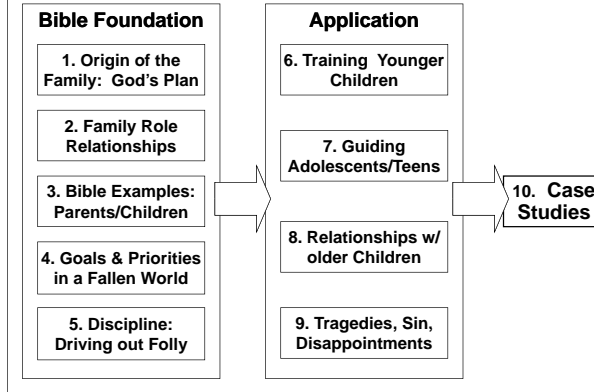




## Parenting Class Roadmap



## Class Schedule

Period	Date	Day	Teacher	Lesson
1	2/20/2011	Sun	Marty	Lesson 1 – Origin of the Family: God's Plan
2	2/23/2011	Wed	David	Lesson 2 – Family Role relationships
3	2/27/2011	Sun	David	Lesson 3 – Bible examples of parent-children relationships
4	3/2/2011	Wed	David	Lesson 3 – Bible examples of parent-children relationships
5	3/6/2011	Sun	Marty	Lesson 4 – Goals & Priorities in a Fallen World
6	3/9/2011	Wed	Marty	Lesson 5 – Discipline: Driving out Folly
7	3/13/2011	Sun	Marty	Lesson 6 – Training of Younger Children
8	3/16/2011	Wed	Marty	Lesson 6 – Training of Younger Children
9	3/20/2011	Sun	Marty	Lesson 7 – Guiding Adolescence & Teens
	3/23/2011	Wed		(Meeting)
10	3/27/2011	Sun	Marty	Lesson 7 – Guiding Adolescence & Teens
11	3/30/2011	Wed	David	Lesson 9 – Tragedies, Sin, Disappointments
12	4/3/2011	Sun	Marty	Lesson 10 – Case Studies
13	4/6/2011	Wed	Marty	Lesson 10 – Case Studies

## Course Themes

Lesson 1

- Parents must develop their own character first. Faith, selfless service, self-control, integrity, and godly relationships of subjection & love, must be lived before children.
- The World's pervasive & subtle influences must be countered. A mind set on things above will be fully aware of, and equipped against, the wiles of the devil.
- Pro-active, pre-meditated, diligent effort is required. Child rearing involves constant watchfulness, continual strategizing, & untiring consistency.
- Spiritual values are the only valid basis for decision-making & problem solving.
- Parenting is a spiritual endeavor.

## Foundation Principles

Lesson 1

- Trust God's plan.
- Strive for the ideal.
- I am responsible for me.
- Look first to the things of others.
- Faith is the foundation.

## "Non-Euclidean" Principles

Lesson 1

- Trust God's plan.
- Strive for the ideal.
- I am responsible for me.
- Look first to the things of others.
- Faith is the foundation.

- Consult experts/self: must make sense.
- Strive for balance, don't go to extremes
- Others must treat me right, first.
- My happiness is the primary value.
- Some things are just too hard to do.

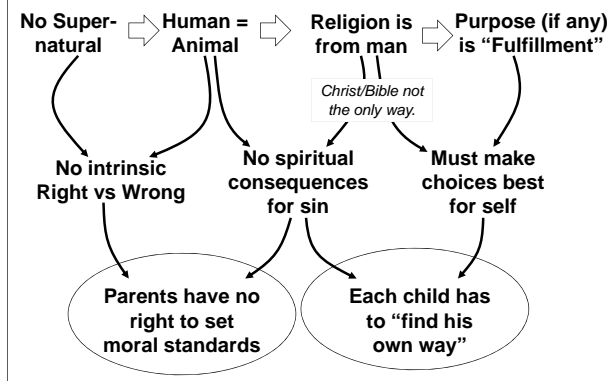
## Foundations of the Current World View

Lesson 1

- No supernatural:** (only) natural causes.
- Humans have evolved: **No eternal spirit.**
- Religion is a human product:** not the result of revelation or intervention by God.
- The goal of Life: **"fulfillment"**.

## Implications of the Modern World View

Lesson 1



## Animals & Humans

Lesson 1



- Similar complexity & gestation times
- Humans: Much longer development times
- Humans: Higher Cognitive Capability
- Humans: Wide range of potential behaviors

## Uniquenesses of Human Cognition\*

Lesson 1

### Ability to...

- Combine and recombine different types of information & knowledge to gain new understanding
- Apply the same "rule" or solution to one problem to a different and new situation
- Create and easily understand symbolic representations of computation & sensory input
- Detach modes of thought from raw sensory and perceptual input



\*Marc Hauser, professor of psychology, biological anthropology, and organismic and evolutionary biology in Harvard's Faculty of Arts and Sciences

• [http://www.redorbit.com/news/science/1258210/four\\_key\\_differences\\_in\\_human\\_and\\_animal\\_cognition/index.html](http://www.redorbit.com/news/science/1258210/four_key_differences_in_human_and_animal_cognition/index.html)

## Are We at War?

Lesson 1

For I delight in the law of God according to the inward man. <sup>23</sup> But I see another law in my members, warring against the law of my mind, and bringing me into captivity to the law of sin which is in my members. (Rom 7:22-23)

For all that is in the world—the lust of the flesh, the lust of the eyes, and the pride of life—is not of the Father but is of the world. (I John 2:16)

We know that we are of God, and the whole world lies under the sway of the wicked one. (I John 5:19)

## The War Outside

Lesson 1

...And all who desire to live godly in Christ Jesus will suffer persecution (II Tim 3:12)

Beloved, I beg you as sojourners and pilgrims, abstain from fleshly lusts which war against the soul, <sup>12</sup> having your conduct honorable among the Gentiles, that when they speak against you as evildoers, they may, by your good works which they observe, glorify God in the day of visitation (I Pet 2:11-12)

..That you may become blameless and harmless, children of God without fault in the midst of a crooked and perverse generation, among whom you shine as lights in the world (Phil 2:15)

## Foundations of the Christian World View

Lesson 1

- There is a Personal, Infinite God.
  - The original creator (real, apart from our consciousness)
  - With personality & communication (knowledge & relationships)
  - Existing beyond time and space
  - Imminent & acting & in the world (continued providence & rule)
- The World is Fallen.
  - It is full of sin-caused imperfections.
  - Good & evil continue in conflict (even within us).
  - Man can imagine an ideal (sinless) world which does not exist.
- Man is Spiritual.
  - He has spiritual consciousness in addition to a physical nature.
  - Man chooses his response to good & evil influences (free will).
  - There are serious consequences of his choices.
  - He is accountable to God for his choices.

## Foundations of the Christian World View

Lesson 1

- The Bible is Propositional Revelation from God.
  - It Exists & is true, independent of man's reception.
  - It is logical (can be perceived consistently by all men).
  - It is transferable to (& among men) by verbal statement.
  - It is consistent (and has grown more complete) through time.
- Jesus Came, as God in the flesh, to redeem man from Sin.
  - He was physically present among men.
  - His purpose was to communicate God's will & nature.
  - His actions provided a healing solution to sin's consequences.
- The Physical Universe is Temporary, Awaiting the Coming Judgment.
  - God will Determine the Time and Manner of Its End.
  - God will Correct the Imperfections of the Fallen World

## The Goal of Family Relationships

Lesson 1

I Cor 7:13,16 – And a woman who has a husband who does not believe, if he is willing to live with her, let her not divorce him... For how do you know, O wife, whether you will save your husband? Or how do you know, O husband, whether you will save your wife?

I Pet 3:1 – Likewise you wives, be submissive to your own husbands, that even if some do not obey the word, they, without a word, may be won by the conduct of their wives

Eph 6:4 – And you, fathers, do not provoke your children to wrath, but bring them up in the training and admonition of the Lord.

Prov 23:13,14 – Do not hold back discipline from the child, although you strike him with the rod, he will not die. You shall strike him with the rod and rescue his soul from Sheol.

III John 3,4 – For I rejoiced greatly when brethren came and testified of the truth that is in you, just as you walk in the truth. I have no greater joy than to hear that my children walk in truth.

## The Purpose of Child Rearing

Lesson 1

The rod and rebuke give wisdom,  
But a child left to himself brings shame to his mother. (Prov 29:15)

Do not withhold discipline from a child;  
if you punish them with the rod, they will not die.

