

# *Strengthening* **COMMUNITIES & FAMILIES**



**STRENGTHENING CHRISTIAN FAMILIES PROGRAM INTERNATIONAL**  
**PARENT TEACHING AID PAGES**









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## **The Strengthening Christian Families Program International**

The Strengthening Christian Families Program (SCFP) was initiated by the Delta Prevention Team as a formal adaptation to the Strengthening Families Program (SFP), written by Karol L. Kumpfer, Ph. D. in 1982.

Strengthening Communities and Families, The Strengthening Christian Families Program International (SCFP Int'l), 2<sup>nd</sup> edition, includes information from SFP Home-Use DVD, Ages 7-17, by Dr. Karol L. Kumpfer and Janie L. Brown, 2015©, along with Bible references and information from other resources.

Strengthening Communities and Families (SCFP Int'l)  
by Leslie Wannemacher, SIL International

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All Scripture quotations are taken from the Holy Bible, New International Version, NIV.

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This international version is especially suited for translation into other languages. Feel free to adapt the examples, role-plays, hand signals, pictures, etc. to fit your cultural setting. A version with translation notes is available upon request.

Contact [SCFPInternational@gmail.com](mailto:SCFPInternational@gmail.com) with questions about the curriculum or inquiries about translation. We would love to hear from you regarding how you are using the curriculum in your context.



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**Society/Community Risk Factors:**

- 
- \* Tobacco, alcohol, and other drugs are easily available

- 
- \* It is socially acceptable to use drugs

- 
- \* Laws are not enforced consistently

- 
- \* There are not good jobs or healthy activities available (extracurricular activities)

- 
- \* The community lacks clear expectations of academics and acceptable behavior

- 
- \* High numbers of students don't attend school or fail academically
- 

**Peer Risk Factors:**

- 
- ★ The child is rejected by their peers

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- ★ The child doesn't have friends

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- ★ The child's friends are using drugs
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- **A child's peers are the #1 strongest predictor of drug and alcohol abuse.**



**Family Risk Factors:**

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★ Family history of substance abuse

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★ Family tolerates drug use

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★ Poor family management (lack of consistent discipline, lack of communication, etc.)

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**Individual Risk Factors:**

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+ Consistent problem behavior from young childhood

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+ Withdrawal from peers

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+ Rebellious

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+ Academic failure (not based on ability)



**Society/Community Protective Factors:**

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\* Access to drugs is limited

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\* Laws are enforced

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\* Housing, healthcare, childcare, jobs, and recreation are available

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\* Concerned adults, relatives or neighbors are involved in children's lives who provide support, comfort and counsel in times of transition and crisis

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\* The community has high academic and behavioral expectations for children

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\* The schools are responsive to student's needs

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**Peer Protective Factors:**

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★ The child is involved in substance free activities (sports, music, church, etc.)

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★ The child's friends disapprove of drugs

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**Family Protective Factors:**

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★ Close family relationships (parent/child attachment/bonding/love)

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★ Consistent, predictable parenting

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★ Parental monitoring and discipline

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★ Parent's communication of values and expectations including avoiding dangerous, risky behaviors

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★ Children given chance to be helpful, includes assigned chores and responsibilities

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★ Family (or other important adult) has religious beliefs that provide a sense of meaning for the children's lives

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➤ **Family factors outweigh risk factors (spends time together as a family, children feel valued by parents, parents are interested in children)**



**Individual Protective Factors:**

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+ **Family bonding**  
-----+ **Relationships:** ability to be a friend; ability to form positive relationships, caring and empathetic  
-----+ **Self-worth:** feelings of self-worth, self-confidence in ability to succeed  
-----+ **Service:** gives of self in service to others and/or a cause  
-----+ **Life Skills:** uses life skills, including good decision-making, assertiveness, and self-control  
-----+ **School bonding:** interest/connection to learning  
-----+ **Independence:** avoids unhealthy people and situations; Peer refusal skills  
-----+ **Healthy decision-making skills**  
-----+ **Positive view of personal future:** optimistic; has direction, mission, and purpose in life  
-----+ **Spirituality:** personal faith in something greater (Faith in God)  
-----+ **Perseverance:** keeps on despite difficulty; doesn't give up  
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Individual Protective Factors that facilitate resiliency: (in Prevention Researcher, Feb 2003. Vol 10)

Adapted from Resiliency In Action: Practical Ideas for Overcoming Risks and Building Strengths in Youth, Families, and Communities by Nan Henderson, Bonnie Bernard, and Nancy Sharp-Light (eds.) published by Resiliency in Action, Inc. 1999



**Bible Verses About Love**

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**Ephesians 5:1-2**

*Follow God's example, therefore, as dearly loved children and walk in the way of love, just as Christ loved us and gave himself up for us as a fragrant offering and sacrifice to God.*

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**1 John 4:11**

*Dear Friends, since God so loved us, we also ought to love one another.*

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**1 Corinthians 16:14**

*Do everything in love.*

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**Replace Negative Thoughts with Good Thoughts.** You can train your brain to focus on what is important, and help you reject negative thoughts that discourage you. This also helps you to react wisely in difficult situations.

**Philippians 4:8**—*Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.*



*This story is about a neuroscientist named Dr. Norihiro Sadato, who worked at the Japanese National Institute for Physiological Sciences.*

A neuroscientist wanted to measure how much dopamine was triggered by a sincere compliment. So, he invited college students to come to his laboratory and try out a new video game. He told them he would monitor their brain activity. The students would be paid money in cash to participate. On their application, the students had to fill out a contact form that listed people who knew them.

The students came in one at a time and the doctor put electrodes on their heads. These were hooked to a computer that measured dopamine responses as they played the video game. The doctor then left, explaining that a technician would come at the end of the game to remove the electrodes and give the student his cash payment.

Unknown to the students, the technician had contacted each students' co-workers or friends to find out something good about them. When the technician came in, he pretended not to know them. Just before he removed the electrodes he'd say something like: "Oh, are you \_\_\_\_\_?" (Saying the student's name). "I heard one of your co-workers talking about you and they said you were really good at \_\_\_\_." And then the technician would say something the student did well.

When the student heard the compliment, the computer registered a dopamine surge in the student's brain. The surge was as high as when the student earned cash playing the video game!

The study was re-named "Compliments Equal Cash."

❖ **What useful things can we learn about compliments from that brain study?**



**Bible verses about love:**

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**1 John 4:7**

*Dear friends, let us love one another, for love comes from God.*

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**1 John 4:19**

*We love because He first loved us.*

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**Romans 5:8**

*But God demonstrates His own love for us in this: While we were still sinners, Christ died for us.*

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**Bible verses about teaching our children:**

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**Proverbs 22:6**

*Train a child in the way he should go and when he is old he will not turn from it.*

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**Deuteronomy 6:6-7**

*These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.*

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**1 Timothy 4:12b**

*...set an example for the believers in love, in faith and in purity.*

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**Ephesians 5:1-2**

*Follow God's example, therefore, as dearly loved children and walk in the way of love, just as Christ loved us and gave Himself up for us as a fragrant offering and sacrifice to God.*

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**1 Corinthians 13:4-8**

*Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil, but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails...*



**Situation Card #1****Notice and Ignore— Negative Example**

**Situation:** Your 3-year-old screams in a high-pitched voice when they want to ask you something or need something from you. You don't like it, so you always see what they want quickly to get them to stop screaming. In this situation, you are rewarding the screaming. They know that if they scream, they will get your attention, so they will keep doing it.

**Sarah:** (*screaming*) Aaaaaa! Mommy, Mommy, Aaaaaa!

**Parent:** (*going quickly to help child*) Yes! What is it? What do you want?

**Sarah:** (*voice gets louder*) I'm hungry! I want a snack!

**Parent:** Okay, I'll get you something. Just be quiet!

**Situation Card #2****Notice and Ignore—Positive Example**

**Situation:** Your 3-year-old screams in a high-pitched voice when they want to ask you something or need something from you.

**Narrator:** Earlier in the day, the parent explained "Notice and Ignore" to the child.

**Parent:** Sarah, I noticed that you scream when you want my attention. I don't like when you scream—It hurts my ears and disrupts the other people in the room. From now on, I expect you to talk to me nicely when you want something. If you scream, I won't give you what you want. I'm not going to answer you when you scream.

**Narrator:** Later that day...

**Sarah:** (*screaming*) Aaaaaa! Mommy, mommy, aaaaaa!

**Parent:** Sarah, remember, I'm not going to help you when you scream at me. I will only answer you when you speak nicely.

**Sarah:** (*screaming louder*) Mommy! I'm hungry! I want a snack! Mommy!

**Parent:** (*doesn't look at Sarah, turns body away, doesn't respond*)

**Sarah:** (*stops screaming, comes over to parent*) Mommy, can I have a snack?

**Parent:** (*responds enthusiastically, and with a smile*) Thank you for asking so nicely! I like to talk to you when you speak nicely! Yes, let's go look in the kitchen for a snack.

**Sarah:** (*smiles.*)



**Situation Card #3****Notice and Ignore—Increased Bad Behavior**

**Situation:** Billy often uses a whiny voice when he talks. You have told him that from now on, you are going to ignore him when he whines. You will listen to him when he speaks nicely.

**Later that day...**

**Billy:** *(in a whiny voice, not yelling)* Daddy....Daddy....! Play this game with me. Please... please... please! We never get to play...

**Dad:** Billy, remember that I told you I am going to ignore you when you whine. When you stop whining and speak in a nice voice, I will stop ignoring you and listen to you.

**Billy:** *(in a louder whiny voice)* Da-ddy! Da-ddy! I want to play!

**Dad:** *(turns his back away, does not listen.)*

**Billy:** *(in an even louder whiny voice)* Da-ddy!!!

**Dad:** *(walks a few steps away, still does not look at Billy.)*

**Billy:** Da-ddy, Da-ddy, Da-ddy...*(has a tantrum—hits the air, or throws himself on the ground and kicks...)*

**Billy:** *(after several seconds, stops and looks up to see that the dad isn't paying attention, runs up to Dad and asks nicely)* Daddy, can you play this game with me?

**Dad:** *(turns, looks at Billy, walks over to him and smiles)* I like the way you asked that so nicely. I wasn't listening when you were whining and having the tantrum. We can play the game now that you are speaking politely.



## What the Bible Says About Communication

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### Proverbs 18:13

*He who answers before listening—that is his folly and his shame.*

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### James 1:19

*My dear brothers, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry.*

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### Proverbs 18:2

*A fool finds no pleasure in understanding but delights in airing his own opinion.*

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### Colossians 4:6

*Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone.*

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### Ephesians 4:29

*Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen.*

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**Respect: We can control our voice tones and speak calmly and respectfully if we practice. It is especially important to use a soft voice when addressing difficult issues.**

### Proverbs 15:1

*A gentle answer turns away wrath, but a harsh word stirs up anger.*

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## Refrain from Bad Communication Habits. Keep this verse in mind!

**1 Peter 3:8-11**—*Finally, all of you, be like-minded, be sympathetic, love one another, be compassionate and humble. Do not repay evil with evil or insult with insult. On the contrary, repay evil with blessings, because to this you were called so that you may inherit a blessing. For, whoever would love life and see good days must keep their tongue from evil and their lips from deceitful speech. They must turn from evil and do good; they must seek peace and pursue it.*



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**Situation Card #1**  
**Bad Listening Skills****Situation:** The parent is washing dishes and the child comes into the room.**Child:** I had a terrible day at school today!**Parent:** *(keeps washing dishes, doesn't look up)***Child:** Do you want to know what happened?**Parent:** *(yawns, looks at the clock)* Sure.**Child:** It was at lunchtime. I bought my noodles and was walking to my table. But I tripped, and the noodles fell to the floor. It was really loud and everyone stopped talking and looked at me!**Parent:** *(makes an annoyed face and looks at child)* How clumsy! I gave you our hard-earned money for food and you wasted it!**Child:** *(looks down at his/her feet, ashamed)* I knew I shouldn't have told you! *(Child runs out of the room.)***Parent:** *(yells after them):* Be more careful! *(Shakes head, acts annoyed, and starts washing dishes again.)***Situation Card #2**  
**Active Listening Skills****Situation:** The parent is washing dishes and the child comes into the room.**Child:** I had a terrible day at school today!**Parent:** *(stops washing dishes, turns and looks at child)* Oh, that's too bad. What happened?**Child:** It was at lunchtime. I bought my noodles and was walking to my table. But I tripped, and the noodles fell to the floor. It was really loud and everyone stopped talking and looked at me!**Parent:** Did you get burned from the soup?**Child:** No, but it splashed all over my legs and it was so embarrassing! Everybody laughed.**Parent:** That must have been difficult. I can see how that would have been embarrassing. Did anyone help you?**Child:** Yeah, one of the teachers. She helped me clean up and got me another bowl of soup.**Parent:** I'm glad someone helped you *(puts hand on child's arm)*. Do you think you'll do anything different next time you buy noodles at school? *(Gives a little smile.)***Child:** Yeah, I think I'll carry it with two hands and walk slowly!*(Parent and child look at each other and laugh.)*



*Cut out the cards to use as you explain the difference between "Speaking for Yourself" and "Blaming" the other person.*

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## **Example #1 Situation**

Your child comes home from school late again.

