



Student Strategy

(stoo´dnt straté -ji) *n.* the science of planning and directing long-range tutorial offensives

1

**Appraise
current
proficiency.**



TOOL: APPRAISAL

INSTRUCTIONS: PAGE 3

2

**Prioritize
needs.**



**TOOL:
APPRAISAL**

**TOOL: PRIORITY
NEEDS**

INSTRUCTIONS: PAGE 4

3

**Map
interests.**



**TOOL: INTEREST
PARKING LOT**

INSTRUCTIONS: PAGE 6

Steps & Tools

4

**Map
bridges.**



**TOOL: BRIDGES
IDEA MAP**

INSTRUCTIONS: PAGE 8



about the cover

**The Children of Israel
wanted to conquer
the Promised Land.
Achieving this goal
would not have been
possible without seeking
a strategy from God for
each offensive.**



Appraise current proficiency.

1

See page 15.

The Life Purpose Appraisal measures all aspects of life according to God's standard.

It's easy to tend toward one of two extremes, either to drift and hope your students will automatically learn what they need or to try to duplicate classroom teaching. In trying to avoid high places, the first category often ends up neglecting academic excellence. The second group, afraid of falling academically, can get bogged down in textbooks and miss the freedom of integrated learning.

Both extremes are the result of ignorance—ignorance of the student's level of learning in relation to what that level should be.

Standardized achievement tests are one way to measure a student's academic knowledge against others his own age. SAT tests have a place if viewed properly, but they do not yield data on spiritual development.

The Life Purpose Appraisal breaks down and amplifies each area of **God's sequence for growth** from II Peter 1:5-7, "Giving all diligence, add to your faith virtue; and to virtue knowledge. . . ." Viewing the Appraisal as an achievement test will help you pinpoint needed areas of

growth in **all areas of life**, rather than just academics, by measuring according to the standard of **God's Word** instead of making comparisons with others according to age.


Complete one Appraisal for each student, using a **0-4 scale** according to the level of proficiency your student has achieved. Your evaluation will help you detect "holes" in your young person's development.

For example, if your daughter embroiders well, you could give her a "5." Your second-born daughter may have no knowledge of or interest in embroidery. She would receive a "1," and you may place an "X" to the left to show that she has no need to develop further in that area. Keep in mind that you will prioritize the items you mark later.

The Appraisal helps parents identify individual needs in their young people. In some cases, both the parents and the student may wish to separately complete an Appraisal on the student and then compare results. (Feel free to photocopy for your family's use.) **See page 15.**

balance

3

	A	Human body (anatomy and physiology)	0	1	2	3	4
	A	Plant biology (botany)	0	1	2	3	4
	B	Animal biology (zoology)	0	1	2	3	4
	X	Microbiology	0	1	2	3	4
	B	Geology	0	1	2	3	4
	C	Physics	0	1	2	3	4
	C	Chemistry	0	1	2	3	4
	A	Astronomy	0	1	2	3	4
	X	Creationism	0	1	2	3	4

Prioritize needs.

2



prioritize

Because it is impossible for a young person to be proficient in everything, you must decide which items are important for him. After completing the *Life Purpose Appraisal* which begins on page 15, the next step is to go back through it and prioritize the areas in which the student needs to grow in order to meet his goals. Use the following codes:

A: Vital—the student *must* concentrate on this area; it is a crucial part of his education

B: Important—this area is of moderate significance; it should be a part of the student’s education

C: Optional—this area would benefit the student but is not a necessary part of his education

X: Not Applicable—this information is not important for the student to master

After prioritizing the needs in the *Appraisal*, copy them onto the Priority Needs sheet on page 5 according to A, B, and C priorities. Within each category, you may group them according to main heading (faith, virtue, etc.) and subheading (design, responsibility, etc.).

When you have completed these pages, take a moment to reflect on them. If you feel overwhelmed, commit your responsibility anew to the Lord, and remember that you are not to accomplish everything at once, but one part at a time, just doing the next right thing. This is your opportunity to show determination!

The Arctic tern, covering a distance of 22,000 miles in its migratory flight, demonstrates determination: breaking down a seemingly impossible task by concentrating on achievable goals.





Interests may be prompted by opportunity. Matthew had strong interest in sentence analysis when he was going to be an English teacher in Russia. Today his interests lie in other areas, but he benefits from his proficiency in English.



3
Map interests.

An Idea Map is easy to make and enjoyable to use. When you have an idea you would like to brainstorm, try writing it in the center of a sheet and drawing a cloud around it. As major related topics occur to you, write them around the page with lines to the center. Group secondary ideas which come to mind under the appropriate heading.

On the Interest Parking Lot on page 7, you and your student should write down all the interests he would like to pursue. Categories could include skills, crafts, knowledge, opportunities, ministries, vocations, travel, and other.

Just as a parking lot is a place to keep your car, so the Interest Parking Lot is a place to keep your ideas. Write down all the ideas which occur. You don't need to do anything with them now—you will have a chance later to discuss which ones are worthwhile and important. Considering ministry opportunities, visiting the library, and talking to others about their interests will generate ideas.

After completing your Interest Parking Lot, prioritize interests using the following codes:

A: Compelling—strong desire for excellence in this area; fits with God's calling for you and design for your life; parents agree that the interest definitely should be pursued

B: Intriguing—of moderate importance; should be a part of the student's education

C: Appealing—optional; would be nice to pursue if time and circumstances allow

It may help to think, "What do I want to be like one year from now? How about four years? In what areas would I like to be proficient?"

In a way, an interest is a special grace God gives to pursue a certain area. For example, a pastor in Oregon had an interest in calligraphy. He developed that skill and began to design his church bulletins with character qualities in beautiful calligraphy. Little did he know at the time that the skills he was developing in layout would eventually lead to a position writing IBLP materials.

Idea Map

- ▶ Building an Idea Map frees both sides of your brain to think creatively.
- ▶ Draw a line from the cloud to main headings such as: skills, crafts, knowledge, opportunities, ministries, vocations, travel, and other. Underneath each heading, write down all the ideas which occur to you regarding interests you would like to pursue.





4
Map
bridges.



people

God has designed friends to play an important part in our lives. Scripture exhorts us, “Thine own friend, and thy father’s friend, forsake not. . . .” (Proverbs 27:10). Our contacts with others are not accidents but “**divine encounters**” to accomplish God’s purposes by working together as a body. Relationships are like bridges in our lives, because they connect us to aspects of God’s plan which are beyond ourselves. Identifying bridges will help us be aware of the potential for God to use people in our lives (and vice versa).

First comes the parent/student relationship. God gives **parents** to students for a reason, and even though you may be a widow with a son interested in diesel mechanics, God is the One Who put you in that situation. There is much that your son can learn from you, and the Lord may have you learn about mechanics from your son. Bridges work both ways.

The Bridges Idea Map (page 9) will help you identify people who might assist you in learning what is needed to reach your goals. As with the

Interest Parking Lot, you do not need to act on any of them now. Simply list those you know for future reference.

You do not need to be on an intimate level of friendship with a person for the Lord to use that relationship in your life. If someone with the ability to help is just an **acquaintance**, God may still have put them in your life for such a time as this. With an acquaintance, though, you must ask many questions, discern their value system, and establish safeguards regarding their involvement in your young person’s life. Bridges are beneficial when you exercise just the right amount of caution and boldness.

Even if no one in your circle of acquaintances is qualified to help with the specific training you need, someone may be a bridge to the information or to another person who is experienced in that area. Be open with people you know regarding the needs, interests, and training you have identified as being important. You never know how the Lord may open a door.

Bridge Categories:

- Mom & Dad
- Grandparents
- Other relatives
- Pastor
- Church members
- Your address book
- Parents’ friends
- Neighbors
- Dad’s co-workers
- Professional Associations
- Banker
- Dentist
- Doctor
- Attorney
- Barber
- Beautician
- Librarians
- On-line services
- Business contacts
- Educational & civil authorities

Idea Map

- ▶ Constructing the Bridges Idea Map will help you identify all the relationships in your life.
- ▶ Headings can include: parents, grandparents, other relatives, fellow church members, everybody in your address book, parents' friends, neighbors, father's co-workers, professional associations, banker, dentist, doctor, attorney, barber, beautician, librarians, on-line services, business contacts, and educational and civil authorities.