Punish them with the rod  
and save them from death. (Prov 23:13-14)

## God's Pattern of Fatherhood

Lesson 2

- Matt 5:48 – Perfect, as heavenly Father
- I Pet 1:16 – Holy
- Jas 1:13 – Doesn't tempt
- Rom 9:14 – No unrighteousness
- Jas 1:17b – No variation: daily consistency
- Num 23:19; Titus 1:2 – No lies or vacillation
- Rom 3:3,4 – True: even if every man a liar
- Rom 11:22 – Good & severe: just & kind
- I Pet 1:17 – Judges without partiality
- Rom 8:31 – [Always working to our benefit] "If God is for us, who is against us?"
- Jas 1:17a; Matt 7:11; Luke 11:11 – Gives needed gifts
- Jer 31:8,9 – Leads, protects from stumbling
- Heb 12:7 – Chastens for child's profit
- Dt 1:31 – Bears his son through trouble
- Matt 5:45 – Unconditional blessings given (for both deserving & undeserving)
- Jas 3:17 – Pure, peaceable, entreat-able
- Ps 103:13; Lk 6:36; Ps 145:8,9 – pitiless; merciful; gracious, compassionate, slow to anger, kind
- Hos 11:1-4 – Draws unfaithful with love
- II Cor 1:3,4 – Source of mercy & comfort
- II Thes 2:16 – Gives comfort & hope
- I Jno 3:1; 4:9-10 – Loved enough to adopt, call us children, send His Son
- Rom 5:8 – Loved, while we were enemies
- Rom 8:15,16 – Not a bondage-fear relationship, but "abba, father" closeness
- Matt 6:8,32 – Aware of all needs
- Rom 11:33 – Deep wisdom & knowledge
- Matt 10:29,30 – Sees & knows all (watchful)
- Mk 14:36 – can do all things [ability & strength]
- Eph 3:20 – able to do above expectations

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## Pattern of Fatherhood

Lesson 2

### Paul's Example - I Thes 2:10,11 [NKJ]

- **Character:** Devout, Just, Blameless
- **Action:** Exhorted, Comforted, Charged Everyone of You.

### Specific Commands

- Eph 6:4 – Do not provoke to wrath; Train; Admonish (in the Lord)
- Col 3:21 – Do not provoke, lest they be discouraged
- Heb 12:7,10 – Chasten, for Profit
- Prov 13:24 – Show Love by Prompt (or Timely) Discipline
- Dt 6:6-9; 20ff – Teach Diligently; Talk, Bind, Write; Give Answers / Provide Meaning to Events (20)
- Prov 1:8 (& see 22:6) – Give Instruction; Train for Later Years.

## Pattern of Motherhood

Lesson 2

### Character of a Mother

- Ps 131:2 – Calms & Sleeps
- Jer 31:15 – Loves Deeply
- Rom 16:13 – Vision & Care
- Mat 23:31 – Fathers to protect
- Gal 4:21 – Children fulfill her desires
- Is 66:13 – Brings Comfort, Peace
- Is 49:14-16 – Deep Compassion, Will Not Forget
- I Thes 2:7-9 – Gentle; Cherishes; Dedicates Life; Toils Night & Day

### Instructions/Examples

- Prov 31:15 – Rises Early, Provides Food
- Prov 31:21 – Provides Clothing
- Prov 31:27 – Watches; Not Idle
- Prov 31:28 – Children Call Blessed
- Tit 2:4,5 – Loves her husband & children
- I Tim 5:14-16 – Manages household
- I Tim 2:15 – Prays for children's faithfulness
- II Tim 1:5 – Teaches children

## Practical Ideas for Parents

Lesson 2

### Intrinsic Qualities (Spirituality)

- Engage in visible, personal devotional activities
- Attend "additional" (women's/men's) Bible studies, and let kids know (or go)
- Explain judgments & statements to children (show Integrity & Impartiality)
- Use bed-time (or other) for regular discussion of spiritual matters
- Comment on life event (e.g. TV watching) to confirm principles
- Make promises and keep them

### Benevolent Nature (Selflessness)

- Express praise (especially in time of perceived failure)
- Give up work/hobby time for father-child adventure
- Engage (and Involve children, if possible) in benevolent activities
- Sympathize with their "tragedies & fears" (e.g. 1st day of school, doctor visit)

### Knowledge & Capabilities (Strength)

- Set up a special communication times
- Investigate child's affairs (school, attend practices, listen in on friends & play-time, discuss with others in the child's life)
- Demonstrate (& teach) life skills: cooking, budgeting, driving, home repair, yard work

### Specific Commands for Mothers & Fathers

- Periodic Home Bible Studies & worship
- Track Bible class preparation
- Discipline: set rules & punishments, be consistent
- Introduce to the adult world: money/budgets, aging & death, work...

## Parenting Lesson from Deuteronomy

Lesson 2

- 10:12-22 – God loves us and is on our side.
  - What does the LORD want from (v 12)?
  - What is the purpose of his commandments (v 13)?
  - Who did he set his heart on and why is that so surprising (v 14-15)?
  - Is God for or against Israel and how do they know (v 16-22)?
  - What has God done for us today?
- 11:2-12 – God has rules and requirements.
  - What should be their response to God's love for them (v 1)?
  - Does God expect obedience? How do we know (v 2-7)?
- 11:13-25 – God explains to us in clear language what the consequences for disobedience are.
  - What are the blessings God promised for obedience (v 13-15)?
  - What are the curses promised for disobedience (v 16-17)?
  - Why did God spell out these consequences (v 18-25)?
- 11:26-32 – God allows us to choose to respect or reject his authority.
  - What did they have the power and the ability to do (v 26-28)?

## Self Assessment Worksheet

The True Pattern of Fatherhood	never	some of the time	most of the time	always	3 stars
Holy, Righteous, No Influence toward Evil, Patient					
Faithful, Honest, Not Hypocritical or Inconsistent					
Fair, Impartial, Sound & Accurate Judgment of Character					
Impartial of Evil, Punishes for Good of the Child					
Smart, Cleverness, Wise, Knows Other's Needs					
Provides all Needs, Good gifts, and, time, etc. when asked					
Leads, Protects, Provides Strength through Injuries					
Heals (Compassion), Shows Mercy & Kindness, Pleasant					
Slow to Anger					
Draws Back with Love in Time of Conflict & Stubbornness					
Easy to Forgive, "Abolish Father's Anger"					
Comforts in Pain, Gives Hope, Encourages, Encourages					
Love, Availability – even when children are angry					
Practical (concrete, examples, effective, responses successful)					
Does not Provide in Anger, Frustration, or Discouragement					
Teaches God's Word, Explains Meanings in the World					
Provides Practical Wisdom & Knowledge (about this World)					

The True Pattern of Motherhood	never	some of the time	most of the time	always	3 stars
Comforts, Provides Security, Calms, Quiet					
Loose, deeply, Shows you never forget ("I'm on hand")					
Shows Service & Concern					
Protects, Ready to Defend					
Ready to Sacrifice Own Welfare					
Always Industrious for the Family's Welfare					
Concerned & Working for Children's Faithfulness					
Love Husband & Shows it to her children					
Runs (manages, keeps in order & control) the Household					
Teaches God's Word: imparts own Faith to Children					

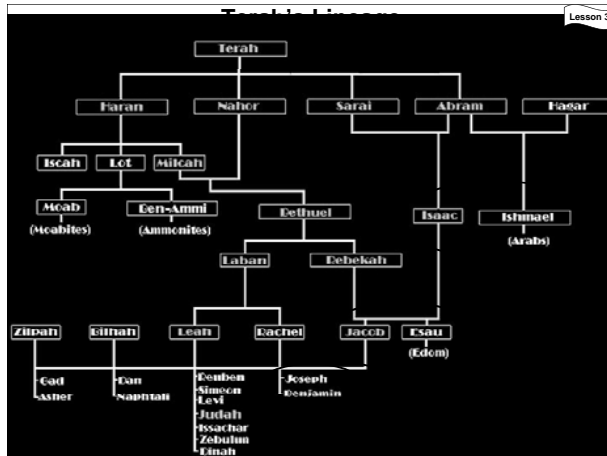
Compare your answers to those of your spouse. Mark (right column) at least three areas in which you could improve. List at least two actions you can take immediately to begin.

Areas to Improve	Actions I can take this week
1	
2	
3	
4	

## Bible Examples of Parents & Children - Positive

Lesson 3

1. Abraham & Sarah (Gen 11:27-12:5; 18:1-15; 21:1-21; 22:1-19; 24:1-9)
2. Hannah (I Sam 1:2-11)
3. Lois & Eunice (Acts 16:1; II Tim 1:5; I Tim 5:23, & see Prov 23:29-31)



## Bible Examples of Parents & Children - Negative

Lesson 3

1. Abraham & Ishmael (Gen 16:11,12)
2. Isaac & Rebekah, & Jacob & Esau (Gen 25:19-27:16)
3. Jacob & his children. (Gen 30:1-4; Gen 34; Gen 35:22; Gen 37, 38)
4. Eli (I Sam 2:12-36)
5. Samuel (I Sam 7:16; 8:1-5)
6. David (II Sam 12:9-14; 13:21, 30-39; 14:28,29; I Kings 1:5,6)
7. The Prodigal Son and his brother (Luke 15:11-32)

## King David as a Father

Lesson 3

- Had many wives (I Sam 3:2-5).
- His adultery & murder were known by many, including his sons (II Sam 12:9-14).
  - Turmoil in his family prophesied to be the result (v 11)
- Tolerated Amnon's rape of Tamar (II Sam 13:21)
- Mourned, rather than punished Amnon (I Sam 13:31-33), and "longed after" Absalom when he killed Amnon (37-39)
- Did not punish (or see) Absalom (II Sam 14:28,29)
- Accepted the insults of Abishai (II Sam 16:9-14)
  - Felt it was deserved (v 11,12)
- Mourned over Absalom's death, rather than leading the people (II Sam 19:1-8)
- Never, ever "said No" to Adonijah (I Kings 1:5,6)

