

# FOOTPRINTS

LEADER'S GUIDE

*For Parents & Mentors*



*Footprints to Jesus • Footprints to Jesus • Footprints to Jesus • Footprints to Jesus*



*Footprints to Jesus • Footprints to Jesus • Footprints to Jesus • Footprints to Jesus*

# FOOTPRINTS

For Parents & Mentors

## **Footprints for Parents and Mentors**

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# FOOTPRINTS

For Parents & Mentors





Dear Leader,

Congratulations on your decision to lead a *Footprints* small group Bible series. You are about to embark on an exciting adventure. Through the power of the Holy Spirit you will lead parents and other mentors of children on a life-transforming discipleship journey.

In order for parents and mentors to meet the spiritual needs of children, they must go deep with God first. The lessons you hold in your hand are simple yet powerful studies designed to equip them to grow in their relationship with Jesus Christ, and to grow as spiritual mentors to their children. Dads, moms, grandparents and other mentors from your church and community will benefit from these lessons. Explore God's Word and discover what it means to answer Jesus' call to "*Come, follow Me.*"

It is my earnest prayer that this series will inspire you and your group to become "sold out" disciples of Jesus.

Pastor Don MacLafferty  
Founder/Director

*"Mentoring kids to be empowered disciples of Jesus NOW!"*

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# FOOTPRINTS

For Parents & Mentors

## How to Lead a Footprints for Parents & Mentors Small Group

Welcome to *Footprints for Parents & Mentors*, a small group discipleship experience for adults who want to mentor their own children. Thank you for your willingness to lead this small group and to help equip parents and other mentors to be the primary spiritual mentors of their own children.

*Footprints for Parents & Mentors* is a 12 week series of small group lessons based upon the lives of Bible characters. Lessons 1-7 take the parents/mentors into a deeper personal relationship with Jesus Christ. Lessons 8-12 equip parents/mentors to spiritually nurture their own children.

As you begin this discipleship journey with your small group the following information will help you be an effective leader.

### I. Make Your Personal Journey with God Top Priority

Do you want the parents and mentors in your small group to go deep with God? If you said “Yes!” there is an immediate requirement to meet: You must go deep with God yourself! Your leadership in this group will reflect your own journey with Jesus.

Do not let this requirement terrify you! Claim this promise in James 4:8: “*Come near to God and He will come near to you.*” God is more than ready to bless you and strengthen you in your friendship with Him.

There is no substitute for preparation from week to week. Read the Participant’s study guide. Answer the questions for yourself then prepare for leading the small group by studying the Leader’s Guide.

Pray for each person coming to your small group.

### II. Know Your Role

If your small group meets in a home, you will need a **host** and/or **hostess**. They will provide name tags for the first few meetings and introduce the participants to each other. Each week the host/hostess will welcome the participants as they arrive and make sure their needs are met, such as a place for their coats, a place to sit, etc.

If possible, provide for child care in the home where the small group meets. Seniors or teens in your

church may be willing to donate their time.

It is important that the host/hostess help minimize distractions by silencing their home phone and inviting the participants to silence their cell phones.

Each week the **group leader** will facilitate focused discussion on the lesson topic. It is important for the leader to keep the small group discussion on target and guard the time for personal application as provided in each lesson.

A **co-leader** can share responsibility for presenting the lesson from week to week and be available to lead alone if the leader cannot be present.

### III. Focus on Life-Transformation

The primary goal of the *Footprints for Parents & Mentors* small group experience is **life transformation brought through the power of the Holy Spirit**. To help encourage an openness to the Holy Spirit it is vital that you personally seek the infilling of the Holy Spirit.

You have nothing to give the families unless you first are filled with the Spirit of God. **Ask the Holy Spirit** to daily transform your life and transform the life of each person in your group.

As you lead from week to week continually **point the parents/mentors to the Holy Spirit** as their Helper.

**Encourage them** in knowing that as they offer Jesus their willing hearts, His Spirit will help them become more like Jesus. The Holy Spirit will empower them to share Jesus with boldness.

**Model open-hearted prayers** that ask God to change your heart as well as theirs.

Be very careful to **guard your small group time for the “Apply”** section each week. It is easy to spend most of the group time in the Bible study portion of the lesson. This robs the participants of time to reflect upon what the Holy Spirit is calling them to do about what they have learned in the study of God’s Word.

**Own the choice** called for each week by sharing your own personal application of the choice as noted in the “Choose” section Leader’s Guide. Encourage the participants to make the choice too.

**Demonstrate accountability** from week to week by sharing your experience as noted in the Leader’s Guide “Welcome” section and encourage accountability partners.

The Holy Spirit yearns to go deep into each heart. His goal is nothing less than complete transformation. Submit to His loving lead. Pray through each component of each lesson asking the Holy Spirit to guide you as you lead the participants.

### IV. Manage the Small Group Meeting

The *Footprints for Parents & Mentors* small group lessons can be used in a 60 minute time block that is useful for groups that meet as an adult Sabbath School Class option. The lessons can also be used in a 75 minute time block for groups that can meet in a home or for a longer period of time.

The following chart gives a breakdown of the minutes needed for each component of *Footprints for Parents & Mentors*. You will note that the 75 minute schedule adds time to “Discover” and “Apply.”

| Lesson Component: | 60 Minute Schedule: | 75 Minute Schedule: |
|-------------------|---------------------|---------------------|
| Welcome           | 3 minutes           | 3 minutes           |
| Connect           | 10 minutes          | 10 minutes          |
| Discover          | 25 minutes          | 35 minutes          |
| Choose            | 10 minutes          | 10 minutes          |
| Apply             | 10 minutes          | 15 minutes          |
| Close             | 2 minutes           | 2 minutes           |

Each week the leader and co-leader will facilitate the components of the lesson.

#### Welcome (3 minutes)

- Welcome the small group participants.
- Invite the participants to share their “Grace Point” from the previous week.

#### Connect (10 minutes)

#### Discover (25 or 35 minutes)

- Focus most of the energy on exploring Scripture, **not** applying it.
- Model one or two questions with the whole group.
- In order to facilitate the participation of each person, invite the participants to discover Scripture in sub-groups of 2-4 people.
- Encourage the sharing of discoveries.

### **Choose (10 minutes)**

- Share why this lesson choice is important to you.
- Allow time for the participants to reflect and write.

### **Apply (10 or 15 minutes)**

- Allow time for the participants to reflect and write.
- Encourage the sharing of ideas and/or plans.
- Call the participants to be accountable for the “Grace Point.”

### **Close (2 minutes)**

- Intentionally revisit the goals of the lesson.
- Pray or invite a participant to pray.

As you lead from week to week, utilize the following principles for leaders:

- Know the material.
- Keep the group focused on the goals of the lesson.
- Facilitate focused discussion. Do not lecture.
- Give each participant an opportunity to be involved.
- Never allow a participant to be verbally attacked.
- Lead the group through the lesson within the agreed upon time.
- Focus on life transformation, not on information giving.
- Be ready to adjust your plans according to what the Holy Spirit may stir up within your group.

## **V. Small Group Ground Rules**

At your first meeting share the following ground rules for the small group meetings.

- Show respect for others by listening to their contributions.
- Don't interrupt others when they talk.
- Disagree without being disagreeable.
- Remember there is no “dumb” question or answer.
- Participate in the group without monopolizing the time.
- Show love for others by maintaining confidentiality – “What is shared in this room stays in this room.”
- Agree that God's Word is the last word on all discussions.

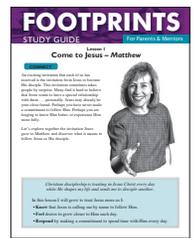
## Materials List

|                    |   |
|--------------------|---|
| <b>Each lesson</b> | Pens / pencils<br>Bibles<br>Leader's Guide<br>Study guide for each participant  |
| <b>Lesson 1</b>    | Photocopies of Jesus' Invitation, cut and folded<br>Envelope for each invitation<br>Photocopies of the Discipleship Cards<br>Optional -- 2 copies of Pre-Post Participant Survey for each participant ( <i>photocopy masters in appendix, print from the Resource CD, or download from <a href="http://www.kidsindiscipleship.org">www.kidsindiscipleship.org</a></i> )                       |
| <b>Lesson 2</b>    | None  |
| <b>Lesson 3</b>    | Pipe cleaners   |
| <b>Lesson 4</b>    | Paper   |
| <b>Lesson 5</b>    | None  |
| <b>Lesson 6</b>    | Small empty boxes or Styrofoam cubes to wrap<br>Wrapping paper<br>Ribbon<br>Scissors<br>Tape<br>Copies of the <i>Trellis</i> cards, cut and folded<br>( <i>photocopy masters in appendix, print from the Resource CD, or download from <a href="http://www.kidsindiscipleship.org">www.kidsindiscipleship.org</a></i> )   |
| <b>Lesson 7</b>    | None  |
| <b>Lesson 8</b>    | None  |
| <b>Lesson 9</b>    | Photocopies of well-known sayings   |
| <b>Lesson 10</b>   | None  |
| <b>Lesson 11</b>   | Copies of texts   |
| <b>Lesson 12</b>   | Sheets of Paper<br>Sign-up form for <i>Footprints for Kids</i> small group<br>Certificate for each participant (available on our website at <a href="http://www.kidsindiscipleship.org">www.kidsindiscipleship.org</a> )<br>( <i>photocopy masters in appendix, print from the Resource CD, or download from <a href="http://www.kidsindiscipleship.org">www.kidsindiscipleship.org</a></i> ) |

### Participant Study Guides

You can purchase pre-printed study guides in packs of 10 from AdventSource. A CD with all study guides and unlimited permission to print for your group is also available from AdventSource.

[www.adventsource.org](http://www.adventsource.org)  
800-328-0525



# FOOTPRINTS

For Parents & Mentors



# FOOTPRINTS

## LESSON 1

For Parents & Mentors

### Come to Jesus – Matthew

To prepare for leading this lesson, spend some time in prayer. Ask the Holy Spirit to guide you as you study this lesson and to open your heart to Him. Pray for the people who will come to your small group this week.

#### WELCOME – 3 minutes

Be stationed at the door of the meeting place to give a warm welcome to each person as they arrive. Take care of their needs: children to babysitting, coats, places to sit.

*(Optional)* Distribute the Pre-Survey and allow time for participants to complete them. Collect the surveys in sealed blank envelopes.

Distribute the personalized invitation to each participant as they come. Instruct them to not open the invitation until you tell them to during the study. Be sure to have extra invitations in blank envelopes ready for any unexpected participants who may come. In this case, write the name on the envelope and give them the invitation.

**Invite** the participants to share their week by asking, “Where have you seen God at work in your life this week?” (Acknowledge responses.)



#### You will need:

- 1 study guide for each person
- Bibles
- Pens/Pencils
- Copies of the invitations
- Envelopes
- Copies of the Discipleship Cards
- Copies of Pre-Surveys

#### Ahead:

Place the invitations in envelopes and write the participant’s names on the envelopes. Make copies of the Discipleship Cards and cut them apart.

### CONNECT – 10 minutes

**Pair/Share:** Invite the participants to remember an invitation they received to attend a memorable event and share this with a partner. Allow 2 minutes for the first partner to share then tell them to switch so the other person can also share. Allow 2 minutes then call the group back together. Invite 1 or 2 participants to share their memorable invitation with the whole group.

**Invite** a participant to read the opening paragraphs in the study guide. Refer the participants to the Goals as printed in their study guide. Pray or invite a participant to pray for the Holy Spirit to guide this meeting.

# FOOTPRINTS

## STUDY GUIDE

For Parents & Mentors

### Lesson 1

## Come to Jesus – Matthew

### CONNECT

An exciting invitation that each of us has received is the invitation from Jesus to become His disciple. This invitation sometimes takes people by surprise. Many find it hard to believe that Jesus wants to have a special relationship with them . . . personally. Jesus may already be your close friend. Perhaps you have never made a commitment to follow Him. Perhaps you are longing to know Him better, to experience Him more fully.

Let's explore together the invitation Jesus gave to Matthew and discover what it means to follow Jesus as His disciple.



*Christian discipleship is trusting in Jesus Christ every day while He shapes my life and sends me to disciple another.*

In this lesson I will grow to trust Jesus more as I:

- **Know** that Jesus is calling me by name to follow Him.
- **Feel** drawn to grow closer to Him each day.
- **Respond** by making a commitment to spend time with Him every day.

### DISCOVER – 25-40 minutes

**Invite** the participants to read Luke 5:27-32 around the circle with each person reading one verse. Read the first question in box number 1 and invite the group to answer. Repeat this with question number 2 in box 1. Allow time to write answers. Divide the group into three subsets and assign numbers 2-4. Instruct each subset group to review their passage in Luke, discuss the answer to their question(s) then write answers to their question(s) in the space provided in their study guide. Allow time to work then call the group back together. Invite each subset to share their discoveries and encourage the participants to write answers in their guides. Allow brief group responses. Do number 5 all together.

- 1** a) Matthew was a tax collector; ready for a change in his life; willing to leave everything to follow Jesus; had a desire to share Jesus with his friends.  
b) Abrupt; to the point.
- 2** a) Matthew left everything – his profession, money, his way of life, perhaps his friends, etc.  
b) Acknowledge all answers.
- 3** a) No, because Matthew was considered a “sinner” because he collected taxes for the Roman government.  
b) Jesus’ had different priorities; His choice for disciples was based on those who were open to learning from Him, who sensed their need.
- 4** a) He gave a banquet in Jesus’ honor.  
b) Matthew had a love for his friends and wanted them to meet One who would accept them rather than condemn them.
- 5** a) Staying connected to Jesus.  
a) Staying connected to Jesus and bearing much fruit to the glory of God demonstrates that we are Jesus’ disciples.

### FOOTPRINTS For Parents & Mentors

#### DISCOVER

- 1** Read Luke 5:27-32. a) What do we learn about Matthew from this passage?  
b) How would you describe Jesus’ invitation to Matthew?
- 2** Review Luke 5:27-32. a) What did Matthew leave behind to follow Jesus?  
b) Do you think this was difficult or easy for Matthew to do? Explain.
- 3** Review Luke 5:27-32. a) Would the Jews have seen Matthew as someone who would make a good disciple? Why or why not?  
b) What does Jesus’ response to the Pharisees reveal about the way He chooses His disciples?
- 4** Review Luke 5:27-32. a) What is the first thing that Matthew did to show honor to Jesus?  
b) Why would Matthew want to do this?
- 5** Read John 15:5-8. a) What interaction between Jesus and His disciples is vital to their spiritual life?  
b) Why is this vital?

### CHOOSE – 10 minutes

Have the first paragraph under “CHOOSE” well in mind and recite it to the participants.

**Say:** Reflect on the questions in boxes A, B, C, and D and write your answers.

Allow time for reflection and writing.

**Ask:** What barriers distract us from spending time alone with God each day? (Acknowledge responses.)

**Leader Share** your answer to box B.

**Ask:** Did you identify anything that you need to leave behind or let go of in order to connect with God daily? (Acknowledge responses.)

**Ask:** What place in your home is most conducive to spending quiet time with God? (Acknowledge responses.)

**Ask:** What time of day is best for you? (Acknowledge responses.) Point out that there is no “right” time, but what will work best with their schedules.

**Say:** Some people make a mistake in setting realistic goals for spending time alone with God. They think they must begin this practice by spending 30 minutes or even 1 hour. They can’t imagine finding that much time in their busy day, so they don’t take any time. If you have not been in the habit of spending quiet time with God, begin with just 5 minutes.

**Leader Share** briefly a personal experience you have had in Bible study and prayer that helped you grow closer to Jesus. Share the impact regular Time Alone with God has made in your relationship to Him.

**Say:** I invite you to reflect and write on the choice in box E.

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For Parents & Mentors

**CHOOSE**

Jesus’ invitation for you to follow Him is just as real as the call He gave to Matthew and His first disciples so long ago. Unlike Matthew, we can’t literally follow Jesus by leaving our work and walking beside Him. You may have already come to Jesus by inviting Him into your life as your Savior. Jesus invites us each and every day to go deeper with Him through Bible study and prayer.

**A** What barriers prevent or distract me from following Jesus each day?

**B** What do I need to “leave behind” in order to go deeper with Jesus?

**C** What place in or around my home would be most conducive to connecting with God?

**D** What time of day would be the best for me to spend time alone with God?

**E** What is the Holy Spirit prompting me to do in regards to making time to spend with God each day?

### APPLY – 10-25 minutes

**Ask:** How many of you feel convicted that you need to spend intentional time alone with God?

Read the opening sentence, then lead them through the process for T.A.G.

**Say:** Reflect on the questions in boxes F and G and write your answers.

Allow time for reflection and writing.

**Ask:** Who would be willing to share your answer to box F? (Acknowledge answers.) Who would be willing to share your answer to box G? (Acknowledge answers.)

**Say:** If the experience of daily spending devoted time alone with God is new for you, you will find that some things work for you and some things don't work. Notice the *Grace Point* at the end of this lesson. Next week I will give you the opportunity to share with us what was helpful or useful and what wasn't as you take Time Alone with God.

**Invitations—Say:** Jesus invites you to follow Him, to be His “sold-out” disciple; to go deeper with Him each day. Please open your invitations.

**Say:** First, you are invited to write one or two areas in your life in which you want to grow as you go through this course. Second, write one thing that you would like to see God change in your family as you go through this course.

**Ask:** Is anyone willing to share one thing you wrote on your invitations? (Acknowledge each response.)

**Say:** You might like to put this invitation in a special place to reflect upon Jesus' invitation to you to fully follow Him.

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For Parents & Mentors

**APPLY**

Here is a simple plan you can use to go deeper with Jesus each day:

**Time Alone with God (T.A.G.)**

1. Select a passage of Scripture to read.
2. Ask the Holy Spirit to guide you.
3. Read the passage then ask these two questions:
  - A) What does this passage teach me about Jesus?
  - B) What principle in this passage is God calling me to apply to my life today?
4. Spend some time in prayer reflecting on the Scripture and listening to the Holy Spirit.

**F** What difference can it make in my life if I spend Time Alone with God every day?

**G** What impact will it have on my child if I go deeper with Jesus?

**GRACE POINT**

This coming week ask God to help you take the time to spend alone with Him.

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### CLOSE – 2 minutes

Distribute one Discipleship Card to each participant. Invite a volunteer to read the definition of discipleship to the group.

**Say:** I want to go deeper in my relationship with Jesus as we go through this course on discipleship together. I invite you to reflect upon this definition of discipleship and your relationship with Jesus. Perhaps you can place this card in your Bible or another place as a reminder of your commitment to go deeper with Jesus.

Intentionally revisit the goals through prayer or closing remarks. For example:

Father in Heaven, may we each:

- **Know** that you are calling us by name to follow You.
- **Feel** drawn to go deeper with You.
- **Respond** by making a commitment to spend Time Alone with You every day.

# FOOTPRINTS

## LESSON 2

For Parents & Mentors

### You Can Know – Woman of Grace

To prepare for leading this lesson, spend some time in prayer. Ask the Holy Spirit to guide you as you study this lesson and open your heart to Him. Pray for the people who will come to your small group this week.

#### WELCOME – 3 minutes

Be stationed at the door of the meeting place to give a warm welcome to each person as they arrive. Take care of their needs: children to babysitting, coats, places to sit.

**Say:** Last week we studied coming to Jesus by connecting with Him through Bible study and prayer – T.A.G.

Remind the participants of the experience you shared last week from your own T.A.G. or briefly share some new insight you have gained from T.A.G. this week.

**Invite** the participants to divide into pairs then **Say:** Share briefly with your partner something you can celebrate about your time alone with God this past week and any challenges you may have encountered. Allow 1-2 minutes.

**Ask:** Would anyone like to share with the whole group? **Invite** 1-3 people to share.

Encourage the participants to continue to make time each day to connect with God.