Too often for our girls we have the ideal that they shall also be educated, and refined, and accomplished, and presently, again to use a phrase which, if I could, I would cancel absolutely from the thinking of Christian parents, “get settled.” These two statements are anti-Christian and pagan.



- I would like to ask you a somewhat startling question: Is the Bible true?
- Ask a believer, “Did God create the world?” He will answer, “Yes!”
 - Then ask, “Did God so love the world that He gave His only begotten Son?” The answer will certainly be, “True.”
 - Next ask, “Will a man reap what he sows?” The answer will be, “No question about it.”
 - Finally ask, “If you train up a child in the way he should go, even when he is old he will not depart from it?” Well, that question will be open to discussion.

Whether in conversation among friends, or in general discussion, if you insist that a child trained aright will end right, people begin to question. I have heard personally a most angry protest against the statement of this truth on the part of Christian people whose own children have gone wrong. Ah, there you touch the secret reason why this text is not believed as it was in the past.

Well, I intend to treat Proverbs 22:6 as an inspired statement, as something which the preacher was inspired of the Spirit of God to write because it is essential truth, and to which there are no exceptions.

Too often our ideal for our boys is that they shall be educated, gain a position for themselves, and, alas, to use the phrase that so constantly is upon the lips, even of Christian people, “get on in the world.”

Believing this, I shall ask you to consider first the condition, “Train up a child according to his way”; and, second, the promise, or perhaps it would be more accurate to speak of it as the sequence, the inevitable issue, “and when he is old he will not depart from it.”

In dealing with the condition, the word that arrests us necessarily is the first word of the verse, “train.”

CONDITION: “Train up a child”

There can be no training save to some goal. A result must be desired, and training simply means working toward that result. There can be nothing capricious or haphazard about true training.

Unless there be some goal toward which we are moving, some ideal that we desire to realize, some great purpose ahead, there can be no training, and we shall never train the children of our own home as they ought to be trained, except we have some underlying conception of an ultimate for them. It means a great deal more than that, but that is the first thing.

I am afraid today that the ideals that we have for our children are often very low; and it is because our ideal for the child is a low ideal, that our training is a false training.



“What is the Goal of Apprenticeship?” is a condensed and revised version of G. Campbell Morgan’s message “The Training of Our Children” found in *The Westminster Pulpit*, chapter nine. (Used by permission.)

ultimate

I am not undervaluing education. It is the duty of every man to give to every child he has the best education that he possibly can. I am not undervaluing position. Let every lad be ambitious to be the best carpenter, the best doctor, the best lawyer, in the whole district.

Let our girls in very deed and very truth be educated and cultured and refined, but if these are the ultimate, then how far are we removed from pagans? This is not the ideal with which we must start in the training of the child.

What then is the ideal? **That the child shall realize Jesus Christ's estimate of greatness.** By "realize" it, I do not mean merely theoretically, but practically.

What is Jesus Christ's estimate of greatness? That a man is great in proportion as his character is what it ought to be. In the Manifesto of the King (the Sermon on the Mount):

- Never a single blessing is pronounced upon **having**.
- Never a blessing is pronounced upon **doing**.
- All the blessings are upon **being**.

How to Understand Apprenticeship

If your desire for your son would be simply that he should be a successful businessman and make money, it would be kinder for you to shut your front door upon him, and let him fight his way through slum and up.

To take your daughter, and simply desire that she shall shine in human society, with never a thought in your mind of how she appears in the palaces of the King, is cruel and not kind.

Training means moving toward an ultimate, and the first thing in the training of the child is that we should see to it that the ultimate upon which we build is the true ultimate.

Training Involves Personal Discipline

You say to your boy as he starts out on his life, "Be pure," and in your own heart there is impurity. Your boy will answer what you are, and not what you say. If you are going to train anyone to anything, you must yourself be that to which you are attempting to train.

You cannot expect your boy to be a Christian businessman if you are weak and anemic in your Christianity. If you neglect prayer, and if the family altar is a thing you can lightly lay aside, you make your child only what you are yourself.

There is something in our make-up which is perhaps mischievously independent, and if a man tells us we should not do this or that, we always feel like saying, "Mind your own business." But if a man says, "How will this thing that you do influence your boy?" we are alert and listening.

If we are to train our child we must see the goal toward which we desire the child to press, but, remember, we must go that way, too. We cannot persuade the children of our homes to set their faces toward the Kingdom if we ourselves are rebels.

CONDITION: "According to his way"

You know the phrase that is often made use of concerning remarkable men: "God made Oliver Cromwell, or John Wesley, or Abraham Lincoln, and He broke the mold." It is perfectly true that "God makes one man and breaks the mold," but what do you mean when you say that?

Do you mean to imply that occasionally God makes one man and breaks the mold so that there may be no other like him? No. God made you and broke the mold. He made every child in your home and broke the mold, and there are no two alike.



The true ideal toward which we are to move is that the boy may be a Godly man, that the girl may be one of the King's daughters all glorious within—that first. Everything after, but that first.

To neglect that as the ultimate, to lose sight of that as the goal, is to ruin our children by love which is false love.

By training up your family of two, or three, or four, on exactly the same lines, you may hit the goal in the case of one, but will miss it in all the rest. No, you must specialize. Every child you have demands special consideration and individual attention.

To “train up a child according to his way,” you must discover what the child is if you would train the child. There is all the difference in the world between instructing and educating. To instruct is to build in. To educate is to draw out. The business of parents is that of attempting to discover what God has put within every child, in order that it may be led out to fulfillment.

Our first business is to bring the child into a recognition of his actual relationship to Christ, and a personal yielding thereto. Let it be done easily and naturally. Thank God for the little ones who have been led to the point of yielding and finding their Lord before any other lord has had dominion over them. Training should be toward that goal.

Every child is called of God to specific work in the world, and the specific work ought to be discovered by those who train him; and when the capacity is found, then let a child be trained toward it.

PROMISE: “When he is old, he will not depart from it”

Only upon the fulfillment of the condition have we any right to expect a fulfillment of the promise. I have no business to expect that my child will fulfill the true purpose and intention of his or her own life if I neglect the training of the early days.

The promise is a positive one, and we stand by it. It says, “Train up a child according to his way, and even when he is old he will not depart from it.” That is, he will fulfill his life, he will fulfill God’s thought for him, and purpose for him, and intention for him, the intention that lies within him as a prophecy and a potentiality.

The promise is the declaration of a sequence. It is not a capricious word

spoken to men, but the unveiling of a law which operates, and from which there is no escape. You tell me, “Ah, but there have been such failures. Why?” Well, I do not know, but I will make you these suggestions:

- Parents think that a child’s happiness consists in self-pleasing. To train a child in his way crosses the child’s will sometimes. Are you too gentle, too tender? Have you an anemic conception of love?
- Or, on the other hand, children turn out ill more often due to sternness which forgets the needs of young life.

Said a man to me some years ago, “How is it I have lost my children? There is not a boy round my table who trusts me.” And I said to him, “What do you mean?” “Why,” he replied, “there is not one of them makes a confidant of me.” I looked at the man in the face and said, “Did you ever play marbles with them when they were little?” And he said at once, “Oh, certainly not.”

And I said, “That is why you lost them.” We do not lose our children when they are seventeen. We lose them when they are seven. I am not talking to mothers. It is the fathers who have failed with their children.

You are a good man, and a hard-working man, and your children know it, and they respect you, but they do not trust you, and you lose them. There may be a laxity that is too gentle, a love that is anemic. There may be too much iron in your blood, too much sternness.

How shall I find the happy medium? By being very much and very constantly in comradeship with Jesus Christ. Oh, I must be much with Christ if I am to be with children. You cannot train the boy to be a carpenter unless you are a Christian man and in fellowship with Him constantly. The parents’ responsibility cannot be relegated to his Sunday School teacher or any other teacher. To do that will place my child in great danger.



What I want my child to be, I must be. Some man may say, “I want my boy to be better than that—truer, higher, nobler, purer!” No, sir, you do not, or if you do, you desire a thing that can never be, by your influence at least.

For, remember this, you will make your boy what you are, and not what you tell him to be. For your child will say, “I can’t hear what you say for listening to what you are.”



