



JUNIOR HIGH GROUP STUDY

# PARENTS & FAMILY

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General Editor



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# How to Use the *Uncommon* Junior High Group Studies

Each *Uncommon* junior high group study contains 12 sessions, which are divided into 2 stand-alone units of 6 sessions each. You may choose to teach all 12 sessions consecutively, or to use just one unit, or to present each session separately. You know your group, so do what works best for you and your students.

This is your leader's guidebook for teaching your group. Electronic files (in PDF format) for each session's student handouts are available online at [www.gospellight.com/uncommon/](http://www.gospellight.com/uncommon/). The handouts include the "Reflect" section of each study, formatted for easy printing, in addition to any student worksheets for the session. You may print as many copies as you need for your group.

Each individual session begins with a brief overview of the "big idea" of the lesson, the aims of the session, the primary Bible verse and additional verses that tie in to the topic being discussed. Each of the 12 sessions is geared to be 45 to 90 minutes in length and is comprised of two options that you can choose from, based on the type of group that you have. Option 1 tends to be a more active learning experience, while Option 2 tends to be a more discussion-oriented exercise.

The sections in each session are as follows:

## **Starter**

Young people will stay in your youth group longer if they feel comfortable and make friends. This first section helps students get to know each other better and focus on the theme of the lesson in a fun and engaging way.

## **Message**

The Message section enables students to look up to God by relating the words of Scripture to the session topic.

## **Dig**

Unfortunately, many young people are biblically illiterate. In this section, students look inward and discover how God's Word connects with their own world.

## **Apply**

Young people need the opportunity to think through the issues at hand. The apply section leads students out into their world with specific challenges to apply at school, at home and with their friends.

## **Reflect**

This concluding section of the study allows students to reflect on the material presented in the session. You can print these pages from the PDF found at [www.gospellight.com/uncommon\\_jh\\_parents\\_and\\_family.zip](http://www.gospellight.com/uncommon_jh_parents_and_family.zip) and give them to your students as a handout for them to work on throughout the week.

### **Want More Options?**

An additional option for each section, along with accompanying worksheets, is available in PDF format at [www.gospellight.com/uncommon\\_jh\\_parents\\_and\\_family.zip](http://www.gospellight.com/uncommon_jh_parents_and_family.zip).

# UNIT I

## Parents & Family

We can catch glimpses of how families have changed over the last few decades by peering into the cultural mirror provided to us by television families. Ward and June Cleaver focused their attention almost exclusively on their sons, concerned with how they could use everything that happened to Wally and “the Beaver” to teach important life lessons. Cliff and Claire Huxtable, while still focusing much of their time on their five children, had their own careers, their own interests and even their own sex life. (Imagine that!) Homer and Marge Simpson maintain two distinct relationships with their very independent children: Homer plays the self-absorbed, lazy father and Marge the well-meaning yet fairly helpless mother. What they share is a distant role in the lives of their autonomous, preadolescent children.

Your junior-highers’ families may be somewhat different from the one that raised you. What we see in television families, and probably what you see in the families of your junior-highers, confirms that many parents are absorbed with their own needs and interests. Decisions about family matters are often based on what is best or easiest for the parents, with children left either emotionally neglected or forced to grow up too fast. Young adolescents lack the skills to take care of themselves, yet their well-meaning but often busy and preoccupied parents aren’t around enough to do it for them.

As a result, many junior-highers are confused about what their family *is*, *what it is supposed to be* and *who they are supposed to be* in it. Thankfully, God’s Word has a lot to say on the matter. This study is committed to helping students understand what God’s written and incarnated Word has to say about the family and their place in it, through three strategies.

1. *Reality-based stories.* Forty percent of the students in your youth ministry will go to sleep tonight in a home without their father. That’s their reality. This book doesn’t hide from unfortunate truths like that, but it places a biblical spotlight on them and helps students

navigate through the stormy waters of their parents' divorce, step-parent dynamics and sibling rivalry.

2. *Easy-to-grasp principles.* The youth workers involved in this study have spent years with junior-highers (and sometimes their own children!) getting to know not just what they feel but how they think. As a result, they have packed this book full of concrete examples, simple principles and tangible application steps that will likely reach even your most confused sixth grader.
3. *A model of what should be.* The danger in focusing only on students' reality is that it omits God's ideal. This study tries to walk the fine line of identifying and empathizing with what students are experiencing, while giving them a vision for what might be better and what they might want to do when—*gasp, shudder*—they have kids of their own.

