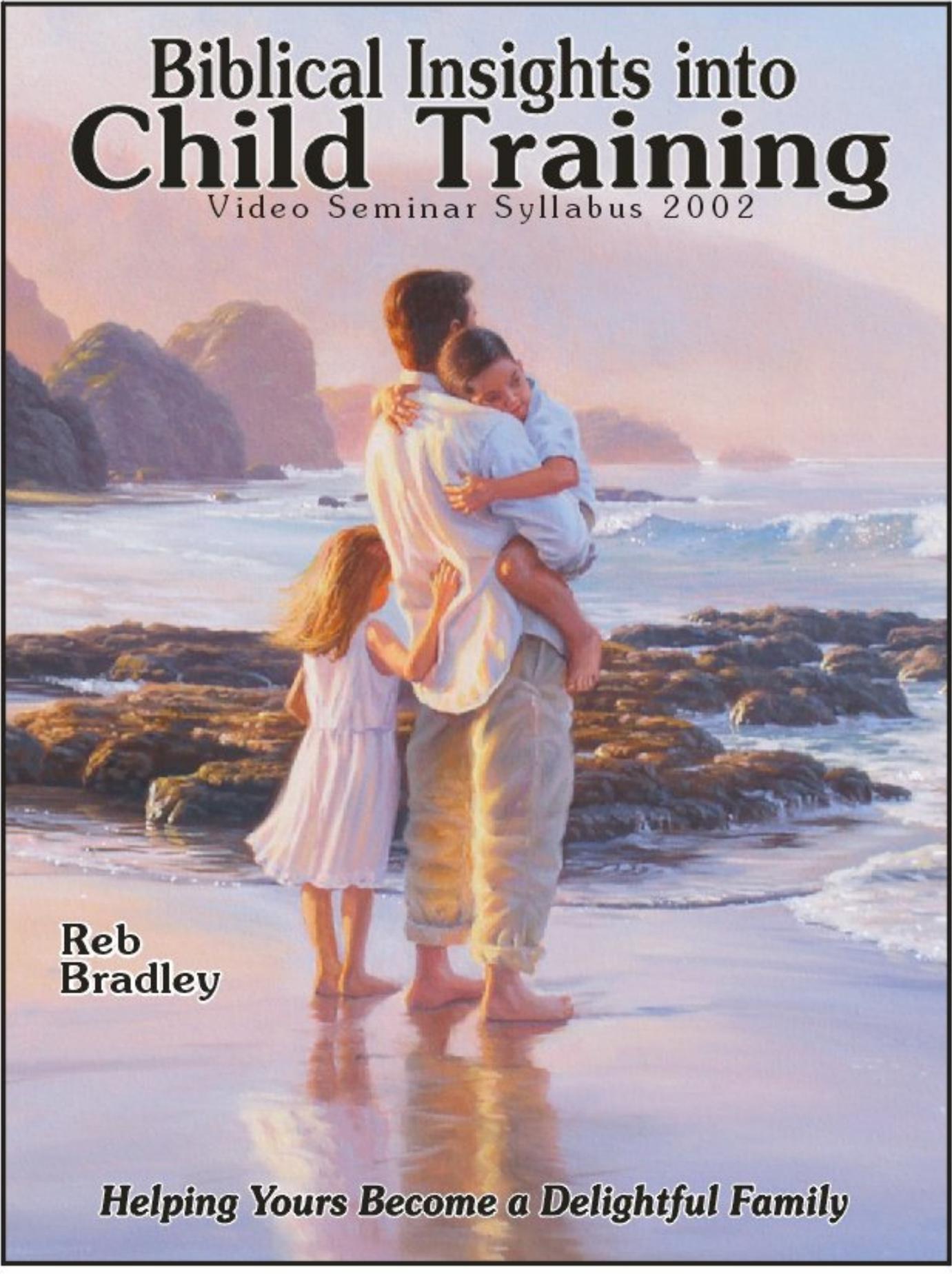


Biblical Insights into Child Training

Video Seminar Syllabus 2002

A painting-style illustration of a family of three standing on a beach at sunset. The father is in the center, wearing a light blue shirt and khaki pants, holding a young boy in his arms. The boy is wearing a light blue shirt and shorts. To the left, a young girl in a white dress stands with her back to the viewer, looking towards the family. The background shows a rocky coastline with waves crashing against the shore under a warm, golden sunset sky. The family's reflections are visible in the wet sand.

**Reb
Bradley**

Helping Yours Become a Delightful Family

Biblical Insights Into Child Training

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Syllabus and Study Guide
DVD Version 2002

Reb Bradley

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Session 1

THE GOALS OF CHILD TRAINING

I. WHY CAN KIDS DRIVE THEIR PARENTS NUTS?

- A. They lack -- disobedient -- willful -- wild -- unruly -- untrained
- B. They remind us of
- C. They are -- whining, complaining, bickering
- D. They are -- they break, spill, tear, stain
- E. We misunderstand their
- F. We think we have something

II. WHY KIDS NEED NOT DRIVE THEIR PARENTS NUTS:

- A. Prov 29:15, 17 They can be

*Prov 29:15 The rod of correction imparts wisdom, but a child left to himself **disgraces his mother** ... 17 Discipline your son, and he will give you peace; **he will bring delight to your soul.***