The Telos Institute International

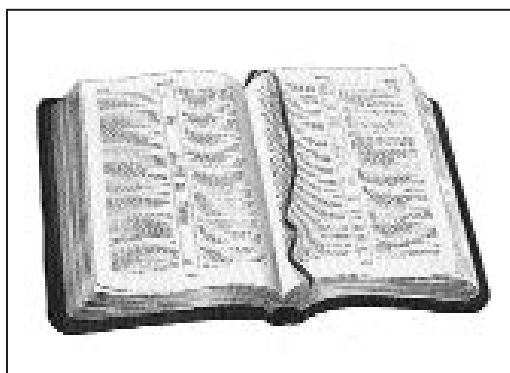
Life Purpose APPRAISAL

Student:

Date:

EVALUATING YOUR YOUNG PERSON'S

Laying a foundation . . .



FAITH

- ▶ Establish Scriptural principles17

VIRTUE

- ▶ Implement character qualities21

KNOWLEDGE

- ▶ Develop basic skills25

TEMPERANCE

- ▶ Commit to personal disciplines.....33

PATIENCE

- ▶ Identify purpose in life35

and building thereon



GODLINESS

- ▶ Grow in relationship with God37
(applying faith)

BROTHERLY KINDNESS

- ▶ Mature through interaction with others39
(applying virtue)

CHARITY

- ▶ Minister with spiritual gift and aptitudes41
(applying knowledge, temperance, and patience)



EVALUATING YOUR YOUNG PERSON'S FAITH

“. . . giving all diligence, **add to your faith** . . .” (II Peter 1:5).

The Greek word for *faith* in II Peter 1:5 is πίστις (PISS-tis) meaning “persuasion, credence, conviction, reliance on Christ for salvation.” The very nature of faith is deeply rooted in salvation; therefore, appraisal of your son or daughter must begin with verifying his salvation. Does he have any doubts? Does his life show evidence that he has accepted Christ as Savior?

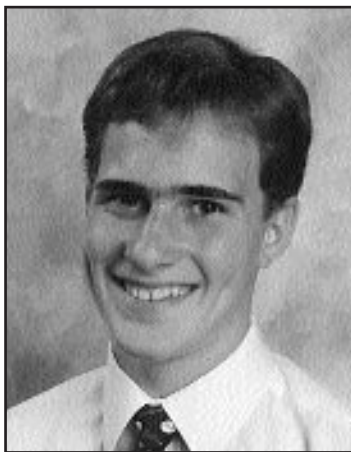
Once the foundation of faith has been established through salvation, maturing faith must continue to build upon grace—“the desire and power to do God’s will”—and basic doctrines such as the Trinity and the deity of Christ. Ask your young person questions to verify that he comprehends the nature of grace and foundational doctrine.

The operational definition of faith is “visualizing what God intends to do and acting in harmony with it.” (See Hebrews 11:1.) In order to understand how God will work in each situation and to act in harmony, we must establish an understanding of the principles by which He operates and apply them to our lives. Use the following pages to evaluate your young person’s application of Biblical principles on a daily basis. (A 4 is positive, 0 is negative.)

Self-acceptance is the key to . . .

Design

► *Understanding the specific purpose for which God created each person, object, and relationship (See Psalm 139:14-15.)*



Our son/daughter:

Accepts how he looks; does not complain about his appearance	0 1 2 3 4
Is sensitive to the needs of others	0 1 2 3 4
Speaks positively about situations, others, and himself	0 1 2 3 4
Maintains good eye contact with those who speak with him	0 1 2 3 4
Does not compare himself with others	0 1 2 3 4
Participates with ease in groups	0 1 2 3 4
Puts importance on people (versus possessions or projects)	0 1 2 3 4

A good conscience is the key to . . .

Responsibility



▶ *Accountability to God and man for every one of my thoughts, words, actions, attitudes, and motives (See Psalm 51:14-16.)*

.....

Our son/daughter:

Admits when he is wrong	0 1 2 3 4
Asks for forgiveness sincerely (proper wording)	0 1 2 3 4
Resists peer pressure; stands alone	0 1 2 3 4
Completes assigned tasks	0 1 2 3 4
Reflects a disciplined mind in the way he speaks	0 1 2 3 4
Is rarely heard to say, "It wasn't my fault!"	0 1 2 3 4
Fulfills promises even when it is difficult to do so	0 1 2 3 4
Is careful not to take on the responsibilities of others when it would mean leaving his own unattended	0 1 2 3 4

Submission to parents is the key to . . .

Jurisdiction



▶ *God's working through structures of authority to give protection, direction, and provision (See Romans 13:1-2.)*

.....

Our son/daughter:

Avoids saying, "Why do I have to do it?"	0 1 2 3 4
Cheerfully obeys instructions without delay	0 1 2 3 4
Understands God's purpose for authorities	0 1 2 3 4
Distinguishes God-ordained jurisdictional areas (i.e., family, state, church, business)	0 1 2 3 4
Does not admire those who mock authority	0 1 2 3 4
Makes wise appeals when needful	0 1 2 3 4
Honors jurisdictional boundaries	0 1 2 3 4
Supports authorities' decisions without complaining or whining	0 1 2 3 4

Forgiving offenders is the key to . . .

Suffering



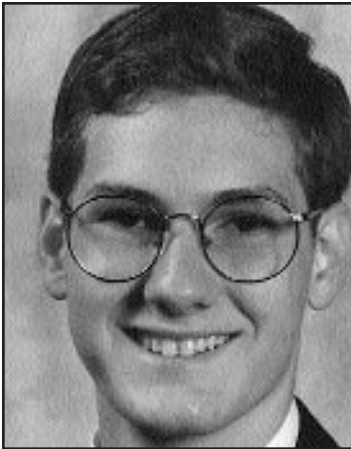
► *The process by which God transfers our affections from temporal things to eternal riches (See II Timothy 2:12.)*

.....
Our son/daughter:

- Avoids cursing, minced oaths, and statements such as, "I hate him" 0 1 2 3 4
- Prays for those who have hurt or ridiculed him 0 1 2 3 4
- Does not carry a grudge after being hurt 0 1 2 3 4
- Expresses forgiveness through humble attitudes and actions 0 1 2 3 4
- Does not manifest a revengeful spirit 0 1 2 3 4
- Discerns God's allowing difficult circumstances 0 1 2 3 4
- Is willing to suffer for what is right 0 1 2 3 4

Yielding personal rights is the key to . . .

Ownership



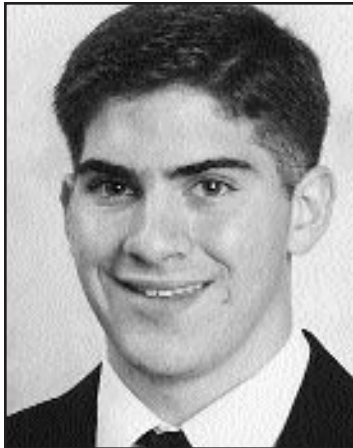
► *Recognizing that everything I have belongs to God and has been entrusted to me for His purposes (See Ecclesiastes 5:15.)*

.....
Our son/daughter:

- Is not easily angered 0 1 2 3 4
- Finds it easy to share or give to others 0 1 2 3 4
- Refrains from using expressions such as, "It's mine! You can't have it!" 0 1 2 3 4
- Uses anger as a signal to stop, pray, and give his rights to God 0 1 2 3 4
- Consistently demonstrates a submissive and teachable spirit 0 1 2 3 4
- Has made a deliberate, known dedication of his person and rights to God 0 1 2 3 4
- Thanks others for the ways they have benefited his life 0 1 2 3 4

Moral purity is the key to . . .

Freedom



▶ *The power to fulfill my basic needs in harmony with the ways of God and to enjoy the blessings which result (See Galatians 5:1.)*

.....
Our son/daughter:

- Avoids ungodly trends; does not insist "Everybody's doing it" 0 1 2 3 4
- Combats temptation with Scripture 0 1 2 3 4
- Resists magazines, books, movies, and music which promote moral impurity 0 1 2 3 4
- Stands alone on the side of right when necessary, even if it is unpopular to do so 0 1 2 3 4
- Concentrates on applying God's principles to his life rather than arguing about specific rules (dos and don'ts) 0 1 2 3 4
- Voluntarily chooses to do things which are spiritually strengthening 0 1 2 3 4
- Is content to be "simple" in regard to worldly activities (See Romans 16:19.) 0 1 2 3 4

Meditation is the key to . . .