#### You will need:

- 1 study guide for each person
- Bibles
- Pens/Pencils

### CONNECT – 10 minutes

**Pair Share:** Invite the participants to share receiving a memorable gift or giving a special gift. What made the gift meaningful? Allow 3-4 minutes for sharing.

#### Debrief

**Ask:** Who would like to share with the whole group the special gift you received or gave? Allow time for 3-4 responses.

**Say:** Sometimes when we receive a gift it is the gift itself that is memorable. Sometimes it is the person who gives the gift that makes it special. Sometimes it is the circumstances surrounding the gift that makes the gift meaningful.

**Ask:** How is your experience of receiving or giving a gift similar to the gift of salvation Jesus gives to each of us? (Acknowledge responses.)

**Invite** a participant to read the opening paragraphs in the study guide. Refer the participants to the Goals as printed in their study guide. Pray or invite a participant to pray for the Holy Spirit to guide this meeting.

### DISCOVER – 25-40 minutes

Lead the group through “Discover.” Model the first one or two sections; 1) read the question(s), 2) ask a volunteer to read the text(s), 3) invite the group to answer the question(s) by writing in their study guide. Discuss their answers. When the model section(s) is finished, divide the group into subsets and assign the remaining DISCOVER questions among the subsets. Instruct them to read the passage together, discuss their answers to the questions then write their answers in the study guide. For longer passages, instruct them to summarize the passage when they report to the group and select 1-2 verses to read to the group that answers their question(s). Allow time to complete their number(s). Return to a single group and invite each subset to share their discoveries. Allow brief group responses. Cover all the questions.

# FOOTPRINTS

## STUDY GUIDE

For Parents & Mentors

### Lesson 2

## You Can Know – Woman of Grace

#### CONNECT

We have all received gifts. Some of those gifts may be especially meaningful, but most of them you have probably forgotten. One gift that we have been given will last not only for this lifetime, but for all eternity – the gift of grace that Jesus our Savior joyfully gives us.

If Jesus came today would you be sure that you would go to heaven with Him? This is a vital question that we can know the answer to right now. Let's look at the story of a woman caught in the very act of sin and discover what Jesus taught her about sin, salvation, and the gift of His grace.



*Christian discipleship is trusting in Jesus Christ every day while He shapes my life and sends me to disciple another.*

In this lesson I will grow to trust Jesus more as I:

- **Know** that I am saved by Jesus' grace.
- **Feel** accepted, loved, and forgiven by Jesus.
- **Respond** by praising Jesus for saving me.

1 a) She was caught in the act of committing adultery. She was forced to stand before the crowd. She deserved death by stoning according to the law.

b) Her accusers are Pharisees and teachers of the law. They cared nothing about her and were using her to trap Jesus. They did not recognize their own guilt.

c) Various answers: humiliated, ashamed, frightened, angry, etc.

2 Forgiveness is immediate and undeserved. Jesus wants to forgive us.

3 a) Even when we deserve to be condemned, Jesus does not condemn us.

b) Overwhelmed with gratitude for Jesus' love and acceptance. Surprised.

4 Stop your life of sin. These words gave her hope and courage to make a change in her way of life.

5 Salvation is a free gift. We can never earn it by our good works and deeds.

**Say:** By trusting Jesus, this woman accepted salvation offered as a free gift of God's grace. This empowered her to forgive herself and turn from her life of sin. She found the assurance of salvation through Jesus that she so desperately needed – something she could never have found apart from Him.

### FOOTPRINTS *For Parents & Mentors*

#### DISCOVER

1 Read John 8:2-6. a) What do we learn about this woman from this passage?  
b) What do we learn about her accusers?  
c) How do you think she felt?

2 Read John 8:7-11. What does Jesus' response to the woman teach us about forgiveness?

3 Compare John 8:7-11 to Romans 8:1. a) Why didn't Jesus condemn the woman when she clearly deserved it?  
b) How do you think the woman's feelings changed once she realized that Jesus did not condemn her?

4 Read John 8:11. What words did Jesus say to encourage this woman?

5 Read Ephesians 2:8, 9. Jesus offered the woman caught in sin His gift of grace. What role does God's grace play in our salvation?

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## CHOOSE – 10 minutes

Have the paragraph under “CHOOSE” well in mind and recite it to the participants.

**Invite** one participant to read the text in box A while the others follow along in their Bibles.

**Invite** the participant to answer the question in box A. Invite 2-3 responses.

**Leader Share** briefly your personal experience of understanding God’s gift of grace. What difference has it made in your life to understand God’s grace?

**Say:** Reflect on boxes B and C and write your responses.

Allow time for reflection and writing.

## APPLY – 10-25 minutes

Have the paragraph under “APPLY” well in mind and recite it to the participants.

**Invite** the participants to look up each Bible text and write summaries of them in the spaces provided as you go from step to step.

**Say:** Human beings have a problem. **Invite** one participant to read Romans 3:23 and Romans 6:23, first part. **Ask:** According to these verses, what is the condition of each and every person? (All have sinned and fallen short of God’s glory and deserve death.) **Say:** The first thing we need to do as sinners before God is recognize our need of a Savior and come to Him just as we are.

**Say:** Jesus has provided the solution to our sin problem. **Invite** one participant to read John 3:16, 17 and Romans 6:23 (last part). **Ask:** What is Jesus’ solution? (His death which gives us eternal life.) **Say:** We can believe that Jesus died for each of us individually and personally. We know that Jesus offers us eternal life as a *gift*. We cannot earn it.

# FOOTPRINTS

For Parents & Mentors

## CHOOSE

The woman caught in the act of sin left Jesus’ presence transformed by His grace knowing that Jesus had saved her from a life of sin.

**A** Read 1 John 5:13. As a result of Jesus’ grace, what can I know for sure?

**B** Do I accept the assurance today that I am saved by the free gift of Jesus Christ – that if Jesus came right now I would go to heaven with Him?

**C** Spend a few moments in silent prayer thanking Jesus for the free gift of His grace. Ask Him to help you accept this gift, not because of what you do, but because of what He did for you on the cross. Ask Him to help you experience His grace each day.

## APPLY

Jesus wants you to know for sure that His grace is yours – that you are saved – Let’s look at what the Bible teaches about the assurance of salvation. Read each text then briefly summarize it in the space provided.

**Step 1**  
Understand my condition before God  
Romans 3:23  
Romans 6:23 (first part)

**Step 2**  
Believe in Jesus as my Savior from sin  
John 3:16, 17  
Romans 6:23 (last part)

**Say:** Once we recognize our need of a Savior and know that Jesus died to forgive us of our sins, we respond. Invite one participant to read Acts 3:19 and 1 John 1:9. **Ask:** What is the human response to Jesus' death on the Cross? (Repent from our sins and confess our sins to God.) **Say:** When we repent we turn away from our sins in genuine sorrow. When we confess we acknowledge our sins. We can know for sure that God forgives us and restores us.

**Invite** one participant to read Revelation 3:20. **Ask:** How do we receive the gift of eternal life? (By opening our heart's door and inviting Jesus to come in.)

**Invite** the participants to reflect upon and answer the question in box D.

Allow time to reflect and write.

**Ask:** Who is willing to share your definition of God's grace? (Acknowledge responses.)

**Say:** Some theologians have explained grace as "getting what we don't deserve while not getting what we do deserve."

**Invite** the participants to reflect and write on the questions in boxes E and F.

Allow time to reflect and write.

**Ask:** Who is willing to share your answers to E or F? (Acknowledge answers.)

**Say:** Notice the *Grace Point* at the end of this lesson. This coming week spend one of your T.A.G. times reflecting upon God's grace in giving you the free gift of salvation. Reflect upon the difference this truth makes in your life.

If any of the participants have questions regarding the assurance of salvation invite them to meet with you and/or your pastor outside of class for further study.

**FOOTPRINTS** For Parents & Mentors

**Step 3**  
Repent and confess my sins  
Acts 3:19  
1 John 1:9

**Step 4**  
Invite Jesus into my heart  
Revelation 3:20

**D** How can I explain or define God's grace?

**E** What difference can God's grace make in my day to day life?

**F** Why is it important for my child to understand grace?

**GRACE POINT**

This coming week spend one of your T.A.G. times reflecting upon God's grace in giving you the free gift of salvation. Reflect upon the difference this truth makes in your life.

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# FOOTPRINTS

For Parents & Mentors

## CLOSE – 2 minutes

Intentionally revisit the goals through a closing prayer, for example:  
May we each:

- **Know** that we are saved by Jesus' grace.
- **Feel** accepted, loved, and forgiven by Jesus.
- **Respond** by praising Jesus for saving us.

# FOOTPRINTS

## LESSON 3

For Parents & Mentors

### Invite Jesus to Shape Your Life – Peter

To prepare for leading this lesson, spend some time in prayer. Ask the Holy Spirit to guide you as you study this lesson and to open your heart to Him. Pray for the people who will come to your small group this week.

#### WELCOME – 3 minutes

Be stationed at the door of the meeting place to give a warm welcome to each person as they arrive. Take care of their needs: children to babysitting, coats, places to sit.

**Say:** Last week we studied God’s amazing gift of grace.

**Leader:** Briefly share how this truth has made a difference in your life.

**Invite** the participants to divide into pairs then **Say:** Share briefly with your partner some insight God showed you this past week as you reflected upon His gifts of grace and salvation and the difference this truth makes in your life. Allow 1-2 minutes

**Ask:** Would anyone like to share your reflections with the whole group? Invite 1-3 people to share.

Encourage the participants to continue to look for evidence of God’s grace in their lives from day to day.



#### You will need:

- 1 study guide for each person
- Bibles
- Pens/Pencils
- Pipe Cleaners

## CONNECT – 10 minutes

Distribute pipe cleaners to each participant and instruct them to make a recognizable object with them. Allow time to work then ask each to share what they made with the group. Invite the whole group to affirm each person as they share their project.

### Debrief

**Ask:** What is it about a pipe cleaner that allows you to make something from it? (Pipe cleaners are flexible.) Why is it important for disciples of Jesus to be flexible? (Acknowledge answers.)

**Invite** a participant to read the opening paragraphs in the study guide. Refer the participants to the Goals as printed in their study guide. Pray or invite a participant to pray for the Holy Spirit to guide this meeting.

# FOOTPRINTS

## STUDY GUIDE

For Parents & Mentors

### Lesson 3

## Invite Jesus to Shape Your Life – Peter

### CONNECT

It's easy to make an object out of pipe cleaners because pipe cleaners are flexible; you can bend them any way you choose. One vital aspect of discipleship is inviting Jesus to shape us and being flexible in His hands.

Where are you in your personal journey as a disciple of Jesus? Have you invited Him to shape your life? Let's explore some snapshots in the life of Peter and discover how Jesus shaped him into one of the greatest disciples ever known. If Jesus could make a disciple out of material like Peter, He can certainly make disciples out of us.



*Christian discipleship is trusting in Jesus Christ every day while He shapes my life and sends me to disciple another.*

In this lesson I will grow to trust Jesus more as I:

- **Know** Jesus as my Lord.
- **Feel** empowered by His grace to grow spiritually.
- **Respond** by inviting Him to transform my life.

### DISCOVER – 25-40 minutes

Lead the group through “Discover.” Model the first one or two sections; 1) read the question(s), 2) ask a volunteer to read the text(s), 3) invite the group to answer the question(s) by writing in their study guide. Discuss their answers. When the model section(s) is finished, divide the group into subsets and assign the remaining DISCOVER questions except numbers 7 and 8 among the subsets. Instruct them to read the passage together, discuss their answers to the questions then write their answers in the study guide. For longer passages, instruct them to summarize the passage when they report to the group and select 1-2 verses to read to the group that answer their question(s). Allow time to complete their number(s). Return to a single group and invite each subset to share their discoveries. Allow brief group responses. Cover all the questions. Do numbers 7 and 8 all together.

1 a) Come, follow Me. You will fish for men.

b) He acted on impulse. He was ready for Jesus’ call. He wanted something better for his life. He had a measure of faith in Jesus.

2 a) Jesus gave Peter the opportunity to grow, to have a stronger faith in Him.

b) Jesus wanted Peter to learn that he could not depend upon himself, but needed to depend upon Jesus. Jesus would need Peter to be completely dependent upon Him in order to do the great work of “fishing for men” that Jesus called him to do.

3 a) Jesus affirmed Peter because he was open to God, and he recognized who Jesus was in spite of the rejection of Jesus by the Jewish leaders.

b) Jesus rebuked Peter because Peter did not accept Jesus’ word about what would happen to Him; Peter was asserting that he knew better than Jesus knew.

### FOOTPRINTS For Parents & Mentors

#### DISCOVER

1 Read Matthew 4:18-20. a) What did Jesus ask Peter to do and what did Jesus tell Peter to expect?  
b) What does Peter’s response tell us about him?

2 Read Matthew 14:25-33. a) Why did Jesus ask Peter to come to Him when He knew what would happen?  
b) What do you think Jesus wanted Peter to learn from this experience? Why?

3 Read Matthew 16:13-17, 21-23. a) Why did Jesus affirm Peter?  
b) Why did Jesus rebuke Peter?

4 Read John 13:6-10. a) What do we learn about Peter from this passage?  
b) How did Jesus treat Peter?

5 Read Luke 22:54-62. Explain how this experience becomes a turning point for Peter.

6 Read John 21:15-17. a) Why do you think Jesus asked Peter this question in the presence of the other disciples?  
b) In what way was Jesus’ encounter with Peter redemptive?

7 Read Acts 2:14, 36-39. What changes can you identify between the Peter Jesus called beside the sea and the Peter of Pentecost?  
a) Before Pentecost:  
b) After Pentecost:

8 Read Philippians 1:6. Peter’s life illustrates this promise. What does this promise teach us about transformation?

**4** a) Peter was headstrong, opinionated, and bold. He was also teachable and willing to change when shown his errors; he had a strong love for Jesus.

b) Jesus treated Peter with respect by taking the time to explain what He was doing to him. Jesus was gentle with Peter.

**5** Peter finally recognized his own weakness, his own inability to do what he wanted to do, what he publicly professed he would do; He realized his need of Jesus' strength and power in his life.

**6** a) The other disciples knew about Peter's failure and cowardice. Jesus wanted them to know that He accepted Peter and reinstated him as one of them in spite of his failure.

b) Jesus' treatment of Peter was redemptive in that Jesus gave Peter the opportunity to publically declare his love then trusted Peter with an important work to do.

**7** a) Before Pentecost: Impulsive, bold, arrogant, weak, fearful.

b) After Pentecost: Assertive, fearless, strong, still bold – but for Jesus instead of self.

**8** Jesus is the One who transforms us. This transformation is a gift of His grace.

### FOOTPRINTS *For Parents & Mentors*

#### DISCOVER

**1** Read Matthew 4:18-20. a) What did Jesus ask Peter to do and what did Jesus tell Peter to expect?  
b) What does Peter's response tell us about him?

**2** Read Matthew 14:25-33. a) Why did Jesus ask Peter to come to Him when He knew what would happen?  
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a) Before Pentecost:  
b) After Pentecost:

**8** Read Philippians 1:6. Peter's life illustrates this promise. What does this promise teach us about transformation?

### CHOOSE – 10 minutes

Have the paragraph under “CHOOSE” well in mind and recite it to the participants.

**Read** the question in box A and invite the participants to answer and discuss it.

**Invite** the participants to reflect and write on the questions in box B.

**Ask:** What does Peter’s story teach us about what Lordship is?

**Invite** the participants to reflect and write on the questions in boxes C and D.

**Leader Share** briefly your personal experience of inviting Jesus to be Lord of one area of your life. How has the Lordship of Jesus made a difference for you?

**Invite** the participants to reflect and pray about box E.

**FOOTPRINTS** *For Parents & Mentors*

**CHOOSE**

Last week our lesson discussed the vital importance of having the assurance of salvation in Jesus right now. Peter’s story shows us that discipleship requires more from us than accepting Jesus as our Savior. It requires us to invite Jesus to be Lord – to shape us.

**A** Is Peter’s transformation an event, a process, or something else?

**B** What does Peter’s story teach me about what Lordship is?

**C** Reflect on these areas. Am I truly making Jesus Lord of each area of my life? Am I holding back any part of any area from the Lordship of Jesus right now? Circle any area where you need Jesus to be fully Lord.

- relationships
- finances
- time
- talents
- recreation/entertainment
- work
- influence
- other \_\_\_\_\_

**D** What is the Holy Spirit prompting me to do about the Lordship of Jesus in my life?

**E** Take a moment right now to invite Jesus to be the Lord of every area of your life

### APPLY – 10-25 minutes

Have the paragraph under “APPLY” well in mind and recite it to the participants.

**Invite** a participant to read the text in box F.

**Ask:** How can this text help us in regard to the Lordship of Jesus?

**Invite** a participant to read the text in box G.

**Ask:** How can this text help us in regard to the Lordship of Jesus?

**Invite** the participants to reflect and write the answers to the questions in boxes H and I.

**Say:** Notice the *Grace Point* at the end of this lesson. At our next meeting I will ask you to share a new choice you made this coming week in an area of your life that needs the Lordship of Jesus.

### CLOSE – 2 minutes

Intentionally revisit the goals through a closing prayer. May we each

- **Know** Jesus as Lord.
- **Feel** empowered by His grace to grow spiritually.
- **Respond** by inviting Him to transform our lives.

### APPLY

When we invite Jesus to be our Savior, we experience His grace. When we invite Jesus to be the Lord of our life we are also partaking of His grace. It is Jesus’ grace that gives us the immediate assurance of salvation. His grace saves us from the penalty of sin. It is also Jesus’ grace that saves us from the power of sin in our lives and transforms us into His likeness.

**F** Read Philippians 2:13.  
Ask the Holy Spirit to help you want to give yourself fully to Jesus.

**G** Read Philippians 4:13.  
Ask the Holy Spirit to give you the strength you will need.

**H** How will my life change if Jesus is fully Lord?

**I** How will allowing Jesus to shape me impact my child?

### GRACE POINT

This coming week seek God’s grace to make a new choice in one area of your life that needs the Lordship of Jesus.

# FOOTPRINTS

## LESSON 4

For Parents & Mentors

### Establish Biblical Priorities – Solomon

To prepare for leading this lesson, spend some time in prayer. Ask the Holy Spirit to guide you as you study this lesson and open your heart to Him. Pray for the people who will come to your small group this week.

#### WELCOME – 3 minutes

Be stationed at the door of the meeting place to give a warm welcome to each person as they arrive. Take care of their needs: children to babysitting, coats, places to sit.

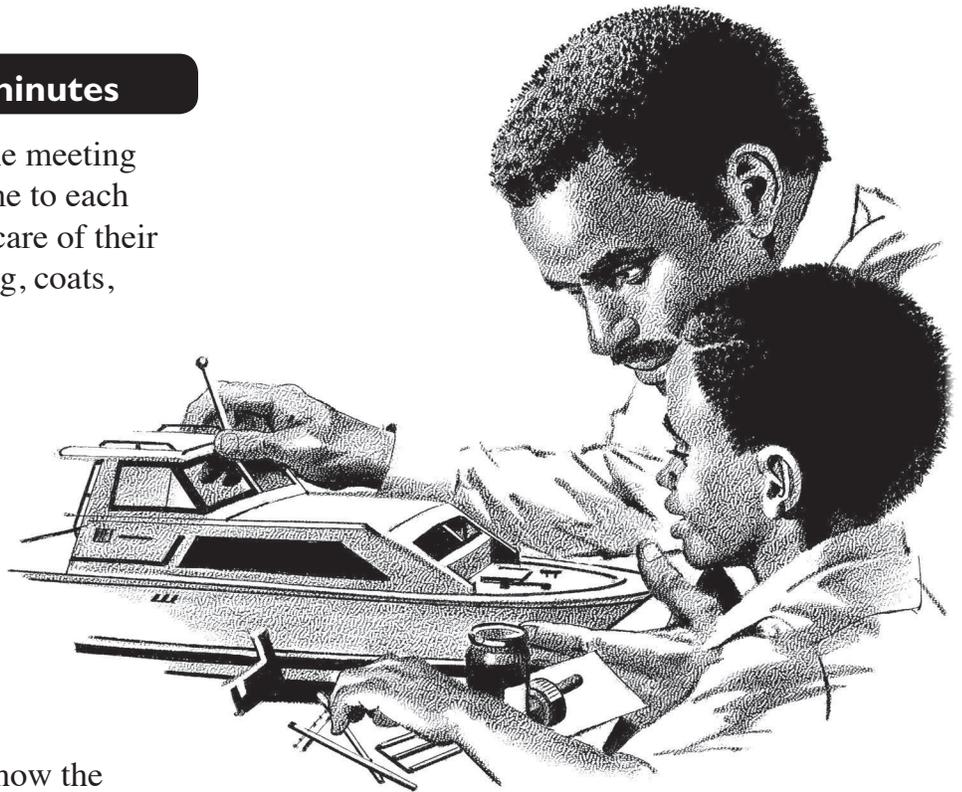
**Say:** Last week we studied Peter and how he invited Jesus to be the Lord of his life.