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Fuller Theological Seminary



## SESSION I

# MAKING IT EASY

### THE BIG IDEA

Students can make their parents' lives a lot easier.

### SESSION AIMS

In this session you will guide students to (1) understand the ability they have to help or hinder their parents; (2) discover tangible ways they can help and encourage their parents; and (3) commit to make their parents' lives easier this week.

### THE BIGGEST VERSE

"Children, obey your parents in the Lord, for this is right. 'Honor your father and mother'—which is the first commandment with a promise—that it may go well with you and that you may enjoy long life on the earth'" (Ephesians 6:1-3).

### OTHER IMPORTANT VERSES

Genesis 9:18-29; Luke 9:57-62; Ephesians 4:29

**Note:** Additional options and worksheets in 8<sup>1</sup>/<sub>2</sub>" x 11" format for this session are available for download at [www.gospellight.com/uncommon\\_jh\\_parents\\_and\\_family.zip](http://www.gospellight.com/uncommon_jh_parents_and_family.zip).



## STARTER

**Option 1: Adult Stress Check.** For this option, you need copies of “Adult Stress Check” (found on the next page) and pens or pencils.

Greet students and explain that you’re diving into a new series about families, and then briefly discuss the following:

- If you were to describe what this last week has been like for your parents, what words would you use?
- Why those words?
- How about during the last month?
- Do you think your parents have an easier or harder life than you do?

Explain that the group is now going to do an activity to help them think about their parents’ lives. Distribute “Adult Stress Check” and pens or pencils and ask students to circle any stressful situations that their parents have experienced recently. After they’ve completed the handouts, take a poll to determine which situations parents have experienced the most and which they’ve experienced the least. Then discuss the following:

- What does this tell you about your parents’ lives?
- Are you someone who adds stress to your parents’ lives or reduces it?
- What do you do that causes your parents the most stress?
- What do you do that helps them the most?

Explain that today the group is going to spend some time discussing how we can help our parents—and why we should.

**Option 2: Keepers of the Wrap.** For this option, you need one medium-sized box for every 10 students, wrapping paper and transparent tape. Ahead of time, wrap each box with wrapping paper. (*Note:* This activity will be rough on the boxes, so consider wrapping them twice!)

Greet the students, and then divide them into groups of 10 and ask everyone to remove their shoes. Designate half of each group as the “Unwrappers” and the other half as the “Keepers of the Wrap.” The Unwrappers will try to unwrap a gift using their feet, while the Keepers of the Wrap will use their feet to stop the Unwrappers.

While teams work out their strategies, place the gift boxes in the center of the room. (*Note:* For a less chaotic option, have groups sit in chairs in a circle

# ADULT STRESS CHECK



Put a checkmark by every stressful situation that your parents have experienced in the last 6 to 12 months.

---

- |   |   |
|---|---|
| <input type="checkbox"/> Household repairs                                  | <input type="checkbox"/> Busy schedule                                |
| <input type="checkbox"/> Job instability or work pressure                   | <input type="checkbox"/> Financial struggles                          |
| <input type="checkbox"/> Conflict with their parents                        | <input type="checkbox"/> Taking care of their parents                 |
| <input type="checkbox"/> Conflict with their siblings                       | <input type="checkbox"/> Worrying about their siblings                |
| <input type="checkbox"/> Conflict with you                                  | <input type="checkbox"/> Worrying about you                           |
| <input type="checkbox"/> Conflict with your siblings                        | <input type="checkbox"/> Worrying about your siblings                 |
| <input type="checkbox"/> Personal health problems                           | <input type="checkbox"/> Fatigue                                      |
| <input type="checkbox"/> Health problems of a loved one                     | <input type="checkbox"/> Divorce or separation                        |
| <input type="checkbox"/> The death of a loved one                           | <input type="checkbox"/> Fear of not being good parents               |
| <input type="checkbox"/> Dealing with ex-spouse<br>or with blended families | <input type="checkbox"/> Dealing with their own<br>weaknesses and sin |
-

and place the boxes in the center of each group's circle.) Designate a box for each set of Unwrappers and Keepers of the Wrap, and then give the signal to begin the game. You might have to remind them again to use only their feet.

After a few minutes, stop the game and remove the boxes from the teams' reach. When the game is over, discuss the following:

- In this game, the Unwrappers worked together to unwrap the boxes and the Keepers of the Wrap worked together to stop them. Unwrappers, how did you help each other? Keepers, how did you help each other?
- In your daily life, what keeps you from helping others? *Too much work, too busy, and so forth.*
- What are the benefits of helping others? *Helps the other person feel good, helps me feel good, showing God's love and kindness, and so on.*

Explain that today you're going to start a new series about our families. When it comes to our parents, even the simplest things we do can help them or make their lives a lot more difficult.