Success



▶ *The result of God's working within through identification with Him—regardless of the cost (See Proverbs 3:5-6.)*

.....
Our son/daughter:

- Shows consistent interest in the Bible; does not make comments such as, "I don't like to read the Bible." 0 1 2 3 4
- Has a consistent personal time of prayer and Bible study 0 1 2 3 4
- Participates wholeheartedly in singing, reading Scripture, and listening attentively in church services 0 1 2 3 4
- Readily sees applications to his own life from the Scriptures 0 1 2 3 4
- Has large sections of God's Word implanted in his mind 0 1 2 3 4



EVALUATING YOUR YOUNG PERSON'S VIRTUE

“. . . and to your faith **virtue** . . .” (II Peter 1:5).

Our word *virtue* comes from the Latin word *virtus*, which has the connotation of strength from straining, stretching, or extending. It implies a steadfastness of mind or spirit that enables a person to encounter danger with firmness. As God allows challenging circumstances in our lives, we have the opportunity to be stretched in mind and spirit and become strengthened.

The Greek word for *virtue* is ἀρέτη. It denotes excellence, moral purity, integrity, and an awareness of what is right and proper behavior. Virtue is not only purity of life within a believer, but it is also the influence of his life on those around him. Because virtue is inward purity and outward influence, it is demonstrated in terms of positive character qualities.

The character qualities in this evaluation are organized according to motivational gifts. However, God wants us to demonstrate the qualities of all the gifts, being conformed to the image of Christ. Because our greatest strengths can also be our greatest weaknesses, it is important to strive for a balance. Guard against negative evidences (listed in parentheses) which occur when the quality is misused or carried to excess.

A clear conscience is the key to . . .

Prophecy

► *Discerning and articulating right and wrong*
(See Romans 12:9.)



.....

Our son/daughter demonstrates:

Truthfulness—Earning future trust by accurately reporting past facts (outspoken, blunt, indiscreet)	0 1 2 3 4
Obedience—Freedom to be creative under the protection of authority (eye-service, halfhearted, passive)	0 1 2 3 4
Sincerity—Eagerness to do what is right with transparent motives (gullible, impulsive, over-serious)	0 1 2 3 4
Virtue—Moral excellence and purity of spirit (pride, unwillingness to share inadequacies)	0 1 2 3 4
Boldness—Confidence that what I have to say or do is true, right, and just (tactless, disrespectful, indiscreet)	0 1 2 3 4
Forgiveness—Clearing the record of those who have wronged me and allowing God to love them through me (permissive, weak, compromising)	0 1 2 3 4
Persuasiveness—Guiding truths around others' mental roadblocks (pushy, smooth-talking, high pressure)	0 1 2 3 4

Being under authority is the key to . . .

Serving

▶ Seeing and meeting practical needs (See Romans 12:10.)



.....

Our son/daughter demonstrates:

- Alertness—Being aware of that which is taking place around me (jumpy, inquisitive, quick to criticize) 0 1 2 3 4
- Hospitality—Cheerfully sharing food, shelter, and refreshment (ingratiating, social-climbing, cliquish) 0 1 2 3 4
- Generosity—Realizing that all that I have belongs to God (extravagant, controlling, squandering) 0 1 2 3 4
- Joyfulness—Enthusiasm of my spirit from fellowship with the Lord (giddy, distracting, never serious) 0 1 2 3 4
- Flexibility—Not setting my affections on plans which could be changed (wishy-washy, indecisive, spineless) 0 1 2 3 4
- Availability—Making my own schedule and priorities secondary to those I am serving (intrusive, pushy) 0 1 2 3 4
- Endurance—Inward strength to withstand stress (disregards health, imbalanced, unyielding) 0 1 2 3 4

Meditation is the key to . . .

Teaching

▶ Searching out details for truth to be presented in balance (See Romans 12:11.)



.....

Our son/daughter demonstrates:

- Self-control—Instant obedience to the promptings of God’s Spirit (rigid, overbearing, judgmental) 0 1 2 3 4
- Reverence—Awareness of how God is working in my life (subservient, fearful) 0 1 2 3 4
- Diligence—Using all my energies to accomplish each task as from the Lord (slavish, inflexible, neglects priorities) 0 1 2 3 4
- Thoroughness—Knowing what factors will diminish effectiveness if neglected (perfectionistic, rigid, slow) 0 1 2 3 4
- Dependability—Fulfilling what I consented to do even if it means unexpected sacrifice (possessive, inflexible) 0 1 2 3 4
- Security—Structuring my life around what is eternal (complacent, overconfident) 0 1 2 3 4
- Patience—Accepting a difficulty from God without giving Him a deadline (indecisive, compromising) 0 1 2 3 4

Design is the key to . . .

Exhorting



▶ *Visualizing steps of action for Spiritual growth*
(See Romans 12:12.)

Our son/daughter demonstrates:

- Wisdom—Seeing life from God’s frame of reference (egotistical, contentious, opinionated) 0 1 2 3 4
- Discernment—The God-given ability to understand why things happen (judgmental, critical, nosy) 0 1 2 3 4
- Faith—Visualizing what God intends to do and acting in harmony with it (impulsive, reliance on soul effort) 0 1 2 3 4
- Discretion—The ability to avoid words, attitudes, and actions which could result in undesirable consequences (secretive, timid, over-cautious) 0 1 2 3 4
- Love—Giving to others’ basic needs without motive of personal reward (gushy, compromising, defrauding) 0 1 2 3 4
- Creativity—Approaching a need, task, or idea from a new perspective (mischievous, crafty, devious) 0 1 2 3 4
- Enthusiasm—Expressing with my soul the joy of my spirit (fanatical, overbearing, overwrought) 0 1 2 3 4

Ownership is the key to . . .

Giving



▶ *Wisely using, investing, and sharing resources*
(See Romans 12:13.)

Our son/daughter demonstrates:

- Resourcefulness—Wise use of that which others overlook (manipulative, self-reliant, collects clutter) 0 1 2 3 4
- Thriftiness—Not letting myself or others spend unnecessarily (stingy, miserly, saves junk) 0 1 2 3 4
- Contentment—Realizing God has provided all I need to be happy (apathetic, complacent, negligent) 0 1 2 3 4
- Punctuality—Showing high esteem for other people and their time (impatient, inflexible, pushy) 0 1 2 3 4
- Tolerance—Accepting others no matter their maturity (compromising, permissive, lacking discernment) 0 1 2 3 4
- Cautiousness—Knowing the right timing in accomplishing right actions (fussy, fearful, indecisive) 0 1 2 3 4
- Gratefulness—Making known how God and others have benefited my life (flattering, wordy, insincere) 0 1 2 3 4

Suffering is the key to . . .

Organizing



► *Coordinating resources to accomplish tasks*
(See Romans 12:14.)

.....

Our son/daughter demonstrates:

- Orderliness—Preparing myself and my surroundings to achieve the greatest efficiency (over-meticulous, inflexible, possessive) 0 1 2 3 4
- Initiative—Recognizing and doing what needs to be done before being asked (intrusive, impatient, pushy) 0 1 2 3 4
- Responsibility—Fulfilling what God and others are expecting of me (domineering, intruding, oppressive) 0 1 2 3 4
- Humility—Recognizing God and others’ part in my achievements (self-abasing, self-criticism, introspection) 0 1 2 3 4
- Decisiveness—Finalizing decisions based on God’s will and ways (inflexible, ruthless, closed-minded) 0 1 2 3 4
- Determination—Accomplishing God’s goals in time no matter what the opposition (rash, strong-willed, uses people) 0 1 2 3 4
- Loyalty—Using difficult times to show my commitment (possessive, undue attachment, cover-up) 0 1 2 3 4

Moral freedom is the key to . . .

Mercy



► *Meeting others’ emotional needs* (See Romans 12:15.)

.....