- B. Prov 23:24-25; 10:1; 17:21 Trained children are

*Prov 23:24-25 The father of a righteous man **has great joy**; he who has a wise son **delights in him**. 25 May your father and mother **be glad**; may she who gave you birth **rejoice!***

- C. Deut 5:16; Prov 3:1-2 A child who knows his is a secure and happy child

*Deu 5:16 "Honor your father and your mother, as the LORD your God has commanded you, so that you may **live long** and that **it may go well** with you in the land the LORD your God is giving you.*

*Prov 3:1-2 My son, do not forget my teaching, but keep my commands in your heart, 2 for they will **prolong your life** many years and **bring you prosperity.***

- D. John 15:13; 1 Cor 13:4; 1 John 3:16; Eph 5:25 Pray for

*John 15:13 Greater love has no one than this, that he **lay down his life** for his friends.*

*1 Cor 13:4 **Love is patient**, love is kind. It does not envy, it does not boast, it is not proud.*

- E. Psa 127:3-5 Children are given to parents as God's kingdom

*Psa 127:3-5 Sons are a **heritage** from the LORD, children a **reward** from him. 4 Like **arrows** in the hands of a warrior are sons born in one's youth. 5 **Blessed** is the man whose quiver is full of them. They will not be put to shame when they contend with their enemies in the gate.*

- F. Deut 6:6-9; Eph 6:4; 1 Tim 3:4-5 A parent has to do than train up children

Deu 6:6-9 These commandments that I give you today are to be upon your hearts. 7 Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. 8 Tie them as symbols on your hands and bind them on your foreheads. 9 Write them on the doorframes of your houses and on your gates.
Eph 6:4 Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord.

III. WHAT MAY HINDER SUCCESSFUL PARENTING?

A. Trust in

Psa 1:1 Blessed is the man who does not walk in the counsel of the wicked or stand in the way of sinners or sit in the seat of mockers.

1 Cor 1:20 Where is the wise man? Where is the scholar? Where is the philosopher of this age? Has not God made foolish the wisdom of the world?

1 Cor 3:19 For the wisdom of this world is foolishness in God's sight. As it is written: "He catches the wise in their craftiness"; :20 and again, "The Lord knows that the thoughts of the wise are futile."

Rom 1:22 Although they claimed to be wise, they became fools

B. spots

1 Cor 3:18 Do not deceive yourselves. If any one of you thinks he is wise by the standards of this age, he should become a "fool" so that he may become wise.

1 John 1:8 If we claim to be without sin, we deceive ourselves and the truth is not in us.

James 1:22 Do not merely listen to the word, and so deceive yourselves. Do what it says ... 26 If anyone considers himself religious and yet does not keep a tight rein on his tongue, he deceives himself and his religion is worthless.

C. own past negative childhood

1 Pet 3:6b ... do not give way to fear.

Dan 3:17 If we are thrown into the blazing furnace, the God we serve is able to save us from it, and he will rescue us from your hand, O king 18 But even if he does not, we want you to know, O king, that we will not serve your gods or worship the image of gold you have set up."

IV. WHAT IS THE PRIMARY GOAL OF CHILD TRAINING? (Other than salvation.)

*And, fathers, do not provoke your children to anger; but **bring them up** {ektrepho} in the discipline and instruction of the Lord. Ephesians 6:4*

"bring them up": ektrepho, ek-tref'-o: rear up to maturity

(Hebrew: to "rear" - gadal, gaw-dal'; twist unto greatness)

⇨ Train children up to

V. HOW IS MATURITY PRESENTED IN PROVERBS?

The Old Testament concept of **MATURITY** =

The Old Testament concept of **IMMATURITY** =

The 3 primary ingredients of maturity:

- A. -- not being ruled by passions, emotions, desires, wishes, or curiosity; freedom from having to do what one feels like doing; the ability to say "NO" to one self and to do what is right. Prov 29:11, 20; 14:16; 21:20; 22:15; 26:11; 12:16, 23; 13:16
- B. -- understanding; insight; ability to learn from experience; ability to make sound decisions; handling stressful problems with a level head; foundation for independence; possible only when not ruled by passions (self-controlled) Prov 10:21; 29:15; 17:16; 18:2; 12:15
- C. -- accepting personal accountability for one's own actions; faithful and conscientious work habits, characterized by integrity and reliability; possible only when not ruled by passions (self-controlled) Prov 17:16; 6:6; 24:30; 26:6; 26:16

VI. WHAT IS THE FIRST OBJECTIVE IN DEVELOPING MATURITY?

The _____ of a child's _____ Teaching children to _____ themselves.

Prov 22:15 Folly is bound up in the heart of a child, but the rod of discipline will drive it far from him

Folly 'ivveleth -- *perversity* which spawns *deviousness, defiance, and rebellion*.

