



# KINGDOM QUEST

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

**AGES 11-13** 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 Tweens 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 kids go to college when college was not even on their radar. I've seen participants 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 kids 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 eleven- to thirteen-year-olds 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 tweens grow in reverence for God, they will also be growing in wisdom. Pray that the child(ren) 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 child’s safety and good health so each child 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 child will always have a tender heart toward the Lord. Ask that each child’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 child 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 children 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 that has been designed for you to use as a faith-building resource with your tween. The goal of the *Kingdom Quest Parent/Mentor Guide* is to equip parents and mentors with a tool for developing kingdom kids. One way this is done is through giving children a kingdom worldview—a lens through which they can view all of life in relationship to God’s Word. A kingdom kid 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 kids 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*, 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 participants(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 child, 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 participant(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 tween(s) to learn and memorize these verses along with them. Have some fun with it and take part in the 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 child, 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 child(ren) can visit a soup kitchen or food pantry.)

You may be like me and not exactly know what kids 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 tweens, 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 child(ren) 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 kids 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 children 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 child(ren).  
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 each child, 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 child(ren) to write down the answers to the following questions, which appear on page 3 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your participant(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?
2. How do you know who a friend really is? Do you choose friends based on who they say they are or by what they do?
3. Imagine you will be stuck in a room alone for a week. (Yes, you have food, water, and access to a bathroom.) What four items would you take with you? Why did you choose those items?

### **J4F**

Print out the following page for your tween(s). It will help them develop their taglines and vision statements. Here are additional sample taglines and vision statements to share with your child(ren) 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.

## J4F CONTINUED

**Head:** This is your very specific, God-given purpose based on what you know to be true about yourself. Create a purpose statement for yourself based on everything below the capstone.

**Eyes:** Who do you look up to and why? What is significant about that person and what quality about them do you admire?

**Hands:** Here you list your spiritual gifts and the things that are bestowed upon you as a child of God.

**Genetics:** Look at your family history (both Mom's and Dad's side). Where did your family come from? What are some of your family traits? What is important in your family?

**Feet:** All foundations should be built on Christ. What has Christ done for you? What are God's truths and promises that you live by? Is there a specific verse in the Bible that you quote daily to yourself? A foundation built on anything else will surely crumble, so your identity must be founded on Christ.

**Heart:** Where do you feel called? What do you feel called to do by God?

**Arms:** What roles do you play in society? What are the responsibilities that go along with those roles? Are you a girl? A guy? A Christian? A Dallas Cowboys fan? A basketball player?

**Legs:** Create a timeline of events from when your parents met to the present time and include anything and everything in this timeline. (Don't be afraid to be honest with yourself about things that have happened to you, because in one way or another they have shaped you into who you are today.)



**H2H**

Discuss the material on page 5 of the *Kingdom Quest* strategy guide with your 11- to 13-year-old(s). Optional: If you have time and access to a kitchen, bake a dessert with your child(ren). 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.)

**IU2U**

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 5–7 of the *Kingdom Quest* strategy guide.) Make sure each child understands how to score the quiz correctly. Children who score in the 20- to 29-point range may need additional encouragement that they are wonderfully made by God.

*Read each statement. Then select the response that best reflects the way you think and feel. Next circle the letter next to the answer. Follow the directions on tallying your score at the end of the quiz.*

1. I remember that God created me on purpose.  
**A. ALWAYS**  
**B. MOST OF THE TIME**  
**C. SOMETIMES**  
**D. NO, I AM NOT SURE.**
2. I remember that God created me for a purpose.  
**A. ALWAYS**  
**B. MOST OF THE TIME**  
**C. SOMETIMES**  
**D. NEVER**
3. I feel good about myself only when I do well in school, in sports, in music, or in another activity.  
**A. ALWAYS**  
**B. MOST OF THE TIME**  
**C. SELDOM**  
**D. NEVER**
4. I tend to feel worthless because I'm not very good at anything.  
**A. ALWAYS**  
**B. MOST OF THE TIME**  
**C. SELDOM**  
**D. NEVER**
5. I feel like I am important to my parents and/or other adults in my life.  
**A. ALWAYS**  
**B. MOST OF THE TIME**  
**C. SELDOM**  
**D. NEVER**

**IU2U CONTINUED**

6. I am comfortable being myself around people who are different from me.  
**A. ALWAYS**  
**B. MOST OF THE TIME**  
**C. SELDOM**  
**D. NEVER**
7. Before I get a new hairstyle, I get my friends' approval first.  
**A. ALWAYS**  
**B. YES, UNLESS I'M 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. I DON'T KNOW WHAT MY STRENGTHS AND WEAKNESSES ARE.**
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 wonder if I will go to heaven when I die.  
**A. ALWAYS**  
**B. MOST OF THE TIME**  
**C. SELDOM**  
**D. NEVER**