Our son/daughter demonstrates:

- Attentiveness—Showing another’s worth by giving full attention (awkward staring, standing too close) 0 1 2 3 4
- Sensitivity—Exercising my senses to perceive others’ spirit and emotions (touchy, easily offended, emotional) 0 1 2 3 4
- Justice—Personal responsibility to God’s unchanging laws (unloving, insensitive, calculating) 0 1 2 3 4
- Compassion—Investing whatever is necessary to heal others’ hurts (taking up offenses, rejecting justice) 0 1 2 3 4
- Gentleness—Showing care and concern in meeting the needs of others (spineless, indecisive, indulgent) 0 1 2 3 4
- Deference—Limiting my freedom to not offend the tastes of those I serve (self-conscious, shy, stiff) 0 1 2 3 4
- Meekness—Yielding my rights and expectations to God (docile, weak, compromising) 0 1 2 3 4



EVALUATING YOUR YOUNG PERSON'S — KNOWLEDGE —

“. . . and to virtue **knowledge** . . .” (II Peter 1:5).

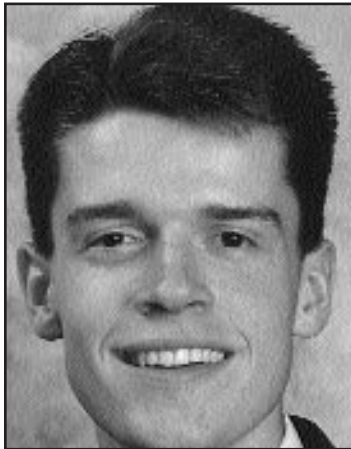
In order to define knowledge, we must first distinguish the word *knowledge* from the word *information*. We may fill our minds with data about many topics, but doing so does not guarantee that we have knowledge. Knowledge is taking the data which we receive and combining it with presuppositions of wisdom.

There are two types of wisdom to which we can apply data: wisdom that comes from above, and wisdom that comes from beneath. By applying data to the wisdom that comes from above, we have Godly knowledge, which leads to actions of love. If, on the other hand, we apply data to the wisdom that comes from beneath, we will experience knowledge which is earthly, sensual, or devilish. This knowledge leads to prideful actions. (See James 3:13–18.) The true goal of education is to learn God’s presuppositions so that as data comes to our minds, we can combine it with His presuppositions.

Seeking God’s ways is the key to . . .

Scripture

▶ *Discovering who God is and His dealings with mankind as recorded in His written communication to us (See Proverbs 3:5–6.)*



Our son/daughter understands:

Books of the Bible—sequence and spelling	0 1 2 3 4
Books of the Bible—authorship and themes	0 1 2 3 4
Books of the Bible—content summary	0 1 2 3 4
Bible geography	0 1 2 3 4
Customs in Bible lands and times	0 1 2 3 4
People of the Bible—biographies	0 1 2 3 4
People of the Bible—principles applied	0 1 2 3 4
Major doctrines of the Bible	0 1 2 3 4
Principles of Bible study	0 1 2 3 4
Great themes/principles of Scripture	0 1 2 3 4
Soul-winning procedures/Scripture references	0 1 2 3 4
Counseling procedures/Scripture references	0 1 2 3 4
Approaches to Biblical interpretation	0 1 2 3 4
Life of Christ—Commands of Christ	0 1 2 3 4
Bible prophecy	0 1 2 3 4
Archaeology	0 1 2 3 4

Clarity is the key to . . .

Communication

▶ Guiding important ideas around another person's mental roadblocks (See Proverbs 15:2, 23.)



Our son/daughter:

Listening

Gives evidence of ability to listen carefully	0	1	2	3	4
Gives facial "feedback" to speakers	0	1	2	3	4
Outlines sermons/lectures as he listens	0	1	2	3	4

Reading

Reads for enjoyment	0	1	2	3	4
Reads fluently silently	0	1	2	3	4
Reads fluently orally	0	1	2	3	4
Reads with proper inflection or expression	0	1	2	3	4
Asks about meaning of unfamiliar words	0	1	2	3	4
Comprehends written material	0	1	2	3	4
Understands relationships between words (synonyms, antonyms, metaphors, similes, hyperboles [exaggerations])	0	1	2	3	4

Speaking

Speaks clearly	0	1	2	3	4
Expresses thoughts in complete sentences	0	1	2	3	4
Uses standard vocabulary (avoids slang)	0	1	2	3	4
Uses correct grammar in speaking	0	1	2	3	4
Uses a variety of syntax patterns in speech	0	1	2	3	4

Writing

Uses correct grammar in writing	0	1	2	3	4
Diagrams sentences' grammatical structures	0	1	2	3	4
Uses a variety of syntax patterns in writing	0	1	2	3	4
Uses dictionaries properly	0	1	2	3	4
Spells correctly	0	1	2	3	4
Uses proper capitalization and punctuation	0	1	2	3	4
Can outline written material	0	1	2	3	4
Uses outlines for written/oral presentations	0	1	2	3	4
Demonstrates creative writing skill	0	1	2	3	4
Shows appropriate vocabulary growth	0	1	2	3	4

(Continued on next page)

(Continued from previous page)

Forms letters correctly and legibly	0 1 2 3 4
Gathers research information thoroughly	0 1 2 3 4
Records data accurately	0 1 2 3 4
Reports research logically and accurately	0 1 2 3 4
Writes letters (persuasive, thank you, etc.)	0 1 2 3 4

Recognizing themes from Scripture is the key to . . .

Literature

▶ *Studying truly great writing to enrich vocabulary, understanding of relationships, and general knowledge (See Proverbs 3:13-20.)*



Our son/daughter has studied:

Poetry	0 1 2 3 4
Short story	0 1 2 3 4
Essay	0 1 2 3 4
Novel	0 1 2 3 4
Allegory	0 1 2 3 4
Literary classics	0 1 2 3 4
Biographies	0 1 2 3 4

Accuracy is the key to . . .

Mathematics

► Learning of God's order and how He operates through His principles with numbers and precision (See I Corinthians 14:40.)



.....

Our son/daughter understands:

Basic Operations

Place values	0 1 2 3 4
Positive/negative numbers (number line)	0 1 2 3 4
Computations (addition, subtraction, multiplication, division)	0 1 2 3 4
How to measure accurately	0 1 2 3 4
How to weigh accurately	0 1 2 3 4
How to tabulate pricing comparisons accurately (metric, foreign currency, etc.)	0 1 2 3 4
How to identify shapes	0 1 2 3 4
Computing area/volume using appropriate formulas	0 1 2 3 4
Proportion/ratio concepts	0 1 2 3 4
Fractions	0 1 2 3 4
Decimals	0 1 2 3 4
Percentages	0 1 2 3 4
Interest computations	0 1 2 3 4
Concepts of profit/loss	0 1 2 3 4
Sets and groupings	0 1 2 3 4
How to solve word problems	0 1 2 3 4
How to use a calculator accurately and quickly	0 1 2 3 4

Higher Math

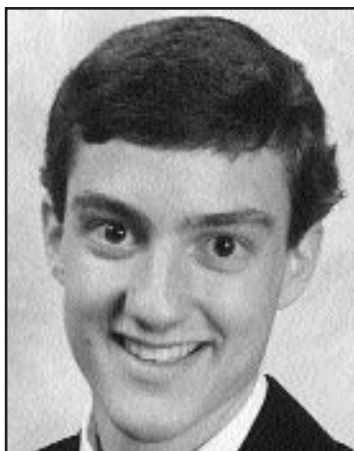
Algebra	0 1 2 3 4
Trigonometry	0 1 2 3 4
Geometry (plane/solid)	0 1 2 3 4
Analytic geometry	0 1 2 3 4
Calculus	0 1 2 3 4
Consumer math skills and practical application (interest, budget, recipes, etc.)	0 1 2 3 4

Applied Math

Business math	0 1 2 3 4
Statistics analysis/probabilities	0 1 2 3 4
Economics	0 1 2 3 4
Accounting	0 1 2 3 4

Knowing God as Creator is the key to . . .

Science



▶ *Learning God's design in the physical world around me*
(See Hebrews 11:3.)

.....

Our son/daughter sees God's signature in the area of:

Human body (anatomy and physiology)	0 1 2 3 4
Plant biology (botany)	0 1 2 3 4
Animal biology (zoology)	0 1 2 3 4
Microbiology	0 1 2 3 4
Geology	0 1 2 3 4
Physics	0 1 2 3 4
Chemistry	0 1 2 3 4
Astronomy	0 1 2 3 4
Creationism	0 1 2 3 4
Laboratory techniques/methods	0 1 2 3 4

Understanding cause and effect is the key to . . .