Remind the participants of the experience you shared last week of inviting Jesus to be Lord of one area of your life, or briefly share how the Lordship of Jesus has made a difference in your life this past week.

**Invite** the participants to divide into pairs then **Say:** Briefly share with your partner one new choice you made this week in an area of your life that needed the Lordship of Jesus. Allow 1-2 minutes.

**Ask:** Would anyone like to share your experience with the whole group? Invite 1-3 people to share.

Encourage the participants to continue to invite Jesus to be Lord of each area of their lives.



#### You will need:

- 1 study guide for each person
- Bibles
- Pens/Pencils
- Paper

### CONNECT – 10 minutes

**Say:** The word *epitaph* comes from ancient Greek and literally means on a gravestone. Some epitaphs are humorous, some are serious, some present a moral or lesson for those still living. Here are a few actual epitaphs: (select from the following list and read a few to your class).

- Susan B. Anthony (worked for women’s rights) Liberty, Humanity, Justice, Equality
- Benjamin Franklin – The Body of / B. Franklin, Printer / Like the Cover of an old Book / Its Contents torn out / And Stript of its Lettering & Gilding / Lies here. / Food for Worms / For, it will as he believed / appear once more / In a new and more elegant Edition / corrected and improved / By the Author
- Here was buried Thomas Jefferson / Author of The Declaration of American Independence / of the Statute of Virginia for Religious Freedom / and Father of the University of Virginia (No mention of being President of the United States!)
- Sacred to the memory of / Major James Brush / Royal Artillery, who was killed / by the accidental discharge of / a pistol by his orderly, / 14th April 1831. / Well done, good and faithful servant.
- Boot Hill Cemetery, Tombstone, Arizona – Here lies / Lester Moore / four slugs / from a 44 / no Les / no more
- She lived with her husband for 50 years / And died in the confident hope of a better life

**Say:** The words on a tombstone may or may not reflect how a person lived life. Think about your own legacy. **Ask:** How do you want to be remembered by those close to you.

Distribute paper and pens and invite the participants to write 1 – 3 phrases or sentences that capture how they want to be remembered. Allow time to work then have them pair-share or have 1-3 volunteers share with the whole group.

# FOOTPRINTS

## STUDY GUIDE

For Parents & Mentors

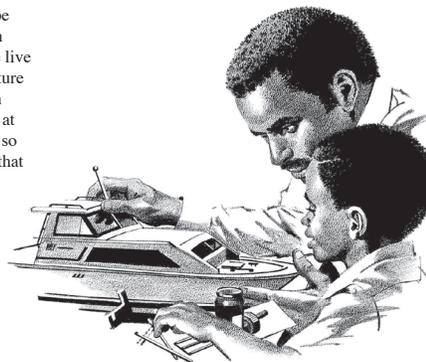
### Lesson 4

## Establish Biblical Priorities – Solomon

### CONNECT

Thinking about how we want to be remembered helps us reflect upon what’s truly important in life. We live in a fast-paced work-oriented culture that places a high priority on both time and money. Whether we are at home or at work, we can become so involved doing the urgent things that we neglect the important things.

King Solomon’s life and the wisdom he left us in his writings can help us establish Biblical priorities in our secular world. Let’s discover what Solomon learned about balancing all of life’s demands.



*Christian discipleship is trusting in Jesus Christ every day while He shapes my life and sends me to disciple another.*

In this lesson I will grow to trust Jesus more as I:

- **Know** that God has a plan for my life’s priorities.
- **Feel** encouraged by God’s word to live a balanced life.
- **Respond** by following the prompting of the Holy Spirit to re-prioritize my life.

### Debrief

**Ask:** What does writing a possible legacy cause you to focus on? (Those things that are important to you.) Do you think the life you are living now will help you be remembered as you want?

**Invite** a participant to read the opening paragraphs in the study guide. Refer the participants to the Goals as printed in their study guide. Pray or invite a participant to pray for the Holy Spirit to guide this meeting.

### DISCOVER – 25-40 minutes

Lead the group through “Discover.” Model the first one or two sections; 1) read the question(s), 2) ask a volunteer to read the text(s), 3) invite the group to answer the question(s) by writing in their study guide. Discuss their answers. When the model section(s) is finished, divide the group into subsets and assign the remaining DISCOVER questions among the subsets. Instruct them to read the passage together, discuss their answers to the questions then write their answers in the study guide. For longer passages, instruct them to summarize the passage when they report to the group and select 1-2 verses to read to the group that answer their question(s). Allow time to complete their number(s). Return to a single group and invite each subset to share their discoveries. Allow brief group responses. Cover all the questions.

FOOTPRINTS
*For Parents & Mentors*

**DISCOVER**

**1** Read 2 Samuel 12:24, 25 and 1 Kings 1:32-35. Who was Solomon?

**2** Read 1 Kings 3:5-9. At the beginning of his reign as king, Solomon went to the sacred Tabernacle to worship God. a) What did God offer Solomon?  
b) What did Solomon ask for, and why?

**3** Read 1 Kings 3:10-14. a) Why did Solomon’s request please God?  
b) In addition to giving Solomon what he asked for, what did God promise him?

**4** Read 1 Kings 6:1. a) What was Solomon’s first priority as a young king?  
b) What is significant about this priority?

**5** Read 2 Chronicles 9: 1-4, 8, 23. a) What impact did Solomon have on others?  
b) What is significant about the Queen of Sheba’s praise?

**6** Read 1 Kings 11:1-6. What happened to Solomon in his later years?

**7** Read Ecclesiastes 2:1-11, 17. a) What priorities did Solomon experiment with?  
b) As Solomon looked back upon his life, what conclusions did he come to regarding his priorities?

**8** Read Ecclesiastes 12:13, 14. a) At the end of his life Solomon had clarity on what was most important. What did he conclude?  
b) Why is this significant?

**1** Solomon was the son of David and Bathsheba. The Lord named him Jedidiah which means “loved by the Lord.” Solomon was the king of Israel.

**2** a) God offered Solomon whatever he wanted – anything his heart desired.

b) Solomon asked God for wisdom and discernment in order to rule God’s people. He felt inadequate for the task ahead; he felt like a little child.

**3** a) Solomon’s request showed his dependence upon God; Solomon had his priorities straight.

b) God promised to give him the wisdom and discernment that he had asked for; God also promised to give him what he did not ask for – riches, honor, fame. In addition God promised to give him a long life on the condition of obedience.

**4** a) To build a temple for the Lord.

b) This shows that Solomon put God first in his kingdom. Solomon modeled to his subjects making God their first priority.

**5** a) Other rulers who heard of Solomon came to learn from him. He had the opportunity to witness for God.

b) The Queen of Sheba praised Solomon’s God rather than praising Solomon; this shows that Solomon gave God credit for his accomplishments and wisdom.

**6** Solomon married many foreign women who led him into the worship of other gods such as Ashtoreth and Molech. Solomon forgot God. He did evil in the sight of the Lord.

**7** a) Solomon tried pleasure/ great projects/ amassing wealth/ accumulating material possessions.

b) Everything he had done had become grievous to him – meaningless. He hated life.

**8** a) Solomon concluded that it was most important to follow God and his commands.

b) This is significant because it shows that Solomon understood what was truly important in life.

### FOOTPRINTS *For Parents & Mentors*

#### DISCOVER

**1** Read 2 Samuel 12:24, 25 and 1 Kings 1:32-35. Who was Solomon?

**2** Read 1 Kings 3:5-9. At the beginning of his reign as king, Solomon went to the sacred Tabernacle to worship God. a) What did God offer Solomon?  
b) What did Solomon ask for, and why?

**3** Read 1 Kings 3:10-14. a) Why did Solomon’s request please God?  
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**5** Read 2 Chronicles 9: 1-4, 8, 23. a) What impact did Solomon have on others?  
b) What is significant about the Queen of Sheba’s praise?

**6** Read 1 Kings 11:1-6. What happened to Solomon in his later years?

**7** Read Ecclesiastes 2:1-11, 17. a) What priorities did Solomon experiment with?  
b) As Solomon looked back upon his life, what conclusions did he come to regarding his priorities?

**8** Read Ecclesiastes 12:13, 14. a) At the end of his life Solomon had clarity on what was most important. What did he conclude?  
b) Why is this significant?

### CHOOSE – 10 minutes

Have the paragraph under “CHOOSE” well in mind and recite it to the participants.

Read the information in box A to the participants and **Say:** This is a reality check. Write your priorities as they really were this past week, not what you wish they had been or what you would like them to be. Remember: Our priorities are revealed by those things that we do without fail each day.

**Invite** the participants to complete boxes A, B, and C.

Allow time to reflect and write in each box.

**Ask:** Are there things to celebrate in your list of priorities? (Acknowledge responses.) Are there things you need to change? (Acknowledge responses.)

**Leader Share** briefly a personal experience of re-prioritizing your life and the difference this has made for you. How did godly priorities impact your children?

**Invite** the participants to reflect on box D and write in the guides. Invite them to form pairs and pray for each other.

**FOOTPRINTS** *For Parents & Mentors*

CHOOSE

In the busy lives we lead it is difficult to keep our priorities in godly order. Often the urgent needs consume our time and block out those things that are truly important.

**A** Reflect on the past week, and identify what my priorities have been. Remember: what consumes my time is not necessarily my priority. Those things that I do in any given day without fail are my priorities.

Morning --

Afternoon --

Evening --

**B** Do my priorities include time for my own spiritual growth?

**C** Do my priorities include time for me to spiritually mentor my child?

**D** What is the Holy Spirit prompting me to do about my priorities?

# FOOTPRINTS

For Parents & Mentors

## APPLY – 10-25 minutes

**Say:** Sometimes we need to let go of something that is good in order to find time for those things that are more important.

**Invite** the participants to complete boxes E, F, G, and H.

Allow time to reflect and write.

**Ask:** What difference will it make if we have godly priorities in our lives? Invite 1-2 participants to share their responses.

**Say:** Notice the *Grace Point* at the end of this lesson. At our next meeting I will ask you to share with us one change you made through God's grace in your priorities.

## CLOSE – 2 minutes

Intentionally revisit the goals through a closing prayer.  
May we each

- **Know** God has a plan for our life's priorities.
- **Feel** encouraged by God's word to live a balanced life.
- **Respond** by following the prompting of the Holy Spirit to re-prioritize our lives.

## FOOTPRINTS For Parents & Mentors

### APPLY

**E** Are there good things in my list of priorities that I can give up in order to have time to care for the important things? What can I give up?

**F** Create a new list of priorities.

**G** When will I put these new priorities into action?

**H** What difference will it make if I have godly priorities?

### GRACE POINT

This coming week seek God's grace in making one change in re-ordering your priorities.

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# FOOTPRINTS

## LESSON 5

For Parents & Mentors

### Love Others – *David & Mephibosheth*

To prepare for leading this lesson, spend some time in prayer. Ask the Holy Spirit to guide you as you study this lesson and open your heart to Him. Pray for the people who will come to your small group this week.

#### WELCOME – 3 minutes

Be stationed at the door of the meeting place to give a warm welcome to each person as they arrive. Take care of their needs: children to babysitting, coats, places to sit.

**Say:** Last week we studied Solomon and setting godly priorities.

Remind the participants of the experience you shared last week of re-prioritizing your life or briefly share an experience you have had this week in overcoming obstacles you encountered in regards to godly priorities and what you did to overcome these.

**Invite** the participants to divide into pairs then **Say:** Briefly share with your partner something you have to celebrate in re-ordering your priorities this past week and any obstacles you may have encountered. Allow 1-2 minutes.

**Ask:** Would anyone like to share with the whole group. Invite 1-3 people to share.



#### You will need:

- 1 study guide for each person
- Bibles
- Pens/Pencils

Encourage each participant to continue find ways to put godly priorities in order in their daily lives.

### CONNECT – 10 minutes

Divide the participants into 2 – 4 groups. Give them the following instructions: Your group must think of a song that has the word “Love” in the title or lyrics, then sing a line from this song. Each group will take turns. If a group cannot think of another song with the word “Love” within a few seconds, the whole group must sit down. Allow 5-7 minutes for this activity. The group that can think of the most songs wins the contest.

### Debrief

**Ask:** Was it easy or difficult to think of songs about love? (Acknowledge responses.) Why is love the subject of so many songs? (Acknowledge responses.) Why do Christians have so many songs about the love of God? (Acknowledge responses.)

**Invite** a participant to read the opening paragraphs in the study guide. Refer the participants to the Goals as printed in their study guide. Pray or invite a participant to pray for the Holy Spirit to guide this meeting.

# FOOTPRINTS

## STUDY GUIDE

For Parents & Mentors

### Lesson 5

## Love Others – David & Mephibosheth

### CONNECT

Love is the subject of hundreds of thousands of songs, poems, stories, books, and movies. Love is obviously important to people. It is also important to God. It was love that compelled Jesus to enter this dark world to rescue us. While on Earth, Jesus demonstrated His love for people in practical ways by meeting their needs.

Sometimes it's difficult to love other people – especially if they are hard to love. Let's look at a Bible character who was hard to love and discover the difference Christ-like love made in his life.



*Christian discipleship is trusting in Jesus Christ every day while He shapes my life and sends me to disciple another.*

In this lesson I will grow to trust Jesus more as I:

- **Know** that Christ-like love is an evidence of discipleship.
- **Feel** empowered by Jesus to love others as He did.
- **Respond** with specific acts of Christ-like love toward others.

### DISCOVER – 25-40 minutes

Lead the group through “Discover.” Model the first one or two sections; 1) read the question(s), 2) ask a volunteer to read the text(s), 3) invite the group to answer the question(s) by writing in their study guide. Discuss their answers. When the model section(s) is finished, divide the group into subsets and assign the remaining DISCOVER questions among the subsets. Instruct them to read the passage together, discuss their answers to the questions then write their answers in the study guide. For longer passages, instruct them to summarize the passage when they report to the group and select 1-2 verses to read to the group that answer their question(s). Allow time to complete their number(s). Return to a single group and invite each subset to share their discoveries. Allow brief group responses. Cover all the questions.

### FOOTPRINTS *For Parents & Mentors*

#### DISCOVER

- 1** Read 1 Samuel 20:12-17. This passage describes a covenant or promise between two friends, David and Jonathan. They had a special relationship even though Jonathan, as Saul’s son, was heir to the throne while David had been anointed to succeed Saul. What promises did they make to each other and why?
- 2** Read 2 Samuel 4:4. Who was Mephibosheth and what feelings might he have had toward King David?
- 3** Read 2 Samuel 9:1-5. How did David fulfill his promise to Jonathan?
- 4** Read 2 Samuel 9:6-8. a) Why did David say, “Don’t be afraid?”  
b) Identify two specific things that David did to demonstrate Christ-like love to Mephibosheth.
- 5** Read 2 Samuel 19:24-28. Years later, King David returned to Jerusalem after fleeing for his life from his son Absalom. a) How had Mephibosheth shown his respect and love for King David?  
b) What impact did David’s love have on Mephibosheth?
- 6** Read 1 Corinthians 13:4-8. a) What does this passage say that love is / does?  
b) What does this passage say that love is not / does not do?  
c) Which list has a greater impact on you?  
d) How does 1 Corinthians challenge you?
- 7** Read John 13:35. Why do you think Jesus said that love is the identifying characteristic of His disciples?

- 1** Jonathan promised to protect David from Saul; David promised to show kindness to Jonathan and his family. They made these promises to each other out of their deep friendship for each other.
- 2** Mephibosheth was Jonathan’s son who was crippled at the age of 5. As Mephibosheth grew up he would fear David’s power over Saul’s descendants; he might also feel anger or bitterness toward the man who sat on his family’s throne.
- 3** David found out that Jonathan’s son Mephibosheth was still alive and had him brought to the palace where he could care for him and honor him.
- 4** a) Mephibosheth might have been afraid that David had summoned him in order to kill him as an heir to the throne.  
b) David returned to him all the land belonging to his grandfather Saul, and provided for him by having him always eat from the king’s own table.

**5** a) Mephibosheth had determined to go into exile with the king but had stayed in Jerusalem; he did not take care of himself – taking care of his crippled feet, trimming his mustache, or washing his clothes – from the day the king left until the day he returned safely. He considered David an “angel” to him and was grateful for the king’s care of him.

b) David’s love transformed Mephibosheth’s life: it saved him from death, from poverty; gave him honor as a “son” of the king.

**6** a) Love is patient, kind, rejoices in truth, always protects, always trusts, always hopes, always perseveres.

b) Love does not envy, does not boast, is not proud, is not rude, is not self-seeking, is not easily angered, keeps no record of wrongs, does not delight in evil. (Acknowledge answers.)

**7** (Acknowledge all responses.) Because unselfish love is an identifying characteristic of Jesus, it will be an identifying characteristic of His followers.

### FOOTPRINTS *For Parents & Mentors*

#### DISCOVER

**1** Read 1 Samuel 20:12-17. This passage describes a covenant or promise between two friends, David and Jonathan. They had a special relationship even though Jonathan, as Saul’s son, was heir to the throne while David had been anointed to succeed Saul. What promises did they make to each other and why?

**2** Read 2 Samuel 4:4. Who was Mephibosheth and what feelings might he have had toward King David?

**3** Read 2 Samuel 9:1-5. How did David fulfill his promise to Jonathan?

**4** Read 2 Samuel 9:6-8. a) Why did David say, “Don’t be afraid?”  
b) Identify two specific things that David did to demonstrate Christ-like love to Mephibosheth.

**5** Read 2 Samuel 19:24-28. Years later, King David returned to Jerusalem after fleeing for his life from his son Absalom. a) How had Mephibosheth shown his respect and love for King David?  
b) What impact did David’s love have on Mephibosheth?

**6** Read 1 Corinthians 13:4-8. a) What does this passage say that love is / does?  
b) What does this passage say that love is not / does not do?  
c) Which list has a greater impact on you?  
d) How does 1 Corinthians challenge you?

**7** Read John 13:35. Why do you think Jesus said that love is the identifying characteristic of His disciples?

### CHOOSE – 10 minutes

Have the paragraph under “CHOOSE” well in mind and recite it to the participants.

**Invite** the participants to reflect on boxes A, B and C and write responses in the spaces provided. Allow time.

**Leader Share** briefly a personal experience of putting love into action for someone else, or share being the recipient of someone else’s unconditional love. What impact did Christ-like love have on the other person or on you?

**Invite** participants to reflect and respond to box D. Allow time.

#### CHOOSE

Reflect upon your relationship to your children. Do they need to see you more loving as you relate to them so their hearts are warmed to you as their spiritual mentor?

**A** What do I need God’s grace to change in me in order to become a more loving person?

**B** What difference will it make in the life of my child if he/she sees me demonstrate Christ-like love for him/her and for others?

