

# Road to Emmaus

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## **Biblical Parenting**

For ACBC Training

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Class Outlines for October 2019

### **Session 1 – Biblical *Principles* of Parenting – The foundation - pp. 2-5**

#### **Introduction – General goals**

- A. Parenting as a created, God-given, self-revealing function in the family
- B. Parenting as a redemptive function
- C. Getting to the heart of behavior
- D. Worship & idolatry

### **Session 2 – Biblical *Purposes* of Parenting – pp. 6-8**

- A. Authority
- B. Maturity
- C. Common goals – Re-thinking them biblically
- D. Phases of child-rearing – early, mid, teen

### **Session 3 – Biblical *Process* of Parenting – Shepherding – pp. 9-13**

- A. Communication
- B. Discipline
- C. Using right methods - identifying wrong methods
- D. Developing wisdom & conviction (maturity)
- E. Parenting strategies by age range
- F. Expected results - dealing with wrong results
- G. Finishing the job – leaving home

#### **Parenting resources:**

Shepherding a Child's Heart, Tripp, Tedd

Instructing a Child's Heart, Tripp, Tedd

Age of Opportunity, Tripp, Paul David

Wise Parenting, Gilchrist, Scott

Child Training Tips (What I wish I knew when my children were young), Bradley, Reb

The Christian's Guide to Psychological Terms, Asher, Marshall & Mary

# Biblical Parenting

## Session 1 – Biblical *Principles* of Parenting – The foundation

### *Family & parenting were invented by God*

#### Introduction – General Goals

1. Discover God’s truth about everything - This is the only path to freedom (Jn. 8:32); avoid man-made analysis & solutions; describe everything in biblical terms; avoid cutting ourselves off from God’s solutions.
2. Discover God’s plan for parenting:
  - His calling to parents - Dt. 6:4-9, Gen. 18:19
  - Our inability & His provision, Jn. 15:5, II Cor. 12:9 – Gives HOPE
3. Thinking rightly (God’s way) about parenting will address every parenting need, failure and solution. This should be the goal of counseling.

#### A. Parenting as a created, God-given, self-revealing function in the family

##### *- Mediating God to children -*

His nature – infinite, eternal & unchangeable

- a. Being: a Spirit
  - b. Attributes: wisdom, power, holiness, justice, goodness, truth (character qualities)
  - c. Roles: king, shepherd..., Father/Son relationship: Jn. 1:18, Mt. 3:17, 17:5, II Pet. 1:17; relationship involves: intimacy, leadership & subordination....
1. His authority – absolute; derives from being the only God
  2. His creation – man in His image; structures, jurisdictions: family, government, church
  3. His redemption - woven into and throughout parenting process (more below)
  4. His “parenting heart” (purposed to “raise children” - He **LOVES** them -  
**“bring many sons to glory,”** Heb. 2:10):
    - Toward His own Son
    - Toward Israel (God’s son, Hos. 11:1), merging with the Church =  
Body of His Son (Eph. 3:6-15, one family)
    - Toward parents as His own children, mediated through His Son
    - Toward our children, mediated through us as their parents - Dt. 6:4-9,  
Gen. 18:19

#### B. Parenting as a redemptive function

1. Father and Jesus -
  - a. Messiah = Son of God, Ps. 2:7; would be “raised” to become Prophet, Priest & King
  - b. Jesus left glory to become the Savior, Phil 2:5-11 - Father/Son are portrayed as God/servant or slave
  - c. Father “raised” His Son in the world:
    - (1) used human parents
    - (2) Jesus “learned obedience...,” Heb. 5:8
    - (3) obeyed whole law = “fulfilled all righteousness”
    - (4) equipped (perfected) Him to become “author of salvation,” Heb. 2:10
    - (5) died and Father raised Him to become the eternal High Priest
  - d. Father punished His Son for sin = forsook Him  
Isa. 53:6,10,11), to propitiate His holiness, expend His righteous wrath

- e. Father raised Son to life, proving acceptance of payment; restored Him to former fellowship, exalted Him to be King of kings, over all creation, i.e. to glory