History



▶ *Discerning God's hand through events in civilizations and individual lives since the beginning of time* (See I Corinthians 10:11.)

.....

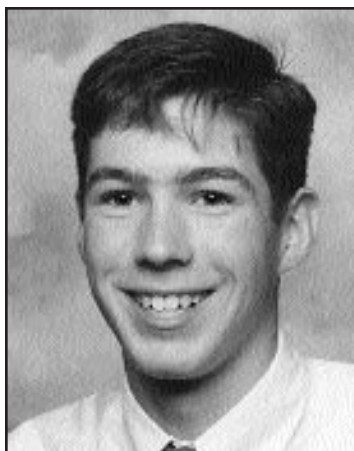
Our son/daughter understands God's intervention in:

History of civilization (Identify specific countries and time periods.)	0 1 2 3 4
United States history	0 1 2 3 4
Law and government	0 1 2 3 4
Geography (map reading, land features)	0 1 2 3 4
Cultures and customs	0 1 2 3 4
Missions/missionaries	0 1 2 3 4
Philosophies/philosophers	0 1 2 3 4
Church history	0 1 2 3 4
Causes and effects of wars	0 1 2 3 4
Biographies of people who influenced history	0 1 2 3 4

Viewing my body as God's temple is the key to . . .

Physical Skills

▶ *Conditioning myself and my surroundings to function according to God's design (See I Corinthians 6:19.)*



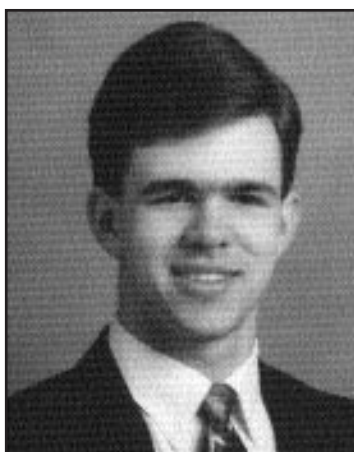
Our son/daughter understands:

Personal hygiene	0 1 2 3 4
Nutrition	0 1 2 3 4
Coordination	0 1 2 3 4
Exercise	0 1 2 3 4
First aid	0 1 2 3 4
Rules of the road	0 1 2 3 4
Road signs	0 1 2 3 4
Operation of vehicles	0 1 2 3 4

A Christlike testimony is the key to . . .

Business

▶ *Learning to relate to people, paperwork, and equipment in a profitable way (See Proverbs 22:1.)*



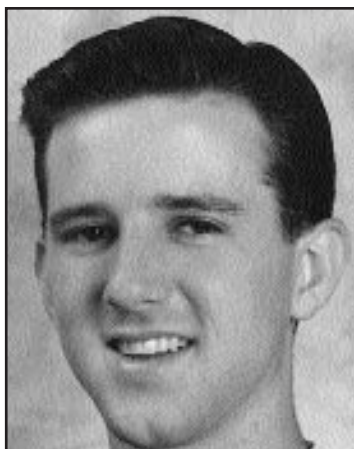
Our son/daughter has learned:

Filing	0 1 2 3 4
Typing	0 1 2 3 4
Dictation and shorthand	0 1 2 3 4
Computer proficiency	0 1 2 3 4
Office machines	0 1 2 3 4
Library skills	0 1 2 3 4
Bookkeeping	0 1 2 3 4
Etiquette	
Telephone	0 1 2 3 4
Conversation	0 1 2 3 4
Introductions	0 1 2 3 4
Table	0 1 2 3 4
Travel	0 1 2 3 4
Special occasions	0 1 2 3 4

The effect on the viewer/listener is the key to . . .

Fine Arts

▶ *Worshipping God and communicating with others through works of art and music (See Psalm 33:3.)*



.....

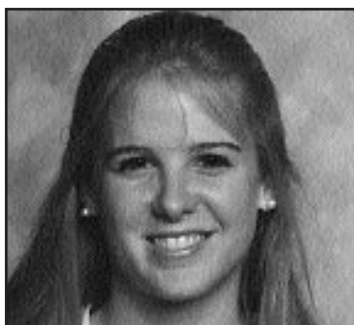
Our son/daughter understands:

Music appreciation	0 1 2 3 4
Music history	0 1 2 3 4
Hymnology	0 1 2 3 4
How to sing properly	0 1 2 3 4
How to play an instrument	0 1 2 3 4
Use of design	0 1 2 3 4
Use of color	0 1 2 3 4
Drawing	0 1 2 3 4
Painting	0 1 2 3 4
Coloring (chalk, oils, acrylics, etc.)	0 1 2 3 4
Charting, diagramming	0 1 2 3 4
Drafting	0 1 2 3 4
Mechanical drawing	0 1 2 3 4
Framing and display of artwork	0 1 2 3 4
Sculpture (clay, ceramics, carving, etc.)	0 1 2 3 4
Macramé	0 1 2 3 4
Calligraphy	0 1 2 3 4
Photography	0 1 2 3 4

Caring to speak with others is the key to . . .

Foreign Language

▶ *Learning to understand and speak a language other than English (See Judges 12:6.)*



.....

Our son/daughter has learned:

Hebrew	0 1 2 3 4
Greek	0 1 2 3 4
Sign language	0 1 2 3 4
Russian, French, Spanish, German, other	0 1 2 3 4

Meeting needs is the key to . . .

Home Care

▶ Learning the long-range and day-to-day functions involved in maintaining a home (See Exodus 28:3.)



.....

Our son/daughter has learned:

Gardening	0 1 2 3 4
Landscaping and lawn care	0 1 2 3 4
Cooking	0 1 2 3 4
Laundry	0 1 2 3 4
Ironing	0 1 2 3 4
Housecleaning tasks	0 1 2 3 4
Organization/storage	0 1 2 3 4
Painting	0 1 2 3 4
Wardrobe planning and care	0 1 2 3 4
Wallpaper hanging	0 1 2 3 4
Tile (floors, walls)	0 1 2 3 4
Paneling	0 1 2 3 4
Floor coverings	0 1 2 3 4
Carpentry	0 1 2 3 4
Plumbing	0 1 2 3 4
Electrical	0 1 2 3 4
Vehicle maintenance	0 1 2 3 4
Menu planning and shopping	0 1 2 3 4
Baking	0 1 2 3 4
Canning	0 1 2 3 4
Decorating	0 1 2 3 4
Food service	0 1 2 3 4
Sewing	0 1 2 3 4
Tailoring	0 1 2 3 4
Quilting	0 1 2 3 4
Embroidery	0 1 2 3 4
Needlepoint	0 1 2 3 4
Child care (infants, toddlers, preschoolers, school-aged children)	0 1 2 3 4



EVALUATING YOUR YOUNG PERSON'S — TEMPERANCE —

“. . . and to knowledge **temperance** . . .” (II Peter 1:6).

The Greek word for *temperance* in II Peter 1:6 means having self-control. The basis for controlling our appetites is establishing spiritual disciplines such as Daniel did. From his youth Daniel built disciplines into his life that produced Godly convictions and outstanding success. He endured the most difficult challenges imaginable; yet as a result of his consistency and personal sacrifice, he inspired his friends, the entire empire, and even the king himself.

Daniel’s disciplines were built around his refusal to be corrupted by the wicked world around him and by his practice of setting aside three times each day for prayer. As his friends saw his courage to stand alone, they followed his example. In the same way today, other people are not inspired by our talk as much as they are by our walk. They want to see disciplines in our lives which God rewards and which they can consider building into their own lives.

Two aspects are involved in evaluating disciplines: **Are you doing it?** and **Why are you doing it?** Keeping a discipline because of peer pressure or because it feels good to do it or to check it off in spiritual arrogance violates the nature of what God intended for that behavior. Ultimately, keeping a discipline means saying no to self in order to say yes to God.

Fellowship with God is the key to . . .