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## **Example #1 Blaming Message**

**Parent:** You are late again! You are so slow and lazy!

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## **Example #1 Speak for Yourself Message**

**Parent:** I get very worried when I don't see or hear from you after school, because I don't know where you are, and I think something bad might have happened to you.

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## **Example #2 Situation**

Your child forgot to do their chore. He/she was supposed to clear the dinner dishes off the table.

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## **Example #2 Blaming Message**

Parent: You are so selfish! You only think about yourself and only do what you want to do!

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## **Example #2 Speak for Yourself Message**

The dishes are still on the table. I feel frustrated when the dishes are left out, because I have to put them away myself. I'm very tired from working all day and really need everyone to help with the chores.

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**1. Sarcasm**

Humor that insults a person's ideas, efforts, or intelligence. Damages a family member's self-esteem and desire to bond.

*Examples: When someone says something that is obvious—You say, "You are so clever!"*

*When someone says an idea you don't like—You say, "Thanks, Einstein."*

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**2. Put-Downs**

Remarks that mock or put a person down are disrespectful and hinder family bonding.

*Examples: "You are so stupid!"*

*"You can't do anything right!"*

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**3. Crabby-Voice**

Angry or moody voice tones cause people to withdraw emotionally. We also get less cooperation.

*Example: (using an unpleasant voice) "I told you so!"*

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#### **4. Aggressive & Abusive**

Yelling, name-calling, insults, or swearing are aggressive and abusive. If we are aggressive and abusive, others won't feel safe to show their true feelings around us because they are afraid of how we will react or that we might hurt their feelings or embarrass them.

*Example: Sara is afraid to talk to her father because he yells at her and calls her insulting names when she makes mistakes.*

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#### **5. Hostile Criticism**

Expressing disapproval in hostile, insensitive, or harsh ways. It is discouraging instead of helpful.

*Examples: "I don't like your new haircut. It makes you look ugly."  
"You are worthless."  
"You will never amount to anything."*

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#### **6. Always-Never**

Telling someone that they "always" or "never" do something is insulting and usually inaccurate.

*Examples: "You always take my brother's side!"  
"You always yell at me!"  
"You never pay attention to me!"  
"You never help me!"*



**7. Blaming**

Blaming others creates negative feelings and sets people against each other instead of working together.

*Examples: "You made me angry."  
"You're the one who isn't listening."*

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**8. Assuming the Worst About the Other's Thoughts and Feelings**

When you assume the worst, you are usually exaggerating—making something that you think is negative into something worse than it actually is.

*Examples: "You care more about your work than you do about me."  
"You don't want to be in this family."*

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**9. Talking On & On...**

Extra-long comments overwhelm children and come across as lecturing or nagging. If you talk too long, children will stop listening.

*Example: I told you to take the trash out...You need to listen to me when I give you instructions...You need to stop playing those video games and do your chores...The trash is overflowing and is spilling on the floor...We are going to get mice if you don't take the trash out...*

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**10. Denial**

Refusing to admit or acknowledge a concern when someone brings it up. Denying there is a problem, accusing the other person, or refusing to see a need for change hinders bonding.

*Examples: "He'll be fine!"*

*"There's nothing to worry about."*

*"It's not a problem!"*

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**11. Defensiveness**

When we feel blamed or misunderstood, we often take offense. Our voice tones become defensive.

*Examples: "But...."*

*"You said..."*

*"It's not my fault!"*

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**12. Holding Grudges**

Bringing up old arguments and hurt feelings block good communication.

*Example: Remember when you hurt my feelings at Christmas dinner last year? I still get so angry when I think about that!*

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**Example #1****Interrupting in an Impolite Way**

**Situation:** You are at church having a serious conversation with a friend who is telling you about a problem she is having. Your 8-year-old wants to know if he/she can go to the park with a friend's family after church.

*Parent and Friend are talking very seriously.*

**Child:** *(comes up to mother)* Mom! Mom!

**Parent:** *(tries to keep looking at his/her friend)*

**Child:** *(starts pulling on parent's arm and speaks louder)* Mom/Dad, can I go with May's family to the park? Can I? Can I?

**Parent:** *(gets annoyed and stops looking at his/her friend)* Stop pulling my arm! What do you want?

**Example #2****Using the Interrupt Rule**

**Situation:** You are at church having a serious conversation with a friend who is telling you about a problem she is having. Your 8-year-old wants to know if he/she can go to the park with a friend's family after church.

*Parent and Friend are talking very seriously.*

*Child comes up to parent and puts hand on his/her arm.*

*Parent looks at the child and places his/her hand over the child's hand, then continues listening to the friend for about half a minute.*

**Parent to Friend:** Excuse me, let me see what my child needs.

**Parent to Child:** Thanks for waiting patiently! What do you need?

**Child:** Can I go to the park with May's family after church?

**Parent:** I think that will work today. Let me talk to one of May's parents about it after I finish talking with my friend.

**Child:** Thanks! *(Child runs off to find friend.)*



**Bible Verses about Communication:**

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**Ephesians 4:29**

*Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen.*

---

**Colossians 4:6**

*Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone.*

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**Proverbs 16:21**

*The wise in heart are called discerning, and pleasant words promote instruction.*

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**Proverbs 12:15**—*The way of fools seems right to them, but the wise listen to advice.*

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**Matthew 7:12**

*Do to others as you would have them do to you.*

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**Bible Verses about the Family:**

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**Joshua 24:15b**

*But as for me and my household, we will serve the Lord.*

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**Psalms 133:1**

*How good and pleasant it is when brothers live together in unity!*

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**Deuteronomy 6:6-7**

*These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.*

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**EXAMPLE #1**  
**GIVING CONSTRUCTIVE CRITICISM**

**Situation:** Your older daughter plays with your younger daughter. She is often very bossy and the younger daughter gets frustrated.

**Mother:** It is nice that you and your sister spend so much time together. *(pause)*

I noticed that your sister sometimes gets frustrated because she wants a chance to make decisions when you play too. Maybe you can let her pick the game sometimes. **What do you think?**  
*(pause)*

If you both get to make decisions when you play, it will be more fun for her too. I know she really looks up to you and loves to spend time with you.

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**EXAMPLE #2**  
**GIVING CONSTRUCTIVE CRITICISM**

**Situation:** Your teenage son spends too much time playing on his cell phone and needs to spend more time studying.

**Father:** You have gotten really good at those cell phone games. I know you enjoy playing them a lot. *(pause)*

Lately, I've noticed that you are playing the games when you should be doing your school work. It's very important to get all of your homework done and spend time preparing for your tests. Just like I have a job as a grown up, you have a job as a child to be a student. **When would be a good time to play your games so that it doesn't interfere with your schoolwork?**

After you finish your school work, then you can play your games. I think we need to set up a homework routine schedule for you so that you are able to finish your work, and then you can play on the games, okay? *(pause)* You are smart! You have the potential to be a very good student. I know that if you put more time into it that your grades will improve, and that will give you more opportunities in the future.



**EXAMPLE #3**  
**GIVING CONSTRUCTIVE CRITICISM**

**Situation:** Child leaves their bike in the driveway, and the father often has to move it to park the motorbike/car.

**Father:** I love to come home from work and be with you every night. *(pause)*

I feel frustrated, though, when I arrive at home and your bike is laying on the ground where I park my motorbike/car. **What do you think should be done about that?** *(pause)*

What I need you to do is put your bike over to the side of the driveway when you are finished with it. Then I won't run it over or trip on it.



Use this script or one that you have written yourself for a Family Meeting demonstration.

This family will have 5 people: Father, Mother, Oldest Sister, Younger Sister, and Youngest Brother.

The "Family" should all be seated together around a table, or sitting in a semi-circle in chairs, or on the floor. Be sure everyone is facing the audience.

**Father** (*leading meeting today*): We wanted to get you all together today to talk about something new that we want to start doing. It's called a "Family Meeting." We are all very busy and don't always get a chance to be together and talk about things. So, we are going to start having a regular Family Meeting time every week!

**Older Sister**: Every week?

**Mother**: Yes, we're going to try!

**Younger Sister**: What's a Family Meeting?

**Father**: Our Family Meeting can be a time where we encourage each other, coordinate our schedules for the week, and talk about anything we need to organize. We can also share prayer requests and pray together. Then we'll end with something fun, like an activity, a game, or a treat!

**Youngest Brother** (*smiling*): Yay! I LIKE treats!

**Mother**: We want this to be a time to help our family be more unified and more organized. We also want it be a time that we can enjoy being together.

**Father**: To make our meetings run smoothly, we need to have some rules. Here are the rules we will use: (*Parent should show the children a paper with the "Rules."*)

1. **One person talks at a time.**
2. **Everyone gets a chance to talk.**
3. **Listen to each other's ideas. Try to understand, even if you don't agree.**
4. **Be kind. Don't say someone is stupid or that their idea is stupid.**
5. **Speak for Yourself—Say how you feel, what you think, or what you want without blaming.**

**Father**: Each week, we can have a different person lead the meeting. That will be the chairperson. I will be the chairperson for today's meeting. Mom and I will lead the first few meetings. Then, if you want, you children can also take turns leading. We also will have someone write down the decisions we make so that we don't forget. That will be the note-taker.

**Mother** (*holds up a notebook*): I have a notebook that we can use. I can be the note-taker for today.

**Younger Sister**: When will we do this?

**Father**: Well, let's decide. When do you think is a good time for us to get together each week? It doesn't have to be long, maybe 20-30 minutes.



**Youngest Brother:** I can do it any time!

**Oldest Sister:** I have a lot of homework on school nights. But I don't usually do homework on Sunday nights.

**Younger Sister:** Sunday nights are good for me, too.

**Mother:** That is good for me.

**Youngest Brother:** Me, too!

**Father:** Okay, Sunday night sounds like a good night for us to plan our Family Meetings. Some weeks it might not work. If that happens, we can switch it to another day.

**Mother:** I'll write that down in our Family Meeting Notebook!

**Father:** It would be good if we start our meetings off on a positive note. As a family, let's give each person two compliments today. You can tell them any nice compliment that you can think of to encourage them. But let's try to think of good things that you notice about their personality, something they accomplished this week, or something you are thankful for. Those types of compliments are more valuable than just telling them they have beautiful eyes or nice hair! It's okay to tell people that they look nice, but we can't really help what kind of face or hair or body we were born with. We ARE responsible for the way we act, though--the things we say and the things we do. So, those kinds of compliments are more special.

**Mother:** Should we take turns from the youngest to oldest today?

**Youngest Brother:** Yes, yes, yes!

**Mother:** Well, I noticed that today you picked up all of your toys off the floor by yourself without me having to tell you! I appreciated that!

**Youngest Brother** (*smiles*)

**Younger Sister:** Oh, and you shared your snack with me after school the other day! Thanks!

**Father:** Okay, now it's Younger Sister's turn.

**Older Sister:** I like the way you give me hugs when you see that I'm sad.

**Mother:** And you are very helpful.

**Younger Sister:** Thank you.

**Father:** Older Sister's turn. One thing I appreciate about you is that you help your little sister with her homework without complaining.

**Older Sister** (*smiles*)

**Youngest Brother:** I like when you play with me!



**Older Sister:** Yeah, you wish I could play with you all the time instead of having to do my homework!

**Father:** Now it's Mom's turn.

**Younger Sister:** I like the food you cook. You're a super good cook!

**Older Sister:** You are very kind. I see you helping the old lady who lives next door with her garden.

**Mother:** Thank you. Now it's Dad's turn. *(pause)* I appreciate you driving the children to school every day.

**Younger Sister:** I like hearing Dad sing. You have such a nice voice.

**Everyone** *(smiles)*

**Older Sister:** Do we have to say compliments to each other at every Family Meeting?

**Youngest Brother:** Can we say things we don't like?

**Father:** *(smiles)* It is good for us to get into the habit of thinking of things we like about each other and complimenting each other. It will get easier the more we do it. Today we only gave two compliments per person, but later I want for everyone to think of one compliment for everyone else.

**Younger Sister:** Then we will each get four compliments!

**Mother:** That's right! And, no—We aren't going to criticize each other! *(looking at Younger Brother)* Do you want us to criticize you?

**Youngest Brother:** Noooo....

**Father:** The next thing on our agenda is to talk about our calendar and organize our week. Does anyone have any practices after school or things you need to do special this week?

**Mother:** There are Parent/Teacher Conferences at Younger Brother's school on Thursday. We have to be there at 5:00.

**Oldest Sister:** I have a lot of exams this week.

**Younger Sister:** You said you'd take me shopping for new shoes. My shoes are really tight on me!

**Father:** How about going shopping on Saturday afternoon for the shoes?

**Younger Sister:** Okay.

**Mother:** Let's all be considerate of Older Sister this week as she studies extra for her tests.

**Older Sister:** Thanks.



**Mother:** I'm going to make a calendar on this whiteboard that we can use to write any special things we need to do for the week. We can hang this on the wall and add to it if we need to. That way we will remember the things we need to do this week.