2. God (Trinity) and us – living under God’s parenting

- a. Father purposed to “bring many sons to glory’ (Heb. 2:10); chose us **as sons** in Christ before world began (Eph. 1:3-5)
- b. Called us in time to adoption as sons
- c. Father uses our whole lifetime to “parent” us - “teaching (& our learning) obedience through suffering” (a parallel to Jesus’ experience), leading us to glory (“if we suffer with Him...reign with Him”), as joint heirs with Him
- d. We live as parents and children under the parenting of God; children respond to us as we respond to our Father
- e. God’s call & command to parents: Dt. 6:5-9, Gen. 18:19  
Greatest command = Love God personally & totally, Mt. 22:36-38, Dt. 6:5, Eph. 3:17-19, 5:1,2, Rom. 5:8, Lk. 7:47, Jn. 15:12
  - 1) Do (obey) His Word from the heart, Dt. 6:1,6, Jn. 14:15,21
  - 2) Teach his Word: diligently, frequently, naturally, Dt. 6:9,20,21
- f. God’s ultimate goal (for parents & children) = Christ-likeness, Rom, 8:29, Gal. 4:19, Eph. 4:13-15, Col. 1:28, II Cor. 3:18

**Note:** Children, especially teenagers are always **assembling a functional world-view** (God, self, authority, responsibility, right & wrong, past, future, etc. that shapes their choices & behaviors). Parents must understand this & help in the process; see the failure in Judges 2:10, 21:25 - first generation of kids in Canaan.

3. Key ingredients in parenting:

- a. Spirit -
  - 1) For salvation, Jn. 3:5-8
  - 2) For sanctification, II Thes. 2:13, I Pet. 1:2
- b. Scripture -
  - 1) For salvation, Rom. 10:17, I Pet. 1:23, II Tim. 3:15
  - 2) For sanctification, II Tim. 3:16, Col. 3:16, Heb. 4:12, 5:14
- c. Time – II Tim. 3:15 “...from a child...,” Eph. 6:4 “...bring them up...”

4. The Word and Spirit function together:

<u>What Word does</u>	<u>What Spirit does</u>
a. Teaches, II T. 3:16	Anoints, teaches, I Jn. 2:27
b. Convicts, II T. 3:16	Convicts, Jn. 16:7-11
c. Corrects, II T. 3:16	Corrects, Gal. 6:1
d. Trains in righteousness, II T. 3:16	Produces fruit, Gal. 5:16-18,22,23
e. Produces sanctification, Col. 3:16ff	Produces sanctification, Eph. 5:18, Gal. 5:22-25, Rom. 6-8
f. Works over time, II Tim. 3:15	Leads as we walk (takes time), Gal. 5:16,25

### C. Getting to the heart of behavior

**Summary:** The **heart** is the control center of life. All behavior flows from the heart, Lk. 6:45. Therefore child training, discipline, etc. must focus on heart issues.

#### 1. God's focus on heart issues:

- a. Prov. 4:23 – heart determines all of life, Mk. 7:21-23
- b. Dt. 10:12 – God requires heart-directed love & service
- c. Lk. 12:34 – what we collect as treasure reveals where our heart is
- d. Jer. 17:10 – heart is deceitful, but God searches the heart
- e. Heb. 4:12 – heart is discerned by God's Word (& Spirit)

#### 2. Getting to the heart:

- a. Do not judge your child's heart, Mt. 7:1; rather, help him understand how Scripture describes the things that motivate what he does.
- b. Make sure you are doing this in your own life; you cannot teach what you have not learned; you must model this.

#### 3. Avoid **behaviorism** (focusing on behavior alone, not the heart)

- a. Changed behavior is not an adequate goal in correction. Why?
- b. Note God's opinion of behavior that is not tied to heart change, Mt. 15:8, 23:25-28.
- c. Understanding that behavior is only a reflection of the attitudes of the heart, changes the focus in correction and discipline. How?
- d. Negative effects of focusing only on behavior include:
  - 1) Teaches wrong motivation for behavior, eg rewards, selfishness (Phariseism)
  - 2). Avoids need for the cross and God's ability to change the heart, Ezek.36:26, Jas. 4:6-10
- e. Temptations for parents to deal only with behavior (not heart motives per Heb. 4:12) include: Parents' convenience, ease

#### 4. Proper parental motivations for dealing with children's heart issues include:

- a. Training them to please God as the ultimate motivation, II Cor. 5:9, I Cor.10:31
- b. Leading them to Christ.