**C** How can being a more loving person to others impact me?

**D** What is the Holy Spirit prompting me to do this week about loving others?

# FOOTPRINTS

For Parents & Mentors

## APPLY – 10-25 minutes

**Invite** the participants to fill in the chart. Allow time.

**Ask:** Is anyone willing to share with us something you plan to do for someone on your list?

**Say:** Notice the *Grace Point* at the end of this lesson. At our next meeting I will ask you to share with us what you did to put Christ-like love into action for someone else.

## FOOTPRINTS For Parents & Mentors

### APPLY

How can I put Christ-like love into action?

| Person:    | Specific Action: | When: |
|------------|------------------|-------|
| Spouse:    |                  |       |
| Child:     |                  |       |
| Child:     |                  |       |
| Parent:    |                  |       |
| Co-worker: |                  |       |
| Neighbor:  |                  |       |
|            |                  |       |
|            |                  |       |

### GRACE POINT

This coming week seek God's grace to put Christ-like love into action.

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## CLOSE – 2 minutes

**Invite** the participants to divide into groups of 3-4 and pray that the Holy Spirit will empower them to reflect the love of Jesus to others both inside and outside their home.

Revisit the goals of this lesson in closing remarks:  
May we each:

- **Know** that Christ-like love is an evidence of discipleship.
- **Feel** empowered by Jesus to love others as He did.
- **Respond** with specific acts of Christ-like love toward others.

# FOOTPRINTS

## LESSON 6

For Parents & Mentors

### Allow Godly Friends to Help You Grow – Daniel

To prepare for leading this lesson, spend some time in prayer. Ask the Holy Spirit to guide you as you study this lesson and open your heart to Him. Pray for the people who will come to your small group this week.

#### WELCOME – 3 minutes

Be stationed at the door of the meeting place to give a warm welcome to each person as they arrive. Take care of their needs: children to babysitting, coats, places to sit.

**Say:** Last week we studied David & Mephibosheth and unconditional love.

Remind the participants of the experience you shared last week of Christ-like love you offered or received, or share an experience from this past week of putting Christ-like love into action for another person.

**Invite** the participants to divide into pairs then

**Say:** Share briefly with your partner what you can celebrate about your experience in putting Christ-like love into action this past week and any obstacles you may have faced. Allow 1-2 minutes.

**Ask:** Would anyone like to share with the whole group? Invite 1-3 people to share.

Encourage each participant to continue to look for ways to put Christ-like love into action.



#### You will need:

- 1 study guide for each person
- Bibles
- Pens/Pencils
- Small empty boxes to wrap, wrapping paper, ribbon, scissors, tape
- 1 Trellis card for each participant

### CONNECT – 10 minutes

Divide the participants into pairs. Give each pair one set of supplies: box, wrapping paper, ribbon, scissors, and tape. Instruct them to place one hand behind their back and use only one hand for this activity. Instruct them to work together in pairs to wrap the box as a present. Allow time to work. Invite the pairs to show their wrapped “gift” to the group. Acknowledge each pair.

### Debrief

**Ask:** What did you need to do in order to complete this activity? (Work together.) Why is it important for fellow Christians to help each other? (Acknowledge answers.)

**Invite** a participant to read the opening paragraphs in the study guide. Refer the participants to the Goals as printed in their study guide. Pray or invite a participant to pray for the Holy Spirit to guide this meeting.

### DISCOVER – 25-40 minutes

Lead the group through “Discover.” Model the first one or two sections; 1) read the question(s), 2) ask a volunteer to read the text(s), 3) invite the group to answer the question(s) by writing in their study guide. Discuss their answers. When the model section(s) is finished, divide the group into subsets and assign the remaining DISCOVER questions among the subsets. Instruct them to read the passage together, discuss their answers to the questions then write their answers in the study guide. For longer passages, instruct them to summarize the passage when they report to the group and select 1-2 verses to read to the group that answer their question(s). Allow time to complete their number(s). Return to a single group and invite each subset to share their discoveries. Allow brief group responses. Cover all the questions.

# FOOTPRINTS

## STUDY GUIDE

For Parents & Mentors

### Lesson 6

## Allow Godly Friends to Help You Grow – Daniel

### CONNECT

The old saying “Many hands make light work” is true, yet some of us have a hard time asking for help from others when we have a challenging project to do. Many times our independence compels us to do it alone.

Daniel was just a teenager when King Nebuchadnezzar’s army destroyed his family, his home, his community, his city, his synagogue. With other captives, Daniel was force-marched 1,200 miles to a land where people did not believe in his God or share his spiritual values. For more than 70 years Daniel lived in Babylon bombarded by pagan influences, yet he remained loyal to his God. Daniel’s personal commitment to God gave him the strength to face each challenge, but he had an additional source of strength – supportive godly friends. Let’s discover the impact godly friends had on Daniel.



*Christian discipleship is trusting in Jesus Christ every day while He shapes my life and sends me to disciple another.*

In this lesson I will grow to trust Jesus more as I:

- **Know** the principles of support and accountability that can help my spiritual development.
- **Feel** encouraged that God will supply Christian friends who can support me spiritually.
- **Respond** this week by sharing one of my spiritual goals with a godly friend.

- 1 Babylonian lifestyle, literature, and teachings all permeated with pagan beliefs.
- 2 a) Daniel had the godly influence of his three friends: Hananiah, Mishael, and Azariah.  
b) The king gave them Babylonian names identified with Babylonian gods; provided for their needs and education.
- 3 a) The passage refers to “your servants” and uses plural pronouns: us, our, them.  
b) Daniel’s friends helped him by supporting his decision, joining him in his stand, and praying with him.
- 4 He asked the king for time then went to his friends for support urging them to seek God’s help through prayer.
- 5 They were forced upon pain of death to honor Nebuchadnezzar’s gods and worship the image of gold he had set up; obey the king and live or disobey and die. This is significant in that it shows the support they gave each other which enabled them all to boldly stand for their God.
- 6 a) Spur one another on toward love and good deeds. Encourage one another.  
b) Daniel and his friends support of each other spurred them all on to demonstrate love, obedience, and loyalty. They encouraged each other to be true to their God even in difficult and life-threatening situations.

### FOOTPRINTS *For Parents & Mentors*

#### DISCOVER

1 Read Daniel 1:1-5. What Babylonian influences challenged Daniel’s values and morals?

2 Read Daniel 1:6, 7. a) What positive influence did God place around Daniel to support him?  
b) What specific things did the king do to capture the loyalty of these young men?

3 Read Daniel 1:8-13. Daniel made a choice when confronted with the test regarding the royal food and wine.  
a) How do we know that Daniel did not face this test alone?  
b) What difference did Daniel’s friends make?

4 Read Daniel 2:1-3, 11-18. When the wise men of Babylon were not able to interpret the king’s dream, how did Daniel face this crisis?

5 Read Daniel 3:1, 12-18. What crisis did Daniel’s friends face at Dura and why is it significant that all three refused to obey the king?

6 Read Hebrews 10:24, 25. a) What principle for supporting each other is found in this passage?  
b) How did Daniel and his three friends exemplify this?

### CHOOSE – 10 minutes

Have the paragraph under “CHOOSE” well in mind and recite it to the participants.

Invite the participants to reflect on boxes A, B, C, and D and write their responses. Allow time.

**Ask:** Is anyone held accountable by your employer? Are there other areas in life in which you are expected to give an account of how you are doing?

**Ask:** If you wanted to improve your eating habits or exercise habits, how could an accountability partner help you? (He/She can ask you how you are doing with a specific goal you have set; give you encouragement when you fall short of your goals.)

**Say:** Inviting a friend to hold us accountable to physical health goals is similar to utilizing a spiritual accountability partner.

**Ask:** How many of you answered in box B that it would be difficult for you to utilize a spiritual accountability partner? (Acknowledge responses.) Why does this seem difficult? (It requires vulnerability and trust.)

**Leader Share** briefly a personal story of inviting a trusted friend to hold you accountable to a spiritual goal you had such as a daily Bible study plan. How did your accountability partner impact your spiritual growth?

Invite the participants to reflect on box E and write their responses. Allow time.

## FOOTPRINTS For Parents & Mentors

### CHOOSE

To be accountable means to be responsible for one’s actions. Each Christian is accountable to God, yet we can also find support, comfort, and motivation from others who are struggling with similar life circumstances. Accountability requires a willingness to open up to another person. This involves developing trust -- which takes time. Establishing trust between two people requires active listening and a non-judgmental attitude. Prayerfully allowing a fellow disciple to support your growth in Christ can be powerful and life changing!

**A** In what areas of my life am I held accountable?

**B** Would it be easy or difficult for me to invite another Christian to hold me accountable for my spiritual growth? Why or why not?

**C** In what ways could a prayer partner be helpful to me?

**D** In what areas of life could a godly friend bring me encouragement and support?

**E** What is the Holy Spirit prompting me to do about accountability in my Christian walk?

### APPLY – 10-25 minutes

Lead the participants through this section by reading each section and allowing time to write responses in the boxes provided with each Step.

Distribute 1 Trellis card to each participant.

**Say:** Complete this card as a tool to help you connect with an accountability partner. This week invite a person from your list of names in Step Two to hold you accountable for a specific area of growth.

**Demonstrate** inviting a friend to be your accountability partner. Complete one Trellis card to use as a model with a specific spiritual growth goal such as committing to spend 15 minutes each day in Time Alone with God. Invite a volunteer the same gender as you to role-play this invitation with you. Stand facing the volunteer and **Say:** Name, I've been impressed by the Holy Spirit that I need to spend quiet time with God in Bible study and prayer. I've made a commitment to spend 15 minutes each day. Would you be willing to support me in this? (Participant responds, "Yes.") I invite you to pray for me this week and ask me one week from today how I'm doing. Will you pray for me this week and ask me next day of the week? (Participant says, "Yes.") Thank you so much for being willing to support my spiritual growth.

Invite the participants to complete boxes F and G. Allow time.

**Say:** Notice the *Grace Point* at the end of this lesson. At our meeting next week I will ask you to share what you have done about selecting and inviting a person to support your spiritual growth.

**FOOTPRINTS** *For Parents & Mentors*

APPLY

A trellis is a frame that helps to support and train growing plants. The Trellis model is a simple plan for a support relationship which utilizes three steps.

**Step One:**  
Decide to be held accountable for your commitments  
What commitment(s) have I made that a fellow disciple could support, for example daily time alone with God?

**Step Two:**  
Make a list of people (the same gender as you) who could support your spiritual growth.  
People who could support me:

**Step Three:**  
Prayerfully consider your trellis person and invite him/her to become an accountability partner.

I will invite \_\_\_\_\_ to be my accountability partner and ask him/her to pray for me.  
I will tell him/her that I have made a commitment to \_\_\_\_\_.  
I will invite him/her to ask me on \_\_\_\_\_ about how I am doing in regards to my commitment. (date)

**F** What difference can it make in my spiritual growth if I invite a godly friend to hold me accountable to those things the Holy Spirit prompts me to do?

**G** How can accountability principles be useful to me as I mentor my child?

**GRACE POINT**

This coming week prayerfully identify an accountability partner and invite him/her to support your spiritual growth.

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# FOOTPRINTS

For Parents & Mentors

## CLOSE – 2 minutes

Invite the participants to form pairs and pray for each other.

Revisit the goals of this lesson in closing remarks.

May we each:

- **Know** the principles of support and accountability that can help our spiritual development.
- **Feel** encouraged that God will supply Christian friends who can support us spiritually.
- **Respond** this week by sharing one of our spiritual goals with a godly friend.

# FOOTPRINTS

## LESSON 7

For Parents & Mentors

### Bring Others to Jesus – Andrew

To prepare for leading this lesson, spend some time in prayer. Ask the Holy Spirit to guide you as you study this lesson and open your heart to Him. Pray for the people who will come to your small group this week.

#### WELCOME – 3 minutes

Be stationed at the door of the meeting place to give a warm welcome to each person as they arrive. Take care of their needs: children to babysitting, coats, places to sit.

**Say:** Last week we studied Daniel and how to utilize godly accountability partners for our personal spiritual growth.

Remind the participants of the experience you shared last week of utilizing a trusted friend as an accountability partner, or share one spiritual commitment you have made that your accountability partner has helped you keep.

**Invite** the participants to divide into pairs then **Say:** Briefly share with your partner whether or not you selected someone to be an accountability partner and whether or not you invited that person to support your spiritual growth. Allow 1-2 minutes.

**Ask:** Would anyone like to share with the whole group? Invite 1-3 people to share.

Encourage each participant to utilize a trusted friend as a support for spiritual growth.



#### You will need:

- 1 study guide for each person
- Bibles
- Pens/Pencils

### CONNECT – 10 minutes

Invite the participants to share with a partner a time when they had to find someone who was lost. Instruct them to discuss what they had to do to find that person. Allow 1-2 minutes for the first person to share then call time and have the other partner share. Allow 1-2 minutes then call time. Invite 2-3 to share with the whole group.

### Debrief

**Ask:** What were you willing to do in order to find the person you were looking for? (Acknowledge responses.) Do you know a person right now who, if Jesus came today, may be eternally lost? How does this make you feel? (Acknowledge responses.)

Invite a participant to read the opening paragraphs in the study guide. Refer the participants to the Goals as printed in their study guide. Pray or invite a participant to pray for the Holy Spirit to guide this meeting.

# FOOTPRINTS

## STUDY GUIDE

For Parents & Mentors

### Lesson 7

## Bring Others to Jesus – Andrew

### CONNECT

Their faces surround us – on bulletin boards in grocery stores, on milk cartons, on flyers nailed to utility poles – the faces of missing children. Their stories haunt us – parents refusing to give up the search for a lost son or daughter, authorities arriving too late to save a child. We would leave no stone unturned if our child was lost. Why don't we usually have that same passion for people who are spiritually lost?

The Bible doesn't tell us very much about Andrew the disciple of Jesus. He seems to be a quiet unassuming man, overshadowed by Peter his out-going boisterous brother. Andrew is not remembered for sermons he preached or epistles he wrote or questions he asked. Yet he had one amazing gift – he knew how to connect others to Jesus. Let's explore the Bible to discover what made Andrew an effective disciple-maker.



*Christian discipleship is trusting in Jesus Christ every day while He shapes my life and sends me to disciple another.*

In this lesson I will grow to trust Jesus more as I:

- **Know** that Jesus needs me to bring others to Him.
- **Feel** empowered to disciple others.
- **Respond** by choosing to disciple those God places in my life.

### DISCOVER – 25-40 minutes

Lead the group through “Discover.” Model the first one or two sections; 1) read the question(s), 2) ask a volunteer to read the text(s), 3) invite the group to answer the question(s) by writing in their study guide. Discuss their answers. When the model section(s) is finished, divide the group into subsets and assign the remaining DISCOVER questions among the subsets. Instruct them to read the passage together, discuss their answers to the questions then write their answers in the study guide. For longer passages, instruct them to summarize the passage when they report to the group and select 1-2 verses to read to the group that answer their question(s). Allow time to complete their number(s). Return to a single group and invite each subset to share their discoveries. Allow brief group responses. Cover all the questions.

### FOOTPRINTS For Parents & Mentors

#### DISCOVER

- 1 Read Matthew 4:18-20. When Jesus invited Andrew and his brother Peter to become His disciples, what promise did He make to them?
- 2 Read John 5:24. When Andrew caught fish in his nets, the fish quickly died. What would be different when Andrew “caught” people?
- 3 Read John 1:40-42. a) After Andrew met Jesus, what did he do?  
b) Why is this significant?
- 4 Mark 5:18-20. Andrew witnessed the miracle of Jesus restoring the demon-possessed man. a) What instructions did Jesus give this man?  
b) Why do you think Jesus wanted family to be the first priority?
- 5 John 12:20-22. Describe what Andrew did when he met people who were searching spiritually.
- 6 Read John 6:8-13. a) What skills did Andrew have that helped him become a “fisher of men?”  
b) In what area(s) did he need to grow?
- 7 Read Matthew 28:18-20. a) What did Jesus “commission” Andrew and all His disciples to do?  
b) What promise did He give them?
- 8 Read Acts 1:8. a) What priorities did Jesus outline for His disciples as they made new disciples for Him?  
b) Why do you think Jesus gave this order of priorities?  
c) What promise did Jesus give them?

- 1 Jesus promised to make them fishers of men.
- 2 They would live – have eternal life.
- 3 a) Andrew brought his brother Peter to meet Jesus.  
b) This is significant because it shows that Andrew’s first impulse was to share Jesus with those closest to him – his family.
- 4 a) Go home and tell your family how much the Lord has done for you.  
b) Jesus knew that we could have the greatest influence over our own families.
- 5 Andrew immediately told Jesus about the seekers.

**6** a) Andrew had an eye for understanding people’s needs as well as what they might have to offer to enlarge God’s kingdom.

b) Andrew needed to grow in his faith in Jesus, to learn that in Jesus’ hands a little is more than enough.

**7** a) Make disciples of all nations. Baptize them in the name of the Father, Son and Holy Spirit. Teach them to obey everything Jesus had commanded.

b) Jesus promised to be with them always thus enabling them to do the work He called them to do.

**8** a) Begin in Jerusalem, then Judea, Samaria, the ends of the earth. Start at home, then widen the circle.

b) Jesus wanted them to recognize the importance of first reaching out to those who were closest then widening the circle.

c) They would receive power from the Holy Spirit to be Jesus’ witnesses and fulfill His commission to them.

**Ask:** What do you think made Andrew an effective disciple-maker? (Acknowledge all responses – He himself was a disciple of Jesus who knew Him, believed in Him, trusted in Him, spent time with Him; He did not hesitate in introducing others to Jesus.)

**Say:** By applying what we have discovered about Andrew’s experience, we too can disciple those that the Holy Spirit brings into our circle of influence.

FOOTPRINTS
For Parents & Mentors

**DISCOVER**

**1** Read Matthew 4:18-20. When Jesus invited Andrew and his brother Peter to become His disciples, what promise did He make to them?

**2** Read John 5:24. When Andrew caught fish in his nets, the fish quickly died. What would be different when Andrew “caught” people?

**3** Read John 1:40-42. a) After Andrew met Jesus, what did he do?  
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**4** Mark 5:18-20. Andrew witnessed the miracle of Jesus restoring the demon-possessed man. a) What instructions did Jesus give this man?  
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b) In what area(s) did he need to grow?

**7** Read Matthew 28:18-20. a) What did Jesus “commission” Andrew and all His disciples to do?  
b) What promise did He give them?

**8** Read Acts 1:8. a) What priorities did Jesus outline for His disciples as they made new disciples for Him?  
b) Why do you think Jesus gave this order of priorities?  
c) What promise did Jesus give them?

### CHOOSE – 10 minutes

Have the paragraph under “CHOOSE” well in mind and recite it to the participants.

**Invite** the participants to reflect on boxes A, B, and C and write their responses. Allow time for reflection and writing.

**Ask:** What makes it difficult to share Jesus with someone else? (Not knowing how to approach him/her; fear of offending; uncertainty about how to answer questions.) How can the promise in Acts 1:8 help overcome these concerns? (The Holy Spirit will enable and empower us.) Why is it vital that we share Jesus with those we know? (Their eternal salvation is at stake.)

**Invite** the participants to reflect on boxes D and E and write their responses. Allow time for reflection and writing.

**Ask:** What impact might it have on you or your child if you share Jesus with others? (Deepen my own walk with God; help me to be more dependent upon God; model to my child how to share Jesus.)

**Say:** Many people feel inadequate. They think they need an arsenal of prepared Bible studies, or a multi-step processes before they can be like Andrew. Sharing Jesus with others is not about having neat and tidy studies or memorized formulas. It’s about being a caring, compassionate person who looks in people’s faces, who listens to people’s heart cries, who cares enough to give a smile or a hug, who isn’t afraid to share Jesus as the One who can give healing and hope and peace.

**Leader Share** briefly a personal story of sharing your hope in Jesus with another person. Share the impact this has had on you and your relationship with Jesus.

