

# PARENTING

Is There an App for That?

## GROUP LEADER GUIDE

**By Carla Holiday**

Based on the book by Deborah Bullock

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I am glad you are considering leading a group discussion of *Parenting: Is There an App for That?* Through the years I have seen discussion groups play a significant role in the lives of many women. I myself have found that whether I was the leader or a participant, God used such groups to motivate me to take additional steps forward with Him.

I asked a good friend Carla Holiday to write this guide. I think you will find it enjoyable and helpful. For over 30 years Carla has been leading discussion groups whose members eagerly look forward to each meeting and experience real growth in their relationship with God.

Carla's insights on group dynamics have come not only from personally leading groups but also from five years of coaching women who are group leaders. A dynamic speaker and teacher, Carla has some excellent ideas for ways to interact with the women in your group. And, Carla has 21 years of parenting experience—she and her husband Jon have a grown daughter, Kayla.

Whether you have years of experience leading groups—or this is your first opportunity—I hope this guide is a helpful tool as you embark on your adventure.

*Deborah Bullock*

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# Steps to Success in Leading a Group

Whether you're a first-time group leader or a seasoned veteran, exciting opportunities and, yes, a few challenges, are just around the corner. As your group members connect with one another, some may begin lifelong friendships, while others may learn what it means to take their first steps with God.

You are about to embark on a journey of exploration—into new relationships, into the truth of Scripture and into a closer connection with God. As you prepare to lead out on this journey with others, you may find some of the following suggestions useful. When I have led groups, these principles have resulted in positive experiences that encouraged personal growth and deeper relationships among the women.

## Creating the Atmosphere

The atmosphere you create will significantly influence the mood of the group sessions. A warm and welcoming environment is more conducive to relating with others and building trust in the group. Thinking of the needs of your members as you plan for your group will help you create an atmosphere that is inviting, and says, "You are important to me."

Ask yourself, "Which women will be coming to my group? Will they be tired after a long day of work? Will some refreshments create an opportunity for women to connect before the meeting and help them feel welcome? Is there enough light in the room for everyone to easily see any reading material? If they will be bringing their children, will the planned childcare be sufficient to meet their needs or will it likely create distractions? How can seating best be arranged to promote discussion and help members relate to one another?"

Having beverages available as women arrive is a great way to make them feel welcome and provide refreshment after a long day. You can also have snacks available, but some groups prefer to save the "good stuff" for after the meeting. Having something enticing to eat at the close of the meeting encourages members to stick around and connect with others. Providing an opportunity for group members to take turns bringing

refreshments will save you or the host family time and money, but, more importantly, will give others a way to contribute to group life and feel connected.

Where will you have your meeting? The place where most women feel at home is...a home. The warmth and comfort of a home provides an atmosphere that usually cannot be recreated at a more public venue. If possible, encourage another member to “host” the group time. This allows the host member to contribute by serving others, and it frees you, the leader, to focus on preparing for the meeting.

## **Discovering the Flavor and Designing Accordingly**

Groups are like ice cream; they have different flavors. Some groups are like Sweet Cream—they mainly contain quiet more introspective people. Others are like Razzle Dazzle—every get-together is a party for these talkative outgoing personalities. Most groups will be like Rocky Road—filled with a variety of different people. Understanding the flavor of your group will help you plan your meeting more effectively.

One group may spend two minutes on a question, while another group may take twenty minutes for the same question. The leader should decide in advance which questions to ask, and be prepared to add or subtract a question on the fly if the group is taking longer or moving quickly. This discussion guide provides more than enough questions for most group situations. Typically, four to five questions during a meeting will meet the needs and time limitations of most groups.

## **Nipping Potential Problems in the Bud**

Each woman who comes to your group does not come alone. With her she brings her personality, her strengths, her weaknesses, the troubles she experienced that day and her hopes for the future. She is complex and unique and precious in the sight of God. Looking beyond the exterior persona to the real person will help you understand and connect with the women in your group on a deeper level.

