

BIBLICAL PARENTING TEACHER'S GUIDE

QUESTIONS AND THOUGHTS
FOR DISCUSSION

Helping Parents Aim Their “Arrows”



*Like arrows in the hand of a warrior,
So are the children of one's youth.
Psalm 127:4*

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BIBLICAL PARENTING

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TO THE TEACHER

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Page numbers (in parentheses) beside each question show where that topic is addressed in *Biblical Parenting*. Occasionally a suggested answer is also included (in parentheses).

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May God's anointing be upon you as you prepare and as you teach biblical truths and applications to parents. God bless you!

– Don

1

TRAINING CHILDREN: AN OVERVIEW

1. Why do many parents bypass the Bible as they seek help in parenting? (p. 3)
2. What is meant by a “godly” child? Why is it more important to bring up “godly” children than children who are merely obedient? (p.9)
3. Do you see yourself and your spouse as stewards in rearing your children? Explain. (pp. 11-12)
4. What does it mean to “train” a child? What is the difference between a “trained” child and a “controlled” child? Can you give examples (without embarrassing anyone)? (pp. 13-14)
5. An old poem entitled “A Fence or an Ambulance” tells of a village on a plateau which had an attractive but dangerous cliff at one end. People were continually slipping over the cliff down to the valley below. The villagers decided to put an ambulance down in the valley (to rescue victims who fell off) rather than a fence around the edge of the cliff (to prevent them from falling off). The poet closes his poem by making a plea for the protection of youth. He says that while an ambulance is good, a fence is better.

In regard to our children, what does the ambulance represent? (People and organizations that help those who’re in serious trouble, such as abortion counseling and drug rehabilitation.) What does the fence represent? (People and

organizations that help prevent the child from getting into trouble.) Which is more important for parents?

- In light of the previous question, do you see something about children that this poem overlooks? (The fence, while necessary, is only a *controlling* factor. It does not *train* the child to do right. Parents need to train their children so that when there are no fences, they will avoid the cliff on their own.)
6. What are three essentials in training a child? What is the significance of their order (love first, then teaching, then discipline)? (p. 15)
 7. What does the author say is the most important quality to develop in children? Do you agree or disagree? Why? (p. 17)
 8. What two commands (directives) should a child learn as early in life as possible? Are there other such commands? (pp. 19-20)
 9. Can you name the seven foundational blocks for training a child up “in the way he should go”? What is the significance to their order? (pp. 21-22)
 10. Does this mean a mother who has no husband or whose husband is not a believer has no hope of bringing up godly children? (No. See Timothy [2 Timothy 1:5 and 3:15] and John Mark [Acts 16:1] as examples of godly men who were brought up by godly mothers. But these are exceptions rather than the rule.)

2

THE PARENT TEAM

1. What are the overall responsibilities of the two players on the “parent team”? (p. 27)
2. To which has God shown more favor – the husband or the wife? (p. 28)
3. Our two hands illustrate a two-player team in harmony (p. 28). What is the major difference between our two hands and the parent (husband-wife) team? (Our hands have no mind of their own, and thus cannot make choices.)
4. What family problems may arise when both parents attempt to be the leader? (pp. 28-29)
5. How does lack of parental unity affect the children? (pp. 28-29)
6. What benefits accrue to children whose parents play their God-appointed positions properly? (pp. 27-29, 36-39)
7. What is the difference between “leading” and “bossing”? (pp. 30-31)
8. What are some characteristics of a wise leader? (pp. 30-32, 35-36)
9. Ephesians 5:25 says, “Husbands, love your wives, just as Christ also loved the church and gave Himself up for her.” How does this command relate to the husband’s role as head of his wife? (pp. 30-32, 35-39)
10. Why does God sometimes (perhaps often) give direction to the husband through his wife? (pp. 30-32, 35-39)
11. What are some characteristics of a wise submitter? (pp. 33-36)
12. Name three cautions to wives when making suggestions to their husbands. (p. 33)
13. One parent believes the family should, but the other believes they should not. How can they resolve their disagreement in keeping with Scripture? (pp. 33-36)
14. What if their attempts to resolve their disagreement fail? What should they do then? (pp. 33-36)
15. The wife has an earned doctorate and has been a Christian for 25 years, but the husband was a high school dropout and has only recently come to know the Lord. Which one should be the leader? (pp. 27, 30)

