

*Character Development:  
Respect for Authority and Parents*

**I INTRODUCTION**

A. What is character?

1. Character is not your temperament, nor is it your personality, but the governing ***virtue*** and values of both.
2. Human temperament is \_\_\_\_\_. Personality is the combination of your temperament and upbringing.
3. Character is the \_\_\_\_\_ quality of your personality.

B. Character training and morality

Moral training and character development are the same thing. Our morality \_\_\_\_\_ our character, and our character reflects our morality and what is in our hearts.

*What is the difference? Morality refers to the system of beliefs about what is right and wrong. Character refers to the actions that reflect such beliefs. **They do not always agree though that is our goal in parenting.***

1. What is the basis of our morality?

The basis of our morality is God's \_\_\_\_\_ law.

Definition: God's moral law is a prescription for moral living that reflects the \_\_\_\_\_ and character of God.

2. God's moral law is derived from both the Old and New Testaments.

C. The ultimate purpose of character training

1. In the Christian community, our collective character is to be a unified reflection of God's \_\_\_\_\_ law.

2. God desires to be made known to the world, so this is what He has done.

a. He has \_\_\_\_\_ a people on the Earth to represent Him.

*"But you are a chosen people, a royal priesthood a Holy Nation—a people belonging to God" (1 Peter 2:9a).*

- b. What was His purpose?  
*"That you may declare the praise of Him who called you out of darkness into His wonderful light"* (1 Peter 2:9b).
- c. What is this called?  
 This is called Holiness. Holiness implies \_\_\_\_\_ and \_\_\_\_\_.
- d. What is the purpose for Holiness?  
 The purpose of a holy lifestyle is to communicate God's presence to the world. That is why character training in the Christian community is so important. That is also why, *"Whether you eat or drink, do all to the glory of God"* (1 Cor. 10:31).
- 1) Defining glory  
 Glory means to make \_\_\_\_\_.
- 2) How do we glorify God?  
 Jesus said, *"Let your light so shine before men, that they may see your good works and glorify your Father in heaven"* (Matthew 5:16).
- e. The ultimate purpose of character training  
 Biblical values that represent the person of God, lived out in the families of the Christian community, are to serve two purposes.  
 Our behavior, which is governed by our morality, which is derived from God's moral law, which reflects God's moral character and His will, allows us to:
- 1 Define God to the \_\_\_\_\_
  - 2 Help the \_\_\_\_\_ find God  
 The world needs to see the life of Jesus Christ reflected in Christians.

## **II CHARACTER DEVELOPMENT**

The six natural relationships which provide context for character development. We all have a natural relationship with:

- 1 Authority
- 2 Parents
- 3 Age
- 4 Siblings/Peers
- 5 Property
- 6 Nature

## **III RESPECT FOR AUTHORITY**

- A. Examples of authority  
 Pastors, teachers, police officers, sports referees -  
 God's authority, Parental authority, governmental authority: National, state, local, etc. Military
- B. Scripture and authority
1. Hebrews 13:17—*"Obey your leaders and submit to them."*
  2. Romans 13:1—*"Let every person be subject to the governing authorities, for there is no authority except from God, and those which exist are established by God."*
  3. 1 Peter 2:13-14—*"Submit yourself for the Lord's sake to every human institution, whether to a*

*king as one in authority or governors sent by him.”*

4. 1 Peter 2:17—*“Honor all men. Love the brotherhood. Fear God, and honor the King.”*

These verses speak and relate to the Christian’s response to authority, but not authority’s responsibilities back to its constituents. Authority itself is limited by Biblical law (authority) and precepts.

*God wants us to respect authority (Romans 13:2-3) and to train our children to do the same (Ephesians 6:1-4).*

C. Defining authority

1. Authority is not the \_\_\_\_\_ but the power to \_\_\_\_\_ the law.
2. Authority does not mean making everyone \_\_\_\_\_ but treating everyone equitably.
3. Authority must be understood as \_\_\_\_\_. *This is a simple, but accurate definition in terms of the practical outworking of the*

*Example 1:*

*Example 2:*

D. The supreme importance of authority

Authority is the genesis of freedom. To dethrone the notion of authority is to dismantle the concept of \_\_\_\_\_ and \_\_\_\_\_ for law and order are inseparably linked to the concept of authority. The two are dependent on authority. Authority enforces the law in order to establish order.

