or her for a service project.
 - A. YES, AND I DID IT AND LOVED IT!
 - B. YES, AND I DID IT BECAUSE WE HAVE A COMMUNITY SERVICE REQUIREMENT AT SCHOOL.
 - C. YES. I THOUGHT ABOUT IT AND DECIDED NOT TO DO IT.
 - D. NO, I'VE NEVER BEEN APPROACHED TO SERVE.
10. I recognize the areas of need and the people groups that I most enjoy helping.
 - A. TRUE. I HAVE A VISION FOR SERVING MORE IN THE FUTURE.
 - B. I LOVE TO SERVE, BUT I HAVEN'T IDENTIFIED WHICH AREA OF NEED OR PEOPLE GROUP IGNITES MY COMPASSION.
 - C. NOT REALLY. I SERVE BECAUSE IT'S EXPECTED OF ME.
 - D. NO, I RARELY SERVE.

1020 CONTINUED

SERVICE SCORECARD

For each question, assign the following point values for the answer chosen. Then total the number of points you have on the assessment.

- | | | | | | |
|-------------|-----|-----|-----|-----|---------|
| 1. Answer: | A-5 | B-4 | C-3 | D-2 | POINTS: |
| 2. Answer: | A-2 | B-3 | C-4 | D-5 | POINTS: |
| 3. Answer: | A-5 | B-4 | C-3 | D-2 | POINTS: |
| 4. Answer: | A-5 | B-4 | C-3 | D-2 | POINTS: |
| 5. Answer: | A-2 | B-3 | C-4 | D-5 | POINTS: |
| 6. Answer: | A-5 | B-4 | C-3 | D-2 | POINTS: |
| 7. Answer: | A-2 | B-3 | C-4 | D-5 | POINTS: |
| 8. Answer: | A-5 | B-4 | C-3 | D-2 | POINTS: |
| 9. Answer: | A-5 | B-4 | C-3 | D-2 | POINTS: |
| 10. Answer: | A-5 | B-4 | C-3 | D-2 | POINTS: |



TOTAL:

SERVICE PROFILE

If your total points score was . . .

40–50: You already benefited from plugging into service at your church or through another service-oriented group, and you're reaping the benefits in your soul—your mind, will, and emotions. Thank the adults in your life who made these opportunities possible. You experienced true humility, which comes from knowing that God desires to work through you in order to empower and enrich lives. If the Lord has given you a vision for missions or serving others in a big way, wholeheartedly pursue it.

30–39: You experienced the benefits of serving to a degree. Consider making service a higher priority in your life. Are there activities you do that don't produce much fruit in your life? (See Galatians 5:22–23.) If you're insensitive to the needs of others or find yourself turning away or avoiding situations when you see others in need, pray and seek counsel about why your heart may be hard in those areas. There may be wounds that need healing, and Jesus can do that. Read the Beatitudes (Matthew 5:1–12) to discover the blessings Jesus has for you through service.

20–29: Since community service is a requirement in so many schools—high school and college—opportunities abound. God desires for you to get out of your comfort zone and plug in. Service is guaranteed to stir your soul in powerful ways. If your first experiences don't deliver on this guarantee, keep searching for an opportunity that will. If your family is not serving, you can be the catalyst to ignite a powerful change in your home. Take some time in prayer and reflection, and ask the Lord to shift your mind-set from consumer mode to that of a giver.

BONUS ROUND

Look up the following stories online and read about self-sacrificial acts of service. Search online to locate more stories of sacrificial service to discuss together. (Have plenty of tissues available.)

1. Madison Park and Stella Kim, "As Sewol Crew Is Scorned, Young Worker Hailed as Heroine," CNN, April 23, 2014, <http://cnn.it/1cCnYeS>.
2. Zahir Shah Sherazi and Saima Mohsin, "Teen Dies Stopping Suicide Bomber at School in Pakistan," CNN, January 9, 2014, <http://www.cnn.com/2014/01/09/world/asia/pakistan-boy-stops-suicide-bomber/index.html>.
3. John Stevens, " 'He's My Hero': Wife Talks About Moment Husband Gave His Life to Save Her During Tornado," *Daily Mail*, May 27, 2011, <http://dailym.ai/1djXm3>.

KINGDOM KEY 9 TRUST

Q2P

Ask your teen(s) to write down the answers to the following questions, which appear on page 58 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your teen(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. Do you trust that the Bible is the Word of God?
2. What would cause you to trust or distrust someone?
3. Can your friends count on you to keep a secret? In other words, are you trustworthy?

J4F

Your teen(s) will be reading this short story, which can be found on page 59 of the *Kingdom Quest* strategy guide. Read it and facilitate discussion by asking the questions at the end.

THE FROG AND THE SCORPION

One day a frog was sunbathing on the bank of a small pond. Suddenly, he saw a scorpion approaching. The frog had seen what scorpions could do to amphibians, and so it cautiously started moving away.

"Don't go," said the scorpion. "I come to ask a simple favor. I would like to ride to the other side of the pond—on your back."

The frog nearly croaked. "Are you kidding?" he asked. "You'll stab me in the back, and then I'll drown!"

"Why, we'd both drown if I were to do something as foolish as that," said the scorpion.

Convinced the scorpion's motives were pure, the frog let the scorpion creep onto its back. They began making their way across the pond.

When they were a few feet out, the frog felt a sudden piercing pain in his back. The frog's limbs began to go numb.

As they were both sinking, the frog asked, "Why did you stab me in the back with your poisonous tail?"

The scorpion replied, "Hmmm, I guess it's just my nature."

1. What was the frog's previous experience with scorpions?
2. How did the scorpion convince the frog to take him across the pond?
3. What was the scorpion's reason for bringing about the demise of them both?
4. Do you believe that people will always act "according to their nature"? Explain.
5. Why is it often hard for those who have been stung in the past to trust *anyone*?
6. Who is responsible for regaining the ability to trust "safe" people after a significant betrayal?

H2H

Role-play with your teen(s). Act out scenarios where you are a person whose actions and speech show that you are a trustworthy person. (Say positive things and give sincere compliments, touch the teen's shoulder, praise the youth leader at church, ask questions to get the teen talking about him- or herself.) Then act and talk like someone who shouldn't be trusted. (Gossip, talk negatively, talk about yourself, name drop, ignore the other person, etc.)

Share the following extended metaphor with your teen(s) if you think it will help convey the concept of learning to trust.

STABLE ROCKS

Have you ever tried to cross a stream using large rocks or small boulders as stepping-stones? The experience can be kind of fun, knowing that soaked shoes and pants are only inches away, at any time.

When attempting to cross for the first time, do you simply start hopping on any old rock, with little thought about how stable each step will be? Probably not. More than likely, you first find a firm placement for one foot, and with the other foot, test the stability of the rock you're about to put your entire weight upon.

Sometimes there are multiple options—and so we test each one. If the boulder we are trying out doesn't wiggle too much, there's a reasonable chance that it will hold us up and get us that much closer to the other side. Once we know where the stable rocks are, we don't have to spend as much time getting back across the creek.

IV2V

Help your teen(s) organize their circle charts. Ask the following questions, which are also included on page 62 of the *Kingdom Quest* strategy guide:

1. Why is it wise to keep trustworthy people close to you?
2. Why is it wise to keep the less trustworthy people a bit further away?
3. What can happen if we trust the wrong people?
4. What can happen if we refuse to trust safe people?

KINGDOM KEY 10 COMMUNICATION

For the J4F section, you'll need small slips of paper, a jar or other small container, a large white T-shirt and a medium- or thick-point Sharpie or other brand permanent marker.

ANCIENT TEXT

Share this verse with your teen(s) and discuss its implications.

The right word at the right time is like a custom-made piece of jewelry. —[PROVERBS 25:11](#)

Q2P

Ask your teen(s) to write down the answers to the following questions, which appear on page 66 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your teen(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. How do you like to communicate? What method of communication is your favorite?
2. List three benefits of social media.
3. Certain forms of communication are hurtful to people. What are three ways you think some forms of communication can hurt someone close to you?

Here are two additional questions that don't appear in the *Kingdom Quest* strategy guide:

4. How has communication changed over time? List some ways communication has changed your life.
5. Why is communication an important part of being a Christian?

J4F

Use the small slips of paper, jar, T-shirt, and Sharpie for this activity. Make sure your teen(s) understands, the following principle, which is printed on page 66 of the *Kingdom Quest* strategy guide:

It's important to understand that social media is public and permanent. Everyone will know and always have access to the information you share. Choosing to keep some things in the jar is wise. Those private conversations and topics can be contained and shared with those closest to you.

H2H

Role-play with your teen(s) and model healthy communication. Follow the instructions below, which also appear on page 68 of the *Kingdom Quest* strategy guide:

To validate means you recognize the legitimacy of what was communicated. This comes out of a respectful heart for the other person. It's your way of saying that even if you don't agree, you respect the way the other person feels or views something. You respect his or her opinions or perspectives, even if you don't share them.

If you disagree with someone, it's important to start out by validating what he or she said first. Something as simple as, "I hear you said _____ and that makes you feel _____. I understand how you might feel that way." Or "I can't understand how you feel, but I do respect that there is more information I may not know." Follow up your validation of the other person with what you want to say. Doing this helps you effectively communicate.

Practice this listening and responding pattern with your group and/or Guide.

IV2V

With your teen(s), discuss the following questions found on pages 69–70 of the *Kingdom Quest* strategy guide:

1. Would you consider yourself a better listener (decoder) or talker (encoder)? Why? Give an example.
2. Why is decoding important in any conversation?
3. List five ways that you can show you are listening to someone.
4. Tell me about a time when you didn't feel heard. Could you have said something differently in order to have been heard?
5. Discuss healthy boundaries in communication for dating, friendship, school, and work with your Guide.

Social Media Questions

1. Would you say that teens are more likely to be disengaged when distracted by cell phones and social media?
2. Was the way Tina "participated" in the trip a good or bad thing?
3. Overall, would you say Tina enjoyed herself? Why or why not?
4. On a scale of 1 to 10 (1 being low, 10 high), how important is verbal communication?
5. In what ways does social media hinder young people from being present with others?
6. How can you set boundaries to make sure social media doesn't deter you from having healthy relationships?

