Course Themes

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.
2. 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.
3. Pre-active, pre-meditated, diligent effort is required. 
   Child rearing involves constant watchfulness, continual strategizing, & uniring consistency.
4. Spiritual values are the only valid basis for decision-making & problem solving.
5. Parenting is a spiritual endeavor.

Foundation Principles

1. Trust God’s plan.
2. Strive for the ideal.
3. I am responsible for me.
4. Look first to the things of others.
5. Faith is the foundation.

Class Schedule

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“Non-Euclidean” Principles

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

Foundations of the Current World View

- 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

- No supernatural:
- Human = Animal
- Religion is from man
- Purpose (if any) is “Fulfillment”

- No intrinsic Right vs Wrong
- No spiritual consequences for sin
- Must make choices best for self

- Parents have no right to set moral standards
- Each child has to “find his own way”

- Animals & Humans

- Similar complexity & gestation times
- Humans: Much longer development times
- Humans: Higher Cognitive Capability
- Humans: Wide range of potential behaviors
Good & evil continue in conflict (even within us) – Not a bondage of the wicked one. (I John 5:19)

Beloved, I beg you as sojourners and pilgrims, abstain from fleshly lusts which war against the soul. 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)

The goal of Family relationships

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 if some do not obey the word, they, without a word, may be won by reason of 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 hell.

III John 3,4 – For I rejoiced greatly when brethren came and brought up in the training and admonition of the Lord.

God's Pattern of Fatherhood

Matt 5:48 – Perfect, as heavenly Father
I Pet 1:16 – Holy
Jas 1:13 – Doesn't tempt
Ps 103:12; Lk 6:36; Ps 145:8,9 – pities; merciful; gracious; compassionate; slow to anger; kind
Jas 1:17a; Matt 7:11; Luke 11:11 – Gives needed gifts
Rom 11:33 – Deep wisdom & knowledge
Rom 8:15,16 – Not a bondage-feal 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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The purpose of child rearing

The rod and reuke 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)

Foundations of the Christian world view

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

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.

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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

Uniqueness of human cognition

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- Marc Hauser, professor of psychology, biological anthropology, and organismic and evolutionary biology in Harvard's Faculty of Arts and Sciences
Pattern of Fatherhood
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.

Parenting Lesson from Deuteronomy
1. 10:12-22 – God loves us and is on our side.
   a. What does the LORD want from us (v 12)?
   b. What is the purpose of his commandments (v 13)?
   c. Who did he set his heart on and why is that so surprising (v 14-15)?
   d. Is God for or against Israel and how do they know (v 16-22)?
   e. What has God done for us today?
2. 11:2-12 – God has rules and requirements.
   a. What should be their response to God's love for them (v 1)?
   b. Does God expect obedience? How do we know (v 2-7)?
3. 11:13-25 – God explains to us in clear language what the consequences for disobedience are.
   a. What are the blessings God promised for obedience (v 13-15)?
   b. What are the curses promised for disobedience (v 16-17)?
   c. Why did God spell out these consequences (v 18-25)?
4. 11:26-32 – God allows us to choose to respect or reject his authority.
   a. What did they have the power and ability to do (v 26-28)?

Self Assessment Worksheet

Bible Examples of Parents & Children

Pattern of Motherhood
Character of a Mother
- Ps 131:2 – Calms Frenzies
- Jer 31:15 – Loves Deeply
- Rom 16:13 – Vision & Care
- Mat 23:37 – Children fulfill her desires
- Gal 4:2 – Children fulfill her desires
- Is 66:13 – Brings Comfort, Peace
- Is 49:14-16 – Deep Connection, 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 31:27 – Watches; Not Idle
- Prov 31:28 – Children Call Blessed Father
- Tit 2:4-5 – Loves his children
- I Tim 5:1-21 – Provides Clothing
- I Tim 5:1-16 – Watches; Not Idle
- I Tim 1:15 – Teaches children

Specific Commands for Mothers & Fathers
   a. What should be their response to God's love for them (v 1)?
   b. Does God exalt obedience? How do we know (v 3-15)?
   c. Why did God spell out these consequences (v 18-25)?

2. Jacob & his children. (Gen 30:1-4; Gen 34; Gen 35:22)
   a. What are the blessings God promised for obedience (v 13-15)?
   b. What are the curses promised for disobedience (v 16-17)?
   c. Why did God spell out these consequences (v 18-25)?

