

March
18th-
April 8th

PARENT CUE



We're changing the PARENT CUE from what you may be used to. There are now 3 elements to the PARENT CUE:

1. Be a Student of What They Are Learning
2. Be a Student of Your Student
3. Action Point For The Month

It is our hope and desire to help you build faith at home, as you are the most important voice in your student's life. To connect with a wider community of parents, visit <http://www.orangeparents.org>

1. Be a Student of What They are Learning

We've read the story year after year. We know that Jesus was crucified, placed in a tomb, and resurrected on the third day. But when we take a look at the bigger picture of Scripture, we see themes and images that come up again to shed even more light on the significance of the Easter account. Just like reading a good book or watching a gripping movie, we understand that the author is trying to turn our attention to something greater than the story itself. Over the course of the next 4 weeks, we will look at 4 key themes in Scripture--Bread, Water, Blood, and Light--to help weave together the greater story of God's love for us.

1. **Week One: Provision (March 18th)** // Bottom Line: Jesus is the daily bread that reminds us of God's love for us. // Scripture References: Matthew 26:17; Matthew 6:9-11; John 6:35; Matthew 26:26
2. **Week Two: Presence** // Bottom Line: God is present in the storms of our lives because of what Jesus experienced on Good Friday. // Scripture References: Genesis 1:1-2; Psalm 69:1-2; Psalm 69:13-15; Matthew 27:45-46; Romans 8:38-39
3. **Week Three: Restoration** // Bottom Line: Blood reminds us of the limitless love that comes from our limitless God. // Scripture References: Genesis 3:21; Matthew 9:12-13; Matthew 26:27-28
4. **Week Four: Light** // Bottom Line: Jesus rose from the dead & gave us His Spirit so that we would live in His Light. // Scripture References: John 14:15-17; John 16:5-14

2. Be a Student of Your Student

As parents, you experience things that trigger you to know when your teens are happy or excited about something--and when they are anything but! Students notice those triggers, as well. Your student probably know that when you pick them up from school late, slam the door when you come home from work, or forget to check on them after their set curfew, that something is up.

And these triggers, these cues, are definitely something to look for in teenagers. Especially for those middle school and early high school students who are still in the world of "egocentric attraction," which means they may take on multiple personalities to figure out just who they are. These triggers give us a clue into how these different sides of our students come together as they try to figure out who they are. While this may be scary for us, and seem like anything but normal, it's a natural part of their process of defining and shaping their identity. Does this mean that we just give them complete space to figure it out on their own during these very complicated years? No. It means we listen. Sometimes, the best way to listen to a teenager--no matter your age--is as much about hearing what they say as it is about hearing what they don't. So, we want to provide an opportunity for you to sit down with your student and talk about some of these triggers, first allowing them to give you a glimpse into the things that clue them into your mood and next, having a dialogue about the things they do that tell you about how they are feeling.

3. Action Point

As you and your student talk this week, remember to keep the conversation light. This isn't a time to probe into your student's life to look for deep, dark secrets. Rather, it's a chance to connect in a mutual way and start a conversation about the way that we often communicate how we feel without saying a word. It's a chance to create empathy, both from you and from your student back to you. So, as you go through the questions below, allow your student space to be honest and practice listening to what they are saying with their words, as you both figure out what you say from day-to-day without using words at all.

Questions from Parent to Student:

- What are some things I do that tell you that i'm in the following mood: rested, content, stressed out, enthusiastic, and agitated?
- What do you usually do when you send I'm stressed out or agitated? How about when you send I'm rested or content?
- What is a word or phrase that we can come up with for you to say to me when you are picking up on one of my negative triggers that worries you, or makes you upset, or you want to be able to talk about?

Questions from Student to Parent:

- What are some things I do that make you think I am sad, overwhelmed, or upset? (**For student to answer: Are the triggers that your parent or guardian noticed pretty accurate? Do you feel like they are picking up on what you do, when you are sad or upset?**)
- How do you know I am happy and everything is going well?
- What is a word of phrase that we can come up with for you to say to me when you are picking up on one of my negative triggers and want to be able to talk to me about it?