What potential dangers exist in this marriage? (pp. 33-34)

How should they handle disagreements? (pp. 30-36)

How can they help each other fulfill their God-assigned roles?
16. Name some ways in which the opposing team and its coach attack the family. (pp. 41-42)
17. What can parents do to protect their family? (entire chapter, but note p. 36, right column)
18. How many players constitute an effective parent team? (pp. 43-44)
19. How can parents enlist the help of the third Player? (p. 44)

3

THE VITAL IMPORTANCE OF THE FATHER'S RELATIONSHIP TO GOD

1. What does it mean to be “rightly related to God”? (p. 49)
2. Do you agree with the author that “the most important course fathers can take for the welfare of their family is a proper relationship with the Lord”? (p. 53) Why, or why not?
3. What does the presence of a godly husband/father do for a family? (pp. 51-53)
4. What harm may befall the family of a man who is not rightly related to God? (pp. 55-57)
5. Evaluate this statement: “Real men don’t apologize.” (p. 59-60)
6. What benefits come from a father’s sincere, no-excuse apology? (pp. 59-60)
7. How do a father’s priorities influence his children? (pp. 61-62)
8. Someone has said, “I don’t care how much you know until I know how much you care.” How does a father’s love for his children increase his influence in their lives? (pp. 63-65)
9. The illustration on page 64 refers to fishing. What are some other activities in which a father and son or daughter might

engage that could provide opportunity for meaningful dialogue?

10. A son grows up and becomes an ungodly young adult. Does this mean his father failed to give him proper spiritual guidance? (pp. 67-68)
11. What spiritual responsibilities does God hold a father accountable for? (p. 69)

Can you think of others to add to this list?

12. The poem on page 71 was inspired by the performance of an outstanding player in a junior boys’ basketball game as the author sat watching with the boy’s dad. Why would a boy desire his father’s approval more than that of his coach?
13. The poem uses the son-father relationship as an analogy for seeking God’s approval. Although we can do nothing to earn our salvation (e.g., Ephesians 2:8-9), should the Christian nevertheless seek God’s approval? (See 2 Corinthians 5:9; Ephesians 5:10; Hebrews 13:16; 1 John 3:22.)

4

THE VITAL IMPORTANCE OF THE MOTHER IN THE HOME

1. Several thought-provoking questions raised on page 75 are listed again here. Having read this chapter, and in light of your own observations and experiences, how would you answer them?
 - a. Just how important is the mother in rearing children?
 - b. Does her presence or absence make any significant difference?
 - c. Will the kids really develop as well under the care of someone else?
 - d. What does the Creator of our children have to say about all of this?
2. How is a full-time mother able to influence her children more effectively than a part-time mother can? (pp. 83-84)
3. A voluminous amount of objective research on children growing up apart from their mothers has been conducted. Nearly all of it agrees with that summarized in this chapter. What is this research telling us? (pp. 83-85, 87-88)

Why have the results of this research been largely withheld from the public?

4. How does the full-time mother provide security for her children? Does her presence enable her to communicate more

effectively to them about the security that we have in God? (pp. 85-86)

5. Why is the full-time mother (rather than the part-time mother or a day care person) better able to teach and discipline her children? (pp. 87-91)
6. How do the examples of Jesse and Meagan on page 89 illustrate the findings of research as summarized in the box on page 84?
7. What advantage does a godly full-time mother have over a Christian day care in communicating spiritual values to her children? (pp. 91-92)
8. Why is it important for the mother to be the first one the child talks to when he comes home from school or any other place? (p. 93)
9. Which is the most important for a child: nourishing food, sufficient clothing, secure shelter, vigorous health, or godly character? Why? (pp. 95-96)

All of the items listed in question nine are important. Who can best provide them? (See the entire chapter.)

