

DESTINY IMPACT WORSHIP CENTRE

YEAR OF IMPACT 2026

DETAILED TEACHING MANUAL

QUARTER 1

THE SLOGAN — TRANSFORMING DESTINIES

Holistic Development: Spirit • Soul • Body

Weeks 1–12 • Months 1–3

“Transforming destinies, one soul at a time.”

Attakora’s Holistic Development Model — The Slogan (Method)

Developed by Dr. Stephanie Fletcher-Lartey for DIWC

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Mandate Tier: THE SLOGAN (The Method) • Evangelism Tier: Personal Evangelism

HOW TO USE THIS TEACHING MANUAL

Purpose

This manual provides week-by-week, ready-to-deliver teaching material for Quarter 1 of The Year of Impact 2026 youth curriculum, aligned with the corrected DIWC Mandate Hierarchy (Vision/Mission/Slogan). Each session is designed for a 60-minute format and follows a consistent structure to support both new and experienced youth leaders.

Session Structure

Every session follows the same pattern to create predictability and safety for youth while maximising engagement and retention:

The Hook (5–7 min)	A tangible opening illustration, question, or activity (visual/kinaesthetic) that captures attention and introduces the theme.
Core Teaching (18–22 min)	Scripted Pentecostal-Charismatic Scripture exposition, teaching stories, and key theological concepts delivered in age-appropriate language. Three teaching points with transitions.
Discussion & Talk Back (10–13 min)	Age-specific guided questions using the iBelieve “Talk Back” framework for honest conversation. Always split questions by age - 14–16, 17–19, and 20–30+ years.
Learn-Do-Teach (10–13 min)	Hands-on activity where youth practise and immediately teach others. Targets 90% retention rate.
Activation & Declaration (3–5 min)	A physical/prophetic closing including the hand-rubbing activation (2 Tim. 1:6–7) and a group declaration (based on the Nikao Framework) spoken as a group.
Outward Impact (2 min)	An evangelism-focused task drawn from the appropriate quarterly tier. For Quarter 1 – Personal Evangelism focused — every session, every week.
Take-Home Challenge (2 min)	A practical weekly assignment tailored by age group. Age-specific practical weekly assignment. Always split: minimum 14–19 and 20–30+.

Age Disaggregation

Where the curriculum identifies age-specific focus areas (14–16, 17–19, 20–30), tailored discussion questions and activities are provided within the lesson. Where the lesson is marked ‘All Ages,’ a single lesson serves the entire group with differentiated discussion questions. The Take-Home Challenge is always disaggregated across all four bands: 14–16, 17–19, 20–30, and 30+ (Adult Lens).

Key Principles for Leaders

- **Ubuntu Seating:** Always use circular seating to break the ‘lecture’ dynamic and foster communal connection.
- **The No-Stones Policy:** Every session is a judgement-free zone. Youth must feel safe before they can be stretched.
- **Belong Before Behave:** Always validate that the youth ‘belong’ before asking them to ‘behave.’ Acceptance precedes expectation.
- **Cultural Sensitivity:** Migration is framed as ‘divine relocation,’ not deficit. Africa is never positioned as ‘less than’ Australia.

- **The Nikao Declaration:** Always conclude with the group declaration. Repetition builds identity.
- **Scripted Delivery:** The teaching scripts use the ► symbol to indicate direct speech. Adapt language naturally but do not omit key theological points.

The DIWC Mandate Hierarchy

Every session flows from this three-tiered mandate:

Vision (Destination)	"Building a winning Church and raising Champions." — Theology of Nikao. Aligned to Q4.
Mission (Reach)	"Reaching the lost and hurt and bringing them to the House of the Lord." — Luke 14:23. Aligned to Q2.
Slogan (Method)	"Transforming destinies, one soul at a time." — Attakora's Holistic Development. Aligned to Q1.

The Evangelism Backbone

Evangelism is the lifeblood of this curriculum, not merely a quarterly topic. Every session ends with an 'Outward Impact' challenge. In Q1, this is Personal Evangelism tier: your transformed life serves as a living testimony to REACH the next soul.

The Discipleship Loop

The Slogan — Transforming Destinies: Holistic Development
 REACH → CONNECT → TRANSFORM → MATURE → EXECUTE → REPEAT.

Quarter 1 is the TRANSFORM phase. Each quarter builds on the last. Reference this loop in introductions and in the final declaration of each quarter.

Quarter 1 Overview: The Slogan — Transforming Destinies (Holistic Development)

This quarter establishes the foundational identity of each youth as a Kingdom citizen carrying a divine Blueprint. Across 12 sessions, youth will move from 'Cultural Navigators' struggling with double identity to 'Kingdom Ambassadors' who recognise their lives as divine construction sites overseen by the Master Architect.

- **Month 1 – The Spirit (The Blueprint):** Spirit-level transformation through divine revelation of identity and purpose.
- **Month 2 – The Soul (Identity & Resilience):** Resolving triple affiliation friction, embracing Strategic Multiplicity, and building emotional governance.
- **Month 3 – The Body (The Physical Altar):** Honouring God with the body. Addressing puberty, body image, and physical discipline.

QUARTER 1 INTRODUCTION

OVERVIEW

The Slogan — Transforming Destinies: Holistic Development

Quarter Rationale

Quarter 1 establishes the foundational identity of each youth as a Kingdom citizen carrying a divine Blueprint. Across 12 sessions, youth will move from Cultural Navigators struggling with double identity to Kingdom Ambassadors who recognise their lives as divine construction sites overseen by the Master Architect.

The Slogan: Transforming Destinies, One Soul at a Time

Quarter 1 is the inside-out quarter. Before DIWC can reach the lost (Q2), raise Champions (Q3), or execute apostolic mandates (Q4), every participant must undergo the foundational work of personal transformation. The Slogan — *“Transforming destinies, one soul at a time”* — is not a marketing tagline. It is the method. It is the how. And Q1 is where the **how** begins.

The governing principle of Q1 is the Inside-Out Principle: transformation that does not begin internally cannot be sustained externally. Transformation that lasts always begins at the deepest level — the Spirit — and works outward through the Soul and into the Body. Cosmetic change (behaviour modification without inner transformation) does not hold. Q1 lays the foundation that all future quarters build on. The Compel Mandate of Q2 requires a compeller who has already been transformed. The Factory of Q3 requires raw material that has already been refined. Every subsequent quarter of The Year of Impact 2026 is built on the foundation laid in these 12 weeks.

The Discipleship Loop — Q1’s Movement

REACH → CONNECT → TRANSFORM → MATURE → EXECUTE → REPEAT

Q1 inhabits the TRANSFORM movement of this loop.

Attakora’s Holistic Development Model — The Foundation of Q1

Q1 is informed by Jon O. Attakora’s Holistic Development Model, which frames human flourishing across three inseparable dimensions: Spirit, Soul, and Body. This is a biblically grounded, Kingdom-oriented framework that positions every human being as a tripartite being requiring integrated, simultaneous development across all three dimensions. Spirit transformation precedes soul transformation. Soul transformation precedes body transformation. This is why Q1 begins with identity (spirit) before addressing behaviour (body). You cannot govern what you have not yet understood, and you cannot sustain external discipline without internal conviction.

- **Spirit (Month 1 — Weeks 1–4):** The innermost dimension. The seat of divine connection, prophetic identity, and eternal purpose. When the spirit is aligned, the person knows who they are, whose they are, and why they are here. Spirit-level transformation is identity transformation — the deepest and most foundational work of Q1. Youth will discover their Blueprint, understand the Ecclesia identity, receive their destiny seeds through the Timothy Mandate, and map their Kingdom vision.
- **Soul (Month 2 — Weeks 5–8):** The middle dimension, comprising mind, will, and emotions. The soul is the bridge between the spirit and the body. A person can be born again in their spirit and still have a soul shaped entirely by trauma, culture, and performance. Soul-level transformation is identity integration — aligning how you think and feel with who your spirit

already knows you to be. Youth build the identity architecture needed to navigate being African, Australian, and Kingdom-called simultaneously.

- **Body (Month 3 — Weeks 9–12):** The outermost dimension. The physical temple that carries divine presence and enacts Kingdom purpose. Body-level transformation is about stewarding the physical instrument of God’s mission with intentionality, dignity, and discipline - honouring God with the body. Youth address puberty, body image, beauty standards, and physical discipline through the lens of the Temple Concept. Q1 culminates in a Graduation and Commissioning ceremony.

ATTAKORA — LIGHT REFERENCE FORMAT: Throughout each lesson you will find Attakora dimensional labels — e.g. ‘Attakora — Spirit: This teaching targets...’ These are brief contextual anchors reminding leaders which dimension of the person is being addressed in each session.

Q1 Monthly Roadmap

Month	Weeks	Theme	Attakora Dimension	Mandate Link
1	1–4	The Blueprint	Spirit	The Slogan – Transforming Destinies (Spirit)
2	5–8	Identity & Resilience	Soul	The Slogan – Transforming Destinies (Soul)
3	9–12	The Physical Altar	Body	The Slogan – Transforming Destinies (Body)

Age Disaggregation in Q1

All Q1 sessions operate under the two-layer age disaggregation framework:

- **Layer 1 (Age Focus Column):** Governs which segments receive differentiated content beyond the two non-negotiables. ‘All Ages’ = inclusive design throughout. Specific bands listed = differentiation across Hook, Teaching, Activity, and Activation.
- **Layer 2 (Non-Negotiable — every session):** Discussion & Talk Back AND Take-Home Challenge are ALWAYS disaggregated across 14–16 / 17–19 / 20–30 / 30+ (Adult Lens). No exceptions.

★ **ADULT LENS (30+):** Q1 carries particular resonance for adults (30+) navigating mid-life identity recalibration, career-Blueprint alignment, and modelling Spirit-Soul-Body integration for their families and communities. Every lesson carries an Adult Lens callout providing the 30+ application.

Q1 Evangelism — Personal Evangelism Tier

In Q1, the Outward Impact Challenge draws exclusively from the Personal Evangelism tier: ‘My changed life is my first sermon.’ Participants are not yet equipped for the Compassion Evangelism of Q2. Their evangelism assignment in Q1 is to let the transformation they are undergoing become visible to the people in their world. The testimony of a life being rebuilt from the inside out is the most powerful sermon in any mission field.

MONTH 1
THE SPIRIT — THE BLUEPRINT
Weeks 1–4: Identity, Purpose & Divine Design

WEEK 1

The Master Architect

The Slogan – Transforming Destinies (Spirit)

Week	Week 1
Title	The Master Architect
Scripture	Hab. 2:2; Eph. 1:4–5
Duration	60 minutes
Mandate Link	The Slogan – Transforming Destinies (Spirit)
Evangelism Tier	Personal Evangelism — My transformed life is my first sermon.
Age Focus	All Ages
Quarter	Q1: The Slogan — Transforming Destinies

Leader Preparation

ATTAKORA — SPIRIT: This lesson targets the Spirit dimension — the seat of identity and divine connection. We are establishing the bedrock question: who did God design you to be?

Week 1 sets the tone for the entire year. This session must answer the deepest question every young person carries into the room: ‘Does my life have a design, or did I happen by accident?’

- Read Habakkuk 2:1–3 in full. Note the prophet’s posture: he stood at his watch post and waited. Vision requires both divine revelation and human readiness to receive.
- Read Ephesians 1:3–10. Note the time language: ‘before the foundation of the world.’ The Blueprint pre-dates the construction site.
- Prepare your hook prop: a rolled architect’s blueprint or large building plan. A property listing photo works well.
- For many diaspora youth, the word ‘design’ sits in tension with the feeling that their family’s migration was imposed, not chosen. Hold that tension gently.

SEGMENT 1: THE HOOK
5–7 MIN

DO: Unroll a large architectural blueprint onto a table or the floor. Let participants gather around it. Ask:

SAY: “What is this? What does it tell you before a single brick is laid?”

DO: Let 2–3 people respond. Then say:

SAY: “Before any building exists, someone sat down and designed it. Every room. Every measurement. Every purpose. The building doesn’t decide its own design — the architect does. And here is what I want you to sit with today: you are not a building that showed up without a blueprint. You are a building that was designed by the greatest Architect who has ever existed. Before you were born, He sat down and drew the plans.”

SEGMENT 2: CORE TEACHING
18–22 MIN

Teaching Point 1: The Blueprint Pre-dates the Building — Ephesians 1:4–5

SAY: “Ephesians 1:4 says God ‘chose us in Him before the foundation of the world.’ Before the world existed, before time had a beginning, before your parents had even met — God drew your blueprint.”

SAY: “Verse 5 tells us what was in that blueprint: He ‘predestined us for adoption as sons and daughters through Jesus Christ, according to the purpose of His will.’ Purpose. Not accident. Not afterthought. Purpose. Your existence is intentional. Your identity is designed. Your life is a construction site, and the Architect has already completed the plans.”

Key truth: The blueprint is not aspirational — it is declarative. God did not design a version of you that you might achieve if you work hard enough. He designed YOU. The question is not whether the blueprint exists. The question is whether you are building according to it.

Teaching Point 2: Write the Vision — Habakkuk 2:2

SAY: “Habakkuk 2:2 says: ‘Write the vision; make it plain on tablets, so he may run who reads it.’ You cannot run toward something you cannot read. The blueprint must be made legible before the running can begin.”

SAY: “And verse 3: ‘If it seems slow, wait for it; it will surely come; it will not delay.’ God’s blueprint operates on divine timing. Every great building goes through a phase when it is just scaffolding and foundations. That phase is not failure. It is foundation.”

For the diaspora context: Many of you grew up in families where the ‘building’ of migration looked like sacrifice, dislocation, and starting again. God did not abandon the blueprint during that season. He was laying the foundation for something the blueprint already described.

Teaching Point 3: The Master Architect Does Not Make Mistakes

SAY: “I want to speak directly to every person who has believed at some point that their life is a design error. Psalm 139:13–14 says: ‘You formed my inward parts; you knitted me together in my mother’s womb. I praise you, for I am fearfully and wonderfully made.’ The Hebrew word for ‘wonderfully made’ is *nipleti* — it means distinctively, set-apartly, marvellously. You are not a copy. You are a hand-crafted original. The Master Architect does not produce design errors. He produces purposeful designs we do not yet fully understand.”