**IU2U CONTINUED****IDENTITY SCORECARD**

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

**TOTAL POINTS:**

## IU2U CONTINUED

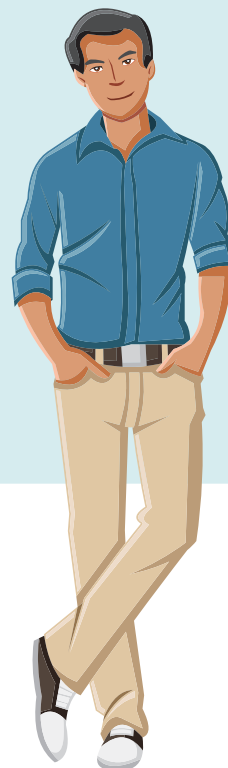
**IDENTITY PROFILE**

*If your total points score was . . .*

**40–50:** You know that you were created by God on purpose and that you have a purpose in life. You are secure in your identity. You have a good support system of family and friends. 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 see yourself as a human *doing*. Instead, try to see yourself as a human *being*. If we identify ourselves by what we do, our identity can be shaken. It can crumble if we perform poorly. 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 learning His Word, we can learn what our gifts are and the purpose He has for our lives. Go through this key again with your Guide, and pray that you understand that God made you to follow His purpose for your life.





## BONUS ROUND

Take the personality strengths assessment on the following pages, which was developed by John Trent and Gary Smalley. Help your participant(s) score the assessment; their copy begins on page 123 of the *Kingdom Quest* strategy guide. If you're a parent, take time to evaluate the differences between your personality assessment result and your child's. Ask your child(ren) 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? 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?

### Lion

Takes charge	Bold
Determined	Purposeful
Assertive	Decision maker
Firm	Leader
Enterprising	Goal-driven
Competitive	Self-reliant
Enjoys challenges	Adventurous

***"Let's do it now!"***

Double the number circled \_\_\_\_\_

### Otter

Takes risks	Fun-loving
Visionary	Likes variety
Motivator	Enjoys change
Energetic	Creative
Very verbal	Group-oriented
Promoter	Mixes easily
Avoids details	Optimistic

***"Trust me! It'll work out"***

Double the number circled \_\_\_\_\_

### Golden Retriever

Loyal	Adaptable
Nondemanding	Sympathetic
Even-keeled	Thoughtful
Avoids conflict	Nurturing
Enjoys routine	Patient
Dislikes change	Tolerant
Deep relationships	Good listener

***"Let's keep things  
the way they are."***

Double the number circled \_\_\_\_\_

### Beaver

Deliberate	Discerning
Controlled	Detailed
Reserved	Analytical
Predictable	Inquisitive
Practical	Precise
Orderly	Persistent
Factual	Scheduled

***"How was it done  
in the past?"***

Double the number circled \_\_\_\_\_

**BONUS ROUND CONTINUED****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 others' affairs.

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

**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 Tigger in *Winnie-the-Pooh*.

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

**BONUS ROUND CONTINUED**

**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 child(ren) 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 child(ren):

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 child(ren) to write down the answers to the following questions, which appear on page 10 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your participant(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. How do your friends impact your integrity? Do they make it easier or more difficult for you to do what is right? Do they help you or hinder you?
2. In what ways have another person's poor choices (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 acrostic on it and hanging it where your child(ren) 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 child(ren) 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?

## IU2U

A copy of the integrity quiz has been provided so that you may take it to discover your own strengths and weaknesses. (The original is on pages 12–15 of the *Kingdom Quest* strategy guide.) Make sure each child understands how to score the quiz correctly. Children who score in the 18- to 30-point range may need additional help in understanding how their choices affect others.

**IU2U CONTINUED**

Read each statement. Then select the answer that best describes your response to the following statements. Follow the directions on tallying your score at the end of the quiz.

1. If I had a chance to steal something small from a store, I would do it.  
**A. DEFINITELY    B. MAYBE    C. NO, I WOULDN'T DO THAT.**
2. If I want to do something but my mom or dad disapproves of it, I do it anyway.  
**A. DEFINITELY    B. MAYBE    C. NO, I DON'T DO THAT.**
3. I go to illegal websites where I can download videos and/or music without paying.  
**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. If I thought a kid at school was doing something illegal, I would tell a teacher.  
**A. DEFINITELY**  
**B. MAYBE**  
**C. NO, I WOULDN'T SNITCH.**  
**D. I'D TALK ABOUT IT WITH A PARENT OR MENTOR BEFORE TELLING THE TEACHER.**
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**

**IU2U CONTINUED****INTEGRITY 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: | <b>A-2</b> | <b>B-4</b> | <b>C-6</b> | <b>POINTS:</b> |                |
| 2. Answer: | <b>A-2</b> | <b>B-4</b> | <b>C-6</b> | <b>POINTS:</b> |                |
| 3. Answer: | <b>A-2</b> | <b>B-4</b> | <b>C-6</b> | <b>POINTS:</b> |                |
| 4. Answer: | <b>A-2</b> | <b>B-4</b> | <b>C-6</b> | <b>POINTS:</b> |                |
| 5. Answer: | <b>A-6</b> | <b>B-4</b> | <b>C-2</b> | <b>POINTS:</b> |                |
| 6. Answer: | <b>A-6</b> | <b>B-4</b> | <b>C-2</b> | <b>POINTS:</b> |                |
| 7. Answer: | <b>A-6</b> | <b>B-4</b> | <b>C-2</b> | <b>D-8</b>     | <b>POINTS:</b> |
| 8. Answer: | <b>A-8</b> | <b>B-6</b> | <b>C-4</b> | <b>D-2</b>     | <b>POINTS:</b> |
| 9. Answer: | <b>A-2</b> | <b>B-4</b> | <b>C-6</b> | <b>D-8</b>     | <b>POINTS:</b> |

**TOTAL POINTS:**

**INTEGRITY PROFILE**

If your total points score was . . .