## **Caring for the Burdened**

When people get together, they bring their day with them. They may be present in body, but their thoughts and emotions are often wrapped up in the events they experienced before arriving at your discussion group. Perhaps they are discouraged at

not accomplishing enough items on their to-do list. Maybe they feel tired because their children were particularly active that day. A disagreement with their husband may be replaying in their mind. Thoughts of a sink full of dirty dishes and a basket of unwashed laundry at home may distract them from fully paying attention during discussion time. Understanding that each member brings a larger context to the group time will help you respond with care and compassion.

If a member has had a particularly stressful day, and begins to use the group time to share her story, be gentle and encouraging. Do not immediately redirect. After a couple of minutes, when appropriate, you may step in and say, “I’m so sorry you have had such a trying day. I know when I have a hard day, being with friends helps. I’d really like to pray for you now, and then, after the group, let’s talk more.”

If possible, it’s very helpful to have another person to assist you as you lead. Your assistant can step in and redirect the topic of discussion back on course when it detours, as well as spend time connecting with newer people before or after the group discussion.

## Planning for Various Personalities

People also bring their unique perspectives and individual personalities to the group. You may have an initiator who is the first to answer every question. You may have someone who would prefer to never answer a question. Another member may unintentionally detour the group into a different topic. Still someone else may tend to give advice to others rather than share personally. Following are some individuals you may find in your group and how you can help each get the most out of the group experience.

## Responding to Talkers

Talkers tend to make eye contact directly with the leader and are motivated to continue talking as long as eye contact is maintained. If you have a talker, you may want to choose to sit *beside* her rather than across from her so that eye contact is minimal.

If a talker continues to dominate the discussion, listen for a pause. Everyone has to breathe at some point. When you hear that pause for breath, be ready to speak. Have something affirming to say and direct the discussion to another person. For example, you may say, “Sandy (the talker) made a really great point about \_\_\_\_\_. Who else has experienced something like that?”

If the problem persists, you may need to personally talk to “Sandy” apart from the group meeting. Encourage her, but tell her what is happening, and ask her help: “Sandy, I really appreciate your enthusiasm in sharing. I’ve noticed some of the other ladies are not getting a chance to talk. Would you help the women who do not tend to answer as quickly by [waiting to answer; keeping your responses shorter; answering fewer questions...]. This could help the women who may not speak up as quickly.

### **Encouraging the Quiet**

Likewise, try to sit *across* from those who seldom talk. Catching the leader’s eye may be the push they need to step out and share. Some quiet members don’t share because they have trouble thinking on the spot. You may consider giving members some or all of the discussion questions earlier in the week to allow them time to think through their answers.

If you know a particularly quiet member *does* have things to say, but is simply not aggressive, you might personally ask her a question during group time: “Meredith, you have three kids. What do you think about...?” You won’t want to do this with people who need to be prepared or those who are fearful of sharing.

# How to Ask Effective Questions

Realizing what God intends for our lives can be an amazing journey of discovery. As the group leader, you have a wonderful opportunity to lead your members on that path of discovery. Caring for your members, praying for them, and setting an example before them are all ways you lead them toward God and his perspective on life.

Another way you lead is by asking questions. Different types of questions will elicit different types of responses. Questions that prompt members to tell a story often provide great moments of humor and help bond a group. The wording of a question determines how effective it will be in prompting stories. For example, the question “What’s your favorite flavor of ice cream?” may allow members to get to know each other a little better, but it really doesn’t provide opportunities to tell a story. It potentially can be answered with only one word.

However, modifying the question slightly to “Tell about the most unusual food you’ve ever eaten” paves the way for members to share more about themselves in a non-threatening situation. It also provides an opportunity for other members to identify with the experiences being shared. Common experiences help bond a group. How you ask a question determines the type of response you will get.