★ **ADULT LENS (30+):** For those 30 and over: the question of Blueprint alignment often surfaces most acutely in mid-life. The career you have built may feel misaligned with who you sense yourself to be. The Blueprint has not changed — you have grown into greater clarity about it. Q1 is an invitation to return to the original plans and build deliberately from here.

SEGMENT 3: DISCUSSION & TALK BACK

10–13 MIN

⚠ **LEADER NOTE:** Divide into age-disaggregated groups of 3–4. Circular seating. These questions move from conceptual understanding to personal application.

► Ages 14–16

1. Has anyone ever told you what they think you will become? What did they say, and did it match what you feel inside about yourself?
2. If God drew your blueprint before you were born, what do you think is in it? What do you sense He designed you to do or be?
3. What is one thing about your life right now that feels like ‘just scaffolding’ — hard or confusing — that might actually be part of a bigger design?

► **Ages 17–19**

4. The lesson said the blueprint pre-dates the building. How does knowing that God designed you before you were born change how you respond to the pressures you face at school or work?
5. Habakkuk was told to ‘wait for the vision.’ Is there an area of your life where the building looks nothing like the blueprint right now? How are you holding that tension?
6. What would it look like in your life this year to build ‘according to the blueprint’ rather than according to what is expected of you by your culture, your parents, or your peers?

► **Ages 20–30**

7. Looking back: where can you now see that the difficult seasons were actually foundational phases of a larger design?
8. The lesson talked about ‘design errors’ and the belief that your life is not what God intended. Have you ever wrestled with this? What shifted — or what is still unresolved?
9. What does building ‘according to the blueprint’ look like in your career, your relationships, and your faith right now? What is one thing that is out of alignment?

► **Adult Lens (30+)**

10. What does Blueprint re-alignment look like at your stage of life? What would you need to lay down, and what would you need to pick back up?
11. How are you actively modelling ‘building according to the blueprint’ for the younger generation around you — at home, in the workplace, or in this community?

SEGMENT 4: LEARN-DO-TEACH ACTIVITY	10–13 MIN
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Activity: MY BLUEPRINT — Three Rooms

Each participant draws a simple three-room floor plan. The rooms represent:

- Room 1: GIFTS — What I am naturally good at and energised by
- Room 2: STORY — The key experiences (positive and difficult) that have shaped me
- Room 3: PASSION — What breaks my heart or fills me with energy when I think about the world

DO: Give 4 minutes to fill in the rooms. Then pairs share one room each. Partner response: ‘Based on what I know of you, I also see...’

DO: Teach-back: Each person summarises in 30 seconds: ‘My blueprint seems to be about...’

SEGMENT 5: ACTIVATION & DECLARATION	3–5 MIN
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DO: Fan the flame activation. Then declare together:

I was designed before I was born.
 The Master Architect holds my blueprint.
 My life is a construction site, not an accident.
 I will not build according to what others expect.
 I will build according to what God designed.
 The blueprint is real. The building will come.
 I am fearfully and wonderfully made.

Nikao!

SEGMENT 6: OUTWARD IMPACT CHALLENGE

2 MIN

Personal Evangelism — Tier 1

SAY: “This week, tell one person — a friend, a family member, a classmate — one thing you believe God designed you to do or be. You don’t have to have it all figured out. Just speak the blueprint out loud to one person who doesn’t yet know you believe in it.”

SEGMENT 7: TAKE-HOME CHALLENGE

1–2 MIN

▶ **Ages 14–16**

Find one verse in the Bible that speaks about God’s design for your life. Write it on paper or your phone. Read it every morning this week before you do anything else. Bring it next week and share why you chose it.

▶ **Ages 17–19**

Journal for 15 minutes on this prompt: ‘If the Master Architect showed me my complete blueprint right now, what do I think it would contain? And what would be the most surprising thing in it?’ Bring one insight next week.

▶ **Ages 20–30**

This week, identify one area of your current life that you believe is ‘off-blueprint’ — misaligned with who God designed you to be. Write down one specific step you could take to move back into alignment. Come prepared to share it next session.

▶ **Adult Lens (30+)**

Read your CV or LinkedIn profile as though you are the Master Architect looking at a construction report. Write three observations: what is being built according to the blueprint, what is drifting, and what foundation needs to be re-laid. Bring your reflections to discuss.

WEEK 2

The New Birth — Ecclesia

The Slogan – Transforming Destinies (Spirit)

Week	Week 2
Title	The New Birth — Ecclesia
Scripture	John 3:3–5; 2 Cor. 5:17
Duration	60 minutes
Mandate Link	The Slogan – Transforming Destinies (Spirit)
Evangelism Tier	Personal Evangelism — My transformed life is my first sermon.
Age Focus	All Ages
Quarter	Q1: The Slogan — Transforming Destinies

Leader Preparation

ATTAKORA — SPIRIT: Week 2 continues in the Spirit dimension, addressing the New Birth as the mechanism of Spirit-level transformation. The new birth is not a transaction — it is an identity reset at the deepest level of the person.

This lesson makes the term ‘born again’ fresh, intellectually credible, and emotionally resonant for a generation that has heard it so often it has lost its power.

- Read John 3:1–15 in full. Note that Nicodemus — a scholar and leader — is the one who does not understand. The new birth is not a reward for the spiritually sophisticated.
- Study the Greek word Ecclesia (Matthew 16:18). It was a political and legislative term before it was a religious one. This reframe is central to Teaching Point 3.

SEGMENT 1: THE HOOK
5–7 MIN

DO: Hold up a seed (or acorn) and a fully grown fruit or image of a large tree. Ask:

SAY: “Same DNA. Completely different reality. What happened between this and this?”

SAY: “The transformation between a seed and a tree is not cosmetic. It is not the seed trying harder. It is a fundamental change at the cellular level. Jesus says to Nicodemus: ‘You must be born again.’ Not improved. Not upgraded. Born again. What if becoming who God designed you to be requires the same fundamental change that happens between a seed and a tree?”

SEGMENT 2: CORE TEACHING
18–22 MIN

Teaching Point 1: Born of Water and Spirit — John 3:3–5

SAY: “When Nicodemus asks how a man can be born when he is old, Jesus clarifies: ‘Unless one is born of water and the Spirit, he cannot enter the Kingdom of God.’ Water represents the external declaration — baptism, the public acknowledgement. Spirit represents the internal transformation — the actual change of nature that only the Holy Spirit can produce.”

SAY: “You can have the water without the Spirit. You can be baptised, confirmed, and church-raised without the fundamental identity reset Jesus is describing. Jesus is calling for both: an internal transformation that produces an external life, and an external commitment that anchors the internal work.”

Teaching Point 2: New Creation — 2 Corinthians 5:17

SAY: “2 Corinthians 5:17: ‘If anyone is in Christ, he is a new creation. The old has passed away; behold, the new has come.’ The Greek word for new here is *kainos* — it doesn’t just mean recently made. It means a different kind of thing entirely. Not the same substance improved. A new category of being. You are not a cleaned-up version of your old self. You are a new species.”

SAY: “This matters enormously for young people navigating identity in a diaspora context. Your primary identity is not African. It is not Australian. It is not even your family name. Your primary identity is: in Christ. Chosen. Predestined. Adopted. Redeemed. Forgiven. Lavished with grace.”

For those not yet born again: This session is an open door, not a pressure cooker. If someone wants to respond to Christ, create space after the session for that conversation.

Teaching Point 3: The Ecclesia — What You Were Born Into

SAY: “Matthew 16:18: ‘I will build my Ecclesia, and the gates of hell shall not prevail against it.’ In the ancient Greek world, the ecclesia was the legislative assembly of citizens called to govern the affairs of the city. Jesus deliberately chose this word. He is not building a social club or a religious institution. He is building a legislative assembly of new creations who carry the full governmental authority of the Kingdom of heaven.”

SAY: “When you are born again, you are not just saved from something. You are born into something — the Ecclesia. A governing body with a mandate. And the gates of hell do not stand against it. Gates are defensive structures. This community goes on the offensive.”

★ **ADULT LENS (30+):** For adults 30+: the Ecclesia model of leadership — governing with Kingdom authority in civic and professional spaces — is the blueprint for the adult expression of the DIWC mandate. What specific sphere of society are you currently positioned to govern, and are you doing so consciously?

SEGMENT 3: DISCUSSION & TALK BACK

10–13 MIN

⚠ **LEADER NOTE:** Age-disaggregated groups of 3–4. Circular seating.

▶ **Ages 14–16**

12. The lesson said you are not just a ‘cleaned-up version’ of your old self — you are a new creation. What does that feel like to hear? Does it ring true to your experience? Why or why not?
13. What do you think it means to be part of the Ecclesia — a governing assembly? How is that different from just ‘going to church’?
14. Is there something about who you were before that you are still carrying as if the new creation hadn’t happened? What would it look like to let that go?

▶ **Ages 17–19**

15. The new birth is described as being ‘born of water and Spirit.’ Do you feel like you have experienced both dimensions — the external commitment and the internal transformation? Which one is stronger for you right now?

16. 2 Corinthians 5:17 says ‘the old has passed away.’ In reality, old patterns, old voices, and old wounds often feel very present. How do you hold the theological truth ‘I am a new creation’ alongside the experiential reality of ongoing struggle?
17. The Ecclesia is a governing assembly, not a passive audience. How does thinking of yourself as part of a governing body change how you think about your role in your school, community, or workplace?

► **Ages 20–30**

18. For some of you, the new birth was a specific, datable moment. For others, it has been a gradual emergence. Which resonates more with your experience, and does the distinction matter theologically?
19. Kainos means a different kind of thing entirely. In practical terms, how different does your life look from someone who has not had a new birth encounter? Where is the difference most visible?
20. As Ecclesia members — as part of a governing body — what are you currently governing? Where does your legislative Kingdom authority need to be more consciously deployed?

► **Adult Lens (30+)**

21. The new creation identity can be obscured by the weight of accumulated history. How do you actively maintain the freshness of the ‘new creation’ declaration at your stage of life?
22. The Ecclesia model of leadership — governing with Kingdom authority in civic and professional spaces — is your primary expression of the DIWC mandate. What specific sphere are you positioned to govern, and are you doing so consciously?

SEGMENT 4: LEARN-DO-TEACH ACTIVITY

10–13 MIN

Activity: THE BEFORE / AFTER / BECOMING TIMELINE

Each participant draws a timeline with three zones: BEFORE (who I was before Christ / before this season of growth), AFTER (who I am in Christ now), and BECOMING (who I am still in process of becoming).

DO: 5 minutes to complete. Pairs share one thing from each zone. The ‘BECOMING’ section is the most important — it acknowledges that new creation is both a completed work and an ongoing process.

DO: Teach-back: Each person tells their partner one word describing the ‘new creation’ version of themselves they most want to grow into this year.

SEGMENT 5: ACTIVATION & DECLARATION

3–5 MIN

DO: Fan the flame activation. Then declare:

I am a new creation.
 The old has passed away.
 I am not a cleaned-up version of my past.
 I am a different kind of being entirely.
 I am born of water and Spirit.
 I am part of the Ecclesia.
 I carry legislative authority.
 The gates of hell do not prevail against me.
 I am becoming everything the blueprint describes.

Nikao!

SEGMENT 6: OUTWARD IMPACT CHALLENGE

2 MIN

Personal Evangelism — Tier 1

SAY: “This week, share what ‘new creation’ means to you with one person outside this room. Not a sermon. Just a genuine, personal statement: ‘Something has shifted in how I see myself this week, and it’s because of this idea I encountered...’ Let your becoming be visible.”

SEGMENT 7: TAKE-HOME CHALLENGE

1–2 MIN

► Ages 14–16

Write ‘I am a new creation’ somewhere you will see it every day this week — your phone wallpaper, your mirror, your notebook. Each time you see it, say it out loud once. Notice what happens to how you feel about yourself by the end of the week.

► Ages 17–19

Look up the word Ecclesia in a Bible dictionary or online resource. Write three facts about how it was used in the ancient Greek world. Then write one paragraph: ‘How does understanding this change what I think I am part of?’

► Ages 20–30

Identify one ‘old creation’ pattern — a way of thinking, relating, or responding — that you still default to even though you are a new creation in Christ. Write down one deliberate practice you will implement this week to interrupt that pattern and choose the new creation response instead.

► Adult Lens (30+)

Reflect on the Ecclesia mandate in your primary sphere of influence. Write a one-page ‘governance brief’ — what Kingdom values, decisions, and culture are you actively shaping in that sphere? What is not yet under Kingdom governance that should be?

WEEK 3

Destiny Seeds — The Timothy Mandate

The Slogan – Transforming Destinies (Spirit)

Week	Week 3
Title	Destiny Seeds — The Timothy Mandate
Scripture	2 Tim. 1:3–5; Eph. 2:10
Duration	60 minutes
Mandate Link	The Slogan – Transforming Destinies (Spirit)
Evangelism Tier	Personal Evangelism — My transformed life is my first sermon.
Age Focus	All Ages
Quarter	Q1: The Slogan — Transforming Destinies

Leader Preparation

ATTAKORA — SPIRIT: Week 3 explores how divine purpose is transmitted generationally — through family, community, and faith legacy. Destiny is not discovered in isolation; it is recognised in relationship.

This lesson addresses one of the most significant realities of diaspora identity: generational faith transmission. Many participants carry spiritual seeds planted by grandmothers, mothers, and community elders across continents. This session names and honours those seeds.

- Read 2 Timothy 1:1–7 in full. The emotional register of this passage is tender and relational — deliver it with warmth.
- Study Ephesians 2:10 carefully: ‘created in Christ Jesus for good works, which God prepared beforehand.’ Proetoi masen — pre-prepared. The works were arranged before you arrived at the moment.
- Prepare your hook: a collection of mixed seeds in a small pouch. Do not label them. The visual of not knowing what is inside is the point.

SEGMENT 1: THE HOOK
5–7 MIN

DO: Hold up a small pouch of mixed seeds. Pass them around the group. Say:

SAY: “I cannot tell you what’s in there just by looking. A seed gives you almost no information about what it will become. You need to see it planted, watered, and grown. Now — is there something inside you right now that you know is significant, but you cannot yet fully explain or describe? Something that feels bigger than what you can see in your life today?”

SAY: “That’s a destiny seed. And today we talk about where those seeds come from, how they get activated, and who God has placed in your life to call them forward.”