3. David (II Sam 12:9-14; 13:21, 30-39; 14:28,29; I Kings 1:5,6)

4. Eli (I Sam 2:12-36)
5. Samuel (I Sam 7:16; 8:1-5)
7. The Prodigal Son and his brother (Luke 15:11-32)

Practical Ideas for Parents

- 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 meal 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

- 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)

- Demonstrates & teaches life skills: cooking, budgeting, driving, home repair, yard work

- Specific Commands for Mothers & Fathers
  - Periodic Home Bible Studies & worship
  - Discipline: set rules & punishments, be consistent

- Introduce to the adult world: money/budgets, aging & death, work...

King David as a Father
- Had many wives (I Sam 3:2-5).
- His adultery & murder were known by many, including his sons (II Sam 12:9-14).
- Turned in his family prophesied to be the result (v 11)
- Tolerated Amnon's rape of Tamar (II Sam 13:21)
- Murdered, 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)
- Murdered 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
1. Our faith and choices before we have children prepare us to rear children and set an example for them. – Abraham
2. The effects of our parenting will last for generations. – Abraham
3. Children see and learn from our sacrifices. – Abraham
4. Parents should strongly influence their children's choice of companions (even spouses), and should set expectations for their choices. – Isaac
5. Parents should have a (spiritual) plan for our children before they are born. – Hannah
6. Parents should start teaching Bible to their babies. – Lois & Eunice
7. 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
1. Some children are more difficult, even from birth. – Ishmael
2. Family problems make deep impressions on children, and have consequences. – Abraham
3. Favoritism damages both the favored and unfavored child. – Abraham & Jacob
4. 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
5. Deception in the home will be ‘inherited’. – Jacob
6. Fathers must act quickly and strongly to resolve family crises. – Jacob
7. Parents can respect (or fear) their children too much (even above God). – Eli
8. Children often determine the reputation of the parents (demonstrate their character). – Eli
9. Therefore we make it our desire to bring children up in the nurture and instruction of the Lord. – David

Christ's Purposeful Work (Eph 5)
- 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

Two Value Systems
- Phil 3:12-20
  - Press Toward Goal: Upward Call of God
  - Mind Set on Earthly Things (god is belly)
- Rom 8:5-14
  - Spirit
  - Flesh
- Jas 4:3,4
  - (Friend of God)
  - “Spend on Own Pleasures”

Paul’s Reasons for His Decision

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Paul’s Reasons for His Decision

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.”
Il Cor 5:9 “Therefore we make it our aim, whether present or absent, to be well pleasing to Him. 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. 16 “For I will show him how many things he must suffer for My name’s sake.”

Rom 1:9-15 1 For God is my witness, whom I serve with my spirit in the gospel of His Son, that without ceasing I make mention of you always in my prayers. 10 making request if, by some means, now at last I may find a way in the will of God to come to you. 11 For I long to see you, that I may impart some spiritual gift to you which will help you. 12 That is, that I may be encouraged together with you by the mutual faith of both of you and me. 13 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. 14 I am a debtor both to Greeks and to barbarians, both to wise and to unwise. 15 So, as much as I am in the Lord, I am ready to preach the gospel to you who are in Rome also.

Rom 15:20, 22-25, 28, 32 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...
23 For this reason I also have been much hindered from coming to you. 24 But now no longer having a place in these parts, and having a great desire these many years to come to you, 25 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. 26 But now I am going to Jerusalem to minister to the saints. ...

Rom 15:26 Go by way of you to Spain.
27 that I may come to you with joy by the will of God, and may be refreshed together with you.
28 I will do all things for the sake of the gospel of Christ.

Phil 3:12 For me to press Christ to Gentiles, etc.

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Paul's Reasons to Go to Rome

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

Spirit-Led Decision Structure (example)

- Go to School
- Learn skills
- Have a job
- Make Money
- Other Social Skills
- Get Exercise
- Have friends
- Physical
- Intellectual
- Social
- Family
- Spiritual

Most likely to change, when they do not satisfy lower-level goals

Most Important, & Unchanging Goals

Please God (II Cor 5:9)

Life decisions aligned with our goal

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, 30 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.” 11 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. 30And 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)

Evidence of our Priorities

- 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?

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?

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

Pictures of the fool

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 those who walk in wisdom are kept safe.