#### **IV RESPECT FOR PARENTS**

- A. The fifth commandment, *“Honor your father and mother, that your days may be prolonged in the land which the Lord your God gives you”* (Exodus 20:12), is linked with the first four commandments which four deal with man’s relationship to God. The later commandments deal with man’s relationship with man.

Ephesians 6:1 - *“Children, obey your parents in the Lord, for this is right”* - then the quote of Ex. 20:12

Colossians 3:20 - *“Children, be obedient to our parents in all things, for this is well-pleasing to the Lord.”*

B. The Warning. God takes this command seriously.

1. *"The eye that mocks a father and scorns a mother, the ravens of the valley will pick it out and young eagles will eat it"* (Proverbs 30:17).
2. *"He who strikes his mother or father shall surely be put to death"* (Exodus 21:15).
3. *"He who curses his mother and father shall surely be put to death"* (Exodus 21:17).

***If you are allowing your children to dishonor you, then you are teaching them to sin. You are also teaching them to mock God.***

C. Parental authority and child training

1. When your children are young, lead them by your \_\_\_\_\_.
2. When your children are teens, lead them by the power of your relational \_\_\_\_\_.
3. The transition
  - a. From obedience to \_\_\_\_\_  
*Hupakouo*  
*Hupotasso*
  - b. From obligation of doing right to \_\_\_\_\_ of doing right
  - c. From duty to \_\_\_\_\_

In child training, parents must help their children exchange obedience for submission. You are helping them transition to adulthood.

It is structure first. Moral training second. Academic training third.

You are increasingly treating them like adults. Helping them and letting them make decisions of their own - and bearing the cost of those decisions. If you do not transition them, they will not mature.

4. Devotional Honor vs. Duty Honor

Adult children who live outside your home are only required to honor their parents according to the ethical mandates of Scripture. Honoring also implies a deep respect given with love. Love and devotion legitimize honor. Honoring parents may or may not be a pleasant experience depending on whether it is done out of:

\*Devotion

\*Duty

\*Or a mixture.

What legacy are you leaving your children? While they honor you out of devotion or duty.  
This starts with you and your parenting including your own example with your own parents.

**Four Phases of parenting** - the ultimate goal will be your children's friendship. You cannot start there, but it is where you would like it to end. That is the process of discipleship - Luke 6:11

First Phase: Discipline - Birth - 5 yrs.

Job: Get control of the child so you can train the child. Set the boundaries

Second Phase: Trainer - 6-12

Job: Prepares the child for the playing the game. Teaching the rules, training in the skills for life.

Third Phase: Coaching 12-18 or so (could be earlier or later)

Child is in the game of life. You can call a few plays and do a few practice sessions, but they are in the game.

Fourth Phase: Friendship - 18+

Children become adults, and as they mature they can become your friends and eventually even peers.