10. Pages 99 and 101 contain poems about a godly mother's influence. Moms, if your husband wrote a poem about your influence on your children, what would he likely include in it?

5

LOVING OUR CHILDREN

1. The two greatest commandments in all the world are listed in Matthew 22:36-39. What theme do they center around? What significance does this have for parents?

Who are our nearest neighbors? (p. 109)

2. What does 1 Corinthians 13:1-3 tell about the importance of “love” in parenting? (p. 109)
3. A grumpy father played ball with his little son in their front yard. Was he communicating love to his boy? (p. 111)

How important is our heart attitude when we interact with our children? (p. 111)

4. How do favoritism and comparisons squelch love? (pp. 111-112)

Can you give examples (without embarrassing anyone)?

5. Two parental actions guarantee that the child will know in his heart that he is loved, accepted, and wanted. What are these two actions? (p. 113)
6. What is one sure way that our children can tell whether we really enjoy them? (p. 114)

Can you suggest other ways?

7. This chapter presents ten methods for communicating love to the hearts of children (pp. 113-121). Which ones especially appeal to you?

Share with the class an experience which effectively communicated love to your children.

8. How does love pave the way for more effective teaching and disciplining of the children? (p. 123)
9. The poem on page 125 is based on a true incident. The “nine-year-old miss” is now an adult and has moved to a far-away state with her husband. Childhood flies rapidly by. What opportunities do we presently have with our children that will not be available a few years from now?

6

TEACHING OUR CHILDREN

1. Do you agree with the author that, of the three essentials for training a child, “teaching” is the one most neglected? Why might this be so? (p. 131)
2. Why is “teaching” so important? (p. 131)
3. How can we identify our children’s most influential teachers? (p. 135)
4. Why do many parents feel inadequate to teach their children? (pp. 136, 143)
5. Who are our children’s most important teachers: Sunday school teachers, schoolteachers, coaches, relatives, or their parents? (pp. 137-138)

Why is this so?
6. Which person is most responsible for the spiritual instruction of children: the church children’s worker, the Christian schoolteacher, the mother, or the father? (pp. 137-138)
7. With your spouse, determine honestly which of the seven goals listed on page 139 is most important to you regarding your children. (Hint: You are already devoting time and probably money to achieving it!)
8. We should teach our children throughout their childhood and youth. In which of the following three ages will our teaching be most effective: preschool, elementary age, or teenage? (p. 141)

9. Name advantages you as parents have over Christian books, videos, DVD’s, and CD’s designed for children. (pp. 143-144)
10. Describe the three ways parents teach. (pp. 145-147)

Share with the class how you utilized one of these methods effectively with your children.

11. Of the three ways children learn, the author indicates the kinesthetic method is the most important. Why? (pp. 149-150)
12. Of the seven authorities which parents may cite to bolster their teaching, why is the Bible the best one? (pp. 151-153)
13. What is the difference between a narrative and a didactic passage? (pp. 155-157)

Can you give an example of each?

Which of the two kinds of passages would you find easier to teach?

14. Suppose that tonight you plan to read Proverbs 22:1 to your children and then talk about the meaning and value of a good name. Before reading this verse, what question could you ask that would make your listeners more attentive? (p. 160) (Hint: What question or questions does this verse answer?)
15. Suppose that tonight you plan to read the narrative about Naaman and how he was healed of leprosy (2 Kings 5:1-14). Before reading, what can you tell your children to listen for? (pp. 160)

Assuming your children are elementary age or older, how could you make the oral reading more interesting? (p. 161, 2e)

16. Suppose you are about to read the familiar story of Zaccheus with your children (Luke 19:1-10). How might you incorporate drama into this account? (p. 162)
17. Have you conducted a creative family devotional time? It would help the class to hear how you did it, and what the results were.
18. How does television influence children (and their parents)? (pp. 173)