Pictures of the fool

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 street!”
14 As a door turns on its hinges, so a sluggard turns on his bed.
45 A sluggard buries his hand in the dish; he is too lazy to bring it back to his mouth.
46 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.”

Driving out Folly – Proverbs 22:15

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)

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

Test Cases

• 5 yr old child does not put on seat belt.
• 4 yr old spills milk for 3rd 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 “blurs-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

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.

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• Admonition [KJV, ASV, NKJV], Counsel [Ampl], Instruction [RSV]
• From the Gr. Nous = mind, and thithemi = to put – “a putting in mind”
• Also used in: 1 Cor 10:11 (purpose of scripture), I Cor 4:14 & Titus 3:10 (warning), I Thess 5:12 (what elders do), Rom 15:14 (what we do for each other).

Questions

• What do we teach priorities?
• How do we teach priorities?
• Pictures of the fool
• Driving out Folly – Proverbs 22:15
• Folly Defined (Proverbs)

Test Cases

• 5 yr old child does not put on seat belt.
• 4 yr old spills milk for 3rd 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 “blurs-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
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Punishment should be...

- 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)

- 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

Motive for ‘the Rod’ of Correction

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; 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. You shall beat him with a rod, and deliver his soul from hell.

Spiritual benefit

Corporal Punishment Checklist

- Is the rule (desired behavior) clear (observable)?
- Is the rule known & understood (could be repeated & acknowledged) in advance by the child?
- Is the punishment (consequence) known & understood in advance by the child (could be repeated & acknowledged)?
- Is the disobedience (undesired behavior) obvious & known (perhaps even admitted) by the child?
- Is the disobedience willful, with evidence of rebellion, laziness, disrespect, stubbornness, or other “foolishness”?
- Am I calm (discuss with spouse)? Do I appear calm?
- Have I reviewed (calmly) the rule, the disobedience, & the previously determined & stated consequence with the child?
- Have I expressed my love, & explained that it is the motive of the punishment?
- 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)?
- Have I expressed confidence that my child is capable of better behavior?
- Have I expressed & demonstrated my willingness to forgive quickly (including with physical touch)?

Chastening vs Abuse*

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

- Spiritual benefit

American Association of Pediatrics

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.
- Spanking can physically harm children.
- Rather than teaching children how to express love, spanking makes them fearful of their parents and teaches them merely to avoid getting caught.
- In the case of children who are looking for attention by acting out, spanking may in turn drive the same problems children by giving them attention exist with all other forms is better than no attention at all, of correction. Give proper attention!

Preventing Punishment Incidents

- 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

- 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

<table>
<thead>
<tr>
<th>What children do</th>
<th>What children need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin to smile</td>
<td>Protection from physical danger</td>
</tr>
<tr>
<td>Track people &amp; objects with eyes</td>
<td>Adequate nutrition</td>
</tr>
<tr>
<td>Prefer faces &amp; bright colors</td>
<td>Adequate health care (immunization, oral rehydration, hygiene)</td>
</tr>
<tr>
<td>Reach, discover hands &amp; feet</td>
<td>Motor &amp; sensory stimulation</td>
</tr>
<tr>
<td>Lift head and turn toward sound</td>
<td>Appropriate language stimulation</td>
</tr>
<tr>
<td>Cry, but often soothed when held</td>
<td>Responsive, sensitive parenting</td>
</tr>
</tbody>
</table>
### 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
  - Parental use of “No” (with consistent consequences)
  - Gentle corporal punishment employed to motivate
  - Time out not recommended (looks like abandonment)
  - Do not be alarmed by tears

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### 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 has just been painted yellow. There is a coffee table in the center of the room, decorated with a basket filled with colorful thick glass balls. He has just discovered that he can stack them, and is very pleased with himself. He also enjoys exploring the living room in general, and has recently started to explore the play area under the couch.