Disciplines

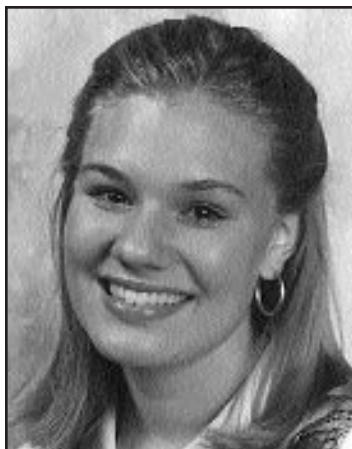
▶ *Bringing my body under subjection in order to enjoy rewards which come from intimacy with the Lord (See I Corinthians 9:27.)*



Our son/daughter:

Rises early to meet the Lord (trysting place) and share in a very personal way	0 1 2 3 4
Daily approaches Scripture by asking God, “What do You have for me today?”	0 1 2 3 4
Engrafts Scripture so it becomes a part of his life; uses it to accurately evaluate his condition and the direction he is headed	0 1 2 3 4
Regularly and spontaneously praises the Lord, intercedes for others, and brings his own needs to the Lord in prayer	0 1 2 3 4
Says no to legitimate needs of self by tithing and giving in faith to the Lord	0 1 2 3 4

(Continued on next page)



(Continued from previous page)

Our son/daughter:

Says no to legitimate need for physical nourishment in order to spend time seeking the Lord and His direction	0 1 2 3 4
Makes Christ known to unbelievers in gracious ways	0 1 2 3 4
Listens to Godly music (no rock beat) in order to glorify the Lord and worship Him in His way (without a sensual attitude)	0 1 2 3 4
Is committed to being a one-woman man or a one-man woman vs. having a “dating spirit” (involved in improper thoughts as well as actions)	0 1 2 3 4
Looks for profitable ways to spend his time vs. shows boredom, laziness, or silliness	0 1 2 3 4
Seeks Godly companions	0 1 2 3 4



EVALUATING YOUR YOUNG PERSON'S **PATIENCE**

“. . . and to temperance **patience** . . .” (II Peter 1:6).

The Greek word for *patience* in II Peter 1:6 is *hypomone*, meaning “cheerful or hopeful endurance, constancy.” The King James word *longsuffering* is an accurate synonym because patience simply means “suffering long” or “accepting a difficult situation from God without giving Him a deadline to remove it.” The most powerful motivation for patiently enduring times of pressure and temptation is having a clear promise from God as to how He is going to work through your life.

Joseph knew that God was going to give him a leadership responsibility. Therefore, he was able to stand alone during a severe temptation from a sensual woman. Saul lost sight of his future leadership as king when he yielded to the greed of the people in sparing the best of the sheep and oxen rather than obeying the clear command of God.

No one was more patient than the Lord Jesus Christ. His motivation was His vision of being united with us. “. . . for the joy that was set before him endured the cross . . .” (Hebrews 12:2). Our patience will deepen as God takes us through the birth, death, and fulfillment of our vision, and the life message we develop through our patience will be the basis of future ministry.

Hope is the key to . . .

Vision



▶ *Anticipating and expecting God to work out His revealed will in my life even when it doesn't seem possible (See Proverbs 29:18.)*

.....

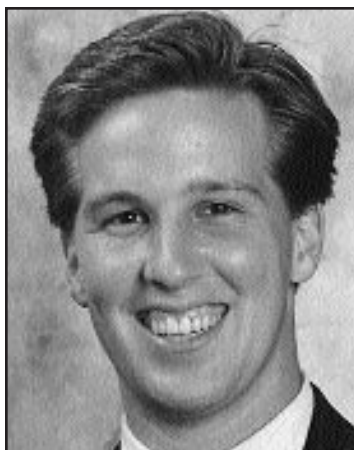
Our son/daughter:

Understands how God works through the birth, death, and fulfillment of a vision	0 1 2 3 4
Has identified his purpose in life	0 1 2 3 4
Knows that true fulfillment in life comes from his relationship with God (and not by getting the right job, partner, etc.)	0 1 2 3 4
Demonstrates an ability to wait between achievement and reward	0 1 2 3 4
Finds <i>rhemas</i> in Scripture	0 1 2 3 4
Casts down imaginations which exalt against the knowledge of God	0 1 2 3 4
Has Godly heroes	0 1 2 3 4
Uses basic principles to discern God's will	0 1 2 3 4

A Godly response in adversity is the key to a . . .

Life Message

▶ A continuing demonstration of how God is working through my human weaknesses to show the riches of His grace and the exceeding greatness of His power (See I Corinthians 4:7-12.)



.....

Our son/daughter:

Traces conflicts to root problems	0 1 2 3 4
Understands that adversity is God's way of getting our attention	0 1 2 3 4
Is open about his shortcomings	0 1 2 3 4
Prays against unseen spiritual powers	0 1 2 3 4
Has engrafted Romans 6 into his heart (being dead to sin and alive to Christ)	0 1 2 3 4
Has confessed any bitterness and asked God to reclaim "ground"	0 1 2 3 4
Views pressure as a training experience in God's will (versus an intruder outside God's control)	0 1 2 3 4
Seeks for answers to "Why did God let it happen?"	0 1 2 3 4
Gives thanks in all things	0 1 2 3 4
Records experiences as chapters in his life message	0 1 2 3 4
Shares personal struggles and God's solutions with others	0 1 2 3 4
Learns from misunderstandings and rejection	0 1 2 3 4
Identifies with Scripture when going through a struggle	0 1 2 3 4
Deflects praise	0 1 2 3 4



EVALUATING YOUR YOUNG PERSON'S — GODLINESS —

“. . . and to patience **godliness** . . .” (II Peter 1:6).

Godliness is a Godward focus which manifests itself in Christlike words, thoughts, action, and attitudes. It is a moment-by-moment consciousness of God's presence. One who is Godly actively strives for God's will in every decision and seeks to glorify God through every part of his life. The foundation of Godliness is loving God.

As we grow in our relationship with God, we learn to view life from His perspective, for in Him “*are hidden all the treasures of wisdom and knowledge*” (Colossians 2:3). The more we fellowship with the Lord, the more we will gain insight, discernment, and wisdom to understand His ways and apply them in all aspects of life.

In Matthew 10:16, Jesus says that we are to be wise as serpents. The word *wise* means “to use the mind in an intelligent, sagacious, and intuitive capacity.” Unfortunately, the children of this world often use their minds much better than the children of light. (See Luke 16:8.) Learning to think and reason as Christ did is an important part of the training God desires for sons and daughters.

Constant communion is the key to . . .

Loving God

▶ *Deliberately choosing by my own will to place God foremost in my life and my affections (See I Corinthians 2:9.)*



.....

Our son/daughter:

Has given his heart to God	0 1 2 3 4
Thinks about Him day and night	0 1 2 3 4
Talks to Him every chance he gets	0 1 2 3 4
Writes letters and notes to Him	0 1 2 3 4
Does special little things for Him	0 1 2 3 4
Turns conversations to Him	0 1 2 3 4
Defends Him to those who reject Him	0 1 2 3 4
Plans for times to be with Him	0 1 2 3 4
Treasures the things He gives him	0 1 2 3 4
Tells the Lord he is committed to Him for the rest of his life	0 1 2 3 4

Discernment is the key to . . .

Wisdom

► *Filtering information through Godly presuppositions and analyzing it correctly (See 1 Samuel 16:7.)*



.....

Our son/daughter:

Differentiates the real versus the imaginary	0 1 2 3 4
Understands consequential relationships (e.g., cause-effect, sowing-reaping)	0 1 2 3 4
Relates rules to principles behind the rules	0 1 2 3 4
Discerns justice, mercy, and fairness	0 1 2 3 4
Detects false premises in philosophies, situation ethics, values clarification, etc.	0 1 2 3 4
Discerns fact versus opinion	0 1 2 3 4
Discerns truth, half-truth, and error	0 1 2 3 4
Discerns truth out of balance (heresy)	0 1 2 3 4
Has discernment in character analysis	0 1 2 3 4
Is able to evaluate others' motivations	0 1 2 3 4
Recognizes literary devices in Scripture	0 1 2 3 4
Discerns good timing versus poor timing	0 1 2 3 4
Understands the relationship of components to the whole	0 1 2 3 4
Classifies by proper categories	0 1 2 3 4
Shows ability to logically sequence events	0 1 2 3 4
Understands systems of organization	0 1 2 3 4
Sets long-range and short-range goals	0 1 2 3 4
Evaluates progress toward meeting a goal	0 1 2 3 4
Understands priority schedules	0 1 2 3 4
Observes chain of command	0 1 2 3 4
Discerns spirit versus letter of the law	0 1 2 3 4
Relates symptoms to causes	0 1 2 3 4
Discerns between needs and wants	0 1 2 3 4
Orders ideas logically	0 1 2 3 4
Shows ability to give refutation in argument	0 1 2 3 4
Understands propaganda devices	0 1 2 3 4
Discerns between gifts, rewards, and bribes	0 1 2 3 4
Interprets parables, allegories, etc.	0 1 2 3 4
Detects valid versus invalid conclusions	0 1 2 3 4
Synthesizes ideas from many sources	0 1 2 3 4



EVALUATING YOUR YOUNG PERSON'S BROTHERLY KINDNESS

“. . . and to godliness, **brotherly kindness** . . .” (II Peter 1:7).