SEGMENT 2: CORE TEACHING
18–22 MIN

Teaching Point 1: The Faith of Your Ancestors — 2 Timothy 1:3–5

SAY: “Paul writes to Timothy: ‘I am reminded of your sincere faith, a faith that dwelt first in your grandmother Lois and your mother Eunice and now, I am sure, dwells in you as well.’ Paul traces Timothy’s faith backwards through two generations of women. He is saying: the seed in you is not random. It was planted deliberately, carried faithfully, and passed to you by women who paid a price to keep it alive.”

SAY: “In the African diaspora, this is not an abstract concept. Many of you are here today because of a grandmother who prayed. A mother who kept the faith through migration and loss. A father who led family devotions in a small flat far from everything familiar. Those prayers and those seeds are not incidental to your story. They are the reason you are in this room today. You are the Timothy of someone’s Lois.”

Cultural note: In African tradition, the honouring of ancestors and elders is deeply embedded. This lesson does not replace that value with Western individualism — it sanctifies it. Your generational connection is part of your destiny design.

Teaching Point 2: Pre-Prepared Works — Ephesians 2:10

SAY: “Ephesians 2:10: ‘We are His workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them.’ The word workmanship is *poiema* in Greek — it is also the root of ‘poem.’ You are God’s poem. A crafted work of intentional expression.”

SAY: “And the works you are called to were prepared beforehand. God pre-arranged the intersections. Pre-placed the opportunities. Pre-seeded the moments where your particular gift would meet a particular need that only you, in your specific season and context, could meet. You will not miss your moment by accident if you are walking with Him.”

Teaching Point 3: The Timothy Mandate — Receiving and Passing the Seed

SAY: “2 Timothy 1:6: ‘Fan into flame the gift of God, which is in you through the laying on of my hands.’ The gift was transmitted through relationship — through Paul’s investment in Timothy, through years of discipleship. The destiny seed does not activate in isolation. It activates through community, through someone who sees you and calls forward what they see.”

SAY: “The Timothy Mandate has two directions. You are Timothy — someone whose gift needs to be fanned into flame. And you are also Paul to someone younger — someone whose gift is waiting for your recognition and investment. Both directions are your assignment.”

★ **ADULT LENS (30+):** For adults 30+: the Paul dimension of the Timothy Mandate is your primary assignment. Who are the Timothys in your world right now? Who is waiting for your recognition, your investment, your deliberate calling-forward? This is not optional for mature Kingdom citizens. It is part of your mandate.

SEGMENT 3: DISCUSSION & TALK BACK

10–13 MIN

⚠ **LEADER NOTE:** Age-disaggregated groups of 3–4. Circular seating.

► Ages 14–16

23. Who is the ‘Lois or Eunice’ in your life — someone whose faith or investment in you planted a seed you carry today? What did they do or say that is still with you?
24. What is the ‘seed’ in you that you sense is significant but can’t fully explain yet? What does it feel like when you try to describe it?
25. Is there someone in your world — a younger sibling, a friend, someone in your school — who you can see has gifts that nobody else seems to be noticing? What would it look like to ‘call it forward’ in them?

► **Ages 17–19**

26. The lesson says destiny seeds activate through relationship. Who has been the most significant ‘activator’ in your life so far — the person who saw something in you before you saw it yourself? What did they do?
27. Ephesians 2:10 says the works were prepared beforehand. How do you distinguish between an opportunity that is part of God’s pre-prepared plan and one that is just a distraction or a detour?
28. As you think about your next season — university, career, service — what are you sensing the pre-prepared works might be? What is the seed that seems to be pointing in that direction?

► **Ages 20–30**

29. Looking back over the last 5–10 years: where can you now see that God pre-arranged a moment that you did not recognise as significant at the time? What was it?
30. The Timothy Mandate runs in two directions. Who is your Paul right now — the person fanning your gift into flame? And who is your Timothy — the person whose gift you are responsible for activating?
31. How do you hold the tension between the certainty of ‘pre-prepared works’ and the very real experience of doors closing, seasons of waiting, and apparent dead ends?

► **Adult Lens (30+)**

32. Name three people you are currently investing in deliberately. Are those investments structured enough to be genuinely transformative, or are they mostly organic and informal?
33. How has your understanding of your own ‘destiny seeds’ evolved over the decades? What seeds are you only now beginning to understand the full significance of?

SEGMENT 4: LEARN-DO-TEACH ACTIVITY	10–13 MIN
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Activity: THE SEED MAP

Each participant draws a simple map with three zones:

- Zone 1: Seeds Received — who planted seeds of faith, identity, and purpose in you (name people, experiences, Scriptures, moments)
- Zone 2: Seeds Growing — what is currently developing in you that has not yet fully come to fruition
- Zone 3: Seeds to Plant — who in your world needs you to plant something in them right now

DO: 4 minutes to complete. Pairs share Zone 1 and Zone 3 only. Zone 2 is personal and not required for sharing.

DO: Teach-back: Each person makes one specific commitment about Zone 3 — one seed they will intentionally plant in someone this week.

SEGMENT 5: ACTIVATION & DECLARATION	3–5 MIN
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DO: Fan the flame activation. Then declare:

I am God’s poem.
 I am His workmanship.
 The works were prepared before I arrived at the moment.
 I carry seeds planted by those who prayed before me.
 I will not waste the inheritance.

I fan into flame what God placed in me.
And I will plant seeds in others.
The mandate runs through me and beyond me.

Nikao!

SEGMENT 6: OUTWARD IMPACT CHALLENGE

2 MIN

Personal Evangelism — Tier 1

SAY: “This week, thank one person who planted a seed in your life. Tell them specifically what they did and what it meant. That act of honour is itself a testimony — it says your faith has roots, and your roots produce fruit.”

SEGMENT 7: TAKE-HOME CHALLENGE

1–2 MIN

► **Ages 14–16**

Write a letter — which you may or may not send — to one person who planted a faith seed in you. Tell them: (a) what they did, (b) what it planted in you, and (c) how that seed is growing now. Even if that person is no longer alive, write it. Bring it next week.

► **Ages 17–19**

This week, intentionally affirm one person who has gifts you can see that they might not fully see themselves. Tell them specifically what you observe. Come back next week and share how they responded and how it felt to be the ‘Paul’ in that moment.

► **Ages 20–30**

Journal: ‘What are the three most significant seeds that have been planted in me, by whom, and through what circumstances? And what do those seeds tell me about the pre-prepared works that Ephesians 2:10 describes?’ Write at least one page.

► **Adult Lens (30+)**

This week, have a deliberate ‘Timothy conversation’ with one person you are investing in. Name what you see in them, speak the potential you observe, and ask: ‘What seed do you feel you’re carrying that nobody else seems to be naming?’ Come prepared to share what you heard.

WEEK 4

Vision Mapping Workshop

The Slogan – Transforming Destinies (Spirit)

Week	Week 4
Title	Vision Mapping Workshop
Scripture	Hab. 2:2; Rom. 8:28
Duration	60 minutes
Mandate Link	The Slogan – Transforming Destinies (Spirit)
Evangelism Tier	Personal Evangelism — My transformed life is my first sermon.
Age Focus	All Ages (Family-Friendly)
Quarter	Q1: The Slogan — Transforming Destinies

Leader Preparation

ATTAKORA — SPIRIT: Week 4 is the capstone of the Spirit month, integrating the three previous sessions into a concrete, visible, personal vision statement. Spirit-level transformation is sealed when the vision is made plain.

⚠ LEADER NOTE: This session is activity-weighted by design. Reduce Core Teaching to 15–18 minutes and extend the Learn-Do-Teach Activity to 15–18 minutes. The activity IS the theology this week.

Prepare materials in advance: A3 paper per participant, coloured pens/markers. Prepare a personal testimony — share your own vision map, however rough. Leaders modelling vulnerability creates safety for participants to be honest.

- Read Romans 8:28 in multiple translations. The Greek synergei means to work together synergistically, as in a complex mechanism, not a simple cause-and-effect.

SEGMENT 1: THE HOOK 5–7 MIN

DO: Display three completed vision maps on the wall — your own, one from a previous participant if available, and one deliberately rough and uncertain to normalise imperfection. Then say:

SAY: “These three maps were drawn by people at different stages. One is clear. One is mostly question marks. One is somewhere in between. And all three are equally valid. Today we make the vision plain. I want to say before we start: there is no wrong answer on your vision map. God does not grade your blueprint on presentation. He reads your heart.”

SEGMENT 2: CORE TEACHING 15–18 MIN

Teaching Point 1: Making It Plain — Habakkuk 2:2

SAY: “Habakkuk 2:2 contains a specific methodology: write the vision, make it plain, so that whoever reads it may run. Three actions: write, make plain, enable running. Notice the sequence. First you write it. Then you make it clear enough to communicate. Then the running becomes possible. You cannot run toward what you have not yet articulated. Many people have a vision in their heart that has never made it onto a page. Today it does.”

Teaching Point 2: All Things Working Together — Romans 8:28

SAY: “Romans 8:28 is often quoted as comfort in suffering: God will make it okay in the end. But the Greek word synergei carries more than that. It describes the active, purposeful, intelligent co-ordination of multiple elements — including the painful, confusing, and contradictory elements — toward a designed outcome. Not everything that happens to you is good. But God is actively synergising everything toward your good. Your migration story. Your family fractures. Your academic journey. Your identity struggle. All of it is being intelligently co-ordinated by a God who can read the full blueprint even when you cannot.”

★ **ADULT LENS (30+):** For adults 30+: you have lived long enough to see Romans 8:28 proven in your own story. Your vision map today carries the accumulated evidence of God’s synergy across decades. Let that evidence inform the confidence with which you draw the next phase.

SEGMENT 3: DISCUSSION & TALK BACK

10–13 MIN

⚠ **LEADER NOTE:** Keep Discussion & Talk Back tight this session — the activity carries the weight. Use 10 minutes maximum.

▶ **Ages 14–16**

34. What is the ONE thing you most want your life to have been about when you are old and looking back? One sentence.
35. What feels like the biggest obstacle between who you are now and who you sense you are meant to become? Is it a circumstance, a belief, or a relationship?

▶ **Ages 17–19**

36. The lesson said you cannot run toward what you haven’t articulated. What part of your vision have you been keeping vague because articulating it feels too exposed or unrealistic?
37. Can you identify one difficult experience in your story that you are now beginning to see as part of a larger design?

▶ **Ages 20–30**

38. Looking at where you are right now: are you building according to your vision, or according to the expectations and opportunities that have presented themselves? What is the difference?
39. What would need to change in your daily rhythm for your life to align more fully with the vision you are mapping today?

▶ **Adult Lens (30+)**

40. Your vision map today is a mid-journey map, not a starting point. What has the journey revealed about God’s blueprint that you could not have known at 18? How does that revelation change what you are building toward now?

SEGMENT 4: LEARN-DO-TEACH ACTIVITY — THE VISION MAP

15–18 MIN

Activity: MY VISION MAP (ACTIVITY-WEIGHTED SESSION)

DO: Distribute large paper (A3 minimum) and coloured pens to every participant. Display the three-zone template on the wall or board:

- Zone 1: WHO I AM — My identity, gifts, values, and what energises me (drawn from Weeks 1–3)
- Zone 2: WHAT I AM CALLED TO — My sense of purpose, the needs I am designed to meet, the sphere of impact I feel drawn toward
- Zone 3: WHAT IT WILL COST / WHAT IT WILL TAKE — Honest naming of the sacrifice, development, and endurance the vision requires

DO: Give 10–12 minutes for quiet, focused map-making. Play soft instrumental music. Leaders circulate — ask curious questions, do not give direction: ‘Tell me more about that.’ ‘What does that arrow mean to you?’

DO: Last 3–4 minutes: pairs share their maps. Partner asks one question: ‘What is the part of your map you are most uncertain about?’ The teach-back is the question itself — naming the uncertainty is the act of making the vision plain.

SEGMENT 5: ACTIVATION & DECLARATION 3–5 MIN

DO: Ask each person to hold their vision map. Fan the flame activation. Then declare together:

I write the vision.
 I make it plain.
 So that I may run — and so may those who read it.
 All things are working together for my good.
 Even the hard things. Even the confusing things.
 God has already co-ordinated the pieces I cannot yet see.
 I do not build by chance.
 I build by blueprint.
 Quarter 1 begins now.
Nikao!

SEGMENT 6: OUTWARD IMPACT CHALLENGE 2 MIN

Personal Evangelism — Tier 1

SAY: “Take your vision map home. Put it somewhere you will see it daily. This week, share one zone of your vision map with one person outside this community. Not because you need their approval — but because making the vision visible to others is how it becomes accountable.”

SEGMENT 7: TAKE-HOME CHALLENGE 1–2 MIN

► **Ages 14–16**

Add one more detail to your vision map every day this week — a word, a verse, a drawing, or a question mark. By the end of the week your map should have at least 7 new elements. Bring it to the first session of Month 2.

► **Ages 17–19**

Find one person whose life trajectory reflects something similar to what is in Zone 2 of your vision map. Research their story. Come prepared to share: 'What have I learned from their path that applies to mine?'

▶ **Ages 20–30**

Write a one-year vision statement (1–2 paragraphs) based on your vision map. Describe specifically what you want to be true about your life by 31 December 2026. Then identify the top three obstacles and the top three resources you will need. Bring it to Month 2, Week 5.

▶ **Adult Lens (30+)**

Review the vision map you created today against the one you might have drawn ten years ago. Write one page: 'What has changed? What has stayed constant? And what does the comparison tell me about how God has been shaping the blueprint over time?'

MONTH 2

THE SOUL — IDENTITY & RESILIENCE

Weeks 5–8: Citizenship, Multiplicity & Emotional Governance

WEEK 5

Kingdom Citizenship

The Slogan – Transforming Destinies (Soul)

Week	Week 5
Title	Kingdom Citizenship
Scripture	Eph. 2:19; Phil. 3:20
Duration	60 minutes
Mandate Link	The Slogan – Transforming Destinies (Soul)
Evangelism Tier	Personal Evangelism — My transformed life is my first sermon.
Age Focus	All Ages
Quarter	Q1: The Slogan — Transforming Destinies

Leader Preparation

ATTAKORA — SOUL: Month 2 enters the Soul dimension — mind, will, and emotions. Week 5 addresses how the Soul constructs its primary identity and where that identity must be anchored for transformation to be sustained. The deepest question the soul asks is: ‘Where do I belong?’

This lesson speaks directly into the diaspora experience of identity ambiguity. The lesson establishes Kingdom Citizenship as the primary identity that holds all others.