The questions in this guide are designed to gently lead members toward openly sharing their own viewpoints and values in the group without feeling judged. The questions are also scaled in depth—they begin with the least threatening type of question, and progress toward deeper and more thoughtful responses. The different types of questions will tend to fit into the following categories:

1. **Ice Breakers**—may be loosely related to the topic, or totally random
2. **Openings**—probe deeper into the content, but with the goal of revealing values and feelings rather than displaying knowledge
3. **Connections**—allow participants to think about how the subject matter is relevant to their daily lives

4. **Follow-ups**—can help prompt greater understanding of a question, take the question to a deeper level, or redirect discussion back to a biblical perspective
5. **Next Steps**—suggest ways members may put into practice a principle from the chapter, but are *not* designed to be asked as questions in the group meeting.

## Ice Breakers

To get the flow of conversation going at the start of a group meeting, it's helpful to begin with a question or statement that breaks the ice. Light-hearted and non-threatening, these questions may be totally unrelated to the topic, or may generally connect to the subject. Some examples of questions that break the ice:

- If you could go anywhere in the world, where would you go and why?
- Tell about the most unusual thing you've ever eaten.
- Tell about your favorite birthday as a child.
- If you could have any superpower, what would it be and why?

Ideally, members will be having fun, talking to one another and telling stories about themselves during this time. "Breaking the Ice" provides a situation where members can discover interesting things about each other they might not learn otherwise.

## Openings

During this time in the meeting, the women in your group will have the opportunity to dive into the chapter more deeply and share their insights. These questions try to do more than merely test the group's knowledge about the chapter and turn instead toward drawing forth feelings or opinions on the topic.

Using open-ended questions that start with the words, "Why do you think" or "How do you feel" should help avoid one-word answers and instead generate discussion. Even reading a passage from the chapter and asking, "What do you think about that?" will help the women in your group feel free to voice their perspective.



If a woman shares a viewpoint that is not biblical, a caring and gentle response will help her continue to feel accepted and free to share honestly. Being “shut down” results in a closed heart. This does not mean all perspectives are given equal merit during the meeting. Follow-up questions can keep the emphasis on Biblical truth. Allow the Holy Spirit to open the eyes of the women who don’t share your same viewpoint. By listening with gentleness and respect, you can help a woman’s heart stay open to God’s truth.

## Connections

The aim of these questions is to help the women in your group take to heart the ideas that have been shared. Women are encouraged to take the biblical value—what the Bible says is important—and personally connect it to what’s happening in their daily lives.

It’s exciting to see how God changes our lives when we realize He is intimately involved in every detail of every day. He is with us when we wash dishes. He is with us when we change diapers. He is with us when we feel all alone. As the ladies in your group consider their responses to the “Connections” questions, they are encouraged to “invite God” into their daily lives and walk closer with Him.

## Follow-Ups

Follow-up questions clarify the written questions and keep the discussion moving forward. A question may start rather broadly and then narrow down its focus through a follow-up question. After the group has shared, the leader would follow up with a more specific question.

For example, in this discussion guide, question #2 in Chapter Two first asks, “Think of a time when you heard only part of a conversation. How did that affect your understanding?” This initial question invites the women to share broadly about their experiences in this area. Then, the first follow-up question narrows the scope of answers to their personal reaction when hearing only part of a conversation: “How did you ‘fill in the gaps’ mentally?” The second follow-up question leads them to think about the consequences of not having enough information: “Why is this a risky thing to do?”

Some follow-up questions cannot be written in advance, since they are determined by the flow of group discussion. Sometimes the first person to answer may misunderstand the question and steer the group in a direction you did not intend. Sometimes a lively discussion can veer off topic as one person's story reminds another person of a completely different story, and soon your group is headed down a rabbit trail. That's when impromptu follow-up questions are necessary. These questions head off rabbit trails or steer the group back toward the biblical perspective.

For example, discussion question #4 for Chapter Four asks, "Imagine playing a game without any rules or penalties for wrong behavior. What kinds of things might happen?" It's possible that a woman could respond with, "The game would be a lot more fun—I think we have too many rules."