KINGDOM KEY 11 TEAMWORK

For the J4F section, gather a soft fabric scrap about two feet long and two inches wide or one large rubber band for each person. For the H2H section, find a YouTube clip of a sports team performing a great play or creating a scoring opportunity. Key words to search are “greatest plays” or “top plays” combined with the name of the sport you’re interested in.

ANCIENT TEXT

Share these verses with your teen(s).

[Be] diligent to preserve the unity of the Spirit in the bond of peace. —EPHESIANS 4:3 (NASB)

I have a serious concern to bring up with you, my friends, using the authority of Jesus, our Master. I’ll put it as urgently as I can: You *must* get along with each other. You must learn to be considerate of one another, cultivating a life in common. —1 CORINTHIANS 1:10

For no matter how significant you are, it is only because of what you are a *part* of. An enormous eye or a gigantic hand wouldn’t be a body, but a monster. What we have is one body with many parts, each its proper size and in its proper place. No part is important on its own. Can you imagine Eye telling Hand, “Get lost; I don’t need you”? Or, Head telling Foot, “You’re fired; your job has been phased out”? —1 CORINTHIANS 12:19-21

Q2P

Ask your teen(s) to write down the answers to the following questions, which appear on page 73 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your teen(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. Do you believe you are a team player? List three qualities that make you a team player.
2. Do you think it’s easier or harder being part of a team? Explain your answer.
3. Think of a time when you felt you were all alone. How did that experience make you feel?

Here is an additional question that doesn’t appear in the *Kingdom Quest* strategy guide:

4. Jesus was a part of a team. What do you think made Him a team player?

J4F

The following group activity instructions are also found on page 73 of the *Kingdom Quest* strategy guide.

This activity, called Group Project, requires more than one person. For each person, gather a soft fabric scrap about two feet long and two inches wide, or gather one large rubber band for each person. Have the group stand side by side in a circle; each person should face inward. Using a fabric scrap or large rubber band, connect each person's right wrist to the left wrist of the person next to him or her, but make sure the fabric or rubber band is not too tight. Leave the last two wrists free so the circle isn't closed. Choose a task to do together as a group while you're connected, such as making a sandwich, rearranging the furniture in a room, or wrapping a present. In this process, you'll discover how each person is part of a larger group who must come together in order to accomplish the goal.

Here's a second activity you can do with a group of teens if you feel it's appropriate. At some point one teen must carry another, but that may not work in all group dynamics. This activity is not in the *Kingdom Quest* strategy guide.

This game is called Magic Shoes. Create a space in the center of the group and call it the Pond. The only way each teen can get across the pond is by using a pair of "magic" shoes. As the Guide, you begin the game by tapping someone's shoes; those shoes then become the "magic shoes."

The rules are:

- Each person can wear the magic shoes only once.
- The wearer of the magic shoes then taps someone else to transfer the magic shoes, and so on.
- You may not tap shoes that are across the pond.
- Everyone must somehow make it across the pond.

Eventually the teens will figure out that someone must carry the last person over piggyback style. If the second-to-last person can't do the carrying, restart the game and let the teens order themselves so that the last person is small and the second-to-last person can easily carry the last person across.

H2H

This section, which appears on page 74 of the *Kingdom Quest* strategy guide, discusses the concept of teamwork in sports. To augment this section, find a YouTube clip of a great team play in whatever team sport is most popular among your teens—football, basketball, soccer, volleyball, etc. Play it for your teen(s). Discuss each key player's role in the scoring opportunity or maneuver.

IV2V

A copy of the teamwork quiz has been provided so that you may take it and discover your own strengths and weaknesses. (The original is on pages 74–77 of the *Kingdom Quest* strategy guide.) Make sure each teen understands how to score the quiz correctly. Teens who score above three points in the Escape or Attack categories will need extra mentoring until they become mature enough to engage in peacemaking activities.

1020 CONTINUED

Start by sharing Romans 12:17-19 with your teen(s): "Don't hit back; discover beauty in everyone. If you've got it in you, get along with everybody. Don't insist on getting even; that's not for you to do. 'I'll do the judging,' says God. 'I'll take care of it.'"

Then use the "How Do You Respond" section to talk through different scenarios and the possible responses until the teen(s) are able to present peacemaking resolutions.

For each question, circle the answer that best describes your interactions with others. Then, follow the directions on tallying your score at the end of the quiz.

- When I work in a group, I listen carefully to what other team members say.
 - ALWAYS
 - MOST OF THE TIME
 - I USUALLY CHECK OUT.
 - I DON'T HAVE TIME FOR THAT.
- I get upset when my team takes credit for my idea or action, and I don't get recognition.
 - ALWAYS
 - MOST OF THE TIME
 - SELDOM. IT'S MEETING THE GOAL.
 - NEVER. MY IDEAS DON'T MATTER.
- If one of my friends is offended, I am offended too.
 - ALWAYS, AND I LET OTHERS KNOW ABOUT IT.
 - USUALLY, AND I LET IT AFFECT HOW I TREAT THE OFFENDER.
 - SOMETIMES, BUT I TRY TO HELP THEM RECONCILE.
 - NEVER
- If I'm in conflict with someone, I make sure to avoid him or her whenever possible.
 - ALWAYS
 - MOST OF THE TIME
 - I DO, UNTIL I'M READY TO TALK ABOUT THE ISSUE.
 - NEVER. I STARE HIM OR HER DOWN OR LET THAT SOMEONE KNOW HE OR SHE IS WRONG.
- When I'm upset with someone, I tell others about it to make myself feel better.
 - YES, ESPECIALLY IF I KNOW THEY'LL BE ON MY SIDE.
 - MOST OF THE TIME—I NEED TO LET IT OUT.
 - SELDOM, OR ONLY WITH FRIENDS I TRUST TO HELP ME SORT IT OUT.
 - NEVER. I KEEP THINGS TO MYSELF AND KEEP GOING.
- When I'm upset with someone, I check my attitude before confronting him or her about it.
 - ALWAYS
 - MOST OF THE TIME
 - SELDOM; IT'S A LOT OF WORK TO THINK ABOUT IT.
 - I'M NEVER WRONG, AND MY ATTITUDE IS JUSTIFIED.
- If someone wrongs me, I'm not satisfied until I have had a chance to get him or her back.
 - TRUE, THE BIBLE SAYS, "AN EYE FOR AN EYE."
 - IT DEPENDS ON WHAT THE PERSON DID.
 - SOMETIMES I FEEL THAT WAY, BUT THEY'LL GET THEIRS IN THE END.
 - I TRY TO OVERLOOK AND MOVE ON.

1020 CONTINUED

8. Sometimes I pretend that things others say or do don't bother me, even when my feelings are hurt or I'm angry.
- A. YES, I DO THIS OFTEN.
 - B. YES, WITH SOME PEOPLE
 - C. NOT REALLY—I LIKE TO WORK IT OUT.
 - D. IT'S PRETTY DIFFICULT TO HURT MY FEELINGS.
9. If I'm in conflict with someone, I check myself for what responsibility I might have.
- A. ALWAYS, CONFLICT TAKES AT LEAST TWO.
 - B. MOST OF THE TIME
 - C. SELDOM OR NEVER—IT'S IMPORTANT TO TELL THE OTHER PERSON WHAT THEY DID WRONG.
 - D. SELDOM OR NEVER—I AVOID CONFLICT AT ALL COSTS.
10. It's really important to resolve conflict and be at peace within myself and with others.
- A. STRONGLY AGREE
 - B. AGREE
 - C. DISAGREE
 - D. STRONGLY DISAGREE

TEAMWORK SCORECARD

For each question, assign the following Response Value (Escape Response, Attack Response, or Peacemaking Response) for the answer chosen. Tally the number of similar responses at the bottom of the scorecard to discover if you respond to conflict using mostly Escape Responses (ER), Attack Responses (AR), or Peacemaking Responses (PR).

1. Answer:	A-PR	B-PR	C-ER	D-AR	RESPONSE:
2. Answer:	A-AR	B-AR	C-PR	D-ER	RESPONSE:
3. Answer:	A-AR	B-AR	C-PR	D-ER	RESPONSE:
4. Answer:	A-ER	B-ER	C-PR	D-AR	RESPONSE:
5. Answer:	A-AR	B-AR	C-PR	D-ER	RESPONSE:
6. Answer:	A-PR	B-PR	C-ER	D-AR	RESPONSE:
7. Answer:	A-AR	B-AR	C-ER	D-PR	RESPONSE:
8. Answer:	A-ER	B-ER	C-PR	D-AR	RESPONSE:
9. Answer:	A-PR	B-PR	C-AR	D-ER	RESPONSE:
10. Answer:	A-PR	B-PR	C-ER, AR	D-ER, AR	RESPONSE:

TOTAL ESCAPE RESPONSES: TOTAL ATTACK RESPONSES: TOTAL PEACEMAKING RESPONSES:

1020 CONTINUED

TEAMWORK PROFILE

If your score was above three points in the Escape or Attack categories, it's time to take a deep look inward and consider your role in conflict with others. Romans 12:17-18 advises us that we should not repay evil for evil, and that whenever possible, as far as it depends upon us, to live at peace with all people. We're charged with the task of resolving conflict. On the other hand, while some offenses can be overlooked, others must be reconciled so we don't harbor anger, pain, guilt, or other emotions that may build up until they reach a boiling point. Our goal is to be peace-makers.

BONUS ROUND

Print out a copy of the following Bonus Round for each teen.



BONUS ROUND—TEAMWORK

God has given us a wonderful example of teamwork through nature. By observing the flight pattern of geese, we can learn some lessons about the value of group efforts.

Are You as Smart as a Goose?

Geese fly in a V-formation. As each goose flaps its wings, the movement creates an upwash or updraft for the following bird. As a result, the whole flock can fly farther and faster than if each bird flew alone. One study estimated the V-formation helped geese increase their range by more than 70 percent.*

Lesson 1: *People who share a common direction and sense of community can get where they are going quicker and easier when they share one another's "lifting power."*

Whenever a goose falls out of formation, it feels the drag and resistance of trying to fly alone. The goose quickly gets back in formation to take advantage of the "lifting power" of the bird immediately in front.

Lesson 2: *If we have as much sense as a goose, we will stay in formation with those who are headed where we want to go.*

When the lead goose gets tired, it rotates back into the formation and another goose flies at point position.