*(Mother uses the calendar page to make a simple calendar with the days of the week, writes "Parent/Teacher Conferences 5:00 on Thursday" and "Shop for Shoes" on the Saturday space.)*

**Father:** Next on our agenda is new business. Since this is our first meeting, we don't have any "Old Business" to talk about. Is there new business we need to talk about today?

**Mother:** Grandma is having surgery next week. I want each of the children to make her a "get-well" card to encourage her.

**Children:** Okay...

**Father:** I think we should talk about chores. I've noticed that some of you are forgetting to do your chores lately. To help you be more consistent, I've made new chore charts for this week.

*(Pass out the charts for children to look at.)*

**Father (continues):** If you do your chores each day, then you can pick a treat from the Reward Jar next Sunday.

**Youngest Brother:** Yay! I can do all these chores, no problem!

**Younger Sister:** I'll try.

**Father:** Great! We'll check the chore charts next Family Meeting. Now, let's spend a little time praying together. We want you children to know that you can tell us when you have a problem. We are here to listen to you and help you. Also, we can pray for you. It's good for us to pray together as a family, too. We can even write our prayer requests in this Prayer Notebook *(holds up a notebook, labeled "Family Prayer Notebook")*. That way, we can remember to ask each other about them and see God answering our prayers. What is something that you want us to pray about today?

*(Mother writes the prayer requests in the Family Prayer Notebook as each family member shares.)*

**Mother:** Well, I am worried about my brother's family. He has been sick this week and hasn't been able to work.

**Oldest Sister:** I have all those exams this week.

**Youngest Brother:** There is a boy at school who has been mean to me.

**Younger Sister:** What is he doing to you?

**Youngest Brother:** He keeps calling me names and saying things that make me angry.

**Father:** How do you react when he does that?



**Youngest Brother:** I get really mad! Sometimes I yell at him and then he laughs and makes fun of how red my face gets. I can tell my face is really red!

**Mother:** That sounds frustrating! It sounds like he likes getting a reaction out of you. Can you think of another way you can react the next time he is mean to you?

**Younger Sister:** You can do the “Ignore” idea!

**Youngest Brother:** But it’s so hard! How can I ignore him when he makes me so mad?!

**Father:** Well, what is something you can do to help you calm down before you react?

**Youngest Brother:** *(thinks)* Oh, yeah! I could do the Deep Mindful Breathing idea!

**Father:** Good thinking! Next time, before you react, try to stop yourself—take a slow, deep breath—and then just ignore him. Turn your attention away to something else, and act like it doesn’t bother you.

**Oldest Sister:** Yeah, I do that at school with people sometimes, and it works pretty well!

**Youngest Brother:** Okay, I’ll try.

**Mother:** We’ll pray for you about that.

**Father:** *(looks at Younger Sister)* What about you? What do you want us to pray for you about?

**Younger Sister:** Well, I’ve been having trouble falling asleep lately.

**Father:** Why do you think that is? Are you worried about something?

**Younger Sister:** I had a bad dream, and now I’m afraid I’ll have more bad dreams.

**Mother:** Bad dreams are not fun! We can pray for you about that. Is there anything you can think of that might help?

**Younger Sister:** Well, I like when Dad sings me a bedtime song. Maybe that would help.

**Father:** Sure, I can do that. Also, we can pray with you about it before you go to bed tonight. Will that help?

**Younger Sister:** Yeah, maybe.

**Mother:** Maybe before you go to sleep, we can say a Bible verse together.

**Youngest Brother:** Oh! And you can do the Deep Mindful Breathing to help you calm down, too!

**Mother:** That’s a good idea! And you can think about that Bible verse while you do the Deep Mindful Breathing.



**Younger Sister:** Okay.

**Mother** (*looks at Father*): How about you?

**Father:** Let's pray for Grandma's surgery. Thank you for sharing those prayer requests. Let's pray together now.

**(Family prays.)**

**Father:** Now let's decide when we will meet again. Do you want to do it again next Sunday night at the same time?

**(Everyone nods or says yes.)**

**Father:** Okay, who wants to be the note-taker next week?

**Younger Sister:** Can I do it?

**Mother:** Sure!

**Father:** Let's end our meeting with a special treat today. I got some of the biscuits we like from our favorite bakery on my way home from work yesterday.

**Youngest Brother:** Yummy!

**(Father pretends to pass around the treats and family pretends to take them and smile....)**



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**RULES FOR FAMILY MEETING**

1. One person talks at time.
2. Everyone gets a chance to talk.
3. Listen to each other's ideas. Try to understand, even if you don't agree.
4. Be kind. Don't say someone is stupid or that their idea is stupid.
5. Speak for Yourself—Say how you feel, what you think, or what you want—without blaming.

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**CALENDAR**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY



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## CHORE CHARTS

Older Sister

CHORES	M	T	W	TH	F	SAT	SUN
Feed Chickens (every day)							
Wash Dishes (M, W, F)							
Set Table (T, Th, Sat)							

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 Younger Sister

CHORES	M	T	W	TH	F	SAT	SUN
Sweep front of house (every day)							
Wash Dishes (T, Th, Sat)							
Set Table (M, W, F)							

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 Younger Brother

CHORES	M	T	W	TH	F	SAT	SUN
Feed Dog (every day)							
Straighten up shoes (every day)							



**Situation Card #1**  
**Losing My Temper**

**Situation:** Your teenaged daughter “talks back” to you in a rude way when she is upset. This makes you angry, and you yell back at her. Sometimes you have even slapped her face.

**Daughter:** I’m going over to my friend’s house to play guitar.

**Mother:** Remember, you said you would watch your little brother while I go on errands today.

**Daughter:** *(gets angry)* I ALWAYS have to watch him! Why can’t you watch him?! You’re supposed to be the mother, not me!

**Mother:** *(gives a quick angry response--shakes finger at daughter and yells loudly)* Don’t you sass me, you selfish brat! You do what you’re told!

**Daughter:** *(stomps angrily out of the room)*

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**Situation Card #2**  
**Controlling my Anger with “Walk Out of Anger” Steps**

**Situation:** Your teenaged daughter “talks back” to you in a rude way when she is upset. This makes you angry, and you yell back at her. Sometimes you have even slapped her face.

**Daughter:** I’m going over to my friend’s house to play guitar.

**Mother:** Remember, you said you would watch your little brother while I go on errands today.

**Daughter:** *(gets angry)* I ALWAYS have to watch him! Why can’t you watch him?! You’re supposed to be the mother, not me!

**Narrator:** Mother notices that her jaw feels tight and her heart is beating faster. She stops before speaking and takes a Deep Mindful Breath. In her head she thinks, “Stay calm.” She purposely tries to keep her voice in a calm tone.

**Mother:** That was a very disrespectful tone of voice. I want us to be able to communicate well and listen to one another. Talking back to me will not get you what you want. Please take a deep breath to calm down. When you’re ready, you can tell me how you feel in a respectful way so that I can listen to you. Then we can talk about it.



**ANGER:**  
-----**James 1:19**

*My dear brothers and sisters, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry, because human anger does not produce the righteousness that God desires.*

  
-----**Ephesians 4:26**

*In your anger do not sin. Do not let the sun go down while you are still angry.*

  
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**1. Trigger:**

Teenaged daughter  
talks back in  
disrespectful way

**2. Cue:**

Jaw gets tight, heart beats fast

**3. Reducer & Reminder****Reducer:**

I will take a Deep Mindful  
Breath before speaking.

**Reminder:**

“Stay calm”

**4. Response:**

I will use “Speak for Yourself” to tell  
her how I feel when she does that  
and what I need her to do instead.

**5. Pleased with Self**

Relax my body and smile



1. The next time my daughter talks  
back to me in a disrespectful way...

2. My tight jaw and fast heart beat  
warn me that I need to calm down.

3. I will take a Deep Mindful Breath  
before I speak. In my mind I will tell  
myself, “Stay calm.”

4. When I am calm, I will say:

That was a very disrespectful tone of  
voice. I want us to be able to  
communicate well and listen to one  
another. Talking back to me will not  
get you what you want. Please take a  
deep breath to calm down. When  
you’re ready to talk, you can tell me  
how you feel in a respectful way so  
that I can listen to you.

5. I can feel relaxed and even give a  
small smile to myself that I stayed in  
control of my anger!



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**James 5:16**

*Therefore, confess your sins to each other and pray for each other so that you may be healed.*

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**Hebrews 12:14**

*Make every effort to live in peace with everyone and to be holy; without holiness no one will see the Lord.*

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**Ephesians 4:31-32**

*Get rid of all bitterness, rage and anger, brawling and slander, along with every form of malice. Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.*

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**Colossians 3:13**

*Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you.*

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**Matthew 6:14**

*For if you forgive other people when they sin against you, your heavenly Father will also forgive you.*

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**DEMONSTRATION CARD: EXAMPLE OF AN APOLOGY**

**Situation:** You asked your daughter to clean her books off the table. You told her twice and she still isn't obeying. You ask her a third time and walk over to put the hot food for dinner on the table. Her things are still there. In a surge of anger, you knock her books off the table and yell, "Get over here right now and pick up your things! You are so lazy and never listen to me!"

**Apology:** *I'm sorry I lost my temper. I shouldn't have knocked your books off the table and said unkind words. I know that probably scared you and hurt your feelings. I will try not to do that again. Next time I'm angry at you, I will try to take a deep mindful breath before I speak. I will try to calmly give you consequences for disobeying me and not say unkind words. Will you forgive me?*



- 
1. Don't wait until you "feel" like forgiving. That may never happen! Forgiveness is a choice. Choosing to forgive or hold a grudge is your decision.
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2. You don't have control over the other person's behavior or reaction, but you do have control over your own. Consider if there is anything that you need to apologize for. If so, even if you think the other person is more at fault than you are, you can take the first step and apologize for your part of the conflict.
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3. If you have been deeply hurt and don't feel you can talk to the person who wronged you, write about your forgiveness in a journal or even talk about it to someone else in your life whom you trust.
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4. Let go of negative feelings, whether the person deserves it or not.
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5. The act of forgiving includes forgiving yourself.
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#### BIBLE VERSES: THE HOLY SPIRIT

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**John 14:16-17**—*And I will ask the Father, and He will give you another advocate to help you and be with you forever—the Spirit of truth. The world cannot accept Him, because it neither sees Him nor knows Him. But you know Him, for He lives with you and will be in you.*

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**Ezekiel 36:26-27**—*I will give you a new heart and put a new spirit in you; I will remove from you your heart of stone and give you a heart of flesh. And I will put my Spirit in you and move you to follow my decrees and be careful to keep my laws.*

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#### THE FRUIT OF THE SPIRIT

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**Galatians 5:22**—*But the fruit of the spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.*

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## The Roman's Road to Salvation

The Roman's Road to salvation is a way of explaining the good news of salvation using verses from the Book of Romans. It is a simple yet powerful method of explaining why we need salvation, how God provided salvation, how we can receive salvation, and what are the results of salvation.

1. Romans 3:23, *"For all have sinned, and come short of the glory of God."* We have all sinned. We have all done things that are displeasing to God. There is no one who is innocent. Romans 3:10-18 gives a detailed picture of what sin looks like in our lives.
2. Romans 6:23, teaches us about the consequences of sin, *"For the wages of sin is death; but the gift of God is eternal life through Jesus Christ our Lord."* The punishment that we have earned for our sins is death. Not just physical death, but eternal death!
3. Romans 6:23 continues, *"but the gift of God is eternal life through Jesus Christ our Lord."* Romans 5:8 declares, *"But God demonstrates His own love toward us, in that while we were still sinners, Christ died for us."* Jesus Christ died for us! Jesus' death paid for the price of our sins. Jesus' resurrection proves that God accepted Jesus' death as the payment for our sins.
4. Romans 10:9, *"that if you confess with your mouth Jesus as Lord, and believe in your heart that God raised Him from the dead, you will be saved."*

Because of Jesus, if we believe in Him and trust that His death is the payment for our sins—we will be saved!

Romans 10:13 says it again, *"for everyone who calls on the name of the Lord will be saved."*

Jesus died to pay the penalty for our sins and rescue us from eternal death. Salvation, the forgiveness of sins, is available to anyone who will trust in Jesus Christ as their Lord and Savior.

5. Romans 5:1 has this wonderful message, *"Therefore, since we have been justified through faith, we have peace with God through our Lord Jesus Christ."* Through Jesus Christ we can have a relationship of peace with God.

Romans 8:1 teaches us, *"Therefore, there is now no condemnation for those who are in Christ Jesus."* Because of Jesus' death on our behalf, we will never be condemned for our sins.

Finally, we have this precious promise of God from Romans 8:38-39, *"For I am convinced that neither death nor life, neither angels nor demons, neither the present nor the future, nor any powers, neither height nor depth, nor anything else in all creation, will be able to separate us from the love of God that is in Christ Jesus our Lord."*

Would you like to follow Christ? If so, here is a simple prayer you can pray to God. Saying this prayer is a way to declare to **God** that you are relying on Jesus Christ for your salvation. The words themselves will not save you. Only faith in Jesus Christ can provide salvation!