**Invite** the participants to reflect on box F and write their responses. Allow time for reflection and writing.

FOOTPRINTS
For Parents & Mentors

**CHOOSE**

Jesus’ disciple Andrew learned to disciple others. He had a passion for lost people. Reflect upon your circle of influence. Who among those people you know may be lost eternally because they do not presently have a saving relationship with Jesus?

**A** Is it difficult or easy for me to share my hope in Jesus with others? Why?

**B** Review Acts 1:8. How can this promise help to me as I reach out to others?

**C** Why does Jesus need me to share Him with others?

**D** What impact will it have on me if I share my hope in Jesus with others?

**E** What impact can it have on my child if I share Jesus with others?

**F** What is the Holy Spirit prompting me to do about sharing Jesus with others?

# FOOTPRINTS

For Parents & Mentors

## APPLY – 10-25 minutes

Have the paragraph under “APPLY” well in mind and recite it to the participants.

Allow time for them to fill in the diagram.

**Invite** the participants to reflect and write on the questions in boxes G, H, and I. Allow time for reflection and writing.

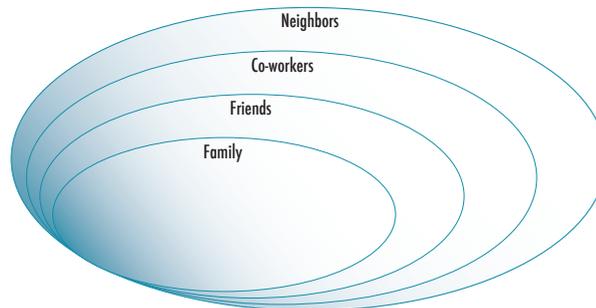
**Ask:** Did you think of someone to reach out to first?

**Say:** The Holy Spirit has promised to enable and empower us to share Jesus with others. Notice the **Grace Point** at the end of this lesson. Pray this week for an opportunity to share Jesus with one of the people in your circle of influence. At our next meeting I will ask you to share any opportunity God gives you this coming week

## FOOTPRINTS For Parents & Mentors

### APPLY

Pause right now and ask the Holy Spirit to bring to your mind the names of people He needs you to reach. Fill in the diagram as you think of them.



**G** Who is the Holy Spirit prompting me to reach out to first?

**H** Identify one thing I can do for this person to demonstrate compassion and care.

**I** Praying for wisdom from the Holy Spirit, I will reach out to \_\_\_\_\_ by \_\_\_\_\_  
(Name) (Date)

### GRACE POINT

This coming week pray for God to give you an opportunity to share Jesus and His compassion with someone in your circle of influence.

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## CLOSE – 2 minutes

**Ask:** Does anyone have a specific prayer need as you reflect on sharing Jesus with a specific person? (Acknowledge all responses.) Invite volunteers to pray for each specific prayer need mentioned.

Revisit the goals of this lesson through closing remarks:  
May we each:

- **Know** that Jesus needs us to bring others to Him.
- **Feel** empowered to disciple others.
- **Respond** by choosing to disciple those God places in our lives.

# FOOTPRINTS

## LESSON 8

For Parents & Mentors

### Lead Your Family in Worship – Abraham

To prepare for leading this lesson, spend some time in prayer. Ask the Holy Spirit to guide you as you study this lesson and open your heart to Him. Pray for the people who will come to your small group this week.

#### WELCOME – 3 minutes

Be stationed at the door of the meeting place to give a warm welcome to each person as they arrive. Take care of their needs: children to babysitting, coats, places to sit.

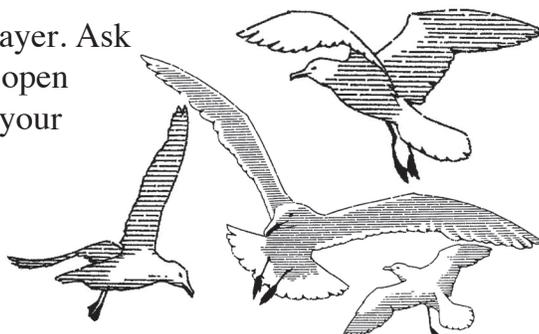
**Say:** Last week we studied Andrew and how to share our hope in Jesus with others.

Remind the participants of the experience you shared last week of sharing your hope in Jesus with another person and the impact this has had on you and your relationship with Jesus, or share an experience you have had this week in sharing Jesus with someone.

**Invite** the participants to divide into pairs then **Say:** Share briefly any opportunity you had this past week to share Jesus with someone in your circle of influence and any obstacles you may have faced. Allow 1-2 minutes to share.

**Ask:** Would anyone like to share with the whole group? Invite 1-3 people to share.

Encourage each one to continue to pray for opportunities to share Jesus with those in their circle of influence.



#### You will need:

- 1 study guide for each person
- Bibles
- Pens/Pencils

### CONNECT – 10 minutes

Divide the participants into groups of 2-4. Instruct them to think of a life event that people need to plan for in order to be prepared. Instruct them to think of a “snap-shot scene” of that event that they could show to the whole group. Tell them that the class will try to guess the life event they demonstrate. (If they need suggestions: hurricane, baptism, the birth of a child, graduation, wedding, etc.) Allow 2-3 minutes to think and plan then take turns having each group show their life event while the class tries to guess the event.

### Debrief

**Ask:** Why is it important to plan for these events? (Acknowledge answers.) Why is it necessary to plan for the experience of family worship in our homes? (Acknowledge answers.)

**Invite** a participant to read the opening paragraphs in the study guide. Refer the participants to the Goals as printed in their study guide. Pray or invite a participant to pray for the Holy Spirit to guide this meeting.

# FOOTPRINTS

## STUDY GUIDE

For Parents & Mentors

### Lesson 8

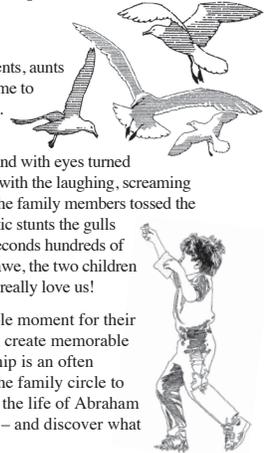
## Lead Your Family in Worship – Abraham

### CONNECT

Christian discipleship doesn't just happen. Parents and grandparents, aunts and uncles, and other mentors must be intentional and take the time to plan what they can do to help their children go deeper with Jesus.

A family of four strolled barefoot down the beach, enjoying the sand beneath their feet. Each one clutched a few slices of bread and with eyes turned upward searched the sky. Suddenly the quiet of sunset exploded with the laughing, screaming cries from a sky full of hungry sea gulls. With great excitement the family members tossed the bread up into the air, and watched amazed at the startling acrobatic stunts the gulls maneuvered in order to connect with a surprise supper. Within seconds hundreds of gulls were following the family down the beach. In whispers of awe, the two children exclaimed, “Daddy! Mommy! They’re following us! They must really love us!”

With a little planning this father and mother made a memorable moment for their children. With a little planning parents and mentors today can create memorable moments for their children. At the core of Christian discipleship is an often forgotten blessing – family worship – a strategic way to call the family circle to focus on Jesus and create memorable moments. Let's explore the life of Abraham – a highly cultured businessman with hundreds in his employ – and discover what he did to have a lasting impact on his children.



*Christian discipleship is trusting in Jesus Christ every day while He shapes my life and sends me to disciple another.*

In this lesson I will grow to trust Jesus more as I:

- **Know** the importance of family worship in connecting my child to Jesus.
- **Feel** motivated to make family worship a priority in my home.
- **Respond** by planning and implementing a specific family worship this week.

### DISCOVER – 25-40 minutes

Lead the group through “Discover.” Model the first one or two sections; 1) read the question(s), 2) ask a volunteer to read the text(s), 3) invite the group to answer the question(s) by writing in their study guide. Discuss their answers. When the model section(s) is finished, divide the group into subsets and assign the remaining DISCOVER questions among the subsets. Instruct them to read the passage together, discuss their answers to the questions then write their answers in the study guide. For longer passages, instruct them to summarize the passage when they report to the group and select 1-2 verses to read to the group that answer their question(s). Allow time to complete their number(s). Return to a single group and invite each subset to share their discoveries. Allow brief group responses. Cover all the questions.

### FOOTPRINTS *For Parents & Mentors*

#### DISCOVER

- 1 Read Genesis 12:8. Identify the first three things that Abraham did when he arrived at Bethel.
- 2 Read Genesis 12:6, 7 and 13:18. a) What did Abraham build each time he moved to a new place?  
b) Why is this significant?
- 3 Read Genesis 12:1-4. To lead your family in worship, you must first worship God alone. How do we know that Abraham had a personal relationship with God?
- 4 Read Genesis 15:1-6. a) What was Abraham comfortable enough to do with God?  
b) What is significant about verse 6?
- 5 Read Genesis 18:22-26. What does this passage tell us about Abraham’s relationship with God?
- 6 Read Genesis 22:1, 2, 5-14. a) Which words of Abraham’s reveal his complete trust in God?  
b) What impact did Abraham’s relationship with God have on his son?
- 7 Read Genesis 26:23-25. How do we know that Abraham spiritually mentored Isaac?

- 1 Pitched a tent; built an altar; called on the name of the Lord
- 2 a) Built an altar to the Lord and worshipped Him.  
b) Building an altar to the Lord reveals that worship was a priority for Abraham.
- 3 We know Abraham had a personal relationship with God because he recognized His voice and followed in faith where God led him.
- 4 a) Abraham was comfortable enough to question God.  
b) Abraham believed God even when it seemed impossible to believe.

- 5** Abraham took his concerns for other people to God. He was comfortable enough with God to question Him about His plans. He knew that destroying was “out of character” for God. Abraham expected God to help others because he asked Him to.
- 6** a) “We will come back to you.” Abraham believed God would restore Isaac to Him. (See Hebrews 11:17-19.) “God Himself will provide a lamb.” Abraham expected God to provide a solution to this dilemma. He obeyed God no matter what the cost to himself.
- b) Isaac submitted to his father which shows he also trusted in God.
- 7** Like his father, Isaac recognized and followed the voice of God and established altars to worship God as his father had done.

### FOOTPRINTS *For Parents & Mentors*

#### DISCOVER

- 1** Read Genesis 12:8. Identify the first three things that Abraham did when he arrived at Bethel.
- 2** Read Genesis 12:6, 7 and 13:18. a) What did Abraham build each time he moved to a new place?  
b) Why is this significant?
- 3** Read Genesis 12:1-4. To lead your family in worship, you must first worship God alone. How do we know that Abraham had a personal relationship with God?
- 4** Read Genesis 15:1-6. a) What was Abraham comfortable enough to do with God?  
b) What is significant about verse 6?
- 5** Read Genesis 18:22-26. What does this passage tell us about Abraham’s relationship with God?
- 6** Read Genesis 22:1, 2, 5-14. a) Which words of Abraham’s reveal his complete trust in God?  
b) What impact did Abraham’s relationship with God have on his son?
- 7** Read Genesis 26:23-25. How do we know that Abraham spiritually mentored Isaac?

### CHOOSE – 10 minutes

Have the paragraph under “CHOOSE” well in mind and recite it to the participants.

**Invite** the participants to reflect on boxes A, B, C, and D and write their responses. Allow time.

**Ask:** What benefits would family worship bring to our families?

**Invite** the participants to share the different times and places that would be best for their families.

**Leader Share** briefly a personal experience of a meaningful worship that your family has experienced.

**Invite** the participants to reflect on box E and write their response. Allow time.

**FOOTPRINTS** For Parents & Mentors

**CHOOSE**

Abraham made the worship of God a high priority for his family. His intentional spiritual leadership impacted his son Isaac and his later descendants.

**A** Is worship a high priority in my home?

**B** In what ways would family worship benefit my family?

**C** When is the best time for my family to have worship together?

**D** Which place in my home would lend itself to a worshipful atmosphere?

**E** What does Jesus want me to do about family worship in my home?

# FOOTPRINTS

For Parents & Mentors

## APPLY – 10-25 minutes

Have the paragraph under “APPLY” well in mind and recite it to the participants.

**Invite** different participants to read the seven family worship tips.

If time permits, divide the participants into groups of 3-4 to plan a family worship. If time does not allow, work through the plan as a large group.

**Invite** the groups to share 1 or 2 of their ideas.

**Say:** You can use this worship outline to plan simple family worships from Bible passages.

**Ask:** Did you create a worship plan that can be used for your family this week? (Acknowledge responses.)

**Invite** the participants to complete box F.

**Say:** Notice the *Grace Point* at the end of this lesson. Next week I will invite you to share your experience of calling your family together for worship.

**Leader Share** some ideas for family worship that you have used in your home. If available, bring in family worship resource books for the participants to look at after the small group time is completed.

## CLOSE – 2 minutes

Invite 1 or 2 participants to pray as you close the small group meeting.

Revisit the goals of this lesson in closing remarks:

May we each:

- **Know** the importance of family worship in connecting our children to Jesus.
- **Feel** motivated to make family worship a priority in our homes.
- **Respond** by planning and implementing a specific family worship this week.

## FOOTPRINTS For Parents & Mentors

### APPLY

There is no one right way to do family worship. The goal is to help your child connect to God in a meaningful way. Here are some helpful worship tips:

1. Make it **simple**. Family worship doesn't need to be complex or complicated.
2. Keep it **short**. Start with 5-15 minutes; the younger the children, the shorter the time.
3. Make it **sweet**. Make sure the worship time is free from discipline or criticism.
4. Keep it **focused**. Identify one main message from the Bible passage for each worship time and keep the focus on Jesus.
5. Keep it **varied**. Don't get "stuck" with one outline plan or only one place. Have variety: a worship that's entirely prayer, a worship that is a craft activity; vary the location -- meet outside or under a blanket-covered table by flashlight.
6. Make it **active**. Involve each member of the family.
7. **Share**. Take time to share your own stories of how God has worked in your life when it relates to the worship theme.

Take a few minutes right now and plan a worship to use this week. Read the parable of the Lost Sheep in Luke 15:1-7 then complete the chart.

What's the main message of this passage?

What activity would help the main point come alive for my child?

What questions would help my child understand this passage?

What practical things can we do to apply this lesson to our daily lives?

Are there songs that we could use?

### Helpful Resources:

[www.adventsource.com](http://www.adventsource.com)  
[www.adventistbookcenter.com](http://www.adventistbookcenter.com)  
[www.childrensministries.gc.adventist.org](http://www.childrensministries.gc.adventist.org)  
[www.sabbathschoolpersonalministries.org](http://www.sabbathschoolpersonalministries.org)  
*Families at Worship* by John & Millie Youngberg  
*Family Worship with Preschoolers* by Judy Dunn  
*The Colors of Grace* by Stuart Tyner  
*10 Ways For All Ages to Worship*  
*100 Quick and Easy Worship Ideas for Kids* by Karen Holford

**F** When will I use this worship for my family?

### GRACE POINT

This coming week call your family together for worship and ask God to bless your experience.

# FOOTPRINTS

## LESSON 9

For Parents & Mentors

### Teach Your Child to Love God's Word – Lois & Eunice

To prepare for leading this lesson, spend some time in prayer. Ask the Holy Spirit to guide you as you study this lesson and open your heart to Him. Pray for the people who will come to your small group this week.

#### WELCOME – 3 minutes

Be stationed at the door of the meeting place to give a warm welcome to each person as they arrive. Take care of their needs: children to babysitting, coats, places to sit.

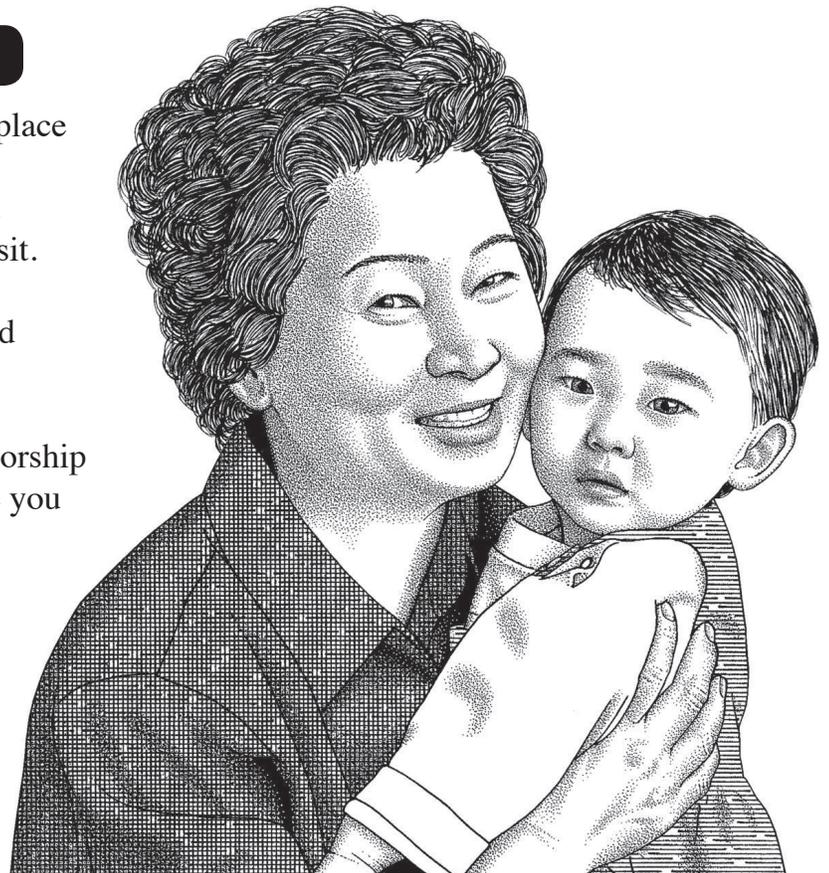
**Say:** Last week we studied Abraham and leading your family in worship.

Remind the participants of the family worship experience you shared last week, or one you experienced this past week.

**Invite** the participants to divide into pairs and **Say:** Share briefly with your partner what you did for family worship this past week and any obstacles you may have encountered. Allow 1-2 minutes.

**Ask:** Would anyone like to share with the whole group? Invite 1-3 people to share.

Encourage each participant to continue to plan and implement simple family worships this coming week.



#### You will need:

- 1 study guide for each person
- Bibles
- Pens/Pencils
- Slips of paper

### CONNECT – 10 minutes

Distribute slips of paper and pens/pencils.

**Say:** Think of one famous or well-known saying and write it on your paper. Examples: “When it rains, it pours; All for one and one for all.” Allow time to think and write. Choose one word in your saying and circle it. Allow time. We will go around the circle and have each person read their well-known saying, leaving the circled word blank. For example: “When it rains, it \_\_\_\_\_.” Then the group will guess the missing word.

Go around the circle and have the participants read their sayings one at a time. After each one reads **Ask:** Can you fill in the missing blank? Acknowledge responses then go to the next person.

### Debrief

**Ask:** How well did we do in guessing the missing words? (Acknowledge responses.) Why did we know these? (They were familiar sayings that we have heard many times; They “stuck” in our memories.)

**Say:** Remembering most of these sayings is not particularly useful to us.

**Ask:** What does this activity teach us about transmitting Scripture to our children? (Need to make Scripture familiar to our children; Need to use repetition to make it “stick.”)

**Invite** a participant to read the opening paragraphs in the study guide. Refer the participants to the “Goals” as printed in their study guide. Pray or invite a participant to pray for the Holy Spirit to guide this meeting.

# FOOTPRINTS

## STUDY GUIDE

For Parents & Mentors

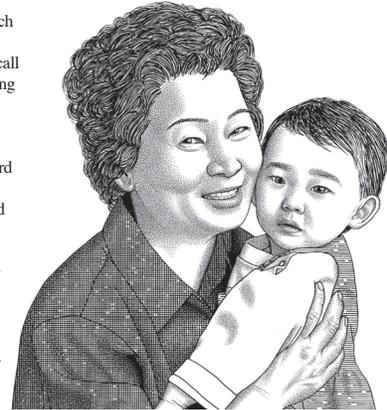
### Lesson 9

## Teach Your Child to Love God's Word – Lois & Eunice

### CONNECT

We hear hundreds of bits of information each day. Obviously we don't remember all the sayings and slogans we hear, yet we can recall many of them even from years ago. Recalling most of these is not particularly useful to us. As parents and mentors we want God's Word to be both memorable and useful to our children. We need to imprint God's word in their minds so that they can recall it with the same ease that we can recall sayings and slogans that we have heard.

