

STUDY GUIDE | 31 LESSONS

DRIVE BY

PARENTING

**BY: TODD FRIEL
AND DR. TEDD TRIP**

Drive By Parenting: Individual and Group Discussion Guide

This guide is a companion to the 31-part Drive By Parenting audio series available at
www.Wretched.org

By Roger and Becky Patterson and family

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MESSAGE FROM TODD



Way to go! This world would be a better place if more parents were like YOU! I am not kidding! Our society is in desperate need of better parents. Have you ever been to Chuck E. Cheese? Let me applaud you for taking the time to invest not only in your children, but in your church and your world. Parenting is that important.

We prepared Drive By Parenting for three reasons:

1. Parenting is hard! Put a group of sinners under one roof and you have a recipe for pain.
2. We are all a little weary from parenting methods that feel like great big to-do lists.
3. We believe what you are about to hear is entirely Biblical.

If your children are pretty good, you will grow in areas you never imagined. And if you are on the edge of disaster (or disaster has already struck), know there is hope. God is big, He is strong, and He can heal your family. More than that, you can even have joy in your home.

We would like to thank you for two things:

1. For trusting us.
2. For making it possible for me to attend Chuck E. Cheese some day without going crazy.

It is our prayer that your family will grow in many ways . . . for generations to come.



STUDY GUIDE & CURRICULUM INTRODUCTION

Welcome to the discussion guide for Drive By Parenting. This guide has been created to help you get the most out of the Drive By Parenting audio lectures. The guide is set up with two components to accompany each lecture:

LECTURE QUESTIONS

The Lecture Questions reinforce the lessons in each lecture. Within the questions, you will find Scripture passages mentioned in the lecture and many of the ideas presented in written form. The questions are intended to help promote transparency within the group or between spouses in order to foster an environment in which wisdom can be shared and true Gospel-centered hope can be discussed. Use the Scripture passages mentioned in the questions to get the Bible open and the words of God injected into the discussion. Check every idea against Scripture.

PERSONAL QUESTIONS

Using Scripture passages and other key ideas from the lectures, these questions will ask you to examine your hearts and actions. As with any study, the amount of time, effort, and honesty you put into the personal questions will determine the growth seen by the individual. In many cases, you will be sitting down with your spouse and family members and asking them to give you honest feedback about your actions and attitudes. The Christian life is meant to be lived in community and fellowship, and these questions are intended to promote that in a unique way for each individual.

Many of the Personal Questions will ask you to spend time in discussion with your spouse or children. These can be wonderful times of fellowship with one another and prayer with the Lord. We understand that single parents, divorced parents, or those who are married to unbelievers will face unique challenges in these areas. Consider sharing these questions with a mentor, but apply the intent of the questions to your unique situation, seeking support from your local church body.

It is also highly recommended that you read the book *Shepherding a Child's Heart* by Dr. Tedd Tripp. Many of the ideas presented in the lectures come from that book. In its chapters, you will find expanded discussions of the various topics, as well as illustrations and diagrams referenced in the lectures. If you are leading a group, you may wish to bring the book to the discussions to show any diagrams referenced in the lectures.

HOW TO USE THIS RESOURCE - **SMALL GROUP PLAN**

START (15 Minutes)

Week 1 → Having familiarized yourself with the guide and the structure of this study, read the welcome letter and introduction provided for you in this guide to the class.

Following Week 1 → Start each session with a review of the Personal Questions from the previous lesson. Ask for examples of encouragement or clarification about the questions or Scripture passages. Here are some helpful questions to get the discussion started:

- In what areas of your life did these questions challenge you the most?
- Share an example from this past week when you applied some of the lecture ideas. What was the result?
- Did you learn something new about yourself, your spouse, or your children that you previously were unaware of? How does that affect your actions going forward?

LISTEN (15 Minutes)

Listen to the audio lecture.

LECTURE QUESTIONS (15-25 Minutes)

Go through the Lecture Questions together. Use them to help one another think through the issues presented. Read the Scripture passages indicated, and make sure all the ideas discussed are grounded in Scripture, not simply feelings and experiences.

CLOSING (5 Minutes)

Close in prayer focusing on specific aspects of the lesson to guide the time.

PERSONAL QUESTIONS (HOMEWORK)

To get the most out of this study, we strongly encourage you to study through the Personal Questions. We cannot stress this enough. Here are two options:

Option 1: Work through the Personal Questions on your own. Write down your thoughts, and study through the Scripture references provided. Be prepared to engage in conversation at the next meeting. When finished, spend time in prayer.

Option 2: Work through the Personal Questions with your spouse. Answer the questions separately. Then, come together to discuss and compare answers. You will find this to be very rewarding. **CHARGE TO HUSBANDS →** When finished, lead your wife in prayer. Pray for your marriage, your children, and the Holy Spirit to grow you through this study.

HOW TO USE THIS RESOURCE - **INDIVIDUAL PLAN**

START

Week 1 → Familiarize yourself with the guide and the structure of this study. Read the welcome letter and introduction provided for you in this guide.

Following Week 1 → Start each session with a review of the Personal Questions from the previous lesson. Assess what you have learned, and ask yourself these helpful questions:

- In what areas of my life did these questions challenge me the most?
- Did I miss any opportunities this week to apply what I've learned? What would I have done differently?
- Have I fully grasped the material from last week's lessons?

Remember not to rush. Let the ideas work in your heart before moving on to the next lecture.

LISTEN

Listen to the audio lecture.

LECTURE QUESTIONS

Go through the Lecture Questions. Use them to help guide you through the issues presented. Also, read the Scripture passages indicated, and make sure all your thoughts and ideas are grounded in Scripture, not simply feelings and experiences.

CLOSING

Close in prayer, focusing on specific aspects of the lesson to guide the time.

PERSONAL QUESTIONS (HOMEWORK)

To get the most out of this study, we strongly encourage you to study through the Personal Questions. We cannot stress this enough. You can work through the Personal Questions immediately following the Lecture Questions, or you can work on them throughout the next week. Regardless of what you decide, make sure you **DO THEM!** Write down your thoughts, and study through the Scripture provided. When finished, spend time in prayer.



HOW TO USE THIS RESOURCE - COUPLES EXERCISE

START

Week 1 → Familiarize yourself with the guide and the structure of this study. Read the welcome letter and introduction provided for you in this guide.

Following Week 1 → Start each session with a review of the Personal Questions from the previous lesson. Assess what you've learned, and ask yourselves these helpful questions:

- In what areas of our lives did these questions challenge us the most?
- Did either of us observe a change in the other's behavior? Give an example.
- Have I fully grasped the material from last week's lessons, or is there something that needs to be revisited?

Remember not to rush. Let the ideas work in your hearts before moving on to the next lecture.

LISTEN

Listen to the audio lecture.

LECTURE QUESTIONS

Husbands, use the Lecture Questions to help guide you and your spouse through the issues presented. Also, read the Scripture passages indicated, and make sure both of your thoughts and ideas are grounded in Scripture, not simply feelings and experiences.

PERSONAL QUESTIONS

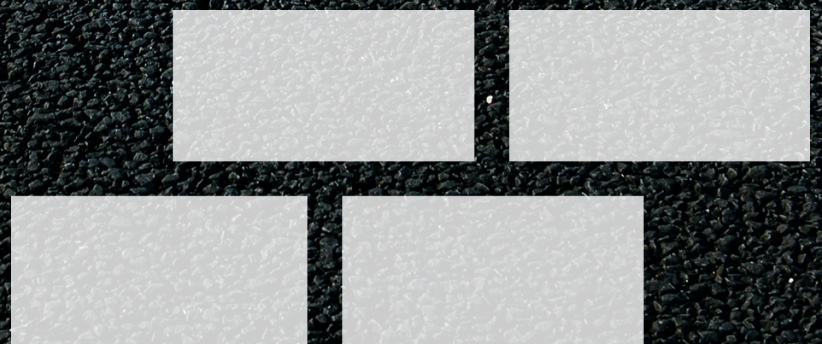
To get the most out of this study, we strongly encourage you to study through the Personal Questions. We cannot stress this enough. Answer the questions separately. Then, come together to discuss and compare answers. You will find this to be very rewarding.

CHARGE TO HUSBANDS

Close your time together by leading your wife in prayer. Pray for your marriage, your children, and the Holy Spirit to grow you through this study.

LAYING THE FOUNDATION

CHAPTER 1



LECTURE 1

LECTURE QUESTIONS

1. Where can we find hope for any parenting challenges we face?
2. What are most parenting techniques aimed at changing? How has this influenced your parenting in the past? Why isn't this a Gospel-centered approach?
3. How do Proverbs 4:23 and Matthew 15:16–20 help us understand the connection between our heart and our behavior?
4. More than just focusing on the behavior of our children, why is it important to focus on our own hearts as we parent? What role does Jesus play in our heart change?
5. Read Isaiah 53:5–6 and Ephesians 2:1–10. What truths do we find in these passages about who we are and what God has done for us in Christ?
6. What are the parenting goals of the typical couple? What should our ultimate goal be in parenting our children? How do 1 Corinthians 10:31 and Romans 11:36 inform our answer to that question?
7. Change is typically a process, not an event. As we approach this topic, why is it important to consider the amount of time involved in parenting our children?
8. After listening to this lecture, what ideas give you hope for the future? What areas do you hope to grow in the most over this study?