**46–58:** 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. But from time to time you struggle to do the right thing when making decisions. Understand that doing what you know to be right and true will become a habit if you are consistent.

**18–30:** Sometimes kids (and adults!) have to be awakened to the idea that the community 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. Ask your Guide to go through this key with you again.

**BONUS ROUND**

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



## BONUS ROUND—INTEGRITY

Stores used to be closed every Sunday because they had to be. That was the law. Thirty years ago, that law changed. Some business owners decided to open their stores on Sunday so they could make more money, while others did not. The other business owners decided to give themselves and their employees a day of rest, no matter what the law allowed. One such businessman was Truett Cathy. He was the founder of Chick-fil-A, now the top fast-food chain in the country selling chicken. 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 in the way Cathy did business. This was his business plan: 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.\*

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

As far as a sandwich goes, a Chick-fil-A sandwich is one of integrity. Could Chick-fil-A make more money 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 probably make a lot more money for yourself 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.

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2. What would be better: feeling peace on the inside because you were true to your beliefs or having more money but less time to rest and enjoy what God has given you?

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## KINGDOM KEY 3 **WISDOM**

In advance of the J4F section, write down on index cards or small sheets of paper daily-life scenarios your child(ren) 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 tween: A friend of a friend brought an e-cigarette to a church overnight event. He/she is planning on smoking in the restrooms. Your friend tells you about it, but he or she asks you not to tell. What should you do? Another example: Your friend's older brother offers you a ride on his new motorcycle. You're tempted to take the ride because it looks like so much fun, but your parents aren't available to give permission. What should you do?

### Q2P

Ask your child(ren) to write down the answers to the following questions, which appear on page 17 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your participant(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 child(ren). The instructions appear on page 18 of the *Kingdom Quest* strategy guide.

Also, play the following game with your child(ren). 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 child(ren) be able to distinguish what is from the world and what is from God. The Word of God is our guide for living our life. Read the first portion of the phrase and see if your child(ren) can finish the phrase. Then ask them 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 19 of the *Kingdom Quest* strategy guide to foster discussion with your child(ren): 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?

## IU2U

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 child understands how to score the quiz correctly. Children 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 child(ren) in the next few weeks.

*Read each statement. Then select the response that best represents how you think and feel. Circle the answer that corresponds to that response. Then follow the instructions to fill in your Wisdom Meter.*

1. When I'm not sure what to do, I ask a parent or mentor what the Bible says to do or I read the Bible myself.  
**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 ask other people who have "been there" what to do.  
**A. YES      B. NO      C. SOMETIMES**
5. The elderly don'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. Church friends my age are a good source of advice. I talk to them before I make decisions because they know what I'm going through.  
**A. YES      B. NO      C. SOMETIMES**
8. If 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.**

**IU2U CONTINUED**

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.**

**WISDOM SCORECARD**

Fill in the Wisdom Meter (which is on the following page) according to your answers.

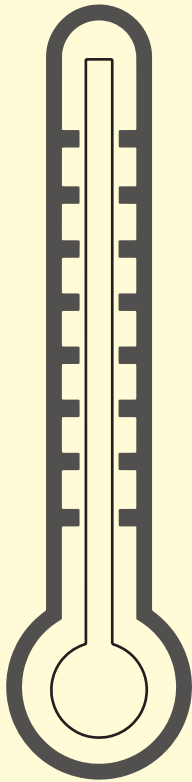
- |             |            |            |            |                |
|-------------|------------|------------|------------|----------------|
| 1. Answer:  | <b>A-2</b> | <b>B-0</b> | <b>C-1</b> | <b>POINTS:</b> |
| 2. Answer:  | <b>A-2</b> | <b>B-0</b> | <b>C-1</b> | <b>POINTS:</b> |
| 3. Answer:  | <b>A-0</b> | <b>B-2</b> | <b>C-1</b> | <b>POINTS:</b> |
| 4. Answer:  | <b>A-2</b> | <b>B-0</b> | <b>C-1</b> | <b>POINTS:</b> |
| 5. Answer:  | <b>A-0</b> | <b>B-2</b> | <b>C-1</b> | <b>POINTS:</b> |
| 6. Answer:  | <b>A-1</b> | <b>B-0</b> |            | <b>POINTS:</b> |
| 7. Answer:  | <b>A-2</b> | <b>B-0</b> | <b>C-1</b> | <b>POINTS:</b> |
| 8. Answer:  | <b>A-2</b> | <b>B-0</b> | <b>C-1</b> | <b>POINTS:</b> |
| 9. Answer:  | <b>A-2</b> | <b>B-0</b> | <b>C-1</b> | <b>POINTS:</b> |
| 10. Answer: | <b>A-2</b> | <b>B-1</b> | <b>C-0</b> | <b>POINTS:</b> |

**TOTAL POINTS:**

## IU2U CONTINUED

### WISDOM METER

If your total points score was . . .



**14–19 points:** 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 points:** 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 points:** 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. (Hint: Proverbs is a book that is full of practical 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 child, 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

## BONUS ROUND CONTINUED

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 tweens 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 middle schoolers 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](http://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

#### 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



## BONUS ROUND—WISDOM CONTINUED

### 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

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

## BONUS ROUND—WISDOM CONTINUED

### 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

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.