Lesson 3: *It pays to take turns doing the hard tasks and sharing leadership.*

It's been written that geese in formation honk from behind to encourage those up front to keep up their speed.

Lesson 4: *We need to be sure our honking from behind is encouraging.*

Legends say that when a goose gets sick or wounded, two geese drop out of formation and follow it down to help and protect it. They stay with it until it is either able to fly again or dies. Then they launch out on their own, join another formation, or catch up with the flock.

Lesson 5: *If we have as much sense as the geese, we'll stand by each other like that.*

*Adapted from a sermon given in Baltimore, Maryland, by Dr. Robert McNeish, "Lessons from the Geese," 1972, http://www.aikentdc.org/Lessons_From_The_Geese.pdf. Facts for Lessons 1, 2, and 3 verified in the following sources: Guy Baldassarre, *Ducks, Geese, and Swans of North America*, vol 1 (Baltimore, MD: Johns Hopkins University Press, 2014), 239; and P. B. Lissaman and C. A. Shollenberger, "Formation Flight of Birds," *Science*, 168, no. 3934 (May 22, 1970), 1003–1005, <http://www.ncbi.nlm.nih.gov/pubmed/5441020>.

KINGDOM KEY 12 RESPECT

For the J4F section, your teen(s) will need a computer or tablet (if available), magazines to cut up, and/or art supplies with which to create a family crest. A computer with access to the Internet would be helpful for looking at examples of family crests.

Q2P

Ask your teen(s) to write down the answers to the following questions, which appear on page 80 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your teen(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. Do you think the people around you show enough *respect*? Explain your answer.
2. Whom do you respect? Why do you respect that individual?
3. Think about a time you felt disrespected. How did it make you feel? What was your reaction to the disrespect?

Here are two additional questions that don't appear in the *Kingdom Quest* strategy guide:

4. Is the following statement true or false: I need to *respect* only the people who have earned it. Expand on why you chose your answer.
5. List three times you have shown respect to others. Select one respectful response and explain the outcome of showing respect.

J4F

Help your teen(s) design a family crest, as instructed on page 80 of the *Kingdom Quest* strategy guide. Some teens may not feel as if their family is strong or worthy of a crest. As a result, those teens will need encouragement to think of the positive things about their family or cast a vision for what they would like their family to become. The crest should be a positive, respectful reflection of family community.

H2H

To augment the material in this section, which appears on pages 81–82 of the *Kingdom Quest* strategy guide, share with your teen(s) the following story from Dr. Evans.

When we think of respect or honor, we often think of the person who says “yes, ma’am” or “yes, sir.” But respect goes a lot deeper than that. In fact, respect starts with self-respect. How you view yourself has a lot to do with how you will end up treating others.

H2H CONTINUED

Have you ever noticed that the people who talk poorly about others the most are the people who are the most insecure? By building confidence in who you are as a child of God, who created you as a unique person with a purpose and a goal, you will also be able to treat others with more respect.

My dad “ruined” many a Saturday night during my teen years by reminding me about the importance of self-respect. Just as I was about to head out the door, he would say, “When you are out there tonight, remember that your last name is Evans.”

Obviously, I knew my name. He wasn’t telling me my name. He was reminding me that my name represented something bigger than just me. It stood for honesty, integrity, morality, and dignity in the community. In short, it represented a commitment to Christian living, and my dad didn’t want me to do anything to jeopardize the testimony of our name.

That reminder stayed in my mind as I made choices as a teen. And, no, I wasn’t perfect, but I did seek to respect my dad and value the Evans name. When I didn’t live up to that, I felt it inside.

Not every kid in my community was taught those lessons or given that reminder by his or her dad. I see the results every year when I visit Baltimore. Many of my teen friends died early from drugs or ill-fated activities, and many others are still living purposeless lives with little or no direction. But the respect and honor my parents instilled in me helped me to go beyond the limitations of the neighborhood.

I was the first in my family to graduate from high school. The first to graduate from college. The first to earn a master’s degree and also a doctorate. I was able to go further because my dad taught me the importance of self-respect. When you have self-respect, it affects how you treat others as well.

IV2V

A copy of the respect quiz has been provided so that you may take it and discover your own strengths and weaknesses. (The original is on pages 82–84 of the *Kingdom Quest* strategy guide.) Make sure each teen understands how to score the quiz correctly. Teens who score more than two in the Low Sensitivity and Medium Sensitivity areas may need additional instruction on why it’s important to develop an attitude of respect toward others.

For each question, circle the answer that best describes your thoughts and opinions about respect. Then, tally your score at the end of the quiz.

1. I take good care of myself—spirit, soul, and body.
 - A. ALWAYS
 - B. MOST OF THE TIME
 - C. NOT REALLY
 - D. I SAY, IF IT FEELS GOOD, DO IT.
2. I do not enter into conversations that I consider to be disrespectful.
 - A. TRUE
 - B. I USUALLY STEER CLEAR OF THOSE SITUATIONS.
 - C. IT DEPENDS ON THE TOPIC AND WHO IS TALKING.
 - D. WHAT’S THE DIFFERENCE?
3. Respect should be given only when deserved or earned.
 - A. STRONGLY AGREE—IF YOU RESPECT ME, THEN I WILL RESPECT YOU.
 - B. AGREE
 - C. DISAGREE—YOU SHOULD ACT RESPECTFUL EVEN IF YOU DON’T FEEL IT.
 - D. STRONGLY DISAGREE—ALL PEOPLE DESERVE RESPECT AT ALL TIMES.

1020 CONTINUED

4. I have an adult role model—parent or mentor or coach or teacher—who treats me with respect.
 - A. YES, I HAVE SEVERAL.
 - B. YES, A FEW
 - C. YES, I CAN THINK OF ONE.
 - D. NO, I DON'T.
5. My school has an atmosphere that is respectful toward all people.
 - A. STRONGLY AGREE
 - B. AGREE
 - C. DISAGREE
 - D. STRONGLY DISAGREE
6. Treating other people with respect is very important to me.
 - A. ALWAYS
 - B. MOST OF THE TIME
 - C. SOMETIMES
 - D. NO, IT DOESN'T MATTER TO ME.
7. It's very important that others treat me with respect.
 - A. ALWAYS
 - B. MOST OF THE TIME
 - C. SOMETIMES
 - D. NO, IT DOESN'T MATTER TO ME.
8. There is nothing wrong with texting or playing a game on my phone while someone is talking to me.
 - A. TRUE
 - B. MOST OF THE TIME
 - C. IT DEPENDS ON WHO IS TALKING.
 - D. NO, PEOPLE DESERVE MY FULL ATTENTION.
9. It's easy for me to listen and make eye contact.
 - A. TRUE
 - B. MOST OF THE TIME
 - C. IT DEPENDS ON WHO I'M WITH.
 - D. NO, I'M UNCOMFORTABLE GIVING OR RECEIVING THAT MUCH ATTENTION.
10. My opinion of what is or isn't respectful is more important than anyone else's.
 - A. STRONGLY AGREE
 - B. AGREE
 - C. DISAGREE
 - D. STRONGLY DISAGREE

1020 CONTINUED

RESPECT SCORECARD

For each question, assign the following Sensitivity Value (High Sensitivity, Medium Sensitivity, or Low Sensitivity) for the answer chosen. Tally the number of similar responses at the bottom of the scorecard.

1. Answer:	A-H	B-M	C-L	D-L	SENSITIVITY:
2. Answer:	A-H	B-H	C-M	D-L	SENSITIVITY:
3. Answer:	A-L	B-M	C-M	D-H	SENSITIVITY:
4. Answer:	A-H	B-M	C-M	D-L	SENSITIVITY:
5. Answer:	A-M	B-M	C-L	D-H	SENSITIVITY:
6. Answer:	A-H	B-H	C-M	D-L	SENSITIVITY:
7. Answer:	A-H	B-H	C-M	D-L	SENSITIVITY:
8. Answer:	A-L	B-L	C-L	D-H	SENSITIVITY:
9. Answer:	A-H	B-H	C-M	D-L	SENSITIVITY:
10. Answer:	A-L	B-L	C-M	D-H	SENSITIVITY:



TOTAL HIGH SENSITIVITY RESPONSES:

TOTAL MEDIUM SENSITIVITY RESPONSES:

TOTAL LOW SENSITIVITY RESPONSES:

Total the number of responses you have in each category. This will show you areas in which you may need to grow. Go back to any low- or medium-sensitivity responses you marked and discuss those with your Guide.

KINGDOM KEY 13 PURPOSE

For the J4F section, you'll need baking supplies to make something from scratch. Consider baking time in your selection of the recipe. Cookies, biscuits, or individual cupcakes or muffins take the least amount of baking time. You'll also need a piece of blank white paper for each teen, as well as markers, pens, or pencils.

Q2P

Ask your teen(s) to write down the answers to the following questions, which appear on page 88 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your teen(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. What roles do your previous experiences in life play in your purpose?
2. Can a person have more than one purpose in life? Explain.
3. What action steps can you take to prepare for your future even if you don't know what purpose God has for you?

Here is an additional question that doesn't appear in the *Kingdom Quest* strategy guide:

4. Do you think a person's purpose in life can expire? Can some people miss their "chance"? Explain.

J4F

The corresponding material for these ideas appears on page 88 of the *Kingdom Quest* strategy guide. Bake a dessert with your teen(s) from scratch. Discuss how using too much baking soda will cause it to be bitter or too much sugar will make it too sweet. Also tell your teen(s) that there will be a spiritual gifts assessment at the end of the lesson. Ask them to predict which gifts they think they have.

Next ask your teen(s) to draw a picture of the trunk of a tree, along with its roots, on a blank piece of white paper. Under the roots, ask them to list what they believe their life's purpose is. They can be vague if they do not yet know. Now ask them to draw branches on the tree and list the gifts and talents they think they have that will help them fulfill this purpose.

Ask them what activities or goals will help develop their talents and skills. Have them draw leaves on the tree and list those activities and goals on the different leaves.

H2H

Help your teen(s) discover that their passion, skills, and personality all contribute to their purpose. The material appears on pages 88–90 of the *Kingdom Quest* strategy guide.