PERSONAL QUESTIONS

1. Describe your approach to parenting in the past. Was it focused on changing exterior behaviors or dealing with the heart issues? How does thinking about the power of the Gospel give you hope for changing any bad habits in you or your children?
2. The system of behavior modification is the best the world has to offer. How does that method compare to a Gospel-centered approach where God causes true heart change in an individual? Come up with an analogy to compare the two.
3. Read Romans 12:1–2. Are there sinful habits in your life that you have tried to overcome by modifying your behavior rather than seeking a change of heart? How successful were your efforts? How successful will your children's change be apart from Christ's help?
4. Read Isaiah 53:5–6 and Ephesians 2:1–10. What truths do we find in these passages about who we are and what God has done for us in Christ? Where do you stand before God? Are your sins forgiven, or does God's wrath abide on you?
5. What have your goals been in parenting your children? How might you need to adjust those goals in light of the truths in the lecture and Malachi 2:14–15?
6. When your child misbehaves in front of others, are you more concerned about your reputation or your child's sin against God? What does your answer reveal about your heart?
7. Take time with your spouse to make a list of the parenting challenges you face. What hope does knowing that God has the ability to change your hearts and your children's hearts give you for dealing with these issues?

LECTURE 2

LECTURE QUESTIONS

1. Read Romans 3:9–20. How does this passage compare to the popular idea of rewarding children to draw out the good in them?
2. Consider the sins of deceit, lying, hatred, selfishness, rebellion, and self-love. How much time have you spent training your children to sin in these ways? What does this tell us about human nature?
3. What distinguishes an authoritarian parent from a shepherding parent?
4. How do we help our children understand their sinful hearts and still offer them hope?
5. Why is it that we tend to bark orders at our children when they are not behaving as we would like them to? How would a Gospel-centered response look different?
6. 1 Peter 5:1–5 is given in the context of a local church, but what principle can we draw from this passage to help us understand the distinction between using our God-given authority as parents versus being an authoritarian?
7. In what ways does a parent represent God's character to children? Whose example are we to follow?
8. How does a child's heart orientation toward God determine how they respond to their environment and the influences in their lives? Is this any different for you?

PERSONAL QUESTIONS

1. Thinking about your own childhood, what parenting methods did your parents employ? Were they focused on heart change or controlling behavior? How does your parenting style compare?
2. Consider the phrase, “The heart of the matter is the matter of the heart.” How would you like this idea to become more integral to your parenting?
3. Knowing that Jesus is referred to as the Shepherd, how does this help you understand how you are called to shepherd your children? (Matthew 9:36; John 10:7–19; Psalm 23)
4. Knowing that every human is made to worship something, what things are you pouring energy and time into on a regular basis? How does this set an example for your children?
5. In light of God’s call to Abraham in Genesis 18:19, what is your role as a parent in relating God’s character to your children?
6. As you think about growing in holiness in your parenting, whom should you be seeking to change in your family?
7. Rather than focusing on the negative aspects of the things influencing your children, how can you use your child’s responses to those influences to help you understand the motivation of their heart (to recognize what they are worshipping in that response)?

LECTURE 3

LECTURE QUESTIONS

1. How would your children answer the question about degrees of punishment for breaking something or disobeying their parents? What does this tell you about your parenting style?
2. Do the roles in your family reflect proper biblical family structure (a leading father with a supportive wife and children who submit), or are there certain areas that need adjustment?
3. Popular culture often places the child at the center of the family— in education, activities, doting, etc. Why is this contrary to God’s design for a family in light of Ephesians 6:1–4?
4. If your family seems to be “working” even though you are not following biblical principles, how does this harm your testimony as a Christian?
5. How is modeling conflict resolution an important part of training our children to be more like Christ?
6. How does the way we respond to failure indicate our view of God’s role in guiding our lives? What are we communicating to our children when we fail to model Gospel-centered responses?
7. Read Romans 8:28–39. Why is it important to place God in the middle of discussions about our problems and trying circumstances, especially when speaking with our children?
8. As you consider all of these shaping influences, which do you recognize as problematic in your family? How does understanding the power of the Gospel give you hope for change?
9. Knowing that Proverbs 22:6 is a general principle for raising children, how do we guard against thinking the environment we raise our children in will absolutely determine how they “turn out”?

PERSONAL QUESTIONS

1. Stop and make an inventory of the last five times you have disciplined your children or confronted them for their behavior. What were the issues involved? How did you respond (correction, yelling, etc.)? Consider dedicating a notebook to recording your responses toward your children to help you understand patterns in your responses to them (not to keep a record of their wrongs).
2. Take time to talk with your spouse about the roles in your home. Read over Ephesians 5:24–6:4 together, and discuss any corrections you may need to make. Develop a plan to make those changes, and pray for God’s grace to accomplish it.
3. As a family, watch a movie or TV show that portrays the life of a fictional family. Discuss the way the father, mother, and children are portrayed, and compare these to biblical roles. Pray as a family, asking God to help you honor Him in your relationships.
4. With your spouse, discuss areas of concern in the way you see your children handling conflicts. Do you recognize any of these same habits in yourselves? How can you repent of this and begin modeling Christ-like behaviors and attitudes?
5. Read Romans 8:28–39. Which of these truths are hard for you to fully embrace? Pray and ask God to help you understand these truths more fully and put them into practice in your trials.
6. Do you tend to think that you can make your children “turn out right” by giving them the perfect experience or by shielding them from negative experiences? Why do both of these views reject the sovereignty of God?

LECTURE 4

LECTURE QUESTIONS

1. When we think of children, we often think of innocence. Knowing that every person is born in Adam's sin (Psalm 51:5), how should we think about the true nature of our children's hearts?
2. How can knowing the tendencies of our child help us to "set the sail" to lead them in a direction that will glorify God?
3. Read Revelation 2:18–20. How does this passage offer us a strategy for exhorting our children to use their God-given talents to please God rather than self?
4. Seeking sensual thrills seems to be a focus in our culture today. In what ways can we help redirect our children with this tendency toward honoring God rather than self?
5. Many people today think that the measure of a person is found in their accomplishments. How do you encourage the desire for accomplishment in your children? Is it helping them polish their idols or to direct the glory to God?
6. Seeking approval from men rather than from God is a common trap in our society. In what areas do you see this arising in your family? What specific passages of Scripture could you use to help direct the praise to God—the One who has created you?
7. Everyone is a worshipper, and Romans 1 teaches us that people either worship the Creator or the things He has created. In light of Psalm 145:1–7, what is our role as parents guiding the worship of our children?
8. What wisdom for all of these situations do we find in 1 John 2:16–17?

PERSONAL QUESTIONS

1. Before you consider your children, stop and think about your own patterns of lust and worship in light of the topics in the lecture. What areas do you need to repent of before you bring the sins of your children to their attention? (Matthew 7:1–5)
2. How well do you know the orientation of each of your children? Take a few minutes to write down the orientation of each child (what are they lusting after and worshipping?). Consider how they are using that orientation to either please God or to please themselves.
3. Using the sailing analogy, how have you parented in the past? Have you sought to control the wind (the influences in your child's life) or to help them understand how to set the sail to guide them in a direction that pleases God? How do you need to adjust your course?
4. Do you find yourself commending your children in appropriate ways for their talents, offering them false praise even when they are not really "wonderful" at a specific task ("That's the best drawing I have seen in my life" vs. "Honey, you are learning to draw very well"), or always telling them how they can improve? How can you repent of any sinful habits to encourage your child to godliness?
5. Read Psalm 145:1–7. In what specific ways are you fulfilling each of the areas described in this passage? If God's majesty and goodness are not overwhelming you, pray to Him to show you more of His glory through Christ so you can share this with others.
6. Sit down with your children, and make a list of things you can thank God for. Pray to God throughout the week to thank Him for these things to foster a spirit of thankfulness for God's provision.

LECTURE 5

LECTURE QUESTIONS

1. When approaching your children to discipline them, do you tend to use a presentation of authority based in yourself or one based in God's perfect design for a family?
2. How can playing the "authority card" plant seeds of rebellion? How might a Gospel-centered approach lead to a different outcome?
3. Read Ephesians 6:1–4. Why is it so important to instill in your children an understanding of God's roles within a family?
4. As you think about implementing some of these ideas, what is exciting to you? What seems scary?
5. Have you ever considered the difference between apologizing (to make a defense for actions or thoughts) and asking forgiveness? Which does God call us to do when we sin?
6. Have you ever made the opportunity to ask your child for forgiveness? Why will asking forgiveness lead to more respect for your authority?
7. Why would it be important to understand the character of God in order to communicate these truths to your children and to believe in it yourself?
8. If you recognize that you have not been following God's plan for your parenting, what can give you hope that the situation can change?
9. Why is it important to live in community as a body of believers as we approach parenting our children in a God-honoring way?

PERSONAL QUESTIONS

1. If you were to examine your own parenting, do you tend to take pleasure in exercising authority over your child, or do you consider it a responsibility that has been given to you by God? Which one has a Gospel-centered motive?
2. Read Ephesians 6:1–4. Have you ever communicated these truths to your children in a way that would encourage them to obey you as you obey God?
3. Are you deceived into thinking that your children don't know you are a sinner? How could asking their forgiveness and seeking to follow these principles from Scripture help to change this attitude?
4. How can you purposefully demonstrate the principles of this lesson as you interact with your children this week? What one step will you take first?
5. Do you truly believe that you can trust God to guide you in your parenting? Do you believe His Word is sufficient to guide you? If you are going to ask your children to trust God in following your authority, why do you need to have a firm grasp on God's character?
6. Spend time praying with your spouse and examining one another in light of the truths from the lesson.
7. What can you do as a couple to grow in your godly parenting?

LECTURE 6

LECTURE QUESTIONS

1. Rather than thinking of parenting as a series of tasks we must accomplish, how do the ideas of nurturing or shepherding our children help us be more biblically minded? (Deuteronomy 6:4–9)
2. From where do we derive the authority to be an authority in the life of our children?
3. Do you tend to focus more on the responsibility your children have to you or on the responsibility you have to raise your children in a way that honors God? In what ways is this evident in your life?
4. Read James 1:19–20. If I am to be a representative of God to my children, what am I communicating when I become angry when things don't go as I would like them to?
5. Lashing out in anger is a form of punishment. If Christ has died on the Cross to pay for the sins of His people (1 Peter 2:24), what are we saying about God's justice if we are determined to administer this type of punishment to our children?
6. How can offering children choices rather than making decisions for the child (under appropriate circumstances) create an environment for future rebellion?
7. How are we preparing our children to respond to God's authority once they are out from under ours?
8. Read Hebrews 12:5–8, 1 John 4:18, and Revelation 3:19. How do these passages communicate the difference between God punishing us and disciplining us? How does this relate to our parenting?
9. What should our attitude and goal be when we discipline our children? How do we often fail to meet the goal of discipline?