### D. Worship & idolatry -

1. The heart determines all behavior (review above)
2. What controls or rules the heart determines the orientation or direction of life's choices (i.e. what we **worship** or what is our **Godward orientation**)
3. Every person, created in God's image, is a worshipper, and is **never neutral**; either he: (1) responds to God by faith, or (2) rejects the truth in unrighteousness, see Rom. 1:18ff, Ps. 58:3, 51:5
4. Every person either **worships God** or lives in **idolatry**; everyone "chooses whom he will serve;" = true of both *parents & children*
5. Life of **worship** - responding to God and (His) shaping influences out of faith, i.e. love for God, or being ruled by God; having a heart for God (more later)

6. Life of **idolatry** - being ruled by anything other than God, Rom. 1:23

**IDOL** - a place where we have exchanged worship & service of the Creator for worship & service of a created thing; or -

***anything I want so badly I am willing to sin to get it***

a. The teen years especially involve struggle for both parents & teens to face heart issues

b. The goal for parents is to examine their own worship orientation using the Word, thereby teaching the child to do likewise, Lk. 6:43-45, James 4:1-10

c. **Question** - How are our **WANTS** changed? Phil. 2:13

d. Typical parent (**P** -) idols - very similar for teens (**T** -):

**Comfort, pleasure** -

**P** - "I just wish life were a little easier, a little more peaceful, and a little more predictable."

**T** - fun, entertainment, sex, selfishness

**Respect** -

**P** - "If it is the last thing I do, I am going to get her to respect me

**T** - earning acceptance; control; pride

**Appreciation**

**P** - "I have done and done for them and this is the thanks I get? It is about time that I got a little credit for all of my hard work!"

**T** - earning acceptance; control; pride

**Success**

**P** - "Do you know what it is like to do all this work and have him behave this way? What are people thinking about our family now? (pride)"

**T** - earning acceptance; appearance; pride

**Control**

**P** - "If I had a little more control around here, life would be much easier and he would be in far less trouble!"

**T** - independence, fear, rebellion

## Session II – Biblical Goals of Parenting

### A. Parents' God-given authority – exercise it properly

1. God gives jurisdiction - Parents over children
2. Cultural barriers -
  - a. Dislike of being under authority (proud, rebellious)
  - b. Dislike of being an authority (fearful, insecure)
  - c. Has reduced parenting to care-providing, & often outside the home; requiring obedience seems unfair & strange; children are taught to make all decisions, often with incentives appealing to selfishness; parents are unwilling to provide direction or discipline, cf. Prov. 29:15; parental convenience often governs; parents are advisors, providing a smorgasbord of choices
3. Biblical guidelines -
  - a. Children lack maturity, wisdom & life experience
  - b. Children need godly authority and thrive under it, Eph. 6:1-3
  - c. God commands parents to act on His behalf, Gen. 18:19, Dt. 6:, Eph. 6:4
    - 1) Both parents & children are under God's authority; differing roles/same Master; parents defer to God
    - 2) This defines parents' mandated task; obeying God; not optional; must act as God's agent in child's life
    - 3) This defines parents' goals: God's, not parents' ideas:
      - a. Know each child's characteristics, strengths, weaknesses
      - b. Establish short- & long-term goals for each
      - c. Decide how to shepherd the heart of each
      - d. Direct each child into God's ways, Col. 3:20
      - e. Lead each child to Christ
    - 4) This controls parents' motives; please God, not self:
      - a. Requires humility: acting under God's authority, abandon personal agendas (selfish goals, pride)
      - b. Anger must be avoided, James 1:19,20; anger teaches fear of man, not God
      - c. Avoids being both tentative and overbearing
    - 5) This gives parents freedom & confidence; God's grace accompanies His commands; child's permission not needed
    - 6) This brings God's benefits to the child
      - a. Learns to receive correction, not just because from (imperfect) parents, but from God
      - b. Gains God's wisdom, Prov. 15:5,32, 29:15
      - c. Discipline is corrective, not punitive; for nurturing, not punishment
      - d. Discipline is an expression of love, Prov. 3:12,24, Rev. 3:19, Heb. 12:5,6
      - e. There is hope for parents being kind, loving authorities, like God is; become more like Christ, Mt. 11:28-30
  4. How not to exercise authority –