## Lessons from Bible Examples - Positive

Lesson 3

- Our faith and choices *before* we have children prepare us to rear children and set an example for them. – Abraham
- The effects of our parenting will last for generations. – Abraham
- Children see and learn from our sacrifices. – Abraham
- Parents should strongly influence their children's choice of companions (even spouses), and should set expectations for their choices. – Isaac
- Parents should have a (spiritual) plan for our children before they are born. – Hannah
- Parents should start teaching Bible to their babies. – Lois & Eunice
- Parent should "release" children to do challenging work for the Lord, not hold on to them for their own benefit. – Lois

## Lessons from Bible Examples - Negative

Lesson 3

- Some children are more difficult, even from birth. – Ishmael
- Family problems make deep impressions on children, and have consequences. – Abraham
- Favoritism damages both the favored and unfavored child. – Abraham & Jacob
- We must be careful to show love and respect to all our children, even if they do not have the traits we prefer. – Isaac & Rebekah
- Deception in the home will be 'inherited'. – Jacob
- Fathers must act quickly and strongly to resolve family crises. – Jacob
- Parents can respect (or fear) their children too much (even above God). – Eli
- Children often determine the reputation of the parents (demonstrate their character). – Eli

## Lessons from Bible Examples - Negative

Lesson 3

- Children of good men may turn out bad. – Samuel
- Busy leaders may neglect to lead their own family. – Samuel, David
- Immorality in parents inhibits their ability to discipline children. – David
- Sins of children require strong responses. – David
- Troublesome children, or tragic events in their lives, may become an overwhelming force in their parent's lives, leading to very poor judgment – David.
- Sometimes when children are rebellious, they must be left alone to face the consequences. – Prodigal Son
- Children should be taught & counseled, even when they are not listening, in hopes they will remember later. – Prodigal Son
- Compliant children need attention too. – Older Brother

## Christ's Purposeful Work (Eph 5)

Lesson 4

- Head → Savior (23)
- Gave himself for it (25)
- Sanctifies, cleanses (26)
- Present glorious (27)
  - No spot or wrinkle
  - Holy, without blemish
- Love as own flesh (28-29)
  - Nourish & cherish

## Envisioning the Future

Lesson 4

Goals for my child (by age 35)	doesn't matter	slightly important	highly important	essential	A	B	C	D	E	F	G	Top 5 Priorities
Lives in nice house in a good neighborhood	1	2	3	4								
Has a college degree	1	2	3	4								
Is fit & attractive	1	2	3	4								
Is always offering hospitality, entertaining others	1	2	3	4								
Teaches Bible classes regularly	1	2	3	4								
Has good income - is in medium to high income bracket	1	2	3	4								
Has children with talents/abilities in music, art, etc.	1	2	3	4								
Has traveled widely & seen much of the world	1	2	3	4								
Is happily married to first spouse	1	2	3	4								
Has children that do well in school	1	2	3	4								
Is active, with no handicap or chronic disease	1	2	3	4								
Has good medical insurance & other benefits	1	2	3	4								
Has good relationships with extended family (including me)	1	2	3	4								
Is a very active worker in a local church	1	2	3	4								
Is involved in good hobbies (e.g. hunting, antiques, crafts)	1	2	3	4								
Is outgoing, personable, and well-liked by others	1	2	3	4								
Has well behaved & respectful children	1	2	3	4								
Has a spouse who is a Christian	1	2	3	4								
Has an advanced, or specialty, degree	1	2	3	4								
Is known & respected in the community	1	2	3	4								
Lives healthy - low fat, no fiber diet, exercise, seat-belts	1	2	3	4								
Is not in deep debt	1	2	3	4								
Is known as very intelligent and well-read	1	2	3	4								
Can afford nice vacations & entertainment	1	2	3	4								
Is known as an introvert	1	2	3	4								
Is known for Bible knowledge & strong convictions	1	2	3	4								
Saves well, has good investments & retirement plan	1	2	3	4								
Is athletic, and continues to excel in sports	1	2	3	4								
Spends time on family activities, close relationships	1	2	3	4								
Has several really close, life-long friends/confidants	1	2	3	4								
Is a member of a church	1	2	3	4								
Has a very secure job, with a good career path	1	2	3	4								
Chooses well	1	2	3	4								
Is very involved with children's activities	1	2	3	4								
Has many friends within peer-group	1	2	3	4								

## Two Value Systems

Lesson 4

- Phil 3:12-20

Press Toward Goal: Upward Call of God

- Rom 8:5-14

Spirit

Mind of.

Flesh

Mind Set on Earthly Things (god is belly)

- Jas 4:3,4

(Friend of God)

Friend of world (Enemy of God)  
"Spend on Own Pleasures"

## Paul's Reasons for His Decision

Lesson 4

Reasons to Go to Rome:

**Acts 19:21** When these things were accomplished, Paul purposed in the Spirit, when he had passed through Macedonia and Achaia, to go to Jerusalem, saying, "After I have been there, I must also see Rome."

**II Cor 5:9** <sup>9</sup> Therefore we make it our aim, whether present or absent, to be well pleasing to Him. <sup>10</sup> For we must all appear before the judgment seat of Christ, that each one may receive the things done in the body, according to what he has done, whether good or bad.

**Acts 9:15-16** But the Lord said to him, "Go, for he is a chosen vessel of Mine to bear My name before Gentiles, kings, and the children of Israel. <sup>16</sup> For I will show him how many things he must suffer for My name's sake."

① *Please God*

② *Preach Christ to Gentiles, et al.*

## Paul's Reasons for His Decision

Lesson 4

Reasons to Go to Rome:

**Rom 1:9-15** <sup>9</sup> For God is my witness, whom I serve with my spirit in the gospel of His Son, that without ceasing I made mention of you always in my prayers. <sup>10</sup> making request if, by some means, now at last I may find a way in the will of God to come to you. <sup>11</sup> For I long to see you, that I may impart to you some spiritual gift, so that you may be established -- <sup>12</sup> that is, that I may be encouraged together with you by the mutual faith both of you and me. <sup>13</sup> Now I do not want you to be unaware, brethren, that I often planned to come to you (but was hindered until now), that I might have some fruit among you also, just as among the other Gentiles. <sup>14</sup> I am a debtor both to Greeks and to barbarians, both to wise and to unwise. <sup>15</sup> So, as much as is in me, I am ready to preach the gospel to you who are in Rome also.

⑥ *Impart Gifts; Establish them*

⑦ *Be Encouraged*

⑤ *Have fruit among Romans*

④ *Preach the Gospel in Rome*

## Paul's Reasons for His Decision

Lesson 4

Reasons to Go to Rome:

**Rom 15:20, 22-25, 28, 32** <sup>20</sup> And so I have made it my aim to preach the gospel, not where Christ was named, lest I should build on another man's foundation...

<sup>22</sup> For this reason I also have been much hindered from coming to you. <sup>23</sup> But now no longer having a place in these parts, and having a great desire these many years to come to you, <sup>24</sup> whenever I journey to Spain, I shall come to you. For I hope to see you on my journey, and to be helped on my way there by you, if first I may enjoy your company for a while. <sup>25</sup> But now I am going to Jerusalem to minister to the saints. ...

<sup>28</sup> Therefore, when I have performed this and have sealed to them this fruit, I shall go by way of you to Spain.

<sup>32</sup> that I may come to you with joy by the will of God, and may be refreshed together with you.

③ *Preach where Christ not named*

⑨ *Be helped to go to Spain*

⑧ *Enjoy company of Christians*

⑨ *Go by way of you to Spain*

⑧ *Be refreshed with you*

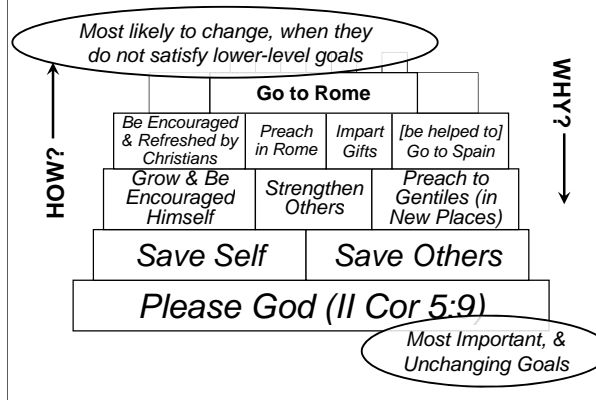
## Paul's Reasons to Go to Rome

Lesson 4

1. Please God (II Cor 5:9)
2. Preach to Gentiles (Acts 9:15,16)
3. Preach in New Places (Rom 15:20)
4. Preach in Rome (Rom 1:15)
5. Bear Fruit (Teach People) in Rome (Rom 1:13)
6. Give Spiritual Gifts to Christians (Rom 1:11)
7. Be Encouraged Himself (Rom 1:12)
8. Enjoy & Be Refreshed by Roman Christians (Rom 15:24, 32)
9. Be Helped to go to Spain (Rom 15:24, 28)

