

ON BECOMING
CHILDWISE

The Series

***LEADER'S
GUIDE***

General Application
for
Church Outreach / Small Group

2nd Edition

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Course Version Numbers

Course Title	Version / Date
One Becoming Childwise, <i>The Series</i>	2002

Points of Contact



www.growingfamilies.life
www.growingfamiliesleaders.life



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WELCOME!

Thank you for your interest in facilitating an “*On Becoming Childwise*” (OBC) parenting class. In desiring to lead the *On Becoming Childwise* program, it is assumed that you are familiar with the Growing Kids God’s Way or Parenting from the Tree of Life programs, which is the foundational program of all the Growing Families material. Indeed, we have to be clear regarding this aspect. If you are not familiar with either of these, i.e. haven’t participated in or been a Leader of a GKGW or PTOL class, it is the best option that you don’t lead a OBC class until you do. You will not have the foundational material or principles necessary to carry out this task. *On Becoming Childwise* is designed for the unchurched or pre-believer and should not be used as a substitute for either GKGW or PTOL.

This OBC Leaderr’s Guide has been designed to assist you in implementing and facilitating a Parent Education Outreach Program from your local church into your local community. An effective ministry of this type will assist parents to become more proficient in their parenting roles but more importantly to cement their positions as husband and wife. We hope that this resource will enable you to, more effectively, reach out to your local community with the message that parenting does not have to be feared but is to be enjoyed as you all grow together.

The purpose of this guide is to provide information, suggestions, and supplemental references for you to use at your discretion in the facilitation of an *On Becoming Childwise* class. The content is intended to assist you as a tool and not to be burdensome. Please use this resource to whatever extent best serves your application.

When someone in your class discloses either openly or quietly, the pain and hurt they are suffering, you will be faced with some important decisions. Consider the dignity of the person concerned and maybe one of you - being gender appropriate – might go with that person, leave the class for some debriefing, over the issues.

Another important part of the commitment to assist parents through OBC is making yourself available between classes to talk through questions or issues with them. It helps by not bogging classes down and ensures that each parent attending your class has the principles securely locked away in their hearts before the next session.

We will provide you with some effective tools, clear instructions and alerts to prepare you to effectively identify potential issues so that you can either help your participants to the best of your ability, or alternatively guide them to professionals who are proficient in that ministry field.

Remember, you are not an expert in all fields – just a humble servant and leader – Gary and Anne-Marie Ezzo will undertake the teaching and your honoured role is to create the opportunity for this to happen. Some people in your classes may need clear professional help and it can sometimes take weeks, months or even years to deal with all the hurtful issues that can lie deep in a wounded person’s heart and memory. Neither you nor they might realise they are wounded until the program starts peeling back the layers exposing their vulnerability.

Accordingly, it is really important, and is the best principle to follow, that you are well prepared for leading an OBC class before you even advertise that class. In your preparation take the time to

carefully seek out professionals who can be a support to the OBC program and / or any outreach you may undertake. This person or persons can be the one/s to whom wounded participants can be referred for professional and appropriate help. If you are undertaking this program through a church-based outreach, your Pastor may be a good starting point to gain some proven and safe supports for your class.

Be aware that *OBC* may act like a deep plough in many lives, dredging up many long-buried hurts, frustrations, violations and fears. Any leader, whether an experienced therapist or untrained layperson, needs to be prepared for what the program may expose. When it does, the leader must act decisively, to deal with that matter and resolve the issue before the next session. If you are dealing with a single family i.e. a targeted family needing help, you have the freedom to suspend the program until those issues are dealt with. Failure to do so will render further education ineffective! In a group situation, use discretion. You have the freedom to quietly withdraw that family, deal with the issues (or get a professional to help them) and then do a catch-up lesson to bring them back on track with the group.

Finally, we would like to share some scripture when God spoke to Moses as an encouragement. *"Who gave man his mouth? Who makes him deaf or mute? Who gives him sight or makes him blind? Is it not I, the Lord? Now go; I will help you speak and will teach you what to say."* Exodus 4:11 (NIV)

May the Lord bless you in your ministry.

Geoff & Alicia Bongers.