## MESSAGE

**Option 1: Bible Charades.** For this option, you will need several Bibles and candy prizes.

Explain to the group that while it's easy to think that the people in the Bible never struggled with their relationships with their parents, the truth is that teens and parents have always struggled with getting along! Today we're going to check out one situation where three brothers had different reactions to their father's embarrassing situation.

Divide students into groups of two to four and distribute a Bible to each group. Whisper a different verse from Genesis 9:18-29 to each group; then an-



### Youth Leader Tip

Make sure to stress that when you say "parents," you mean any adult who is helping to raise the teen. For many students, that will include step-parents, parents who live in different houses, aunts, uncles, foster parents and grandparents.

nounce that groups have five minutes to come up with a way to portray what is happening in their assigned verses *without speaking*. (It's okay if you don't have enough students to cover all the verses.) *Everyone* in each group must be involved, so some groups might have to get creative with scenery and props (one student can be a rock and two students can pose as the cave, and so on).

In random order, have each group act out its assigned verse while the other students use their Bibles to try to figure out which verse the group is acting out. Whoever yells out the correct verse first earns 500 points for his or her team. At the end of the verses, award the candy to the team with the most points and ask the winning team to read Genesis 9:18-29 aloud.

Explain that Ham had the chance to do the right thing, but he didn't. He avoided helping his father and went outside to tell his brothers. You can almost imagine how it sounded when Ham told his brothers about their dad being naked. Ham's brothers didn't react the way he did, though. After hearing what happened to their father, they helped him in the most discreet way they knew how: They walked backward and laid a blanket, which they had been carrying over their shoulders, over Noah. And all without ever seeing his nakedness! That shows how determined they were to help their dad and not to embarrass or disrespect him.<sup>1</sup>

**Option 2: Shame or Respect?** For this option, you need several Bibles, copies of "Shame or Respect?" (found on the next page) and masking or transparent tape. Ahead of time, cut apart the questions on the handout, creating several sets of each question.

Distribute Bibles and read Genesis 9:18-29. Tape one of the questions from "Shame or Respect?" to each student's back, and then ask students to find partners. Each partner should silently read the question on his or her partner's back, and then answer the question aloud—*without sharing the question*. When students in each pair have answered their partner's questions, they are to find new partners and repeat the process.

Continue for a few minutes, and then give the signal to stop. Invite several students to guess the question on their back. Allow for a few responses, and then invite everyone to remove and read the question taped to their back. Ask students who have Question 1 to share some of the answers others gave them. Repeat this for the rest of the questions.

Remind the group of the passage you read before the game—about Noah having too much to drink and passing out in an embarrassing position. End of story, right? Wrong. The real story began when Ham had the opportunity to

# Shame or RESPECT?

## QUESTION 1:

What Did Ham do that was wrong?

## QUESTION 2:

How did Shem and Japheth help their dad?

## QUESTION 3:

What motivated Shem and Japheth to cover their dad?

## QUESTION 4:

Which brother do you relate to the most?

## QUESTION 5:

What would you have done?

help his dad but instead chose to disrespect his father by bringing Noah's nakedness to the attention of Shem and Japheth. Shem and Japheth reacted to the situation in a different way. They chose to help their dad, and the way they did it was pretty tricky: They walked backward with a blanket on their shoulders and laid it over Noah. They took great pains to do this and never once saw Noah's nakedness! That shows how determined they were to help their dad and not to embarrass or disrespect him.

## DIG

**Option 1: Anointed with Oil.** For this option, you need a whiteboard, a dry-erase marker, copies of "Anointed with Oil" (found on the next two pages) and a few oil cans. Ahead of time, give the skit to several students so they can practice their parts.<sup>2</sup>

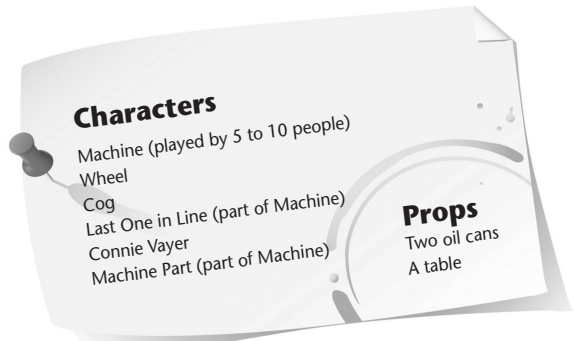
As students come forward to present the skit, explain that sometimes it can be difficult to think up ways to help our parents. As they watch this skit, have them think of ways that they might help their parents. After the performance, applaud the actors; then read Ephesians 4:29 and 6:1-3. Discuss:

- Who do you encourage more—your parents or your friends?
- Who do you honor more—your parents or your friends?
- Why do you think that is?