Prov 1:7; 7:22; 10:8; 10:10, 14; 11:29; 12:15-16; 14:3, 9; 15:5; 16:22; 17:28; 20:3; 24:7; 27:3, 22; 29:9

Foolish keciyl -- to be fat, ie: to be bloated with self

Prov 1:22, 32; 3:35; 8:5; 10:1, 18, 23; 12:23; 13:16, 19; 14:7-8, 16, 24, 33; 15:2,7,14,20; 17:10, 12, 16, 21, 24; 18:2, 6-7; 19:1, 10, 13, 29; 21:20; 23:9; 26:1, 3-12; 29:11, 20

VII. WHAT ARE THE SUBTLE SIGNS THAT A CHILD'S WILL IS ALIVE AND WELL?

- Expects to have own way; expresses blatant irritation when desires are thwarted
- Never happy; complains and whines constantly; always discontent
- Always complains about food set before them
- Expects "extras" when eating out
- Expects for life to be exciting; demands entertainment; frequently bored
- Impatient; demands parent's immediate attention
- Thinks he has rights to personal decisions
- Disrespectful and familiar with adults
- Requires bribery for obedience
- Unappreciative; never thankful; not easily satisfied; thinks they deserve everything they receive
- Resents work or anything that requires self discipline.
- Lazy; habitually goofs off; looks for ways to get out of work
- In response to assigned chores -- roll their eyes; complains; disappears -- before, during and after task; does as little as possible
- The home is a "**child-run**" home

Session 2

ESTABLISHING CONTROL IN THE HOME

I. IS YOURS A "CHILD-RUN" HOME?

A child-run home is one in which most decisions are made or influenced by the children:

- ✓
- ✓
- ✓

II. WHAT DOES A "PARENT-CONTROLLED" HOME LOOK LIKE?

_____ was the best example of a child under parental control.

- _____ obedience

*John 14:31 but the world must learn that I love the Father and **that I do exactly what my Father has commanded me ...***

- Will

*Luke 22:42 "Father, if you are willing, take this cup from me; yet **not my will, but yours be done.**"*

- Looking to parents for

*John 12:50 I know that his command leads to eternal life. So **whatever I say is just what the Father has told me to say.**"*

*John 8:28 So Jesus said, "... **I do nothing on my own but speak just what the Father has taught me.***

III. THE IMPORTANCE OF CONTROL IN TRAINING

A. God holds parents responsible to _____ their children (1 Tim 3:4-5; 1 Sam 3:13)

B. Parent-established _____ controls gives children _____ controls

C. Submission to parental authority prepares them to submit to _____

D. Firm controls give _____ to children (Deut 5:16; Prov 3:2)

E. Control earns a parent the _____ necessary for training

- We do tend to despise those who have authority, but fail to exercise it.

IV. LOSING CONTROL OF A HOME -- Examples of incorrect training (Adapted from Richard Fugate)

A. _____ instructions or making

B. _____ for obedience

C. Allowing

D. _____ or

E. _____ instructions

V. A KEY TO SUCCESSFUL CHILD TRAINING

Give no _____ for obedience until a child has demonstrated he doesn't need them.

- Submission without understanding fosters self control
- Wisdom and values are learned by hearing the wisdom behind parental commands
- Remember: Offering a brief nugget of wisdom does not mean allowing debate
- Sassy, out-of-control older children can be redeemed by a 6-week "boot-camp" in which no dialogue or appeals for dialogue are tolerated.

VI. CONTROL AS IT FITS INTO THE OVERALL PLAN OF CHILD TRAINING:

A. Ages 0 - 5:

Mat 16:24-26; 10:38; Rom 8:13; Col 3:5; Titus 2:12; Rom 12:1

B. Ages 5 - 12:

Mat 28:19; Col 3:16

C. Ages 12 - 19:

2 Tim 2:5; 4:7; Heb 12:1; Phil 2:16

D. Ages 20 --> :

John 15:15 I no longer call you servants, because a servant does not know his master's business. Instead, I have called you friends, for everything that I learned from my Father I have made known to you.

VII. ESTABLISHING A "PARENT-RUN" HOME

A. KEEP IN MIND YOUR GOAL -- of their will to

- Remember that by nature they will see themselves as the center of the universe
- Prepare them for "real life" by teaching them to endure trials now
- Do not aim for their affection or their approval
- Do not allow their negative reactions to direct your leadership
- Guard against satisfying their every whim

The attitude of a submitted child will say:

*"Whatever you say Mommy....What's important is not what **I** want, but what **you** want for me ... **You're** in charge – not **me**."*

B. SET AND THEM TO YOUR CHILDREN

C. REQUIRE OBEDIENCE

- Do not repeat commands.
- Do not justify instructions.
- Do not bribe.
- Do not distract or trick into compliance.
- Speak commands calmly and only one time, and then bring a consequence if they disobey.

D. REQUIRE THAT THEY TREAT YOU

Deu 5:16

E. REMEMBER THAT ALONG WITH MOTIVATING THEM BY YOU MUST CULTIVATE A

Proverbs 23:26 My son, give me your heart and let your eyes keep to my ways

Mal 4:6 He will turn the hearts of the fathers to their children, and the hearts of the children to their fathers; or else I will come and strike the land with a curse."