PERSONAL QUESTIONS

1. Do you tend to get caught up in the daily tasks of parenting (e.g., laundry, feeding, cleaning, mowing, fixing)? Identify one simple step that you can take tomorrow to help you focus on nurturing your children and pray for God's wisdom and grace to accomplish that.
2. God has given parents a heavy responsibility in the raising of children. As you consider this responsibility, read Romans 8:9–11, and pray for His Spirit to work mightily in you as you seek to honor Him in your parenting.
3. Read Isaiah 42:8. Are there any areas in your relationship with your children that you expect them to give you a share of the glory that only God deserves?
4. Have you ever thought that you were too sinful to be an authority figure to your child—that you would be a hypocrite for telling them how God wants them to live? How can an understanding of what Christ has done on the Cross free you from this guilt and attitude?
5. Think about the way that you have handled allowing your children to have their preferences. Have you been too heavy-handed in not allowing them any expression of preferences, or have you been too open to allowing them to do whatever they like? What is an appropriate balance, and how can you begin making steps toward that balance?
6. How has your understanding of the distinction between punishment and discipline changed after hearing this lesson? Consider working on changing your vocabulary as you talk about offering correction to your children in light of Hebrews 12:5–8, 1 John 4:18, and Revelation 3:19.
7. As you consider Hebrews 12:5–8, what evidence is there in your life that you are a child of God?

LECTURE 7

LECTURE QUESTIONS

1. What is your first reaction when you hear a story like the little girl being forced to perform in a parade? Did this ever happen to you? Have you ever done this to your child?
2. What are some of the advantages and pitfalls of being involved in activities for the children? What lines do we need to be aware of crossing as we choose these activities for our children?
3. As we consider what activities we involve our children in, what role does the child's natural talent, personal desires, spiritual gifts, and their future roles in the Kingdom of Christ play in our decisions?
4. Today, self-esteem seems to be one of the most important things for children to have—according to the world's system, that is. Read Philippians 2:1–8 and Romans 12:1–13. How do the virtues found in God's Word compare to the values of the world?
5. If our goal in life is to be conformed into the image of Jesus (Romans 8:28–30), how should we see ourselves with respect to others in light of the teaching in Matthew 20:25–28?
6. Every Christian parent desires for their children to be saved. In light of John 1:12–13 and Ephesians 2:8–10, in what ways do we need to be careful not to place our hope in our ability to bring our children to repentance and faith? Will the salvation of your children make your life perfect?
7. How can a desire for well-behaved children lead to us to sinfully manipulate our children and cause them to just put on a show? How is this a poor reflection of God's character?
8. What is the difference between wisdom and knowledge? Why is a good education an insufficient goal for our children's future?

PERSONAL QUESTIONS

1. With your spouse, take time to consider if any of the goals mentioned in the lecture have become idols in your family. Pray for God's wisdom in understanding whether these goals are directed at giving Him glory or in satisfying some worldly desire.
2. In your childhood, were there activities that your parents wanted you to do that you went along with just to please them? If you harbor any bitterness, confess that to God and ask His forgiveness for that sin. Consider how you might also confess a similar sin to your children if you have forced them to participate in an activity for your own personal benefit rather than God's glory and their sanctification and growth.
3. Together with your spouse, prayerfully consider whether you are using the activities your children are involved in to train them in godliness. Sit with each child, and talk about the goals you have for their involvement in those activities. Pray for those goals on a regular basis, that God would be glorified in them.
4. Read Mark 12:28–34. Some teachers use this passage to justify having a high self-esteem, claiming, "You can't love others if you don't love yourself." What are the two commands in this passage? What is Jesus assuming about loving yourself?
5. Stop and prayerfully consider the motivation you have to see your children saved. What false hopes might you have? How can God help you change those false hopes and give you a true Gospel-motivated hope for change through Him?
6. While there is nothing wrong with desiring to have children who are well-behaved, submissive, and educated, what will happen if these desires are not focused in a God-honoring direction?
7. If you see little or no hope for change in any of these areas, take time to meditate on Isaiah 55:10–13.
8. Pray that God will help you trust that a cypress can grow where there was only a thorn bush as you honor His Word in your parenting.

LECTURE 8

LECTURE QUESTIONS

1. If we train our children to obey for some form of reward, will this prepare them for real life? How will it train their heart?
2. Whatever you use to constrain behavior will train the heart. What main idea about God do we need to help our children understand as we train them?
3. If we train our children to behave based on our emotional satisfaction (e.g., “It makes me sad when you . . .”), what are we miscommunicating about the character of God? (Titus 3:4–7)
4. As we consider training our children in a biblical manner, why is it important to understand that parenting is a process, not an event? How does consistency in methods relate to this process?
5. How would you respond if someone told you, “I can’t parent the way the Bible teaches—that just wouldn’t work for my child”? (Consider 2 Peter 1:2–4 and 2 Timothy 3:16–17.)
6. How many different parenting methods have you tried? How does this create an unstable environment for your child? How might they respond to such an erratic approach? (Ephesians 6:4)
7. Why is it so important that we help our children understand their heart and what God desires for them rather than dealing with behavior issues on the surface? How will this give them hope?
8. How can we, as a part of the body of Christ, work together more closely to put these ideas into practice?

PERSONAL QUESTIONS

1. Which is easier: offering a piece of candy to a disobedient child to get them to perform, or lovingly dealing with the issues of their heart and training them toward godliness? Why do you tend to do what is easier? If you have been lazy in this, repent, knowing that God is pleased to forgive you in Christ.
2. Often, doing things the easy way doesn't lead to lasting results. What type of "hard work" do you need to do in your parenting to support the long-term growth you would like to see in your children?
3. Consider the approaches mentioned in the lecture (rewards, emotional appeal, isolation, being erratic, incentives, etc.). Which parenting methods from the world (listening to the latest fads and teachers) have you been guilty of putting your trust in? Repent of this, and ask God for wisdom and courage in trusting what He has revealed in His Word.
4. Do you really believe that what God's Word says about parenting is sufficient? Do you spend more time studying parenting in magazines and TV shows or from God's Word? Read 2 Peter 1:2–4 and 2 Timothy 3:14–17. What truths from these passages can you meditate on to help you trust in God's plan?
5. Take time to pray with your spouse about opportunities to engage your child in a conversation that offers godly wisdom and correction. When the opportunity arises, sit down with your child and offer them encouragement to honor God with their actions rather than disobedience. Pray with them, and offer them hope for growth and change.

LECTURE 9

LECTURE QUESTIONS

1. Read Ephesians 4:29. Identify three basic principles of biblical communication found in this verse. Does barking at our kids for disobeying fit into those categories?
2. How can being direct and honest with your child, especially teens, help in opening up the channels of communication? How can we help them know we are trying to help them grow in communicating?
3. Rather than just asking questions, what are the other important parts of communicating in a genuine manner?
4. If we only look at and talk about the behavior that is sinful, what are we missing? How can we offer specific hope when we identify specific heart attitudes?
5. Have you ever considered the idea of sharing your own struggles against sin with your child when you are offering discipline? How might this offer them hope? How might it direct your discipline?
6. What are the advantages of modeling repentance to your children? How can this lead to an opportunity to clearly communicate the Gospel to them?
7. If you take the time to ask questions to draw out the heart issues, what are some of the long-term benefits you would hope to see in your children and yourself?
8. Read Colossians 2:2–3. In what ways can we, as a community of believers, work together to become parents who honor Jesus within our families?

PERSONAL QUESTIONS

1. In the interactions you have with your children, what percentage are real communication and what percentage are speaking correction?
2. The next time you have the opportunity to discipline your child, stop and think about how you can use questions to draw out their heart. Consider these five questions the next time your child sins: What was happening? What were you thinking and feeling while it was happening? What did you do in response? What were you hoping to accomplish? What was the result?
3. As you begin to recognize sins in your children that are also sins in your life, make an opportunity to sit down with them and share your struggles. Pray with them, and ask them to pray for you.
4. As you deal with your children's sinful attitudes, how can you use these as opportunities to reflect on your own sins and your forgiveness in Christ? How does Romans 8:1–5 relate to this topic?
5. In what ways are you beginning to find encouragement in your parenting from a biblical perspective?
6. Make time this week to pray with your spouse, asking God to strengthen you as you seek to serve your children through biblical communication.

LECTURE 10

LECTURE QUESTIONS

1. Why is good communication an essential foundation for correcting and disciplining our children?
2. Why do we often forget the encouragement aspect of training our children? What sin is at the root of that failure?
3. In what circumstances would a strong rebuke be appropriate?
4. Why do we tend to offer rebukes too frequently? If we constantly rebuke, what are we failing to do?
5. Read Proverbs 1. How does this give us an example of entreating our children?
6. Scan through Proverbs 16, and identify some of the different topics mentioned. Why is this book of wisdom such a good tool for training our children?
7. Have you ever thought of prayer as a form of communication not only with God, but also for your children's benefit? How could it also be a form of instruction as we pray aloud with them?
8. Rather than trying to remember a special formula for being a biblical parent, how is the idea of shepherding our children in light of the Gospel a more useful way of thinking?
9. How could each of us support one another in these areas as we speak to one another's children?