- Read Ephesians 2:11–22 in full. Note the scope of what Paul declares: strangers and aliens have been made ‘fellow citizens.’
- Read Philippians 3:17–21. Paul describes those whose ‘mind is set on earthly things’ then immediately declares: ‘But our citizenship is in heaven.’ The contrast is about primary allegiance, not contempt for the physical world.

SEGMENT 1: THE HOOK
5–7 MIN

DO: Hold up two passports or two national flag images. Ask:

SAY: “If you hold two passports, which country are you really from? When someone asks, ‘Where are you from?’ — which answer do you give? Which one feels true?”

SAY: “What if I told you there is a third document — one that was issued before either of these — that supersedes both of them? Not a citizenship of a nation. A citizenship of a Kingdom. And unlike either of these passports, this one cannot be revoked, expired, or questioned at any border. Today we talk about that document.”

SEGMENT 2: CORE TEACHING
18–22 MIN

Teaching Point 1: No Longer Strangers — Ephesians 2:19

SAY: “Ephesians 2:19 says: ‘You are no longer strangers and aliens, but you are fellow citizens with the saints and members of the household of God.’ This is the theological revolution of the

Gospel for every person in this room who has ever felt like a stranger somewhere. Every person who has stood on Australian soil and felt not quite from here. Every person who has visited their home country and felt not quite from there either. The Gospel says: you have a primary citizenship that is not geographic, not ethnic, and not conditional.”

Teaching Point 2: Heavenly Citizenship as Primary Identity — Philippians 3:20

SAY: “Philippians 3:20: ‘Our citizenship is in heaven, and from it we await a Saviour, the Lord Jesus Christ.’ The Philippians lived in a Roman colony — Roman citizenship was a source of enormous pride. Paul says: your heavenly citizenship is the one that actually defines how you live. Your African heritage is a gift. Your Australian context is a strategic assignment. Your family name carries history and honour. But none of these is your primary identity. Your primary identity is: citizen of the Kingdom of Heaven. Ambassador of the Most High. Member of the Ecclesia. And from that primary identity, every secondary identity finds its proper place and proper weight.”

Teaching Point 3: Rights and Responsibilities of Kingdom Citizenship

SAY: “Citizenship carries both rights and responsibilities. The rights of Kingdom citizenship are staggering: access to the throne of grace (Hebrews 4:16), the indwelling of the Holy Spirit (Romans 8:11), the authority of the name of Jesus (John 14:13–14), and the guarantee of inheritance in God’s household (Romans 8:17). These are not aspirational. They are constitutional rights.”

SAY: “And the responsibilities are equally clear: to represent the Kingdom wherever you are stationed. To bring Kingdom culture — justice, mercy, truth, love, excellence — into every sphere you inhabit. To be an ambassador, which means your conduct represents the nation that sent you. You are not here by accident. You are here on assignment.”

★ **ADULT LENS (30+):** For adults 30+: the language of ‘ambassador on assignment’ takes on particular weight in established careers and community roles. Where specifically has God stationed you as a Kingdom ambassador? What does representing the Kingdom look like in your workplace culture, your suburb, your household?

SEGMENT 3: DISCUSSION & TALK BACK 10–13 MIN

⚠ **LEADER NOTE:** Age-disaggregated groups of 3–4. Circular seating.

► **Ages 14–16**

41. When someone asks you where you’re from, which answer do you usually give? How does that answer make you feel?
42. What do you think it means in practice to have ‘heavenly citizenship’ as your primary identity? What would change about how you act at school or with your friends?
43. What is one right of Kingdom citizenship from today’s lesson that you want to understand better and begin to actually use?

► **Ages 17–19**

44. The lesson said Kingdom citizenship is ‘not conditional.’ How does that compare with what you experience in terms of belonging and acceptance in your everyday social world?
45. Ambassador implies representation — your conduct reflects the Kingdom that sent you. Where do you feel most aware of being on assignment? And where do you most easily forget that you are an ambassador?

46. Ephesians 2 says strangers and aliens have been made fellow citizens. Is there anyone in your world who feels like a stranger or outsider? What does Kingdom citizenship require of you toward them?

► **Ages 20–30**

- 47. The lesson distinguished between primary and secondary identity. In practical terms, how does anchoring your identity in Kingdom citizenship actually change the daily experience of navigating between cultures?
- 48. What are the specific rights of your Kingdom citizenship that you are currently under-utilising? Which one, if you fully activated it, would most change your life or work?
- 49. Ambassador conduct implies your personal choices reflect on the Kingdom you represent. Where in your life is there the greatest tension between your Kingdom identity and the culture of the spaces you occupy?

► **Adult Lens (30+)**

50. You have been navigating the dual-identity tension for longer than most in this room. What wisdom have you accumulated about anchoring identity in Kingdom citizenship amidst the competing pulls of cultural expectation, professional identity, and family heritage?

SEGMENT 4: LEARN-DO-TEACH ACTIVITY **10–13 MIN**

Activity: THE KINGDOM CITIZENSHIP CARD

Each participant creates a personal 'Kingdom Citizenship Card' (index-card size) containing: (a) NAME, (b) KINGDOM ASSIGNMENT (one sentence about what they are here to do), (c) ONE RIGHT they are activating this week, and (d) ONE RESPONSIBILITY they are accepting this week.

DO: Pairs share their cards. Partner challenge: 'Does your Kingdom Assignment match what you know about the blueprint God has given you?'

DO: Teach-back: Each person reads their card aloud to their partner as though presenting their credentials.

SEGMENT 5: ACTIVATION & DECLARATION **3–5 MIN**

DO: Fan the flame activation. Then declare:

My primary identity is not my passport.
It is not my surname.
It is not my academic record or my suburb.
I am a citizen of the Kingdom of Heaven.
No longer a stranger. No longer an alien.
Fellow citizen with the saints.
Member of the household of God.
I carry the rights. I accept the responsibilities.
I am on assignment.
Nikao!

SEGMENT 6: OUTWARD IMPACT CHALLENGE **2 MIN**

Personal Evangelism — Tier 1

SAY: “This week, when someone asks you where you’re from, add one more layer to your answer: ‘And ultimately, my citizenship is in the Kingdom of Heaven.’ Decide how to frame it for your context. But say it out loud to at least one person. Let your primary identity be heard.”

SEGMENT 7: TAKE-HOME CHALLENGE

1–2 MIN

► Ages 14–16

Look up one Scripture from today’s lesson that spoke most to you. Write it on your Kingdom Citizenship Card. Memorise it by the end of the week. Come prepared to recite it from memory next session.

► Ages 17–19

Journal: ‘When do I feel most like a stranger — not yet a fellow citizen — in my everyday world? And what would it look like to live from my Kingdom citizenship in that specific context?’ One page minimum.

► Ages 20–30

Identify your primary ‘embassy’ — the sphere where you are most consciously functioning as a Kingdom ambassador. Write one paragraph describing what Kingdom culture you are actively bringing into that sphere and what needs to change.

► Adult Lens (30+)

Over this week, make one specific leadership decision — in your professional, family, or community role — explicitly anchored in Kingdom citizenship rather than cultural expectation or self-interest. Document the decision and the rationale. Come prepared to share what it cost and what it produced.

WEEK 6

Triple Affiliation — Navigating Three Worlds

The Slogan – Transforming Destinies (Soul)

Week	Week 6
Title	Triple Affiliation — Navigating Three Worlds
Scripture	Rom. 12:2; Dan. 1:8–17
Duration	60 minutes
Mandate Link	The Slogan – Transforming Destinies (Soul)
Evangelism Tier	Personal Evangelism — My transformed life is my first sermon.
Age Focus	All Ages
Quarter	Q1: The Slogan — Transforming Destinies

Leader Preparation

ATTAKORA — SOUL: Week 6 addresses one of the most pressing Soul-level challenges for diaspora youth: the mental and emotional labour of managing multiple cultural identities simultaneously. The goal is to reframe this labour from burden to qualification.

Lead with empathy before theology. Many participants experience the triple affiliation as three competing demands rather than three complementary gifts.

- Read Daniel 1:1–20 in full. Study how Daniel’s Babylonian education represented a systematic attempt to erase his Hebrew identity: new name, new diet, new language, new culture.
- Read Romans 12:1–2 carefully. ‘Do not be conformed to this world’ — *syschematizo* — the same word used for the Transfiguration. This is about a different source of transformation.

SEGMENT 1: THE HOOK
5–7 MIN

DO: Hold up three different coloured scarves or pieces of fabric simultaneously. Try to walk in three directions at once. Make it comedic. Then stop and ask:

SAY: “Have you ever felt like someone was pulling you in three directions at the same time? Your family is pulling this way. Your friends are pulling that way. Your faith is pulling another way entirely. And somehow you’re supposed to hold all three without dropping any of them and without being torn apart. That is the triple affiliation experience. And today we meet someone who did it better than anyone in the Bible.”

SEGMENT 2: CORE TEACHING
18–22 MIN

Teaching Point 1: Daniel’s Babylonian Challenge — Daniel 1:8–17

SAY: “Daniel was a young man from Jerusalem selected to be educated in the court of Babylon. The Babylonian system was designed to perform a complete identity overhaul: his Hebrew name Daniel (‘God is my judge’) was changed to Belteshazzar. He was given

Babylonian food, language, clothes, and education. The entire system was designed to replace who he was with who Babylon needed him to be.”

SAY: “But Daniel 1:8 says: ‘Daniel resolved that he would not defile himself.’ He did not refuse to learn Babylonian. He learned it and excelled. He did not refuse to serve in the court. He served with distinction. He navigated it without being assimilated by it. That is the art of triple affiliation: full engagement without identity loss.”

Key distinction: Daniel was not separate from Babylon — he was distinct within it. Separation says ‘I will not engage.’ Distinction says ‘I will engage but I will not be defined by what I engage with.’

Teaching Point 2: The Transformation Source — Romans 12:2

SAY: “Romans 12:2: ‘Do not be conformed to this world, but be transformed by the renewal of your mind.’ The word conformed is *syschematizo* — to be squeezed into the mould of something external. The world has a mould for you. Every time someone tells you to ‘just be more Australian,’ that is the mould. Every time you are expected to perform a version of your culture for others, that is also a mould.”

SAY: “The antidote is *metamorphoo* — transformed by the renewing of your mind. Not conformed from the outside in, but transformed from the inside out. When your mind is being renewed by truth rather than shaped by pressure, you can navigate Babylon without being Babylonianised. You can be fluent in multiple cultures without losing your native language.”

Teaching Point 3: The Three Affiliations as Strategic Assets

SAY: “Here is a reframe that may change everything. What if your triple affiliation is not a burden but a brief? What if being African-heritage, Australian-context, and Kingdom-citizen simultaneously makes you more qualified, not less?”

SAY: “Daniel 1:17: ‘God gave them learning and skill in all literature and wisdom, and Daniel had understanding in all visions and dreams.’ Their triple competence produced a calibre of wisdom that no pure-bred Babylonian could match. They were the best in the court. Not despite their complexity. Because of it. Your African heritage gives you communal resilience, spiritual depth, and a story of survival that Western individualism cannot produce. Your Australian context gives you access to systems and networks that your parents sacrificed to give you. Your Kingdom identity gives you authority, purpose, and a brief that transcends both. That is not a divided identity. That is a triple-equipped identity.”

★ **ADULT LENS (30+):** For adults 30+: you have been navigating the triple affiliation far longer than the young people in this room. What wisdom have you accumulated about using the complexity as an asset rather than managing it as a liability? Your testimony here is worth more than any teaching.

SEGMENT 3: DISCUSSION & TALK BACK

10–13 MIN

⚠ **LEADER NOTE:** Age-disaggregated groups. Circular seating.

► Ages 14–16

51. When do you feel most like yourself — and when do you feel most like you’re performing a version of yourself for someone else? What is different about those two situations?
52. Have you ever been told to ‘just be more Australian’ or felt pressure to downplay your cultural heritage? How did that feel?
53. Daniel engaged with Babylonian culture fully but kept one non-negotiable. What is your non-negotiable? What is the thing about your identity that you will not compromise, regardless of cultural pressure?

► **Ages 17–19**

- 54. Romans 12:2 talks about being transformed from the inside out rather than squeezed into a mould from the outside in. Where are you most susceptible to the mould right now? What is the pressure trying to shape you into?
- 55. Daniel's triple competence was his strategic advantage. Can you identify a specific situation in your life where your African heritage AND your Australian context AND your Kingdom identity working together gave you an edge that neither alone could have produced?
- 56. What does 'distinct within, not separate from' look like in your specific social world this week?

► **Ages 20–30**

- 57. The lesson said Strategic Multiplicity is contextual intelligence deployed in service of mission. How do you navigate the expectation to assimilate professionally while maintaining your cultural and Kingdom distinctiveness?
- 58. Daniel resolved his non-negotiable before he entered the court, not when he was already under pressure. What are your non-negotiables — the things you have resolved ahead of time, before the pressure arrives?
- 59. What sphere is God positioning you to influence from within, as Daniel influenced Babylon from within?

► **Adult Lens (30+)**

- 60. What has been the most costly and the most rewarding aspect of navigating the triple affiliation over your career and community life? What would you go back and tell your younger self?

SEGMENT 4: LEARN-DO-TEACH ACTIVITY 10–13 MIN

Activity: THE TRIPLE ASSET INVENTORY

Each participant draws three interconnected circles (Venn diagram). Labels: AFRICAN HERITAGE / AUSTRALIAN CONTEXT / KINGDOM IDENTITY. In each circle they list 3–4 specific gifts, experiences, or advantages from that affiliation. In the overlapping zones they write: 'What becomes possible when these combine?'

DO: 4 minutes to complete. Pairs compare inventories and identify similarities and differences. Full group shares: 'What did you discover in your overlapping zones that you hadn't thought of before?'

DO: Teach-back: Each person identifies one specific way they will use their triple affiliation as an asset in the next seven days.

SEGMENT 5: ACTIVATION & DECLARATION 3–5 MIN

DO: Fan the flame activation. Then declare:

I am not confused. I am complex.
 And complexity is a Kingdom qualification.
 I am African by heritage.
 I am Australian by assignment.
 I am Kingdom by nature.
 I am not divided. I am triply equipped.
 I will not be conformed by external pressure.

I will be transformed by internal truth.
Like Daniel, I will excel in Babylon without becoming it.