Also explain to your teen(s) that they may have a fairly "normal" background, but even so, they have

H2H CONTINUED

had unique experiences that have made them who they are. Possibly the stability and normalcy of their backgrounds have equipped them for a purpose of bringing stability and normalcy into situations that might not have them, and they can use that stability to counsel or lead. Encourage them to consider the experiences they've had so they can begin to understand what God has purposed for them to do with their lives. Make sure your teens consider tough times, too. Those experiences may have made them more compassionate or persistent. Encourage your teen(s) to think about ways God has turned their bad situations into character strength.

Here's a final extended metaphor you can share with your teen(s):

ACT ACCORDING TO YOUR PURPOSE

Let's say you grabbed a drink out of the refrigerator and it was hot. Or what if you picked up your tablet to watch some YouTube videos and it took you to a gardening channel instead. Or you placed a cup of soup into the microwave to reheat and it immediately froze.

In all those scenarios there's no doubt you would have been frustrated or upset. If it happened repeatedly, you'd probably get rid of the fridge and the microwave and delete the YouTube app, because none of those things were carrying out their purpose.

IU2U

A copy of the spiritual gifts inventory has been provided so that you may take it and discover your own strengths and weaknesses. (The original is on pages 90–96 of the *Kingdom Quest* strategy guide.) Make sure each teen understands how to find out which spiritual gifts are their strengths. Remind your teen(s) that this is not a scientific test and that over time they will gain new gifts as they mature. Explain that there are other gifts not on this list and that a gift such as hospitality might fall under the category of service. Read Romans 12:3-8 (NASB) to your teen(s):

For through the grace given to me I say to everyone among you not to think more highly of himself than he ought to think; but to think so as to have sound judgment, as God has allotted to each a measure of faith. For just as we have many members in one body and all the members do not have the same function, so we, who are many, are one body in Christ, and individually members one of another. Since we have gifts that differ according to the grace given to us, each of us is to exercise them accordingly: if prophecy, according to the proportion of his faith; if service, in his serving; or he who teaches, in his teaching; or he who exhorts, in his exhortation; he who gives, with liberality; he who leads, with diligence; he who shows mercy, with cheerfulness.

SPIRITUAL GIFTS INVENTORY

List 1

- ☐ You're good at stating the truth, whether through speaking or singing.
- ☐ You're bold when you relate to others—maybe even frightening at times.
- ☐ You talk straight, and your standards are straight.
- ☐ You tend to use Scripture to back up what you say.
- ☐ You often can identify what's evil.
- ☐ You're able to tell a lot about people's motives and character.
- ☐ You want to confront other people's selfishness and stop it.
- ☐ When others say they've changed, you want to see proof—not just words.
- ☐ You're direct, honest, and persuasive.
- ☐ Feelings don't matter as much to you as choices, facts, and truth do.
- ☐ You'd rather confront than just "relate."
- ☐ You tend to be better at talking than listening.
- ☐ You want to proclaim truth and let people know what will happen if they reject it.
- ☐ You don't compromise with sin.
- ☐ You have a strong sense of who you are.
- ☐ You have a strong sense of duty.
- ☐ You're concerned that people respect God and understand His character.

- ☐ You don't particularly care what others think of you.
- ☐ You have strong opinions and may be stubborn.
- ☐ You're willing to be the "underdog."
- ☐ You can't stand it when people don't practice what they preach.
- ☐ You're more likely to be depressed than lighthearted about life.

**Total number of statements
you marked out of 22**

List 2

- ☐ You really want to meet people's physical needs.
- ☐ You understand the practical needs of individuals and the church.
- ☐ You can recall people's specific likes and dislikes.
- ☐ You care about the details of what needs to be done.
- ☐ You find it hard to say no when something needs to be done.
- ☐ You tend to get involved in too many things.
- ☐ In focusing on others' physical needs, you may overlook their deeper needs.
- ☐ You expect everyone to be as dedicated and energetic as you are.
- ☐ You want to get the job over with so you can get to the next one.
- ☐ You want your help to be sincerely appreciated, and can tell when a "thank you" isn't heartfelt.
- ☐ You're preoccupied with the goal in front of you.
- ☐ You have a lot of physical stamina.

- ___ You're willing to sacrifice, and want to get others to do that too.
- ___ You're often more concerned about getting things done than about getting along with others.
- ___ You tend to have a low self-image.
- ___ When you run out of time, you're frustrated because you can't do that extra little bit.
- ___ You're usually easygoing.
- ___ You're loyal.
- ___ You listen to others without criticizing them.
- ___ You don't talk a lot in public.
- ___ You're comfortable with letting others be in charge.
- ___ You can put up with people who might irritate others.
- ___ **Total number of statements you marked out of 22**
- ___ It's easy for you to become proud of your knowledge and insight.
- ___ You do your own investigating to find out what's true.
- ___ If you're teaching, you sometimes rely on your own ability instead of on God's help.
- ___ You'd rather analyze information than relate to people.
- ___ You're creative and imaginative.
- ___ You're more objective (facts, figures) than subjective (feelings).
- ___ You like researching truth more than presenting it.
- ___ You're self-disciplined.
- ___ You explain things with authority.
- ___ You make decisions based on facts.
- ___ You tend to talk more than listen.
- ___ **Total number of statements you marked out of 22**

List 3

- ___ You're good at communicating in an organized way.
- ___ You like helping others learn.
- ___ You insist on using words accurately.
- ___ You like arranging facts in a simple way so others can remember them.
- ___ You believe that without teaching, the Christian faith would fall apart.
- ___ You like to quote the Bible and other sources to support what you say.
- ___ You tend to be more theoretical than practical.
- ___ You really love learning and studying.
- ___ You test the knowledge of those who teach you.
- ___ You have to know the source before accepting new information.
- ___ You resist using Bible verses or stories in ways they weren't meant to be used.

List 4

- ___ Nearly everything you do is practical.
- ___ You get painfully bored hearing about theories.
- ___ You really believe that what's humanly impossible is possible with God.
- ___ You can visualize what a person could become through God's love.
- ___ You love having conversations that help you see things in a new way.
- ___ You tend to see trouble as a chance to grow.
- ___ You really want your listeners to accept you and to approve of what you say.
- ___ You like helping others solve their problems.
- ___ You sometimes quote Bible verses out of context to make your point.
- ___ You keep trying to make your point as long as others listen.

- ___ You aren't satisfied until you've shown how to live out a truth in everyday life.
- ___ It's hard for you to accept failure.
- ___ You may write off those who cause you to fail.
- ___ You find success exciting.
- ___ You tend to give people advice instead of just befriending them.
- ___ You tend to care more about getting results than about the other person's felt needs.
- ___ You usually find it easy to talk in a group.
- ___ You're more impulsive than self-disciplined.
- ___ You're able to emotionally identify with others.
- ___ You're more subjective (feelings) than objective (facts, figures).
- ___ You tend to avoid formal ways of doing things if you don't see the point.
- ___ You're motivated by a positive reaction from your audience.
- ___ **Total number of statements you marked out of 22**

List 5

- ___ You insist that people follow the rules.
- ___ You sometimes make enemies when others think you're "using" people.
- ___ You're confident.
- ___ You're comfortable being a leader.
- ___ You know how to delegate work to others.
- ___ You can see the overall picture and long-range goals.
- ___ You tend to wait on the sidelines until those in charge turn over the responsibility to you.

- ___ You're good at organizing.
- ___ You're able to sit quietly and listen before making comments.
- ___ You're eager to complete a task quickly and get on to the next one.
- ___ You'll put up with criticism from those you work with in order to reach your goal.
- ___ You thrive on pressure—the more the better.
- ___ You sometimes get so caught up in getting things done that you aren't sensitive to others' feelings.
- ___ You like seeing the pieces of a plan come together.
- ___ You're tempted to get back at others who treat you badly.
- ___ You're good at details.
- ___ You're thorough and careful.
- ___ You make decisions based on facts.
- ___ You care more about what's good for the group than you do about your own desires.
- ___ You're more composed than nervous.
- ___ You tend to accept others based on loyalty or ability to finish a task.
- ___ You're more objective (facts, figures) than subjective (feelings).

Total number of statements you marked out of 22

List 6

- ___ You give regularly and even sacrificially to your church and other ministries, no matter how much money you have.
- ___ You make wise purchases and investments.
- ___ You really believe in certain organizations that are trying to serve God.

- ☐ You want to have an active part in any cause to which you give.
☐ You carefully examine requests for your money.
☐ You want what you give to be of high quality.
☐ You refuse to be pressured into giving.
☐ You want your giving to motivate others to give.
☐ You want to avoid public recognition and give quietly.
☐ You want God to lead you in your giving.
☐ You get very upset when seeing others waste money.
☐ You're happy, even eager, to give.
☐ You make do with less in order to give quality to others.
☐ You may be good at earning money.
☐ You want confirmation by others you trust before giving.
☐ Your first thought when people ask for money is often "No."
☐ You have a pretty accurate view of yourself.
☐ You're more lighthearted than downhearted.
☐ You want people to like you.
☐ You're responsible.
☐ You love it when your gift is an answer to a person's prayers.
☐ You tend to be sympathetic.
☐ **Total number of statements you marked out of 22**
- List 7**
- ☐ You're very sensitive to others' feelings.
☐ Your feelings can be easily hurt.
☐ You're very interested in people.
☐ You're drawn to people who are in distress.
☐ Healing and prayer are important to you.
☐ You're deeply concerned about people's inner struggles.
☐ You'll go to great lengths to help others.
☐ You find it tough to be firm with others.
☐ You tend to ignore those who don't have obvious needs.
☐ You have a hard time trusting others for fear of being hurt.
☐ You're tender and kind, and often express that by touching.
☐ You sacrifice to lessen others' pain and suffering.
☐ You can tell when you meet a person who's a "kindred spirit."
☐ You're turned off by people who aren't sensitive.
☐ You care more about feelings than facts.
☐ It's easy for you to get discouraged and say, "Poor me."
☐ You're inclined to have a low self-image.
☐ You're patient.
☐ You talk well with people, and they find it easy to talk to you.
☐ You can tell whether others are sincere.
☐ You're more subjective (feelings) than objective (facts, figures).
☐ When it comes to getting along with others, you can put up with a lot.

Total number of statements you marked out of 22

KINGDOM KEY 14 RESILIENCE

For the H2H section, have ready the same YouTube sports clip from Key 11.