### B. Maturity – the main goal of parenting

1. Parental call to bring about maturity - Eph. 6:4
  - a. "Do not provoke...to anger"- besetting sin of fathers; prevents maturity; Col. 3:21 - see handout - Piper's sermon; see handout - Ways That Parents Provoke...
  - b. "...bring them up..." = rear up to maturity
  - c. "...in the discipline (paideia)...of the Lord." – (the ROD)
  - d. "...in the...instruction (nouthesia) of the Lord" - warning, admonition, instruction (cf - *nouthetic* counseling) – (COMMUNICATION)

2. Description of maturity - Heb. 5:14
  - a. Mature - lit. "perfect," full grown, finished
  - b. Senses trained - perception exercised, trained (gumnazo)
  - c. By practice -
  - d. Discern good and evil; includes the **choice** of good over evil -**BECAUSE THEY WANT TO**
  
3. Dimensions (specific goals) of maturity -
  - a. Self-control - not ruled by emotions or desires, Prov. 12:23, 14:16, 18:2, 21:20, 29:11,20
  - b. Wisdom - good judgment, understanding, making good decisions, Prov. 12:15, 29:15
  - c. Responsibility - reliability, integrity, Prov. 6:6
  - d. Develop their individual abilities & talents, helping them see them as God-given, and themselves as stewards of God's gifts, Mt. 25:14-30, I Pet. 4:10
  - e. Hold before them the goal of pleasing God in everything, I Cor. 10:31, II Cor. 5:9
  
4. Picture of full maturity - Deut. 6:4-6, 10:12,13
  - a. Love God with whole heart, soul, might – basic motivation for all life
  - b. Write God's Word on heart
  - c. Obey God - walk in His ways, serve Him (will include loving others)
  - d. Loving God and others = fulfilling whole law, Mt. 22:37-40

**C. Common goals – Re-thinking them biblically (from both parent & child perspective)**

<u>GOAL</u>	<u>UNBIBLICAL VIEW</u>	<u>BIBLICAL VIEW</u>
Parental control	absolute - force	discipline, instruct, model
Develop special skills	pride & identity in performance	God's gifts to serve with
Success	pride - identity - security	God-given blessing
Saved	Force understanding & compliance	Depend on grace; faithful to teach, model, pray

**D. Phases of child-rearing (early – mid – teen) Understand and adjust**

Typical problems – (capabilities & expectations)

- a. Some of the biggest obstacles in successful parenting are ignorance of (1) the capabilities of a child at each stage of development, and (2) the unique capabilities of each child
  
- b. Sometimes a child is not as handicapped by his abilities as parents are by their low expectations
  
- c. Sometimes a child is handicapped by parents' expectations either being too high for his God-given abilities, or expecting what God does not expect (too high, too low or wrong standards)

1. Understand their capabilities - Is a child capable of:

- a. Obedience? Yes, with training
- b. Submission to authority? Yes, with training
- c. Self-control? Yes, with training
- d. Character qualities? Yes, with training and maturing
- e. Physical achievement? Limited by ability
- f. Intellectual achievement? Limited by ability

2. Understand their **individual** characteristics (**personality**), attributes, gifting (**How God made them**) - **Distinguish** this from the ways they **sin and obey**
  - a. These affect how sin & obedience are **expressed**
  - b. These affect the capability of each for achievement (intellectual, physical) and therefore **what you should expect** of them
  - c. These affect **how you relate** to them: difficulty in listening, how companionship will look with each one - Relate at their level.

Note - If you get this wrong, you will set wrong expectations & goals - provoke, exasperate

### **You must know each child intimately**

3. Distinguish these from God's standards -
  - a. Bible does not often describe these individual characteristics; e.g we do not know Jesus' "personality," but we know His character & heart
  - b. God does not regard these as measures of character, holiness or sinfulness
  - c. God's focus is on the heart: the beliefs (thoughts), the motives (intent), (see Heb. 4:12) and the character qualities that come from these: pride/humility, fear/trust, selfishness/servanthood, anger/kindness, hate/love, etc.
  - d. We must distinguish between God's standards (expectations) and "personal characteristics" for:
    - 1) Ourselves - affects how I view God's expectations of me
    - 2) Others - affects our expectations & evaluation of them
    - 3) Our children - affects our expectations & evaluation of them
  - e. I have no right to dislike people's characteristics as the way God made them, whether in myself, others or my children. God calls us to "accept one another..." Rom. 15:7

Note: **What do I dislike about my child? my spouse?**

**What must I do about this?**

4. Understand the typical challenges of each stage (infant, child, teen) -  
 Typical challenges of the teen years (outlined in Proverbs): note that these are problems leading to **parenting opportunities**:

(Note - Which of these are struggles for **you**?)