Nikao!

SEGMENT 6: OUTWARD IMPACT CHALLENGE

2 MIN

Personal Evangelism — Tier 1

SAY: “This week, engage fully in one cultural or social context that feels challenging for you — and bring your whole self into it. Not a performance. Not a mask. Your full, complex, triple-affiliated self. Let someone see all three layers at once.”

SEGMENT 7: TAKE-HOME CHALLENGE

1–2 MIN

▶ **Ages 14–16**

Write three sentences — one for each of your affiliations: ‘My African heritage gives me...,’ ‘My Australian context gives me...,’ ‘My Kingdom identity gives me...’ Bring them next week and read them aloud to your partner.

▶ **Ages 17–19**

Journal: ‘When in my life have I most felt the pull toward conformity rather than transformation? What was the mould being applied, and what was it trying to replace in me?’ One page minimum.

▶ **Ages 20–30**

This week, identify one professional or community situation where your triple affiliation gives you a distinctive advantage that others in the room do not have. Be specific: what is the advantage, how did it manifest, and did you lean into it or apologise for it?

▶ **Adult Lens (30+)**

Write your ‘Triple Affiliation Testimony’: a 3–4 paragraph account of how your African heritage, your Australian context, and your Kingdom identity have worked together across your life story. Come prepared to share it as a resource for the younger generation.

WEEK 7

Strategic Multiplicity — Your Complexity as Superpower

The Slogan – Transforming Destinies (Soul)

Week	Week 7
Title	Strategic Multiplicity — Your Complexity as Superpower
Scripture	1 Cor. 9:19–23; Esth. 4:14
Duration	60 minutes
Mandate Link	The Slogan – Transforming Destinies (Soul)
Evangelism Tier	Personal Evangelism — My transformed life is my first sermon.
Age Focus	All Ages
Quarter	Q1: The Slogan — Transforming Destinies

Leader Preparation

ATTAKORA — SOUL: Week 7 builds directly on Week 6’s Triple Affiliation reframe. Where Week 6 established that complexity is a Kingdom qualification, Week 7 shows how to deploy that complexity strategically — as Paul and Esther both did.

Strategic Multiplicity is the conscious, intentional deployment of multiple cultural competencies in service of Kingdom mission. This session is the most practically activating lesson of Month 2.

- Read 1 Corinthians 9:19–23 carefully. Paul is not describing theological compromise — he is describing contextual intelligence. The core remains unchanged; only the expression adapts.
- Read Esther 4:14 in context (chapters 4–5). Esther’s access to the king was only possible because of her double identity — Jewish by heritage, Persian by position.

SEGMENT 1: THE HOOK
5–7 MIN

DO: Name one or two well-known figures who carry multiple cultural competencies in a way that has given them unusual access or influence (e.g. a respected diaspora leader known to the group). Ask:

SAY: “What is it about this person that gives them access to multiple worlds that someone from only one of those worlds could not have? What is the strategic advantage of being ‘bilingual’ — not just in language, but in culture?”

SAY: “Paul had a word for this. He called it ‘all things to all people.’ Esther’s uncle Mordecai saw it in her positioning and called it: ‘for such a time as this.’ Today we learn the name for what you already carry: Strategic Multiplicity. And we learn how to use it.”

SEGMENT 2: CORE TEACHING
18–22 MIN

Teaching Point 1: Paul’s Contextual Intelligence — 1 Corinthians 9:19–23

SAY: “Paul writes: ‘To the Jews I became as a Jew, to win Jews... to those outside the law I became as one outside the law... I have become all things to all people, that by all means I might save some.’ This is not compromise theology. What Paul is describing is contextual intelligence — the ability to find the genuine point of connection between his identity and someone else’s world, and to move toward them along that bridge rather than demanding they come to him.”

Key test: Am I adapting my expression to reach this person, or am I compromising my convictions to avoid the cost of standing out? The first is Strategic Multiplicity. The second is assimilation.

Teaching Point 2: Esther’s Positioned Identity — Esther 4:14

SAY: “Esther was a Jewish orphan who became the Queen of Persia. She carried two identities simultaneously: Jewish heritage and Persian queenship. When Haman’s genocide decree was issued, Mordecai sent her this message: ‘Who knows whether you have not come to the kingdom for such a time as this?’ Esther’s double identity was not a liability — it was her access. Her Jewish heritage gave her the motive: she had skin in the game, literally. Her Persian position gave her the means: access to the king’s court that no other Jewish person had. The combination was what made her uniquely positioned. One identity without the other would not have been enough.”

SAY: “You are positioned in Australia with your African heritage and your Kingdom identity for ‘such a time as this.’ The combination is not accidental. It is strategic.”

Teaching Point 3: Deploying Strategic Multiplicity in Practice

SAY: “Strategic Multiplicity in practice means: First, you know who you are — your core identity is settled, anchored in Kingdom citizenship. Second, you understand the worlds you have access to — the languages, the cultures, the codes of the multiple contexts you inhabit. Third, you consciously deploy your access in service of something larger than yourself.”

SAY: “The young person who can speak the language of their African family, navigate the Australian school system, and live from Kingdom values simultaneously has access to conversations that most people around them do not. This is not a burden. This is a briefing. You were placed at this intersection on purpose.”

★ **ADULT LENS (30+):** For adults 30+: Strategic Multiplicity is most powerfully deployed through mentorship and institutional influence. Where are you currently positioned at a cultural, professional, or community intersection that uniquely equips you to open doors for the next generation? Are you using that positioning consciously?

SEGMENT 3: DISCUSSION & TALK BACK 10–13 MIN

⚠ **LEADER NOTE:** Age-disaggregated groups. Circular seating.

▶ **Ages 14–16**

61. Can you think of a situation where being ‘bilingual’ in culture has actually helped you connect with someone or navigate a situation that others couldn’t?
62. What is the difference between adapting how you express yourself in different contexts and losing who you are? Where is the line for you personally?
63. If you could deploy your triple identity in service of one specific thing in your school, neighbourhood, or community, what would it be?

▶ **Ages 17–19**

64. Esther’s double identity was what made her uniquely positioned. What is the specific combination in YOUR life — heritage, context, gifting, experience — that positions you uniquely for something no one else around you could do as well?
65. Paul said he became all things to all people ‘that by all means he might save some.’ The purpose keeps the strategy accountable. What is your purpose — the WHY that keeps your Strategic Multiplicity pointed in the right direction?
66. Where are you currently most tempted to suppress or apologise for one of your affiliations? What would it look like to deploy it strategically instead?

► **Ages 20–30**

67. In your professional life, which of your multiple affiliations is most underdeployed? What is holding you back from using it as a strategic asset?
68. Mordecai’s question to Esther was essentially: ‘Are you going to use your positioning?’ If Mordecai were asking you the same question right now, what would your honest answer be?
69. What is the specific mission your Strategic Multiplicity is currently serving? Is it conscious and intentional, or largely accidental?

► **Adult Lens (30+)**

70. At your stage of life, Strategic Multiplicity is legacy work — you are opening doors for others. Where specifically are you positioned at an intersection that few others can access, and are you deliberately using that positioning to create pathways for the generation behind you?

SEGMENT 4: LEARN-DO-TEACH ACTIVITY	10–13 MIN
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Activity: THE SUCH A TIME AS THIS MAP

DO: Each participant writes answers to three questions: (a) ‘What worlds do I have access to that most people in my life do not?’ (b) ‘What specific need exists at the intersection of those worlds?’ (c) ‘What is the one thing I am positioned to do at this intersection that no one else can do as well as I can?’

DO: 4 minutes. Pairs share question (c). Then the group pools their ‘Such a Time as This’ statements.

DO: Teach-back: each person identifies one concrete action in the next 7 days that deploys their strategic positioning.

SEGMENT 5: ACTIVATION & DECLARATION	3–5 MIN
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DO: Fan the flame activation. Then declare:

I am not confused. I am strategically positioned.
 My heritage is my access.
 My context is my assignment.
 My Kingdom identity is my authority.
 I have come to the Kingdom for such a time as this.
 I do not waste the intersection.
 I do not apologise for my complexity.
 I deploy it.
 For such a time as this.

Nikao!

SEGMENT 6: OUTWARD IMPACT CHALLENGE

2 MIN

Personal Evangelism — Tier 1

SAY: “This week, use your strategic positioning to make a Kingdom connection. Find one person who lives in a world your multiple affiliations gives you access to — and use that access to genuinely serve them. Not to perform. To serve.”

SEGMENT 7: TAKE-HOME CHALLENGE

1–2 MIN

▶ **Ages 14–16**

Write your own ‘For Such a Time as This’ statement: ‘I am [name], I carry [heritage], I live in [context], I have Kingdom [gift/authority], and I am positioned for...’ Practise saying it until it feels natural. Bring it next week.

▶ **Ages 17–19**

Research one person in Australian public life who is using their diaspora or multicultural background as a strategic asset. Write one paragraph: ‘What can I learn from how they deploy their multiplicity?’

▶ **Ages 20–30**

This week, make one professional or community move that consciously deploys your Strategic Multiplicity. Come prepared to describe: what you did, which affiliations you drew on, what it produced, and what it felt like to act from your complexity rather than despite it.

▶ **Adult Lens (30+)**

Identify one emerging leader in your sphere who carries significant Strategic Multiplicity potential but has not yet been shown how to deploy it. Have a specific conversation with them this week about their unique positioning. Come prepared to report on what you observed and what you said.

WEEK 8

Emotional Governance — Ruling the Inner World

The Slogan – Transforming Destinies (Soul)

Week	Week 8
Title	Emotional Governance — Ruling the Inner World
Scripture	Eph. 4:26; Phil. 4:6–8
Duration	60 minutes
Mandate Link	The Slogan – Transforming Destinies (Soul)
Evangelism Tier	Personal Evangelism — My transformed life is my first sermon.
Age Focus	All Ages
Quarter	Q1: The Slogan — Transforming Destinies

Leader Preparation

ATTAKORA — SOUL: Week 8 is the capstone of the Soul month. Emotional governance addresses the will and emotional dimensions of the Soul directly. A person cannot be a Champion in the world if they are ungoverned internally.

This lesson must balance two realities: (a) emotions are valid, God-given, and important signals, and (b) emotions cannot be the highest governing authority in a person’s life. Distinguish clearly between emotional suppression (harmful) and emotional governance (Kingdom).

SAFEGUARDING NOTE: Some participants may be navigating significant emotional pain, family trauma, or mental health challenges. The goal is to empower, not to create shame about emotional responses. This lesson is about governance, not performance. Monitor the room carefully.

- Read Ephesians 4:25–32 in full. Note Paul says ‘be angry and do not sin’ — he validates the emotion while governing its expression.
- Read Philippians 4:4–9. Paul writes this from prison. The context of his peace is essential to the power of the teaching.

SEGMENT 1: THE HOOK 5–7 MIN

DO: Ask for a volunteer. Hand them a cup of water (nearly full). Ask them to walk quickly from one end of the room to the other and back without spilling. Then ask: what made the difference between spilling and not spilling? Then say:

SAY: “The water in that cup is like your emotional life. You are going to carry it everywhere you go — to school, to work, into your relationships, into your family. The question is not whether you have water in the cup. The question is whether you have governance over it. Are you carrying the cup, or is the cup carrying you?”

SEGMENT 2: CORE TEACHING 18–22 MIN

Teaching Point 1: Be Angry and Do Not Sin — Ephesians 4:26

SAY: “Ephesians 4:26: ‘Be angry and do not sin; do not let the sun go down on your anger.’ Paul does not say ‘do not be angry.’ He says ‘be angry and do not sin.’ He validates the emotion and governs its expression. The church has often taught emotional suppression under the label of emotional governance. Suppression says: ‘Do not feel.’ Governance says: ‘Feel — and then choose what you do with what you feel.’”

SAY: “Anger is not a sin. Grief is not a lack of faith. Anxiety is not a spiritual failure. Fear is not weakness. These are God-given signals — they carry information about what matters to you, where you have been hurt, and where you need God’s intervention. The sin is not in the feeling. The sin is in what you do with the feeling when it is ungoverned. When anger turns to bitterness. When grief turns to despair. When anxiety turns to control. When fear turns to passivity. That is the line.”

Teaching Point 2: The Peace That Passes Understanding — Philippians 4:6–7

SAY: “Philippians 4:6–7: ‘Do not be anxious about anything, but in everything by prayer and supplication with thanksgiving let your requests be made known to God. And the peace of God, which surpasses all understanding, will guard your hearts and your minds in Christ Jesus.’ Paul writes this from a Roman prison. He is not describing a peace that comes from comfortable circumstances. He is describing a peace governed from a source entirely outside his circumstances.”

SAY: “The Greek word for ‘guard’ here is *phroureō* — a military term for a garrison standing watch. The peace of God stands as a military garrison over your heart and your mind. It does not arrive by positive thinking or by suppressing the emotion. It arrives by the practice Paul names: prayer with thanksgiving. Naming the anxiety before God, not pretending it does not exist. And then receiving, rather than manufacturing, the peace that results.”

Teaching Point 3: What to Think About — Philippians 4:8

SAY: “Philippians 4:8: ‘Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things.’ This is a directed governance of attention. Not denial of the negative, but deliberate choice of what the mind dwells on.”

SAY: “Your emotional state is significantly determined by what your mind feeds on. A mind that constantly replays offences, comparisons, and worst-case scenarios will produce an emotional state of bitterness, inadequacy, and anxiety. A mind deliberately directed toward what is true, honourable, just, pure, and lovely produces a different emotional field. This is not positive thinking. This is Kingdom mind governance. And it is a discipline. It requires daily practice.”

★ **ADULT LENS (30+):** For adults 30+: emotional governance becomes increasingly consequential as your sphere of influence grows. Ungoverned emotions in a person of authority create environments of fear, instability, and hurt. The most powerful thing you can model for the next generation is not your competence — it is your emotional governance.

SEGMENT 3: DISCUSSION & TALK BACK

10–13 MIN

⚠ **LEADER NOTE:** Age-disaggregated groups. Circular seating. This is one of the most personal sessions in Q1 — hold the space gently.

► Ages 14–16

71. What is the emotion that is hardest for you to govern — anger, sadness, fear, jealousy, anxiety? Not the one you think you should say. The actual one.
72. What has been your default response to that emotion? Has it been helpful or harmful?