*Respect for Authority & Parents: Scripture References*

- Exodus 20:12 *Honor your father and your mother, that your days may be long upon the land which the lord your God is giving you.*
- Exodus 21:15, 17 *And he who strikes his father or his mother shall surely be put to death. And he who curses his father or his mother shall surely be put to death.*
- Leviticus 20:7 *Consecrate yourselves therefore, and be holy, for I am the lord your God.*
- Leviticus 20:9a *For everyone who curses his father or his mother shall surely be put to death. He has cursed his father or his mother.*
- Proverbs 4:1-7 *Hear, my children, the instruction of a father, and give attention to know understanding; for I give you good doctrine: do not forsake my law. When I was my father's son, tender and the only one in the sight of my mother, he also taught me, and said to me: "Let your heart retain my words; keep my commands, and live. Get wisdom! Get understanding! Do not forget, nor turn away from the words of my mouth. Do not forsake her, and she will preserve you; love her, and she will keep you. Wisdom is the principal thing; therefore get wisdom. And in all your getting, get understanding.*
- Proverbs 30:17 *The eye that mocks his father, And scorns obedience to his mother, The ravens of the valley will pick it out, And the young eagles will eat it.*
- Mark 12:31 *"And the second, like it, is this: Tow shall love your neighbor as yourself." There is no other commandment greater than these."*
- John 15:15 *"No longer do I call you servants, for a servant does not know what his master is doing; but I have called you friends, for all things that I heard from My Father I have made known to you."*
- Romans 1:29-30 *Being filled with all unrighteousness, sexual immorality, wickedness, covetousness, maliciousness; full of envy, murder, strife, deceit, evil-mindedness; they are whisperers, backbiters, haters of God, violent, proud, boasters, inventors of evil things, disobedient to parents.*
- Romans 2:2 *But we know that the judgment of God is according to truth against those who practice such things.*
- Romans 13:1 *Let every soul be subject to the governing authorities. For there is no authority except from God, and the authorities that exist are appointed by God.*
- Romans 13:2-3 *Therefore, whoever resists the authority resists the ordinance of God, and those who resist will bring judgment on themselves. For rulers are not a terror to good works, but to evil. Do you want to be unafraid of the authority? Do what is good, and you will have praise from the same.*
- Galatians 3:24 *Therefore, the law was our tutor to bring us to Christ, that we might be justified by faith.*
- Ephesians 6:1-4 *Children, obey your parents in the Lord, for this is right. "Honor your father and mother," which is the first commandment with promise: "that it may be well with you and you may live long on the earth." And you, fathers, do not provoke your children to wrath, but bring them up in the training and admonition of the Lord.*
- Philippians 2:3 *Let nothing be done through selfish ambition or conceit, but in lowliness of mind let each esteem others better than himself.*
- Colossians 3:20 *Children, obey your parents in all things, for this is well pleasing to the Lord.*
- Hebrews 13:17 *Obey those who rule over you, and be submissive, for they watch out for your souls, as those who must give account. Let them do so with joy and not with grief, for that would be unprofitable for you.*
- 1 Peter 2:13-14 *Therefore, submit yourselves to every ordinance of man for the Lord's sake, whether to the king as supreme, or to governors, as to those who are sent by him for the punishment of evildoers and for the praise of those who do good.*
- 1 Peter 2:17 *Honor all people. Love the brotherhood. Fear God. Honor the king.*

# Character Development: Respect for Age

## I. Introduction

### II. Respect for Age

#### A. The Commands

1. Leviticus 19:32 - *"You shall rise up before the grayheaded, and honor the aged, and you shall revere your God; I am the Lord."*

The literal rendering of this verse is this: In the face of gray hairs, you shall rise and you shall honor the face of the old man and thus fear your God.

2. Job 12:12 *"Wisdom is with aged men, [With] long life is understanding."*

3. Every virtuous act toward age is credited as a virtuous act toward \_\_\_\_\_

Romans 13:7 *"Render to all what is due them: tax to whom tax [is due;] custom to whom custom; fear to whom fear; honor to whom honor."*

For adults, beliefs precede actions. For children, actions precede beliefs.

Children need vehicles (actions) that help them achieve the principle

#### B. Back to Basics - a few examples

- 1 Peter 3:8 - *"Finally, all [of] [you] [be] of one mind, having compassion for one another; love as brothers, [be] tenderhearted, [be] courteous"* (NKJV)

1. Offering your \_\_\_\_\_ to the elderly (Also to be done for handicapped, frail, ladies)
2. Open the \_\_\_\_\_ (also to be done for handicapped, frail, ladies - general kindness)
3. Honoring age at \_\_\_\_\_ lines (Letting those who are older go first)

#### C. What is the biblical justification for not spitting on the sidewalk or chewing like a barn animal?

1. Teach your children 1 Corinthians 13:5b & Titus 3:2

"Love is not \_\_\_\_\_

"Be \_\_\_\_\_ to all men"

#### 2. The Interrupt Rule

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\*  
\*

- a. It becomes a vehicle for the child to demonstrate and place honor on \_\_\_\_\_, while at the same time communicating a need to a parent.

What is it? When your child needs to interrupt you, have the child place their hand on your side or shoulder and wait **silently** until you acknowledge them.

- b. The child learns to \_\_\_\_\_ the parent that his or her needs will be met in an orderly way.
  - c. It helps the child gain the self-discipline of patience
  - d. It reinforces the positive side of the child's conscience; thus confirmation comes from within the heart of the child as well as from without.
  - e. It communicates to the third party involved the standards of respect and honor you as a \_\_\_\_\_ are living by. (Remember, when you honor age, you honor God).
3. Push your \_\_\_\_\_ in when leaving the table.
4. Honor guest in your home by teaching your children to \_\_\_\_\_.
- Even better:  
Teaching Courtesy

Shyness is not an excuse for disrespect.