## Paul's Decision Structure

Lesson 4



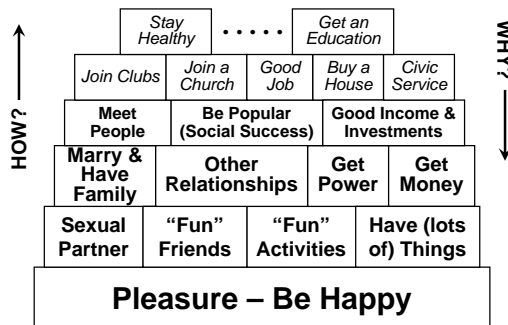
## Spirit-Led Decision Structure (example)

Lesson 4



## Decisions Guided by the Flesh (example)

Lesson 4



## Life decisions aligned with our goal

Lesson 4

For there are eunuchs who were born thus from their mother's womb, and there are eunuchs who were made eunuchs by men, and there are eunuchs who have made themselves eunuchs for the kingdom of heaven's sake. He who is able to accept it, let him accept it. (Matt 19:12)

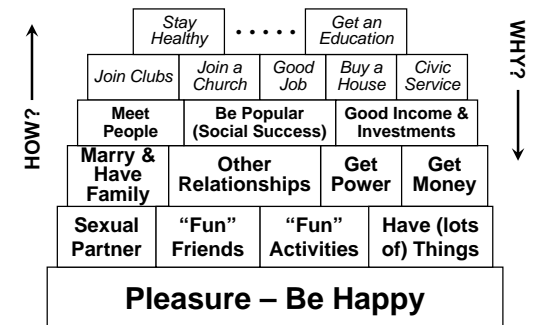
So Jesus answered and said, "Assuredly, I say to you, there is no one who has left house or brothers or sisters or father or mother or wife or children or lands, for My sake and the gospel's, <sup>30</sup> who shall not receive a hundredfold..." (Mark 10:29-30)

And Jesus said to Simon, "Do not be afraid. From now on you will catch men." <sup>11</sup> So when they had brought their boats to land, they forsook all and followed Him. (Luke 5:10-11)

If your right eye causes you to sin, pluck it out and cast it from you; for it is more profitable for you that one of your members perish, than for your whole body to be cast into hell. <sup>30</sup> And if your right hand causes you to sin, cut it off and cast it from you; for it is more profitable for you that one of your members perish, than for your whole body to be cast into hell. (Matt 5:29-30)

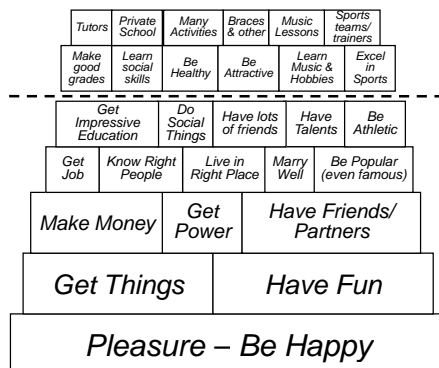
## Who is this Person?

Lesson 4



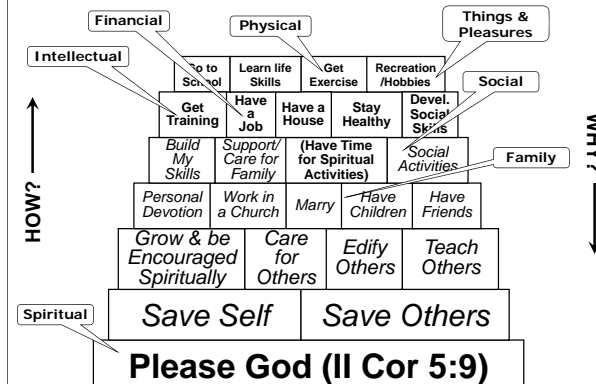
## The Ideal Child?

Lesson 4



## Spirit-Led Decision Structure (example)

Lesson 4



## Evidence of our Priorities

Lesson 4

- Time & effort invested
- What we talk about
- Preparation & provision for high priority
- The failures that make us worried or angry
- Choices when priorities conflict
- Eagerness & anticipation vs dread & drudgery
- Sacrifices made (for high priority things)
- Ease of forfeiture (of low priority things)

## How are priorities learned by children?

Lesson 4

- *What we tell them, plus...*
- Time & effort invested
- What we talk about
- Preparation & provision for high priority
- The failures that make us worried or angry
- Choices when priorities conflict
- Eagerness & anticipation vs dread & drudgery
- Sacrifices made (for high priority things)
- Ease of forfeiture (of low priority things)

## How do we teach priorities?

Lesson 4

1. Academic goals vs Bible knowledge goals
2. Diligence for Bible study & devotions vs homework, piano practice...
3. Praise or criticism for performance in sports vs moral behavior, Bible knowledge, demonstrated character...
4. Stylishness vs modesty in dress
5. Emphasis on sleep for school vs for Sunday AM study
6. What we talk about (quantity) while "in the way"
7. What we praise (e.g. Sunday lunch conversation)
8. Reading materials (& other media) in the home
9. Who the Heroes are

## How do we teach priorities?

Lesson 4

10. What we get excited about: movies, sport events, Rock stars, celebrity... compared to opportunity to hear preaching, study
11. What vacations are planned around
12. Effort spent to be with Christians (for adults & children)
13. Known sacrifice for a spiritual need
14. What we are most insecure about: loss of job? health?
15. Effort to get to Bible classes & worship – setting habits
16. Push to participate in "purely social" things... (or rationalize them)
17. Advice about choosing direction of study, place of study

## Eph 6:4

Lesson 5

**And you, fathers, do not provoke your children to wrath, but bring them up in the training and admonition of the Lord.**

- Bring them up [KJV, NKJV], Nurture [ASV], Rear (gently) [Amp]
- *Ek-trepho* – to bring up, promote health & strength, educate
- Related to Gr. *trophos* – nourish; I Thess 2:7 – "nursing"
- Training [NKJV], Nurture [KJV], Chastening [ASV], Discipline [RSV]
- "To train a child... discipline that regulates character" – Vine's
- Also used in: II Tim 2:25 & 3:16 – "Correction"
- Heb 12:5ff – "A father [punishing] for son's good (see II Cor 6:9)"
- Admonition [KJV, ASV, NKJV], Counsel [Amp], Instruction [RSV]
- From the Gr. *Nous* = mind, and *tithemi* = to put – "a putting in mind"
- Also used in: I Cor 10:11 (purpose of scripture), I Cor 4:14 & Titus 3:10 (warning), I Thes 5:12 (what elders do), Rom 15:14 (what we do for each other).

## Pictures of the fool

Lesson 5

10:8 – *The wise in heart accept commands, but a chattering fool comes to ruin.*

15:5 – *A fool spurns a parent's discipline, but whoever heeds correction shows prudence.*

1:7 – *The fear of the LORD is the beginning of knowledge, but fools despise wisdom and instruction.*

1:22 – *How long will you who are simple love your simple ways? How long will mockers delight in mockery and fools hate knowledge?*

18:2 – *Fools find no pleasure in understanding but delight in airing their own opinions.*

12:15 – *The way of fools seems right to them, but the wise listen to advice.*

28:26 – *Those who trust in themselves are fools, but those who walk in wisdom are kept safe.*

## Pictures of the fool

Lesson 5

18:2 – *Fools find no pleasure in understanding but delight in airing their own opinions.*

10:5 – *He who gathers crops in summer is a prudent son, but he who sleeps during harvest is a disgraceful son.*

26:13-16 – *A sluggard says, "There's a lion in the road, a fierce lion roaming the streets!"*

<sup>14</sup> *As a door turns on its hinges, so a sluggard turns on his bed.*

<sup>15</sup> *A sluggard buries his hand in the dish; he is too lazy to bring it back to his mouth.*

<sup>16</sup> *A sluggard is wiser in his own eyes than seven people who answer discreetly.*

13:19 – *A longing fulfilled is sweet to the soul, but fools detest turning from evil.*

Ps 14:1 – *The fool says in his heart, "There is no God." ...*

## Test Cases

Lesson 5

- 5 yr old child does not put on seat belt.
- 4 yr old spills milk for 3<sup>rd</sup> time at dinner.
- 2 yr old refuses to come at parent's request.
- 4 yr old trips and hurts baby sister.
- 6 yr old breaks own toy, but denies doing it.
- 3 yr old "blurts-out" a family secret to a stranger
- 8 yr old tries to help with yard work, but damages tool
- 8 yr old does not follow instructions & damages a yard tool.
- 5 yr old says a bad word, learned from school
- 7 yr old found watching TV before chores done
- 4 yr old weeps uncontrollably over mom's departure

## Driving out Folly – Proverbs 22:15

Lesson 5

NIV - Folly is bound up in the heart of a child, but the rod of discipline will drive it far away.

NKJV - Foolishness is bound up in the heart of a child; The rod of correction will drive it far from him.

NASB - Foolishness is bound up in the heart of a child; The rod of discipline will remove it far from him

HCSB - Foolishness is tangled up in the heart of a youth; the rod of discipline will drive it away from him.

Compare to Proverbs 29:15...

The rod and reproof give wisdom, but a child left to himself brings shame to his mother.