PERSONAL QUESTIONS

1. How is it helpful to think about parenting as being more than just rules, correction, and discipline?
2. In what ways are you becoming weary in your parenting? How could understanding the areas of communication help you focus on different aspects? Ask God to give you strength in this task He has called you to.
3. Do you know the Proverbs well enough that you can use them to offer instruction to your children? Consider reading through one chapter each day this week and writing down several that you could use to train your children in specific areas you know they struggle in.
4. With your spouse, discuss your understanding and use of the various forms of communication mentioned (encouragement, rebuke, entreating, instruction, teaching, and prayer). Through the next week, take time to think about how much you do each of these. Pray and ask God for wisdom in finding the right balance for your children.
5. If God is the perfect parent, then we should find examples of Him communicating well with His children. Identify which form of communication is happening in each of the following passages:

2 Corinthians 5:20–21;
Philippians 1:3–6;
Revelation 3:14–19;
1 Thessalonians 5:14–18;
Luke 8:5–18;
John 11:41–42

LECTURE 11

LECTURE QUESTIONS

1. In what ways is our communication to our children a reflection of God's character?
2. How can a home with open and honest communication help prevent a child's desire to find satisfaction in relationships outside the home?
3. As you consider the friends your children have, do you see them finding more affirmation in those friendships or in your relationship? How does 1 Corinthians 15:33 help us understand this issue?
4. How could you creatively communicate the idea "People are more important than things" to your family? How would this attitude change what goes on in your home on a daily basis?
5. How does the relationship between authority and influence change as your child grows older? How do these two ideas relate to the way our children esteem us as godly parents?
6. If we continue to simply exercise authority over our children without teaching, encouraging, and shepherding them, what will happen to our influence as they grow older? How is this related to trust?
7. Read Hebrews 3:12–13. If applied to your family, what does this verse tell us about the relationship between parents and children?
8. How could you use Proverbs 29:15 and 17:25 to talk to your children about your desire for them to grow in godliness as you shepherd them?

PERSONAL QUESTIONS

1. In what ways are you creating an environment of positive and honest communication with your children? In what ways could you better reflect God's character as you communicate?
2. As you consider the idea of giving affection and affirmation to your children, how well do you believe you are honoring God in this area? Consider taking time to talk to each of your children individually to understand each child's perception of your love for them.
3. As your children have grown, how has your view of your authority and influence over them changed? How have you let out the reins as they have matured?
4. Think about your goals for your children as they mature. Do you want them to become more capable or to remain dependent on you? How is your current method of parenting encouraging this?
5. Take time to consider how often you use Scripture as you instruct your children. Do you tend to toss out Ephesians 6:1–3 to remind them of their duty, or do you carefully consider Ephesians 6:4? Pray and ask God that He would help you, through the Holy Spirit, to find the proper balance as you shepherd your children.

LECTURE 12

LECTURE QUESTIONS

1. What hesitations do you have (or have had) about using physical discipline with your children?
2. Why should we make a clear distinction between abuse and discipline? How can this distinction help us honor God as we parent?
3. Read the following passages: Proverbs 13:24, 22:15, 23:13–14. Write down the specific ideas we learn about bringing discipline to our children.
4. From a biblical perspective, what is the difference between foolishness and childishness?
5. How does the world, including popular psychology, view human nature? How does this differ from the biblical view? (Isaiah 53:6) How do these views influence one's view of discipline?
6. How can allowing the foolishness of a child's heart to go unchecked lead to bigger problems in the future?
7. Read Proverbs 29:15. How does this verse inform the goal of our discipline?
8. In what way is the act of disciplining our children demonstrating faith in God? How can this bring us peace as we seek to discipline?
9. Why is it important to distinguish between punishment for a sin and correction or consequences? Who is the only person responsible for punishing sin? How do we relate this to the Gospel?

PERSONAL QUESTIONS

1. Consider your view of discipline. What influences from your childhood, the culture, and the Bible do you see? Make a list of those influences.
2. If you have ever said, “Spanking just doesn’t work for my child,” how is this demonstrating a lack of trust in God? How could Proverb 3:5–6 help correct your attitude?
3. Which do you fear more: the eternal consequences of not disciplining your children (as Scripture makes clear) or the temporal consequences you might receive from your child’s reaction? If the latter, pray that God would help you think correctly about this issue.
4. Read the following passages: Proverbs 13:24, 22:15, 23:13–14, 29:15. Based on these truths from Scripture, what adjustments do you need to make in the disciplining of your children?
5. How does your understanding of discipline as an act of faithfulness change how you view both God and your children as you administer a spanking?
6. The Gospel makes it clear that God is the one who punishes sin. If your child is in Christ, Jesus has already been punished for their sins. If they are not, and they never come to a repentant faith, God will punish them. How does this idea, along with Hebrews 12:5–13, give you a deeper understanding of what you are hoping to accomplish as you use the rod of correction?

LECTURE 13

LECTURE QUESTIONS

1. How does the method of spanking described in the lecture differ from what most people think of when they discuss spanking? How can we distinguish it from abuse?
2. What methods of hitting a child should never be used? How does Proverbs 23:12–14 offer us guidance about exercising discipline?
3. What are some of the things we need to keep in mind as we discipline our children? Should it be done in anger, in public, at every instance of disobedience?
4. Read Proverbs 3:12, 13:24, 19:18, 22:15, and 29:15. What specific connections does God make to the use of the rod of correction?
5. No one wants to spank their child, but how are we showing that we trust God by doing so? Consider Proverbs 3:5–6.
6. Why is it so important not to administer discipline while we are angry or frustrated? How might this lead to rebellion in our children if we do?
7. What are some reasons that spanking might not work as a form of discipline? Does this mean you should stop spanking?
8. When you notice your children's behavior getting out of control, who do you typically blame? How might you actually be the major cause of the slide into constant disobedience?
9. What if spanking became illegal? Would it be right to continue to spank our children? What biblical principles might we apply to this situation? (Acts 4:19)

PERSONAL QUESTIONS

1. Read Hebrews 12:5–13. Describe how the relationship between you and your child can mirror God's relationship with you as you administer discipline.
2. Have you ever lashed out in anger at your child or administered discipline in ways that are inappropriate? How can you repent of this sin and seek forgiveness from your child? What might this lead to in your relationship?
3. Read Proverbs 3:12, 13:24, 19:18, 22:15, 23:12–14, and 29:15. Write down each of the connections God makes to the use of the rod of correction. Discuss these with your family, and if there are changes that are going to take place in your home, explain those changes. Pray for God's wisdom as you do so.
4. Which of the objections from the lecture have you held in the past? How has your understanding changed, and what led to that change?
5. How might lovingly administering discipline lead to a more loving relationship with your child? Do you recognize any personal connection with your relationship with God and knowing His love?
6. Make a list of the top three things you would like to change about the way you physically discipline your children. As the lectures continue, make a point of seeking out those ideas that you may please God with your parenting.

LECTURE 14

LECTURE QUESTIONS

1. What messages does your loving and diligent discipline communicate to your child?
2. How does the amount of communication involved in godly discipline (talking before, during, and after) promote a bond of closeness between the parent and the child? (See Colossians 2:1–3.)
3. Read Romans 2:12–16. If your children know the difference between right and wrong, how can their conscience be an ally as you seek to discipline and train them?
4. What might a conversation look like if you focused on helping your child recognize his sin before God and others rather than just identifying what he did wrong?
5. Why is it absolutely essential that we help the child understand God's forgiveness in Christ, through the Cross, as we administer discipline and correction?
6. If we lower the bar to simply performing in an outwardly obedient act, how are we undermining the Gospel and God's standard? (Matthew 22:37–40)
7. Where does the power to overcome sin come from? How can you use this idea to encourage your child when they sin and need to seek forgiveness and receive discipline? (Romans 8:12–17)
8. What part of the foundational teaching we have been through so far has been the most helpful to you? What are you hoping to learn as we continue forward?

PERSONAL QUESTIONS

1. If you find yourself focusing on the benefits of the discipline rather than the forgiveness of sin, how could this become a problem in your relationship with your children?
2. Can you identify within your parenting an attitude of hoping for outward compliance so that your life is easier? If this is your goal, what might you need to repent of? Pray, asking God that He will give you a desire to train your children in true godliness and not just for outward results.
3. Think about the questions you ask your child as you are disciplining. Do you tend to ask questions that help them realize their sin or questions that simply point out the wrong behavior? What adjustments might you make, and how might those benefit the discipline process in your home?
4. What opportunities have you had to share the Gospel with your child in a meaningful way as a result of experiences in your family? Read Ephesians 1:15–22, and describe what power and authority you have through Christ. Is this same power available to your child?
5. Think back over the material presented so far. What one idea has been implemented that has been most helpful? What ideas have you wanted to put into place but have not been able to? How can you make this change?
6. Think about other Christians you know who have children. How could you be a blessing to one of these families (a note of encouragement, coming alongside them in some way, etc.) as you put your new knowledge into practice to edify the body of Christ?

APPLICATION

CHAPTER 2



LECTURE 15

LECTURE QUESTIONS

1. People in this group are at different stages in parenting. Why is it helpful for those who are past this stage to think through these ideas? How might you use that information outside your own family?
2. As we begin to think about specific applications of what we have been learning, where should we look for hope that things can change?
3. Living under authority! Why is this the most important lesson we can teach our children at the earliest ages?
4. Western society is founded on the idea of rugged individualism, independence, and being free from authority. In what ways is this contrary to what the Bible teaches? Consider the following passages: Romans 13:1–2; Titus 3:1; 1 Peter 2:13–14, 5:5–7; James 4:7–8; Psalm 119:43–45.
5. In Ephesians 6:1–3, what benefits come to children who obey their parents? How can this be a helpful tool in communicating about discipline with our children? How can training our children to submit to our authority help them submit to God's authority?
6. Parents are not to be the friends of their children—children are to honor their parents. How does this run contrary to the culture's view of the parent's role?
7. Why is a biblical definition of obedience an important tool in our parenting? What passages of Scripture might we look to for such a definition?
8. What connection might we draw between the account of Jonah and training our children to obey immediately and with a good attitude (obeying first time, on time)?