For the Bonus Round, buy, borrow, or rent a copy of *Soul Surfer*, the movie about Bethany Hamilton, a teen who lost a limb in a shark attack and yet overcame the loss with faith in God and continued to surf professionally. If you don't have time for the whole movie, show portions of it or cue up the seven-minute "Bethany Hamilton short documentary" on YouTube: <https://www.youtube.com/watch?v=ePFKksD0XkQ>.

Q2P

Ask your teen(s) to write down the answers to the following questions, which appear on page 99 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your teen(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. *Resilience* is defined as the capacity to recover quickly from difficulties; toughness. Describe a time you showed resilience after being disappointed. What lesson did you learn from the experience?
2. Do you believe it is okay to feel disappointed?
3. Many feel that if you want to be resilient, you have to ignore your feelings. Do you agree or disagree with this statement?

J4F

Talk with your teen(s) about how they would respond in each of the situations listed on page 99 of the *Kingdom Quest* strategy guide.

Discuss practical things your teen(s) can do to handle the challenging situations they listed on page 99. For example, if they don't handle changes in their plans or schedule well, discuss ways of coping. Perhaps they can ask others to share plans and schedules early enough to allow time for your teen(s) to adjust to the change.

H2H

In addition to discussing the material on page 100, share the following extended metaphor with your teen(s). Watch the YouTube clip from Key 11, but this time discuss the emotions of the losing team and what those teammates must do in order to rebound.

RESPOND LIKE A WELL-TRAINED ATHLETE

Why do you need resilience? Resilience is critical because it makes you stronger and gives you the ability to bounce back from life's problems. How you respond to what happens in your life impacts how far you can move toward your dreams and goals. Consider resilience

H2H CONTINUED

like those extra “lives” in a video game. Resilience gives you the ability to bounce back and start again.

Have you ever watched a team sport such as football, basketball, softball, or soccer? Any time two teams play against each other, resilience is a key to winning. The team members who face their opposition and respond the best to obstacles—either on offense or defense—make up the team that will outplay the other one.

Whatever challenge it is—big or small—how you respond to challenges will determine how well you move forward in life. When something comes at you and gets in the way of your goals or what you were doing that moment, day, or week, respond to it with a resilient mental and physical attitude. Remember, resilience can be learned, but it takes practice. So start now.

Imagine what would happen during a soccer game if a player just stood there with the ball and let the opposing team member steal it. Or imagine a football team lining up on defense against the run, and then picture the running back going straight at them instead of weaving to find a way around or through. Neither of those players would last long on the team because the athlete didn't possess the skill to respond.

In life, just like in sports, you must respond. There *will* be bad days. There *will* be negative people. Your parents might move your family to a new town. Someone you were friends with last week may say something negative about you this week. Maybe a class that used to be easy is now hard because you have a new teacher. Possibly a family member is sick, one of your parents moves out, or you didn't make the cheerleading squad this year. Will you be ready to respond with hope and a can-do attitude?

IV2U

A copy of the resiliency quiz has been provided so that you may take it and discover your own strengths and weaknesses. (The original is on pages 101–103 of the *Kingdom Quest* strategy guide.) Make sure each teen understands how to score the quiz correctly. Teens who score in the 21- to 29-point range may need additional encouragement that they can learn to persevere.

For each question, circle the letter next to the answer that best reflects the way you think about and respond to challenging situations.

- I look at mistakes as an opportunity to learn how to do something better.
A. ALWAYS B. MOST OF THE TIME C. SOMETIMES D. RARELY
- I have someone in my life I can count on for encouragement when I'm disappointed or challenged.
**A. YES, THERE IS SOMEONE WHO WILL HELP ME OVERCOME HARDSHIPS.
B. SOMETIMES
C. SELDOM
D. NEVER. IT'S UP TO ME TO DECIDE WHETHER OR NOT TO QUIT.**
- When circumstances around me are out of my control, I try to stay positive and learn as much as I can from the situation.
A. ALWAYS B. MOST OF THE TIME C. SELDOM D. NEVER
- I've had trials in my life that I wasn't certain I could overcome.
**A. YES, MANY TIMES
B. YES, A FEW TIMES
C. SELDOM
D. NEVER**

1020 CONTINUED

5. If I see change coming and it's not my idea, I resist it.
 - A. I RESIST CHANGE WHETHER IT'S MY IDEA OR NOT.
 - B. YES, USUALLY
 - C. SOMETIMES
 - D. NO. CHANGE IS EXCITING!
6. When my plans fall through, I don't know what to do.
 - A. ALWAYS
 - B. MOST OF THE TIME
 - C. SELDOM
 - D. NEVER. I GO TO PLAN B.
7. Sometimes it's good to be flexible, but other times you should stand your ground.
 - A. TRUE
 - B. FALSE—YOU SHOULD ALWAYS BE FLEXIBLE.
 - C. FALSE—YOU SHOULD ALWAYS STAND YOUR GROUND.
8. If someone wrongs me or hurts my feelings, I can forgive them easily.
 - A. YES, ALMOST ALWAYS
 - B. YES, SOMETIMES
 - C. YES, BUT IT DEPENDS ON WHAT THEY DID.
 - D. NOT REALLY, I FOCUS ON PROTECTING MYSELF.
9. When something goes wrong, my initial reaction is to look for who is to blame.
 - A. YES, IT'S IMPORTANT TO FIND OUT WHO IS RESPONSIBLE.
 - B. OFTEN. I DON'T WANT IT TO BE PINNED ON ME.
 - C. SELDOM. THINGS GO WRONG ALL THE TIME.
 - D. NO, I TEND TO LOOK FOR SOLUTIONS TO THE PROBLEM.
10. I just don't understand why some people will try to do something over and over, even when they fail.
 - A. RIGHT! WHAT ARE THEY THINKING?
 - B. SOMETIMES YOU NEED TO KNOW WHEN TO GIVE UP.
 - C. IT MAKES SENSE AS LONG AS YOU TRY DIFFERENT WAYS.
 - D. NEVER GIVE UP. NEVER, NEVER, NEVER.

1020 CONTINUED

RESILIENCE SCORECARD

1. Answer:	A-5	B-4	C-3	D-2	POINTS:
2. Answer:	A-5	B-4	C-3	D-2	POINTS:
3. Answer:	A-5	B-4	C-3	D-2	POINTS:
4. Answer:	A-5	B-4	C-3	D-2	POINTS:
5. Answer:	A-2	B-3	C-4	D-5	POINTS:
6. Answer:	A-2	B-3	C-4	D-5	POINTS:
7. Answer:	A-5	B-3	C-3		POINTS:
8. Answer:	A-5	B-4	C-3	D-2	POINTS:
9. Answer:	A-2	B-3	C-4	D-5	POINTS:
10. Answer:	A-2	B-3	C-4	D-5	POINTS:



TOTAL POINTS:

RESILIENCE PROFILE

If your total points score was . . .

40–50: You're already reaping the benefits of resiliency. You've made mistakes but can honestly say you're a better person because of what you learned from them. You know the value of staying positive and not thinking like a victim. When you don't let your circumstances get you down, you gain authority over your circumstances that causes others to look up to you. Rather than blaming others, you're focused on solutions, and may embrace change as a new adventure in life.

30–39: Resilience is a valuable character trait that develops by pressing on to achieve goals when times get hard. Resilience requires willingness to take action, to forgive others who have hurt us, and to get up, dust ourselves off, and keep moving when we fall. Practicing resilience is deeply satisfying to the soul. Keep pressing forward.

21–29: Whether you're more timid by nature or you've been taught not to take risks, realize that you can be overly cautious. Adversity and trials make us stronger; steel is resilient because it has been tempered at very high heat, which gives it the strength to endure great stress. Seek a responsible adult—whether a parent or a mentor—who can encourage you to persevere, to forgive, and to keep moving forward when faced with adversity of any kind.

BONUS ROUND

Show the movie *Soul Surfer* or the YouTube clip mentioned at the beginning of this lesson plan. For each teen, print a copy of the Bonus Round material, which has been provided. Ask the following questions, which are also printed on the handout:

1. How did Bethany exhibit resiliency?
2. After the shark attack, do you think Bethany struggled with disappointment with God? Do you ever have doubts that God loves you?
3. Do you think Bethany was afraid she would fail at surfing? What fears prevent you from trying to do great things?
4. What do you think kept Bethany's attitude positive? What ways have you found to keep your attitude positive?
5. What do you imagine was the most difficult obstacle for Bethany to overcome? What obstacles are you facing in your life?
6. How can your Guide or church help you overcome the obstacles in your life?



BONUS ROUND—RESILIENCE

Surfers can tell you that the sensations of surfing go deep into your soul. There is something about being out on the open sea, waiting on a wave, the sound of the water lapping at your board, sun warm on your back, breeze cool on your face, and the relaxing pull of the current on you and your board as the swells ebb and flow. Bethany Hamilton knows these sensations, but she also knows the terror of having such an idyllic scene destroyed by a man-eating shark.

Bethany's story is the ultimate tale of resilience, because Bethany not only returned to the water after losing a limb, but she also learned to surf again—one-armed! Surfing requires strength, agility, and—perhaps above all—balance. Catching a wave requires skillful paddling to keep the board straight and to catch the motion of the wave. Through her determination and tenacity, Bethany achieved what should have been an impossible comeback.

Another important detail about Bethany's story is that her parents, Thomas and Cherilyn, didn't let fear hold them—or their daughter—back from the potential disappointment or the real disability that Bethany faced. Bethany had every excuse to quit, but instead she pursued her dream of being a professional surfer.

Discuss the following questions with your Guide and/or write your answers in the space provided.

1. How did Bethany exhibit resiliency?
2. After the shark attack, do you think Bethany struggled with disappointment with God? Do you ever have doubts that God loves you?
3. Do you think Bethany was afraid she would fail at surfing? What fears prevent you from trying to do great things?
4. What do you think kept Bethany's attitude positive? What ways have you found to keep your attitude positive?
5. What do you imagine was the most difficult obstacle for Bethany to overcome? What obstacles are you facing in your life?
6. How can your Guide or church help you overcome the obstacles in your life?