**"God, I know that I have sinned against you and am deserving of punishment. But Jesus Christ took the punishment that I deserve so that through faith in Him I could be forgiven. With your help, I place my trust in You for salvation. Thank You for Your wonderful grace and forgiveness - the gift of eternal life! Amen!"**

*Ephesians 2:8-9—For it is by grace that you have been saved through faith—and this is not from yourselves—it is a gift from God, not by works so that no one can boast.*



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**TEACHING CARD #1**  
**OUR WORLD IS IN CONFLICT**

"If it feels like our world is full of conflict, instability, and war, you're correct. In fact, of 163 countries in the world surveyed by the Institute for Economics and Peace, only 11 are not currently engaged in conflict. We live in a world that is basically defined by conflict and violence. But world conflict doesn't start with someone waking up one day and choosing to go to war. Before there are bombs, there are bullets, and before there are bullets, there are knives. Before there are knives, there are fists, and before there are fists, there are words. Before there are words, there is the condition of our heart. Violence has a flow to it that keeps getting bigger and bigger, and it all starts in our hearts."

--Rich Gorman, Christianity Today <https://www.smallgroups.com/articles/2016/how-to-be-peacemaker.html>

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**BIBLE VERSE #1**

**Matthew 5:9**—*Blessed are the peacemakers, for they will be called children of God.*

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**BIBLE VERSE #2**

**Romans 12:18**—*If it is possible, as far as it depends on you, live at peace with everyone.*

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**BIBLE VERSE #3**

**Romans 14:19**—*Let us therefore make every effort to do what leads to peace and to mutual edification.*

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**BIBLE VERSE #4**

**James 3:18**—*Peacemakers who sow in peace reap a harvest of righteousness.*

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**BIBLE VERSE #5**

**Romans 12:21**—*Do not be overcome by evil, but overcome evil with good.*

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**BIBLE VERSE #6**

**Hebrews 12:14**—*Make every effort to live in peace with everyone and to be holy; without holiness no one will see the Lord.*

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**EXAMPLE #1: FALSE PEACE**

There is a woman named Sarah. Her husband is usually away working in another town. When he comes home, he is tired and cranky and gets annoyed at the children easily. When he is annoyed, he yells at the family and leaves the house to visit his friends. This happens over and over. Sarah is so angry and bitter about this; but she decides she shouldn't say anything in order to "keep the peace" since her husband doesn't come home often. Sarah is maintaining a false peace.

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**EXAMPLE #2: FALSE PEACE**

John is a man who eats lunch every day with his coworkers. The conversation often turns to gossiping about their boss and how terrible their jobs are. They also gossip about the other coworkers. Instead of saying anything, John goes along with it because he doesn't want to offend or upset anybody. John's not a peacemaker. He is trying to keep a false peace.

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**EXAMPLE #3: GOSSIP IN THE CHURCH**

We also see this problem in the church. If I have a problem with you or the way something is being handled by the leaders, I will keep all of my anger inside. I'm not going to say anything directly to you or the person responsible for making the decisions. Or, maybe I will not talk to you or to the leaders, but I will express my displeasure to other people. Those people might share my complaint with others. The people they talk to might then talk to more people about it. Soon many people are unhappy about the issue and begin taking sides on who is right and who is wrong.

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**Example 1**  
**Teaching Responsibility**

Your son wants to play football with his friends on Saturday afternoon. One of his chores is to weed the garden on Saturday mornings. You notice that he hasn't done that yet. He is allowed to go play football only after the weeding is finished.

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**Example 2**  
**Teaching Responsibility**

Your teenager asked if she can go to her friend's house on Sunday afternoon. One of her chores is to sweep the front entrance every day. She hasn't been doing it lately.

She asks you, "Can I go to Sara's house on Sunday afternoon?"

You reply, "Yes, you can go as long as you have done your chores this week."

Throughout the week, you notice that your daughter has not swept the entrance every day like she is supposed to.

On Sunday you say to her, "This week you only swept the front entrance twice. I told you that you could go to Sara's house if you did your chores this week. Unfortunately, it looks like you will not be able to go. If you are responsible to do your chores this week, then you will be able to go to Sara's house next Sunday."



**Example 3**  
**Teaching Responsibility**

Your young child wants to help you chop vegetables with a knife. You think he is old enough to begin learning, but want him to practice with a dull knife and soft food before using a sharp knife.

Your child comes into the kitchen, picks up a sharp knife and asks you, "Can I chop the vegetables?"

You reply, "Thanks for wanting to help! That is a very sharp knife. I would like you to use this smaller knife today and practice by cutting these bananas. I'll show you how."

After your child does a good job chopping the bananas, you tell him, "Well done! I see that you were very careful with that knife! And you carried it over to the sink to be washed. That was very responsible! Next time, I will let you help me chop more things!"

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**Example 4**  
**Teaching Responsibility**

Your child loves playing video games. He knows that he is allowed to play for 30 minutes, but only after his homework is finished. He comes and tells you that he finished his homework for the day.

He tells you, "I'm done with all my homework!"

You reply, "Great! Come show me!"

Your child brings his papers over for you to look at.

You look the homework over and notice that one of the questions isn't answered.

You point to the question and tell him, "Okay, you've done most of it, but you still need to finish #10 on this page. Do #10, then you will be able to have your free time."

Your child goes back to the table and finishes his homework. He brings it back to show you, "Okay, I'm all done now."

You smile and reply, "Looks good! After you put your things in your backpack you can have your free time!"



**Matthew 10:42**

*And whoever gives one of these little ones even a cup of cold water because he is a disciple, truly, I say to you, he will by no means lose his reward.*

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**I Samuel 26:23**

*The Lord rewards every man for his righteousness and his faithfulness.*

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**Hebrews 11:6**

*And without faith it is impossible to please Him, for whoever would draw near to God must believe that He exists and that He rewards those who seek Him.*

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**Colossians 3:23-24**

*Whatever you do, work at it with all your heart, as working for the Lord, not for me, since you know that you will receive an inheritance from the Lord as a reward...*

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**Jeremiah 32:19**

*Your eyes are open to the ways of all mankind; you reward each person according to their conduct and as their deeds deserve.*

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Sarah's mother is an alcoholic. Her father works in another town and she doesn't see him very often. Sarah has 3 younger siblings that she is expected to look after. Her mother often falls asleep before dinner time, so Sarah has to make food for all the children. Sometimes her mother forgets to buy groceries. Last time her father came home, he left extra money to buy new shoes for school. However, the mother didn't take the children shopping and eventually spent it all on alcohol. The children feel like they are not loved.

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In this family, both of the parents work. Everyone must do their part to help with household chores. The children know the rules of the house. They know they will be disciplined if they misbehave. They also know they can talk to their parents if they have problems at school or with their friends. Sometimes the family does fun things together. The children know that their parents love them.

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The parents of this household love their children. They want what is best for them. It is very important for the children to obey their parents. If the children don't obey, they know they will be yelled at and hit. The children are hit a lot. Sometimes they feel like they only did a small thing wrong, but they were hit very hard for it. The children are afraid of the parent who does the hitting. They don't talk to this parent about their problems because they are afraid of making the parent angry. The oldest child can't wait to leave home.

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Anna is 16. Her parents are very affectionate. She knows they love her. They say they trust her, and so they don't have family rules. She can come and go as she likes. She doesn't have a curfew. Most of her friends have to be home by 10:00 at night on the weekends, but she doesn't. She wonders why her parents don't care how late she is out. Her younger brothers call each other terrible names and hit one another a lot. Even if her parents see them, they don't do anything to stop them.

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## 1. FEAR OR RESENTMENT

**Fear or Resentment:** Your child may fear and resent you because of harsh or unfair punishment. They won't like or respect you, making it hard for them to obey you and accept your values. Fear and resentment make it hard to stay close to your children.

***For Example:** Annette prefers to talk to and be with her mother, because her father gets angry and yells or hits when she forgets to do any small thing right, such as clear off her plate at the dinner table or turn off the light in the bathroom.*

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## 2. LOW SELF-ESTEEM

**Low Self-Esteem:** Children who are punished harshly start thinking that something is wrong with them and that they can't do anything right. They sometimes think that their parents do not love them and that others won't either. This can lead to "giving up" and feeling like they are a failure.

***For Example:** Rashid slapped his son whenever he was not able to complete his homework with high marks. After many times of not being able to get high marks and getting hit, Rashid was sure that he was "stupid" and could do nothing right.*

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## 3. INCONSISTENT BEHAVIOR

**Inconsistent Behavior:** Children may only be on "good behavior" when you are with them. When you are not there they may act badly with other children or adults, just because they can get away with it.

***For Example:** Jumela's mom hit her for wasting hot water. When her mother left the house, she purposely wasted it with a big smile on her face.*

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#### 4. IMITATION

**Imitation:** Whenever you use uncontrolled physical punishment with your child, you are teaching the child that physical force is a good way to get what you want. Children learn much of their behavior and how to solve problems from their parent's behavior. Children will learn to use the same words and actions when they get angry. Don't be surprised to hear them repeating things that you say or do to them.

**For Example:** *Darin could not understand why his son would punch other teens at school and call them "stupid idiots," until he realized that is what he does when he is angry.*

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#### 5. PHYSICAL PUNISHMENT IS HARD TO CONTROL

**Physical Punishment is Hard to Control:** When you are angry, it is easy to hit harder or more times than you meant to. Severe, lasting physical damage can occur—including brain damage.

**For Example:** *Karen slapped her daughter for being disrespectful, but the flat of her hand missed her daughter's cheek, and gave her a black eye.*

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**Read Proverbs 3:11-12**

*My son, do not despise the Lord's discipline and do not resent His rebuke, because the Lord disciplines those He loves, as a father the son he delights in.*

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**Proverbs 16:32**

*Better a patient man than a warrior, a man who controls his temper than one who takes a city.*

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**Proverbs 15:18**

*A hot-tempered man stirs up dissension, but a patient man calms a quarrel.*

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**1 Corinthians 13:4**

*Love is patient, love is kind...*

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**Ephesians 6:4**—*Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord.*

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**1 Thessalonians 2:11**—*For you know that we dealt with each of you as a father deals with his own children, encouraging, comforting and urging you to live lives worthy of God, who calls you into His kingdom and glory.*

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**Situation Card #1****Use Positive Practice to Teach the Behavior You Want**

**Situation:** Your 5-year-old son, David, often comes into the house and slams the door behind him. It often wakes up the baby. You want him to close the door quietly.

**Mother:** *(name the skill and explain)* David, I want you to close the door quietly when you come inside. When the door slams shut, it wakes the baby. Also, I don't want you to pinch your fingers, and that won't happen if you are more careful. Please use your hands to shut it behind you, instead of letting it slam.

**David:** Okay.

**Mother:** *(ask questions)* Do you understand why I want you to close the door quietly?

**David:** Yeah. So that I won't wake the baby or pinch my fingers.

**Mother:** *(have child practice skill)* I'd like you to show me that you know how to do it.

**David:** *(Shuts door quietly.)*

**Mother:** *(provide feedback and praise)* That's right! Thanks for shutting the door quietly! Now the baby won't wake up and your fingers won't get pinched accidentally.

**Situation Card #2****Using Positive Practice as a Logical Consequence**

**Situation:** David comes into the house and lets the door slam behind him. The baby wakes up and begins crying.

**Mother:** David, I know it's hard to remember to close the door quietly. Just now you let the door slam behind you, and it woke up the baby. When you come into the house you need to close the door behind you quietly.

**David:** Oh, sorry. I forgot.

**Mother:** Go back over to the door and show me that you can close it quietly. I want you to practice closing it quietly 5 times to help you remember next time.

**David:** Okay. *(David practices closing the door quietly.)*

**Mother:** Great! That's much better! Please remember to close it that way next time.



### **Situation Card #3**

#### **Using Time-Out as a Logical Consequence**

**Situation:** Your children are playing a game with their stuffed animal toys. Four-year-old Sara keeps grabbing the toy that David is playing with. David is getting very upset. You have told Sara to share and ask nicely when she wants the toy. Instead of listening, she pushes David when he doesn't give her what she wants.

**Parent:** Sara, you need to share with David. It is his turn to play with that toy. If you can't ask for the toy nicely and share, you will need to sit in the Time-Out chair for 4 minutes.

**Narrator:** The children play for a few minutes. Sara tries to grab another toy from David. He yells and won't let go of the toy. Sara gets angry and pushes him.

**Parent:** Sara, you have chosen not to share nicely so you need to go to the Time-Out chair for 4 minutes.

**Narrator:** Sara starts crying and doesn't go. The parent gently takes her hand and walks her over to the chair.

**Parent:** The Time-Out begins as soon as you are quiet. When you are quiet, I will set my phone timer for four minutes.