#### D. Whatever happened to "Mr. & Mrs."?

Titles of respect & terms of endearment

Titles

Teen babysitters

Examples:

Formal

Endearment

Informal

Mixed message

*Time has not made us equal -*

Adults that insist on being called by their first name.

\*Note: Adults should also use titles until permission is granted to be informal.

Relational closeness is built on kindness, honesty, trust, etc. The parents decide who will be given honorary terms of endearment - with the permission of beloved person.

When a child fails to show respect / honor to adults / others:

KEY PRINCIPLE: Love is not rude



# Character Development: Respect for Peers, Property, and Nature

## I. RESPECT FOR SIBLINGS AND PEERS

How sensitive are your children towards their siblings and peers? How are they characterized? Are they kind? Are they happy when something good happens to a sibling?

### A. Peers defined

Siblings are usually your child's first peers

### B. How do you show respect, honor, and honesty to your peers?

1. The Ten Commandments (Exodus 20) Govern man's responsibilities. The first four are relationship to God. The last six are relationship with other people starting with parents

2. "... esteem and regard others higher" (Phil 2:3) *3 Do nothing from selfishness or empty conceit, but with humility of mind let each of you regard one another as more important than himself; 4 do not [merely] look out for your own personal interests, but also for the interests of others.*" - Followed by example of Jesus.

3. ". . . forbearing with one another" (Col. 3:13) - See also Romans 15:1,2; Gal. 6:2

4. ". . . live honestly before one another" (Romans 12:17)

NKJV - *Repay no one evil for evil. Have regard for good things in the sight of all men*

KJV - *Recompense to no man evil for evil. Provide things honest in the sight of all men*

NIV - *Do not repay anyone evil for evil. Be careful to do what is right in the eyes of everybody*

NASB - *Never pay back evil for evil to anyone. Respect what is right in the sight of all men.*

ESV - *Repay no one evil for evil, but give thought to do what is honorable in the sight of all*

Darby - *recompensing to no one evil for evil: providing things honest before all men*

- All the "one another" verses

### C. Where should you begin?

1. *"Do not seek revenge or bear a grudge against one of your people, but love your neighbor as yourself. I am the Lord"* (Leviticus 19:18). Romans 12:17-21. See also Matthew 5:43-48 - love even your enemies.

2. *"Whatever other commandment there may be, it is summed up in this one rule: Love your neighbor as yourself"* (Romans 13:9). Galatians 5:14; James 2:4

3. <sup>29</sup> Jesus answered, *"The foremost is, 'HEAR, O ISRAEL! THE LORD OUR GOD IS ONE LORD; <sup>30</sup> AND YOU SHALL LOVE THE LORD YOUR GOD WITH ALL YOUR HEART, AND WITH ALL YOUR SOUL, AND WITH ALL YOUR MIND, AND WITH ALL YOUR STRENGTH.'* <sup>31</sup> *"The second is this, 'YOU SHALL LOVE YOUR NEIGHBOR AS YOURSELF.' There is no other commandment greater than these."* (Mark 12:29-31). Matthew 22:36-40

Teaching to do right and good is much more important than just restraining bad behavior

D. What does loving your neighbor look like for your child?

Show your children how to get along

1. Do not allow unkind \_\_\_\_\_. (Ephesians 4:29 - no unwholesome word - only as to edify, give grace to those who hear. Colossians 3:8 - set aside anger, malice, etc. and abusive speech; Colossians 4:6 - speech "seasoned with grace.")
2. Encourage your children to be happy when something \_\_\_\_\_ happens to a sibling. (Rom. 12:15 - *Rejoice with those who rejoice*). Congratulate the winner! Good sportsmanship. No gloating over winning. Use this to remove the rivalry -
3. Teach your children to respect each other's \_\_\_\_\_. (Phil. 2:4 - look out for the interest of others. Do not steal - includes treating improperly - see below)
4. Teach your children \_\_\_\_\_. (Colossians 3:12 - *put on a heart of compassion, kindness, humility, gentleness and patience; 13 bearing with one another, and forgiving each other*). Teach them to put themselves in the other's person's place - Matt. 7:12
5. Teach your children that they are each others best \_\_\_\_\_.