Some parents use television as a baby sitter. Others largely (or totally) avoid TV. If you are among the latter, it would help other parents to hear how your family manages without television.
19. What dangers do you see for children in much of the music of our culture today – even from some within the Christian community? (pp. 175-176)
20. How does the author define “leading a child to Jesus”? (p. 177)
21. What lessons do we learn about “leading our children to Jesus” as we study the accounts of the parents who brought their children to Jesus (pp. 178-180) and of Samuel’s conversion (pp. 180-181)?
22. What dangers do you see in attempting to evangelize children? (pp. 181-185)
23. What Bible book is good to study with someone who doubts his salvation? (pp. 189)
24. How might you use The Lord’s Prayer (Matthew 6:9-13) in praying for one of your children? (pp. 191-193)
25. Can you think of additional answers for the wayward teen’s mother? (pp. 129, 195-196)

7

DISCIPLINING OUR CHILDREN

1. Why are the prerequisites listed on page 199 essential for effective discipline of children?
2. Give some Scriptural motives for disciplining our children. (pp. 201-202)
3. What two qualities should be evident in our lives as we discipline our children? (p. 203)
4. What is the difference between anger and firmness? (pp. 203-204)
5. What should a parent do who disciplines in anger? (p. 204)
6. What two methods does the Bible give for disciplining children? (p. 205)

Can you find any additional methods in the Scriptures for disciplining children?
7. Describe the process of reproof. (pp. 207-209)
8. Why is it good to have the child repeat your directive in his own words? (p. 208)
9. How effective is silent reproof? (pp. 210-212)
10. Describe the effects of reproof on wise and on foolish children. (p. 213)
11. How can you recognize foolishness in your child? (p. 215)
12. What are some mistakes many parents make in dealing with a foolish child? (pp. 217-218)
13. Page 218 lists Scriptures that refer to the rod. According to these verses, what benefits come to the child through use of the rod? (pp. 218-219)
14. Describe the two actions that call for use of the rod. (p. 219)
15. Describe Scriptural use of the rod. (pp. 221-224)
16. How can use of the rod actually draw parent and child closer to one another in love? (pp. 225-227)
17. How would you answer someone who says he never spansks because it's wrong to "hit" a child? (pp. 227-228)
18. When should reproof be used, and when should the rod be used? (p. 231)
19. Why is it important to discipline our children immediately when they need it? (pp. 233-234)
20. Who should discipline our children when they need it? (pp. 239-240)
21. How can you know whether your children behave properly for others? (pp. 240-241)
22. What are some commonly-used non-Scriptural methods in disciplining children? What problems do you see with them? (pp. 243-248)
23. How are the two Scriptural methods for disciplining children similar to God's methods in disciplining *His* children? (p. 295)

8

SIBLING RIVALRY

1. Why do siblings often fight among themselves? (p. 263)
2. How would you respond to this statement: "It's unpleasant, but we just have to expect that brothers and sisters will fight. But they'll grow up and outgrow it." (p. 263)
2. Compare the two "don't's" (pp. 265-266) with the two "don't's" under Chapter 5, "Loving Our Children" (pp. 111-112). How do these squelch love and promote rivalry?
3. What suggestions for preventing sibling rivalry appeal to you? (pp. 267-271) How could you implement them in your family?
4. How does dealing with strife between siblings relate to reproof and the rod? (pp. 273-275)

9

PARTING THOUGHTS

1. What can your children do to bring you the greatest joy? (p. 282)
How are you helping them achieve that goal?
2. In training up a child, what is the responsibility of the parent and of the child? (p. 283)
3. How can you prepare your children to move from Phase 1 to Phase 2? (pp. 285-286)
4. How can you help your teens prepare for Phase 3? (p. 286)
5. Each of your children will "launch his/her boat" some future day (p. 289). How can you help them prepare for independence? When should this preparation begin?