- Motivating adolescent age children requires that we have their hearts
- Do not confuse winning their hearts with seeking their affection

Session 3

NURTURING CHILDREN WITH DISCIPLINE Part 1

I. WHAT ARE GOD'S METHOD'S FOR TRAINING CHILDREN UNTO MATURITY?

*And, fathers, do not provoke your children to anger, but bring them up in the **discipline** and **instruction** of the Lord. Ephesians 6:4 (NASB)*

A. **paideia**, pahee-di'-ah; education by disciplinary correction, employing chastisement and punishment

B. **nouthesia**, noo-thes-ee'-ah; calling attention to; confrontational directing of the mind
(TO BE DISCUSSED IN SECTION 4)

II. UNDERSTANDING PRINCIPLES OF BIBLICAL DISCIPLINE

A. Under Israelite civil law -- penalties were **proportionate** to the crimes
Ex 21:23 But if there is serious injury, you are to take life for life, 24 eye for eye, tooth for tooth, hand for hand, foot for foot. (Lev 24:17-20; Deut 19:21)

B. Two types of crimes: **accidental** and **intentional** Num 35:11-28

1. Accidental misbehavior -- **unintentional** or **involuntary** disobedience

Consequence: **proportionate** to the crime

2. Intentional misbehavior -- **deliberate** or willful **violation** of authority

Consequence: **proportionate** to the crime; ie:
Death penalty -- for murder as well as for a variety of other offenses: Gen 9:6; Ex 21:14; 35:2; 22:20; 21:17; Lev 20:10; Deut 17:12; 18:20, etc.

C. In parenting: Consequence for accidental misbehavior =

D. In parenting: Consequence for intentional misbehavior =

CHASTISEMENT:

HEBREW - yacar yaw-sar'; literally -- to discipline or punish with blows, to spank; figuratively -- to chasten or direct with words

muwcar, moo-sawr'; to submit to discipline by means of reproof, admonishment, warning, instruction, or spanking

ROD:

shebet, shay'-bet; a branch, a twig, a shoot

Scriptural injunctions regarding chastisement of children:

Prov 23:13 Do not withhold chastisement from a child; if you smite him with the rod, he will not die. 14 Smite him with the rod and save his soul

Prov 22:15 Folly is bound up in the heart of a child, but the rod of chastisement will drive it far from him.

Prov 29:15 The rod of chastisement imparts wisdom, but a child left to himself disgraces his mother.

Prov 10:13 Wisdom is found on the lips of the discerning, but a rod is for the back of him who lacks judgment.

Prov 13:24 He who spares the rod hates his son, but he who loves him is careful to chasten him.

Prov 19:18 Chasten thy son while there is hope, and let not thy soul spare for his crying. [KJV]

Heb 12:6-8 For whom the LORD loves He chastens, And scourges every son whom He receives." 7 If you endure chastening, God deals with you as with sons; for what son is there whom a father does not chasten? 8 But if you are without chastening, of which all have become partakers, then you are illegitimate and not sons. (Also Rev 3:19)

Hebrews 12:11 No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it.

III. WHAT IS THE DIFFERENCE BETWEEN BIBLICAL CHASTISEMENT AND CHILD ABUSE?

A. Abuse – is a result of

B. Abuse – results from using chastisement as --- too long

C. Abuse -- may be chastisement accompanied by

D. Abuse – – it doesn't relationships

- *Chastisement* is a calm, controlled spanking on the bottom.
- *Abuse* is an angry, out-of-control beating, which may fall on the bottom or anywhere on the body. Such abusive chastisement may correct the misbehavior, but that child is not truly humbled – just terrorized into submission.
- *Chastisement* is a planned action of love.
- *Abuse* is a reaction of anger. It is the venting of parental frustration, and feeds violence in children, causing them to vent their anger violently on others. (*Young ones raised with loving chastisement are typically the least violent among children, because they are self restrained, are not ruled by their anger, and have been trained to behave kindly toward all.*)

IV. HOW TO IDENTIFY REBELLION: Adapted from "What the Bible Says About Child Training" (Richard Fugate)

A. Active rebellion

- Knowingly disobeying
- Defiant verbal resistance
- Hitting parents
- Throwing temper tantrums
- Ignoring instructions
- Resisting a parent-initiated action

B. Passive rebellion

- Consistent forgetfulness
- External obedience with a bad attitude
- Obeys only on own terms
- Does what is required, but not how it should have been done
- Walks away while being spoken to
- Lying to escape discipline
- Violates unspoken, but understood rules

V. WHAT ARE THE GOALS OF CHASTISEMENT?

- A. To cause children to be _____ before their parents' authority.
- B. To cause them to take _____ for what they have done.
- C. To cause them to submit to the _____ of their actions.

VI. WHAT ARE THE SIGNS THAT CHASTISEMENT DIDN'T WORK?

Examples of unbroken rebellion after a time of chastisement:

- No sign of brokenness or humility
- Unwilling to admit fault and take responsibility for actions. Still making excuses or casting blame for misbehavior. Uses a defense mechanism to avoid taking responsibility.
- Crying out for the non-disciplining parent; ie: if Daddy spanked, they might lay on their bed and call for Mommy.
- Any sign of blatant anger towards parent; ie: threatens to leave home, curses parent, sassy attitude, etc.
- Extended or extra loud crying (demonstrating anger -- not pain or sorrow)
- Refusal to hug the disciplining parent.
- Acting angry; ie: throwing things, grumbling, etc.
- Saying, "I hate you," or "That didn't hurt"
- Trying to make you feel guilty by sulking or pouting, or accusing you of improper discipline, ie: "You spanked me in the wrong place."