## **II. RESPECT FOR PROPERTY**

A. Exodus 20:15 - "Thou shall not steal"

This verse is a commentary on \_\_\_\_\_ property. What does it include?

1. Do not steal another's \_\_\_\_\_. (Eph. 4:28 - don't steal, work so you can give)
2. Do not take advantage of a person's \_\_\_\_\_. (We do not exploit them)
3. Do not steal someone else's \_\_\_\_\_. (This includes wasting his time and defrauding him for work done).
4. Do not steal someone else's good \_\_\_\_\_. (Psalm 15:3 - a godly man does not slander - Prov. 10:18 - slanderers are fools; 1 Peter 1:21 - put it aside. A good name is to be treasured above riches - Proverbs 22:1)

B. The object of respect

The object of respect is not the property itself. The object of respect is always first and foremost the person who owns the property.

Teaching to respect the person will lead to respect of their property. People are precious to God and therefore to us.

Free enterprise cannot exist without Biblical ethics for it is the safeguard of private ownership upon which our whole social system is based.

C. Property vs. Dominion

1. Property defined: That which is tangible and physical and within my \_\_\_\_\_.
2. Dominion defined: That which I am responsible over both in the physical and non-physical realms. It includes property, time, space, and personal rights.
3. Dominion is the \_\_\_\_\_ side of ownership; selfishness is the \_\_\_\_\_ side of ownership.

4. **Dominion sensor** The sense of watching over our stewardship

Encroachment on your dominion

Message or warning to protect your property.

Feelings of violation are not selfish, but sensations dominion / ownership responsibility

It is proper to be jealous for what belongs to you - including your spouse & children!

Asking / requesting vs. stealing / demanding

5. **Starting with your children at home**

Parents train your children to respect the dominion of your property so that they will respect the dominion / property of others.

Avoid value substituting

It is not the value you place on the item, it is the value the other person places on the item.

Practical Examples:

Return the shopping cart!

Do not litter. Pick up trash

Teach guidelines to prevent child's dominion from being violated, yet still train child not to be selfish.

D. **Teach the value of property**

The only benchmark measuring the value of any commodity is \_\_\_\_\_. Labor defines value

This is one reason why an item can have different value to different people.

Labor can be divided into two categories.

1. \_\_\_\_\_ labor - What is done out of common responsibility

Do not rob children of their of responsibility / family duty by paying them for normal chores

2. \_\_\_\_\_ labor What is done for financial compensation.

Working gives a dollar worth

Teach your children the value of labor and to handle finances

\* Give them opportunities to work and earn pay for things beyond the ordinary.  
(make pay dependent on a job well done).

\*Teach them to be entrepreneurs and do jobs for others / outside the home

\*They use their pay to purchase special items they desire / help others / give to the Lord

\*Allowances - used to teach budgeting.

### **III. RESPECT FOR NATURE**

A. Man's eye for beauty

B. Three reasons to respect nature

1. Because \_\_\_\_\_ made it

2. Because of Genesis 1:28 - Man is to take \_\_\_\_\_

Man is a steward who is accountable to God

Take what you need but give back too - so each generation will have the beauty to enjoy.

3. Because of the \_\_\_\_\_ of others

We should be motivated from the heart - love of virtue, love of goodness

Christians should be careful of the secular environmental movement. Many of them advocate pantheism and diminish man's value to equal any other life form (some place it lower - PETA). Orthodox Christianity is not the reason for environmental problems. Man's sinful heart is the root of the problems.

Key Principle: Labor defines value.

#### Supplemental Resources

*What Every Child Should Know Along the Way.* Author Gail Martin has written a practical, hands-on, and easy-to-use workbook that shows you how to prepare your children for successful and godly living.

# Principles of Obedience

## I. DEFINING BIBLICAL DISCIPLINE

When the bible speaks about discipline, it implies one thing - \_\_\_\_\_ (Heart training).  
Biblical discipline is all about getting to the heart of a child.

The cultural definition of discipline implies spanking and punishment

Biblical discipline **is not** the opposite of secular philosophy. **It is totally different.** It is after the heart, not just behavior and feelings.