KINGDOM KEY 15 GOALS

For the J4F section, your teen(s) will be revisiting the forms, taglines, and vision statements they created in Key 1: Identity. You'll also need to be ready to host a group activity where the teens write on sheets of paper posted to the walls. You may want to photocopy page 108 of the *Kingdom Quest* strategy guide so that extra copies are available.

For the H2H section, you'll need supplies to make a poster.

ANCIENT TEXT

Share these verses with your teen(s).

Delight yourself in the LORD; And He will give you the desires of your heart. —[PSALM 37:4 \(NASB\)](#)

I press on toward the goal for the prize of the upward call of God in Christ Jesus. —[PHILIPPIANS 3:14 \(NASB\)](#)

Q2P

Ask your teen(s) to write down the answers to the following questions, which appear on page 106 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your teen(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. *Goals* are milestones people plan to achieve. *Purpose* is the reason something is done. What generalization can you make about the two words?
2. List three long-term goals for your life. List three short-term goals for this month. In assessing your goals, which ones do you feel are more important? Why?
3. Do you feel it is dangerous to have unrealistic or unreachable goals for yourself? What effect can having unobtainable goals have on your life?

Here is an additional question that doesn't appear in the *Kingdom Quest* strategy guide:

4. Can someone else set goals for you? Would their setting goals for your life be fair or unfair to you?

J4F

Your teen(s) will be learning about and making both short-term and long-term goals. They will need you to sign page 108 of the *Kingdom Quest* strategy guide after you have approved their goals.

H2H

Make a poster with the following SMART lesson from page 110 of the *Kingdom Quest* strategy guide. Hang the poster where your teen(s) can see it throughout the week.

- S**—Goals need to be **specific**. This will help you make choices on what to do or not to do in order to reach them.
- M**—Goals need to be **measurable** in some form or fashion.
- A**—Goals need to be **attainable**. For example, don't be like Uncle Rico in *Napoleon Dynamite* who had a goal of throwing a football over "them 'der mountains." Set yourself up for success rather than failure by choosing goals that are attainable.
- R**—Goals need to be **relevant**, meaning they should tie into your personal interests or ambitions; otherwise, you may lose interest over time.
- T**—Goals need to have a **time frame** associated with them. This will keep you on track and not as prone to procrastination as you pursue your goals.

IV2V

A copy of the goals quiz has been provided so that you may take it and discover your own strengths and weaknesses. (The original is on pages 111–114 of the *Kingdom Quest* strategy guide.) Make sure each teen understands how to score the quiz correctly. Teens who score in the 20- to 29-point range may need additional help in understanding how to plan for the future. Go through the material on page 114 of the *Kingdom Quest* strategy guide with any teen who needs extra encouragement.

For each question, circle the answer that best describes your personal experience with goal setting. Then use the scorecard to tally your score.

1. In my family, we set goals together.
 - A. YES, AND WE MONITOR OUR PROGRESS.
 - B. YES, BUT WE DON'T FOLLOW UP.
 - C. WE TALK ABOUT GOALS SOMETIMES.
 - D. NO, GOALS AREN'T A TOPIC OF CONVERSATION.
2. I set long-term goals for myself, including things that may take months or years to accomplish.
 - A. FREQUENTLY, AND I REVISIT THEM.
 - B. SOMETIMES
 - C. SELDOM
 - D. VERY RARELY. I LIVE DAY-TO-DAY.
3. I set short-term goals for myself—things that I can accomplish in a day or less.
 - A. YES, FREQUENTLY
 - B. YES, ESPECIALLY WHEN I HAVE A PROJECT DUE.
 - C. SOMETIMES, BUT I SELDOM ACHIEVE THEM.
 - D. RARELY OR NEVER
4. My goal, when I am faced with a trial, is to . . .
 - A. LEARN AS MUCH AS I CAN SO I CAN HELP OTHERS.
 - B. NAVIGATE SAFELY THROUGH IT.
 - C. FIND OUT WHO IS TO BLAME FOR THE SITUATION.
 - D. TRY TO AVOID TRIALS AT ALL COST.

1020 CONTINUED

5. I have a vision for myself in the future, and I'm successful.
 - A. YES, MY FUTURE IS SO BRIGHT I NEED SHADES.
 - B. YES, BUT I'M NOT SURE HOW TO GET THERE.
 - C. I HAVEN'T REALLY THOUGHT ABOUT MY FUTURE MUCH.
 - D. I SEE ONLY DIMLY.
6. One of my goals in life is to be a disciple of Christ and reflect His image to others.
 - A. YES, I ACTIVELY PURSUE THIS GOAL.
 - B. YES, I THINK THIS IS AN IMPORTANT GOAL.
 - C. I HAVEN'T GIVEN THIS MUCH THOUGHT AS A GOAL FOR MY LIFE.
 - D. I DON'T REALLY HAVE LIFE GOALS.
7. My goal for love in my life is to . . .
 - A. NOT BE ALONE.
 - B. FIND SOMEBODY WHO LOVES ME AND I CAN LOVE BACK.
 - C. BE NICE TO OTHERS.
 - D. PROMOTE THE WELL-BEING OF OTHERS.
8. I can give myself permission to put my goals on pause.
 - A. YES, I OCCASIONALLY DO THIS.
 - B. NOT REALLY. I LIKE TO KEEP PRESSING THROUGH TO THE GOAL NO MATTER WHAT.
 - C. YES, I DO THIS OFTEN—MAYBE TOO OFTEN.
 - D. NO, IF I PAUSE FROM PURSUING A GOAL I WON'T START AGAIN.
9. Other people set my goals for me and I achieve them.
 - A. YES, AND I LEARN AND GROW FROM THE PROCESS.
 - B. YES, AND I'M NOT TOO EXCITED ABOUT IT.
 - C. SELDOM OR NEVER—I WISH THEY WOULD.
 - D. THEY USED TO, BUT THEY'VE GIVEN UP ON TRYING TO MAKE ME DO THINGS I DON'T WANT TO DO.
10. My parent(s) support the vision I have for my life.
 - A. STRONGLY DISAGREE; I DON'T HAVE ANYONE TO GUIDE ME TOWARD MY VISION.
 - B. DISAGREE; BUT I HAVE ANOTHER ADULT IN MY LIFE WHO DOES SUPPORT ME THROUGH ENCOURAGEMENT AND MENTORING.
 - C. AGREE; THEY ENCOURAGE ME AND WE TALK ABOUT MY PROGRESS.
 - D. STRONGLY AGREE; THEY HELP ME PLAN AND SET GOALS.

1020 CONTINUED

GOALS SCORECARD

1. Answer:	A-5	B-4	C-3	D-2	POINTS:
2. Answer:	A-5	B-4	C-3	D-2	POINTS:
3. Answer:	A-5	B-4	C-3	D-2	POINTS:
4. Answer:	A-5	B-4	C-3	D-2	POINTS:
5. Answer:	A-5	B-4	C-3	D-2	POINTS:
6. Answer:	A-5	B-4	C-3	D-2	POINTS:
7. Answer:	A-2	B-3	C-4	D-5	POINTS:
8. Answer:	A-5	B-4	C-3	D-2	POINTS:
9. Answer:	A-5	B-4	C-3	D-2	POINTS:
10. Answer:	A-2	B-3	C-4	D-5	POINTS:

TOTAL POINTS:

GOALS PROFILE

If your total points score was . . .

40–50: You're a goal setter and have already organized a path for your life that can enable you to achieve great things for the kingdom of God. Be grateful for a parent or other adult in your life who has taught you to set goals and enabled you to have a vision for the future, and who helps you to accomplish goals toward that vision. Be sure to stay prayerful and in God's Word for changes in direction He may give you along the way.

30–39: Somewhere along the way, you've been taught that goals are important, but you may lack the support or initiative to set goals, self-check your progress, and press toward the prize (Philippians 3:14). By prioritizing goal setting, and giving time, energy, thought, and prayer to discovering your passions, God-given gifts, and talents, you can find a kingdom purpose for your life that brings you joy and is a blessing to other people.

20–29: There is no time like the present to ask yourself, *Who am I and why am I here?* You were made on purpose, for a purpose, by a loving God who has a plan for your life. That plan will unfold as you spend time with Him in prayer and as you begin serving others. Take advantage of the resources around you—your school library's Internet connection, the school counselor, or resources at your school—to learn about options for your education, career, or calling. Engage in conversations with a teacher, mentor, parent, or grandparent whom you admire and trust and who will help you stay on track with short- and long-term goals. When learning to be a goal-setter, start small and short-term and then build to the large, long-term goals. Break those long-term goals down into do-able, measureable parts. You can do all things through Christ, who strengthens you (Philippians 4:13).

AN ADDITIONAL LESSON

KINGDOM KEY 16 **SELF-CONTROL**

For the H2H section, preview the movie 42 and/or this YouTube clip: https://youtu.be/SB49_nWxdBg. You may also want to preview this website: <http://www.history.com/news/11-things-you-may-not-know-about-jackie-robinson>. For the J4F section, review this article and website: “To[p] 10 Greatest Male Gymnasts in History,” <http://www.tenorama.com/en/ranking/ton-10-greatest-male-gymnasts-history> and “The Greatest Gymnasts of All Time, Part 1” on YouTube: <https://youtu.be/YQD5gq1Hh4Y>.

Q2P

Ask your teen(s) to write down the answers to the following questions, which also appear in the strategy guide for Key 16. You can discuss them with each teen individually or with a group. At the end of the lesson, ask your teen(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. What is wrong with having too much of a good thing?
2. What is one thing in your life that you have too much of?
3. Why is it important to have self-control in the following environments: at home, at school, and in peer social settings?

J4F

Discuss the material about gymnasts, found in the strategy guide, with your teen(s). Review some of the top gymnasts of all time by visiting these websites: “To[p] 10 Greatest Male Gymnasts in History,” <http://www.tenorama.com/en/ranking/ton-10-greatest-male-gymnasts-history>. For women, watch “The Greatest Gymnasts of All Time, Part 1” on YouTube: <https://youtu.be/YQD5gq1Hh4Y>.

1. Becoming a world-recognized gymnast requires self-control. What aspects of gymnasts’ lives and performances demand self-control? Do you think those areas of self-control transfer to other areas of their lives? Why or why not? Have you ever learned self-discipline through a sports activity or other hobby that made you a better person overall? If so, what did you learn?
2. Identify at least one area in which you struggle: following through on homework or other academic tasks; resisting impulses to eat or drink too much; keeping your opinions to yourself at the appropriate times; regulating anger; governing what you look at online; subduing jealousy; monitoring spending; or _____. Brainstorm ways you can make measurable improvement in that area this week.