Now, her response is valid, but you would want to follow it up and keep the group on track. You could add, "If there were *no* rules, how would that affect safety or motivation of the players?" As you guide with follow-up questions, you can lead people back around to the conclusion that some rules are needed.

The leader should be prepared to ask follow-up questions as needed. This requires two things: the leader should be familiar with the chapter content before the meeting, and the leader should listen carefully to the group discussion. If the talk is veering too far off course, the leader redirects the group through follow-up questions.

## Next Steps

Next Steps are listed following each chapter in *Parenting: Is There an App for That?* At the end of group discussion, the leader can direct members to the Next Steps page for the chapter being discussed and encourage them to choose one of the steps to seek to apply the following week. Next Steps are included with the questions for each chapter in the last section of this guide.

## The Journey Begins!

As you get ready for your first meeting, think through who will be present. Consider their needs as you look over the questions. Within each category, prioritize which

questions are more important for your group to discuss and which can be omitted if time becomes a concern. *You do not need to ask every question.*

The questions for the first meeting (Chapter One) are fewer in number and designed so that group members may get to know one another better. They also provide an opportunity for the women to share their own parenting needs and hear from others facing similar challenges. Fewer questions means extra time before and after this first meeting for women to relate and have fun together which goes a long way in developing friendships.

During the question time, a casual atmosphere will help everyone feel comfortable and free to talk. Allowing extra time before and after the meeting for the women to relate and have fun will go a long way toward developing friendships.

Over the coming weeks, make a point of creating a casual atmosphere during the question time. An easy-going approach will help everyone feel more comfortable and free to talk. Also, allowing extra time before and after the meeting for women to relate and have fun will go a long way toward friendships developing among the women.

While gaining new insight from the book and applying biblical parenting principles is both valuable and worthy, what matters even more is that the women come away from the group feeling encouraged and loved, that they connect with other women who are walking with God and that they take a step toward walking closer with Him themselves.

## Tips from Leaders of Mom's Groups

### *What do you think most young moms are looking for in a small group?*

**Laura:** Encouragement, friendship, a place to develop relationships with other young moms; also, perspective and ideas from others who are “in the trenches.”

**Darla:** Ways to find answers to their questions; also, encouragement and refreshment.

**Rhonda:** Friendship, companionship, “adult time” time away from their kids.

### *In your experience, what helps bond the women in a small group?*

**Sarah:** Sharing our experiences as moms during group time.

**Laura:** Two things come to mind: first, sharing prayer requests and praying together helped us grow closer; second, sharing our joys and struggles and questions helped us connect as we discovered even more things we had in common.

**Rhonda:** Prayer requests, and sharing needs with one another.

### *What do you think is the greatest need that young moms experience?*

**Sarah:** I can think of several...feeling isolated, feeling like a failure, difficulty connecting well with the husband or finding time to develop friendships

**Laura:** For some moms, it's a need for encouragement, another adult to talk to. For others, it's physical or emotional weariness—needing a break without the kids.

**Darla:** Consistent time with other women for encouragement and friendship; also, practical help with parenting.

**Rhonda:** Loneliness—feeling like “I'm the only one” – especially if they have been in the workforce prior to having a baby

***What are the biggest issues you have faced in leading a group of young moms?***

**Laura:** I'd say childcare distractions during our meetings. Sometimes, moms had to leave the meeting to handle different issues with the children.

**Sarah:** Childcare; also keeping tabs on conversations before or after the group discussion. Sometimes one of the group members spends the social time "solving" other women's problems by strongly advocating her specific solutions.

**Darla:** Childcare—coming up with solutions that provided good care for the children but at a cost that was feasible.

**Rhonda:** Childcare!

***Childcare appears to be a consistent issue. How have you handled childcare for your group?***

**Sarah:** For daytime groups, we recruited childcare and had it on site. The moms all chipped in. It was a cost per child on a sliding scale: a base rate for the first child, less for each additional, with a maximum amount per family. With groups that met in the evening (to accommodate working moms), we agreed for our children to stay home with dad. Sometimes, we helped single moms or a mom whose husband was working come up with childcare solutions.