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

Discipline is PAIDEIA (παιδεία) - AV - chastening 3, nurture 1, instruction 1, chastisement 1

1) The whole training and education of children. It also includes the training and care of the body

2) That which cultivates the soul, especially by correcting mistakes and curbing passions.

2a) Instruction which aims at increasing virtue (Training / Instruction - 2 Timothy 3:16 )

2b) Chastisement, chastening to amend actions, thoughts and beliefs

Instruction is NOUTHESIA (νουθεσία) literally, a putting in mind (*nous*, mind, *tithêmi*, to put)

*Nouthesia* is “the training by word,” whether of encouragement, or, as necessary, by reproof or remonstrance. In contrast to this, the synonymous word *paideia* stresses training by act, though both words are used as synonyms

Children are to be trained by word and actions. What we put into their minds needs to come out in their behavior. The first step to training the heart is obedience.

Greek vs. Hebrew instruction / Training. Knowledge about vs. understanding to do

## II. WHAT IS OBEDIENCE?

### A. Texts

1. Ephesians 6:1 instructs children to, “Obey your parents in the Lord for this is right”

2. Colossians 3:20 instructs children to, “Be obedient to your parents in all things for this is pleasing to the Lord.”

Obey is HUPAKOUBŌ (ὑπακούω)

B. Obedience is absolutely essential to \_\_\_\_\_ government.

The opposite of obedience is foolishness - not to be confused with childishness

Childishness is innocent immaturity. Physical limitations, mental inability. (Clumsy, ignorant)

Foolishness is rebellion, defiance. They have been instructed but have willfully disobeyed.

Psalms 14:1 - *The fool has said in his heart, “There is no God.”*

Proverbs 12:15 - *The way of a fool is right in his own eyes, But a wise man listens to counsel*

Proverbs 15:5 *A fool rejects his father’s discipline, But he who regards reproof is prudent.*

Proverbs 18:2 - *A fool does not delight in understanding, But only in revealing his own mind.*

The parent must lead, direct, and guide children to obedience by their authority

C. What does obedience look like? Genesis 22:2-3

*“Take now your son, your only son Isaac, whom you love and go to the land of Moriah and offer him there as a burnt offering on one of the mountains of which I shall show you. So Abraham rose early in the morning and saddled his donkey and took two of his young men with him and Isaac his son, and he split the wood for the burnt offering and arose and went to the place which God had told him” (Genesis 22:2-3).*

D. Abraham did three things.

1. He rose up \_\_\_\_\_.
2. He prepared himself.
3. He did that which \_\_\_\_\_ commanded him.

E. Four characteristics of biblical obedience

1. It is to be \_\_\_\_\_. - Delayed obedience is disobedience
2. It is to be \_\_\_\_\_. - partial obedience is disobedience
3. Without \_\_\_\_\_ - verbal or by physical expression - face, stance, etc.
4. Without \_\_\_\_\_ - verbal or by physical expression - face, stance, etc.

Self-control is a virtue. It gives rise to study skills. These are moral skills that have a direct effect upon educational and intellectual abilities

God requires obedience from His children above all else. He places a premium on obedience. 1  
Samuel 15:22-23, *“To obey is better than sacrifice”*

The ultimate goal in obedience is self-generated initiative. The child thinks about it and does it on their own as a reflection of their own heart

Below that is prompted obedience - done willingly & happily, but must be reminded / prompted

Below that is forced obedience. They will do it, but not happily.

Below that is suppressed initiative. They will do it only under duress.

### III. HOW PARENTS WRONGLY TRAIN TO OBEDIENCE

Parents desire their children to be obedient, but they actually train them to disobedience.

A. \_\_\_\_\_ parent

\*Parent hopes for compliance, but not willing to enforce it.

\*This trains the child **not** to respond the first time.

\*The threatening and repeating parent fosters a fearful, subjective response.

\*The failure of parents to maintain a consistent standard only serves to lure the child into sin by causing him to think that he will get away with disobedience.

B. \_\_\_\_\_ Parent

*“A bribe blinds the discerning and perverts the words of the righteous” (Exodus 23:8).*

This trains the child that obedience is negotiable

Bribing parents barter with their children in hopes of gaining obedience. At best, they only gain temporary control of their children's behavior.