The discipline is over when they are humble, and have taken responsibility for their actions. No discipline is complete until your child's will is submitted to yours.

Session 4

NURTURING CHILDREN WITH DISCIPLINE Part 2

VII. WHAT ARE WE DOING WRONG WHEN CHASTISEMENT DOESN'T WORK?

☞ Five ways we accidentally strengthen their will:

A. Remove life's _____ and exempt them from _____

B. Feed their appetite for _____

C. Allow _____ self-expression and _____ of passions

Prov 29:11 a fool gives full vent to his anger, but a wise man keeps himself under control.

D. Allow them to _____ family decisions when young

E. Allow them to make too many _____ too young

VIII. WHAT ARE A FEW TYPICAL PUNISHMENTS FOR ACTS OF THOUGHTLESS DISOBEDIENCE (not rebellion):

The penalty should be related to the crime:

- Restitution - paying the cost of replacing or repairing items lost or broken
- Restoration - cleaning up any mess made - no matter how long it takes
- Eating dinner for breakfast the next morning if food is eaten too slowly or complained about.
- They are allowed only water to drink if they are unthankful for what is ordered for them at a restaurant.
- They repeat the chore, get extra jobs, or miss the next meal (2 Thes 3:10) if they are lazy or irresponsible in work.
- Losing toys which were left out - permanently or for a period of time
- If they "push" their parents to get something, they automatically lose it.
- They must do a biblical research report on their area of sin and create a plan of repentance
- Penalties should be increased in proportion with the number of offenses; repeated infractions should be perceived & treated as rebellion
- "Grounding" or "restriction" should be used only when they have demonstrated irresponsibility while away from the home or they need to concentrate on family relationships
- Only use chastisement when disobedience has caused physical harm to another

IX. TEACHING OBEDIENCE THROUGH REHEARSING RIGHT BEHAVIOR

Phil 4:9 The things you have learned and received and heard and seen in me, practice these things; and the God of peace shall be with you.

Eph 4:28 Let him who steals steal no longer; but rather let him labor, performing with his own hands what is good, in order that he may have something to share with him who has need.

- A. obedience
- B. Have them the proper responses
- C. Pick your
 - 1. Do not "on the run"
 - 2. or training sessions

X. UTILIZING WORK AS DISCIPLINE

1 Cor 9:25 And everyone who competes in the games exercises self-control in all things. They then do it to receive a perishable wreath, but we an imperishable. 26 Therefore I run in such a way, as not without aim; I box in such a way, as not beating the air; 27 but I buffet my body and make it my slave, lest possibly, after I have preached to others, I myself should be disqualified.

- A. Daily help subdue the will
- B. Start as as possible
- C. Childhood is for adulthood
- D. Life is about -- not self gratification

XI. BALANCING LOVE AND DISCIPLINE: *Winning Your Children's Hearts*

My son, give me your heart and let your eyes keep to my ways Proverbs 23:26

- A. them (Rom 2:4; 1 John 4:19)
 - 1. If you put an at the end of their name, it is time to it
 - 2. Be toward them
 - 3. Discipline yourself to at them.
 - 4. them when they do well

B. them

1. Do you communicate to them that you are never completely _____, _____, or _____ with them or their efforts?
2. Is it possible they feel like they can never _____? ... like they can never _____?
3. Have you led them to believe they are a big _____ to you?
4. When they share their spiritually immature values with you, do you quickly _____ them?

C. them

1. Abiding _____ will _____ you and them
Eph 4:26 "In your anger do not sin" : Do not let the sun go down while you are still angry, 27 and do not give the devil a foothold.
2. Give them continued _____. Don't _____ of them.
Eph 4:32 Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.
3. Don't bring up _____ and _____ them for them time and again
Heb 10:17 Then he adds: "Their sins and lawless acts I will remember no more."
4. Ask _____ of them
Mat 5:23 "Therefore, if you are offering your gift at the altar and there remember that your brother has something against you, 24 leave your gift there in front of the altar. First go and be reconciled to your brother; then come and offer your gift.
5. Do not _____ your anger
James 1:20 for the wrath of man does not produce the righteousness of God.

D. to them

1. Begin to give them opportunities to _____ with you.
2. Learn to listen to their feelings without _____ you think they need.
3. Be _____ with their heart. Following a leader requires _____
4. Share with them _____ or _____ you are having in your own life.

Session 5

NURTURING CHILDREN THROUGH INSTRUCTION

And, fathers, do not provoke your children to anger; but bring them up in the discipline and instruction [nouthesia] of the Lord. Ephesians 6:4

I. WHAT IS THE PURPOSE OF INSTRUCTION?

GREEK

nouthesia, noo-thes-ee'-ah; calling attention to; confrontational directing of the mind

HEBREW

muwcar, moo-sawr'; chastisement; reproof, warning or instruction; also restraint; correction, discipline, rebuke.

To bring maturity through

of the mind

II. WHO IS RESPONSIBLE TO INSTRUCT OUR CHILDREN?

A. WHAT IS THE FATHER'S ROLE? To be the

Eph 5:23 For the husband is the head of the wife as Christ is the head of the church, his body, of which he is the Savior.