73. Paul says the peace of God ‘guards’ your heart like a military garrison. What does it feel like when that garrison is in place versus when it is not?

► **Ages 17–19**

- 74. The lesson distinguished between emotional suppression and emotional governance. Which one do you think the church typically teaches? Which one have you experienced?
- 75. Honestly audit your mental diet this week: what has occupied most of your thinking? How does that compare to Paul’s list in Philippians 4:8?
- 76. What is one specific emotional pattern in your life that is governing you rather than being governed by you? What would it look like to begin the governance work on that pattern this week?

► **Ages 20–30**

- 77. Where in your professional, relational, or family life do you currently notice your emotions having the most ungoverned impact on others?
- 78. The lesson said anger is a valid signal. What is one area of your life where your anger is pointing to something important — an injustice, a violated value, a need — that you have been suppressing rather than governing toward constructive action?
- 79. What does your daily practice of Philippians 4:6–7 actually look like, or what would it need to look like to be genuinely effective in your current season?

► **Adult Lens (30+)**

- 80. Over your years of leadership, what has been the most significant lesson you have learned about the relationship between emotional governance and effective leadership? What has it cost you when governance failed?

SEGMENT 4: LEARN-DO-TEACH ACTIVITY	10–13 MIN
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Activity: THE EMOTIONAL GOVERNANCE AUDIT

Each participant privately completes a two-column audit:

- Column 1: THE EMOTION — List 2–3 recurring emotional patterns or responses in your life
- Column 2: THE GOVERNANCE RESPONSE — For each emotion: (a) What is this emotion signalling? (b) What is my current response? (c) What would a governed response look like instead?

DO: 5 minutes private writing. Pairs share only column 2(c) — the governed response they want to practise. Partner accountability: both write down each other’s commitment and commit to a check-in before next session.

DO: Teach-back: Each person commits to one Philippians 4:8 practice for the week — one thing they will deliberately choose to think about when the ungoverned emotion arrives.

SEGMENT 5: ACTIVATION & DECLARATION	3–5 MIN
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DO: Fan the flame activation. Then declare:

I feel — and I govern what I do with what I feel.
 I do not suppress. I govern.
 I bring every anxiety to God by prayer and thanksgiving.
 And I receive the peace that stands guard over my heart and mind.

I choose what I think about.
I direct my attention to what is true, honourable, just, pure, and lovely.
My emotions serve my purpose.
My purpose is not held hostage by my emotions.
I rule my inner world.

Nikao!

SEGMENT 6: OUTWARD IMPACT CHALLENGE

2 MIN

Personal Evangelism — Tier 1

SAY: “This week, let your emotional governance be visible to someone. When a situation arises where you would normally react, govern it — and when someone notices, tell them why. Your governed response is a testimony.”

SEGMENT 7: TAKE-HOME CHALLENGE

1–2 MIN

▶ **Ages 14–16**

Practise the Philippians 4:6–7 prayer every night this week before you go to sleep. Write down in one sentence what you brought to God and one thing you felt afterward. Bring your seven entries next session.

▶ **Ages 17–19**

Journal: ‘What is the most ungoverned emotional pattern in my life right now, and what is it costing me? What would my relationships, my study, and my spiritual life look like if I governed it?’ One page minimum. Be brutally honest.

▶ **Ages 20–30**

This week, in one emotionally charged situation, apply the governance protocol: name the emotion privately, bring it to God, receive the peace, choose what to think about, then respond. Come prepared to describe the situation and what was different.

▶ **Adult Lens (30+)**

Review your leadership or parenting over the past month. Identify one instance where your emotional governance was strong — and one where it failed. Write what you would do differently in the second case. Then commit to one structural practice (a daily habit) that strengthens your emotional governance going forward.

MONTH 3

THE BODY — THE PHYSICAL ALTAR

Weeks 9–12: Temple Theology, Body Image & Stature

WEEK 9

The Temple Concept — The Body as Sacred Space

The Slogan – Transforming Destinies (Body)

Week	Week 9
Title	The Temple Concept — The Body as Sacred Space
Scripture	1 Cor. 6:19–20; Rom. 12:1
Duration	60 minutes
Mandate Link	The Slogan – Transforming Destinies (Body)
Evangelism Tier	Personal Evangelism — My transformed life is my first sermon.
Age Focus	All Ages
Quarter	Q1: The Slogan — Transforming Destinies

Leader Preparation

ATTAKORA — BODY: Month 3 enters the Body dimension of Attakora’s model. Week 9 establishes the foundational theology of the body as temple. All subsequent sessions in Month 3 build on this foundation — do not rush past it.

This lesson must be delivered with both theological confidence and pastoral warmth. Many participants carry body shame or histories of body-related harm. The goal is to establish the body as a site of divine presence — and therefore dignity, not shame.

- Read 1 Corinthians 6:12–20 in full. Paul’s argument is primarily theological, not moral. The body matters because it carries divine presence.
- Read Romans 12:1. The Greek thusian *zōsan* (‘living sacrifice’) implies an ongoing, active offering — not a one-time transaction.

SEGMENT 1: THE HOOK 5–7 MIN

DO: Show two images side by side: a beautiful, well-maintained temple or cathedral and a building that has been neglected or vandalised. Ask:

SAY: “What is the difference between how we treat these two buildings? Why does one receive such careful attention and the other gets neglected? Now — what if I told you that one of those buildings is a more accurate picture of how you treat your own body?”

SAY: “The New Testament has a staggering claim about the human body. Not the soul — the body. It says the physical body of a believer is the dwelling place — the naos, the inner sanctuary — of the Holy Spirit. Today we explore what that means practically and why it changes everything.”

SEGMENT 2: CORE TEACHING 18–22 MIN

Teaching Point 1: Naos — The Inner Sanctuary — 1 Corinthians 6:19

SAY: “1 Corinthians 6:19: ‘Do you not know that your body is a temple of the Holy Spirit within you?’ The Greek word Paul uses is naos — not the broader hieron meaning the whole Temple complex, but naos: the inner sanctuary. The Holy of Holies. The most consecrated space in the entire Tabernacle. The place where the Shekinah glory rested on the Ark of the Covenant. Paul says: that space is inside you.”

SAY: “The same Spirit whose presence caused Moses to remove his sandals, whose glory filled Solomon’s Temple so powerfully that the priests could not stand, whose fire came down at Sinai — that Spirit lives in your body. Your body is a holy site. It is to be treated with the reverence appropriate to what it contains.”

Teaching Point 2: You Are Not Your Own — 1 Corinthians 6:20

SAY: “Verse 20: ‘You were bought with a price. So glorify God in your body.’ ‘You are not your own’ — this is not a statement of diminishment. It is a statement of belonging. You belong to the One who bought you. The authority that determines what your body does, what it is used for, what it is exposed to — that authority belongs to God, not to culture, not to peer pressure, not to a romantic partner, not to a corporation’s marketing department.”

SAY: “Glorify God in your body. This is the body’s core vocation. When you sleep adequately. When you eat with intention. When you exercise discipline. When you protect what enters through your eyes and ears. All of that is worship. All of that is the body fulfilling its vocation.”

Teaching Point 3: The Living Sacrifice — Romans 12:1

SAY: “Romans 12:1: ‘I appeal to you, brothers and sisters, by the mercies of God, to present your bodies as a living sacrifice, holy and acceptable to God, which is your spiritual worship.’ Spiritual worship expressed through the presentation of the body. When you discipline your body, you are worshipping. When you steward your health, you are worshipping. When you use your hands, your voice, your feet in service of the Kingdom, you are worshipping.”

SAY: “A living sacrifice is an active, ongoing offering. Not a one-time crisis decision. A daily, habitual, deliberate presentation. ‘Today I present my body to God.’ This is the basis of physical stewardship in Q1. Not performance. Not aesthetics. Worship.”

★ **ADULT LENS (30+):** For adults 30+: the body often becomes a site of neglect as responsibilities multiply. The demands of parenting, career, and community frequently crowd out the basic disciplines of sleep, movement, and nutrition. This lesson calls you back to the fundamental vocation: glorify God in your body. What does your current stewardship of the temple say about what you believe about what it contains?

SEGMENT 3: DISCUSSION & TALK BACK

10–13 MIN

⚠ **LEADER NOTE:** Age-disaggregated groups. Circular seating.

► Ages 14–16

81. How do you currently treat your body? If your body is a temple, what is the state of the temple right now? Be honest — not self-critical, just honest.
82. The lesson said your body belongs to God, not to culture or peer pressure. Where do you feel the most pressure to use or present your body in a way that conflicts with the temple theology?
83. What is one daily practice that would be an act of worship through your body? Not a big dramatic change — one small, consistent act.

► Ages 17–19

84. The naos is the most sacred space in the entire Temple. How does that reframe the way you think about decisions you make regarding your body? Does it feel true, or does it feel disconnected from your daily experience?
85. Paul says ‘you are not your own.’ In a culture that says ‘my body, my choice’ as its highest ethical principle, how do you articulate the temple theology without sounding controlling or oppressive?
86. What is the biggest gap between how you believe the temple should be treated and how you actually treat it? What is creating that gap?

► **Ages 20–30**

87. Romans 12:1 describes presenting the body as a ‘living sacrifice’ — daily, ongoing, active. What does your daily presentation of your body to God actually look like? Is it a conscious practice or largely theoretical?
88. The lesson said physical stewardship is worship. How does reframing your physical disciplines (sleep, nutrition, exercise, rest) as acts of worship rather than self-improvement projects change your motivation for doing them?
89. Where is the temple currently being neglected or pushed beyond its design capacity? What would restoration look like?

► **Adult Lens (30+)**

90. What is the specific form that temple neglect takes in your life right now, and what does that neglect cost you spiritually, relationally, and professionally?

SEGMENT 4: LEARN-DO-TEACH ACTIVITY

10–13 MIN

Activity: THE TEMPLE AUDIT

Each participant privately completes a four-area temple audit:

- Sleep: Am I giving the temple the rest it requires?
- Nutrition: Am I fuelling the temple with intentionality?
- Movement: Am I maintaining the physical capacity the temple needs for its assignments?
- What enters: What am I allowing through the eyes, ears, and mind that diminishes the temple?

DO: 5 minutes private audit. Pairs share ONE area and ONE practical commitment. Partner accountability: both write down each other’s commitment and commit to a check-in before next session.

DO: Teach-back: Each person states their commitment out loud as an act of worship: ‘As an act of worship to God, this week I will...’

SEGMENT 5: ACTIVATION & DECLARATION

3–5 MIN

DO: Fan the flame activation. Then declare:

My body is a temple.
 The Holy Spirit lives here.
 I was bought with a price.
 I am not my own.
 I glorify God in my body.
 I present my body as a living sacrifice, holy and acceptable.
 This is my spiritual worship.

I do not neglect the temple.
I steward it. Honour it. Present it.

Nikao!

SEGMENT 6: OUTWARD IMPACT CHALLENGE

2 MIN

Personal Evangelism — Tier 1

SAY: “This week, let the way you treat your body tell a story. One person in your world will notice that you are taking your health or physical disciplines more seriously. When they ask why, tell them: ‘I’m learning that my body is the dwelling place of God. So I’m treating it accordingly.’”

SEGMENT 7: TAKE-HOME CHALLENGE

1–2 MIN

▶ **Ages 14–16**

Choose ONE area from your Temple Audit and implement ONE specific change this week. Track it daily — just a tick or cross each day. Bring your record next session. Seven ticks is the goal. No judgment if it’s less. Just be honest.

▶ **Ages 17–19**

Journal: ‘If my body is a temple and the Holy Spirit lives here, what does my current temple look like from the inside? And what do I want it to look like by the end of Q1?’ Write honestly.

▶ **Ages 20–30**

This week, implement a ‘Living Sacrifice’ daily practice: each morning spend 2 minutes consciously presenting your body to God. ‘Today I present this temple to You. Guide what I eat, how I rest, what I give my attention to.’ Come prepared to share what you noticed across the week.

▶ **Adult Lens (30+)**

Write a one-page ‘Temple Stewardship Plan’ for the next 90 days: specific, actionable commitments in the areas of sleep, nutrition, movement, and what you allow to enter. Frame it explicitly as an act of worship. Bring it to the group and invite accountability.

WEEK 10

Divine Design — The Fearfully Made Body

The Slogan – Transforming Destinies (Body)

Week	Week 10
Title	Divine Design — The Fearfully Made Body
Scripture	Ps. 139:13–16; Gen. 1:27
Duration	60 minutes
Mandate Link	The Slogan – Transforming Destinies (Body)
Evangelism Tier	Personal Evangelism — My transformed life is my first sermon.
Age Focus	14–16 most differentiated; 17–19, 20–30
Quarter	Q1: The Slogan — Transforming Destinies

Leader Preparation

ATTAKORA — BODY: Week 10 addresses the Body dimension at the most personal level: the changing body. Physical development, puberty, and the experience of inhabiting a body in transition are universal to the human experience. This lesson provides theological grounding for that experience.

△ LEADER NOTE: 14–16 is the most differentiated band in this lesson. Younger teens are most likely to be in the midst of puberty-related changes and most susceptible to body shame, peer comparison, and confusion about their changing body. Lead with the No-Stones Policy and Belong Before Behave principles strongly here.

SAFEGUARDING NOTE: If any participant discloses body-related harm, abuse, or an eating or body-image disorder, do not attempt to address it within the session. Speak privately with the participant after the session, inform your church safeguarding lead, and refer to appropriate professional support. Australian resources: Butterfly Foundation: 1800 33 4673. Kids Helpline: 1800 55 1800. Lifeline: 13 11 14.

This lesson deliberately avoids graphic or clinical anatomical content. The focus is theological and relational: your body is a divinely designed, purposeful, good creation — even when it feels uncomfortable, unfamiliar, or out of your control.

- Read Psalm 139:13–18 in full. Take time to let the tenderness of the imagery land. ‘Knitted together’ (rakam) means woven with skill and intentionality.
- Read Genesis 1:26–27. The image of God (imago Dei) is carried in the body, not just the soul. This is foundational to why bodily dignity matters theologically.
- If you are a leader navigating your own body image challenges, be thoughtful about how much of your personal journey you share in this session. Your testimony can be powerful; ensure it empowers rather than diverts.