**Narrator:** Sara becomes quiet. After four minutes, the timer rings.

**Parent:** Sara, do you know why you had a Time-Out?

**Sara:** I pushed David.

**Parent:** I understand that you both wanted the same toy, but you need to ask nicely and also give him time to play with the toy. You wouldn't want him to do that to you, would you?

**Sara:** No.

**Parent:** Do you need to apologize to someone?

**Sara:** David. *(walks over to David)* Sorry, David.

**David:** That's okay.

**Parent:** *(makes physical contact—pats Sara on the back, or puts arm around her, etc.)*

**Parent:** What can you do different next time you want a toy that David has?

**Sara:** Ask him and not grab it.

**Parent:** That's right. Okay, you can go back to play again.

**Narrator:** The children begin a new game, and the parent looks for an opportunity to praise Sara for playing nicely.

**Sara:** David, can I have that dog toy?

**David:** Okay, I'm almost done. Can you give me the cat toy?

**Sara:** *(hands him the cat toy)* Sure.

**Parent:** I like the way you asked nicely for the toy, Sara! You two are doing a good job sharing with each other!

*(Sara and David smile and keep playing.)*



**Situation Card #4**  
**Using “Make it Right” as a Logical Consequence**

**Situation:** Your 13 and 15-year-old sons are kicking the football around in the house. You’ve told them they are to play with the football outside. One of them kicks the ball and it knocks over a lamp. The lamp is broken into many pieces.

**Father:** You boys know the rule is to play with the ball outside.

**Sons:** Sorry.

**Father:** Since you chose not to listen, you need to clean up this mess. The lamp is not fixable, so you will also need to replace the lamp. I want you to think of some ideas of how you can do that yourself. We can talk later about it.

**Narrator:** Later that evening the father sits down to talk with the boys.

**Father:** Do you know why we have the rule, “no playing football in the house?”

**Son #1:** Yes, NOW I do!

**Father:** Have you thought about how you can replace the lamp that was broken?

**Son #1:** There’s no way we can do that!

**Son #2:** Well, we do get a bit of allowance money for doing chores...

**Son #1:** But if we use that money, we won’t have money for snacks after school!

**Father:** Well, it is important to follow the house rules, and also to try to fix or replace things if we break them. If someone broke something that belonged to you, wouldn’t you like it if they fixed it?

**Sons:** Yes.

**Father:** So, it’s important to treat people the way we want to be treated.

**Son #1:** But we don’t have enough money!

**Father:** How about this: Each time you get your allowance, I will hold back \$1.00 until the new lamp is paid for. (Use the currency in your country.)

**Son #2:** Maybe we can do extra chores to earn a bit more money?

**Son #1:** Yeah! And maybe we can ask the neighbor if they have any work for us in their garden!

**Father:** Those are all good ideas! It is good that you are taking responsibility for fixing a problem you have caused. Next time, where are you going to play football?

**Sons:** Outside!



### Situation Card #5

#### Loss of Possessions

**Situation:** Three-year-old Tanya is coloring the table instead of her paper. Her mother has already told her not to do that. Tanya doesn't listen and continues to color on the table.

**Mother:** Tanya, I've already told you not to color on the table. Since you chose not to listen, I will put the crayons away for 1 minute.

**Narrator:** Her mother takes the crayons away. Tanya gets angry and starts to rip up the paper. Her mother ignores the outburst and replies calmly.

**Mother:** Too bad you are ruining your picture. Crayons are for coloring on paper and not the table. I will start the one-minute timer as soon as you are quiet and calm down.

**Narrator:** Tanya slowly calms down. Her mother sets the timer on her phone for one minute. When the time is up, she gives the crayons back and reminds Tanya to color on the paper.

**Mother:** Now that you are quiet, you can have the crayons back to draw on your paper. You can keep them for as long as you want if you color on the paper instead of the table.

**Narrator:** Tanya soon learns the only way to keep the crayons is to color on the paper. When Tanya colors on the paper, her mom praises her good behavior and artwork.

**Mother:** You're doing a good job of drawing on your paper! Now you can make a very pretty picture that we can hang up on the wall!

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### Situation Card #6

#### Loss of Privileges

**Your 16-year-old son, John, is often late returning home from his friend's house. You have reminded him that he needs to be home by 10:00 P.M. Tonight he comes home at 10:15 P.M.**

**Mother:** John, you know our house rule is for you to be home by 10:00 P.M. Why do you think we have that rule?

**John:** I guess because you want to make sure I'm home.

**Mother:** Yes, when you don't come home on time, I get worried that something might have happened to you. Also, it's important for you to get enough sleep. Since you haven't been obeying the curfew, from now on, for every minute you are late you will have to come home 5 minutes earlier next time. So, if you come home 5 minutes late, the next time your curfew will be 25 minutes earlier. If you come home 10 minutes late, the next time your curfew will be 50 minutes earlier. It's your choice—If you want to keep your curfew at 10:00, you need to be sure to be home on time.



**TIPS FOR USING LOGICAL CONSEQUENCES****EXAMPLE #1**

Your teenage daughter lost the privilege of going to the school banquet because she was rude and sassied you when you told her she couldn't stay out past her curfew. This has been an on-going problem. You had warned her that if she kept sassing, she wouldn't be permitted to attend the banquet. She has expressed regret for her actions, so you give her the opportunity to earn back the privilege of going to the banquet. You tell her that she will be permitted to go if she helps her little sister with her homework cheerfully every day for a week. Also, she cannot sass you! At the end of the week, you tell her she can go to the banquet if she refrained from sassing, and if she helped her sister with her homework cheerfully, every day. But, if she continued to sass, or did not help her sister with her homework cheerfully, she did not earn back the privilege of going to the banquet.

**TIPS FOR USING LOGICAL CONSEQUENCES****EXAMPLE #2**

Your teenage daughters are arguing. The argument gets worse and they begin yelling at one another and calling each other names. You've warned them to use good speaking skills and use active listening.

You say, "Girls, I told you to stop yelling. You know it is a family rule not to call one another mean names. Since you didn't follow our family rule, you both need to pick two chores out of the chore jar. But, if you choose to do positive practice, talk to each other nicely about this issue, and use active listening, then you can put one of the chore slips back. Which is it going to be?"



**Example 1**

Clean the kitchen while I'm gone.

**Example 1**

While I'm gone today, please sweep and mop the kitchen. Then wash the dishes. You can leave them out to air dry.

**Example 2**

Would you like to pick up the crayons?

**Example 2**

Please pick up your crayons.

**Example 3**

Let's weed the garden today. (The parent doesn't intend to help, but expects the child to do it themselves.)

**Example 3**

Please weed the garden today before lunchtime.



**Example 4**

(Yelling) "Jason! Stop being lazy! Get up off the couch and do something useful!"

**Example 4**

(Speaking politely) "Jason, please get up now and help me put away these groceries."

**Example 5**

"Please put away all your things that are in the living room. I invited the Lee's over for dinner. You know the Lee's--they are Jill and Danny's parents. Well, I would like to get to know them better and I don't want them to think we are messy and that you children can leave your clothes all over the house. Besides, I want them to think that I am a good parent, because I know they are looking for a babysitter to take care of little Jill because Mrs. Lee is going back to work. We could use the money and I would enjoy having another child here to play with your little sister. Don't you think that it would be a good idea?"

**Example 5**

"Please help me clean-up for the party tonight. Take all of your toys and clothes out of the living room and put them in the bedroom."

**Example 6**

"Daniel, help your sister rake the leaves in the garden."

When Daniel is finished raking, you frown and say, "It's about time you helped out with chores!"

**Example 6**

"Daniel, help your sister rake the leaves in the garden."

When he is finished, you smile and say, "Looks good! With two of you working together, the job was finished so quickly!"



**EXAMPLE 1: GIVING INSTRUCTIONS WITH A CHOICE**

**Situation #1: Your daughter needs to get ready for school. You want her to brush her teeth and get dressed. She often takes too long to do this and you are in the habit of nagging her.**

Offer her a choice: You can let her choose the order. "Are you going to brush your teeth first, or get dressed first?"

She is still brushing her teeth—what you want her to do—but she gets to choose the order.

---

**EXAMPLE 2: GIVING INSTRUCTIONS WITH A CHOICE**

**Situation #2: Two brothers are arguing over what television show to watch. You have already told them to stop arguing, but they have not stopped.**

Give them the choice of obeying, or facing the logical consequence: "Do you want to stop fighting with your brother and watch TV nicely, or do you want me to turn it off?"

They will lose the privilege of watching TV if they choose not to stop fighting.

If they stop fighting, you can say, "Good choice, now you can watch the show together."

If they don't stop fighting, you can say, "Too bad you chose not to stop fighting. Now we'll need to turn the TV off."



Photocopy 1-sided and cut out.

Copy and cut out the "How to Follow Instructions" card on Handout 10:10 to use with this demonstration.

**DEMONSTRATION CARD**  
**HOW TO FOLLOW INSTRUCTIONS**

**Parent:** Today let's practice a new skill called "following instructions." This is a skill that everyone needs to learn to be successful in life, even adults. *(Show your child the following instructions card.)* Here are the steps:

*Read steps 1-4 from the "How to Follow Instructions" card on Handout 10:10.*

1. Look at the person who is speaking to you.
2. Repeat the instructions and say, "Okay."
3. Do what is asked, and do it the best you can.
4. Report back when you've finished.

Can you repeat the steps back to me?

*(Read the steps a second time and have the child repeat back after each step.)*

**Child:** *(repeats the steps)*

**Parent:** Very good. Let's practice. Let's pretend you are playing and I tell you to put away your toy and start your homework."

*(Child pretends to play with a toy.)*

**Parent:** \_\_\_\_, it's time to start your homework. Please put away your toy and get your school papers.

**Child:** Okay, I'll put my toy away and start my homework. *(Child puts toy away and starts to do homework.)*

**Parent:** Very good! You repeated the instructions and put away your toy to start your homework as soon as I asked you! That shows you are learning how to follow instructions and becoming more mature. See how easy that was?



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1. At dinner, three-year-old Jerome is playing with his food—throwing bananas and blowing bubbles in his juice. What could you do?

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2. Five-year-old Tariq is playing blocks with his twin sister, Tanya, but Tariq is throwing his blocks around the room. What could you do?

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3. Four-year-old Mai-Lin does not want to go to bed because Mom and Dad have company over and she has been the center of attention. Mai-lin begins a temper tantrum. What could they do?

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4. Seven-year-old Miguel comes in and slams the front door very hard. He doesn't look angry. What could you do? What could you say?

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5. After Mom finishes mopping the kitchen, eleven-year-old Gilberto tracks mud in -- right through the kitchen. What could she do?

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6. Mom asks nine-year-old Carrie to take out the trash. She does it, but complains. What could Mom say? What shouldn't she say?

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7. Ten-year-old Eric is playing a game with family members. He is asked not to cheat and argue, but doesn't stop. What could you do?

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8. Denita, a six-year-old, is in Time-Out for arguing with her little brother. She keeps arguing and standing up. What could you do?

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9. Without being asked, eight-year-old Maria sets the table for dinner and sweeps the floor. What could you do?

---

10. Twelve-year-old David is teasing his little sister; which he knows he shouldn't be doing. He is throwing her favorite doll around and keeping it from her. The arm of her doll breaks off. What could you say?

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**EXAMPLE CARD: EXPLAINING A BEHAVIOR CHANGE PLAN**

**Situation: Your 8-year-old son, Mark, has not been following instructions lately. You have already taught him how to follow instructions in the past, so he knows this is an expectation.**

You sit down with Mark and tell him:

"Mark, I want to help you learn to follow my instructions better. Let's try Time-Outs. The next time I tell you to do something, I will wait a few moments for you to agree or start doing it. If you do, I'll thank you and be ready to tell you that you've done a good job. If you don't, you'll have to take an 8-minute Time-Out as a consequence for not obeying. This means you will have to take some time to consider your actions while sitting where I tell you to. Your Time-Out will start when you are sitting quietly. When you hear the timer, you can come out and make a fresh start. That's it. Do you understand? Any questions?"



**DEMONSTRATION CARD: PERSONAL CONFERENCE****Example 1**

**Situation:** Two sisters share a bedroom. One of them is very neat, and one of them is very messy. The parent is having a Personal Conference with the messy daughter.

**Parent:** There are so many things I enjoy about you. You're bright, curious, and fun. I love your happy laughter, creativity, and your kindness.

**Daughter:** Thanks, Dad! I love you!

**Parent:** I love you too. And I'm glad we can work on this "Contracts for Change" together. What areas did you choose to work on?

**Daughter:** For a personal one, I'm going to practice the guitar more, and for the family, I'm going to feed the cat every day.

**Parent:** Good. Mom's going to be happy that you will be practicing the guitar. But let's think a little more on the family one. Is there something you could do to help reduce family conflict—something that has to do with your sister who shares a bedroom with you?

**Daughter:** Do you mean my messy bedroom?

**Parent:** That's right. And what would be its positive opposite?

**Daughter:** It's my room, too, and I should get to keep it how I want it.

**Parent:** I think that's fine if you lived on a deserted island. But since you live with other people who enjoy order and cleanliness....