- a. Lack of hunger for wisdom & correction
- b. Tendency toward legalism (behavior separated from attitudes)
- c. Lack of wisdom in choice of companions
- d. Susceptibility to sexual temptation
- e. Lack of eschatological awareness (choices in light of eternity) - God's truth
- f. Lack of heart awareness (choices knowing heart motives)
- g. Insecurity in a widening world - FEAR
- h. Temptation to rebellion

5. Understand God's standards that are unchanging, universal - Distinguish this from:
  - a. My own optional standards (not required by God)
  - b. Wrong standards (forbidden by God)
  - c. Child's desires that are legitimate and perhaps unique to him - preferences

**You must know God & His Word intimately**

## Session III – Biblical Process of Parenting - Methods – (Shepherding)

Summary of principles -

1. Children are the product of (1) shaping influences and (2) how they respond to them
2. The heart determines behavior, Prov. 11:23
3. You have authority as God's agent and must use it, and properly
4. You must set a God-oriented world-view before them
5. Biblical goals must be accomplished through biblical methods
6. God's two methods for child-rearing are:
  - (1) **communication (*nouthesia*)** and
  - (2) the **rod (*paideia*)**

Note: Must distinguish methods of **childhood** years from the **teen** years, although the goals are the same

### A. Communication (instruction) *nouthesia*

1. Must be woven together with use of rod, Prov. 23:13-19,22,26
2. Types of communication
  - a. Teaching - biblical worldview (special {Scripture} & general revelation)
  - b. Instruction - what to do
  - c. Rebuke & warning - what not to do; identifies & censures behavior
  - d. Entreaty - appeal to listen & obey
3. Cost of communication: time, energy, mental investment
4. Maintaining integrity in (sustaining) communication.  
It is easily lost by bad communication, Eph. 4:29-32 - Stay current!
5. Results of good communication -
  - a. Close relationship (camaraderie, companionship)
  - b. Influence (contrast with control)
6. Must be dialogue - not monologue  
"**Listen**" - Prov. 18:2,13; we **train** to listen by **listening**
7. Purpose of communication for correction is to understand what is going on in child's mind and heart (his inner struggles) - **This is - *shepherding the heart*** - Prov, 20:5
  - a. What in his heart motivated this? The temptation?
  - b. What was his response to the temptation?
  - c. Is opportunity to **help him** understand God's standards, and assess his own behavior & response
  - d. Questions – use to reveal the heart

### B. Discipline (the rod) - focuses on the chastisement or correction that is part of ***paideia*** (sometimes translated this way - Heb. 12:6,7, I Cor. 11:32)

1. Child-rearing requires more than instruction & direction - Why?  
Jer. 17:9 - the sin nature
2. Children **need** the rod, Prov. 22:15, 29:15  
Eli's failure - I Sam. 2:12-35, 3:13

3. The rod is:
 

“A parent, in faith toward God and faithfulness toward his or her children, undertaking the responsibility of careful, timely, measured and controlled use of physical punishment to underscore the importance of obeying God, thus rescuing the child from continuing in his foolishness until death,” (SCH, p. 108). Discipline includes spanking for younger children and rebuke for older children, as well as other forms of consequences.