Timothy's mother Eunice and grandmother Lois succeeded in imprinting God's Word on Timothy. In the midst of the very secular culture of Lystra where they lived, they transmitted a love for Scripture to Timothy. Let's discover how we too can instill a love for God's Word in our children.



*Christian discipleship is trusting in Jesus Christ every day while He shapes my life and sends me to disciple another.*

In this lesson I will grow to trust Jesus more as I:

- **Know** how to develop a love for God's Word in my child.
- **Feel** a passion to teach God's word to my child.
- **Respond** by utilizing different methods to make God's Word come alive for my child.

### DISCOVER – 25-40 minutes

Lead the group through “Discover.” Model the first one or two sections; 1) read the question(s), 2) ask a volunteer to read the text(s), 3) invite the group to answer the question(s) by writing in their study guide. Discuss their answers. When the model section(s) is finished, divide the group into subsets and assign the remaining DISCOVER questions among the subsets. Instruct them to read the passage together, discuss their answers to the questions then write their answers in the study guide. For longer passages, instruct them to summarize the passage when they report to the group and select 1-2 verses to read to the group that answer their question(s). Allow time to complete their number(s). Return to a single group and invite each subset to share their discoveries. Allow brief group responses. Cover all the questions.

FOOTPRINTS
For Parents & Mentors

**DISCOVER**

**1** Read Acts 16:1, 2. a) What does this passage tell us about Timothy?  
 b) Reading the description of Timothy’s mother, what can we infer about his father?  
 c) What does this say to parents who are alone as they spiritually nurture their children?

**2** Read 2 Timothy 1:5. a) Where did Timothy develop the “sincere faith” that Paul observed in him?  
 b) What is significant about three generations?

**3** Read 2 Timothy 3:14, 15. How do we know from this passage that Lois and Eunice were effective in giving Timothy a love for God’s Word?

**4** Read 2 Timothy 3:14, 15. a) What process does this passage indicate for becoming grounded in Scripture?  
 b) What is significant about the phrase “because you know those from whom you learned it?”

**5** Read 2 Timothy 3:14-17. What is the purpose of Scripture as described in this passage?

**6** Read 2 Timothy 1:14. a) What charge did Paul give to Timothy?  
 b) How does this “good deposit” apply to Lois and Eunice?

- 1** a) Timothy was a disciple; he lived in Lystra; His mother was Jewish and a believer; His father was Greek; the other believers spoke well of him.
- b) Because the Scriptures say that his mother was a believer, but do not mention his father, we can infer that his father was not a believer.
- c) Their example can give courage to single parents or those who have a non-believing spouse.
- 2** a) Timothy received his sincere faith from his mother and grandmother.
- b) The three generations are significant because they reveal how faith is to be passed on from one generation to the next. This also shows the influence grandparents can have in growing faith in their grandchildren.

**3** We know that Lois and Eunice were effective because Paul tells him to continue in what he had learned and become convinced of in his infancy from them.

**4** a) First know the Scriptures by learning them then become convinced for yourself.

b) This phrase is significant because it reveals the importance of having a relationship with those who teach us from the Bible.

**5** The Purpose of Scripture is to make us wise for salvation through faith in Jesus; to teach; to rebuke and correct; to train for righteousness; to equip us for good works.

**6** a) To guard the good deposit that was entrusted to him through the help of the Holy Spirit.

b) Lois and Eunice are the ones who made this “good deposit” in Timothy by teaching him God’s Word from his infancy.

### DISCOVER

**1** Read Acts 16:1, 2. a) What does this passage tell us about Timothy?  
b) Reading the description of Timothy’s mother, what can we infer about his father?  
c) What does this say to parents who are alone as they spiritually nurture their children?

**2** Read 2 Timothy 1:5. a) Where did Timothy develop the “sincere faith” that Paul observed in him?  
b) What is significant about three generations?

**3** Read 2 Timothy 3:14, 15. How do we know from this passage that Lois and Eunice were effective in giving Timothy a love for God’s Word?

**4** Read 2 Timothy 3:14, 15. a) What process does this passage indicate for becoming grounded in Scripture?  
b) What is significant about the phrase “because you know those from whom you learned it?”

**5** Read 2 Timothy 3:14-17. What is the purpose of Scripture as described in this passage?

**6** Read 2 Timothy 1:14. a) What charge did Paul give to Timothy?  
b) How does this “good deposit” apply to Lois and Eunice?

### CHOOSE – 10 minutes

Have the paragraph under “CHOOSE” well in mind and recite it to the participants.

**Invite** the participants to reflect on boxes A, B, and C and write their responses. Allow time for reflection and writing.

**Ask:** What can we do to model to our children that we value the Word of God? (Acknowledge responses.)

**Ask:** What Bible promise would you like God to fulfill in your child? (Acknowledge responses.)

**Leader Share** briefly one method you have used in your family to help the Scriptures come alive for your child.

**Invite** the participants to reflect on box D and write their responses. Allow time for reflection and writing.

### CHOOSE

Lois and Eunice grounded Timothy in the Word of God by beginning in his infancy to imprint God's word in him. You too can ground your children in God's Word and give them a love for it.

**A** How do I model to my child that I love God's Word?

How often do I refer to God's Word or reference it in my conversations at home?

**B** Reflect upon a Bible promise that I want God to fulfill in my child.

**C** What difference will it make in my child if he/she grows up with a love for Scripture?

**D** What is the Holy Spirit prompting me to do about instilling a love for God's Word in my child?

### APPLY – 10-25 minutes

**Read** the sentence under “APPLY” to the participants. Invite the participants to work together in groups of 2-4 to think of ways to make the Scripture come alive utilizing the different modes listed on the chart. Allow time.

**Invite** each group to share one or two of their ideas.

**Say:** One additional way to help connect your child to Scripture is to give a formal blessing as parents did in Old Testament times.

Have the first two paragraphs on “The Blessing” well in mind and recite them to the participants.

**Ask** a volunteer to help you demonstrate giving a blessing. Have the volunteer stand in front of you as if he or she were your child. Place one hand on his/her shoulder.

**Say:** Your child’s name, I just want to tell you how much I’ve enjoyed seeing you in action here at home this week. You bless our home in so many ways. I’ve noticed that you have become a caring and helpful person. I especially appreciate the way you have helped your little sister with her homework this week. I really enjoyed washing the car together last Sunday. I like doing things with you. You are facing an Algebra test next week and I know that you are concerned about this. Your child’s name, may God give you peace about this test as He has promised to do in His Word. May you know that you can do anything through His strength. May your life this coming week be a tower of His strength in you. I love you with all my heart. I am so glad that you are a part of this family. (Give him/her a bear hug.)

Read the paragraph above the Blessing Chart.

**Say:** Read the passages listed in Genesis, Philippians, and Matthew then create a blessing to use for your child. Allow time.

If time permits invite 1-2 volunteers to share their ideas for a formal blessing.

### FOOTPRINTS For Parents & Mentors

#### APPLY

Use the chart to identify specific methods that you could use to help the Scriptures “come alive” for your child.

| Mode:      | Ideas: |
|------------|--------|
| Music      |        |
| Art        |        |
| Technology |        |
| DVD’s      |        |
| CD’s       |        |
| Other      |        |

From Old Testament times to the present, Jewish families have utilized a formal blessing as one way to connect their children to God’s Word. In their book, *The Blessing*, Gary Smalley and John Trent outline five basic parts of a formal blessing: 1) touch, 2) affirmation, 3) shared activities, 4) needs / concerns, 5) God’s promises.

While there is no set formula for creating a meaningful blessing, it needs to be unique for each child and flow from your heart. A formal blessing can demonstrate to your children your commitment to leading them to love the Word of God.

Create a blessing for your child. Use any or all of the parts as listed above. Read the following passages for ideas: Genesis 12:2, 3; Philippians 2:15; Matthew 5:14-16.

A Blessing for \_\_\_\_\_:  
(name of child)

#### GRACE POINT

Try one idea this week to make the Scriptures come alive for your child.

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**Say:** Using a formal blessing frequently, such as at Friday night family worships or on the child's birthday, will reinforce to your child that you value him/her.

**Say:** Notice the *Grace Point* at the end of this lesson. At our next meeting I will invite you to share what you did this coming week to help the Scriptures come alive for your child.

### **CLOSE – 2 minutes**

Invite 1 or 2 participants to close with prayer asking God to help us instill a love for God's Word in our children.

Revisit the goals of this lesson through the closing remarks.

May we each:

- **Know** how to develop a love for God's Word in our children.
- **Feel** a passion to teach God's Word to our children.
- **Respond** by utilizing different methods to make God's Word come alive for our children.

# FOOTPRINTS

For Parents & Mentors



# FOOTPRINTS

## LESSON 10

For Parents & Mentors

### Mentor Your Child to God – Moses & Joshua

To prepare for leading this lesson, spend some time in prayer. Ask the Holy Spirit to guide you as you study this lesson and open your heart to Him. Pray for the people who will come to your small group this week.

#### WELCOME – 3 minutes

Be stationed at the door of the meeting place to give a warm welcome to each person as they arrive. Take care of their needs: children to babysitting, coats, places to sit.

**Say:** Last week we studied Lois and Eunice and teaching our children to love God's word.

Remind the participants of the idea you shared last week to help the Scriptures come alive for your child or share something new you tried this past week.

**Invite** the participants to divide into pairs then **Say:** Briefly share with your partner what you did to help the Scriptures come alive for your child this past week and any obstacles you may have encountered. Allow 1-2 minutes.

**Ask:** Would any of you like to share with the whole group? Invite 1-3 responses.

**Invite** each participant to continue to look for ways to help their children develop a love for God's Word.



#### You will need:

- 1 study guide for each person
- Bibles
- Pens/Pencils

### CONNECT – 10 minutes

Designate an invisible line across the floor of the meeting room with one end representing the number 1 (meaning very bad / very negative) and the opposite end representing the number 10 (meaning very good / very positive).

**Say:** Remember your first paying job. Was that experience positive or negative? Walk to the place on this invisible line that represents the number of your response between 1 being very bad and 10 being very good. You can pick any number.

Allow time for the participants to respond. Repeat this procedure for each of the following:

- most recent cooking experience
- 1st day in school
- 1st date
- algebra
- taking the driver's license test
- most recent family vacation
- the day you left home

Instruct the participants to select one of the above experiences that was positive for them. (Repeat the list if necessary.) Instruct them to share with a partner 1) a brief description of the experience and 2) a person who made a positive impact on them in this experience.

### Debrief

**Ask:** What made your positive experiences positive instead of negative? (Acknowledge answers.) How did a positive person impact your experience? (Acknowledge answers.) How can we make spiritual experiences positive for our children? (Acknowledge answers.)

**Invite** a participant to read the opening paragraphs in the study guide. Refer the participants to the Goals as printed in their study guide. Pray or invite a participant to pray for the Holy Spirit to guide this meeting.

# FOOTPRINTS

STUDY GUIDE For Parents & Mentors

**Lesson 10**  
**Mentor Your Child to God**  
**– Moses & Joshua**

CONNECT

We all remember experiences we have had in life. Some of our experiences involved other people who had an impact on us – either positive or negative. As we disciple our children to Jesus we want their experiences to be positive.

Moses and Joshua had a unique relationship similar in many ways to that of parent and child. During their years together, Joshua learned spiritual lessons from Moses that helped him choose to live for God and equipped him to take a leadership role with God's people. Let's discover the intentional process that Moses used to mentor Joshua.



Christian discipleship is trusting in Jesus Christ every day while He shapes my life and sends me to disciple another.

In this lesson I will grow to trust Jesus more as I:

- **Know** that intentionally mentoring my child is vital to his/her spiritual development.
- **Feel** empowered to mentor my child to Jesus.
- **Respond** by being intentional in mentoring my child to Jesus.

### DISCOVER – 25-40 minutes

Lead the group through “Discover.” Model the first one or two sections; 1) read the question(s), 2) ask a volunteer to read the text(s), 3) invite the group to answer the question(s) by writing in their study guide. Discuss their answers. When the model section(s) is finished, divide the group into subsets and assign the remaining DISCOVER questions among the subsets. Instruct them to read the passage together, discuss their answers to the questions then write their answers in the study guide. For longer passages, instruct them to summarize the passage when they report to the group and select 1-2 verses to read to the group that answer their question(s). Allow time to complete their number(s). Return to a single group and invite each subset to share their discoveries. Allow brief group responses. Cover all the questions.

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**DISCOVER**

**1** Read Exodus 17:8-13. When Israel’s enemy attacked, what did Moses do that empowered Joshua to fight them?

**2** Read Exodus 24:12-14; 33:7, 11. What did Moses do to mentor Joshua to God?

**3** Read Numbers 11:24-29. What was Moses comfortable enough to do for Joshua?

**4** Read Numbers 13:1-3, 8; 14:2-9. a) What did Moses entrust with Joshua?  
b) How did Joshua validate Moses’ trust?

**5** Read Deuteronomy 31:14, 23. How do we know that Moses was successful in mentoring Joshua?

**6** Before his death, Joshua addressed God’s people. Read Joshua 24:14, 15. a) What choice did Joshua present to them?  
b) What is significant to families about the choice Joshua made?

**7** Read Judges 2:7. What were the long-term effects of Moses’ mentoring Joshua?

- 1** Moses gave leadership of the army to Joshua and focused his attention on God as the One responsible to win the battle.
- 2** Moses took Joshua with him when he went to the Mountain of God and to the “Tent of Meeting” where he could experience God.
- 3** Moses was comfortable enough in his relationship with Joshua to correct him when he was wrong.
- 4** a) Moses entrusted Joshua along with 11 other men from the twelve tribes to investigate the land of Canaan.  
b) Joshua validated Moses’ trust by encouraging the people to depend upon God and go immediately into the land in spite of the negative reports from 10 of the men.

**5** Moses was successful in mentoring Joshua because God selected Joshua to take Moses' place as the leader of His people.

**6** a) Joshua presented the choice of serving God or serving foreign gods.

b) Joshua's choice is significant because it included his whole family. This shows that Joshua mentored his own children as Moses had mentored him.

**7** For all the years that Joshua was the leader of the Israelites, they followed God.

### FOOTPRINTS For Parents & Mentors

#### DISCOVER

**1** Read Exodus 17:8-13. When Israel's enemy attacked, what did Moses do that empowered Joshua to fight them?

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b) What is significant to families about the choice Joshua made?

**7** Read Judges 2:7. What were the long-term effects of Moses' mentoring Joshua?

### CHOOSE – 10 minutes

Have the paragraphs under “CHOOSE” well in mind and recite them to the group.

**Invite** the participants to complete the chart and box A. Allow time for reflection and writing.

**Ask:** Who will share with the group one of your spiritual mentors? Allow time for 1-2 participants to share.

**Invite** the participants to complete boxes B, C, and D. Allow time.

### FOOTPRINTS For Parents & Mentors

#### CHOOSE

Moses was effective in mentoring Joshua. As a result of Moses’ mentoring, Joshua lived a life devoted to God, and God’s people were blessed.

Revisit your early spiritual growth by remembering those persons who had a primary spiritual influence on you. Who led you to accept Jesus Christ as your Savior? Who helped you most in growing closer to Jesus?

| Spiritual Mentor(s): | How he/she influenced me: |
|----------------------|---------------------------|
| 1.                   |                           |
| 2.                   |                           |
| 3.                   |                           |

**A** What activities or experiences did these godly people share with me that strengthened my relationship with Jesus?

**B** What spiritual values do I most want to pass on to my child?

**C** What difference will it make in the life of my child if I am intentional in mentoring him/her to Jesus?

**D** What is the Holy Spirit prompting me to do about being intentional in mentoring my child?

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## APPLY – 10-25 minutes

Have the paragraph under “APPLY” well in mind and recite it to the group.

**Invite** the participants to complete box E.

**Ask:** Who will share some of your ideas? (Acknowledge responses.)

**Invite** the participants to complete box F.

**Ask:** Who will share some of your ideas? (Acknowledge responses.)

**Leader Share** briefly one specific thing you have done to mentor your child to Jesus.

**Say:** Notice the *Grace Point* at the end of this lesson. At our next meeting I will ask you to share what you did this coming week to actively mentor your child to Jesus.

## CLOSE – 2 minutes

**Invite** the participants to form groups of 2-3 and pray for the empowering of the Holy Spirit as they actively mentor their children to Jesus.

Revisit the goals of this lesson through closing remarks.  
May we each:

- **Know** that intentionally mentoring our children is vital to their spiritual development.
- **Feel** empowered to mentor our children to Jesus.
- **Respond** by being intentional in mentoring our children to Jesus.

## FOOTPRINTS For Parents & Mentors

### APPLY

Moses was intentional in mentoring Joshua to God. Moses took Joshua with him to worship and to commune with God. Moses engaged Joshua in activities that equipped him to become the next leader of God’s people.

**E** List specific things that I can do to actively involve my child in my own faith journey, such as share experiences in my past where God worked in my life, share how God is working in my life right now, Bible promises that are meaningful to me, the focus of my T.A.G. time or prayer life, etc.

**F** Moses entrusted Joshua with a specific job to do for God’s people. What specific things can I do to actively involve my child in service to others in our extended family, our church, our neighborhood, our world?

### GRACE POINT

This coming week use one specific idea to actively mentor your child to Jesus.

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# FOOTPRINTS

## LESSON 11

For Parents & Mentors

### Equip Your Child to Stand for Jesus – *Mordecai & Esther*

To prepare for leading this lesson, spend some time in prayer. Ask the Holy Spirit to guide you as you study this lesson and open your heart to Him. Pray for the people who will come to your small group this week.

#### WELCOME – 3 minutes

Be stationed at the door of the meeting place to give a warm welcome to each person as they arrive. Take care of their needs: children to babysitting, coats, places to sit.

**Say:** Last week we studied Moses and Joshua and intentionally mentoring our children to God.

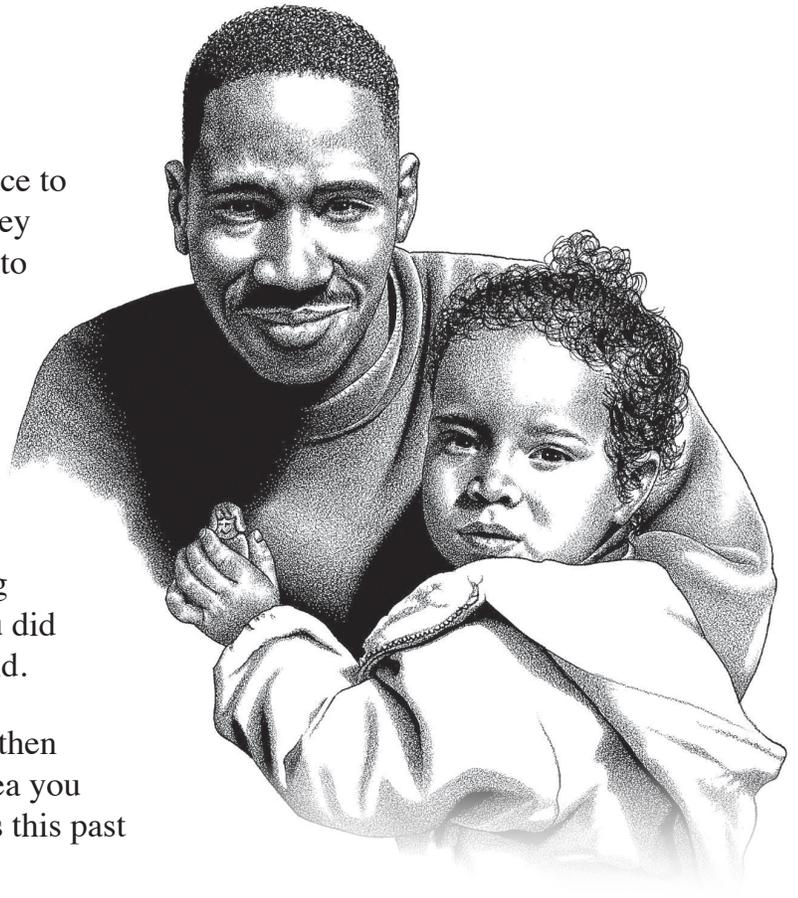
Remind the participants of the experience you shared last week of actively mentoring your child to Jesus or share something you did this past week to actively mentor your child.