**Darla:** When we didn't pay for childcare, the members alternated taking turns watching the children. Some moms helped with childcare while others attended group.

**Rhonda:** In my experience, it was helpful to collaborate in recruiting sitters, have moms contribute to a babysitting fund, and have one person in charge of making it all work.

***If you could change one thing about your past small group experiences, what would it be and why?***

**Sarah:** Creating opportunities outside of group time for families to get together so husbands have a chance to meet.

**Rhonda:** I would "read" the group better. For example, one group I led was really into healthy eating habits. I was used to serving sodas for refreshments, but they preferred bottled water. I learned it's important to study the make-up of the group from all kinds of angles. Biblical principles don't change from group to group, but how you deliver the principles does.

# Discussion Questions for *Parenting: Is There an App for That?*

## Chapter One: Parenting Essentials

### Ice Breakers

1. Find someone you don't know, or don't know well. You have five minutes to find out everything you can about that person, and they about you. When I call time, everyone will introduce their partner to the group and share what you discovered.
2. If there was a "parenting store" around the corner with everything parents need to successfully raise their children, what would you look for first?

### Openings

3. When you consider your own parents, and how they chose to raise you, what do you most appreciate about their choices?
4. In what ways have you patterned your parenting style like you were parented?
5. Consider the verses from Deuteronomy on pages 10-11. How has God prepared you for the challenges you have faced using one of the five key principles?
6. What was your biggest take-away from this chapter?

## Connections

7. We often overlook our need for assistance and instead rely on our own strength. In what areas of parenting would you like to be quicker to ask God for help?
  
8. Show and Tell: Think of your parenting in terms of the five parts of the KIDSmobile. Which part of the minivan needs some repair or needs to be used more often? Sketch your vehicle the way it currently might appear (for example: flat tire, dented rear door, etc.). Share the sketch of your KIDSmobile with the group.
  
9. Which one of the parenting essentials are you most looking forward to exploring further (kindness, instruction, discipline, spiritual power, example plus explanation)?

## Chapter Two: Kindness

### Ice Breakers

1. Tell about a time when you had to cram a huge amount of stuff, people or both into a car or other small space.

### Openings

2. Think of a time when you heard only part of a conversation. How did that affect your understanding?
3. *Follow-up:* How did you “fill in the gaps” mentally? Why is “filling in the gaps” a risky thing to do?
4. Think about how Sarah felt as she tried to communicate with her toddler who was locked in the van. Have you experienced a situation where your child seemed to have emotionally or mentally “locked you out?” What happened?
5. When you hear the word “kindness,” what words or pictures come to mind?
6. Why do you think we are more willing to “hear” people when they treat us with kindness?
7. Consider Matthew 7:12 on page 28. Why do you think it’s more difficult to apply this verse to our children than to other adults?



## Connections

8. What does your child see as important? How can you be kind to your child by showing interest in what he values?
  
9. During what parts of the day does your child usually want to talk with you? How can you make yourself more available at these times?
  
10. What does your child really enjoy doing? How can you participate in this activity with him?
  
11. Estimate your current encouragement-to-correction ratio for your child. What can you do to draw nearer to a 90/10 ratio?

## Next Steps

- What really communicates love to your child? (Quality time, touch, encouraging words, occasional small gifts, etc.) List two or three specific ways you could communicate your love to your child in a way he understands.
  
- Take time this week to be a good listener. Choose a time when your child is sharing information with you. Stop what you are doing and look at him/her. Ask several questions to further understand what he is saying. Then, rephrase the information back to your child to show that you understand.

## Chapter Three: Instruction

### Ice Breakers *(Choose One)*

1. Think about a time you (or your spouse) tried to assemble something without reading or following the instructions. What happened?
2. Tell about a time when you lost something important, or became lost yourself. What happened?

### Openings

3. Last week, we talked about kindness. What is one way the principles we discussed have helped you with your children?
4. This week, we read about instruction. What part of this chapter made an impression on you?
5. Think back to your favorite teacher from school. What made this teacher stand out?