### C. Avoiding wrong methods - Using right methods

1. Wrong methods -
  - a. Repeat instructions or threaten - trains to disobey
  - b. Bribe - bypasses right motivation; shows weakness
  - c. Allow excuses - victim mentality; avoids consequences
  - d. Trick, manipulate or negotiate - avoids submission; trains wrong motivation

**Note** - Effects of wrong methods
2. Right methods - Communication & Discipline (review above)

### D. Developing wisdom & conviction - Maturity, Eph. 6:4, Heb. 5:14

1. Must appeal to their conscience (God-given sense of right & wrong, Rom.2:12-16) in use of **both** the rod and communication.
  - a. Jesus did this - Mt. 21:23,28-32, 33-44
  - b. This gets correction beyond the behavior to address issues of the heart
2. Discipline prepares for receiving the Gospel, by exposing inability to love & obey; *avoids settling for only keep-able standards* (which leads to self-righteousness)
3. Embrace the right goal - The goal of obedience is insufficient; only obedience motivated by love is acceptable, Phil. 2:3-5
4. Avoid wrong goals (examples):
  - a. External compliance only
  - b. Omitting attitudes/heart issues
  - c. Control only – simple, easy, convenient
  - d. Safety in excessive rules (legalism)
  - e. Safety in excessive isolation from evil influences

#### 5. Distinguish between:

<u>ISSUES</u>	<u>NEEDING</u>	<u>FROM</u>
Boundary type	Conviction	Knowledge of Scripture specifics
Wisdom type	Discernment	Principles of Scripture

**Note:** Use life situations to: (1) *teach teen how to do this*; (2) resist giving answers & making decisions for him; (3) draw out his heart with questions

6. Teach interaction with the culture:
  - a. Avoid -
    - 1) Isolation
    - 2) Assimilation, imitation

- b. Pursue -
    - 1) Understanding & learning to recognize cultural values (idols)  
(see table from A of O, pp. 148,149)
    - 2) Avoiding idolatry
    - 3) Living out of worship & service of God
7. Cultivate a heart for God (in myself & child)
- MODELING is crucial - caught more than taught - you have "*Inescapable Influence*"
- a. Do not settle for obedience, compliance only
  - b. Expect heart motivation of love for God & others (1<sup>st</sup> & 2<sup>nd</sup> commandment) - expect in ***myself, then child***, I Tim. 1:5, I Cor. 13, Dt. 6:5-7
  - c. Model, then teach:
    - (1) Pursue (love), then teach who God is, Eph. 3:17-19 - Example: understand, then teach God's love for sinners, Rom. 5:8, Lk. 7:47, Eph. 5:1,2  
***Knowing God causes transformation***, II Cor. 3:18, I Jn. 3:2,3, 4:7,8,16, II Pet. 1:8,9  
**Note**: Parents' love relationship with God will (a) mediate God's love to children, (b) draw child's loving response to parent and God  
***(This is parenting out of our relationship with God)***  
**Jesus' example**: (to Phillip), Jn. 14:8,9 - Jesus (1) lived (spoke, acted) out of His relationship with His Father, (2) expected disciples to see this, and (3) expected similar relationship for disciples and similar fruit in their life, 14:10-14  
**NOTE - God wants us to become like Jesus**, Rom. 8:29,30
    - (2) Pursue, then teach love for others, Mt. 22:36-40, Jn. 13:34,35  
Flows from understanding God's love for us.  
Characteristics of love:
      - a) Commitment of the will
      - b) Unconditional
      - c) Proven by sacrifice & action
      - d) Selflessly motivated
      - e) Seeks to care for & relate to (pursues)
      - f) Described in I Cor. 13
  - d. Practical tips - to develop loving children:
    - (1) Verbalize often the goal of loving & serving
    - (2) Create opportunities to serve: needy, siblings
    - (3) Verbalize in context of conflict
    - (4) Be affectionate (at all ages); express love (*DELIGHT*)
    - (5) Pray with them in many situations - practice prayer
    - (6) Celebrate loving words & actions
    - (7) Model love in marriage
    - (8) Accept who each child is, Rom. 15:7
      - "Many kids who fail to find their parents' acceptance, will welcome it from the first group or individual who offers it"(Tips..., p. 181)
      - Many adults still crave their parents' approval
      - Affection is not a substitute for acceptance

- (9) Put away all bitterness (dislike) - forgive them
- (10) Practice listening to each one
- (11) Pursue companionship with each one ("dates")
- (12) Manage "screen time"

8. Cultivate biblical character qualities = becoming like Christ (suggested list - FHJR)

### E. Parenting strategies

1. Do not underestimate (or overestimate) a child's capabilities (which = God's expectations for him/her) (Review D.a,b,c p. 7)