**Invite** the participants to divide into pairs then

**Say:** Briefly share with your partner an idea you used to actively mentor your child to Jesus this past week. Allow 1-2 minutes.

**Ask:** Would any of you like to share with the whole group? Invite 1-3 people to share.

Encourage them to use additional ideas to actively mentor their child to Jesus.



#### You will need:

- 1 study guide for each person
- Bibles
- Pens/Pencils
- Paper
- Communication Challenge Game sentences on slips of paper
- Copy of texts for Connect activity

### CONNECT – 10 minutes

Play a game of “Communication Challenge.” Choose one of the following texts and write it on a small sheet of paper: 1) Pleasant words are a honeycomb, sweet to the soul and healing to the bones [Proverbs 16:24]; 2) Stand firm and hold to the teachings we passed on to you [2 Thessalonians 2:15]; 3) Put on the full armor of God so that you can take your stand against the devil’s schemes [Ephesians 5:11].

To play – Invite the participants to sit in a circle. Give the copied text to one participant and instruct him/her to read it silently then whisper it into the ear of the person sitting next to him/her. Have each participant pass the message on to the next person around the circle. Instruct the participants to listen carefully as the message can NOT be repeated, but whispered only one time by each person. When the last person has received the message, ask him/her to stand up and repeat out loud to the group the message he/she received. Ask the person who started the game to read the original text to the group. Repeat with the another text if time allows.

### Debrief

**Ask:** How accurate was our communication? (Acknowledge answers.) What made it difficult to transmit the message exactly? (Not being familiar with the message itself; not being able to repeat it.) In our circle who was the person most likely to get the message accurately? (The first person to receive the message.) What does this game teach us about passing on spiritual knowledge to our children? (Need to present a clear message; need to make the message familiar to them; need to give it ourselves and not depend upon someone else.)

**Invite** a participant to read the opening paragraphs in the study guide. Refer the participants to the Goals as printed in their study guide. Pray or invite a participant to pray for the Holy Spirit to guide this meeting.

# FOOTPRINTS

## STUDY GUIDE

For Parents & Mentors

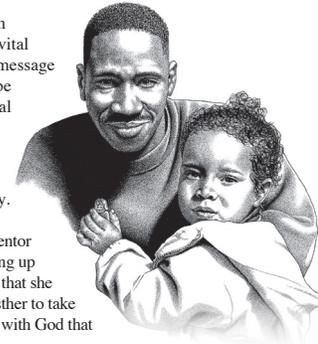
### Lesson 11

## Equip Your Child to Stand for Jesus – Mordecai & Esther

### CONNECT

We get and give messages every day. Some of them are important; some are not. One message that has vital importance is the good news of Jesus Christ – one message that we must pass on to our children. How can we be effective in transmitting Biblical beliefs and spiritual values to them?

In the splendor of ancient Persia, there once lived a lonely little girl named Hadassah. She was an exile living in a foreign land and an orphan without a family. There was no reason to think that she would ever amount to much. Her cousin Mordecai became her mentor as if she were his own daughter. As Esther was growing up in Mordecai’s home, neither one knew the challenges that she would face in the future. Being mentored equipped Esther to take a courageous stand for God. Esther had a relationship with God that enabled her to become the means to save His people.



God has dreams for your children too. Let’s explore the story of Mordecai and Esther and discover how you can equip your child to take a courageous stand for God.

*Christian discipleship is trusting in Jesus Christ every day while He shapes my life and sends me to disciple another.*

In this lesson I will grow to trust Jesus more as I:

- **Know** that Jesus needs me to instill Biblical beliefs and spiritual values in my child.
- **Feel** convicted to equip my child to stand firm for Jesus.
- **Respond** by mentoring my child to face life’s challenges.

### DISCOVER – 25-40 minutes

Lead the group through “Discover.” Model the first one or two sections; 1) read the question(s), 2) ask a volunteer to read the text(s), 3) invite the group to answer the question(s) by writing in their study guide. Discuss their answers. When the model section(s) is finished, divide the group into subsets and assign the remaining DISCOVER questions among the subsets. Instruct them to read the passage together, discuss their answers to the questions then write their answers in the study guide. For longer passages, instruct them to summarize the passage when they report to the group and select 1-2 verses to read to the group that answer their question(s). Allow time to complete their number(s). Return to a single group and invite each subset to share their discoveries. Allow brief group responses. Cover all the questions.

### FOOTPRINTS For Parents & Mentors

#### DISCOVER

- 1 Read Esther 2:5-10. a) What does this passage tell us about Mordecai?  
b) What does this passage tell us about Esther?
- 2 In Deuteronomy 6:4-9 Moses presents God’s call to His people. How did Mordecai’s mentoring of Esther reflect this Old Testament command to parents/mentors?
- 3 Read Esther 2:11. In what ways did Mordecai continue to mentor Esther even after she was taken from his home?
- 4 Read Esther 2:17-20. a) How do we know that Mordecai continued to be an influence in Esther’s life after she became queen?  
b) Why is this significant?
- 5 The 3<sup>rd</sup> chapter of the Book of Esther describes Haman’s plot to destroy all the Jews in Persia. Chapter 4 reveals Mordecai’s distress for his people. Read Esther 4:5-11.  
a) What did Mordecai urge Esther to do?  
b) How did Esther respond?
- 6 Read Esther 4:12-14. How did Mordecai challenge Esther?
- 7 Read Esther 4:15-17. a) How did Esther prepare herself for the challenge she faced?  
b) How did Mordecai demonstrate continued support for Esther?
- 8 Read Esther 5:1-4; 7:1-4. How do we know that Mordecai was effective in equipping Esther to take a bold stand for God?

- 1 a) Mordecai was an exiled Jew living in Susa whose grandfather had been carried into captivity by King Nebuchadnezzar of Babylon. He was kind to take Esther into his home.  
b) Esther was an orphan and Mordecai’s cousin whom he cared for as his own daughter. She was beautiful. She was taken to the king’s palace and won the favor of those who saw her. She obeyed Mordecai’s instruction and counsel.
- 2 Mordecai assumed the responsibility of transmitting to Esther the knowledge of God and His commandments.
- 3 He came each day to the harem to find out what was happening to Esther and to encourage her with his continued concern for her welfare.
- 4 a) Even after she was crowned queen, Esther continued to follow Mordecai’s instructions and counsel.  
b) This demonstrates that Esther had respect for Mordecai and confidence in his wisdom. It also shows that Esther was not affected by her new position but was still teachable.

**5** a) Mordecai urged Esther to go before the king and beg for mercy and plead with him to save her people.

b) Esther responded by telling Mordecai the dangers of going before the king without being summoned and that she had not been summoned for 30 days.

**6** Mordecai challenged her to be courageous by telling her that she had been placed in her royal position for this crisis.

**7** Esther prepared to go before the king by fasting and praying for 3 days along with her maids.

Mordecai gathered Jewish friends together to fast and pray for 3 days.

**8** She followed Mordecai's counsel, took a bold stand before the king, and became the means to save God's people.

### FOOTPRINTS For Parents & Mentors

#### DISCOVER

**1** Read Esther 2:5-10. a) What does this passage tell us about Mordecai?  
b) What does this passage tell us about Esther?

**2** In Deuteronomy 6:4-9 Moses presents God's call to His people. How did Mordecai's mentoring of Esther reflect this Old Testament command to parents/mentors?

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**5** The 3<sup>rd</sup> chapter of the Book of Esther describes Haman's plot to destroy all the Jews in Persia. Chapter 4 reveals Mordecai's distress for his people. Read Esther 4:5-11.  
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b) How did Mordecai demonstrate continued support for Esther?

**8** Read Esther 5:1-4; 7:1-4. How do we know that Mordecai was effective in equipping Esther to take a bold stand for God?

### CHOOSE – 10 minutes

Have the paragraphs under “CHOOSE” well in mind and recite them to the participants. Invite them to have a silent prayer then complete the first three columns of the chart. Allow time for reflection and writing.

**Invite** 1-2 participants to share the challenges their child is facing and/or will face.

**Invite** the participants to reflect on the questions in boxes A and B and write their responses. Allow time to reflect and write.

FOOTPRINTS For Parents & Mentors

CHOOSE

Like Mordecai, you can equip your children to take a courageous stand for Jesus. This doesn't happen by accident. Deuteronomy 6 calls parent/mentors to be **intentional** in growing Bible knowledge and spiritual values in their children.

Prayerfully reflect on the challenges your child faces right now and those he/she will face in the coming years.

| Child's Name: | Challenges Now: | Future Challenges: | Specific things I can do to mentor him/her: |
|---------------|-----------------|--------------------|---|
|               |                 |                    |   |
|               |                 |                    |   |
|               |                 |                    |   |

**A** Is God calling me to address the challenges that my child faces right now and those he/she will face in the future?

**B** What is the Holy Spirit prompting me to do about being intentional in mentoring my child to Jesus?

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For Parents & Mentors

## APPLY – 10-25 minutes

Have the paragraph under “APPLY” well in mind and recite it to the participants.

**Invite** the participants to read the information in box C then complete the fourth column of the chart in the “CHOOSE” section.

**Ask:** Who will share one specific thing you can do to help your child face challenges? (Acknowledge responses.)

**Leader Share** briefly a personal story of helping your child face a challenging situation. What mentoring idea did you use?

**Say:** Notice the *Grace Point* at the end of this lesson. At our next meeting I will ask you to share the specific mentoring idea you used to help your child face a current challenge.

**Invite** the participants to complete boxes D and E and write their responses. Allow time to reflect and write.

**Ask:** Did anyone identify areas in your child’s life that need your vigilance right now? (Acknowledge responses.)

**Ask:** What Bible promises did you think of to strengthen your child? (Acknowledge responses.)

## CLOSE – 2 minutes

**Invite** the participants to divide into groups of 3-4 and pray for each other.

Revisit the goals of this lesson through closing remarks.

May we each:

- **Know** that Jesus needs us to instill Biblical beliefs and spiritual values in our children.
- **Feel** convicted to equip our children to stand firm for Jesus.
- **Respond** by mentoring our children to face life’s challenges.

## FOOTPRINTS For Parents & Mentors

### APPLY

Mordecai awakened in Esther the understanding that her peoples’ crisis was an opportunity to step forward and stand boldly for God.

**C** Review the list of challenges my child will face. What specific things can I do to strengthen my child to face these challenges for example: affirm the strengths I see in him/her; give specific Bible promises; help him/her memorize Scripture; tell him/her character building stories from Scripture and history; tell him/her how I have overcome obstacles through God’s grace, etc.? Write ideas in column 4.

**D** Mordecai kept a faithful vigil for Esther coming each day to check on her welfare. What area of my child’s life requires vigilance from me right now?  
What steps do I need to take to be vigilant in this area?

**E** Identify Bible promises that I can instill in my child to help him/her stand courageously for what is right.

### GRACE POINT

Identify a current challenge your child is facing and a specific mentoring idea you can use this week to help him/her.

# FOOTPRINTS

## LESSON 12

For Parents & Mentors

### The Discipleship Adventure – Jesus

To prepare for leading this lesson, spend some time in prayer. Ask the Holy Spirit to guide you as you study this lesson and open your heart to Him. Pray for the people who will come to your small group this week.

#### WELCOME – 3 minutes

Be stationed at the door of the meeting place to give a warm welcome to each person as they arrive. Take care of their needs: children to babysitting, coats, places to sit.

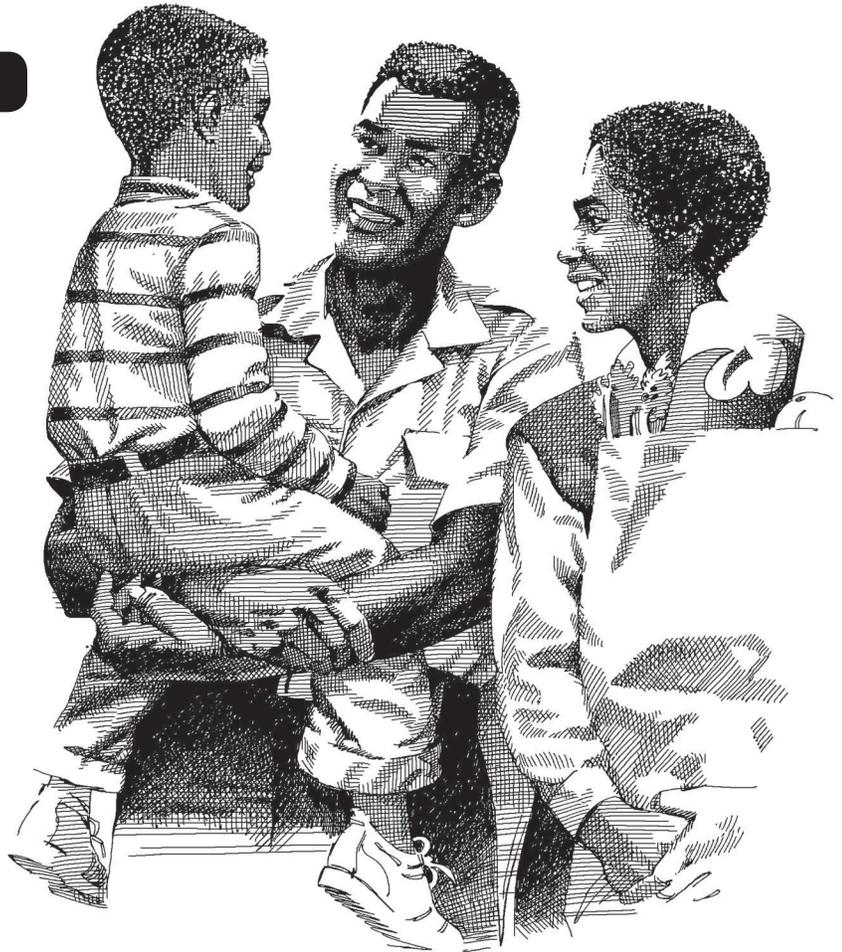
**Say:** Last week we studied Mordecai and Esther and mentoring our children to take a bold stand for God.

Remind the participants of the mentoring tool you shared last week to help your child face a current challenge or share a mentoring tool you used this past week to help your child face a challenge.

**Invite** the participants to divide into pairs then **Say:** Briefly share with your partner the specific mentoring tool you used this week to help your child face a current challenge and any obstacles you may have faced. Allow 1-2 minutes.

**Ask:** Would anyone like to share with the whole group? Invite 1-3 people to share.

**Invite** each participant to continue to mentor their child for their day-to-day challenges.



#### You will need:

- 1 study guide for each person
- Bibles
- Pens/Pencils
- Sheets of paper
- Sign up sheets for *Footprints for Kids*
- Certificates
- Copies of Post Surveys

### CONNECT – 10 minutes

Divide the participants into 2-4 teams. Distribute 1 sheet of paper to each person. Designate one side of the room to begin and the opposite side to end. Have all teams stand on the “begin” side of the room.

**Say:** You will have 5 minutes to create a pathway to get your group from one side of the room to the other. You can only step on paper to get to the other side.

Note the time and say “Begin.” Allow 5 minutes then call “time.” Celebrate the success of the teams that accomplished their task.

### Debrief

**Ask:** How well did your teams do? (Acknowledge answers.) What did you need to do to complete this task? (Have a plan; work as a team; listen to instructions; help each other.)

What does this activity teach us about being intentional in spiritually mentoring our children? (Need to have a plan; need to use team work.)

**Invite** a participant to read the opening paragraphs in the study guide. Refer the participants to the Goals as printed in their study guide. Pray or invite a participant to pray for the Holy Spirit to guide this meeting.

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STUDY GUIDE

For Parents & Mentors

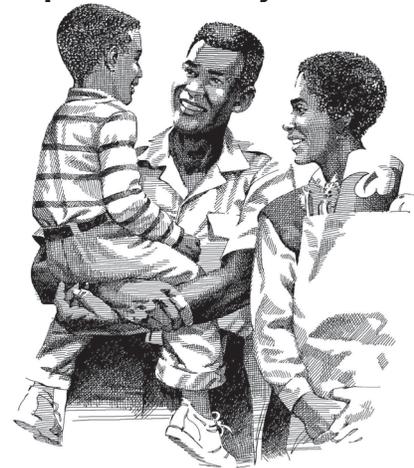
Lesson 12

## The Discipleship Adventure – Jesus

### CONNECT

It is important to have a plan before you begin a project. It is **vital** that parents and mentors have a plan to help their children become deeply committed disciples of Jesus. Having a plan is part of being intentional in leading your children to go deeper with Jesus.

In our lesson today we will discover Jesus’ plan for making disciples and how we can follow His example to make disciples of our children for Jesus.



*Christian discipleship is trusting in Jesus Christ every day while He shapes my life and sends me to disciple another.*

In this lesson I will grow to trust Jesus more as I:

- **Know** that I can disciple my child to Jesus.
- **Feel** empowered to spiritually nurture my own child.
- **Respond** by committing to participate in the *Footprints for Kids* small group.

### DISCOVER – 25 minutes

Lead the group through “Discover.” Model the first one or two sections; 1) read the question(s), 2) ask a volunteer to read the text(s), 3) invite the group to answer the question(s) by writing in their study guide. Discuss their answers. When the model section(s) is finished, divide the group into subsets and assign the remaining DISCOVER questions among the subsets. Instruct them to read the passage together, discuss their answers to the questions then write their answers in the study guide. For longer passages, instruct them to summarize the passage when they report to the group and select 1-2 verses to read to the group that answer their question(s). Allow time to complete their number(s). Return to a single group and invite each subset to share their discoveries. Allow brief group responses. Cover all the questions. Read the final paragraph after number 9.

- 1) a) Jesus told Nicodemus that he needed to be born again.  
b) Discipleship involves a “conversion” experience, becoming a new person.
- 2) a) Jesus told the woman that she needed “living water.”  
b) Discipleship is thirsting for Jesus; having Him as a “well-spring” of living water flowing out of us.
- 3) a) Jesus told the rich young man to keep the commandments, sell his possessions and come follow Him.  
b) Discipleship is total commitment of all that we are and all that we have to Jesus.

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#### DISCOVER

1) Read John 3:1-3. a) What did Jesus tell Nicodemus that he needed to do?  
b) What does this have to do with discipleship?

2) Read John 4:7, 11-18. a) What did Jesus tell the Samaritan woman she needed?  
b) What does this have to do with discipleship?

3) Read Matthew 19:16-21. a) What did Jesus tell the rich young man to do?  
b) What does this have to do with discipleship?

4) Read Luke 10:38-42. a) What did Jesus tell Martha to do?  
b) What does this have to do with discipleship?

5) Read Matthew 6:33. What characteristic of discipleship is described here?

6) Read John 8:31, 32. What characteristic of discipleship is described here?

7) Read John 15:5, 8. What characteristic of discipleship is described here?

8) Read John 13:34, 35. What characteristic of discipleship is described here?

9) Read Matthew 28:19, 20. What characteristic of discipleship is described here?

- 4** a) Jesus told Martha not to be worried about things but choose what is better: listening to and knowing Him.
- b) Don't let the busyness of life distract you from listening to and knowing Jesus.