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## KINGDOM KEY 4 **PRAYER**

Gather materials so your child(ren) 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 participant(s) will need a blank piece of paper and a pen, pencil, or markers.

### Q2P

Ask your child(ren) to write down the answers to the following questions, which appear on page 25 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your participant(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 child 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 tween(s). Be specific in prayer over the places where you walk; pray for the future of the tween(s) you work with. Pray for their future school/college or career options, spouse, children, jobs, etc.

**IU2U**

There are three parts to this section, which is on pages 27–28 of the *Kingdom Quest* strategy guide.

First, help your child(ren) 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 your child(ren) 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 children 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 child(ren) to write down the answers to the following questions, which appear on page 30 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your participant(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 the children 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 child(ren) after they finish the H2H section on page 32 of the *Kingdom Quest* strategy guide. Help them 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 child(ren) can see it during the week. More information can be found on page 33 of the *Kingdom Quest* strategy guide or on the next page.

**IU2U CONTINUED**

Use the Ancient Text verses in this Kingdom Quest strategy guide or select your own verses to study. As you read the verse, use the **SPECK** method to see how it applies to you. Answer any or all the questions below from the verse. Start by examining one verse of your choice and write your answers on the following lines. Start a **SPECK** journal or key your notes into your cell phone, tablet, or computer.

- 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?

**VERSE****S****P****E****C****K**

## 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 child(ren). See also Luke 17:6 and Hebrews 11:6, which are printed on page 34 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 child(ren) to write down the answers to the following questions, which appear on page 35 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your participant(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 think people can be partly faithful in their actions? Why or why not?

### J4F

Follow the directions on page 36 of the *Kingdom Quest* strategy guide. This lesson requires two empty two-liter 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 child(ren) by reading this: Faith is a powerful tool in the hands of a kingdom kid. 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 kids, faith is a verb—which means you must take action. It's not passive. It's stepping out on the promises of God.

## IU2U

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 and 42 of the *Kingdom Quest* strategy guide.) Make sure each child understands how to score the quiz correctly. Children who score in the 18- to 30-point range may need additional encouragement that they can grow in their faith.

*Read each statement. Then select the response that best reflects the way you think about and respond to challenging situations. Circle the letter that corresponds with that answer. Follow the directions on tallying your score at the end of the quiz.*

1. I believe that God's Word is always true, all the time.  
**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. I have made a decision or acted on faith and it turned out well.  
**A. YES, MANY TIMES**  
**B. OCCASIONALLY**  
**C. MAYBE ONCE**  
**D. NO, NOT THAT I KNOW OF**
4. I have made a decision or acted on faith and it turned out to be a disappointment.  
**A. YES, MANY TIMES**  
**B. OCCASIONALLY**  
**C. MAYBE ONCE**  
**D. NO, I HAVE NEVER BEEN DISAPPOINTED.**



**IU2U CONTINUED**

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**
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**

**IU2U CONTINUED****FAITH SCORECARD**

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

**TOTAL POINTS:**

**IU2U 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 always 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 and at all times, it changes the way we view life. We begin to see that sometimes what we wanted really isn't the best for us. We learn to trust that God 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, 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 child, please print one copy of the Bonus Round material that has been provided. Ask your child(ren) to answer the questions at the end of the reading selection.

## BONUS ROUND—FAITH

The African impala is not only beautiful, but it also has amazing abilities. It's also considered a tasty meal by several African animals, such as the lion and the cheetah! Only the impala is able to leap as far as thirty-three feet (ten meters) in length. That's like leaping over two regular-sized cars! Only the impala can jump as high as ten feet (three meters) in height. That's like jumping higher than most of the ceilings in your house! Even so, the impala can easily be kept in a zoo enclosure with a solid fence only three feet (one meter) high. It could easily jump over that solid fence, but it won't 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 they would turn out.

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

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## KINGDOM KEY ➤ **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 child for the IU2U section.

### Q2P

Ask your child(ren) to write down the answers to the following questions, which appear on page 46 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your participant(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 current 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 being 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 46–47 of the *Kingdom Quest* strategy guide. Discuss the following questions, which appear on page 48:

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 she 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 child(ren) with the material about Daniel that appears on page 48 of the *Kingdom Quest* strategy guide.

**IU2U**

Help your child(ren) set up a cash-only envelope system for budgeting.

**BONUS ROUND**

For each child, print a copy of the Bonus Round that has been provided on the following pages. Spend some time with your child(ren) 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. In the space provided after each verse, write a sentence in your own words explaining what the verse means. 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

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### **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)

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### **3. Responsibility to God**

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

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## 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 3:12

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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 was he 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**

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### **School**

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### **Community/Church**

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## 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 Scripture verse to share with your child(ren).

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 child(ren) to write down the answers to the following questions, which appear on page 52 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your participant(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 child(ren).

## H2H

Discuss what service means with your child(ren) 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 in this section, which can be found on pages 53–54 of the *Kingdom Quest* strategy guide. Ask your tween(s) questions about what “good works” are and why a right attitude is essential for serving others.

