



# GREAT EXPECTATIONS

## WEEK 1

### ROMANS 12:1-2 NIV

God's design for sex is better than the world's design for sex.

## WEEK 2

### 1 CORINTHIANS 6:12 NLV

Control your obsessions or they will control you.

## WEEK 3

### MARK 12:31 NLV

Value what God values.

## WEEK 4

### 1 CORINTHIANS 13:4-7 NLT

Focus on you before you focus on who.

## THINK ABOUT THIS

**WEEK 1:** The space between expectation and reality in relationships can be difficult for middle schoolers to understand. Often, the only idea of what a relationship should look like for someone their age comes from what our culture and media portrays, not from their personal experience.

**WEEK 2:** It's easy to get frustrated with your child when you see them obsessing over something or someone. During this phase of life, it's really hard for middle schoolers to control and know what to do with their feelings, so the line between a passion and obsession can get crossed.

**WEEK 3:** Your student is watching the way you treat other people. When you're careful with the things you say both to and about others, you're modeling what it means to value someone else and you're setting a healthy example for your child.

**WEEK 4:** Focusing on becoming the kind of person they want to be can be an abstract concept for your middle schooler. While as an adult we may be able to work on strengthening our own character somewhat easily, for a student in this phase of life, it can be challenging. Your child can take the first step toward working on themselves by choosing just one positive quality they want to work on right now.

## REMEMBER THIS

Be devoted to one another in love. Honor one another above yourselves.

Romans 12:10 NIV

# GREAT EXPECTATIONS

## DO THIS



### MORNING TIME

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Talk with your student about expectations they have for both themselves and others. Help them see the difference between realistic and unrealistic expectations, and talk with them about healthy ways to respond when their expectations aren't met.



### DRIVE TIME

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As you're listening to music, watching TV, or surfing the Internet with your kid, take time to call out the things you see that may be disrespecting or devaluing someone else. Ask your student what they think about the things they're seeing or hearing and have a conversation about what it looks like to respect and value others.



### MEAL TIME

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Model healthy boundaries by showing your kid what it looks like to set a boundary around something that could consume you. For example, if you struggle to step away from your phone, make a point to put it aside every night between 6:00pm and 9:00pm. Talk to your student about why you set the boundary and how you hope it creates more balance in your life.



### BED TIME

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Share with your student one positive quality or characteristic you're working on developing in yourself. Then, ask them to share the same with you. Talk about how you can grow those things in yourselves to focus on becoming better people.

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