PERSONAL QUESTIONS

1. What stage are you at in the parenting journey? As you look back, what discouragements do you have about the past? Are there any sins or mistakes you have made in the past that are too large for God's grace? How does this give you hope as you move forward?
2. Read Ephesians 4:11–16. As you learn these lessons, how might you be used by God to minister to others? Have you ever considered how you could become equipped for such a ministry?
3. Even as an adult, it can be difficult to live under the authority of another person. In what ways do you struggle to submit to authority? How might these same tendencies show up in your children?
4. Work with your children to memorize Ephesians 6:1–3. Spend time explaining the verse to your child using the circle of blessing diagram.
5. Do you find yourself wanting to be your child's friend? What dangers come with a distorted parent-child relationship?
6. How has your understanding of honor and obedience changed in light of this lesson? As you work to honor and obey God more, what would you expect to happen in your relationship with your children?
7. In what ways do you allow your children to disobey you without a reproof or discipline? Do you expect them to obey you immediately and with a good attitude? If so, how have you trained them to act that way? How might this skill be important for them later in life?

LECTURE 16

LECTURE QUESTIONS

1. Do you think it is “pie in the sky” to train children so that they obey first time, on time, and without complaining? How must God’s grace be a part of the process if this is to happen?
2. Why is it important to start this process at a young age? What are the key ideas you need to communicate to your children about God, parents, authority, and roles?
3. Have you ever witnessed a defiant child in a public setting? What are the typical responses you see from parents who are not applying these biblical principles?
4. Why is considering the child’s immediate response to a directive an indicator of defiance? How is this different from forgetting to follow a house rule?
5. When in doubt about a child’s obedience, should we lean toward mercy or discipline? How does this connect to the truths of the Gospel and God’s response to us?
6. Read Daniel 1:1–14. How can this passage be used to teach our children about a proper appeal to authority? What foundation must be in place before this can happen?
7. What would an appropriate appeal to your authority look like from a respectful child versus a disrespectful child? Why do you need to teach a specific process to make this an effective part of your parenting?
8. How can an appeal process act as a safety valve for both the parent and the child?
9. What does a child who goes to another parent for an appeal demonstrate about his view of your authority? How could you use this rebellion as an opportunity to share the Gospel with him?

PERSONAL QUESTIONS

1. Thinking about the discipline process with your children, do you consistently communicate the ideas of God placing them under your authority for their benefit? How might making this a consistent part of your training change your child's responses?
2. Read Luke 18:9–14, and consider your attitude when you see other people's children misbehaving in public. If your children are better behaved, who is responsible for that? Ask God to help you repent of these attitudes. How could you respond differently in the future?
3. Have you typically fallen on the side of mercy or laying down the law when it comes to situations you weren't quite sure about? Do you handle childishness differently than sinful defiance? In what ways can you seek to grow as you move forward with this new understanding?
4. Do you ever allow your young children to make appeals to the directives you give them? How can allowing this to happen too early or too frequently undermine their respect for your authority?
5. Have a discussion with your spouse about consistency in your discipline and how you handle appeals from your children. What things are you doing well? What things need improvement? Pray together, asking God to help you grow in these areas.

LECTURE 17

LECTURE QUESTIONS

1. In what ways are we responsible for our children's sins, yet not accountable for their sin? Consider the principles from Ezekiel 18:1–23.
2. Where do we find the balance between executing our duty to spank joyfully (as unto the Lord) but not taking pleasure in it?
3. As you think about your personal responses to authority in front of your children, what kinds of messages are you sending them? Are you modeling submission to God before them?
4. Read Ephesians 6:1–3. What types of blessings can our children expect to receive as they obey their parents? Is it appropriate to use this as a means of motivating them to obey?
5. Why is it important to limit our spanking to issues of direct defiance and dishonor?
6. Why should we avoid disciplining our children for things they do that are foolish or inconvenient for us?
7. As a parent, how could the categories of “character” and “convenience” be helpful as we consider whether or not to discipline in certain situations?
8. What criteria have you used in the past to determine whether to spank or not? Have you applied these criteria consistently? Why is consistency important?
9. God is immutable—He never changes. God's commands are consistent. If we are to model God before our children, how can this help us understand the importance of consistency in our discipline?

PERSONAL QUESTIONS

1. Consider how you model obedience to the authorities in your life. Would you desire your children to respond to you in the same ways you respond to the officers, bosses, or political authorities in your life? Read 1 Peter 2:13–17. Are there any attitudes or actions you need to repent of before God or your children?
2. As you consider your own children, are they the type of children whom others would be pleased to invite on an outing? Who are the friends you prefer to have come over for the afternoon? What traits do you see in these children that make them attractive choices as playmates and friends?
3. Have you ever disciplined your child for acts that simply inconvenienced you and were not acts of defiance or dishonor? What motivated your discipline in those situations? As you look forward, how can you take precautions not to repeat those mistakes?
4. Read Psalm 119:89–93, 1 Corinthians 11:1, and Hebrews 13:7–8. How should the unchangeable nature of God, His immutability, inform how you parent? How does this “trickle down” through those who are in authority over you and then to your children?
5. If God’s rules changed every day, how would that affect your trust in Him? Consider this in light of your own parenting, and ask for forgiveness and help in changing, that you may “put on” consistency.

LECTURE 18

LECTURE QUESTIONS

1. Which of the steps in this process have you typically omitted from your discipline? (1: Privacy, 2: Explain the offense, 3: Get them to acknowledge the offense, 4: Remind them of the function of the spanking, 5: Communicate the number of swats appropriate, 6: Remove clothing, 7: Select an appropriate tool).
2. You have surely seen parents discipline their children in public. Why is this counterproductive to the idea of biblical discipline?
3. Why is it important to clearly and specifically talk about the offense the child committed? What is the benefit of having them acknowledge their sin, knowing they need to repent?
4. What are some of the negative consequences of not taking an appropriate amount of time (10–20 minutes) when you administer discipline? What challenges does this timeframe present?
5. What is the goal of the discipline? How will reminding the child of God's promises for obedience and protection (the circle of protection) help to accomplish the goal?
6. What can you prevent if you communicate a specific number of swats before giving them? (James 1:19–20)
7. Read Proverbs 19:18 and 23:13–14. How do these passages help us understand the appropriateness of spanking? How do these affirm the expectation of pain in the spanking?
8. What are the challenges you foresee in implementing biblical discipline? How can you meet those challenges in a way that will honor the Lord? How can others in this group support you in that goal?

PERSONAL QUESTIONS

1. How does this system of biblical discipline help you as a parent to measure your response to the disobedience? What benefits do you see happening as you implement this process?
2. Do you ever use shame or spanking in public to make your discipline more effective? How could this actually be counterproductive to your goal of getting your child to submit to your authority?
3. Conducting biblical discipline requires a commitment to a large chunk of time. Have you typically spent an adequate amount of time explaining the discipline and waiting for heart change in the past? How do you need to change your thinking and the time you allocate to discipline?
4. Take time to think about each of your children and the way each responds when they are confronted with their sin. How might your discipline be different for each? How can you guard against being too easy on a repentant child or too harsh on the hardened child?
5. If you find yourself very angry with a disobedient child, what steps could you take before you administer the discipline to ensure that you are not disciplining in anger? Meditate on James 1:19–20 as you consider your answer to this question.
6. What are your expectations for the time after the spanking? How do you hope your child responds?
7. How should you respond to them? (This will be discussed in the next lesson.)

LECTURE 19

LECTURE QUESTIONS

1. After the spanking, restoration is the goal. Read Hebrews 12:11. What will the child's attitude be if he is repentant and willing to submit to your authority?
2. How does the restoration between you and your child reflect the restoration between you and God when you have sinned against His authority? What attributes of God can you model for your child during the time of restoration after the spanking?
3. Where might the problem lie if a child does not respond in repentance to the spanking?
4. If you have sinned against your child while disciplining them, how should you respond once you recognize it?
5. If the child remains unrepentant and bitter and your attitude was correct, how should you proceed? What truth about God are you communicating to your child as you pursue discipline, even if there is ultimately no repentance?
6. How can you know the time to begin spanking a child? What important criteria must be in place?
7. Communicating with our children is a critical part of the discipline process. What are some of the important issues we need to communicate when considering some of the difficult situations discussed in the lesson?
8. What challenges does a child who is (probably) lying present? How does this relate to having the child acknowledge their sin before you administer the discipline? How can their conscience help you?
9. How does all of this fit within the light of the Gospel—sin, forgiveness, discipline, restoration, etc.?

PERSONAL QUESTIONS

1. Have you ever experienced a sweet time of fellowship with God after confessing a sin? Consider Hebrews 12:3–13. What is the result of God's chastening of you? How can you mirror this in the discipline of your child?
2. Unlike God's discipline, we can sometimes have wrong motives or lash out in anger. How have you responded after recognizing any sin in your discipline in the past? How will you respond differently in light of the teaching from this lesson?
3. What things are you starting to realize about biblical discipline that might not have made sense as you first began this study? What passages of Scripture have become clear to you in applying this process?
4. Take time to talk to your spouse about some of the most challenging discipline situations that you face with your children. How can you work together in training them in godly principles so that they clearly understand the goals you have for them? What conversations do you need to have with your children regarding these difficult issues? When will you have those conversations?
5. How can you clearly communicate the message of the Gospel to your children during this discipline process? What points are going to be the easiest to help your child understand? What are going to be the most difficult points for them to understand? Pray that God will give you the wisdom and grace to communicate these truths clearly and lovingly, and that He will use them to draw your child to Himself.