Gen 2:18 The LORD God said, "It is not good for the man to be alone. I will make a helper suitable for him."

1 Cor 11:3, 8-9 Now I want you to realize that the head of every man is Christ, and the head of the woman is man, and the head of Christ is God. 8 For man did not come from woman, but woman from man; 9 neither was man created for woman, but woman for man.

Proverbs 4:1-2 Listen, my sons, to a father's instruction; pay attention and gain understanding. 2 I give you sound learning, so do not forsake my teaching.

Proverbs 3:1 My son, do not forget my teaching, but keep my commands in your heart,

Proverbs 7:2 Keep my commands and you will live; guard my teachings as the apple of your eye.

B. WHAT IS THE MOTHER'S ROLE?

To support her

and to

teaching

Prov 1:8 Listen, my son, to your father's instruction and do not forsake your mother's teaching.

Prov 6:20 My son, keep your father's commands and do not forsake your mother's teaching.

2 Tim 1:5 I have been reminded of your sincere faith, which first lived in your grandmother Lois and in your mother Eunice and, I am persuaded, now lives in you also. (Acts 16:1)

C. WHAT IS THE CHURCH'S ROLE? To

to teach their children

Eph 4:11 It was he who gave some to be apostles, some to be prophets, some to be evangelists, and some to be pastors and teachers, 12 to prepare God's people for works of service, so that the body of Christ may be built up

III. WHAT EXACTLY DOES IT MEAN TO INSTRUCT OUR CHILDREN? ➡ TO

THEM

Deuteronomy 6:6-9 These commandments that I give you today are to be upon your hearts. 7 Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. 8 Tie them as symbols on your hands and bind them on your foreheads. 9 Write them on the doorframes of your houses and on your gates.

A. WHAT ARE WE TO TEACH? (according to passages addressing the instruction of children)

1. Deut 6:6-9 God's -- His requirements -- our responsibilities -- the greatest commandment
*Mat 22:36 "Teacher, which is **the greatest commandment** in the Law?" 37 Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind.' 38 This is the first and greatest commandment. 39 And the second is like it: 'Love your neighbor as yourself.'*

2. Ps 78:4-8; Joel 1:3 God's -- building strong faith

*Psalms 78:4-8 We will not hide them from their children; we will **tell the next generation the praiseworthy deeds** of the LORD, his power, and the wonders he has done. 5 He decreed statutes for Jacob and established the law in Israel, which he commanded our forefathers to teach their children, 6 so **the next generation would know them**, even the children yet to be born, and they in turn would tell their children. 7 Then they would put their trust in God and would not forget his deeds but would keep his commands. 8 They would not be like their forefathers-- a stubborn and rebellious generation, whose hearts were not loyal to God, whose spirits were not faithful to him.*

*Joel 1:3 **Tell it to your children**, and let your children tell it to their children, and their children to the next generation.*

*Judg 6:13 "But sir," Gideon replied, "if the LORD is with us, why has all this happened to us? Where are all **his wonders that our fathers told us about** when they said, 'Did not the LORD bring us up out of Egypt?' But now the LORD has abandoned us and put us into the hand of Midian."*

3. 2 Tim 3:15-16; John 17:3 God's -- knowledge of him -- love for him

*2 Timothy 3:15-16 and that **from childhood you have known** the Holy Scriptures, which are able to make you wise for salvation through faith which is in Christ Jesus. 16 All Scripture is given by inspiration of God, and is profitable for **doctrine**, for reproof, for correction, for instruction in righteousness,,*

4. Deut 6:2; 31:13 The of God -- foundational motivation for pleasing him

*Deuteronomy 6:2 **so that** you, **your children and their children after them may fear the LORD** your God as long as you live by keeping all his decrees and commands that I give you, and so that you may enjoy long life.*

*Deuteronomy 31:13 **Their children**, who do not know this law, **must** hear it and **learn to fear the LORD** your God as long as you live in the land you are crossing the Jordan to possess."*

5. for life -- shaping of a conscience

Proverbs 1-31

B. TEACHING BY DIRECT INSTRUCTION

Deuteronomy 6:6-9 These commandments that I give you today are to be upon your hearts. 7 Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. 8 Tie them as symbols on your hands and bind them on your foreheads. 9 Write them on the doorframes of your houses and on your gates.

1. FORMAL (Deut 6:7) shanan, shaw-nan'; to point; to pierce; prick; inscribe, tattoo

*Dt 6:7 **Impress** [shanan] them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.*

- a. instruction
- b. Preparation for roles
- c.

2. SPONTANEOUS (Deut 6:7)

*Dt 6:7 Impress them on your children. Talk about them **when you sit** at home and when you **walk** along the road, when you **lie down** and when you **get up**.*

- a. for obedience (wisdom behind commands) -- Love for God and others
- b.
- c. Responding to circumstances

3. ENVIRONMENTAL (Deut 6:8-9)

*Dt 6:8 **Tie them** as symbols on your hands and **bind them** on your foreheads. 9 **Write them** on the doorframes of your houses and on your gates.*

- a.
- b.
- c. Teaching or

4. SIDE BY SIDE

John 13:15 I have set you an example that you should do as I have done for you.