SEGMENT 1: THE HOOK 5–7 MIN

DO: Ask the group to stand. Ask them to look at their hands. Then say:

SAY: “These hands have never existed before. Not in exactly this configuration, with exactly these fingerprints, these proportions, this history. Nobody in the history of the world has had these hands. And the One who designed these hands also designed everything else about you. Today we are going to talk about the body — specifically about the experience of living in a body that is changing, growing, and sometimes confusing. And we are going to start by establishing this: the One who designed your body is not embarrassed by it. And neither should you be.”

SEGMENT 2: CORE TEACHING

18–22 MIN

Teaching Point 1: Knitted Together — Psalm 139:13–14

SAY: “Psalm 139:13: ‘For you formed my inward parts; you knitted me together in my mother’s womb.’ The Hebrew word for ‘knitted’ is *rakam* — it is the word used for the weaving of a skilled craftsman. Intricate. Intentional. Detail-oriented. When a weaver creates a tapestry, every thread is placed deliberately. There are no accidents in the pattern. Every colour, every weight, every tension is chosen.”

SAY: “That is the language the Psalmist uses for how God formed your body. Not mass-produced. Not copy-pasted. Knitted. And verse 14 follows immediately: ‘I praise you, for I am fearfully and wonderfully made. Wonderful are your works.’ Fearfully here means ‘with awe-inspiring deliberateness.’ Wonderfully means ‘distinctively, set-apartly.’ Your body — in all of its particularity, all of its current state of development or transition or discomfort — is the deliberate work of an awe-inspiring craftsman.”

Teaching Point 2: The Image of God in the Body — Genesis 1:27

SAY: “Genesis 1:27: ‘So God created man in his own image, in the image of God he created him; male and female he created them.’ The image of God is not located only in the mind or the soul. It is expressed through the embodied human person. Your body — in its specific form, its specific sex, its specific cultural and physical particularity — is a carrier of the image of God. This is not incidental. This is what makes the incarnation possible. God became flesh. He took on a body. He dignified the body by inhabiting it.”

SAY: “This is important for a generation that is constantly receiving messages from culture about what their body should look like, how it should be used, what it should perform, and how it compares to others. Every one of those messages is a competing claim about the value and purpose of your body. The Gospel’s counter-claim is: your body is the temple of the Holy Spirit, the carrier of the image of God, and the knitted work of the Master Craftsman. That is your body’s identity. Not the algorithm’s.”

Teaching Point 3: Growing Up in a Changing Body — Theological Grounding for Physical Development

SAY: “Puberty is not a spiritual problem. It is a biological process designed by God to develop the body toward its full physical capacity. The discomfort, the awkwardness, the changes that feel sudden or embarrassing — all of that is the body doing what God designed it to do. It is the blueprint being implemented in the physical realm.”

SAY: “Luke 2:52 says Jesus ‘increased in wisdom and in stature and in favour with God and man.’ The Son of God had a body that grew. He went through physical development. The Word made flesh did not skip adolescence. He sanctified it by living it. Your growing body is not a departure from God’s design. It is the implementation of it.”

Key message: You do not have to understand every change to trust the Designer. You do not have to feel comfortable in your body to believe it is good. You do not have to look like anyone else to be exactly what God knitted together.

★ **ADULT LENS (30+):** For adults 30+: the body continues to change across the lifespan — through pregnancy, ageing, illness, menopause, and loss of physical capacity. The temple

theology of Week 9 applies to every stage. How are you relating to your body's current season of change with the same theological dignity you would extend to a younger person navigating puberty?

SEGMENT 3: DISCUSSION & TALK BACK

10–13 MIN

△ **LEADER NOTE:** 14–16 group: this is the most differentiated band in this session. These questions are specifically calibrated for younger teens who may be in the middle of puberty. Keep the environment non-judgmental and avoid any cross-group sharing for this band in this session. Same-gender groups if helpful for the 14–16 band.

► Ages 14–16

91. Has your body ever felt like it was out of your control — like it was changing faster than you could keep up with? What was that like?
92. Where do you feel the most pressure about how your body looks or performs? Where does that pressure come from: social media, peers, family, culture?
93. If you could talk to the Designer of your body and ask one question about why He made it the way He did, what would you ask?
94. The lesson said Jesus also had a body that grew and changed. Does that change anything about how you feel about your own body right now?

► Ages 17–19

95. The lesson said your body carries the image of God. How different is that claim from the way your body is most often described and evaluated in the spaces you inhabit?
96. What is the most persistent lie you have believed about your body? Where did it come from, and what truth from today's lesson directly addresses it?
97. How do you hold the tension between accepting your body theologically (it is fearfully and wonderfully made) and engaging practically with health, fitness, or appearance?

► Ages 20–30

98. At your stage of life, what has been the most significant body-related challenge you have navigated? How did your faith intersect with that experience?
99. The algorithm tells one story about bodies. The Gospel tells another. In your daily life, which narrative is louder? What would it take to amplify the Gospel narrative?
100. How do you talk about bodies — your own and others' — in a way that reflects the theological dignity of the imago Dei?

► Adult Lens (30+)

101. Bodies change significantly across the adult lifespan — through pregnancy, ageing, illness, and menopause. How has your relationship with your own body changed across those seasons, and how has your theology of the body supported or failed you in navigating those changes?
102. How are you actively speaking the 'fearfully and wonderfully made' narrative into the younger people in your household and community?

SEGMENT 4: LEARN-DO-TEACH ACTIVITY

10–13 MIN

Activity: LETTERS TO THE BODY

Each participant writes a brief letter (3–5 sentences) addressed to their own body. The letter begins: ‘Dear body, I want to say...’ It should contain: (a) one thing they appreciate about their body, (b) one honest acknowledgement of where the relationship with their body is strained, and (c) one commitment about how they will treat the body differently this week.

⚠ **LEADER NOTE:** These letters are personal and are NOT shared publicly. The teach-back is the process of writing itself. After completing the letter, participants can fold it up and keep it — it is private. The share is: partners tell each other their commitment from (c) only, framing it as: ‘This week, as an act of worship, I will treat my body by...’

SEGMENT 5: ACTIVATION & DECLARATION

3–5 MIN

DO: Fan the flame activation. Then declare:

I am fearfully and wonderfully made.
The Designer of my body made no mistakes.
My body carries the image of God.
My body is the temple of the Holy Spirit.
I do not have to understand every change to trust the Designer.
I do not have to feel comfortable in my body to believe it is good.
I accept the body I have been given.
I honour it. I steward it. I present it.
It is enough. I am enough.

Nikao!

SEGMENT 6: OUTWARD IMPACT CHALLENGE

2 MIN

Personal Evangelism — Tier 1

SAY: “This week, when you hear someone speaking negatively about their own body or someone else’s, say one thing that reflects the theological dignity of what they’re describing. You don’t need a sermon. Just one sentence: ‘I think God made that beautifully.’”

SEGMENT 7: TAKE-HOME CHALLENGE

1–2 MIN

► Ages 14–16

Each morning this week, before you look at your phone or in the mirror, say Psalm 139:14 out loud: ‘I praise you, for I am fearfully and wonderfully made.’ Say it even if you don’t feel it. Come prepared next week to share whether it got easier across the seven days.

► Ages 17–19

Journal: ‘What is the single most negative narrative I carry about my body, and where did it originate? What is the theological counter-narrative from today’s lesson that directly addresses it?’ Write one page. Then write the counter-narrative on a card and put it somewhere you will see it daily.

► Ages 20–30

This week, practice one act of bodily gratitude daily — consciously thanking God for one specific physical capacity your body has (the ability to walk, to sleep, to embrace someone, to create). Come prepared to share what you noticed about your relationship with your body across the week.

► **Adult Lens (30+)**

Write a reflection: 'How have my experiences of bodily change across my adult life (pregnancy, ageing, illness, physical transitions) shaped my theology of the body? And what is the most important truth about embodiment I want to pass on to the next generation?'

WEEK 11

Deconstructing Beauty Standards — Whose Mirror Are You Using?

The Slogan – Transforming Destinies (Body)

Week	Week 11
Title	Deconstructing Beauty Standards — Whose Mirror Are You Using?
Scripture	1 Sam. 16:7; Prov. 31:30
Duration	60 minutes
Mandate Link	The Slogan – Transforming Destinies (Body)
Evangelism Tier	Personal Evangelism — My transformed life is my first sermon.
Age Focus	14–16 most differentiated; 17–19, 20–30
Quarter	Q1: The Slogan — Transforming Destinies

Leader Preparation

ATTAKORA — BODY: Week 11 continues the Body dimension, now addressing the external messages that compete with the temple theology. The beauty standards conversation is critical for diaspora youth who navigate both Western and African aesthetic pressures simultaneously.

⚠ LEADER NOTE: 14–16 is again the most differentiated band. Younger teens are statistically most vulnerable to appearance-related comparison and social media body image pressure. Keep Discussion & Talk Back in same-gender groups for this band where possible and culturally appropriate.

SAFEGUARDING NOTE: If a participant discloses disordered eating, self-harm related to body image, or body dysmorphia, do not address this within the session. Speak privately after the session and refer to: Butterfly Foundation: 1800 33 4673. Kids Helpline: 1800 55 1800. Lifeline: 13 11 14.

This lesson must acknowledge the specific beauty standard pressures that African-heritage youth face in Australian cultural contexts — including colourism, hair politics, and the tension between African and Western aesthetic ideals. These are not peripheral issues. They are central to the body image experience of many participants.

- Read 1 Samuel 16:1–13 in full. The narrative of David’s selection is the centrepiece of the teaching. Notice that God’s instruction in verse 7 is not just a comfort — it is a reorientation of the evaluative framework.
- Read Proverbs 31:30. This verse is often preached in a way that is dismissive of physical appearance entirely. The lesson does not take that approach — appearance is not wrong, but it is the wrong primary metric.

SEGMENT 1: THE HOOK
5–7 MIN

DO: Hold up a physical mirror (or show an image of one). Ask:

SAY: “Who does this mirror belong to? It might seem like a strange question — it’s just a mirror. It reflects whatever stands in front of it. But here’s the more important question: whose mirror

are you using to evaluate yourself? What measuring system is telling you whether you are beautiful, adequate, acceptable, or enough? Because everybody is using a mirror. The question is who owns yours.”

SEGMENT 2: CORE TEACHING

18–22 MIN

Teaching Point 1: Man Looks at the Outward Appearance — 1 Samuel 16:7

SAY: “1 Samuel 16:7 is one of the most counter-cultural verses in the Old Testament: ‘The Lord said to Samuel, ‘Do not look on his appearance or on the height of his stature, because I have rejected him. For the Lord sees not as man sees: man looks on the outward appearance, but the Lord looks on the heart.’”

SAY: “The context is critical. God is choosing the next king of Israel. Samuel looks at Eliab — tall, impressive, commanding — and thinks: this is the one. And God says: no. That is the human metric. That is the cultural mirror. I am using a different evaluative framework. Seven brothers pass. All of them impressive. All of them rejected. And then they bring in the youngest — the one who was not even invited to the gathering. David. The shepherd. And God says: anoint him. His heart is what I see.”

SAY: “This does not mean appearance is irrelevant. God is not dismissing the physical world. He is recalibrating the hierarchy of metrics. The world places outward appearance at the top. God places the heart at the top. The world evaluates you by the first thing it sees. God evaluates you by what He formed before the world even began.”

Teaching Point 2: The Cultural Mirror Audit

SAY: “Let’s name the mirrors that compete for your attention. The social media mirror: a curated, filtered, algorithmically-optimised mirror that shows you only the most polished versions of other people and measures your worth in likes and followers. The Western beauty standards mirror: a specific, historically constructed, racially encoded set of aesthetics that has been used to marginalise non-Western bodies. The African community mirror: its own beauty standards, its own pressures, often including colourism, body size expectations, hair texture politics, and skin tone hierarchies. The peer group mirror: what your immediate social world reflects back to you about whether you are enough.”

SAY: “None of these mirrors is God’s mirror. Every one of them is a human construction, shaped by culture, commerce, and insecurity. The Christian life involves a disciplined practice of identifying which mirror you are standing in front of, and choosing to return to the one that God holds up. The one that says: fearfully and wonderfully made. Knitted together. Chosen before the foundation of the world. Image-bearer of the Most High.”

For the diaspora context: The specific beauty standard pressure that African-heritage youth face in Australia includes the tension between African and Western aesthetic ideals around skin tone, hair texture, body type, and features. This lesson does not pretend those tensions are easy to navigate. It provides the theological grounding that makes the navigation possible without shame.

Teaching Point 3: Charm and Beauty — Proverbs 31:30

SAY: “Proverbs 31:30: ‘Charm is deceitful, and beauty is vain, but a woman who fears the Lord is to be praised.’ This verse is not telling women that they should not care about beauty. It is telling every person — regardless of gender — that charm and physical beauty are unreliable metrics because they are temporary, culturally variable, and externally evaluated. They cannot be the primary basis of your identity because they cannot hold that weight. They will change. They will be judged differently by different people in different rooms. They will fade.”

SAY: “The fear of the Lord, by contrast, is a consistent internal orientation. It is the soul’s alignment with its Creator. And it produces a quality of character, wisdom, and integrity that outlasts any physical season. The lesson is not ‘beauty doesn’t matter.’ The lesson is: build your house on the foundation that will hold.”

★ **ADULT LENS (30+):** For adults 30+: beauty standard pressure does not diminish with age — it simply changes form. The youth in this room are navigating comparison culture on social media; adults often navigate comparison culture in professional spaces, parenting contexts, and cultural community expectations. The same theological framework applies. Whose mirror are you using?

SEGMENT 3: DISCUSSION & TALK BACK

10–13 MIN

⚠ **LEADER NOTE:** 14–16: use same-gender small groups where possible and culturally appropriate for this session. These questions are specifically calibrated for the most differentiated band.

► Ages 14–16

103. Which mirror do you spend the most time in front of: social media, peers, family, or culture? What does that mirror tell you about yourself?
104. Have you ever felt like you didn't fit a beauty standard — either Western or African? What was that experience like, and what did it do to how you felt about yourself?
105. The lesson said God looks at the heart, not the outward appearance. Does that feel true to your experience of how other people see you? And how does it change things to know God evaluates you by a completely different metric?
106. What is one specific lie about your appearance or body that you have believed this week? What is the truth from today's lesson that directly contradicts it?