*Follow-up:* What about that teacher's method of instruction did you enjoy?

6. What does the idea of instructing your child "on the go" (see page 42) rather than in a classroom-type setting mean to you and your daily routine?

7. Why is it easier to find things when they are organized in containers and labeled?

*Follow-up:* How does this relate to how we instruct our children?

8. What can you look for to know that your child has really understood your instruction?

## Connections

9. How can you help your child label (name) behaviors related to qualities you want him to develop?
10. What can you do to incorporate fun or creativity into your instruction to help it “stick”?
11. During your typical day, which tasks or activities could you possibly combine with instruction?

## Next Steps

- Think of an area where your child is struggling. What response does he need to develop? Ask, “Have I given him a category for this? Can he name it? Have I given him examples and pictures to help him understand what this is? Can he explain it back to me? Have I used something fun to help him remember this? Can he retain it? Have I pointed out situations where he can apply what he has learned? Can he re-claim it?” Plan one step you can take to help him develop in this area.
- From the ideas on pages 51 and 55, select one idea to implement this week.

## Chapter Four: Discipline

### Ice Breakers

1. What was a dangerous or unwise thing you did as a young child? What happened as a result?

### Openings

2. Last week, we talked about instruction. What is one way you applied something from that chapter?
3. This week, we read about discipline. What did you think about the ideas in this chapter?
4. Imagine playing a game without any rules or penalties for wrong behavior. What kinds of things might happen?
5. When you were young, how did your parents' boundaries help you stay out of dangerous or harmful situations?
6. When you think of discipline, what concerns or fears come to mind?
7. Scripture provides a point of view on discipline that we might not normally encounter (see page 63). How do the benefits and goals of discipline presented in the Bible affect your motivation to discipline your children?

## Connections

8. What indicators do you see when your children are “running on empty”? What action can you take to minimize the need for discipline later?
  
9. The acrostic P.E.A.C.E. on pages 68-69 lists key questions to ask before implementing discipline. Which of these seems most helpful to you?
  
10. Which scripture quoted in this chapter would you most like to remember and why?

## Next Steps

- Think of an area in your life where tension often occurs between you and your children, or where you often find yourself needing to discipline. Consider ways to use kindness, instruction or setting the right example to reduce conflict or minimize the need for discipline in the future.
  
- Make a list of the types of discipline you normally use with your children. Evaluate whether or not these methods are effective. If some are not effective, think through other options you could use.

## Chapter Five: Spiritual Power

### Ice Breakers *(Choose One)*

1. Think of a time when your home was without power. What modern convenience did you miss the most and why?
2. If you were only allowed to use one electric convenience, what would you choose and why?

### Openings

3. Last week, we talked about discipline. What is something you have been able to implement related to our discussion?
4. This week, we read about spiritual power. What did you appreciate most about this chapter?
5. When your emotional or physical power is depleted, to whom or what do you often turn for recharging?
6. How is God's power (*energeia*) different than our own abilities?
7. Why do you think God is often our "last resort" when we need more strength or wisdom?

## Connections

8. Think through your typical day. What tasks or activities can be combined with prayer?
  
9. How have you seen God's power at work in your own life or in the lives of your children?
  
10. How can you help your children memorize some verses from the Bible and also memorize them yourself?

## Next Steps

- Think of a good place for you to put a reminder to pray (on the fridge, over the sink, in your car, on your phone, etc.) and post a list of items for prayer.
  
- Brainstorm with a friend ways to find about five minutes each day to read the Bible and then pray. Create a plan (with back-up options for extra busy days) to work this into your schedule.

## Chapter Six: Example & Explanation

### Ice Breakers *(Choose One)*

1. Tell about one of your favorite TV shows as a child. Why did you like it?
2. Have you ever driven a car when there was a problem with the tires (out of alignment, one tire low on air, etc.)? What happened?