H2H

Discuss the following questions about self-control with your teen(s).

1. Both Jesus and Jackie Robinson were publicly mocked. Synagogue rulers and the crowd taunted Jesus while He hung on the cross (Matthew 27:39-44; Mark 15:29-32; and Luke 23:35-37). Fans and other players humiliated Jackie during MLB games. Tell about a time when you've seen someone refuse to be drawn into a verbal or physical battle. What was the outcome?
2. Identify someone in your life who has self-control over his or her temper, someone who can love others even when they behave in unfavorable ways. What can you do to emulate that person?

For further information about Jackie Robinson, see the article "11 Things You May Not Know About Jackie Robinson," <http://www.history.com/news/11-things-you-may-not-know-about-jackie-robinson>. You may also want to watch *42*, the 2013 movie about Jackie's life. To view a scene where Jackie shows self-control in the public eye, see the YouTube clip, "42 Jackie Robinson That Was Racist, Part 2": https://youtu.be/SB49_nWxdBg. (This scene, as well as the entire movie, has harsh language, so check out the Focus on the Family *Plugged In* review to verify if this film is appropriate for your family: <http://www.pluggedin.com/movie-reviews/42>.)

IV2U

A copy of the self-control quiz has been provided so that you may take it and discover your own strengths and weaknesses. (The original appears in the teen strategy guide.) Make sure each teen understands how to score the quiz correctly. Teens who score in the 22- to 26-point range may need additional encouragement that they can learn self-control.

1020 CONTINUED

For each question, circle the letter next to the answer that best reflects the way you think and feel.

1. My typical behavior pattern is . . .
A. FEEL-ACT B. ACT-THINK-FEEL C. FEEL-THINK-ACT D. STOP-THINK-ACT
2. I am often tempted by desires that are at odds with my values or beliefs.
A. YES, REGULARLY B. SOMETIMES C. SELDOM D. ALMOST NEVER
3. People have told me that I am impulsive.
A. YES, I FREQUENTLY HEAR THIS.
B. SOMETIMES
C. SELDOM
D. NEVER—THEY TELL ME I SHOULD BE MORE SPONTANEOUS.
4. I have set boundaries for myself that I simply do not cross.
A. YES, THAT IS TRUE.
B. I SET THEM BUT I DO CROSS THEM SOMETIMES.
C. MY BOUNDARIES ARE SET BY OTHERS.
D. I DON'T BELIEVE IN BOUNDARIES.
5. When those in authority set boundaries for me . . .
A. I DON'T LIKE IT, BUT I GO ALONG WITH IT.
B. MOST OF THE TIME I RESIST THEIR BOUNDARIES.
C. SOMETIMES I RESIST THEIR BOUNDARIES.
D. I APPRECIATE THEIR BOUNDARIES.
6. I find it easy to resist temptation.
A. ALWAYS B. MOST OF THE TIME C. SELDOM D. NEVER
7. When I need self-control, I pray to God for help.
A. YES, AND IT HELPS.
B. YES, IF I REMEMBER TO.
C. ONLY WHEN I THINK I MAY GET IN TROUBLE.
D. NO
8. I think or act in ways that block my progress toward my goals.
A. YES, ALMOST ALWAYS
B. YES, SOMETIMES
C. YES, BUT I USUALLY CATCH MYSELF.
D. NOT REALLY; I AM ABLE TO KEEP ON TRACK.
9. Other people can easily talk me into or out of doing things that I know are wrong.
A. YES, THIS HAPPENS A LOT.
B. SOMETIMES, BUT I TRY TO LISTEN TO SMART PEOPLE.
C. OFTEN, BUT IT DEPENDS ON WHAT'S IN IT FOR ME OR MY FRIENDS.
D. NO, I THINK ABOUT HOW MY ACTIONS WILL AFFECT AND INFLUENCE OTHERS.
10. When I have money in my pocket or purse, I spend it.
A. YES! THERE'S SO MUCH STUFF I NEED.
B. YES. I TRY TO SAVE, BUT IT'S HARD.
C. NO, I SAVE UP FOR WHAT I REALLY WANT.
D. NO, I NEVER SPEND MONEY.

1020 CONTINUED

SELF-CONTROL SCORECARD

1. Answer:	A-2	B-2	C-4	D-5	POINTS:
2. Answer:	A-2	B-3	C-4	D-5	POINTS:
3. Answer:	A-2	B-3	C-4	D-4	POINTS:
4. Answer:	A-5	B-4	C-3	D-2	POINTS:
5. Answer:	A-4	B-2	C-3	D-5	POINTS:
6. Answer:	A-5	B-5	C-3	D-2	POINTS:
7. Answer:	A-5	B-4	C-3	D-3	POINTS:
8. Answer:	A-2	B-3	C-4	D-5	POINTS:
9. Answer:	A-2	B-4	C-3	D-5	POINTS:
10. Answer:	A-2	B-4	C-5	D-2	POINTS:

TOTAL POINTS:

SELF-CONTROL PROFILE

If your total points score was . . .

43–50: You are walking in a high degree of self-control. Keep up the prayer and Bible study, and keep thinking things through before you speak or act. Your rewards will come in due time.

35–42: You have self-control, but you are wavering and letting your willpower weaken at times. Remember that your will is a part of your soul, and it should be kept in line with your mind through prayer and the leading of the Holy Spirit.

27–34: You may find that you make impulsive decisions and lack self-control or that you frequently are led by your emotions. Emotions are not bad, but you should examine them to find out their root cause. Be sure you are considering your values and beliefs. Ask yourself what is important to you, and what you believe to be true. Self-control will enable you to channel your emotions constructively.

21–26: Whoa! Your emotions and lack of self-control may be getting you in hot water at school, at home, or in your relationships. Remember the STAR principle—Stop, Think, Act, and Respond as a way to exercise self-control. (See page 12 of the *Kingdom Quest* strategy guide.) A response is different from a reaction. Self-control requires training. Keep practicing! It's worth it. Self-control is also a fruit (evidence) of the Holy Spirit's presence in your life. So keep spending time with God so this fruit will be more evident in your life.



BONUS ROUND—SELF-CONTROL IN REGARD TO SEXUALITY

Please print the following pages for your teen(s) to read. Ask them to answer the questions at the end.



BONUS ROUND—SELF-CONTROL IN REGARD TO SEXUALITY CONTINUED

Having feelings is a natural part of being human. Every person has experienced the feelings of happiness, joy, anger, and anxiety as well as an array of other emotions that everyday circumstances force to the surface. There's nothing wrong with that; it's just the way things are.

A life situation may prompt certain feelings; however, this doesn't mean that it's appropriate to act on everything you feel. In other words, there are times when it's okay to express your natural feelings, and there are times when acting on what you feel would be inappropriate or unhealthy for relationships.

One of those natural feelings is a God-given physical desire for the opposite sex. However, just because something is natural doesn't mean it should be used unchecked. Feelings, especially sexual desire, require us to use self-control, otherwise they become a big problem. Unchecked feelings can lead you to make poor choices that have consequences for you personally as well as for the community.

Part of the problem that stems from lack of sexual self-control is that 300,000 teen girls get pregnant every year, which creates a high emotional, physical, and spiritual cost on young mothers and their children.*

Another problem is STDs. According to the US Department of Health and Human Services, "Adolescents ages 15–24 account for nearly half of the 20 million new cases of STD's each year. Today, four in 10 sexually active teen girls have had an STD that can cause infertility and even death."[†]

Additionally the poverty level is continually increasing due to the dropout rate of teen parents.[‡] Added to financial difficulties due to the misuse of sex by teens is the emotional scarring, which is immeasurable.

How could this much mess come from something so natural and given by God? Simple. Just because something is natural doesn't mean it's always appropriate. God, as the head coach, has created sex for the game of life, but He has designed that play to be run only in the context of marriage. Just as self-control is needed for victory on the field if you are an athlete or in the classroom if academics is your interest, it is needed even more for victory in life.

Another analogy to explain the potential harmful effects of unchecked sex is fire. Think of sex in marriage being likened to a fire in a fireplace. When contained in its proper environment, it brings warmth and comfort. But when allowed to burn uncontained, sex can bring destruction.

What About You?

1. What do you think about the idea that sex is like a fire, best contained in the fireplace of marriage? What damage do you see in the culture that results from sex being used irresponsibly?
2. Who are your role models for a good marriage? What is it about those couples that make marriage look attractive?
3. List at least three reasons why sexual self-control is an essential character trait for a future spouse. List at least three benefits of developing personal self-control in the area of sex *before* you begin dating.
4. Read the verses in the following passage. Choose one statement, or find another verse, that will help you remain sexually pure. Memorize it!

*The National Campaign to Prevent Teen and Unplanned Pregnancy, "Counting It Up: What Policymakers Can Do," accessed July 8, 2015, <http://thenationalcampaign.org/resource/counting-it-what-policy-makers-can-do>.

[†]Centers for Disease Control and Prevention, "Reported STDs in the United States: 2013." Retrieved January 23, 2015, from <http://www.cdc.gov/nchhstp/newsroom/docs/STD-Trends-508.pdf>; Stuart M. Berman, S. Deblina Datta, Sara E. Forhan, Sami L. Gottlieb, Lauri E. Markowitz, Geraldine M. McQuillan, Maya R. Sternberg, and Fajie Xu, "Prevalence of sexually transmitted infections among female adolescents aged 14 to 19 in the United States." *Pediatrics*, 2009, 124(6), pp. 1505-1512; and Office of Adolescent Health, "Sexually Transmitted Diseases," accessed June 10, 2015, <http://www.hhs.gov/ash/oah/adolescent-health-topics/reproductive-health/stds.html>.

[‡]Education Week, "Dropouts," August 3, 2004, updated June 16, 2011, <http://www.edweek.org/ew/issues/dropouts/>; for an easy-to-read chart summarizing the Education Week data, see Statistic Brain Research Institute, "High School Dropout Statistics," updated March 17, 2015, <http://www.statisticbrain.com/high-school-dropout-statistics/>.