**Daughter:** Why do I have to change for her? She doesn't change for me!

**Parent:** Is that fair to your sister? You've always been one of the best examples in our family of fairness.

**Daughter:** I guess it's not fair.

**Parent:** Look at it this way: good organization skills will help you the rest of your life. So how about committing to keep your room clean as your family skill?

**Daughter:** I guess. If it's important to you.

**Parent:** It's important to both of us. You'll see.



**DEMONSTRATION CARD: PERSONAL CONFERENCE****Example 2**

**Situation:** The son has made a few good personal goals, using the "Goals & Dreams" handout, and the "Assessing My Strengths Chart." His parent wants him to also work on improving his grades.

**Parent:** Let's take a look at your "Goals & Dreams" sheet, and then your "Assessing My Strengths" chart. I think you are pretty accurate in assessing your strengths. But I'd give you a higher rating on anger-management. You've done really well lately.

**Son:** Thanks, Dad!

**Parent:** So, what two goals did you pick to work on?

**Son:** Well, to make my family happier, I'm going to work on "Getting along better with others," so David and I don't fight so much.

**Parent:** Excellent!

**Son:** And for my personal goal, I'm going to improve my dribble at football.

**Parent:** I love watching you play football. But I'd like you to think about adding one more goal.

**Son:** You mean my grades?

**Parent:** Right. When we got your report card yesterday, we were pretty disappointed, because we know you are smarter than your grades show. If you put in more effort, you would have much better grades.

**Son:** Grades don't matter to me. They're just marks on a piece of paper. I'm not going to university, so it doesn't matter. I'm going to be an electrician like Uncle Peter. He makes plenty of money.

**Parent:** How do you think Uncle Peter learned his trade? And how do you think he keeps up with all the new technology?

**Son:** I don't know.

**Parent:** He went to trade school – and studied hard to excel.

**Son:** He did?

**Parent:** Yes. And grades do matter – They represent knowledge you learned and skills you developed.

**Son:** Oh.

**Parent:** Your job while you are young, is to study hard and get a good education. So, I want you to make that a personal goal-- to study hard and apply yourself to get good grades. Will you do that?

**Son:** Okay.

**Parent:** Let's begin by making it into a reasonable goal, deciding exactly what "good grades" mean and how you'll measure it and achieve it.

**Son:** Fine...

**Parent:** Then let's talk about setting up study routines, and making a good study environment by removing distractions.

**Son:** Wait...You mean like TV and video games?

**Parent:** Do you play them instead of studying?

**Son:** Only sometimes...



**COMPROMISE NEGOTIATION****Example 1**

**Situation #1:** Two of your children want the same toy at the same time. They each have part of the toy in their hands and they are fighting over it.

**Child #1:** I want this toy!

**Child #2:** I had it first!

**Child #1:** You've had it too long, it's my turn!

**Child #2:** You always get to play with it!

**Parent:** Wait a minute! You both want the same toy. How can you work this out with a compromise? I want you both to think of an idea of how you can share the toy.

**Narrator:** Both children think a minute.

**Child #2:** We can both play with it.

**Child #1:** That's a dumb idea.

**Parent:** Remember, don't criticize ideas! Let everyone share their ideas first, then we'll talk about them.

**Child #1:** Sorry.

**Child #2:** We can take turns.

**Child #1:** We can each play with it for 10 minutes.

**Parent:** Okay, let's think about your ideas. What will happen if you both play with the toy at the same time?

**Child #1:** We might fight over it.

**Parent:** What might happen if you each take a turn for 10 minutes?

**Child #2:** Then we each get it the same. Let's do that. You can go first. Mom can set the timer.

**Child #1:** Okay. That's good.

**Parent:** That sounds like a good plan. If you want to keep the toy, you need to play nicely. If you can't share, then I will need to put the toy away.



**COMPROMISE NEGOTIATION****Example 2**

**Situation #2:** Your children are watching television. You hear them arguing because they can't decide which program to watch. They both want to watch something different.

*Child #1 and Child #2 are arguing, both talking at the same time.*

**Parent:** What's going on? Why are you yelling at each other?

**Child #1:** I want to watch \_\_\_\_ today, and he says I can't.

**Child #2:** We watched that yesterday! I was here first. I should get to choose.

**Child #1:** You always get your way because you're older.

**Parent:** Stop arguing! You both want different things. What can you do if two people want different things? Should one person always get their own way?

**Child #2:** We should compromise.

**Parent:** That's right. I want you both to think of an idea of how you can compromise about the television.

**Narrator:** Both children think for a minute.

**Child #1:** We can write our names on paper and put them into a jar. Then we pick a name. That person gets to choose.

**Child #2:** We can take turns every other day.

**Parent:** Okay, let's talk about your ideas. What might happen if you pick names from a jar?

**Child #2:** The same person might keep getting picked and that's not fair!

**Parent:** What might happen if you take turns choosing, every other day?

*Both Child #1 and Child #2 nod their heads.*

**Child #1:** Let's do that. Then we both get the same number of turns.

**Child #2:** Okay. You got to watch what you wanted yesterday...

**Child #1:** Okay...You can choose today and I will choose tomorrow.

**Parent:** That is a good idea! If you both take turns without arguing, then you can watch the television when you are done with your homework each day. But, if I hear arguing, then I will turn it off—It's your choice!

**Child #1 and #2:** Okay!



**COMPROMISING WITH YOUR CHILD****Example 1**

**Situation #1: A 13-year-old wants to have a later bedtime.**

**Narrator:** Parents are sitting in the living room after dinner. Their 13-year-old child comes to talk to them about having a later bedtime.

**Child:** I want to have a later bedtime.

**Mother:** I don't know...You get very grumpy when you don't get enough sleep...

**Father:** Well, can you give us some reasons why you think you should get a later bedtime? Try to convince us!

**Child:** I've had the same bedtime since I was 10 years old! I'm 13 now! I have grown up a lot. I don't think I'll be grumpy like I used to be.

**Father:** Yes, you have grown up a lot in 3 years... Mom and I will talk about it and let you know.

**Narrator:** The child leaves the room and Mother and Father discuss the bedtime.

**Mother:** He needs to get enough sleep to be able to wake up on time and not be grumpy the next day.

**Father:** I agree. But I also think we should let him try staying up 30 minutes later.

**Mother:** Okay, we can give it a trial time for one week. If he is grumpy or can't get up for school on time, then we will go back to the old bedtime.

**Father:** \_\_\_\_\_, come back and talk to us!

**Child:** *(comes into the room)*

**Father:** Mom and I decided to extend your bedtime 30 minutes for a trial period of one week. If you are able to wake up on time and aren't tired the next morning or grumpy, then it will be extended permanently.

**Child:** Awesome! *(smiles)*



**COMPROMISING FOR YOUR CHILD****Example 2**

**Situation #2:** A young teenager wants to stay out until midnight, but the parent wants them home at 10:00 PM—The teen gives them some valid reasons why they would like to stay out late on this particular night. The parents decide to compromise and let their teenager stay out until 11:00 PM.

**Teen:** I know my curfew is 10:00, but I was wondering if I can stay out until midnight tonight?

**Parent:** Why? Is there something special going on tonight?

**Teen:** Well, it is Hannah's birthday, and she wants to have dinner with our group of friends and then watch a movie.

**Parent:** What movie will it be?

**Teen:** I don't know. I can ask.

**Parent:** Find out what the movie is, and what time it starts. If it is an acceptable movie, then you can stay out until 11:00 tonight.

**Teen:** But, I really want to stay out until midnight! Everyone else will be there until midnight!

**Parent:** Your normal curfew is 10:00. You can watch the movie and come home at 11:00, or we can stick to the usual 10:00 time.

**Teen:** No! Okay!

**Parent:** But first, find out what the movie is and what time it starts. Then, we will talk again. Also, ask your other friends if they are really staying until midnight. They may not actually be allowed to stay out that late, either.



**REFUSAL SKILLS #1**

**Situation #1: Your child's friend invites them over to an older child's house.**

**Friend #1:** Hey, come with us to Matthew's house.

**Friend #2:** I don't really know him. Who will be there?

**Friend #1:** A bunch of people that Matthew knows. His parents won't be home!

**Friend #2:** Will there be drugs or alcohol there?

**Friend #1:** Probably! Matthew's been asking me if I want to try some.

**Friend #2:** That's a great way to kill your brain and ruin your life. No thanks! Let's go join the football game over at the park instead.

**Friend #1:** No, I want to go to Matthew's house.

**Friend #2:** Okay, see you later, then. I'm not into that. Come to the park if you change your mind!  
(walks away)

**REFUSAL SKILLS #2**

**Situation #2: Your child is at the mini-mart store and his friend wants to steal candy.**

**Friend #1:** (slips a candy bar to Friend #2) Here, put this into your pocket. Your pockets are bigger than mine.

**Friend #2:** No way, that's stealing! I'll share my snack with you.

**Friend #1:** But then we each only get half.

**Friend #2:** I don't care. I'm not into stealing. (walks to the front of the store to pay for his snack)

**Friend #1:** Oh, okay... (puts the candy down and follows friend)

**REFUSAL SKILLS #3**

**Situation #3: Your child is with his friends and one of them lights a cigarette and hands it to him.**

**Friend #1:** No thanks! I don't want black lungs. Those things can kill you!

**Friend #2:** Well, everyone else is smoking.

**Friend #1:** (shrugs) I'm not into it. I'm heading home. Want to come over and hang out?

**Friend #2:** No, I'm going to hang out here.

**Friend #1:** Okay, well, call me if you change your mind. (starts to walk away)

**Friend #2:** Well...okay, I'll come with you (runs after Friend #1). I don't really like cigarettes, anyways.



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**1 Corinthians 6:19-20**

*Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; You were bought at a price, therefore honor God with your body.*

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**Ephesians 5:18**

*Do not get drunk on wine, which leads to debauchery. Instead, be filled with the Spirit, speaking to one another with psalms, hymns, and songs from the Spirit.*

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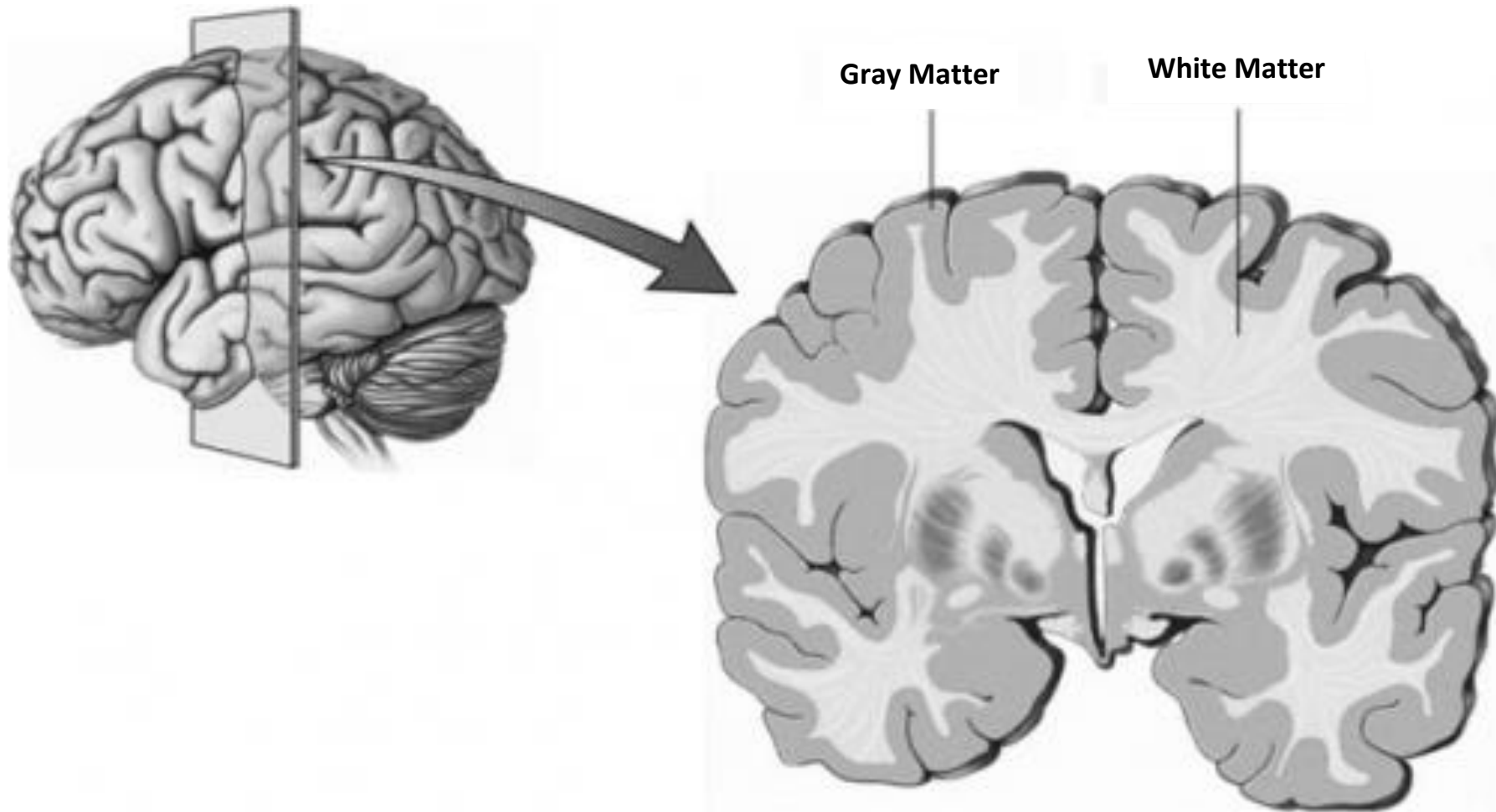
**Galatians 5:22-23**

*But the fruit of the Spirit is love, joy, peace patience, kindness, goodness, faithfulness, gentleness and self-control...*

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This drawing shows what a slice of the brain would look like.