## Folly Defined (Proverbs)

Lesson 5

10:8 – Hates laws: not bound by authority

15:5 – Hates instruction/reproof, will not change  
1:7; 1:22; 18:2 – Will not listen, will not learn

12:15; 28:26 – Trusts in own opinion

18:2 – Likes to hear himself

10:5 – Shortsighted (carnal)  
24:30-34; 16:13-16 – Avoids work

13:19 – Attracted to sin

Ps 14:1 – Denies spiritual realities

Rebellion, Disobedience  
Disrespect  
Stubbornness  
Self-centeredness  
Selfishness  
Laziness/Carelessness  
Obvious Evil:  
• Cruelty  
• Dishonesty  
• Profanity

## Punishment should be...

Lesson 5

- For *Folly*—but **NOT** for:
  - Accident, clumsiness, or lack of ability
  - A show to others (e.g. other parents)
  - Showing personal disappointment
  - Our own embarrassment, impatience
  - A warning, or to “settle things down”
  - An Accumulation of small things
- Associated with personal guilt
  - Not corporate or circumstantial blame
- Certain, when promised (Eccl 8:11)
  - No false threats: keep promises
  - No second chances
- Near (in time) to infraction (Ezra 7:26)
  - Especially when younger
  - “Natural Consequences” do this.
- Must be “painful” (Heb 12:11)
  - Physical pain
  - Emotional pain (isolation, lost pleasure or privilege – esp. older)
  - Substantially more than pleasure provided by the infraction
  - Not an activity which we wish to encourage as good & necessary
- Over quickly, forgotten, once done (Heb 12:11 – “for the present”)
- Continual & consistent (Prov 13:24), despite lack of visible results

### Praise & Reward should be

- For wise behavior:
  - Compliance
  - Respectfulness
  - Politeness
  - Kindness
  - Unselfishness
  - Industry & Initiative
  - Truthfulness
- For personal goodness
  - Certain, esp. when promised
  - Near the good behavior
  - Pleasurable
    - Physically & emotionally
- Extended, Celebrated
- Continual & consistent

## Motive for ‘the Rod’ of Correction

Lesson 5

Creating a pattern

- 22:6 – Train up a child in the way he should go,  
And when he is old he will not depart from it.
- 3:22 – My son, do not despise the chastening of the LORD,  
Nor detest His correction;  
<sup>12</sup> For whom the LORD loves He corrects,  
Just as a father the son in whom he delights.
- 13:24 – He who spares his rod hates his son,  
But he who loves him disciplines him promptly.
- 23:13-14 – Do not withhold correction from a child,  
For *if* you beat him with a rod, he will not die.  
<sup>14</sup> You shall beat him with a rod,  
And deliver his soul from hell
- Spiritual benefit

## Marshmallows

Lesson 5

video

- Dr. Walter Mischel, Stanford University experiment in the 1960s
- 14 years later...
  - The children who ate the marshmallow right away turned into teenagers who lacked self-esteem and experienced difficult relations with their peers.
  - Those who waited for a second marshmallow turned out to be more socially competent, self-assertive and academically successful.
  - The boys and girls who waited even scored an average of 210 points higher on the SAT than those who didn't.

## Corporal Punishment Checklist

Lesson 5

- |                                     |   |                       |
|-------------------------------------|---|-----------------------|
| <input checked="" type="checkbox"/> | Is the rule (desired behavior) clear (observable)?  |                       |
| <input checked="" type="checkbox"/> | Is the rule known & understood (could be repeated & acknowledged) in advance by the child?                            | Before                |
| <input checked="" type="checkbox"/> | Is the punishment (consequence) known & understood in advance by the child (could be repeated & acknowledged)?        |                       |
| <input checked="" type="checkbox"/> | Is the disobedience (undesired behavior) obvious & known (perhaps even admitted) by the child?                        | The Infraction        |
| <input checked="" type="checkbox"/> | Is the disobedience willful, with evidence of rebellion, laziness, disrespect, stubbornness, or other “foolishness”?  |                       |
| <input checked="" type="checkbox"/> | Am I calm (discuss with spouse)? Do I appear calm?  | Interlude             |
| <input checked="" type="checkbox"/> | Have I reviewed (calmly) the rule, the disobedience, & the previously determined & stated consequence with the child? |                       |
| <input checked="" type="checkbox"/> | Have I expressed my love, & explained that it is the motive of the punishment?  | Prelude to Punishment |
| <input checked="" type="checkbox"/> | Have I expressed the hurt I feel at having to punish my child (and that it is one of God’s rules for me to obey)?     |                       |
| <input checked="" type="checkbox"/> | Have I expressed confidence that my child is capable of better behavior?  |                       |
| <input checked="" type="checkbox"/> | Have I expressed & demonstrated my willingness to forgive quickly (including with physical touch)?                    | After                 |

## Chastening vs Abuse\*

Lesson 5

### Chastening

### Abuse

- |  |  |
|--|--|
| • Calm & controlled  | • Angry & out of control                   |
| • Planned action of love                                     | • Reaction in anger                        |
| • Administered quickly after 1 <sup>st</sup> & every offense | • Wait till parent’s tolerance is exceeded |
| • Constructive & instructive                                 | • Hurtful, demeaning & confusing           |
| • Accompanied by words of love & assurance                   | • Accompanied by verbal attacks            |
| • Draws parent & child closer                                | • Alienates: drives the child away         |

\*from a sermon by Berry Kercheville

## American Association of Pediatrics

Lesson 5

There is perhaps no more controversial form of discipline than spanking. The American Academy of Pediatrics (AAP) disapproves of spanking under any circumstance. Here are some reasons why the AAP encourages parents to avoid spanking:

- Spanking teaches children that it’s OK to hit when they’re angry. Do not spank in anger
- Spanking can physically harm children. “...he will not die”
- Rather than teaching children how to behave, spanking makes them fearful of Make an expression of love and teaches them merely to avoid getting caught.
- In the case of children who are looking for attention by acting out, spanking may inadvertently The same problems exist with all other forms of correction. Give proper attention!

## Preventing Punishment Incidents

Lesson 5

- Be very clear about expectations: review often.
  - Do “practice sessions” for difficult behaviors (esp. when young).
  - Review sessions are useful just before (& after) events.
- Look for patterns – keep records (good/bad).
  - Time of day, day of week
  - Circumstances (events, associates, health, fatigue, inactivity)
- Look for broader explanations; then address.
  - Insecurity, disappointments, emotional injury, jealousy →
  - All create a need for attention, reaffirmation, consolation...
- Fill up dangerous times with positives – & praise.
  - Attention, activities, discussions, chores
  - ...But not a diversion (reward) for undesirable behavior
  - “Overcome evil with good” (Rom 12:21)
- Burn off energy in positive ways.
  - “The sleep of a laboring man is sweet” (Eccl 5:12)
- Have explicit discussions about the “danger zones”.
  - Look for explanations together; Solicit suggestions
  - Admit bewilderment & inexperience (but also determination)

## Moving Things to the “Folly” Category

Lesson 5

- Many natural behaviors are not “folly,” but must be unlearned.
  - Eating everything
  - Eating nothing
  - Shyness
  - ‘Panic Attacks’
  - Forgetfulness
  - Poor manners
  - Poor hygiene
  - Poor housekeeping
- Expectations ‘rules’ for desired behavior must be set (matching ability) to begin the discipline process.

## Birth to 3 Months

Lesson 5

What children do	What children need
<ul style="list-style-type: none"> <li>• Begin to smile</li> <li>• Track people &amp; objects with eyes</li> <li>• Prefer faces &amp; bright colors</li> <li>• Reach, discover hands &amp; feet</li> <li>• Lift head and turn toward sound</li> <li>• Cry, but often soothed when held</li> </ul>	<ul style="list-style-type: none"> <li>• Protection from physical danger</li> <li>• Adequate nutrition</li> <li>• Adequate health care (immunization, oral rehydration, hygiene)</li> <li>• Motor &amp; sensory stimulation</li> <li>• Appropriate language stimulation</li> <li>• Responsive, sensitive parenting</li> </ul>

### 4 to 6 months

What children do	What children need
<ul style="list-style-type: none"> <li>• Smile often</li> <li>• Prefer parents and older siblings</li> <li>• Repeat actions with interesting results</li> <li>• Listen intently, respond when spoken to laugh, gurgle, imitate sounds</li> <li>• Explore hands and feet</li> <li>• Put objects in mouth</li> <li>• Sit when propped, roll over, scoot, bounce</li> <li>• Grasp objects without using thumb</li> </ul>	<p>Same as 0-3 months above</p>

### 0-6 Months Suggestions

- **Build foundation for emotional ties**
  - Lots of time, sounds, touching
  - Mom & Dad (& others); Split duties
- **Watch for over-attention to baby demands:**
  - Child learns to “fit in”
  - Give attention to marriage relationship too
- **Get on with life! (especially spiritual life)**
- **Be observant for patterns that will help reduce:**
  - Fatigue (yours), isolation, embarrassment
- **No direct discipline**
  - Because no comprehension of offense (or means to communicate rules/consequences)

### 7 to 12 months


What children do	What children need
<ul style="list-style-type: none"> <li>• <u>Remember</u> simple events</li> <li>• Identify themselves, body parts, familiar voices</li> <li>• <u>Understand</u> own name, other <u>common words</u></li> <li>• Say first meaningful words</li> <li>• <u>Explore</u>, bang, shake objects</li> <li>• Find hidden objects, put objects in containers</li> <li>• <u>Sit alone</u></li> <li>• Creep, pull themselves up to stand, walk</li> <li>• May seem shy or upset with strangers</li> </ul>	<p>Same as 0-6 months above</p>