Bribing parents train their children to obey for a wrong motive, and often use appeals to the flesh (candy, etc.) to do so. Children should be rewarded for their obedience, but they should not be obedient just to gain a reward. To quest is to train their hearts to obey out of love for God.

#### C. Misuse of Compassion - Negotiating in Conflict

A child's willingness to accept total surrender of self-will is the first step towards total freedom of self-rule under the direction of God.

\*Grace has no meaning without understanding justice.

These three can be combined together - The mother who first coaxes, then threatens, then bargains, then pretends to punish, and then finally punishes only a little is making a bad situation worse.

No child will respond to God's standard if parents do not require obedience and if arbitration and bartering are common. Such indulgences are outside the parameters of true love.

### IV. PRINCIPLES OF INSTRUCTION

God's requirement for children - Colossians 3:20, "*Children obey your parents.*"

God's requirement of parents - Colossians 3:21, "*Fathers, do not exasperate your children, that they may not lose heart.*"

The warning to parents does not compromise the standard presented for children. Rather, it reminds parents that Biblical authority is not cold, callused, and arbitrary.

The very nature of obedience will often frustrate a child (just as it often frustrates adults). We are to train children to the standard and guard against **unnecessarily** exasperating them in the process.

Communicating clearly with proper expectations and proper responses helps here tremendously.

How do we communicate instructions?

A. If you speak in a way which requires an answer or an action, you should \_\_\_\_\_ an immediate and complete response.

Parental instructions are either directive (telling a child what to do) or restrictive (telling a child what not to do). Both types require a response of immediate compliance. Children will rise to the level of expectation of their parents. Use a command voice, say it once and expect obedience.

Verbal - *Yes, Mommy. No, Daddy. Yes Ma'am. No Sir*

Action - come when called, start to do action when told

Remembering Context: Understanding context prevents first time obedience from becoming legalistic - which may judge right actions wrongly and may not judge wrong actions at all.

Example:

B. When giving instructions, parents should say what they mean and mean what they \_\_\_\_\_. Never give an instruction that you do not intend to have \_\_\_\_\_.

Be sure to say exactly what you mean and mean precisely what you say. Do not give options

unless you want them to choose.

There is no better way to teach a child **not** to obey that to give him instructions that you have no intention of enforcing.

1. Understanding objective and subjective obedience

a. When parents require the standard, the child alone determines when he will be \_\_\_\_\_. The consistency of God's moral standard makes obedience objective, since the parent does not react arbitrarily.

By nature, children are gamblers.

b. Anything less than first time obedience brings \_\_\_\_\_ punishment. The child is governed by his parents' present resolve, and that is what keeps the child in a state of continuing conflict, confusion, and insecurity.

Obedience is no longer objective, but subjective. Consequences are no longer tied to \_\_\_\_\_, but to the mood and whim of the parent at any particular moment.

\* Children will obey when they know you are serious! Why put them through a guessing game?

***Obey the First time, Right away, with a Happy face!*** That is better for everyone!

2. Immediate obedience in time

The aides

a. "\_\_\_\_\_, mom / dad" It needs to be clear communication.

The child is verbally committing himself. "Yeah" / grunting is not acceptable speech

b. \_\_\_\_\_ at your face = accountability

Require eye contact when giving face-to-face instruction.

Eye contact is a focusing skill and helps the child process instruction.

Respectful body position - no slouching, etc. you may need to have them stand at attention

3. Timely compliance

The aide: "Children, this is your five-minute \_\_\_\_\_."

Parental instruction that interrupts or terminates an activity should often be preceded by a warning. This helps to avoid frustrating the child. Sometimes the timing of instruction is as important as the instruction itself.

C. If I ask my child to do something & he disobeys, my child is in \_\_\_\_\_. If I am characterized by repeating myself in hopes that he will obey, then I am the one in \_\_\_\_\_ as a parent.

If I undermine the significance and importance of first time obedience, I am encouraging my child to disobey. I am teaching him to sin. Judicial parenting does not allow parents to reward sin by doing nothing about it.

Obedience and disobedience are moral acts, not individual preferences.

Key Principle: Calling a child to first time obedience is not a problem for the child as much as it is for the parent. For such a standard calls parents to consistency.