The Greek word for *brotherly kindness* used in II Peter 1:7 is *philadelphia*, which means “fraternal affection, love of the brethren.” Brotherly kindness involves being alert to the needs of others and showing gentleness in meeting those needs.

Brotherly kindness begins at home in being friends with those in the family. What is learned through interaction with family members can then be applied to other relationships, from work to ministry to friendships.

The evaluations in this section cover three important areas involved in teamwork with other people: protocol, productivity, and problem solving. Because brotherly kindness can be viewed as *applying virtue*, the specific character qualities listed in parentheses will help you to target strengths and deficiencies in terms of character.

Deference is the key to . . .

Protocol

► *Carefully choosing words and actions which will benefit others, be appropriate, and avoid offense (See Philippians 2:3-4.)*



.....

Our son/daughter:

Impacts others positively vs. complains to others (virtue, reverence, tolerance)	0 1 2 3 4
Contributes to morale vs. attracts folly (joyfulness, discretion)	0 1 2 3 4
Resolves interpersonal conflicts vs. holds grudges (forgiveness, humility)	0 1 2 3 4
Notices needs of others vs. ignores others' feelings (attentiveness, hospitality)	0 1 2 3 4
Respects rights and privacy vs. pries for information (sincerity, loyalty)	0 1 2 3 4
Keeps working areas organized vs. works in a mess (orderliness, meekness)	0 1 2 3 4
Dresses appropriately vs. demonstrates poor judgment (deference, sensitivity)	0 1 2 3 4

Diligence is the key to . . .

Productivity



► *Discerning God's priorities for me and using all my abilities to accomplish them (See Ecclesiastes 9:10.)*

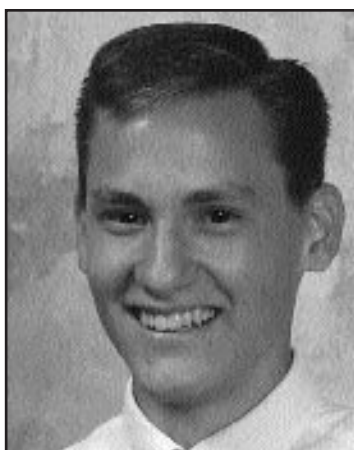
.....

Our son/daughter:

Stays on track vs. becomes distracted (diligence, discernment, contentment)	0 1 2 3 4
Pursues tasks to completion vs. gives up (endurance, determination, generosity)	0 1 2 3 4
Makes the best use of time vs. wastes resources (resourcefulness, thriftiness)	0 1 2 3 4
Meets deadlines vs. fails known expectations (responsibility, obedience)	0 1 2 3 4
Reports status of tasks vs. blocks information flow (persuasiveness, boldness)	0 1 2 3 4
Communicates accurately vs. conveys the wrong message (truthfulness, dependability)	0 1 2 3 4
Attends meetings punctually vs. puts personal agenda first (punctuality, availability)	0 1 2 3 4

Creativity is the key to . . .

Problem Solving



► *Fellowshipping with God in the midst of a challenge (See Proverbs 3:5-6.)*

.....

Our son/daughter:

Identifies potential problems vs. reacts "after the fact" (initiative, thoroughness)	0 1 2 3 4
Demonstrates wise initiative vs. acts rashly (cautiousness, alertness, decisiveness)	0 1 2 3 4
Accepts unexpected changes vs. resists new things (flexibility, security)	0 1 2 3 4
Satisfies "customer" needs vs. lacks concern (gentleness, love, patience)	0 1 2 3 4
Learns readily vs. feels self-satisfied (enthusiasm, faith)	0 1 2 3 4
Takes skill enhancement opportunities vs. stagnates in complacency (gratefulness)	0 1 2 3 4
Distinguishes between work and personal vs. confuses jurisdictions (wisdom, justice)	0 1 2 3 4



EVALUATING YOUR YOUNG PERSON'S — CHARITY —

“. . . and to godliness **charity** . . .” (II Peter 1:7).

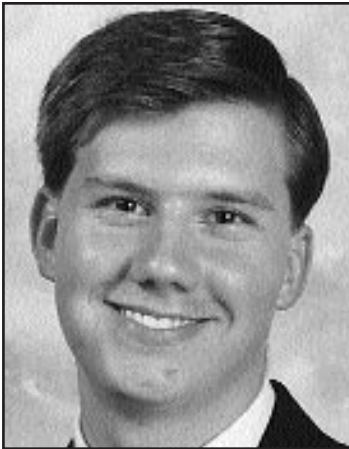
Charity in II Peter 1:7 comes from the Greek word *agape*, which means “love, affection, or benevolence.” Used to denote God’s love for us, *agape* is a love which gives to the needs of others without desire for personal gain.

Love is the culmination of our faith, virtue, knowledge, and the other aspects of our training. It is so important that without it—even if we speak all the languages of this world and the next—we will be as irritating as a two year old banging pans. We can have all the faith there is and all knowledge in existence, yet we are *nothing* if we do not have charity, the type of love described in I Corinthians 13.

Selflessness is the key to . . .

Agape Love

▶ *Giving to others’ needs without desire for personal gain (See I Corinthians 13.)*



Our son/daughter:

Suffers long—Does not show irritation or have a quick temper; fully accepts others	0 1 2 3 4
Is kind—Looks for ways to be constructive; recognizes needs; discovers successful methods of improving or contributing to others’ lives	0 1 2 3 4
Envieth not—Is not possessive; does not demand exclusive control over others	0 1 2 3 4
Vaunteth not itself—Is not eager to impress; does not seek to create an image for personal gain	0 1 2 3 4
Is not puffed up—Does not cherish inflated ideas of his own importance; is not self-centered; is flexible with the ability to change and to accept change; does not allow life to revolve around himself	0 1 2 3 4
Does not behave unseemly—Has good manners; has respect for others and Godly standards; shows discretion with appropriate timing, words, and actions	0 1 2 3 4

(Continued on next page)



(Continued from previous page)

Our son/daughter:

- Does not seek its own—Does not pursue selfish advantage; shows regard for the needs of others rather than being focused on personal appetites or social status 0 1 2 3 4
- Is not easily provoked—Is not touchy; is not hypersensitive or easily hurt; does not take things personally; is not so emotionally involved with personal opinions so that to reject ideas is to reject the one giving them 0 1 2 3 4
- Thinketh no evil—Does not keep account of evil; does not review wrongs which have been forgiven; destroys evidence of past mistakes when possible 0 1 2 3 4
- Rejoiceth not in iniquity—Does not gloat over the wickedness of other people; does not compare self with others for self-justification; does not use others' evil to excuse personal weakness or say, "Everyone is doing it." 0 1 2 3 4
- Rejoiceth in the truth—Is glad when truth prevails; is happy when someone else gets promoted to a position he would have enjoyed himself 0 1 2 3 4
- Bearth all things—Accepts others as unique expressions of specific character qualities in varying degrees of maturity; is aware that God is working through people and events to produce the character of Christ in him 0 1 2 3 4
- Believeth all things—Knows no end to his trust in God; believes in others and their worth 0 1 2 3 4
- Hopeth all things—Knows no fading of his hope; is not fickle; has perfect peace and confidence that God is at work, no matter how bleak the picture 0 1 2 3 4
- Endureth all things—Has unlimited endurance; is able to endure all obstacles and love others even in the face of unreturned love 0 1 2 3 4