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

Ask the child(ren) to write whom they will serve on the bottom of page 57 of the *Kingdom Quest* strategy guide. As a group, help each child 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 54–57 of the *Kingdom Quest* strategy guide.) Make sure each child understands how to score the quiz correctly. A child who scores 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 child(ren) in the next few weeks.

*Read each statement. Then select the response that best describes your thoughts and attitudes regarding serving others. Circle the corresponding letter. Follow the directions on tallying your score at the end of the quiz.*

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, OFTEN**  
**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.**

**IU2U 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.**
  
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.**

**IU2U CONTINUED**

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 FUELS MY COMPASSION.**

**C. NOT REALLY. I SERVE BECAUSE IT'S EXPECTED OF ME.**

**D. NO, I RARELY SERVE.**

**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:	<b>A-5</b>	<b>B-4</b>	<b>C-3</b>	<b>D-2</b>	<b>POINTS:</b>
2. Answer:	<b>A-2</b>	<b>B-3</b>	<b>C-4</b>	<b>D-5</b>	<b>POINTS:</b>
3. Answer:	<b>A-5</b>	<b>B-4</b>	<b>C-3</b>	<b>D-2</b>	<b>POINTS:</b>
4. Answer:	<b>A-5</b>	<b>B-4</b>	<b>C-3</b>	<b>D-2</b>	<b>POINTS:</b>
5. Answer:	<b>A-2</b>	<b>B-3</b>	<b>C-4</b>	<b>D-5</b>	<b>POINTS:</b>
6. Answer:	<b>A-5</b>	<b>B-4</b>	<b>C-3</b>	<b>D-2</b>	<b>POINTS:</b>
7. Answer:	<b>A-2</b>	<b>B-3</b>	<b>C-4</b>	<b>D-5</b>	<b>POINTS:</b>
8. Answer:	<b>A-5</b>	<b>B-4</b>	<b>C-3</b>	<b>D-2</b>	<b>POINTS:</b>
9. Answer:	<b>A-5</b>	<b>B-4</b>	<b>C-3</b>	<b>D-2</b>	<b>POINTS:</b>
10. Answer:	<b>A-5</b>	<b>B-4</b>	<b>C-3</b>	<b>D-2</b>	<b>POINTS:</b>

**TOTAL POINTS:**

**IU2U CONTINUED****SERVICE PROFILE**

*If your total points score was . . .*

**40–50:** You have already benefited from plugging in to service at your church or through another service opportunity. Your soul—your mind, will, and emotions—are stronger for the experience. Thank the adults in your life who made these opportunities possible. You have experienced true humility, which comes from knowing that God desires to work through you in order to help the church and community. If the Lord has given you a vision for serving others, go after it with a whole heart.

**30–39:** You experienced the benefits of serving to a degree. Consider making service a higher priority in your life; there's probably some activity you can give up to make time for it. If you turn away or avoid situations when you see others in need, ask your Guide for ways he/she thinks you need to grow in serving others. Also pray and ask God to show you 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:** God desires for you to get out of your comfort zone and plug in. Service is sure to stir your heart in powerful ways. If your first experiences don't deliver on this, keep searching for an opportunity that will. If your family is not serving, you can be the one to make service a priority in your home. Through prayer, ask the Lord to move your mind-set toward becoming a giver.



**BONUS ROUND**

Look up the following stories online and read about self-sacrificial acts of service. If the video clips are appropriate for your tween(s), show them. If not, verbally summarize the events. 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. 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/1djXrn3>.

## KINGDOM KEY 9 **TRUST**

### Q2P

Ask your child(ren) to write down the answers to the following questions, which appear on page 59 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your participant(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. Who are the three people you trust most?
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 child(ren) will be reading this short story, which can be found on page 60 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 scorpions sting other frogs, and so he cautiously started moving away.

"Don't go," said the scorpion. "I come to ask a simple favor. I need a 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 his 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 child(ren). 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 child's shoulder, praise the youth leader at church, ask questions to get the child 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 child(ren) 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, first you 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.

## IU2U

Help your child(ren) organize their trust level 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 child(ren) 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 child(ren) to write down the answers to the following questions, which appear on page 65 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your participant(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 child(ren) understand 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 child(ren) 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 agree.

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.

## IU2U

With your child(ren), 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 young people 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 stop young people from being present with others?
6. How can you set boundaries to make sure social media doesn't keep 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 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 child(ren).

[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 child(ren) to write down the answers to the following questions, which appear on page 72 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your participant(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 kids if you feel it's appropriate. At some point one child 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 child 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 kids 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 kids 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 pages 73–74 of the *Kingdom Quest* strategy guide, discusses the concept of teamwork in sports. To augment this section, find a YouTube clip of great team play in whatever team sport is most popular among your kids—football, basketball, soccer, volleyball, etc. Play it for your child(ren). Discuss each key player's role in the scoring opportunity or maneuver.

## IU2U

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 74–76 of the *Kingdom Quest* strategy guide.) Make sure each child understands how to score the quiz correctly. Children 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.

Share Romans 12:17-19 with your child(ren): "Don't hit back; discover beauty in everyone. If you've got

**IU2U CONTINUED**

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."

Read each statement. Then select the response that best describes your interactions with others. Circle the corresponding letter. Follow the directions on tallying your score at the end of the quiz.