Explain that these passages give us great guidelines for how we're supposed to help our parents. We're supposed to obey them, but we're also supposed to treat them like we would anyone else—with encouragement and support. Just like we saw here, it might be hard at first, but once we get used to doing it and do it more regularly, our entire family will benefit.

Ask students to describe something tough that their parents are going through, and then see if the rest of the group can come up with ways to encourage, honor and obey their parents in the midst of what they are experiencing. (*Caution:* Don't let this become a gossip or griping session. Encourage students to speak in generalities: "My dad is worried about trouble at work" or "My mom is tired because she takes care of my grandma.") Write these on the whiteboard and then discuss:

- What do these problems have in common? *They cause stress, worry, fatigue, and so on.*



A line of 5 to 10 skit players (the Machine) are onstage acting out the movements of a machine: One player makes a machinelike movement; another player builds a movement onto the Machine that reacts to the first movement, and so on. Each plays a part in the Machine—hissing, pinging and whirring toward some productive end. But there are some key parts missing. The Machine chugs on a few moments, though it's perfectly clear the work is hindered. The Machine parts frown and look around, wondering what's happening. The noises become more and more discordant and halting. Cog and Wheel enter, moving stiffly and mechanically, like rusted tin men.

**Machine:** (Separate people taking separate lines) Hey, where you guys been?! Nothing's getting done over here! We need you! Snap to! Fall in! Line up!

**Wheel:** (Waving to Machine while talking to Cog out of the side of his mouth) Hey, Cog! Looks like we're in hot water again.

**Cog:** Looks like it, Wheel. I'm movin' a little slow today. You?

**Wheel:** You don't know the half of it.

*Cog and Wheel do limber-up exercises.*

**Cog:** Man, I need to spend more time working out. I'm draggin'.

**Wheel:** No kidding! My joints are all . . .

**Machine:** (together) Come on! (separately) You're holdin' up progress! We gotta move ahead! Time's wasting! Hurry up! Move it!

**Cog:** Look, we need to be in shape or we're not going to get anywhere.

**Wheel:** No kidding.

*Cog and Wheel produce oil cans and lubricate their joints. They shake the cans and look inside.*

**Wheel:** Hey, I didn't bring a whole lot of oil today. I think I've got just enough left for another lube.

**Cog:** Same here. Hey, you guys bring any extra oil in case we . . .

**Machine:** (together) No! (separately) Getting oil's your job! I've only got enough for me! I didn't bring any extra! I oil up at home! (together) Now get in line!

*Cog and Wheel shrug and get in line. The Machine chugs along in harmony. In mime, the Machine parts pass something invisible down the line. Last One in Line turns, like a pair of robotic arms, and drops the "product" on the floor, making the sound of a crash. The passing and crashing is repeated several times.*

**Machine:** (With separate people taking separate lines) Hey, what's going on down there?! What's the crashing noise? What's breakin' down? We're doin' our part over here!

**Last One in Line:** I can't help it, you Bozos! Somebody's missin'!

**Cog:** It's Connie. Connie Vayer. She's not in her place at the end. We can't finish anything without her.

*As they speak, Connie Vayer walks in. She grinds forward like a toy whose batteries are running low and then stops, moves a little forward and then stops. Finally, near center she halts and tips forward.*

**Wheel:** Look, there she is.

**Connie:** (weakly, stiff-jawed) Heeelp meee. (*The Machine keeps chugging away.*)

**Machine:** She looks terrible. What's her problem? A couple of quarts low, looks like to me. She shoulda took care of herself at home. Nope, I don't have anything for her.

**Connie:** Heeelp meee.

**Cog:** We gotta help her, Wheel, or nothin'll get done.

**Wheel:** Both of us don't have any extra oil. I've just got what I need in case I start to lose steam.

**Cog:** How about it, everybody? Let's lend her some oil . . .

**Machine:** (*together*) No! There's only enough for me!

**Connie:** (*barely understandable*) Oiiiiil caaan.

**Cog:** How 'bout it, Wheel?

**Wheel:** I can't afford to break down.

**Cog:** Neither can I. But if you give her a little and I give her a little, we'll both pull this off. And we'll have enough for the both of us. Got it?