2. Phases of development -

<u>PHASE</u>	<u>OBJECTIVES (GOALS)</u>	<u>METHODS</u>
Infancy (0-5)	Obedience, submission Love, trust (faith)	High control, Spanking, <b>modeling - love, affection</b>

Parent is a "**COMMANDER**"

Children (5-12)	Character qualities: relation to God, to self, to others, love, trust	Correction, instruction, heart issues, <b>modeling - love, affection</b>
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Parent is a "**COACH**"

Teens (12-18, leaving)	Fear of God, love God & man, trust	Low control, high influence, dialogue, companionship, <b>modeling - love, affection</b>
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Parent is a "**CO-LABORER**" (*Servant*)

Adulthood - Parent is a "**COMPANION FOR LIFE**" - modeling faith, hope, love

3. Strategies for teenagers (we must model these so they can follow) -

- a. Regular evaluation - Know your teen's struggles; see them as opportunities, not to judge but to lead
- b. Constant conversation - pursue communication for companionship, encouragement, exhorting, expressing love, etc. **ASK & LISTEN**
- c. Lead him/her to repentance & faith - do not just constrain behavior, but help them face heart issues, leading to helplessness, repentance and finding God's grace by faith
- d. Know each child's characteristics & gifts, and plan to facilitate their growth

4. Avoid favoritism between all children (and grandchildren) for life, Rom. 15:7

### F. Expected results - dealing with wrong results

- 1. Embrace biblical hope - Eph. 3:20, Jn. 17:20-23, II Pet. 1:3,4
- 2. Troubleshoot the past -
  - a. Lack of personal sanctification - II Pet. 1:5-10 - practice holiness
  - b. Wrong training goals & methods - evaluate, recognize, repent
- 3. Move forward with **repentance** (past) & **trust** (future)  
 ("put off" & "put on" biblically)

- a. Do not:
  - Stay stuck in old patterns
  - Give up
  - Give in to: fear, anger, shame
- b. Do:
  - Repent: identify & abandon (put off) past wrongs
  - Believe: learn truth about God's ways & parenting
  - Obey: put on new practices - **RESUME GOOD MODELING**

## G. Finishing the job - Leaving home -

**"Therefore a man shall leave his father and mother..."** Gen. 2:24a

### 1. Who wants whom to leave?

Some teens want to leave for:

Right reasons: Try their wings with what have learned

Wrong reasons: Escape accountability, hate relationship with parents

Some teens do not want to leave for:

Right reasons: Know their vulnerability, immaturity

Wrong reasons: Excessive dependence, laziness, fear

**Note:** For what reasons do **you** want (or don't want) your teens to leave?

Right reasons:

Wrong reasons:

### 2. What God wants for us and our teens is greater than we (or they) could ever achieve by ourselves. Do not be overwhelmed, because:

a. Coming to grips with our failure & inability is God's opportunity to display His power & grace.

b. God equips us for whatever He calls us to, I Cor. 10:13, II Cor. 3:5, 12:9, Eph. 3:20, II Pet. 1:3,4, Phil. 1:6

c. Growth happens in small (manageable) steps, which can only be taken one at a time.

## Concluding observations:

- It has often been said that *the goal of parenting is to work yourself out of a job*. Although that moment of emancipation is painful for parents and often filled with "Not yet's" and "I regret's," it is the goal we have been working toward since the child's birth. Our goal is to reach that point of emancipation with children who are mature, and therefore prepared to face life on their own. This means they will be able to deal wisely with the variety of circumstances, problems, relationships, concerns and temptations that they will encounter in the world. Our definition of maturity must take *progressive sanctification* as its model, and *we as parents continue to share this with them as the same goal*. Our teenagers will not leave our homes as finished products. Our hope is that we will see seeds of maturity that can then continue to grow after the teen has left our home. Hopefully they will be able to see in us a continuing model to follow.
- The answer to parenting questions lies not in a host of specific answers to specific problems, but in understanding and embracing the basic principles, then determining your own specific answers out of that context. Without grasping these principles, you will never get enough books, classes, counseling or situational examples to achieve successful parenting.
- The most basic principle is ***knowing God increasingly***, living all of life out of your relationship with Him as your Father, and parenting out of that relationship.

# Parent-Child Relationship

## Eph. 6:4