1. When I work in a group, I listen carefully to what other team members say.
  - A. ALWAYS**
  - B. MOST OF THE TIME**
  - C. I USUALLY MENTALLY CHECK OUT.**
  - D. I DON'T HAVE TIME FOR THAT.**
2. I get upset when my team takes credit for my idea or action and I don't get recognition.
  - A. ALWAYS**
  - B. MOST OF THE TIME**
  - C. SELDOM. IT'S MEETING THE GOAL.**
  - D. NEVER. MY IDEAS DON'T MATTER.**
3. If one of my friends is offended, I am offended too.
  - A. ALWAYS, AND I LET OTHERS KNOW ABOUT IT.**
  - B. USUALLY, AND I LET IT AFFECT HOW I TREAT THE OFFENDER.**
  - C. SOMETIMES, BUT I TRY TO HELP THEM RECONCILE.**
  - D. NEVER**
4. If I'm in conflict with someone, I make sure to avoid him or her whenever possible.
  - A. ALWAYS**
  - B. MOST OF THE TIME**
  - C. I DO, UNTIL I'M READY TO TALK ABOUT THE ISSUE.**
  - D. NEVER. I STARE HIM OR HER DOWN OR TELL THAT PERSON HE OR SHE IS WRONG.**
5. When I'm upset with someone, I tell others about it.
  - A. YES, ESPECIALLY IF I KNOW THEY'LL BE ON MY SIDE.**
  - B. MOST OF THE TIME—I NEED TO LET IT OUT.**
  - C. SELDOM, OR ONLY WITH FRIENDS I TRUST TO HELP ME SORT IT OUT.**
  - D. NEVER. I KEEP THINGS TO MYSELF AND KEEP GOING.**

**IU2U CONTINUED**

6. When I'm upset with someone, I check my attitude before confronting him or her about it.
- A. ALWAYS**
  - B. MOST OF THE TIME**
  - C. SELDOM; IT'S A LOT OF WORK TO THINK ABOUT IT.**
  - D. I'M NEVER WRONG, AND IT'S PROBABLY THE OTHER PERSON'S FAULT ANYWAY.**
7. If someone wrongs me, I'm not satisfied until I have had a chance to get even.
- A. TRUE, THE BIBLE SAYS, "AN EYE FOR AN EYE."**
  - B. IT DEPENDS ON WHAT THE PERSON DID.**
  - C. SOMETIMES I FEEL THAT WAY, BUT THEY'LL GET THEIRS IN THE END.**
  - D. I TRY TO OVERLOOK AND MOVE ON.**
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. I like to be at peace within myself and with others.
- A. STRONGLY AGREE**
  - B. AGREE**
  - C. DISAGREE**
  - D. STRONGLY DISAGREE**

**IU2U CONTINUED****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:**

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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:**

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7. Answer: **A=AR B=AR C=ER D=PR RESPONSE:**

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8. Answer: **A=ER B=ER C=PR D=AR RESPONSE:**

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9. Answer: **A=PR B=PR C=AR D=ER RESPONSE:**

---

10. Answer: **A=PR B=PR C=ER D=ER RESPONSE:**  
**& AR & AR**

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**TOTAL ESCAPE RESPONSES:**

**TOTAL ATTACK RESPONSES:**

**TOTAL PEACEMAKING RESPONSES:**



**IU2U CONTINUED****TEAMWORK PROFILE**

If your score was above three points in the Escape Response or Attack Response 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, 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 peacemakers.

If you've fallen into habits of escaping or attacking, it will take discipline to learn to be a peacemaker, but the rewards—inner peace, less stress and frustration, and peace with others—will be well worth it.

**BONUS ROUND**

Print a copy of the following Bonus Round for each child.

## 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 moves to the back of 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](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 child(ren) 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 child(ren) to write down the answers to the following questions, which appear on page 79 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your participant(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 what happened when you showed respect.

### J4F

Help your child(ren) design a family crest, as instructed on page 80 of the *Kingdom Quest* strategy guide. Some children may not feel as if their family is strong or worthy of a crest. As a result, those children 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 page 81 of the *Kingdom Quest* strategy guide, share with your child(ren) the following story from Dr. Evans if you think it's appropriate.

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.

## IU2U

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 child understands how to score the quiz correctly. Children 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.

*Read each statement. Decide which response best describes your thoughts and opinions about respect. Circle the corresponding letter. Follow the directions on tallying 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?**

**IU2U CONTINUED**

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.**
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.**

**IU2U CONTINUED**

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**

### 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:	<b>A=H</b>	<b>B=M</b>	<b>C=L</b>	<b>D=L</b>	<b>SENSITIVITY:</b>
2. Answer:	<b>A=H</b>	<b>B=H</b>	<b>C=M</b>	<b>D=L</b>	<b>SENSITIVITY:</b>
3. Answer:	<b>A=L</b>	<b>B=M</b>	<b>C=M</b>	<b>D=H</b>	<b>SENSITIVITY:</b>
4. Answer:	<b>A=H</b>	<b>B=M</b>	<b>C=M</b>	<b>D=L</b>	<b>SENSITIVITY:</b>
5. Answer:	<b>A=M</b>	<b>B=M</b>	<b>C=L</b>	<b>D=H</b>	<b>SENSITIVITY:</b>
6. Answer:	<b>A=H</b>	<b>B=H</b>	<b>C=M</b>	<b>D=L</b>	<b>SENSITIVITY:</b>
7. Answer:	<b>A=H</b>	<b>B=H</b>	<b>C=M</b>	<b>D=L</b>	<b>SENSITIVITY:</b>
8. Answer:	<b>A=L</b>	<b>B=L</b>	<b>C=L</b>	<b>D=H</b>	<b>SENSITIVITY:</b>
9. Answer:	<b>A=H</b>	<b>B=H</b>	<b>C=M</b>	<b>D=L</b>	<b>SENSITIVITY:</b>
10. Answer:	<b>A=L</b>	<b>B=L</b>	<b>C=M</b>	<b>D=H</b>	<b>SENSITIVITY:</b>