*Wheel thinks a bit and then nods. They step out. Immediately the Machine becomes discordant. They oil Connie's joints. She stands, moves her limbs and then starts to walk. She tries to talk.*

**Wheel:** What's she sayin'?

**Cog:** I think she said, "My mouth." She wants us to oil her jaw.

**Wheel:** Think we should leave that part rusty?

**Cog:** (*smacking him*) Oil it! (*They oil each side of her jaw.*)

**Connie:** Thanks, you sweet things, you! Wow, what a relief. Now I can move anywhere I want. Incredible! I just can't believe you two would sacrifice some of your . . .

**Machine:** Come on!

**Wheel:** (*to Cog*) Told ya.

*They all jump back in line. The Machine works in harmony again. Connie is there to pick up the imaginary products and carry them to the table, where she is now stacking them up. For a moment, we listen to the well-oiled machinery.*

**Machine:** That's better! Now we're cookin' with gas! Er, with oil! What a sound! Purrin' like a cat!

*One of the Machine parts suddenly halts a little.*

**Machine Part:** Hey, just felt a little stiffness. In my elbows, I think. Can anybody spare a little oil? I ran out this morning. (*Silence. Cog and Wheel look at each other.*)

**Machine:** (*separately*) I think so. Sure, I got a little extra in my back pocket. Gotcha, dude, fix ya right up. No worries around here.

**Machine Part:** Thanks.

*Cog and Wheel look at each other and smile. The Machine continues purring on.*



- What kind of attitude do we need to have in order to help our parents?  
*A loving, serving, Christlike attitude.*
- How can we develop this kind of attitude? *You might want to point out here that the more you do something, the more natural it seems. The more we help our parents, the more it becomes a habit for us, and the easier it will be. You could compare it to practicing a skill such as drawing, throwing a ball or playing a musical instrument.*

**Option 2: Ways You Can Help.** For this option, you will need paper and pens or pencils.

Explain that Noah was caught in an embarrassing situation and two of his sons did the right thing and helped him. Most of us probably haven't had to help our parents in such an extreme way, but chances are we've all seen our parents encounter a problem—simple or difficult—that they've needed help with. Right now, we're going to explore some of the things that parents might need help with.

Divide students into groups of four and give each group a sheet of paper and a pen or pencil. Ask groups to choose one real-life situation they've faced when their parents have needed help and write the situation at the *top* of the paper.

Allow a few moments for brainstorming, and then have groups exchange papers. Instruct each group to write at the *bottom* of the new page one suggestion that a junior-higher could do to help their parents in that situation. When groups are finished writing, papers should be passed off to the next group and new suggestions should be written. Ideas can't be used more than once—each group must come up with a new idea. Repeat the exchanges several times, and then ask groups to return the papers to the original groups. Give them time to read the responses to their original situations, and ask each group to share its original situation as well as the best suggestion given by another group.

## APPLY

**Option 1: Five for Five.** For this option, you need one nickel for every student.

Explain that sometimes it's good to start with small steps when we're trying to change something. That means starting out small and gradually making bigger changes.

Offer a nickel to every student who is willing to spend at least five minutes every day for the next week helping out his or her parents. Brainstorm ways to

help out, like emptying the dishwasher, carrying in the groceries, clearing the table after dinner or vacuuming the family room. Stress that only students who are *really* willing to follow through with their commitment to help out should raise their hands to receive a nickel, and ask them to keep their nickels where they can see them as a reminder to spend their time helping out.

Close in prayer, asking God to show each student how to be a blessing to his or her parents in the coming week.

**Option 2: Pop What You Will Stop.** For this option, you will need one large balloon for each student, felt-tip pens, a jumbo-sized garbage bag (or two) and a needle.

Explain that all of us have a choice about whether we're going to help our parents or not. But it's hard to think about how we can make their lives easier until we've examined how we make their lives difficult.

Distribute the balloons and felt-tip pens, and then instruct each student to inflate their balloon. Invite them to use a pen to write a few words on their balloon that describe some ways they were *unhelpful* to their parents in the past week. When they've finished, invite them to share what they've written.