LECTURE 20

LECTURE QUESTIONS

1. What is the main goal of parenting in the 6–12 year range?
2. What is the “heart” from a biblical perspective? How is this different from the typical usage of heart in our culture? (see Proverbs 4:23)
3. Why do we need to help our kids understand what is happening in their hearts and not just deal with the actions that were inappropriate?
4. If you ask probing heart questions, how do children typically respond? In light of their response, why is training them to examine their hearts important?
5. How do the heart questions naturally lead to the Gospel? Will acting out in anger against the outward actions with threats naturally lead to the Gospel?
6. If we simply act to correct behavior in a specific situation, how will the child respond to similar temptations in the future? Why is this not a Gospel-centered way of training?
7. Read Matthew 15:1–20. How do we intentionally help our children see their need for grace rather than thinking their actions are pleasing to God when their hearts are far from Him?
8. How are you practicing the discipline of examining your own heart?

PERSONAL QUESTIONS

1. What has been your main goal in parenting your children between the ages of 6–12?
2. What has changed about your understanding of the heart? Use your Bible's concordance to find ten verses about the heart. What do these verses teach you? How can you meditate on these in the coming week?
3. In the past as you talked with your children, how did you try to help them understand what was happening in their hearts? How did they respond? What training needs to take place to develop this discipline?
4. Work as a family to memorize several heart passages including Luke 6:43–45, Proverbs 4:23, and Psalm 51:10–11.
5. Find a prominent place for each person in the family to place a sign that says, “The heart of the matter is the matter of the heart.” Consider a family craft time to make posters together.
6. The next time you respond to a situation with sin, stop and think about what attitudes motivated your behavior. Consider making a journal to help you track these attitudes and identify patterns.

LECTURE 21

LECTURE QUESTIONS

1. Have you ever stopped to do an assessment of your own heart attitudes? What types of issues do you find yourself battling on a regular basis? How could studying various Scripture passages on the topic help you grow in these areas?
2. As you consider making a list of heart attitudes to discuss with your children, why might it be a wise idea to start with commendations before talking about criticisms? How does this compare to Revelation 2:19–20?
3. How can asking probing questions about heart attitudes help your child understand their own sin?
4. Read Colossians 3:6–13. Notice the principle of putting off sinful behavior and putting on righteous behavior. How can you use this principle with a child who is angry, covetous, lying, etc.?
5. What is the difference between making accusations about behavior and leading a child to understand their heart motives? Which is likely to produce real change over time?
6. When dealing with a child who is lying or exhibiting some other “socially unacceptable” behavior, have you ever used an appeal to fear (such as, “no one will want to be your friend if you lie”) or pride (such as, “you don’t want to be known as a liar”)? How are these responses contrary to a Gospel-centered response?
7. Read Philippians 4:6–13. How can helping your child or yourself see how God is present in every situation help them overcome sinful anxiety or worry?
8. We talked before about the time it takes to parent like the lectures are describing. Are you starting to see the value of working hard and intentionally pointing your child to the Savior who can deal with their sin?

PERSONAL QUESTIONS

1. Begin a heart journal for each of your children. Take time to prayerfully consider each child's heart patterns, and write them down. Make a special time to talk with each child (maybe over a milkshake or some fresh cookies), and discuss what you see with them. Encourage them to grow in these areas, and make it a part of your regular prayer time. Revisit the journal every six months to update it.
2. Think about the typical encounter you have when your children are fighting or being disobedient. Do you tend to tell them how to behave ("share with your sister!"), or do you lead them to a better understanding of what is happening in their heart ("Honey, let's talk about why it is hard for you to share with your sister.")? Why is this your typical response? What might need to change?
3. Most parents use manipulation involving fear of being unwanted or the pride of not being like "those people" to modify the behavior of their children. How is this response contrary to the Gospel and how God views us sinners? Consider Romans 5:6–11.
4. Take time as a family to use a concordance to look up twenty-five passages that teach about the heart. Make a chart of what you learn about the heart. Encourage each person to memorize one of the passages.
5. "Help me understand . . ." is a great starter when dealing with heart issues. How does a question framed this way help both you and your child deal with a sin issue in a God-honoring way?
6. How effective have you been at making time to conduct some of the heart-probing conversations you need to have with your children? What things in your life have you found you have not had time for because you have spent time disciplining or encouraging? Are these sacrifices worth the cost?

LECTURE 22

LECTURE QUESTIONS

1. How do you see this three-pronged approach—relationships with God, self, and others—helping you in your communication with your child?
2. How does helping your child think about their relationship to God in times of sin help you focus on who their sin is ultimately against, rather than focusing on how they have offended you?
3. What do you need to know about God in order to have discussions about your child's relationship to God? What spiritual disciplines can you practice and model to help you in this area?
4. Why is it important to help your children understand the emotions they are experiencing as you discuss sin issues with them?
5. Our sin is almost always horizontal as well as vertical. What types of questions can we ask our children to help them understand how they are relating to others—in both good and bad ways?
6. Read Proverbs 15:1–2. How is tone and sincerity important in how you address your children's sin?
7. What types of “how do you...” questions can you ask your children to help them understand their reactions to authorities and circumstances in their lives?
8. How can we help our children understand that our feelings are God-given emotions, but we cannot allow ourselves to be ruled by them?
9. We're often placed in positions where we have to deal with character issues in an immediate fashion (in the car or at the mall). How do we ensure that we don't allow these sins to be overlooked without confronting the deeper heart issue that needs to be dealt with at a more appropriate time?

PERSONAL QUESTIONS

1. Sit down with your spouse, and write down some questions you can ask your children to help them understand how they are relating to God in their times of sin. Find specific passages of Scripture that support these ideas.
2. Are you allowing your children to respectfully disagree or make appeals as you are talking with them? What does this process look like?
3. Read Proverbs 15:28. Consider the timing you use to confront your children. What adjustments might you need to make in preparing your own heart to discuss these ideas with your children?
4. In what ways are you intentionally shepherding your child through conversations apart from times of discipline?
5. How do you ensure that your children understand that even when you are in a place where you can't discipline them right away, you will deal with the sin at a more appropriate time? Are you being consistent in this?

LECTURE 23

LECTURE QUESTIONS

1. What types of changes are happening in the life of a child from ages 6 to 12? How does this impact the way we interact with them as parents?
2. In what ways is there a change in the use of the rod as the child gets older and more mature? How do you know when to stop spanking?
3. What precautions do you need to take if you have not been using the rod for correction in the past to ensure that your child doesn't perceive it as a hostile act?
4. Read Galatians 6:7–10. How would you summarize what this passage teaches about our lives? How would you explain this passage to your children without making it about moralistic behavior?
5. In what ways do you see the habits you had as a child, good or bad, present in your life today? How could you use this as an opportunity to teach your children about the consequences of their habits?
6. Using a child's reputation in this way can come dangerously close to manipulating a child to not be like "one of those people." How can we effectively teach this biblical principle without using manipulation?
7. Recognizing this principle might be easiest in the context of relationships. How does our sin and our children's sin impact our relationship? In what ways do you see the positive aspects of sowing and reaping in your relationship with your children?
8. Why might the eternal spiritual nature of reaping and sowing be the most important of these five areas?

PERSONAL QUESTIONS

1. As you think about how you have been raising your children, do you recognize a shift from exercising authority to exerting influence in your parenting style? What does this look like in your family? Are there any course corrections you might need to make in light of this lesson?
2. The Proverbs are filled with the principle of sowing and reaping. Pick a chapter from Proverbs to read as a family. Have the children identify the sowing and reaping principle from the Proverbs, whether positive or negative, and discuss how they relate to their own lives.
3. Pointing to other people as examples can be a bit tricky. How do you avoid manipulating your child to behave a certain way while still teaching the principle of sowing and reaping?
4. What character traits do you have that you can clearly recognize as part of your upbringing, good or bad? If any of those are sinful, pray and ask God to help you change those characteristics by the power of His Spirit. What specific steps can you take to put off those sinful habits and put on righteousness?
5. Take time to meditate on Galatians 6:7–10. Write out each of the parts of the passage, and try to identify ways you see those ideas playing out in your own life.
6. Of the five areas discussed in the lecture, which do you think is the most important to teach your children at this stage in their lives? Is it different for each child? What will you begin doing this week to make these truths a part of your shepherding?

LECTURE 24

LECTURE QUESTIONS

1. What types of questions can we start our discussions with to help draw out our children into discussion?
2. As a process for discussing discipline, complete each of the following steps, and try to identify passages of Scripture that would support them:
 1. Ask questions to draw out heart motives to understand their issues.
 2. Remind them of past exhortations.
 3. Help them understand the serious outcomes (Godward, Reputation, Relationships).
 4. Ask how you can help them grow.
 5. Explain to them how the problem must be solved.
 6. Provide a related consequence connected to a biblical truth.
 7. Give them an opportunity to assess the conversation.
 8. Pray with and for them to encourage them.
3. What is the difference between a natural consequence and a parent-directed consequence?
4. Why is it important that the consequence we deliver be logically connected to the sin and connected to a biblical truth?
5. Knowing that we all tend to make mistakes, it is a good idea to be suspicious of how well we have handled an encounter. What fears come to mind in asking your child to assess the conversation you are having? What benefits could come out of asking, "Have I been fair?" in a discussion?
6. Have you ever spent time in prayer with your child after setting out a consequence for sin? What effect would this have on the situation and your relationship? What effect would this have on their view of God?
7. What is the biggest hurdle you see in using this process? How can the people in this group help you overcome those hurdles and truly shepherd your children?

PERSONAL QUESTIONS

1. As you think about the reasons or excuses your children give for not doing expected chores, are there any patterns you can recognize? Use these patterns as an opportunity to encourage your children toward godliness when you do your periodic heart reviews.
2. As you think about your parenting in the past, have you tried to shield your child from the natural consequences of losing a coat or forgetting homework? What lesson does this teach the child about life in the future? What adjustments do you need to make? Pray and ask God to help you make those changes.
3. Do you find it difficult to come up with consequences that are logically connected to the offense and that help underscore the biblical truth that is part of the heart issue? For your mature children, consider asking them to help you think of a reasonable consequence, and look at the Bible passage with them to help them understand that truth.
4. Which of the eight steps do you think you are doing reasonably well? Which do you need to work on? Which do you tend to skip? Discuss these points with your spouse, and make an opportunity to walk through the entire process with at least one child this week. Debrief with your spouse, and spend time praying for your child's growth in the area of discipline.