**DEMONSTRATION CARD: EMOTION COACHING****Example #1: Your child is crying**

**Child:** *(pretends to cry)*

**Parent:** *(notices they are upset and walks over to them)*

**Parent** *(puts hand on their shoulder)*: Are you okay?

**Child:** *(shakes their head, no)*

**Parent:** I can see that you're crying. You must be feeling sad or hurt.

**Child:** I'm sad!

**Parent:** What happened?

**Child:** Sarah said she didn't want to be my friend anymore.

**Parent:** I'm sorry that happened! I can understand why that would make you feel sad. Would you like a hug?

**Child:** *(nods head, yes)*

**Parent:** *(parent hugs child)* Do you want to talk about it? What happened?

**Child:** *(sniffing)* Well, Sarah got a new doll, and I wanted to hold it, but she wouldn't let me.

**Parent:** I see. So, what happened next?

**Child:** Well, I wanted the doll, so I grabbed it from her and the dress ripped a little.

**Parent:** *(nods head, listening)*

**Child:** She got so mad! She yelled at me and said she didn't want to be my friend anymore! It was only a small rip!

**Parent:** *(nodding head)* That must have made you feel hurt when she said that. What did you do when she said that?

**Child:** I told her I didn't like her anymore. Then I ran home.

**Parent:** *(nodding)* Hmm, how do you think that made her feel?

**Child:** Bad, I guess.

**Parent:** Yeah, probably. It sounds like you both feel bad now.

**Child:** I didn't mean to rip her doll's dress. Now she's mad at me.

**Parent:** You were crying earlier, which is a good way to let your sad feelings out. Is there anything else that would help you express your sadness? Would you like to draw a picture? Sometimes that helps.

**Child:** Okay.

**Parent:** Maybe you could draw a picture for Sarah and say "I'm sorry."

**Child:** *(smiles)* I'll draw a picture of her and her new doll!

**Parent:** That's a good idea! When we hurt someone's feelings, we can say we are sorry and that helps us both feel better.



**DEMONSTRATION CARD: EMOTION COACHING**

**Example #2:** Your child just threw their toy across the room and it broke. Their face is red and scrunched up.

**Child:** *(pretends to throw a toy across the room and has an angry expression on his/her face, hands scrunched up, etc.)*

**Parent:** *(takes a deep breath to become calm and walks over to the child)*

**Parent:** I see that you are feeling angry—You are clenching your fists and you lost control with your toy...

**Child:** My tower keeps falling over! It's so stupid!

**Parent:** That must have been frustrating. We all get frustrated and angry sometimes.

**Child:** *(starts to relax, nods head)*

**Parent:** It's okay to feel angry, but when you are angry you can't hurt people or break things. Okay?

**Child:** *(nods head)*

**Parent:** When you feel angry you can let your anger out in a healthy way. Remember, sometimes it helps to take a deep breath when we feel angry. Can you take a deep breath with me right now?

**Parent:** Let's breath in, and breath out slowly...

**Parent and child:** *(breath in and out slowly together)*

**Parent:** Instead of breaking your toy, would you like to go punch your pillow instead? Or would you like to get your anger out by running around the garden for a few minutes?

**Child:** I'll go punch my pillow! *(Child laughs.)*

**Parent:** That sounds like a good idea!

*Child (runs to get the pillow)*



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**Luke 6:45**

*A good man brings good things out of the good stored up in his heart, and an evil man brings evil things out of the evil stored up in his heart. For the mouth speaks what the heart is full of.*

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**Psalms 101:2-3**

*I will be careful to lead a blameless life—when will you come to me?*

*I will walk in my house with blameless heart.*

***I will set before my eyes no vile thing.***

***The deeds of faithless men I hate; they will not cling to me.***

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**Philippians 4:8:** *Whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.*

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**Philippians 4:13:** *I can do all things through Christ who gives me strength.*

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My name is Jack and I'm from Grand Rapids, Michigan. I'm 16, and I've been playing video games since I was 8 years old. Up until I was in the 6th grade, I'd play games on my Nintendo DS for hours every day. Not much changed after that, but the DS got replaced by the Wii U.

I loved gaming because I could just "switch off" while playing. It didn't take much brainpower and it would keep me entertained for hours.

Things got worse when I bought an Xbox One. It became impossible to disconnect from my devices.

I realized gaming was a problem because I started spending more time in front of a screen instead of doing what I really loved – playing the guitar. I began spending more time at home playing games than going out with friends.

**My typical day while gaming:**

- I would wake up and play video games for a couple of hours while still in bed.
- I'd get breakfast and come back up to my room to play more games.
- After lunch, I'd get back to gaming in my room or on my DS.
- Then I'd spend time playing games on my phone.
- Finally, I'd head back to bed.

Looking back, it's pretty clear I had a problem. I started sleeping less and found myself not enjoying life as much. I became depressed and anxious.

**Finally, I decided something needed to change.**

I had to remove myself from gaming completely. For me, there's no such thing as moderation. I sold my Xbox One and finally bought that second guitar I wanted. I had to sell my DS and all of the games for my consoles. I even got rid of all the games on my computer.

What really helped me was replacing urges to game with going outside or hanging out with a friend. It's a lot easier to overcome the cravings if you get yourself out of the house.

**Life is amazing once you escape the virtual world.**

My typical day now includes more activities like biking, taking pictures of nature, and playing the guitar. I even joined a band!

I have learned so much more about myself than I thought possible, like finding out that I'm great at photography. It's now one of my deepest passions.

My advice for someone else who is in the same position as me is to find other hobbies and talk to friends. Try to find some friends that don't play video games.

<https://gamequitters.com/gaming-got-in-the-way/>



“As the coordinator of the Mayor’s Coalition on Alcohol, Tobacco, and Drugs, we were tasked to find ways to prevent teen alcohol and drug use. One day a man showed up at our meeting and said he wanted to help – that he had knowledge that would be useful.

Toward the end of the meeting he said he had just been released from prison on drug-related charges. He said he grew up in a very fine family, and his older brother had been a wonderful influence for good on his friends. So, parents in his neighborhood assumed he was the same kind of friend as his brother. This man told us that the whole time neighbor parents were encouraging their children to play with him, he was giving their children alcohol and drugs. He thought he was really clever. Unfortunately, many of these children became addicts, had trouble with the law, and some even died. He said he finally was sent to prison for drug dealing and other crimes. There, he began to think about the harm he had caused his friends, and now he wanted some way to make up for it. Despite his good intentions to help, we never saw him after that.”

SFP: This story was shared by Abbie Vianes, a member of the Mayor’s Coalition on Alcohol, Tobacco and Other Drugs in Salt Lake City, Utah.



Copy 1-sided and cut apart. Keep bad friends/good friends character traits separated.

### Character Traits of Bad Friends

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**1 Corinthians 15:33**—*Do not be deceived: “Bad company ruins good morals.”*  
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**Proverbs 22:24-25**—*Make no friendship with a man given to anger, nor go with a wrathful man, lest you learn his ways and entangle yourself in a snare.*  
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**Proverbs 18:24**—*One who has unreliable friends soon comes to ruin, but there is a friend who sticks closer than a brother.*  
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**Proverbs 13:20**—*Whoever walks with the wise becomes wise, but the companion of fools will suffer harm.*  
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### Character Traits of Good Friends

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**Prov 27:17**—*Iron sharpens iron, and one man sharpens another.*  
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**1 Thessalonians 5:11**—*Therefore encourage one another and build one another up, just as you are doing.*  
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**Hebrews 10:24**—*And let us consider how to stir up one another to love and good works.*  
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**Philippians 2:4**—*Let each of you look not only to his own interests, but also to the interests of others.*  
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**Romans 12:9-10**—*Let love be genuine. Abhor what is evil; hold fast to what is good. Love one another with brotherly affection. Outdo one another in showing honor.*  
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**Proverbs 17:17**—*A friend loves at all times; and a brother is born for a time of adversity.*  
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**Matthew 7:12**—*Do to others as you would have them do to you.*



Cut out the “How to Introduce Yourself” card on Handout 16:4 to use along with this role-play.

**DEMONSTRATION CARD: HOW TO INTRODUCE YOURSELF**

**Parent:** How was your day at school today?

**Child:** Good. There is a new girl in our class.

**Parent:** Oh, really? What is she like?

**Child:** She seems nice.

**Parent:** Did you talk to her?

**Child:** No. I want to be friends with her, but I don't know how.

**Parent:** Since she is new, she might be feeling shy. You could introduce yourself to her.

**Child:** I don't know how.

**Parent:** I have a “friendship skills” card about “How to Introduce Yourself.” Do you want to see it?

**Child:** Okay.

*Parent reads “How to Introduce Yourself” card to the child (Handout 16:4).*

**Parent:** Can you think of any questions you could ask the new girl? Maybe ask a question that isn't just a “yes” or “no” answer. Like, “When did you move here?” Or, “What was your old town like?”

**Child:** How about, “Where did you move from?”

**Parent:** Okay, good! So, let's practice this. I will pretend to be you, and you pretend to be the new girl.

**Child:** Okay.

**Parent:** *(smiles)* Hi, my name is \_\_\_\_\_. What's your name?

**Child:** Anna

**Parent:** Where did you move here from?

**Child:** \_\_\_\_\_ *(says a town in your country)*

**Parent:** You can eat with me and my friends at lunch today, if you want.

**Child:** Okay, thanks!

**Parent** *(smiles)*: Now it's your turn to try. I'll be the new girl this time.

*Parent and child do the new role-play with the child repeating the parent's example or making up their own idea of what to say. (There is no script for this part.)*

*After child practices:*

**Parent:** Good job! See, you can do it! Tomorrow you can walk up to her and introduce yourself!



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**Philippians 2:5-7**

*In your relationships with one another, have the same mindset as Christ Jesus: Who, being in very nature God, did not consider equality with God something to be used to His own advantage; rather, He made Himself nothing by taking the very nature of a servant, being made in human likeness. And being found in appearance as a man, he humbled himself by becoming obedient to death—even death on a cross!*

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**Hebrews 4:15**

*For we do not have a high priest who is unable to empathize with our weaknesses, but we have one who has been tempted in every way, just as we are—yet he did not sin.*

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**Matthew 14:14**

*When Jesus landed and saw a large crowd, he had compassion on them and healed their sick.*

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**2 Corinthians 1:3-4**

*Praise be to the God and Father of our Lord Jesus Christ, the Father of compassion and the God of all comfort, who comforts us in all our troubles, so that we can comfort those in any trouble with the comfort we ourselves receive from God.*

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**Colossians 3:12**

*Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience.*

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**Matthew 7:12**

*So in everything, do to others what you would have them do to you...*

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**Galatians 6:2**

*Carry each other's burdens, and in this way you will fulfill the law of Christ.*

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## DEMONSTRATION CARD: USING THE 5 MONITORING QUESTIONS

**Son:** *(talking on phone)* Cool. I'll be right over *(walks past his Dad who is reading)*.

**Father:** *(speaking in a friendly tone)* Hey... where are you off to?

**Son:** Over to Jake's – He just called. He and the guys are waiting for me.

**Father:** Okay – Give me answers to the 5 Monitoring Questions *(holds his fingers out to count)*. 1) You said you're going to Jake's house. 2&3) Who else will be there and what will you be doing? 4) When will you get home? 5) Will there be any alcohol there?

**Son:** I'm going to Jake's and then we're headed up the mountain. A bunch of classmates in my science project group are going with us. We're supposed to look at the stars for our project. We'll be back by midnight.

**Father:** And what about alcohol?

**Son:** I didn't ask. Dad, this is a school project!

**Father:** *(hands him the phone)* Ask.

**Son:** *(speaks into phone)* Jake, it's me. No one is bringing alcohol, right? *(Listens.)* Dude... not cool.... Because my parents are super strict about alcohol and I can't come if he brings it. So, can you call and tell him not to bring the beer? I'll bring something else instead. Yeah. *(Pause.)* Thanks. *(Looks at Father.)* Are you satisfied?