**Say:** These examples from Scripture reveal that discipleship to Jesus is individualized and personalized. When Jesus calls us to follow Him, His call is tailored exactly to what each of us needs. Discipleship doesn't fit into a neat tidy formula like "Do A, then B, and you will get C." Even though discipleship is "messy" there are interactions with Jesus that are common to all His disciples. We will look at a few of these.

- 5** Put Jesus first in all things.
- 6** Hold to Jesus' teachings.
- 7** Remain connected to Jesus and bear much fruit.
- 8** Love one another.
- 9** Make disciples of others.

### FOOTPRINTS For Parents & Mentors

#### DISCOVER

- 1** Read John 3:1-3. a) What did Jesus tell Nicodemus that he needed to do?  
b) What does this have to do with discipleship?
- 2** Read John 4:7, 11-18. a) What did Jesus tell the Samaritan woman she needed?  
b) What does this have to do with discipleship?
- 3** Read Matthew 19:16-21. a) What did Jesus tell the rich young man to do?  
b) What does this have to do with discipleship?
- 4** Read Luke 10:38-42. a) What did Jesus tell Martha to do?  
b) What does this have to do with discipleship?
- 5** Read Matthew 6:33. What characteristic of discipleship is described here?
- 6** Read John 8:31, 32. What characteristic of discipleship is described here?
- 7** Read John 15:5, 8. What characteristic of discipleship is described here?
- 8** Read John 13:34, 35. What characteristic of discipleship is described here?
- 9** Read Matthew 28:19, 20. What characteristic of discipleship is described here?

## CHOOSE – 10 minutes

**Say:** Look back over your answers to questions 5-9. Which of these have been easiest for you? Put a check mark beside these. Which one is the Holy Spirit prompting you to work on? Circle it.

**Invite** the participants to reflect on the questions in boxes A, B, C, D, and E and write their responses. Allow time to reflect and write.

**Say:** It may be a challenge for you to make time for the *Footprints for Kids* small group experience.

**Ask:** Why is it important to make the time weekly for this discipleship experience? (Acknowledge responses.)

**Ask:** Are there activities you are planning or activities your child is engaged in that might be helpful to postpone while you are going through the *Footprints for Kids* experience? For example: music lessons, sport activities, vacation time, adult schooling. (Acknowledge responses.)

**Say:** To help mentor your child to Jesus you may need to reorder your family activities or your child's activities to focus together on discipleship. For the sake of your child's discipleship journey it is important for you to minimize the times that you will miss the *Footprints for Kids* small group.

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CHOOSE

**A** What do I want God to do for me personally as His disciple as I go through the *Footprints for Kids* small group experience with my child?

**B** Why am I the best person to disciple my child to Jesus?

**C** What goals do I have for my child as we go through the *Footprints for Kids* small group experience together?

**D** What do I need to do to plan ahead in my schedule for the time my family will need to attend each *Footprints for Kids* small group?

**E** Are there activities that I can let go of in order to focus on the discipleship of my child in *Footprints for Kids*, for example sports, music, vacation, professional growth classes?

### APPLY – 25-40 minutes

**Say:** Each *Footprints for Kids* lesson is divided into four sections. The first section is called **The Bridge**. The Bridge is an activity that involves everyone. The activities are fun and help connect the participants to each other and to the concept of the lesson. Kids report that this is their favorite part of the small group.

The second section of the *Footprints for Kids* lesson is called **Into the Word**. This is a Bible study on the lesson concept targeted to children 8-13-years-old. The children find answers to questions in the Scriptures. A child is recruited to write summary statements on a marker board. After review, the children are quizzed and asked to recall the main points. Parents are involved in assisting their child in looking up verses, answering questions, and giving short, focused observations or illustrations. The parents report that this is the most important part of the small group.

The third section of the *Footprints for Kids* lesson is called **My Choice**. Each week the parents & mentors and children are invited to make a choice as it applies to the lesson. The leader shares how this choice has made a difference in his/her life then the families turn to each other and form family groups. Parents & Mentors lead their own children through reflection and discussion. They share how the choice of this lesson has impacted their lives then ask their children to make the choice as the Holy Spirit impresses them. Parents and children pray together to seal the choices made.

The last section of the *Footprints for Kids* lesson is called **My World**: The families continue to work as a family circle. They brainstorm for ways to practically apply the learnings from the lesson and choose specific action steps to take the following week. A **Grace Point** from week to week invites the participants to be accountable for their action steps.

### FOOTPRINTS For Parents & Mentors

#### APPLY

It is important for you as a parent/mentor to facilitate the discipleship experience for your child as you go through the Footprints for Kids small group experience. Here are some tips to make this experience power-packed for your child:

##### Tip One:

Pray for the Holy Spirit to Lead You.

##### Tip Two:

Focus on your child's discipleship journey.

##### Tip Three:

Commit to the Process:

- Actively participate each week.
- Follow through with home activities.

#### GRACE POINT

Pray for the Holy Spirit to prepare you and your family for the *Footprints for Kids* discipleship adventure.

The leaders call the family groups to come back together as one large group to close the small group meeting. A child is recruited to distribute “Mentoring Moments” to each family. These are 5 suggestions for family worship that reinforce the learnings from the lesson. It is vital to the discipleship process for the families to use the “Mentoring Moments” at home each week. The meeting will close with a focused prayer.

Have the paragraph under “APPLY” well in mind and recite it to the participants.

**Invite** a participant to read Tip # 1. **Say:** The work of transformation in our lives is the work of the Holy Spirit. Pray each day that God will fill you with His Spirit as you spiritually nurture your children.

**Invite** a participant to read Tip # 2. **Say:** *Footprints for Kids* is focused on children aged 8-13, but we often have children younger or older participating in *Footprints for Kids* with their parents/mentors. From week to week it is important for you to facilitate your child’s experience. Keep your comments and questions focused on the points of the lesson. If you have questions that will require longer discussion, please take your questions to the leaders after the small group has ended.

**Invite** a participant to read Tip # 3. **Say:** Participate in the small group with enthusiasm to encourage your children to participate. The take home assignments are vital to the discipleship journey. Make time in your schedule to do these at home each week.

*Footprints for Kids* will cover three major phases of discipleship: 1) Growing closer to Jesus, 2) Learning the truth of Jesus, 3) Learning to Share Jesus. Every lesson is connected to the next one as they build upon each other. Plan ahead in your schedule for the time your family will need to attend each small group. If you know you will miss, contact another family or the group leader to get the lesson to do at home.

Distribute sign up sheets for *Footprints for Kids* (See Appendix page 93). Let them know that you will be praying for them.

Discuss the best time for families to meet for the *Footprints for Kids* small group and decide on a day or evening and a time to meet.

### CLOSE – 2 minutes

**Say:** This is our last meeting as Parents and Mentors. Please know that the *Footprints* ministry leaders will be praying for you and your family. Notice the **Grace Point** at the end of this lesson. I invite you to ask the Holy Spirit to prepare you and your family for this next discipleship adventure.

**Invite** 2-3 participants to pray for the whole group as you look forward to *Footprints for Kids*.

Revisit the goals of this lesson through closing remarks.

May we each:

- **Know** that we can disciple our children to Jesus.
- **Feel** empowered to spiritually nurture our own children.
- **Respond** by committing to participate in the *Footprints for Kids* small group.



# Appendix

*Footprints for Parents & Mentors Sign-Up Sheet*

*Footprints for Kids Sign-Up Sheet*

Discipleship Cards

Jesus' Invitations

Trellis cards

Participant's Survey

## Footprints for Parents & Mentors Sign-Up Sheet

### Contact Information

|                  |  |
|------------------|--|
| Name             |  |
| Street Address   |  |
| City ST ZIP Code |  |
| Home Phone       |  |
| Work Phone       |  |
| E-Mail Address   |  |

### Availability

During which days and hours are you available for *Footprints for Parents & Mentors* small group?

#### DAY of the Week:

First Choice: \_\_\_\_\_

Second Choice: \_\_\_\_\_

Third Choice: \_\_\_\_\_

#### HOURS:

First Choice: \_\_\_\_\_

Second Choice: \_\_\_\_\_

Third Choice: \_\_\_\_\_

### Commitment and Signature

By submitting this form, I am committing my time and efforts to the K.I.D. ministry that I may work hand-in-hand with the Lord in preparing myself to mentor my child / children to Jesus Christ. I promise that this will become a priority for me, and I that will make every effort to attend each and every small group meeting.

|                |  |
|----------------|--|
| Name (printed) |  |
| Signature      |  |
| Date           |  |

## Footprints for Kids Sign-Up Sheet

### Contact Information

|                           |  |
|---------------------------|--|
| Parent / Mentor           |  |
| Street Address            |  |
| City ST ZIP Code          |  |
| Phone                     |  |
| E-Mail Address            |  |
| Child's Name / Age/ Grade |  |
| Child's Name / Age/ Grade |  |
| Child's Name / Age/ Grade |  |

### Availability

During which days and hours are you available for *Footprints for Kids* small group?

**DAY of the Week:**

First Choice: \_\_\_\_\_

Second Choice: \_\_\_\_\_

Third Choice: \_\_\_\_\_

**HOURS:**

First Choice: \_\_\_\_\_

Second Choice: \_\_\_\_\_

Third Choice: \_\_\_\_\_

### Commitment and Signature

I promise that discipleship training for my child/children will become a priority for me, and that I will make every effort to attend each *Footprints for Kids* small group meeting.

|           |  |
|-----------|--|
| Signature |  |
| Date      |  |

*Christian discipleship is trusting Jesus Christ daily while He shapes my life and sends me to disciple another.*

*Christian discipleship is trusting Jesus Christ daily while He shapes my life and sends me to disciple another.*

*Christian discipleship is trusting Jesus Christ daily while He shapes my life and sends me to disciple another.*

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*Christian discipleship is trusting Jesus Christ daily while He shapes my life and sends me to disciple another.*

*Christian discipleship is trusting Jesus Christ daily while He shapes my life and sends me to disciple another.*

For best quality, print in color on white cardstock paper, cut into individual cards then laminate.

*John 8:12*

*“I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life.”*

*Come, follow Me and  
I will make you fishers of men.  
Love, Jesus*



---

**To print Jesus' Invitations**

1. Print as a two-sided document (card stock recommended).
2. Cut just above dotted line.
3. Fold in half and seal edge or place in a legal size envelope.

**To print Trellis cards:**

1. Print as a two-sided document (card stock recommended).
2. Cut on dotted line.
3. Fold in half

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*Write one thing that you would like to see God change in your family as you go through this course.*

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*Write down one or two areas in your life in which you want to grow as you go through this course.*

Accountability is being responsible for your actions.

An accountability partner can give support, encouragement, and motivation as you grow spiritually.

Inviting a fellow disciple to support your growth in Christ can be powerful and life-changing!

Spirit-led accountability is an effective tool for successful commitment keeping!

- Three Simple Steps:
- Choose to be held accountable for your commitments.
  - Select an accountability partner from your trusted friends.
  - Invite him/her to support you in your spiritual growth.



**Trel·lis** – *'tre-lis*:  
A frame that helps to support and train growing plants.

Accountability is being responsible for your actions.

An accountability partner can give support, encouragement, and motivation as you grow spiritually.

Inviting a fellow disciple to support your growth in Christ can be powerful and life-changing!

Spirit-led accountability is an effective tool for successful commitment keeping!

- Three Simple Steps:
1. Choose to be held accountable for your commitments.
  2. Select an accountability partner from your trusted friends.
  3. Invite him/her to support you in your spiritual growth.



**Trel·lis** – *'tre-lis*:  
A frame that helps to support and train growing plants.

I am inviting you to support me as I grow as a disciple of Jesus Christ.

I give you permission to hold me accountable in regards to...

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

...by this date

\_\_\_\_\_

Please ask me about this privately...

- On the above date
- Every day you can
- When you see me next

Signed

\_\_\_\_\_

Thank you for caring enough to help me grow!

I am inviting you to support me as I grow as a disciple of Jesus Christ.

I give you permission to hold me accountable in regards to...

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

...by this date

\_\_\_\_\_

Please ask me about this privately...

- On the above date
- Every day you can
- When you see me next

Signed

\_\_\_\_\_

Thank you for caring enough to help me grow!

Place the number  
identification sticker here.

## Participant's Survey

Thank you for taking the time to complete this survey. This is not a test. There are no right and wrong answers. Please answer as honestly as possible. Do not write your name anywhere on this survey.

### PART 1.

Please check  what applies to you.

GENDER  MALE  FEMALE

### PART 2.

For each of the following statements, indicate your agreement/disagreement using the following scale: Use the space in each box to record your answer.

**1 = Strongly Disagree   2 = Disagree   3 = Not Sure   4 = Agree   5 = Strongly Agree**

|  |   |
|--|---|
| 1. I am saved by grace through faith in Jesus Christ. <input type="checkbox"/>           | 2. I experience the joy of a new life in Jesus. <input type="checkbox"/>                    |
| 3. I am growing every day in my relationship with Jesus. <input type="checkbox"/>        | 4. My family would say that the way I live my life reflects Jesus. <input type="checkbox"/> |
| 5. I understand what it means to be a disciple of Christ today. <input type="checkbox"/> | 6. I know what it means to "disciple" someone to Jesus. <input type="checkbox"/>            |
| 7. I believe that God has dreams for my children. <input type="checkbox"/>               | 8. I teach my kids to love God's Word. <input type="checkbox"/>                             |
| 9. I lead my kids to worship God. <input type="checkbox"/>                               | 10. I am active in leading my children in serving others. <input type="checkbox"/>          |
| 11. I am committed to being my child's spiritual mentor. <input type="checkbox"/>        | 12. I feel equipped to be the spiritual mentor of my children. <input type="checkbox"/>     |
| 13. I am sure of what I need to teach my children. <input type="checkbox"/>              | 14. Family worship is an important part of our family life. <input type="checkbox"/>        |
| 15. My family is comfortable discussing spiritual things. <input type="checkbox"/>       | 16. I am active in sharing my faith in God with others. <input type="checkbox"/>            |
| 17. I have a prayer partner with whom I meet regularly. <input type="checkbox"/>         | 18. I have an accountability partner with whom I meet regularly. <input type="checkbox"/>   |

### PART 3.

22. My definition of a disciple of Jesus Christ is \_\_\_\_\_

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## Survey Overview

The goal of the *Footprints for Parents & Mentors* small group is life transformation through the work of the Holy Spirit in participants' lives. A survey has been prepared to help assess the experience of participants. Attendees are invited to fill out an anonymous survey form that asks questions related to their spiritual life. Identical forms are used at the first and last classes in order to give a comparison of spiritual growth during the journey. The survey helps small group leaders evaluate their effectiveness in leading attendees through the discipleship journey.

If you choose to use the survey, please inform the participants that 1) the survey is anonymous; 2) they can choose to not participate; 3) the survey will be used to evaluate the effectiveness of the *Footprints for Parents & Mentors* small group experience and/or leadership; and 4) the survey results will be seen by the K.I.D. leadership team.

In order to assure anonymity, prepare the surveys as follows:

1. Print 2 labeled surveys for each participant.
2. Label each survey as per instructions below.
3. Place the surveys in unsealed envelopes.

Use small address labels available at an office supply store.

1. Create identification numbers using the date the class begins followed by a three digit number. For example, if a class starts on October 14, 2009 the labels could read:
  - 101409-100
  - 101409-101
  - 101409-102 etc.
2. The numbering should run as high as there are participants. For example, for 20 participants the labels would each have the date followed by numbers 100, 101, 102... up to 120. Each participant will need 4 identical labels: two to place on their surveys and two to place on the outside of their envelopes. Small group leaders can prepare all the surveys and envelopes by applying the labels to both the surveys and envelopes, folding the surveys and stuffing the envelopes.
3. Participants fill out one survey at the beginning of the first class, put it in the envelope, seal it and turn it in to the leader. The leader marks each envelope to indicate that it is the beginning of the small group series.
4. At the end of the series participants fill out the second (identical) survey, place it in the envelope, seal it and turn in to the leader. The leader marks the envelope to indicate that it is from the end of the series. This allows first and last surveys to be matched to evaluate the experience of each attendee while still being completely anonymous.



# Resource CD

**Binder Cover**

**Leader's Guides 1 - 12**

***Footprints for Parents & Mentors* Sign-Up Sheet**

***Footprints for Kids* Sign-Up Sheet**

**Discipleship Cards**

**Jesus' Invitations**

**Trellis Cards**

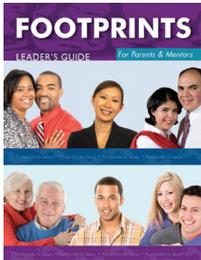
**Participant's Survey**

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# Kids in Discipleship Resources

Distribution services by AdventSource.

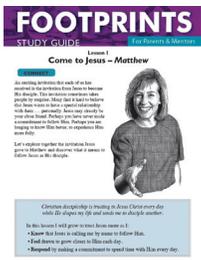
Order by calling 800.328.0525 or online at [adventsource.org](http://adventsource.org) (search Kids in Discipleship)



## Footprints for Parents & Mentors Leader's Guide (with CD)

*Footprints for Parents and Mentors* is a unique 12-lesson small group Bible study course designed to encourage mentors to focus on personally growing in their relationship with Christ, and growing as spiritual mentors to their children. Included Resource CD contains pdf files of each lesson as well as additional items for leaders of *Footprints for Parents & Mentors*.

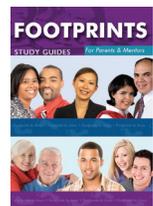
Catalog #011815 \$24.95



## Footprints for Parents & Mentors Study Guide (printed edition)

The Study Guides for each lesson of *Footprints for Parents and Mentors* are available pre-printed in packages of 10 study guides.

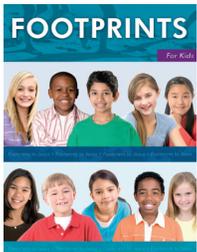
|          |                 |        |           |                 |        |
|----------|-----------------|--------|-----------|-----------------|--------|
| Lesson 1 | Catalog #011800 | \$4.95 | Lesson 7  | Catalog #011806 | \$4.95 |
| Lesson 2 | Catalog #011801 | \$4.95 | Lesson 8  | Catalog #011807 | \$4.95 |
| Lesson 3 | Catalog #011802 | \$4.95 | Lesson 9  | Catalog #011808 | \$4.95 |
| Lesson 4 | Catalog #011803 | \$4.95 | Lesson 10 | Catalog #011809 | \$4.95 |
| Lesson 5 | Catalog #011804 | \$4.95 | Lesson 11 | Catalog #011810 | \$4.95 |
| Lesson 6 | Catalog #011805 | \$4.95 | Lesson 12 | Catalog #011811 | \$4.95 |



## Footprints for Parents & Mentors Study Guide CD

This CD contains the twelve study guides in the *Footprints for Parents and Mentors* series. The seminar leads adult participants through discussion and training on how to be quality Christian mentors to the children and young people in their lives. (Permission to print for local church)

Catalog #011814 \$39.95



## Footprints for Kids Leader's Guide (with CD)

*Footprints for Kids* is a 32-lesson small group Bible study course for parents/mentors and their children. Designed to follow *Footprints for Parents and Mentors*, this multi-generational interactive series assists parents in leading their children in a discipleship adventure with Jesus. (Permission to print for local church)

Catalog #025080 \$49.95



## TAG Cards (one set per child)

*Time Alone with God (T.A.G.)* cards are attractive, collectible cards that accompany the *Footprints for Kids* curriculum, and encourage students toward regular personal time with God. Each week kids receive a card outlining a summary of the lesson topic just studied in their small group and a prayer focus/challenge. Each package contains six sets of cards, 28 cards in each set.

Catalog #022230 \$9.95

[www.KidsInDiscipleship.org](http://www.KidsInDiscipleship.org)



Are you an educator? Discover how you can implement discipleship principles in your classroom! Visit us online at [www.KidsInDiscipleship.org](http://www.KidsInDiscipleship.org) to learn about our K.I.D. School events.