**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 child, as well as markers, pens, or pencils.

### Q2P

Ask your child(ren) to write down the answers to the following questions, which appear on page 87 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your participant(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 (background) play in your purpose?
2. Can a person have several purposes in life? Explain your answer.
3. What action steps can you take to prepare for your future even if you don't know what purpose God has for you?

### J4F

Choose a favorite dessert to make with your child(ren). (For kid-friendly ideas, select the "Create" tab at [ClubhouseMagazine.com](http://ClubhouseMagazine.com).) The material related to this activity appears on page 88 of the *Kingdom Quest* strategy guide. Discuss how using too much baking soda will cause it to be bitter or too much sugar will make it syrupy and too sweet. Also tell your participant(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 child(ren) 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 child(ren) discover that their passion, skills, and personality all contribute to their purpose. The material appears on page 89 of the *Kingdom Quest* strategy guide.

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

## H2H CONTINUED

lives. Make sure your children consider tough times, too. Those experiences may have made them more compassionate or persistent. Encourage them to think about ways God has turned their bad situations into character strength.

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

## 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 90–94 of the *Kingdom Quest* strategy guide along with instructions on how to evaluate your scores.) Make sure each child understands how to find out which spiritual gifts are their strengths. Remind your child(ren) 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 participant(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.



**IU2U CONTINUED****LIST 1**

- \_\_\_ You're good at stating the truth.
- \_\_\_ You're bold and direct when you relate to others.
- \_\_\_ You tend to remember Scripture and use it to back up what you say.
- \_\_\_ When others say they've changed, you want to see proof—not just words.
- \_\_\_ Feelings don't matter as much to you as choices, facts, and truth do.
- \_\_\_ You tend to be better at talking than listening.
- \_\_\_ 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 can't stand it when people don't practice what they preach.

\_\_\_ **Total number of statements you marked out of 10**

**LIST 2**

- \_\_\_ You understand the practical needs of individuals and the church.
- \_\_\_ 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 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're usually easygoing.
- \_\_\_ You're loyal.
- \_\_\_ You listen to others without criticizing them.
- \_\_\_ 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 10**

**LIST 3**

- \_\_\_ You like helping others learn.
- \_\_\_ You like arranging facts in a simple way so others can remember them.
- \_\_\_ You like to quote the Bible and other sources to support what you say.
- \_\_\_ You really love learning and studying.
- \_\_\_ It's easy for you to become proud of your knowledge.
- \_\_\_ You do your own investigating to find out what's true.
- \_\_\_ You're creative and imaginative.
- \_\_\_ You're self-disciplined.
- \_\_\_ You make decisions based on facts.

**IU2U CONTINUED**

\_\_\_ You tend to talk more than listen.

\_\_\_ **Total number of  
statements you marked  
out of 10**

**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 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.

\_\_\_ It's hard for you to accept failure.

\_\_\_ You find success exciting.

\_\_\_ You tend to give people advice instead of just befriending them.

\_\_\_ You're able to emotionally identify with others.

\_\_\_ **Total number of  
statements you marked out  
of 10**

**LIST 5**

\_\_\_ You insist that people follow the rules.

\_\_\_ You're confident.

\_\_\_ You're comfortable being a leader.

\_\_\_ You're good at organizing.

\_\_\_ You're able to sit quietly and listen before making comments.

\_\_\_ You thrive on pressure—the more the better.

\_\_\_ You're good at details.

\_\_\_ You're thorough and careful.

\_\_\_ You make decisions based on facts.

\_\_\_ You tend to accept others based on loyalty or ability to finish a task.

\_\_\_ **Total number of  
statements you marked  
out of 10**

**LIST 6**

\_\_\_ You're very sensitive to others' feelings.

\_\_\_ Your feelings can be easily hurt.

\_\_\_ You'll go to great lengths to help others.

\_\_\_ You find it tough to be firm with others.

\_\_\_ You have a hard time trusting others for fear of being hurt.

\_\_\_ You will give a lot to lessen others' pain and suffering.

\_\_\_ You care more about feelings than facts.

\_\_\_ You're patient.

\_\_\_ You talk well with people, and they find it easy to talk to you.

\_\_\_ When it comes to getting along with others, you can put up with a lot.

\_\_\_ **Total number of  
statements you marked  
out of 10**

**IU2U CONTINUED****LIST 1: PROPHECY**

If you have the gift of prophecy, you're probably highly sensitive to sin, to others' motivations, and to whether they're okay spiritually. You may not notice this now, but it may become clear as you mature. Being a prophet doesn't mean you have to hear God's audible voice talking to you; it means you're able to understand God's message and who needs to hear it.