LECTURE 25

LECTURE QUESTIONS

1. Many people are afraid of raising teens. Why should we view these years as an "age of opportunity"?
2. What types of changes are happening in a teenager's body, emotions, and thoughts? Why is it important to acknowledge these things as we seek to shepherd them?
3. In what ways are teens typically unstable? What truths about God and themselves can we point them to so they can develop a biblical view of who they are?
4. As we interact with our teenagers, how can we show them respect without making them our peers?
5. Read Romans 12:9–13 and 2 Peter 1:5–9. In what ways can you communicate in a patient and understanding way during this period of shepherding? What will you be modeling for your child?
6. It is important to know about the sexual changes happening in teens. How can open and honest communication help steer you through these challenges for both boys and girls?
7. It has been said that God has no grandchildren. Why is it important for us to begin shifting the burden of faith to our children during their teen years? What is likely to happen once they leave home if we don't expect them to make their faith their own?
8. Read Isaiah 43:10–13 and Titus 3:4–7. Why is it important to remember that we have a responsibility to communicate the Gospel in a winsome way, but it is God who saves our children from their sin?
9. Read Isaiah 55:10–13. What is it that God's Word will accomplish? What word pictures are used in verse 13? How does this give you hope for your children?

PERSONAL QUESTIONS

1. How do the people you interact with typically speak of the teenage years? If you do not yet have teenagers, what specific fears do you have? If you have teenagers, what challenges are you currently facing? In either case, do you believe there is hope? If so, from where?
2. In what ways can you treat your teen like an adult without making them a peer?
3. We often tend to be much sharper with people who are close to us than we would be with strangers. Do you recognize a tendency in yourself to speak harshly to your child when they have "crazy ideas" or are doing "crazy things"? Use 2 Peter 1:5–9 to offer a prayer to God, asking Him to help you change this pattern of sinful speech. The next time you fail in this, seek forgiveness from your child, and ask them to pray for you.
4. What are your hopes for the faith of your children? Take time with your spouse to consider each of your children and how they are demonstrating any fruits of salvation (John 15:1–11). In what ways do you need to challenge or encourage your children to begin to truly make their faith their own, not something that you expect from them?
5. Read 1 Timothy 2:1–7. Who is the only person who can bring salvation to your child? What privileges and responsibilities do you have in being a part of the salvation of your child?

LECTURE 26

LECTURE QUESTIONS

1. Rather than asserting your authority when you find your teen in an unsavory activity, what are the advantages in opening the Bible and showing them the truth there?
2. What types of opportunities are you currently taking to open the Word of God and make it a part of your family's daily life? Where do you hope you could grow in using the Bible?
3. If your child begins questioning the Bible or the existence of God, why is it important not to "freak out"? What type of response should we have to these questions? Where can you go to find answers for them?
4. Read 2 Peter 1:2–4 and 3:17–18. What do these passages teach us about what God has revealed to us in Scripture? How can we help our children "grow in the grace and knowledge" of Jesus?
5. Do your children ever catch you practicing a spiritual discipline like prayer, memorization, or reading Scripture? What impact do you think this has on their view of who God is and His importance to you?
6. Do you think that times of family worship are important? What do times of worship or devotion look like in your family? What ideas have you heard from others that you might be able to use?
7. If you think about the analogy of an oxygen mask on an airplane (put yours on first so you can help others), in what areas do you feel ill-equipped to handle questions or lead your family in worship? How can the people in this group help one another overcome these challenges?
8. Read Romans 12:6–13. If everyone in this group has different spiritual gifts, how can we use those gifts to support one another as parents raising teenagers?

PERSONAL QUESTIONS

1. Read Ephesians 5. How could this chapter be used to offer God's view of living a holy life to your teen? It is important to model what we expect of our children. In which of these areas do you need to repent and seek to live a more holy lifestyle?
2. Would you tend to have a dramatic reaction if your teen came to you and told you they were considering becoming a Hindu? What does this reaction reveal about your own heart? Pray and ask God to help you trust Him and respond in a way that honors Him if a similar situation arises.
3. Write down five questions you would not know how to answer if your child came to you with sincere concerns. Research these questions to find responses you could provide if they arise. (Websites like AnswersinGenesis.org and CARM.org are great places to start looking for answers online, and don't forget about pastors or mentors in your church body.)
4. Do you have a consistent practice of family worship or devotion? What does it look like? How does it point to Christ? What ways do you hope you could grow in this practice as a family? If you don't do anything, what simple practical step can you take this week to begin worshipping together?
5. Sit down with your spouse, and consider which of the areas discussed in the lecture you are most afraid of dealing with or most deficient in. What can the two of you do to support one another in overcoming these challenges? Pray together, asking God to give you wisdom in serving your family.
6. If you are a single parent, these topics might sound unrealistic. Who in your church body could you reach out to and ask for help in promoting family worship or dealing with difficult questions from your teenager? Ask God to help you find the support you need to accomplish these things and the humility to ask for help from His body.

LECTURE 27

LECTURE QUESTIONS

1. Read Proverbs 1:1–7 and Colossians 2:1–10. Where is true wisdom found? How does this compare to the world's view of what wisdom is and where it can be found?
2. Why is it important to hold the ideas of God's righteous judgment and comforting presence both in our minds at once? What dangers do we face if we lean too far to one side? (Jeremiah 9:23–24)
3. God is serious about judging sin. What events in the Bible make this judgment of God abundantly clear? How can we help our kids understand this so that they have a reverential awe of God's justice?
4. Read Proverbs 1:8–9. Our culture today values youth above wisdom. How have these ideas crept into the church? Have you bought into this idea? Where are your kids going to hear a similar message?
5. Read Ephesians 4:11–13 and 6:1–4. What should the relationship between a youth ministry and the parents look like? Is it wise to have a 23-year-old youth pastor who has never raised children?
6. Read Proverbs 1:10–19. What important truths do we learn about the influence of others from this passage? What other passages of Scripture support this idea? How have you seen this to be true?
7. In light of all of the wicked influences that our children will face, what are some strategies that we can put in place to shield them from those things? What can we do to equip them to stand against them?
8. Our children are going to face peer pressure. How can we teach them to value the acceptance they have in Christ over the acceptance they might get from people?
9. Why is a true understanding of God's grace through Christ's work on the Cross and the Holy Spirit's work in a believer an essential part of this conversation with our children at this age?

PERSONAL QUESTIONS

1. Take time to read Colossians 2:1–10 carefully . What connection is there between Christ and wisdom? How could you use this passage to teach your children that the knowledge and wisdom the world holds in high regard is not actually what a Christian should value? Consider using this as a devotional passage with your family.
2. Use your concordance or another resource to find ten passages that deal with the concept of “the fear of the Lord.” How would you explain the idea of a healthy fear of the Lord to your children? (To start, consider Deuteronomy 6:2; Matthew 10:27–39; 1 John 4:16–21.)
3. Stop and consider your parenting in light of the idea that the child should be moving toward looking like the parent rather than the parent being more like the child. In what ways have you intentionally been leading your child into wisdom and teaching them to value the knowledge and maturity of those who are older and wiser? Arrange a day when they can visit with a grandparent or older mentor in your church to seek counsel on some specific area of difficulty in their life.
4. Bad company corrupts good morals! Paul warns his readers in 1 Corinthians 15:33 not to be deceived of this truth. Sit down with your children, and identify the ways you are currently shepherding them in this area. Ask them if there are any influences in their life they know are causing them or tempting them to sin. Discuss ways you can work together to overcome these temptations. Consider memorizing one of the following passages or others that deal with their specific temptation: portions of Psalm 101; 1 Corinthians 10:13–14; Matthew 5:27–30; 2 Timothy 2:22; 1 Corinthians 6:9–11.
5. As you consider the environment of your home, is it a place where your children know they are loved and cared for by the time and attention you give them? Is it a place where friends can gather and feel loved? Is there true discipleship happening with your children and their friends in the home? What changes could you make to ensure that these God-honoring things are happening in your home?

LECTURE 28

LECTURE QUESTIONS

1. Read Proverbs 10:19, 15:28, 17:27, and 29:20. What are some of the principles of communication we can draw out of these passages? In what ways do you think you are failing in restraining your communication with your children?
2. How can emotional speech, whether loud or long, block productive communication? Who tends to be the focus of this type of communication?
3. If someone were to come to you to offer an exhortation or correction, are you more likely to listen to them if they are speaking calmly and lovingly or almost shouting at you? (Proverbs 16:21–24)
4. Communication is always a dialogue. Why is it important to seek understanding rather than promoting our opinions and ideas? How could asking questions help our communication with our children? (Proverbs 20:5)
5. If we are seeking to help our teens mature into adults who honor God with their communication, why is it important for us to model that behavior?
6. Is it wrong for your children to disagree with you? Why do you get offended when your child disagrees with you?
7. What would disagreement sound like coming from a respectful teenager? What would it sound like if a teen made an appeal to a decision you have made?
8. Read James 1:19–20. How does this verse encapsulate godly communication?

PERSONAL QUESTIONS

1. Proverbs 15 is filled with wisdom about how we communicate with others. For each of the verses that deals with communication, write a short description of what the verse says about good communication (e.g., 15:1; soft not harsh).
2. Read James 1:19–20. Can you think of times when you have not brought about God's righteousness by the words you have used with your children? If you have not repented of this, seek God's forgiveness and then your child's, knowing you have no condemnation for those sins because you are in Christ (Romans 8:1). Ask God for wisdom and strength through His Spirit to help you change.
3. Stop and consider the times when you speak to your kids. Do you spend more time monologuing or dialoguing with them? Are you modeling good communication skills to your children? How does your communication demonstrate respect for their ideas, yet affirm your authority as their parent?
4. Do you allow your teens to disagree with you? Why is it important that any disagreements be handled in a respectful manner? If you have never done so, take time to talk to your children about how a respectful disagreement might sound or how to make an appeal to a decision you have made. Consider something like, "Yes sir, but may I please make an appeal? There is something I think you are misunderstanding." This allows for a respectful dialogue that still places them in submission to your authority.
5. From the Proverbs 15 verses you read, pick two that will help you in a specific area you struggle with in your communication. Write them on an index card, and carry them in your pocket. Use this card to help you memorize those verses so that they are hidden in your heart in order to use them to battle sinful communication.