### 7-12 Months Suggestions

- **Provide stimulation: touch, voice, objects**
- **Have patience with “experimentation” (e.g. noises)**
- **Build a foundation for emotional ties**
  - Lots of time, sounds, touching, singing, interactive activities
  - Mom & Dad (& others) all share: learn to be with others
- **Build skills for sitting, listening, & responding**
  - Training sessions: focused, repeated, specific standards (Don’t touch, sit still, come, stop, “pray”...)
  - Hand/head motions for learning songs “wise man,” & “praying”
- **First discipline events**
  - Parental use of “No” (with consistent consequences)
  - “Show” not “tell”
  - Gentle corporal punishment employed to motivate
  - Time out not recommended (looks like abandonment)
  - Do not be alarmed by tears

### Case 1: “Sweetpea”

*Sweetpea is nine months old and getting pretty mobile: crawling and beginning to pull up on low furniture. He’s pretty good natured, but occasionally will cry to be “let down” or go back to mom, or protest when a toy gets (or is taken) out of reach. The family room is carpeted, and opens to the kitchen, where mom can watch him while she works, so it’s Sweetpea’s main play area. There’s a coffee table in the center of the room, decorated with a basket filled with colorful thick glass balls. He has just learned to pull up on the edge of the table and can just reach the edge of the basket, which has lately caught his attention. The glass balls probably won’t break, but mom feels that he would be better off not getting into them. Below are four options for how to handle this situation. List the advantages & disadvantages of each:*



- Whenever he goes for the basket, go over and distract him with some other interesting activity or object.
- When he reaches for the basket, calmly say “No,” then swat his hand when he reaches for it. Repeat consistently until the lesson is learned.
- Remove the basket (and any other “undesirable” objects) from within his reach.
- Go and make (or buy) Sweetpea his own basket with safe, colorful (lead-free) plastic balls.
- Whenever he reaches for the basket, say “No!” very suddenly and loudly, so that he will understand from mom’s tone of voice that he should not touch the basket.

### 1 to 2 years

What children do	What children need
<ul style="list-style-type: none"> <li>• <u>Imitate adult actions</u></li> <li>• <u>Speak &amp; understand words &amp; ideas</u></li> <li>• <u>Enjoy stories</u> &amp; experimenting with objects</li> <li>• Walk steadily, climb stairs, run</li> <li>• <u>Assert independence</u>, but prefer familiar people</li> <li>• Recognize ownership of objects</li> <li>• Develop friendships</li> <li>• Solve problems</li> <li>• <u>Show pride</u> in accomplishments</li> <li>• <u>Like to help</u> with tasks</li> <li>• Begin pretend play</li> </ul>	<p>In addition to above, support in:</p> <ul style="list-style-type: none"> <li>• Acquiring motor, <u>language, &amp; thinking skills</u></li> <li>• Developing independence</li> <li>• <u>Learning self-control</u></li> <li>• Opportunities for play &amp; exploration</li> <li>• Play with other children</li> </ul>

### 1 to 2 Years Suggestions

- **Skills & Knowledge:**
  - New Words – live language (not TV) important: take interruptions
  - Can listen to & repeat Stories: build excitement over stories
  - Coordination/mobility improving—provide projects & “chores”
  - Singing & other adult imitations—provide patterns (e.g. memory)
  - Interaction with adults (simple ways), but encourage the positive
- **Attitudes & Beliefs to Develop & Encourage:**
  - Compliance & its rewards
  - Kindness & expressed affection (including toward other children)
  - Accepting boundaries (limits on behavior & privilege)
  - Managing frustration and controlling temper (make rules)
  - Association of “God” (expectation/awareness) with good/bad
- **Discipline:**
  - “No!” arrives—Negativism & conflict. Meet defiance firmly, but without anger, with spankings (very soon after offenses)
  - Training sessions: focused, repeated, with specific standards (e.g. behavior in worship/class, interaction with adults)
  - Team effort and strategy: fathers lead (Eph 6:4)
  - Leverage pride of accomplishment (even absence of negatives)

### Behavior in the Assembly - Suggestions

- **Clear standards: e.g. on bench, facing forward, no noise**
- **Practice sessions (at home: listen to recorded lessons, family devotions; “training room,” empty building)**
- **“Bathroom preparation” beforehand**
- **Establish a pattern of attendance and seating**
- **Be early to get settled (sit next to Dad?).**
- **Review rules just before the event**
- **Sit near the front (where the action is—and isn’t)**
- **Limit toys (quiet) & food**
  - Consider a “special” worship book
- **Make it less pleasant to go out than stay in: punishment and/or a less pleasant environment**
- **Praise & reward good behavior**
- **Give simple assignments (listen for key words, “notes” ...)**

### 2 to 3 ½ Years

What children do	What children need
<ul style="list-style-type: none"> <li>• <u>Enjoy learning new skills</u></li> <li>• <u>Learn language</u> rapidly</li> <li>• Always going</li> <li>• Gaining control of hands &amp; fingers</li> <li>• Are easily frustrated</li> <li>• Act <u>more independent</u>, but still dependent</li> <li>• Act out familiar scenes</li> <li>• <u>Love repetition</u></li> </ul>	<p>In addition to above, opportunities to:</p> <ul style="list-style-type: none"> <li>• Make <u>choices</u></li> <li>• <u>Show accomplishments</u></li> <li>• Engage in <u>dramatic play</u></li> <li>• <u>Read</u> increasingly complex books</li> <li>• <u>Sing</u> favorite songs</li> <li>• Work simple puzzles</li> </ul>



## 2 – 3 ½ Years Suggestions

Lesson 6

- **Skills & Knowledge**
  - Vocal & Curious – spend time: expand vocabulary & attn. span
  - Tell & explain more complex, lengthy stories; let them tell...
  - Exploit memorization ability (songs, lists, Bible verses)
  - Employ the energy & growing manipulation skills for “projects”
- **Attitudes & Beliefs to Develop & Encourage:**
  - Acceptance of more rules, boundaries, chores
  - God-centered living (need to see in Mom & Dad)
  - Belief in God’s awareness, care, & expectations
  - Importance of talking with God in song & prayer
  - Goodness of unselfishness & sharing (turn-taking)
  - Need for positive (polite?) interaction with adults (make rules)
  - Dealing with frustration, controlling temper & language (rules)
- **Discipline:**
  - Watch for testing limits of authority: bouts of defiance, etc.
  - Parent must be in control (stay in bed/seat, stay quiet, come, stop)
  - Distinguish between “private projects” & disobedience (“folly”)
  - Rewards can be more substantial, over longer time spans, etc.
  - Need responsive obedience (for safety, etc.) in public behavior

## Case 2 - Buster

Lesson 6

Buster is two and a half years old and is very noticeable everywhere he goes. He has a stay-at-home mom and a six-month old baby sister, Daisy. His outbursts are doubly troublesome because his disruptions wake his sister from her naps and his loud noises startle her, not to mention leave his mom in an unsettled state after each incident. Buster’s day begins at 7 am with loud, violent play in the family room, whether anyone is up or not. Buster generally ignores breakfast, refusing to stay at his seat for even a minute without someone directly supervising. Television will occupy him for short intervals (15-30 min), but when a show is over, or gets slow, he roams the house with his toy trucks and monsters, and invariably must be tracked down to avoid damage or danger to himself or Daisy. Lunch & supper are much like breakfast, with at least one major incident (hitting sister, breaking something, etc.) each afternoon. His mom earns extra income with an on-line editing job, for which she is paid by the page. Lately she has been falling behind on her work because she cannot concentrate for long enough periods at a time—adding to the stress. Buster’s dad works long hours and gets home just in time to join in the battle to coax Buster into his room until he gets quiet enough to fall asleep. Buster’s parents are considering day-care for at least 2 or 3 days a week to give his mom a break to get her work done. What would you advise?