BONUS ROUND—SELF-CONTROL IN REGARD TO SEXUALITY CONTINUED

How can a young man keep his way pure? By guarding it according to your word. With my whole heart I seek you; let me not wander from your commandments! —[PSALM 119:9-10, ESV](#)

Turn my eyes from looking at worthless things; and give me life in your ways. —[PSALM 119:37, ESV](#)

Put on the Lord Jesus Christ, and make no provision for the flesh, to gratify its desires.
—[ROMANS 13:14, ESV](#)

There's more to sex than mere skin on skin. Sex is as much spiritual mystery as physical fact. As written in Scripture, "The two become one." Since we want to become spiritually one with the Master, we must not pursue the kind of sex that avoids commitment and intimacy, leaving us more lonely than ever—the kind of sex that can never "become one." There is a sense in which sexual sins are different from all others. In sexual sin we violate the sacredness of our own bodies, these bodies that were made for God-given and God-modeled love, for "becoming one" with another. Or didn't you realize that your body is a sacred place, the place of the Holy Spirit? Don't you see that you can't live however you please, squandering what God paid such a high price for? The physical part of you is not some piece of property belonging to the spiritual part of you. God owns the whole works. So let people see God in and through your body.
—[1 CORINTHIANS 6:16-20](#)

No test or temptation that comes your way is beyond the course of what others have had to face. All you need to remember is that God will never let you down; he'll never let you be pushed past your limit; he'll always be there to help you come through it. —[1 CORINTHIANS 10:13](#)

You were called to freedom, brothers. Only do not use your freedom as an opportunity for the flesh, but through love serve one another. —[GALATIANS 5:13, ESV](#)

Set your minds on things that are above, not on things that are on earth. . . . Put to death therefore what is earthly in you: sexual immorality, impurity, passion, evil desire, and covetousness, which is idolatry.
—[COLOSSIANS 3:2, 5, ESV](#)


God wants you to live a pure life. Keep yourselves from sexual promiscuity. Learn to appreciate and give dignity to your body, not abusing it, as is so common among those who know nothing of God.
—[1 THESSALONIANS 4:3-5](#)

Flee youthful passions and pursue righteousness, faith, love, and peace, along with those who call on the Lord from a pure heart. —[2 TIMOTHY 2:22, ESV](#)

Honor marriage, and guard the sacredness of sexual intimacy between wife and husband. God draws a firm line against casual and illicit sex. —[HEBREWS 13:4](#)

BONUS ROUND—BULLYING

Please print the following pages for your teen(s) to read. Ask them to rewrite the Bible verses at the end.



BONUS ROUND—BULLYING CONTINUED

The Miami Dolphins were the topic of discussion in the 2013 National Football League (NFL) season. However, the conversation was not about football but rather about bullying. Offensive lineman Jonathan Martin was being harassed by guard Richie Incognito. Richie was hurling racial slurs and sexual taunts toward Jonathan and his family members. While Richie was having fun making the other teammates laugh, Jonathan was being torn down. By midseason, Jonathan left the team and went to the authorities about the bullying.

As you can imagine, the laughter in the locker room quickly turned into tension. On the field that season, the Miami Dolphins just as quickly fell apart because of the lack of team unity. Richie's life in the NFL took a downward spiral too; he was suspended from the 2013 season. Football can be an aggressive sport. Richie Incognito lacked the self-control and discipline to keep his focus on the game and his responsibility to his teammates. Whatever it was that spurred his misplaced aggression toward Jonathan Martin, Richie failed to leave his aggressions on the field.

Teamwork can only be accomplished through building others up with encouragement. Sadly, a lot of people get a kick out of poking fun at someone else just to get a few laughs. Life is a team sport. There is always a need for someone else to come alongside and help, encourage, guide, provide, and share in order for anyone to be successful. If this is true, we must always be aware that the person we're laughing at might just be the person we need. There are many bullies whose lives have taken a downward spiral. This is because success in the game of life is best achieved with self-control. Your actions should build up those around you, not tear them down.

Bullying has a price, both for the victim and the bully. After leaving the Dolphins, Jonathan Martin played a season for the 49ers, but started in only nine games. At the time of this writing, the lineman is struggling to find a new team for the 2015 season. Instead of being known for a solid showing in his rookie year, one journalist described him as "the offensive lineman best known for leaving the Dolphins after he was bullied."* His reputation as a player has been tarnished, perhaps forever, because he broke the "tough-guy code" and "snitched" on a teammate. His mental health also suffered. During and after the bullying, Jonathan struggled with depression, including suicidal thoughts.†

Richie was suspended from playing for three months and did not finish the 2013 season with the Dolphins. He did not play professional football in 2014. In 2015 the Buffalo Bills offered Richie a one-year contract after he'd promised the team that he had reformed.

Richie Incognito was not the only player accused of bullying. Guard John Jerry and center Mike Pouncey were also implicated by Jonathan Martin, but so far their careers have been untouched. John Jerry started every regular-season game for the past three years, finishing the 2013 season with the Dolphins. He played for the Giants in 2014 and is expected to return for the 2015 season. One journalist wrote that John's opportunities to play "came without any of the side drama of his involvement in the Dolphins bullying investigation."‡

Mike Pouncey accepted a \$52.15 million-dollar five-year extension with the Dolphins in March 2015, making him the "highest-paid center in the NFL by average annual value."§ He was passed over for sanctions in his role in the Jonathan Martin controversy, missing only a few games due to injuries, not suspension.¶ In the most recent online reports, his name isn't connected to Jonathan's; it's as if his involvement in that scandal never happened.

We do know that even if the NFL ignores bullying, God doesn't. As people of God, we're warned: "Don't pervert justice. Don't show favoritism to either the poor or the great. Judge on the basis of what is right" (Leviticus 19:15). Somewhere down the road, bullies will be held accountable. You may not be able to see it, but it will happen. And many people who are bullied move past it and live productive lives, saying the trial

*Michael David Smith, "49ers Cut Jonathan Martin," *NBC Sports*, March 26, 2015, <http://profootballtalk.nbcsports.com/2015/03/26/49ers-cut-jonathan-martin/>.

†Ryan Van Bibber, "The Worst of the Richie Incognito/Jonathan Martin Report," *SB Nation*, February 14, 2014, <http://www.sbnation.com/nfl/2014/2/14/5411608/worst-of-the-richie-incognito-jonathan-martin-report-miami-dolphins>.

‡Josh Alper, "Giants Re-sign John Jerry," *NBC Sports*, March 16, 2015, <http://profootballtalk.nbcsports.com/2015/03/16/giants-re-sign-john-jerry/>.

§"Sources: Dolphins, Mike Pouncey Reach Five-Year, \$52.15M Deal," *ESPN*, April 13, 2015, http://espn.go.com/nfl/story/_/id/12665397/mike-pouncey-miami-dolphins-agree-5-year-5215-million-extension.

¶Jeff Gray, "Mike Pouncey Won't Be Suspended for Bullying Scandal, Per Report," *SB Nation*, July 15, 2014, <http://www.sbnation.com/nfl/2014/7/15/5901241/mike-pouncey-jonathan-martin-bullying-investigation-dolphins>.



BONUS ROUND—BULLYING CONTINUED

made them stronger. If you are being bullied, turn to your parents and other trusted adults in your life for help. They can help support you emotionally and advocate on your behalf. Proverbs 11:21 says, “Count on this: The wicked won’t get off scot-free, and God’s loyal people will triumph.”

Because we’re to leave retribution to God, it’s important to make sure that we aren’t participating in bullying. The person who can control his/her temper and his/her words is certainly on God’s team.

What about you?

Consider the following verses and rewrite them in your own words:

If you could find someone whose speech was perfectly true, you’d have a perfect person, in perfect control of life. A bit in the mouth of a horse controls the whole horse. A small rudder on a huge ship in the hands of a skilled captain sets a course in the face of the strongest winds. A word out of your mouth may seem of no account, but it can accomplish nearly anything—or destroy it! —JAMES 3:2-5

Know this, my beloved brothers: let every person be quick to hear, slow to speak, slow to anger; for the anger of man does not produce the righteousness of God. —JAMES 1:19-20, ESV

APPENDIX: THE ROMANS ROAD

HOW TO MAKE SURE YOU'RE ON YOUR WAY TO HEAVEN

Be sure your teen(s) know how and why they are a Christian. If your teen(s) are saved, make sure they know how to lead someone else to Christ using the Romans Road and a simple prayer. The following paragraphs are taken from page 120 of the *Kingdom Quest* strategy guide and should be used to make sure your teen(s) are equipped for the kingdom:

Where Do I Go from Here?

Have you ever confessed your sin to God and trusted in Jesus Christ alone for your salvation? If not, there's no better time than right now.

It all begins with a simple prayer. The exact wording isn't important. What matters is your sincerity. Here's an example:

Dear Jesus, I confess that I am a sinner. I have failed to reflect Your glory and deserve the punishment that results from sin. Jesus, I believe that You are holy and sinless, that You died on the cross at Calvary and rose from the dead to grant salvation. I now place all my confidence in You as my Savior. Please forgive me of my sins and grant me eternal life. Thank You for saving me. I want to live my life for You. Amen.

If you prayed that prayer for the first time, I want to welcome you into the family of God. Also, talk with your pastor, Guide, and a Christian friend. Let them know about your decision so they can encourage you and help you to grow in your newfound faith.

A FINAL NOTE

It has been a number of years since I first envisioned creating a tool like this for parents and mentors to use in preparing young men and women for kingdom life, and I'm thrilled that it has come about. There is no greater joy than seeing teens walk with the Lord—whether they are your own children, youth at church, students from a nearby school, or young people in your neighborhood. I hope you enjoyed getting to know your teen(s) and watching them mature over the course of fifteen weeks. This program connects with the principles outlined in *Raising Kingdom Kids*. There is also a *Raising Kingdom Kids* DVD curriculum to help parents or groups experience parenting on a deeper spiritual level. No matter which Bible material or curriculum you choose, keep discipling your teen(s). Intentionally develop yourself as a spiritual leader in your home and teach your teen(s) in structured ways that will build their faith. I have found no other time and energy investment to be as worthwhile—it's great for me, my family, my church, and the kingdom. It doesn't get any better than that.

Tony Evans