QUESTIONS AND ANSWERS

CHAPTER 3



LECTURE 29

LECTURE QUESTIONS

1. After having gone through all of these lessons, what are you still struggling with in regard to applying these ideas and principles?
2. Even though many people have turned out fine not having been raised with these concepts, what benefits are there to putting in the hard work of shepherding your children?
3. What are some of the unique challenges in parenting faced by a spouse in an unequally yoked marriage? What are some of the things you need to be careful not to do when talking to the children?
4. What can we do as a small group or as a church to support people who are in difficult parenting situations (divorce, single parents, unsaved spouse, etc.)?
5. Kids aren't dumb—they know what kinds of tensions are present in the family. Why is open and honest communication in these situations the best way to approach the process of shepherding them?
6. Will God ever call you to do something that He will not give you the grace to accomplish? How can we apply the truth Paul speaks of in 2 Corinthians 12:7–10 to the God-given task of parenting?
7. 2 Peter 1:2–8 tells us that God has given us everything we need to shepherd our children. How do we keep this truth in front of us as motivation to look to Christ for grace when things get hard or we fail?
8. At what point can you give up hope of the Gospel ever being able to change your children? Is it ever too late to begin using these principles? What different challenges will you face if you start with older kids?

PERSONAL QUESTIONS

1. You know God has given you your children to raise in a way that is pleasing to Him, but that could mean different things to different people. What one principle from these lectures have you seen fruit from as you have practiced it in your family? What area have you tried and not seen any fruit? What area have you been too lazy or unable to try? Pray and ask God for wisdom in these areas and that He would give you a desire to pursue shepherding your children with zeal and perseverance.
2. Do you know anyone who is a single parent or unequally yoked? If it is you, what challenges are you facing in your situation? If it is someone else, consider talking to them about how you might pray for them in their situation or offer to mentor and support them as they parent.
3. What other adults are influential in the life of your children (aunts or uncles, grandparents, friends)? How could you help them understand these principles? What effect might this type of partnering have on your children and yourself?
4. Have you ever thought there are some things God asks you to do that are just too hard? What aspect of God's character are you forgetting about or minimizing in these instances? Read Exodus 34:5–7 and 1 John 5:13–15. Repent of any false ideas you have had, and ask God to give you the strength and wisdom you need to shepherd your children by His Spirit.
5. How has the Gospel become more precious to you as you have studied through these lessons?

LECTURE 30

LECTURE QUESTIONS

1. Instead of spanking our teenagers, what are some of the corresponding forms of discipline that we can use to disciple them? Why should there be a clear connection between the sin and the consequence?
2. How do we identify the line between respecting our children's privacy and maintaining our authority over what happens in our home? How does this differ from the world's view of the "rights" of children to privacy?
3. If your children have phones, tablets, or computers that are able to access the internet, what types of security do you have in place to protect them from pornography and other dangers? Is it reasonable to expect your children to allow you to look at their histories and files at any time?
4. Why is it important to begin having discussions about sexuality and pornography with our children when they are very young? How do we accomplish this while being discreet yet informative?
5. Where do you think your children will learn the most about sexuality outside of your home? Read Proverbs 5:18–20. How could reading passages like this give you the opportunity to share these truths with your children and make them comfortable coming to you with questions?
6. What differences in sexuality do we need to help our teens understand? In light of these differences, how can bringing both mom and dad into conversations about purity and modesty be helpful?
7. If you think about it, dating is really serial monogamy—you wind up getting "divorced" multiple times before you ever get married. What pattern is dating likely to create? What alternatives can help minimize these dangers while still offering chances to get to know members of the opposite sex?
8. At what age should you begin discussing issues like modesty and dating with your children? What dangers come from waiting until they are sixteen to tell them they can't date?

PERSONAL QUESTIONS

1. How have you handled privacy in your home in the past? Have you ever violated your child's expectation of privacy and used it in a way that was not meant to build them up, but maybe to mock them? Spend time with your spouse discussing the guidelines you will have for your home with respect to entering rooms and looking through your child's personal belongings, and clearly communicate these to your children so they understand your expectation.
2. How do you protect your children from the dangers of pornography in your home? If you have no software filters or other security measures, consider purchasing them. Think about where computers are used in your home, including tablets, iPods, and smartphones, and where the dangers might come from. What restrictions could you put in place to protect your family from these dangers?
3. In what ways do you currently talk to your children about sex? What is the attitude you are communicating: that sex is God's wonderful gift in marriage, or that it is something scandalous they should avoid at all costs? If the latter, how might this affect their sexual relationship with their spouse once they are married?
4. Read Hebrews 13:4 and Proverbs 5:15–23. How does reading the Bible together as a family offer you the opportunity to discuss these ideas in a God-honoring way? How can modeling appropriate affection between you and your spouse help give them a healthy view of sex within marriage?
5. At what age did you (or should you) start talking with your children about selecting clothing and being allowed to date? How have you worked together as a couple to communicate a united front on these decisions? How have you structured your interactions with your church family to offer opportunities for your children to find a spouse that is well-suited for them?

LECTURE 31

LECTURE QUESTIONS

1. As you think about the transition that takes place as your children become adults, what is going to be most difficult for you as you become a mentor rather than an authority?
2. How will the relationship you have had with your child in the past, including how you have been constantly letting out the reins of control and decision making, influence this transition?
3. At what age should a child leave the home? Is there a difference for boys and girls? What biblical support can you offer for your position on this topic? Should a Christian ever seek an independent life?
4. What dangers come with an older child living at home? What conversations have you had with your children about staying at home during college or until a daughter is married? How would you handle an emergency versus a bad decision that has left them in a bad position?
5. What do you think of only offering advice to your adult children when it is sought after? How can this help avoid conflicts and promote trust in your relationship?
6. Why is it important to be supportive of the authority your children have over your grandchildren?
7. Read Deuteronomy 6:1–2 and Psalm 145:3–7. What role can you play in leaving and promoting a godly legacy for your grandchildren?
8. Read Philippians 4:13 and Ephesians 3:14–21. How do these passages give you hope and assurance that you can parent as God has called you to? What role does this group play in supporting that work?

PERSONAL QUESTIONS

1. As you consider your relationship with your parents when you were becoming more responsible for your own choices, what mistakes did you make that you can learn from as you approach that time with your own children? If there are still strains in your relationship with your parents, confess that sin to God, and then seek their forgiveness and reconciliation.
2. As your children prepare to lead lives away from your authority, how are you helping them prepare to take responsibility for themselves (financially, physically, relationally)? How can you let out the leash of responsibility and decision-making over time to help train them in these disciplines?
3. Have you considered whether your child should live with you after they are eighteen and “legal”? Sit down with your teen, and talk about the pros and cons of moving out versus staying home while attending college or waiting for a spouse. As a Christian, what cultural norms have you bought into regarding kids turning eighteen (is college for everyone, should boys be treated differently than girls, should they seek to become independent people, etc.). Pray and ask God to help you understand any worldly ways in your thinking, and seek to honor God with these choices.
4. We have all received advice from our parents that was unwanted. As you consider how you will interact with your children as they start families and have children, what pitfalls do you want to be aware of? How can you play an integral role in the lives of your grandchildren without undermining the authority of their parents? Begin praying now that God will give you the wisdom to honor Him in that stage of your life. You may also consider listening to this lecture with your parents to discuss some of the principles you are trying to employ, so that they can support you in your parenting.
5. God is able to give you the grace you need to accomplish what He has called you to do. Knowing that you fail and falter, why is it so important to keep the Gospel in clear focus? What practical things can you do to preach the Gospel to yourself every day?



APPENDIX

APPENDIX

Biblical Counseling Information

The following organizations train Christians to counsel one another from a biblical perspective. You can find out more about each group by visiting the websites below.

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| ➤ Association of Certified Biblical Counselors | www.biblicalcounseling.com |
| ➤ Christian Counseling Education Foundation | www.ccef.org |
| ➤ Biblical Counseling Coalition | www.biblicalcounselingcoalition.org |
| ➤ Counseling Solutions | www.rickthomas.net |

Recommended Books

The following books are written by people who apply biblical truths to the topic of parenting and are sure to deepen your walk with Christ. As a secondary benefit, they will improve your relationships with your spouse, your children, and others as you become more like Christ.

- | | |
|---------------------------------|--|
| ➤ Gary and Betsy Ricucci | <i>Love That Lasts</i> |
| ➤ Gary L. Thomas | <i>Sacred Marriage</i> |
| ➤ Jay Adams | <i>Christian Living in the Home</i> |
| ➤ John MacArthur | <i>What the Bible Says about Parenting</i> |
| ➤ John MacArthur and Wayne Mack | <i>Introduction to Biblical Counseling</i> |
| ➤ Lou Priolo | <i>Heart of Anger</i> |
| | <i>The Complete Husband</i> |
| ➤ Martha Peace | <i>The Excellent Wife</i> |
| ➤ Martha Peace and Stuart Scott | <i>The Faithful Parent</i> |
| ➤ Paul Tripp | <i>Age of Opportunity</i> |
| | <i>What Did You Expect</i> |
| ➤ Rick Thomas | <i>Gospel-Centered Parenting</i> |
| ➤ Stuart Scott | <i>The Exemplary Husband</i> |
| ➤ Tedd Tripp | <i>Shepherding a Child's Heart</i> |
| | <i>Instructing a Child's Heart</i> |