**LIST 2: SERVICE**

If you have the gift of service, you want to take care of the practical and physical needs of others. You're good at identifying unmet needs and helping church leaders meet them.

**LIST 3: TEACHING**

With this gift, you have a passion for the truth and tend to make it clear for others. You can communicate important information as a teacher or coach.

**LIST 4: EXHORTATION**

People with this gift are often seen as the encouragers or cheerleaders of a group. You can bring comfort and counsel to others.

**LIST 5: ADMINISTRATION**

If you have this gift, you like getting people to work together toward a goal. When you and your friends are planning a major activity, you're likely the one who gets everyone and everything organized—even if your friends think you're a little bossy in the process.

**LIST 6: MERCY**

The gift of mercy is not “feeling sorry” for people. If you have this gift, you have a strong desire to heal physical and/or emotional wounds. You feel compassion for hurting people, and translate that into actions that show love and relieve suffering.

## 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 child(ren) to write down the answers to the following questions, which appear on page 96 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your participant(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 child(ren) about how they would respond in each of the situations listed on page 97 of the *Kingdom Quest* strategy guide.

Discuss practical things they can do to handle the challenging situations they listed on page 97. 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 child(ren) to adjust to the change.

### H2H

In addition to discussing the material on page 98, share the following extended metaphor with your participant(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

## H2H CONTINUED

your life impacts how far you can move toward your dreams and goals. Consider resilience 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?

## IU2U

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 100–103 of the *Kingdom Quest* strategy guide.) Make sure each child understands how to score the quiz correctly. A child who scores in the 21- to 29-point range may need additional encouragement that he or she can learn to persevere.

*Read each statement. Choose the answer that best reflects the way you think about and respond to challenging situations. Circle the corresponding letter. Follow the directions on tallying your score at the end of the quiz.*

1. 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**
2. I have someone in my life I can count on for encouragement when I’m disappointed.
  - 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.**

**IU2U CONTINUED**

3. 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**
4. 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**
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 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.**

**IU2U 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:**

**IU2U CONTINUED****RESILIENCE PROFILE**

*If your total points score was . . .*

**40–50:** Your character is already resilient. 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 negatively. 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 when times get hard. Resilience requires taking action and forgiving others. You keep moving even after you fall. High school will be difficult for you if you are not resilient. Certainly over the next few years you will be pushed down—it's not a matter of "if" but of "when." Keep pressing forward.

**21–29:** Whether you're more timid by nature or you've been taught not to take risks, realize that you are 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 child, print a copy of the Bonus Round material, which has been provided for you. 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? When does fear of failure keep you from trying?
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 there in the open water, waiting on a wave, the sound of the currents lapping at your board, sun warm on your back, breeze cool on your face, and the relaxing pull of the water 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 child(ren) 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 children write on sheets of paper posted to the walls. You may want to photocopy page 107 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 child(ren).

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 child(ren) to write down the answers to the following questions, which appear on page 105 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your participant(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 think 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 child(ren) will be learning about and making both short-term and long-term goals. They will need you to sign page 107 of the *Kingdom Quest* strategy guide after you have approved their goals.

## H2H

Make a poster with the following SMART lesson from page 109 of the *Kingdom Quest* strategy guide. Hang the poster where your child(ren) can see it throughout the week.

-  —Goals need to be **specific**. This will help you make choices on what to do, or not to do in order to reach them.
-  —Goals need to be **measurable** in some form or fashion.
-  —Goals need to be **attainable**. For example, don't set a goal of being able to kick a football over a mountain—it's impossible. Set yourself up for success rather than failure by choosing goals that are attainable.
-  —Goals need to be **relevant**, meaning they should tie into your personal interests or ambitions; otherwise, you may lose interest over time.
-  —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.

## IU2U

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 110–114 of the *Kingdom Quest* strategy guide.) Make sure each child understands how to score the quiz correctly. Children 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 child who needs extra encouragement.

*Read each statement. Then select the response that best describes your personal experience with goal setting. Circle the corresponding letter. Follow the directions on tallying your score at the end of the quiz.*

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.**

**IU2U CONTINUED**

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.**
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.**

**IU2U CONTINUED**

10. My parent(s) support the goals I have for my life.

**A. STRONGLY DISAGREE; I DON'T HAVE ANYONE TO GUIDE ME TOWARD MY GOALS.**

**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.**

**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:**

## IU2U CONTINUED

## GOALS PROFILE

If your total points score was . . .

**40–50:** You're a goal setter! You have already organized a path for your life that can enable you to achieve great things. Now you need to set goals to help further the kingdom of God. Be grateful for a parent or other adult in your life who has taught you to set goals and who helps you to accomplish goals toward your 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). You need to prioritize goal setting. That means giving time, energy, thought, and prayer to discovering who you are. That includes 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. He or she 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, measurable parts. You can do all things through Christ, who strengthens you (Philippians 4:13).



## **APPENDIX: THE ROMANS ROAD**

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

Be sure your child(ren) know how and why they are a Christian. If they 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 122 of the *Kingdom Quest* strategy guide and should be used to make sure your child(ren) are equipped for the kingdom. The vocabulary in this section is difficult, so make sure you explain all the terms:

#### *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 children 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 tween(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 tween(s). Intentionally develop yourself as a spiritual leader in your home and teach your child(ren) 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*