► Ages 17–19

107. The lesson named several specific mirrors — social media, Western beauty standards, African community standards, peer group. Which one has the most power over you? Why do you think that is?
108. The lesson said beauty standards are culturally constructed and historically encoded. How does understanding that they are human constructions rather than objective truths change how you relate to them?
109. Proverbs 31:30 says charm is deceitful and beauty is vain. How do you hold that truth in a world where your physical presentation has real social and professional consequences?

► Ages 20–30

110. At your stage of life, what form does beauty standard pressure most commonly take for you? How much mental and emotional energy does it consume?
111. The lesson described the 'disciplined practice' of identifying which mirror you are standing in front of and returning to God's mirror. What does that practice actually look like in your daily life?
112. How are you speaking a theologically grounded body image narrative into the lives of younger people in your world — especially those who are navigating the 14–16 experience right now?

► Adult Lens (30+)

113. How has your relationship with beauty standards and your own physical appearance changed across the decades? What has the journey toward God's mirror looked like for you?
114. What specifically do you model for younger people in your household and community about how to use God's mirror rather than culture's?

SEGMENT 4: LEARN-DO-TEACH ACTIVITY

10–13 MIN

Activity: THE MIRROR AUDIT

Each participant draws two columns: CULTURE’S MIRROR (what the various cultural mirrors say about them: their appearance, their body, their worth) and GOD’S MIRROR (what today’s Scriptures say about them). They populate both columns honestly.

DO: 4 minutes to complete. Pairs compare their God’s Mirror column — not the culture column, which is personal.

DO: Teach-back: Each person identifies the ONE statement from God’s Mirror that most directly contradicts the loudest lie from Culture’s Mirror. They write it on a card to take home.

SEGMENT 5: ACTIVATION & DECLARATION	3–5 MIN
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DO: Fan the flame activation. Then declare:

I know whose mirror I am standing in front of.
 God looks at my heart.
 He sees what He formed before the world began.
 Charm is deceitful and beauty is vain.
 But I am building on what lasts.
 I am fearfully and wonderfully made.
 I am an image-bearer.
 I will not let any mirror — social media, culture, community, peer group —
 tell me what only God has the right to say.

Nikao!

SEGMENT 6: OUTWARD IMPACT CHALLENGE	2 MIN
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Personal Evangelism — Tier 1

SAY: “This week, offer God’s mirror to one person. It might be a compliment that goes past the surface: ‘I see your heart in this.’ It might be a word that names something of value in someone that the cultural mirror would overlook. Let God’s evaluative framework speak through you.”

SEGMENT 7: TAKE-HOME CHALLENGE	1–2 MIN
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▶ **Ages 14–16**

Take your God’s Mirror card home and put it on your mirror — the physical mirror in your room or bathroom. Every day this week, read it before you engage with any social media or before you look at your reflection. Come prepared to share whether it changed how you felt about what you saw.

▶ **Ages 17–19**

This week, conduct a personal social media audit: how many of the accounts you follow primarily produce comparison, self-criticism, or appearance anxiety? Unfollow or mute three that contribute to Culture’s Mirror, and follow three that reflect God’s Mirror of the human body. Come prepared to share what you found.

▶ **Ages 20–30**

Journal: 'What is the most persistent beauty standard pressure I navigate in my specific cultural and professional context? And what would it look like to live from God's Mirror consistently in that context — not just privately, but visibly?'

▶ **Adult Lens (30+)**

This week, have a specific conversation with one younger person in your world (a child, a mentee, a young person in your community) in which you explicitly speak God's Mirror into them. Tell them: 'I want you to know what God sees when He looks at you.' Come prepared to share how the conversation went.

WEEK 12

Discipline for Stature — The Champion’s Body & Q1 Graduation

The Slogan – Transforming Destinies (Body)

Week	Week 12
Title	Discipline for Stature — The Champion’s Body & Q1 Graduation
Scripture	Luke 2:52; 1 Cor. 9:24–27
Duration	60 minutes
Mandate Link	The Slogan – Transforming Destinies (Body)
Evangelism Tier	Personal Evangelism — My transformed life is my first sermon.
Age Focus	All Ages (Q1 Graduation Session)
Quarter	Q1: The Slogan — Transforming Destinies

Leader Preparation

ATTAKORA — BODY: Week 12 is the capstone of Month 3 and of the entire Q1 journey. It integrates the Spirit, Soul, and Body dimensions into a holistic picture of the Champion who has been through the full Transforming Destinies quarter.

△ LEADER NOTE: This is a Graduation Session. Allow additional time for the Graduation Declaration — extend to 70–75 minutes if possible. Prepare Graduation Certificates or simple printed cards in advance. Consider inviting parents or family members to the final 15 minutes.

Week 12 completes the Attakora arc: Spirit (Weeks 1–4) → Soul (Weeks 5–8) → Body (Weeks 9–12). The Champion who emerges from Q1 is not a perfected person. They are a person who has chosen, in each dimension, to build according to the blueprint.

- Read Luke 2:52 in context. The fourfold development of Jesus (wisdom / stature / favour with God / favour with man) maps to Spirit, Body, vertical relationship, and horizontal relationship. This is the holistic development model in the life of Christ.
- Read 1 Corinthians 9:24–27. Paul’s athletic metaphors here are not about physical competition. They are about the disciplines of the body being put in service of the mission. The body is the instrument of apostolic endurance.

SEGMENT 1: THE HOOK 5–7 MIN

DO: Display images of three things side by side: a seed, a seedling, and a mature tree bearing fruit. Ask:

SAY: “We started Q1 by talking about a seed. A destiny seed. Something inside you that you could sense was significant but couldn’t yet fully describe. These twelve weeks have been about creating conditions for that seed to germinate — in your spirit, in your soul, and in your body. You are not the mature tree yet. But you are no longer just a seed. Something has happened in the last twelve weeks. And today we name it.”

SEGMENT 2: CORE TEACHING

15–18 MIN

Teaching Point 1: Increasing in Stature — Luke 2:52

SAY: “Luke 2:52 describes Jesus’ development in four dimensions: ‘And Jesus increased in wisdom and in stature and in favour with God and man.’ Wisdom — that is the Spirit and Soul dimensions. Stature — that is the Body dimension. Favour with God — the vertical relationship. Favour with man — the horizontal relationship. This is holistic development. Not spiritual development at the expense of physical. Not mental development that neglects the social. Every dimension, growing simultaneously. This is what Q1 has been training.”

Teaching Point 2: Disciplined for the Mission — 1 Corinthians 9:24–27

SAY: “1 Corinthians 9:24–25: ‘Do you not know that in a race all the runners run, but only one receives the prize? So run that you may obtain it. Every athlete exercises self-control in all things. They do it to receive a perishable wreath, but we an imperishable.’ The athlete who competes at the highest level does not discipline their body as an end in itself. They discipline it because the body is the instrument of the mission. A body that is ungoverned cannot carry the load of the calling. A body that is neglected will not endure the distance the vision requires.”

SAY: “Verse 27: ‘I discipline my body and keep it under control, lest after preaching to others I myself should be disqualified.’ Paul uses the Greek *hupopiāzō* — to strike under the eye, to subdue. He is describing a firm, ongoing, non-negotiable discipline of the physical instrument. Not punishment. Not self-harm. Stewardship for the sake of the marathon.”

Teaching Point 3: The Q1 Champion — Spirit, Soul, Body Integrated

SAY: “The Champion who finishes Q1 is not someone who has perfected their spirit, resolved every soul wound, and achieved physical peak condition. The Champion who finishes Q1 is someone who has chosen — deliberately, consciously, in each dimension — to build according to the blueprint. They know who they are. They know whose they are. They know how to govern their inner world. And they know that the body they carry is a sacred instrument of the mission they are assigned to.”

SAY: “That is the foundation for Q2. The Mission — The Rescue — requires a Compeller who has been transformed internally. You have done the inside-out work. You are now ready for the outward turn. REACH → CONNECT → TRANSFORM. You have been transformed. Now you go.”

★ **ADULT LENS (30+):** For adults 30+: the integration of Spirit, Soul, and Body in a season of life that demands constant output and often neglects internal renewal is one of the most important disciplines of mature Kingdom leadership. The Q1 framework is not just for young people. It is the perennial call to return to the foundation before extending the building.

SEGMENT 3: DISCUSSION & TALK BACK

10–13 MIN

⚠ **LEADER NOTE:** This is the final Discussion & Talk Back of Q1. Make it celebratory and forward-looking.

► **Ages 14–16**

115. Looking back across the 12 weeks of Q1: what is the ONE thing that has most shifted in how you think about yourself?
116. What is the most important thing you are carrying into Q2 from Q1? A truth, a habit, a revelation?

117. What would you say to a version of yourself from 12 weeks ago about what this quarter would require — and what it would produce?

► **Ages 17–19**

118. The lesson described the Q1 Champion as someone who has chosen to build according to the blueprint in each dimension. In which dimension — Spirit, Soul, or Body — did you grow the most in Q1? In which do you still have the most work to do?

119. Q2 is the outward turn — the Compel Mandate. How does the internal work of Q1 make you more prepared to go outward than you were 12 weeks ago?

120. What is one discipline — spiritual, emotional, or physical — you are committing to carry forward from Q1 into Q2?

► **Ages 20–30**

121. The integration of Spirit, Soul, and Body is an ongoing practice, not a completed achievement. Where in your life right now is that integration most whole? Where is it most fractured?

122. What has Q1 revealed about your blueprint that you didn't fully see before you started?

123. As you prepare to enter Q2 — the Mission — what does 'being sent' from a position of transformation look like for you specifically?

► **Adult Lens (30+)**

124. Q1 is designed for the ongoing formation of every Kingdom citizen, not just youth. What has this quarter added to, corrected, or deepened in your understanding of your own Spirit-Soul-Body integration?

125. Who in the next generation are you now better equipped to invest in because of what Q1 has worked in you?

SEGMENT 4: LEARN-DO-TEACH ACTIVITY

10–13 MIN

Activity: THE Q1 CHAMPION'S REPORT

Each participant writes a brief self-assessment across three dimensions — not for performance, but for honest reflection:

- Spirit: What has shifted in my identity and my sense of divine design across Q1?
- Soul: What has been worked in my mind, will, and emotional governance across Q1?
- Body: What has changed in how I relate to and steward my physical body across Q1?

DO: 5 minutes to complete. Pairs share one growth point from any dimension. Then the full group names, together, what they are carrying into Q2.

DO: Teach-back: Each person completes this sentence aloud: 'I came into Q1 as a seed. I am leaving Q1 as...'

SEGMENT 5: Q1 GRADUATION DECLARATION

5–7 MIN

THE Q1 GRADUATION DECLARATION — Transforming Destinies

I have completed Q1 — Transforming Destinies.
 I have built in the Spirit.
 I know who I am. I know whose I am. I know why I am here.
 I have built in the Soul.

I govern my inner world. I am not conformed. I am transformed.
I have built in the Body.
I honour the temple. I steward the instrument. I present the sacrifice.
I am a Kingdom citizen. I am a new creation.
I carry destiny seeds. I fan them into flame.
I am fearfully and wonderfully made.
The Discipleship Loop continues:
REACH → CONNECT → TRANSFORM → MATURE → EXECUTE → REPEAT.
I have been transformed.
Now I enter The Mission.
I will REACH.
I am a Compeller in training.
Q2 begins now.
Nikao!

SEGMENT 6: OUTWARD IMPACT CHALLENGE **2 MIN**

Personal Evangelism — Q1 Commission

SAY: “Q1 is complete. You have been transformed. The transformation you carry is your Q1 testimony. Before Q2 begins, share your Q1 journey — what shifted in you over these twelve weeks — with one person who is not part of this community. Not a polished presentation. Just truth. Your changed life is your first sermon. Let it be heard.”

SEGMENT 7: TAKE-HOME CHALLENGE — Q1 COMMISSION **1–2 MIN**

▶ **Ages 14–16**

Write a one-paragraph letter to yourself to be opened at the end of Q2. Date it today and seal it. Tell your future self: what you built in Q1, what you are taking into Q2, and one question you hope Q2 answers for you. Give it to a leader for safekeeping.

▶ **Ages 17–19**

Revisit your Vision Map from Week 4. Add to it: three things Q1 has clarified about your blueprint that you did not see at the start. Come to the first session of Q2 prepared to share one of them.

▶ **Ages 20–30**

Write your Q1 testimony: one page describing the most significant shift in your Spirit, Soul, or Body across these twelve weeks. Frame it as a testimony you could share publicly in Q2. Come prepared to share it.

▶ **Adult Lens (30+)**

Write a ‘Baton Letter’ — a letter to one person in the next generation that you are committed to investing in during Q2. Tell them: what Q1 has worked in you, what you see in them, and one specific way you are committing to invest in their Spirit, Soul, and Body development during Q2. Deliver it this week.

APPENDIX

Mandate Link Quick Reference — Q1

Week	Title	Mandate Link	Attakora Dimension
1	The Master Architect	Transforming Destinies (Spirit)	Spirit
2	The New Birth — Ecclesia	Transforming Destinies (Spirit)	Spirit
3	Destiny Seeds	Transforming Destinies (Spirit)	Spirit
4	Vision Mapping Workshop	Transforming Destinies (Spirit)	Spirit
5	Kingdom Citizenship	Transforming Destinies (Soul)	Soul
6	Triple Affiliation	Transforming Destinies (Soul)	Soul
7	Strategic Multiplicity	Transforming Destinies (Soul)	Soul
8	Emotional Governance	Transforming Destinies (Soul)	Soul
9	The Temple Concept	Transforming Destinies (Body)	Body
10	Divine Design / Puberty	Transforming Destinies (Body)	Body
11	Deconstructing Beauty Standards	Transforming Destinies (Body)	Body
12	Discipline for Stature + Graduation	Transforming Destinies (Body)	Body

Australian Crisis Resources

The following resources are referenced throughout Q1 for leaders to provide where appropriate. These should be displayed in your meeting space throughout the Body month (Weeks 9–12) in particular.

- **Lifeline (24-hour crisis support): 13 11 14 | www.lifeline.org.au**
- Beyond Blue (mental health support): 1300 22 4636 | www.beyondblue.org.au
- Kids Helpline (5–25 years, 24-hour): 1800 55 1800 | www.kidshelpline.com.au
- Butterfly Foundation (eating disorders & body image): 1800 33 4673 | www.butterfly.org.au
- 1800RESPECT (domestic violence & sexual assault): 1800 737 732 | www.1800respect.org.au
- headspace (youth mental health, 12–25 years): 1800 650 890 | www.headspace.org.au