## Buster’s Boundaries

Lesson 6

- **Set Boundaries (pick one to start)**
  - *Stay in bed & room; In seat at meals;*
  - *Quiet at designated times & places*
  - *No hitting; Off-limit objects, places, activities*
- **Wisdom-oriented training**
  - *Begin training on respectful obedience (pick something)*
    - *Negative reinforcement for attention-getting behavior*
  - *Constructive/Instructive attention given at set times: learning, helping, using/directing energy*
    - *Positive reinforcement (attention) for compliance*
- **Reconsider family time/money priorities**
  - *Attention from mom; participation by Dad (e.g. meals)*
  - *What are family priorities: What are goals for Buster?*

## 3 ½ Year to 5 Years

Lesson 6

What children do	What children need
<ul style="list-style-type: none"> <li>• Have a <u>longer attention span</u></li> <li>• Act silly, boisterous, may use shocking language</li> <li>• Talk a lot, <u>ask many questions</u></li> <li>• Want <u>adult things</u></li> <li>• <u>More observant</u> of adults</li> <li>• Likes to keep projects</li> <li>• Test physical skills &amp; courage with caution</li> <li>• Reveal feelings in play</li> <li>• Like to play <u>with friends</u></li> <li>• Do not like to lose</li> <li>• Sometimes <u>share &amp; take turns</u></li> </ul>	<p>In addition to above, opportunities to:</p> <ul style="list-style-type: none"> <li>• Develop fine motor skills</li> <li>• Continue expanding language skills by talking, reading, and singing</li> <li>• Learn cooperation by helping and sharing</li> <li>• Experiment with pre-writing &amp; pre-reading skills</li> </ul>

## 3 ½ - 5 Years Suggestions

Lesson 6

- **Skills & Knowledge**
  - Develop attention span for longer Bible stories, worship attention
  - Develop nascent reading skills around Bible words & topics
  - Provide deeper conversations (e.g. history of Mom & Dad)
- **Attitudes & Beliefs to Develop:**
  - Use the church family to develop friendships
  - Relate cause & effect (“Why?”) to values in life
  - *Attitude* (mood) control—even in unwilling compliance. Can be “scored” & rewarded
  - Model the value of expressions of affection, loyalty, apology, etc.
  - Encourage tender conscience for: honesty, reverence, respect
  - Begin own worship (prayers, songs, picture-book, “notes”)
  - Roles of service: simple chores & daily habits, small gifts
- **Discipline:**
  - Give specific guidance on language, manners, other socially [un]acceptable behavior. (Guidance in following adult examples)
  - Parental modeling is the foundation
  - (Still wrestling with compliance, perhaps more subversive)
  - Approval & praise are big motivators—use liberally
  - Time spans for compliance & discipline can be longer.

## Preschool Physical Development

Lesson 6

- **Runs, jumps, climbs, balances with assurance - by 5, gross motor skills are well developed.**
- **Likes risks, tests of physical strength and skill - loves acrobatics and outdoor equipment.**
- **Increasing finger control - can pick up small objects, cut on a line with scissors, hold pencil in adult grasp, string small beads, use toys with smaller components.**
- **Expert builder - loves small construction materials and also vigorous activity with big blocks, large construction materials.**
- **By 5, rudimentary interest in ball games with simple rules and scoring.**

## Preschool Mental Development

Lesson 6

- **Familiar with common shapes, primary colors.**
- **Interest in simple number activities, alphabet play, copying letters, matching/sorting.**
- **By 5, sorts & matches using more than one quality at a time.**
- **Around 4, begins to be purposeful and goal directed, to make use of a plan.**
- **Interest in producing designs, including puzzles, and in constructing play worlds.**
- **First representational pictures.**
- **Prefers realism.**
- **Interest in nature, science, animals, time, how things work.**
- **Interest in dramatic play - recreates adult occupations, uses costumes and props.**

## Preschool Social Development

Lesson 6

- **Beginning to share and take turns, learning concept of fair play.**
- **By 5, play is cooperative, practical, conforming.**
- **Interested in group pretend play.**
- **Not ready for competitive play because hates to lose.**
- **Enjoys simple board games based on chance, not strategy.**
- **More sex differentiation in play roles, interests.**
- **Enjoys looking at books and listening to stories from books.**

## 5 to 8 years

Lesson 6

What children do	What children need
<ul style="list-style-type: none"> <li>• Grow curious about people &amp; <u>how the world works</u></li> <li>• Show an increasing <u>interest in numbers, letters, reading &amp; writing</u></li> <li>• Become interested in final products</li> <li>• Gain confidence in physical skills</li> <li>• Use <u>words to express feeling &amp; to cope</u></li> <li>• Like <u>grown-up activities</u></li> <li>• Become more <u>outgoing</u>, play cooperatively</li> </ul>	<p>In addition to above, opportunities to:</p> <ul style="list-style-type: none"> <li>• Develop numeracy &amp; <u>reading skills</u></li> <li>• Engage in problem-solving</li> <li>• Practice teamwork</li> <li>• Develop sense of personal competency</li> <li>• Practice <u>questioning &amp; observing</u></li> <li>• Acquire <u>basic life skills</u></li> <li>• Attend basic education</li> </ul>

## 5 to 8 Years Suggestions

Lesson 6

- **Skills & Knowledge**
  - Reading/writing for Bible study, notes, listening to sermons (Push to lengthen span, increase study skills)
  - Physical stamina: use to develop mental endurance, self-discipline
  - Personal competencies: home devotions... leading worship
- **Attitudes & Beliefs:**
  - Beginning of own faith, conscience – explain guilt/redemption
  - Consequence of choices: notice outcomes (Prov 24:30/f)
  - Watch gossip, perceived deception or dishonesty (Phil 4:8)
  - Need (corrective) guidance on: language, manners, behavior learned elsewhere (school, TV). Protect from media influence.
  - Friends are important: build church family, work at family fun
  - De-emphasize 'things' & worldly activities, e.g. designer labels
  - Experience sacrifice: e.g. sports/school for church (Heb 5:8)
  - Importance of Service to others
  - Longer term responsibilities: regular chores, allowance/savings, Bible lessons—employ major rewards (build up to big events)
  - Begin moral teaching as context for understanding “facts of life”
- **Discipline:**
  - Encourage self-governance: house & yard work, clean room, choose & wash clothes... with “natural consequences” allowed.

## Case 3 - Prodigy

Lesson 6

Case 3 - Prodigy is just good at everything. Walking at 9 months, reading at 4 years, the star player at tee-ball, making rapid progress on the violin, he is now tearing into soccer in the U-8 league—and he's only six! His parents are justifiably proud of Prodigy, and they use their influence to be sure he gets the best teachers in the “gifted” track and the best coaches on the best teams. Prodigy's Dad has a business degree from a nearby small college, and has a job that provides a comfortable living, but not great career potential. Prodigy's mom was a good student, but dropped out of college as a sophomore when they married so she could work to help Prodigy's dad finish college. They have already started to save so Prodigy can go to a major university (Prodigy's dad hopes he can get a sports scholarship), to make sure he can do better than they have done.

Prodigy's parents are members at the small congregation where Prodigy's grandparents were among the founding members. Last Sunday, Prodigy's Bible class teacher mentioned politely that Prodigy was a little disruptive and disrespectful of the other children. The implication was that it is an ongoing problem. One problem, she said, is that he is not following the material very well, and has nothing to do when the other kids are reciting their memory work, since he is not prepared with his. She suggested that if he were in class more often, she was sure he would do better.

Prodigy's parents were civil to her, but felt insulted. On the way home, after asking Prodigy about what happened in class, they complained to each other that the teacher, who is a young single—and no Einstein herself—didn't understand how to handle kids, and on top of that, the class had too wide a range of ages to be orderly, from pre-K (who were non-readers!) to 2nd Graders. They agreed that the teacher, not having kids of her own, didn't understand how busy they were, and how Prodigy needed a good night's sleep on every school night. Saturday night, too, was a big night to have the soccer team over after the afternoon games (often far away), and Prodigy was sometimes really too tired Sunday morning to get up early enough for class (the even said so). And besides, they reasoned, what was the big deal in missing a 45 minute class every once in a while? How much were the children really learning in there anyway?

## Problems with Prodigy?

Lesson 6

- **Assets:** 6 yrs old reader, smart, athletic, many skills
- **Family Priorities Set for Prodigy:**
  - Good education: “gifted”
  - Success in Athletics
  - Major College & Career
- **Missing Attitudes & Beliefs:**
  - Priorities of Spiritual: Bible Study, Worship, Friends
  - Building the spiritual family
  - Experience of sacrifice
  - Awareness of other's needs: role of service
  - Humility (Phil 2:3)
- **Foolishness modeled by parents:**
  - Teaching wrong priorities in family activities
  - Modeling wrong goals in life
  - Critical of the teacher, rather than listening to advice, changing

## Training Younger Children

Lesson 6

1. **Set behavioral goals (future maturity-wisdom)**
2. **Set reasonable expectations**
  - Within their abilities (including time limit)
  - Clear, measurable behavior (success criteria)
3. **Determine & provide needed training**
  - Communicate (pattern) the desired behavior
  - Identify the shortfalls & remedial instruction
4. **Anticipate difficulties or challenges (folly)**
  - Likely non-compliance
5. **Develop Strategies and tactics to overcome**
  - Predetermined consequences
  - Observable rewards (recorded/displayed)

## Lesson 7 Outline

Lesson 7

- **Pre-teen suggestions: Laying the foundation**
- **Social skill expectations: Training in life skills**
- **The goal: Overcoming folly w/ maturity (wisdom)**
  - Ideal behaviors (the opposites of folly)
  - Criteria for earning autonomy
- **Making home a secure environment**
- **Tools for handling troubled teens**
- **Case Studies in common problems**