### Openings

3. Last week, we discussed spiritual power. What step did you take to rely more on God's strength rather than your own this past week?
4. This week, we read about the importance of both example and explanation. What insights did you gather from this chapter?
5. Think of a leader whose example has made an impact on your life. What attributes do you remember most about him/her?

*Follow-up:* How did he/she influence your life through words and example?

6. What potential problems can result from hearing an explanation without seeing an example? What about seeing an example without hearing an explanation?
7. What happens when you hear a friend say one thing, but then see her do something different? How does this affect your relationship?



## Connections

8. What is one area where your child struggles? How have you intentionally tried to set a good example for him in this and explained why you are choosing to respond as you do?
  
9. Which patterns in your life would you like your kids to copy? Which would you prefer they not notice?
  
10. What is one thing you would like to change or improve in the “Reality Show” you present to your children each day?
  
11. Consider Deborah’s story of the puppet (pages 109-110). At times, following God requires sacrifice or hardship. Yet, as moms we also desire to protect our children. How have you been tempted to shield your children from possible hardship or loss rather than follow God’s direction?

## Next Steps

- Select one character quality you would like to see your child develop. Plan how you can set the right example in this and how you will explain what you are doing and why to your child. Page 106 has suggestions for how to explain your example.
  
- Look for examples of other people exhibiting this quality and point these out, explaining to your child how these people are choosing to please God by doing what is right.
  
- If your words and actions in the presence of your child have not been in sync, go to your child, confess your sin and ask his forgiveness. Explain why you were wrong and what the right action is according to Scripture.

## Chapter Seven: Moving Forward

### Ice Breakers *(Choose One)*

1. Tell about your favorite road trip as a kid.
2. If you could time travel to the future for a day, how far forward would you go and why?

### Openings

3. Last week we talked about setting an example and explaining to our kids why we choose to do what is right. What is something you have been able to apply from that chapter?
4. This week as we read the chapter "Moving Forward," what encouraged you the most?
5. When you "blow it" in parenting, what is your typical response? How did this chapter help you see a different perspective?
6. Which of the verses on pages 126-127 most motivates you to turn to God as you parent your child?

### Connections

7. Think through an area in which your child struggles. What are the opposite (positive) responses that you can begin noticing, encouraging and praying for in your child?

8. Look at the lives of other moms around you. Which of them are setting a good example for their children? How can you learn from them directly or indirectly?
9. What are some short-term goals you have for your child? What about long-term goals? What daily steps are you taking to reach these goals?
10. When it appears that your child is taking a “step backwards,” what goes through your mind? What can you do to gain a proper perspective?
11. As you have read through the book, which one of the parenting essentials (kindness, instruction, discipline, spiritual power or example and explanation) has God urged you to apply more thoroughly?

## Next Steps

- Ask God to show you which one of the parenting essentials He would like you to focus on at this time. Look back through the chapter that deals with that part and list some specific steps you could take. Choose one step to begin, and ask God for help.
- Think about your parenting KIDSmobile. Which one part do you feel you should be using more frequently? Ask God to remind you of this whenever you see a minivan.



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## Personal Growth



## Leadership Development



## Family Life



Life Shaping Resources is the result of over 35 years in practical pastoral and church planting ministry by Harold Bullock. As Founding and Senior Pastor of Hope Church in Fort Worth, Texas he has done the hard work of building a ministry team from the ground up, starting a church built on a solid core of New Testament principles, developing ministry and lay leaders, aiding the launch of other churches, and many more ministries.

Today, the influence of Harold's ministry stretches around the world, and has been of great help to full-time ministry leaders and lay leaders alike. His books, sermon series, and conference materials assist in the development of organizational stability as well as deepening individual spiritual growth.

We are committed to making these resources available to you, so you can have more confidence in your relationship with Jesus, and fulfill His calling on your life in ways that both develop people and honor God at the same time.

You will find that Harold's study of and insights from Scripture have led to models like, The Heart Attitudes, PAR Principle and How People "Tick," which run throughout these resources and provide tangible handholds for your faith.

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