- ⇒ The most significant things of the faith are not
- a.
 - b.
 - c.

Session 6

RAISING RESPECTFUL CHILDREN

I. WHY IS IT IMPORTANT FOR CHILDREN TO RESPECT THEIR PARENTS AND OTHERS?

A. Honor for parents is the _____ commandment regarding human

"Honor your father and your mother, as the LORD your God has commanded you, so that you may live long and that it may go well with you in the land the LORD your God is giving you. Deuteronomy 5:16 (Also Ex 20:12 & Lev 19:3)

B. Keeping the 5th commandment affects a child's

1. Those who learn to _____ parents, develop character qualities which lead to

Eph 6:2 "Honor your father and mother"--which is the first commandment with a promise-- 3 "that it may go well with you and that you may enjoy long life on the earth."

2. In Israel those who showed _____ for parental authority were to be

Ex 21:17 Anyone who curses his father or mother must be put to death.

Lev 20:9 If anyone curses his father or mother, he must be put to death. He has cursed his father or his mother, and his blood will be on his own head.

Deut 27:16 Cursed is the man who dishonors his father or his mother." Then all the people shall say, "Amen!" (See also Deut 21:18-21)

C. Learning respect for others helps develop _____ -- the key to

D. Respect for others is a manifestation of _____ -- everyone's pre-eminent

Rom 12:10 Be devoted to one another in brotherly love. Honor one another above yourselves.

Phil 2:3 Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves.

E. Scripture requires that we give honor to _____ honor _____ (Rom 13:7; 1 Pet 2:17)

- governing officials (1 Pet 2:13-14)
- police officers (Rom 13:1-5)
- church leaders (Heb 13:17)
- elders (Lev 19:32; 1 Tim 5:1; Job 12:12)

F. Children who learn to respect

- are prepared for future adult responsibilities in areas of work, social relationships, and citizenship
- are prepared to respect God's authority when adults

II. WHAT IS RESPECT AND HOW IS IT SHOWN TO THOSE IN AUTHORITY?

Hebrew kabad, kaw-bad'; literally - to be weighty, i.e. to take seriously; to regard with sobriety
yare', yaw-ray'; to fear; to be frightened of; ie: to revere or treat with reverence

Greek timao, tim-ah'-o; to esteem and place great value upon; to revere; to show honor
phobos, fob'-os; to regard with fear or fright

A. Responding to those in authority as ones having _____ to bring _____ in your
life

B. To behave in a way which _____ to the one deserving of _____

III. HOW CAN A PARENT KNOW WHEN CHILDREN ARE DISRESPECTFUL?

A. _____ attitude

B. Inappropriate

1. We are to treat others with honor in respect for their _____ and _____

Leviticus 19:32 Rise in the presence of the aged, show respect for the elderly and revere your God. I am the LORD. (See also Prov 16:31; 20:29; Job 32:4-6)

1 Timothy 5:1-2 Do not rebuke an older man harshly, but exhort him as if he were your father. Treat younger men as brothers, 2 older women as mothers, and younger women as sisters, with absolute purity.

1 Pet 2:17 Show proper respect to everyone: Love the brotherhood of believers, fear God, honor the king.

2. One sign of a family in trouble is _____ for _____ and the _____

Isa 3:5 The people will be oppressed, everyone by another and everyone by a neighbor; the youth will be insolent to the elder, and the base to the honorable. (NRSV)

Lam 5:12 Princes have been hung up by their hands; elders are shown no respect.

Mark 13:12 "Brother will betray brother to death, and a father his child. Children will rebel against their parents and have them put to death.

C. Speaking with _____ or _____

Respectful responses indicate _____ to authority:

- "Yes, Dad" "Sure, Mom"
- "May I appeal?"
- "May I have your permission to discuss this?"
- "Excuse me, Dad, may I offer you new information before you decide?"

D. Concerned for _____ over _____



IV. TEACHING CHILDREN HOW TO INTERRUPT ADULT CONVERSATIONS

A. Allowing interruptions

B. Waiting respectfully reinforces that they are not the _____ of the _____

C. The time to instruct them is _____ to _____ situations, _____ they interrupt.

D. Whenever they need you, they must gain your attention _____ being _____

1. _____ method: Gently tap you twice on the arm, until you can pause to give them attention.

⇨ _____ to wait quietly and patiently. ⇨ No _____ allowed.

2. _____ method: Rest their hand on your side until you respond.

E. If it is an _____ then they must be _____ to _____ immediately.

V. LEARNING RESPECT THROUGH ASKING PERMISSION

A. Asking permission is an important way to _____

B. Presuming to proceed is _____ which has not been _____

The following are typical situations in which asking permission would be appropriate:

- They touch or pick up something which belongs to another: ie: *toys at the home of a friend; mail on the kitchen table; a freshly glued piece of china drying on the counter; a mouse trap behind the dryer; the refrigerator handle, Dad's tools, etc.*

Respectful approach: "*May I play with this toy? May I touch this? May I eat this?*"

- In response to instructions they ask "Why?" without first securing your permission.

Respectful approach: "*May I have your permission to ask why?; May I appeal?*"

- Going off to play after deciding they have completed enough of their chores.