**Father:** I'm better than satisfied. I'm really proud of you, son.

## DEMONSTRATION CARD: TRUST BUT VERIFY

**Maria:** Jamie is having friends over to her house tonight. Can I go?

**Mom:** Who else will be there?

**Maria:** A few other girls from school. I'll be home before my curfew.

**Mom:** Do you think any of the girls will bring alcohol to Jamie's house?

**Maria:** No, Mom.

**Mom:** Great. Have fun!

**Maria:** Mom, you know that stuff you told us about monitoring, and parents dropping by unannounced with a bag of chips?

**Mom:** Yeah.

**Maria:** It's just that in my circle of friends, that would be a really embarrassing thing to do. We're all responsible. Jamie's mom, for example, always walks through the room at our parties and checks on us. I mean, monitoring is probably good for some people, but I don't have those risk factors they talked about at the SCF class. So, I'll just take a bag of chips with me and you don't need to stop by.

**Narrator:** A few minutes later, the mother gets a phone call from Jamie's mom.

**Mom:** *(Pretends to get a phone call and hangs up.)* Maria... that was Jamie's mom. She called to ask if there would be any parents home during the party you're having here tonight!

After you call whoever's really having the party to tell them you won't be coming, we'll be having a discussion about trust.... We will start with a truthful response to the 5 Monitoring Questions.



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**Matthew 22:37**—*...Love the Lord your God with all your heart and with all your soul and with all your mind.*

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**Matthew 22:38**—*And the second is like it: Love your neighbor as yourself.*

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**Isaiah 43:7**—*Everyone who is called by my name, whom I created for my glory, whom I formed and made.*

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**Psalms 86:9**—*All the nations you have made will come and worship before you, O Lord; they will bring glory to your name.*

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**Psalms 96:3**—*Declare His glory among the nations, His marvelous deeds among all peoples.*

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**Romans 8:28-29**—*In all things God works for the good of those who love Him, who have been called according to His purpose, which is to be conformed to the likeness of his Son.*

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**2 Timothy 1:9**—*He has saved us and called us to a holy life—not because of anything we have done but because of His own purpose and grace.*

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**Ephesians 2:10**—*For we are God's workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do.*

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**Matthew 28:19-20**—*Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you.*

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**1 Peter 1:2**—*You were chosen according to the purpose of God the Father and were made a holy people by His Spirit, to obey Jesus Christ and be purified by his blood...*

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**Romans 12:4-8**— *Just as each of us has one body with many members, and these members do not all have the same function, so in Christ we who are many form one body, and each member belongs to all the others. We have different gifts, according to the grace given us. If a man's gift is prophesying, let him use it in proportion to his faith. If it is serving, let him serve; if it is teaching, let him teach; if it is encouraging, let him encourage; if it is contributing to the needs of others, let him give generously; if it is leadership, let him govern diligently; if it is showing mercy, let him do it cheerfully.*

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**1 Corinthians 12:7**—*Now to each one the manifestation of the Spirit is given for the common good.*

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**1 Corinthians 12:12**—*The body is a unit, though it is made up of many parts; and though all its parts are many, they form one body. So, it is with Christ.*

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**1 Corinthians 12:17**—*Now you are the body of Christ, and each one of you is a part of it.*

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**1 Corinthians 12:18**—*But in fact God has arranged the parts in the body, every one of them, just as He wanted them to be.*

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**1 Corinthians 12:22-24**—*On the contrary, those parts of the body that seem to be weaker are indispensable, and the parts that we think are less honorable we treat with special honor. And the parts that are unpresentable are treated with special modesty, while our presentable parts need no special treatment. But God has combined the members of the body and has given greater honor to the parts that lacked it.*

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**1 Corinthians 12:26**—*If one part suffers, every part suffers with it; if one part is honored, every part rejoices with it.*

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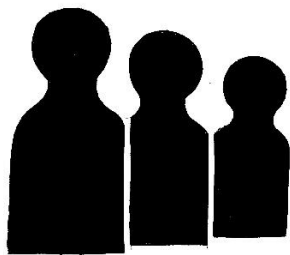
**1 Peter 4:10**—*Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms.*

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**Colossians 3:23**—*Whatever you do, work at it with all your heart, as working for the Lord, not for men.*

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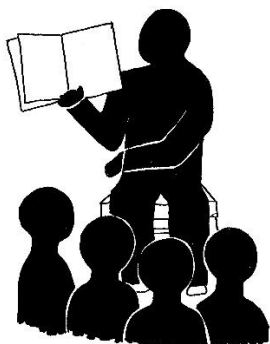




**Leadership**—Leadership aids the body by leading and directing members to accomplish the goals and purposes of the church. Leadership motivates people to work together in unity toward common goals (Rom. 12:8).



**Administration**—People with the gift of administration lead the body by helping others remain on task. Administration enables the body to organize according to God-given purposes and long-term goals (1 Cor. 12:28).

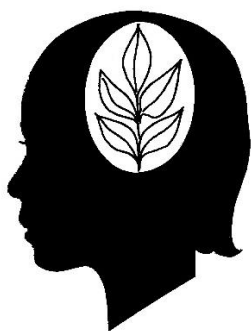


**Teaching**—Teaching is instructing members in the truths and doctrines of God's Word for the purposes of building up, unifying, and maturing the body (1 Cor. 12:28; Rom. 12:7; Eph. 4:11).



**Knowledge**—The gift of knowledge involves teaching and training in discipleship. It is the God-given ability to learn, know, and explain the precious truths of God's Word. A word of knowledge is a Spirit-revealed truth (1 Cor. 12:28).

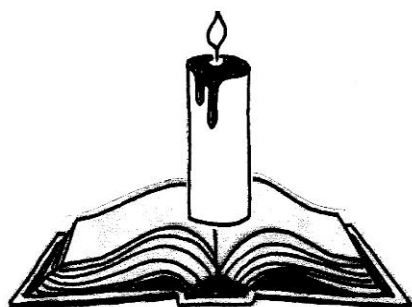




Wisdom—Wisdom is the gift that discerns the work of the Holy Spirit in the body and applies His teachings and actions to the needs of the body (1 Cor. 12:28).



Discernment—Discernment aids the body by recognizing the true intentions of those within or related to the body. Discernment tests the message and actions of others for the protection and well-being of the body (1 Cor. 12:10).

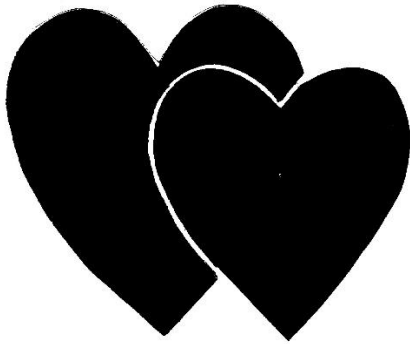


Prophecy—The gift of prophecy is proclaiming the Word of God boldly. This builds up the body and leads to conviction of sin. Prophecy is expressed in preaching and teaching (1 Cor. 12:10; Rom. 12:6).



Exhortation—People with this gift encourage members to be involved in and enthusiastic about the work of the Lord. They are good counselors and motivate others to service. Exhortation is used in preaching, teaching, and ministry (Rom. 12:8).

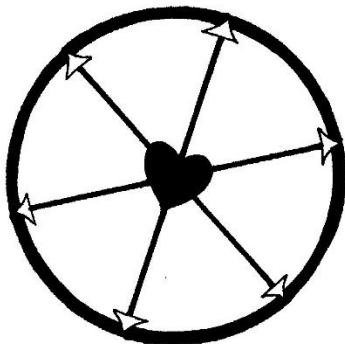




Shepherding—People with the gift of shepherding look out for the spiritual welfare of others. Although pastors, like shepherds, do care for members of the church, this gift is not limited to a pastor or church staff member (Eph. 4:11).



Faith—Faith trusts God to work beyond the human capabilities of the people. Believers with this gift encourage others to trust in God for what seems to be impossible (1 Cor. 12:9).



Apostleship—The church sends apostles from the body to plant churches or be missionaries. Apostles motivate the body to look beyond themselves in order to carry out the Great Commission (1 Cor. 12:28; Eph. 4:11).



Evangelism—God gifts His church with evangelists to lead others to Christ effectively and enthusiastically. This gift builds up the body by adding new members to its fellowship (Eph. 4:11).





**Mercy**—Cheerful acts of compassion characterize those with the gift of mercy. People with this gift aid the body by empathizing with hurting members. They keep the body healthy and unified by keeping others aware of the needs within the church (Rom. 12:8).



**Service/Helps**—Those with the gift of service/helps recognize practical needs in the body and joyfully give assistance to meeting those needs. Christians with this gift do not mind working behind the scenes (1 Cor. 12:28; Rom. 12:7).



**Hospitality**—Those with this gift have the ability to make visitors, guests, and strangers feel at ease. They often use their home to entertain guests. People with this gift integrate new members into the body (1 Pet. 4:9).



**Giving**—Members with the gift of giving give freely and joyfully to the work and mission of the body. Cheerfulness and generosity are characteristics of individuals with this gift (Rom. 12:8).



**DEMONSTRATION: TEACHING VALUES****Example #1: Young Child**

**Situation:** Your 6-year-old is playing with his friend. You bring out a bag of snacks for the children to share. You notice that your son takes most of the snacks and doesn't leave much for his friend.

**Parent:** \_\_\_\_, are you sharing the snacks with your friend?

**Son:** Yeah.

**Parent:** Did you give your friend as much as you are eating?

**Son:** *(gives his friend a few more snacks)*

**Narrator:** Later that evening, the parent talks to the son about being kind and sharing.

**Parent:** It was fun to have your friend over to play today. \_\_\_\_, this afternoon I noticed that you didn't share the snacks very well with your friend. It is selfish if we don't share. Do you want your friend to do that to you?

**Son:** No.

**Parent:** There is a Bible verse, Matthew 7:12. I'm going to read it to you. "Do to others as you would have them do to you." Do you like it when your friend shares with you?

**Son:** Yeah.

**Parent:** God tells us in the Bible that we are to be kind and to share with other people. We should treat other people the way we want to be treated. What can you do next time you have a friend over and I give you a snack?

**Son:** I can give him half of the snack.

**Parent:** That's a good idea! That will make your friend very happy! And it will make you happy to know that you are being kind and sharing! God is also happy when we obey Him and share with our friends!



**DEMONSTRATION: TEACHING VALUES****Example #2: Teen**

**Situation:** A mother notices that her teenage daughter is wearing a new, expensive jacket. She asks questions and discovers that the daughter has stolen the jacket.

**Daughter:** Bye, Mom! I'm off to school!

**Mom:** Have a good day! (*Mother notices the daughter is wearing a new jacket.*) Cute jacket. I haven't seen you wear that before. Is it new?

**Daughter:** No, it's an old jacket from my friend.

**Mom:** Hmm....(*Looks closely and sees a price tag.*) This jacket still has the price tag on it. That's way more expensive than you could ever afford to pay for a jacket.

**Daughter:** It's no big deal.

**Mom:** This is a big deal if you stole that jacket.

**Daughter:** Mom, I need to go. I'm going to be late for school!

**Mom:** Then take off the jacket and leave it home. We need to talk about this after school.

**Narrator:** Later that day, the mom makes a point to talk to her daughter about stealing.

**Mom:** \_\_\_\_ (*name*), stealing is a crime. It's against everything your dad and I believe in. Even more important than that, it is disobeying God (*opens Bible to Exodus 20:15*). Can you read this Bible verse to me?

**Daughter:** "You shall not steal."

**Mom:** Why do you think God doesn't want us to steal?

**Daughter:** (*shrugs*) I don't know.

**Mom:** Would you want someone to steal from you?

**Daughter:** No.

**Mom:** What would our community be like if everyone stole from one another?

**Daughter:** Mom, everyone isn't going to steal from one another!

**Mom:** Well, if you think it's okay for you to do it, then it should be okay for everyone to do. So, what do you think our community would be like if everyone stole from one another?

**Daughter:** Bad. We would always be afraid someone would take our stuff.

**Mom:** That's right. When God makes a rule for us to follow, it is for our own good and protection. His rules help us to have a better life and a better community. You will have to make it right by taking the jacket back—plus paying the cost of the jacket to the store.

**Daughter:** That's so embarrassing! And, I don't have that kind of money!

**Mom:** Well, it may be hard, but you have to take responsibility for your actions. Dad and I will loan the money to you, and then you'll have to work to pay us back – all of it.

**Daughter:** That's not fair – Giving the jacket back is enough.

**Mom:** No. It has to cost you something. And you won't be able to go with your friends to the store again for a month. You'll also need to write out a plan of what you're going to do to stop yourself when you get in a similar situation and you're tempted to steal. Then rehearse it to me before you can go to the store with your friends again.

**Daughter:** Okay.

**Mom:** \_\_\_\_, you are old enough to make decisions about how you want to live your life, how you want to treat other people, and if you will follow God with your life. Dad and I won't see everything you do, but God does. You can't hide anything from Him. While you are living at home with us, you need to follow our rules. But how you choose to live your life when you are grown up is ultimately between you and God. You will need to decide if you want to please Him and receive the rewards He promises us in the Bible, or live your life for yourself. It is your personal relationship with God that is the most important decision you will ever make.