Once everyone has had a chance to share, invite students to come forward who would like to commit to helping their parents. Have them place their balloons in the garbage bag and share aloud one *positive* thing they will do for their parents this week, replacing the negative things they have done in the past. When all are through placing their balloons in the bag, use the needle to pop all of them as a symbol of the end of students' old, unhelpful ways.

Spend time praying, thanking God for students' families and asking Him to help students keep their commitments.



### Youth Leader Tip

Remember next week to ask students if they kept their commitments to help their parents. Also make sure to allow time for them to share what they did and how their parents responded.

## REFLECT

The following short devotions are for the students to reflect on and answer during the week. You can make a copy of these pages and distribute to your class or print out from the PDF available online at [www.gospellight.com/uncommon\\_jh\\_parents\\_and\\_family.zip](http://www.gospellight.com/uncommon_jh_parents_and_family.zip).

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### 1—NOTE FROM MOM

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Hey you! Go get filled up on Colossians 3:20 right now!

Imagine that you come home from school and see a note from your mom on the door of the refrigerator. The note says: "Hi! Hope you had a good day at school! Please take out the trash, feed the dog and do your homework. Don't watch too much TV! I'll be home around 6:00 P.M." What do you do?

- Read the note, grab the chips and lay on the couch watching TV until your mom comes home.
- Read the note and do everything except take out the trash. You'll just tell your mom you forgot, or make your little brother do it later.
- Ignore the note (because you know if you read it, you'll have to work) and head to your friend's house to play video games.
- Read the note and do everything on it as fast as you can so that you can go outside and ride your skateboard.
- Read the note, take out the trash and feed the dog; but forget about doing your homework because your mom won't know the difference.

When your mom or dad asks you to do something, do you do it? Or do you make excuses or try to get out of doing what they ask?

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Do you ever just flat-out ignore your parents when they ask you to do something? How do you think that makes them feel?

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## 2—SERVING AT HOME

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Read Ephesians 6:2-3 to find out about your reward.

Danny loved to go on mission trips with his junior high group. It made him feel really good when he served because he knew God wanted him to—and because most of the time it was a lot of fun.

Danny’s dad really encouraged him to volunteer and be a servant. Danny was always very willing to do anything for his church. At home, however, it was another story. Danny didn’t want to do anything. Whenever his dad asked him to do anything—clean the kitchen, vacuum or pick up his room—Danny would roll his eyes and grumble and treat his dad like he was a jerk for even asking.

God calls us to be servants to everybody—our friends, our enemies and (gulp) even our parents! It’s easy to forget that when we come home and our parents ask us to do something, we need to do it! Be a servant to everyone you meet today—including your parents!

## 3—OBEDIENCE AND RESPECT

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Go read Proverbs 13:1 and get smart!

Imagine that you and some of your friends have decided it would be fun to climb up on the roof of your house—and your mom catches you. She gets really mad and makes everyone come down. What kind of a reaction do you think you might have in front of your friends?

- “My mom is so dumb. She doesn’t want me to have *any* fun. We’ll just climb up there when she isn’t around.”
- “I don’t care if my mom thinks walking around on the roof is stupid and dangerous. I’m gonna do it anyway.”
- “Maybe my mom is right. She probably knows a lot of things I don’t and I know that she cares about me enough to keep me safe, so maybe I should listen to her.”

How do you react when your mom or dad tells you *not* to do something? Do you roll your eyes and do it anyway?

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Do you tell yourself how dumb and out of touch your parents are? Or do you trust that they know what is best for you and obey what they say?

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How do you think God wants you to react to your parents? Ask Him to help you be quick to obey your parents today, no matter how tough it is.

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#### 4—DAD KNOWS BEST

Find Ephesians 6:1. You won't be sorry!

Angie was so excited that she'd been invited to the party at Emily's house. Emily's parents were out of town and her older brother was left in charge of the house—and her brother was so cool that he was letting Emily throw a party! Angie couldn't wait to get there and hang out with all the popular kids, especially since she had spent all week planning what to wear.

The night of the party, Angie's dad came into her room and told her, "I know you really want to go to this party at Emily's, but I just found out that her parents won't be there and I don't want you to go."

Angie started crying. "But, Dad, Emily's so popular! If I don't show up tonight, she'll never want to hang out with me again and neither will any of the other cool kids! It's just not *fair!*"

Sometimes, obeying your parents can be really, really, *really* hard. It can mean doing chores you hate or not going where you want to go. God put your parents into your life for a reason, though, and you need to ask Him to help you obey and treat them the way He wants you to.

What are two things you can do this week to obey your parents?

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