Respectful approach: "*Mom, I've finished my chores, is there anything else you need me to do, or may I go off to play now?*"

- They overhear a parental conversation and offer their opinion when they have not been invited.

Respectful approach: "*May I offer my vote on where we go out to dinner tonight?; Would you be open to hearing where the kids' would like to vacation this year?*"

- Telling you rather than asking you things; ie "*I'm going next-door to play; I'm going to spend the night at so & so's house this Friday; I'm going to get a cookie.*"

Respectful approach: "*May I go next-door to play?; May I have something to eat?*"

- Responding to instructions with statements rather than with questions, ie: "*I'm not going to bed that early; I'll be there in a minute -- I'm getting a drink first; But I don't want to...!*"

Respectful approach: "*May I stay up later? May I get a drink first? May I offer you my ideas?*"

VI. WHAT THINGS DO PARENTS DO TO LOSE THEIR CHILDREN'S RESPECT, AND HOW CAN THEY REGAIN IT?

A. Crave children's

Prov 29:25 Fear of man will prove to be a snare, but whoever trusts in the LORD is kept safe.

Mat 10:28 Do not be afraid of those who kill the body but cannot kill the soul. Rather, be afraid of the One who can destroy both soul and body in hell.

To gain it: them and aim for their -- not their

B. Allow behavior.

"Honor your father and your mother, as the LORD your God has commanded you, so that you may live long and that it may go well with you in the land the LORD your God is giving you. Deuteronomy 5:16 (Also Ex 20:12 & Lev 19:3)

To gain it: it without fearing you are on an

C. Live for their

Heb 2:10 In bringing many sons to glory, it was fitting that God, for whom and through whom everything exists, should make the author of their salvation mature through suffering.

Acts 14:22 strengthening the disciples and encouraging them to remain true to the faith. "We must go through many hardships to enter the kingdom of God," they said. (Also James 1:2-4)

To gain it: Teach them they can without getting in life

D. Share with your children.

Josh 24:15 ... But as for me and my household, we will serve the LORD."

To gain it: Get them in the habit of your

E. Make yourself to them.

Job 40:4 "I am unworthy--how can I reply to you? I put my hand over my mouth. 5 I spoke once, but I have no answer-- twice, but I will say no more."

To gain it: Do not allow them to you. Offer them your wisdom they

F. Don't require to your

Eph 6:1 Children, obey your parents in the Lord, for this is right.

To gain it: Say things and require obedience.

G. them.

Eph 6:4 Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord.

To gain it: Be as of them as you would those in to be of you.

Session 7

HOW WE EXASPERATE OUR CHILDREN

1. Never you are

2. Model

3. Fail to keep

4. much of them.

5. them.

6. them with words.

7. them verbally.

8. Make discipline

9. Show towards their brothers or sisters.

10. them.

11. Give no

12. Try to be their

13. Withhold discipline and training.

14. Discipline

15. Assert parental authority

16. Consistently of them.

17. Do not to them.

18. Continually them when they share their

19. Communicate to them how they are.

20. Threaten them with

21. Never communicate to them

22. them.

23. them.

24. Reward

25. Cease a time of before it has produced

Conclusion

Instituting change

- **Plan a strategy with your spouse.**

Before you go into action, discuss your plans with your mate. If possible, both parents should read this book before one begins implementing anything new. If the children sense there is disharmony between parents, they will play them one against the other.

- **Call a meeting.**

In order to begin implementing proper training, it is important that parents call a meeting with their children to explain the changes that will be occurring in the way the home is run. Make sure they understand the new standards and the consequences for violations. That way they don't become resentful for suddenly being held to new standards without forewarning. They know exactly what is happening, why it is happening, and the kinds of changes they should expect.

- **Ask their forgiveness.**

It will be important to begin your meeting by apologizing for failing with your parenting in the past. You have not properly prepared them for maturity, and asking their forgiveness is in order. This will give you a fresh start and establish the basis for the forthcoming changes.

- **Warn them of possible inconsistencies.**

Be sure to tell them that as you are relearning your job, you may have blind spots, and therefore may not notice every time they violate a new rule. Warn them that they are not to interpret your lack of action to mean that the new standard is now off.

- **Go slow and watch your anger!**

I want to restate what I said in the preface. Keep in mind that our children are a product of our training, whether by intent or neglect. They are only the way they are, because we haven't yet finished their training. If the children are not learning fast enough, and the training does not seem to be working, then it is time to look for blind spots in our approach, and not time for greater harshness. Children respond best to alert, loving, consistent discipline – not to angry, "don't mess with me, kid" parenting.

- **Remember, "untraining" is not easy.**

The repentant parent must remember that the enforcement of new rules can be difficult, because half of the training will be *undoing* the negative training you have done thus far.

- **Plan for the possibility of several intense days of frequent chastisement.**

Some children submit easily, but others enjoy being in charge and may not so willingly release control of the home. They must learn right away, however, that you mean business. You may even consider limiting outside commitments for several days, so you can devote yourself fully to consistent discipline.

- **Communicate your love to them.**

One last thought – keep in mind that it is easier to follow the leadership of one who likes us. Your children must *know* of your affection for them. Affirm your children for their successes, don't always think the worst of them, and speak hopefully to them.