## Preteens

Lesson 7

What children do	What children need
<ul style="list-style-type: none"> <li>• Grow rapidly, approach puberty</li> <li>• Still have a carefree, childish side</li> <li>• Begin to experience <u>deeper moods</u> (with little resistance to respond)</li> <li>• <u>Seek more autonomy</u> &amp; control (creates conflict in homework &amp; chores...)</li> <li>• Analyze, speculate, fantasize, understand on an abstract level</li> <li>• Prefer <u>own</u> friends &amp; <u>own</u> “fun” things</li> <li>• Begin to <u>feel peer pressure</u> deeply</li> <li>• Become <u>aware of sexual differences</u> (&amp; other phenomena) – leads to curiosity...</li> <li>• Start to emphasize clothes, hair...</li> <li>• Begin <u>social stratification</u>: athletic ability (boys), attractiveness (girls), academics (perhaps in reverse)</li> </ul>	<ul style="list-style-type: none"> <li>• Outlets to develop skills &amp; have fun</li> <li>• Opportunities to excel (through <u>hard work</u>)</li> <li>• <u>Opportunities for choices &amp; taking responsibility</u></li> <li>• Someone <u>take their feeling seriously</u></li> <li>• <u>Reassurance</u> that they are accepted (&amp; “normal”)...</li> <li>• <u>Protection</u> from their own immaturity &amp; peer pressure.</li> <li>• <u>Explanations</u> of physical &amp; social phenomena</li> </ul>

## Preteens Suggestions

Lesson 7

- Be a good role model (language, truthfulness, even temper, priorities, emphasis on godliness)
- **Keep away from negative cultural influences.**
  - Sexual messages, anti-religion, materialism – in all media forms
  - Choices of Friends; Choice of School; Clubs & Sports
  - Worldly concept of worth: beauty, athleticism, intellectual prowess
- Give guidance for godly dress & help with grooming
- Encourage hard work to excel in endeavors, but...
- Be careful about the priorities of sports, music & hobbies
- Encourage participation in benevolent activities. (church participation, service projects...)
- Expose to realities of life (funerals, poverty, budgets, elder care...)
- Find fun activities for the family as a means to spend time
  - Conversation is easier when doing something else (pleasant).
- Let the preteen practice making choices, but...
- Teach to accept “No” for an answer (see “social skills”)
- Provide many exposures to the Gospel & decisions about obedience
- Work at “social skills” (see next chart), by training without nagging.

## Preteen Social Skill Expectations (1 of 2)

Lesson 7

- **Greeting Others (for example...)**
  - Look at the person.
  - Use a pleasant voice.
  - Say “Hi” or “Hello”.
  - Respond to questions with an informative answer.
- **Initiating an Introduction Yourself**
- **Making a Request of an Adult in Authority**
- **Following Instructions (for example...)**
  - Look at the person.
  - Say “okay”.
  - Do what you've been asked to do right away
  - Get clarification immediately, if needed
  - Report back.
- **Accepting “No” for an answer (when not desired)**
- **Accepting criticism or a consequence for Errors**
- **Disagreeing appropriately**
- **Giving criticism**
- **Getting an Adult's Attention**

## Preteen Social Skills Expectations (2 of 2)

Lesson 7

- **Resisting Peer Pressure**
  - Use a calm voice.
  - (a prayer might fit here...)
  - Say clearly that you do not agree or want to participate.
  - Suggest an alternative solution or activity.
  - If necessary, continue to say “no”.
  - Say “thanks for listening”.
- **Making an Apology**
  - Look at the person.
  - Use a serious, sincere voice.
  - Say “I'm sorry for..” or “I want to apologize for..”.
  - Don't make excuses.
  - Explain how you plan remedy, if possible
  - Explain how you will do better in the future.
  - Accept forgiveness graciously, and/or say “thanks for listening”.
- **Talking with Others (e.g. look at person, ask questions...)**
- **Giving Compliments**
- **Accepting Compliments**
- **Accepting Inconvenience or Personal Sacrifice**

(Folly)

## Maturity (Wisdom)

Lesson 7

- Not bound by authority → • Sets own boundaries
- Hates instruction & reproof → • Welcomes correction
- Will not listen, learn → • Seeks advice before acting
- Trusts in own opinion → • Defers to wisdom of others
- Likes to hear himself talk → • Sympathetic Listener
- Shortsighted (carnal) → • Self-controlled; defers gratification
- Hates hard work → • Diligent, dedicated & determined
- Attracted to sin → • Pure, flees temptation, always truthful
- Denies spiritual realities → • Spiritual center in thinking/priorities

## Behavior that Earns Autonomy

Lesson 7

- Sets own boundaries
- Welcomes correction
- Seeks advice before acting
- Defers to wisdom of others
- Sympathetic Listener
- Self control, defers gratification
- Diligent, dedicated, determined
- Pure, flees temptation
- Always Truthful
- Spiritual center in thinking & priorities
- Accepts restrictions; sets own schedule
- Accepts consequences of own mistakes
- Keeps word on all commitments (no excuses)
- Duties & requests for help willingly completed without nagging.
- Voluntarily reports on activities & life issues
- Discusses disagreement without temper
- Seeks advice from many on life questions
- Shows interest in others outside peer group
- Demonstrates discipline with money, time, possessions.
- Self-disciplined & diligent in everything attempted (school, sports, hobbies)
- Makes decisions to avoid temptation & questionable things
- Concern for the example set to others (esp. younger)
- Attends Bible classes & church activities willingly (initiates some)
- Willing to share & defend faith

## Secure Environment... a place where:

Lesson 7

- Someone is always there
- People listen to anything (& who take the time to)
- People are sympathetic to feelings (whatever they are)
- People love them (no matter what happens)
- People are trustworthy (do what they say)
- People express love & concern
- People set high expectations & express them
- Everyone's friends are welcome
- People model Wisdom in their lives
  - Faith in God
  - Self-control & diligence in life, language, & temperament
  - Love for each other (healthy marriage)
  - Respect for all
  - Selflessness & Service
- Life's lessons (and skills) are taught
- All ages mix together in frequent, regular events
- There is stability—no surprises
- There is consistency—rules don't change
- There is a spiritual refuge

## Common Teen Problems

Lesson 7

1. Seem to hate you
2. Communication devices rule their lives
3. Staying out too late
4. Friends you don't like
5. Everything's a drama
6. Poor school performance

## Handling the troubled teen

Lesson 7

- Decide what's "big stuff".
  - Define the line of toleration (teen participate in rule setting)
  - Save Restrictions for "Folly," not foolishness.
- Set & enforce basic standards of behavior – no bluffs
  - Worship attendance, respectful language, curfews, chore compliance, clothing, school attendance,
- Model self-control, integrity, humility, godliness...
- Discover & use the tools of discipline:
  - Loss of freedom, privilege, social contacts, mobility
  - Loss of property/pleasures
  - Restitution
- Reward the positive (but not bribe)
- Transition "ownership" (& consequences)
  - Car expenses, Phone bill, Clothing / Laundry costs
- Continue to express love & high expectations
- Plan more family (incl church family) activities
- Stay open to all communication opportunities
  - Make even more time: schedule ("low pressure") events

## Strength for Christians in Tragedy

Lesson 9

- Understanding man and God:
  - Rom 8:19-23 – Creation subject to futility, groans & labors
  - Rom 8: 35-39 – None of these can separate us from God.
  - II Cor 4:16-5:4 – Earthly tabernacle perishing, inward man renewed.
  - I Cor 15:50-55 – Dead raised incorruptible; mortal put on immortality.
  - I Thes 4:13-18 – Sorrow not, even as rest... dead will rise first.
  - Ps 116:15 – Precious in sight of the Lord is...death of His saints.
  - Rom 5:3-5 – Tribulation produces perseverance, character, hope
- How do we prepare?
  - Strengthen our faith, prepare ourselves (& children)
  - Imagine the worst, with the blessings and victory to follow
  - Comfort others (with family), experience mourning through them
  - Build a foundation of teaching/example that will survive in tragedy

## Sin & Rebellion in our Children Relevant Bible Principles

Lesson 9

- Criminal Behavior (Cain)
  - Governments are God's agents to punish: Do not resist/thwart (Rom 13:1-5; I Pet 2:14).
  - Suffering for wrong-doing is proper, but no credit to wrong-doer (I Pet 4:15; 2:20).
- Immorality (Balaam)
  - Our conduct honorable before Gentiles (I Pet 2:11-12)
  - [Immorality] not named among you (Eph 5:3-5)
  - Withdraw from disorderly brother (II Thes 3:6)
  - Do not keep company with (or support) immoral (I Cor 5:2; 9-13)
    - Word of God not blasphemed (Tit 2:5)
- Religious Error & Misbehavior (Korah)
  - Causing divisions—contrary to doctrine (Rom 16:17)
  - Reject a divisive man (Tit 3:10-11)
  - Abides not in doctrine...do not receive or greet (II John 9-10)

## Dealing with Sin & Rebellion

Lesson 9

- Luke 5:11-32
  - Plant the memories of truth & love early
  - Cannot force obedience
  - Must always be waiting, loving, hoping, watching
  - Must be ready for welcome, believe the best
  - Work to forgive & celebrate (& help others do that)
  - Mitigate consequences, once the "son" returns
- Hosea 11:1-4
  - "taught to walk..." -- a history of care & love
  - "bent down to feed them" – sacrifice to care for them
  - Use all forms of "drawing" (soft & hard)
  - Still condemning the sin (v 12)
  - Allowing consequences to come – v 7
- Ps 145:8,9 – Gracious, compassionate, slow to anger, great in mercy, good to all
- Ps 103:13 – pities (shows compassion) to His children
- Matt 6:12 – forgive our debtors
- Matt 18:21,22 – forgive over and over (70 x 7)