**What children do**
- Stand steadily, climb stairs, run
- Assert independence

**What children need**
- Recognize ownership of objects
- Solve problems
- Show accomplishments
- Make choices
- Sing familiar songs
- Play with other children

---

### 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)

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### 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”...)**

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### 2 to 3 ½ Years

- **Enjoy learning new skills**
- **Learn language** rapidly
- **Always going**
- **Gaining control of hands & fingers**
- **Are easily frustrated**
- **Act even more independent, but still dependent**
- **Act out familiar scenes**
- **Love repetition**

---

### 1 to 2 years

**What children do**
- Imitate adult actions
- Speak & understand words & ideas
- Enjoy stories & experimenting with objects
- Walk steadily, climb stairs, run
- Assert independence
- Solve problems
- Show pride in accomplishments
- Like to help with tasks
- Begin pretend play

**What children need**
- In addition to above, support in:
  - Acquiring motor, language, & thinking skills
  - Developing independence
  - Learning self-control
  - Opportunities for play & exploration
  - Play with other children
### 2 – 3 ½ Years Suggestions

- **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
- **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

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### Case 2 - Buster

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 dad 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?

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### 3 ½ - 5 Years Suggestions

- **Skills & Knowledge**
  - Develop attention span for longer Bible stories, worship attention & disobedience (Eph Set A)
  - Attit around words to express feeling & to
  - Positive reinforcement (attention) for compliance
  - Interest in dramatic play
  - Loves td l i i (d t i M & D d)
  - Around 4 begins to be purposeful and goal directed to
  - Exploit memorization ability  (songs, lists, Bible verses)
  - Quiet
  - Be
ey &
  - Energy &
  - Acceptance of more rules, boundaries, chores
  - Belief in God’s awareness, care, & expectations
  - Importance of talking with God in song & prayer
  - Distinguish between “private projects” & disobedience (“folly”)
  - Rewards can be more substantial, over longer time spans, etc.
  - 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

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### Preschool Physical Development

- 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.

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### Preschool Mental Development

- 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.

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### Preschool Social Development

- 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.

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### 5 to 8 years

- **What children do:**
  - Grow curious about people & how the world works
  - Show an increasing interest in numbers, letters, reading & writing
  - Become interested in final products
  - Gain confidence in physical skills
  - Use words to express feeling & to cope
  - Like grown-up activities
  - Become more outgoing, play cooperatively

- **What children need:**
  In addition to above, opportunities to:
  - Develop numeracy & reading skills
  - Engage in problem-solving
  - Practice teamwork
  - Develop sense of personal competency
  - Practice questioning & observing
  - Acquire basic life skills
  - Attend basic education
5 to 8 Years Suggestions

- 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 duties... leading worship
- Attitudes & Beliefs:
  - Beginning of own faith, conscience – explain guilt/redemption
  - Consequence of choices: notice outcomes (Prov 24:30f)
  - Watch gossip, perceived deception or dishonesty (Phil 4:8)
  - Need (corrective) guidance on: language, manners, behavior
  - Learn 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
  - Long-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”

**Case 3 - Prodigy**

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 training into soccer in middle school. Prodigy’s parents are 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, 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, Prodigy’s 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 work, and Prodigy as a teacher, not having kids of her age, decided to work with her. Prodigy was sometimes really too tired Sunday morning to get up early enough for class (he 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?

**Lesson 7 Outline**

- Preteen 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 Suggestions**

- 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.

**Lesson 7 Preteen Social Skill Expectations (1 of 2)**

- 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
  - Make a Request of an Adult in Authority
  - Following Instructions (for example...)
  - Look at the person.
  - Do “Okay”.
  - Do “Has been asked to do right away”
  - Get clarification immediately, if needed
- Reporting 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

**Lesson 7 Preteen Social Skill Expectations (2 of 2)**

- 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 to...”
  - Don’t make excuses.
  - Explain how you plan remedy, if possible
  - Explain how you will do better in the future.
  - Accept forgiveness gracefully, 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

**Problems with Prodigy?**

- 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
  - Learning 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
Maturity (Wisdom)
- Sets own boundaries
- Welcomes correction
- Seeks advice before acting
- Sympathetic Listener
- Self-controlled; defers gratification
- Diligent, dedicated, determined
- Pure, flees temptation
- Always Truthful
- Spiritual center in thinking/priorities

Behavior that Earns Autonomy
- Sets own boundaries
- Welcomes correction
- Seeks advice before acting
- 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

Common Teen Problems
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
- 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, chores, 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

Sin & Rebellion in our Children Relevant Bible Principles
- 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] name not 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
- Luke 5:3-12
  - 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)

Secure Environment… a place where:
- Someone is always there
- People listen to anything (& who take the time)
- 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

Strength for Christians in Tragedy
- 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