A note from Gary and Anne Marie Ezzo

It is always a blessing to see others catch ones vision and follow through with an idea to help bring others along to learn and share in that vision. We are appreciative for all the effort put into putting together the OBC Leader's Guide by those already mentioned in the acknowledgements. But like any process, there are first 'seeds sown and watered' much as Paul stated in 1 Cor. 3:6-11 ... for we are all God's fellow workers. Plus we are firm believers in the importance of including the 'history' of what brought us to the place of needing a leaders guide. Proverbs 22:28 "Do not remove the ancient landmark which your fathers have set." For "if the foundations are destroyed, what can the righteous do?" Psalms 11:3

In 2002-03 under the direction and encouragement of Bill & Joan Grosser, National Directors for GFI-Australia, a team of leaders in Perth, worked diligently to cast the vision of OBC in Australia. This Team saw the benefits OBC could bring to the public sector of each local community throughout Australia and proceeded to put together leadership training and venues to launch OBC for Australia. Beginning in Cooma with a team lead by Dr Robert Wiles then across the continent to Perth.

Sean McCartney of Bundaberg, Qld was part of the initial launch. Sean caught the vision of how the principles could be applied to his work at the Pierson Adolescent family counselling practice and in time was transferred to classes he taught at Queensland. It was from this beginning that Sean saw the need for developing an OBC Leader's Guide - the rest as they say is 'history'.

We all stand in amazement and wonder to see what truly the Lord has done. He provided the vision and we along with so many others have attempted to be obedient to the call and injunction that Jesus gave us all thousands of years ago "Go therefore and make disciples of all the nations... teaching them to observe all things that I have commanded you..."

May we all remember Who we serve, and may His name be glorified through the efforts of all involved with this process.

Blessings,

Gary & Anne Marie Ezzo

Session One

How to Raise a Responsible Child (a.k.a “Monkey Business”)

Duration: 63 minutes.

Session Focus!

Are you a threatening, repeating, nagging parent? Do you know that your actions will prevent your children from becoming responsible citizens? Are you an avid Monkey Collector?

Well then - Mum, Dad you don't have the freedom to do that!

General Summary:

This first session focuses on the importance of teaching our children to learn to accept responsibilities in their lives. Can you imagine what our world would look like if everyone took responsibility for his or her behaviour? Well the reality is we can't change the world but if we start with our family – that which we can change – maybe the world will in time be influenced to take on this quality!

Session One Key Principles

- We want our children to be characterised by the virtue of taking responsibility for their actions and behaviours. It is a simple and understandable desire. Yet we, as parents, are sometimes the biggest stumbling block to the development of these virtues in our children!
- We prevent them from learning and cause them to stumble by constantly prompting, nagging, reminding and threatening.
- This is an age appropriateness issue. You are responsible (for the child's actions etc) till the child reaches the age of accountability. But your child won't get there without your help and training.
- Once children reach the age of accountability i.e. you have taught them and they know their responsibilities, AND you have transferred ownership of those responsibilities to the child, you must allow your child the joy of thinking out matters and acting responsibly! If you continue to nag and remind your child you will rob them of the thinking process and more - so, the joy of becoming a responsible child.

🔑 Key Phrase – “Do you have the freedom to do that?”

🔑 Key Issue – Some things you never have the freedom to do – e.g. hit your sister

Session One Outline

I. Introduction

- A. When your children are all grown up, what would you like to have raised, an obedient child or a responsible child?

- B. Obedience vs. responsibility.
 - 1. Obedience is required conformity (instruction).
 - 2. Responsibility is voluntary conformity (child knows without instruction).
 - 3. Obedience is submission to a person.
 - 4. Responsibility is submission to a principle.

- C. Proper use of authority in child training
 - 1. Parental authority is a necessary substitute. What parental authority represents in the life of children is their lack of wisdom, lack of moral knowledge, and lack of life experience.

 - 2. With young children, parents should lead by their authority. With pre-teens and teens, parents should lead by the strength of their relational influence.

 - 3. Two development concepts.
 - a. Obedience, with its link to parental authority.
 - b. Responsibility, with its link to parental influence.

II. Who owns the behaviour?

- A. Parents are responsible!

Parents are responsible for encouraging right behaviour, and discouraging inappropriate behaviour. Parents have a social obligation to accept responsibility for their child's mistakes, misdeeds, actions and attitudes until they transfer behavioural ownership over to the child.

- B. Parents are responsible for:
 - 1. Morality
 - 2. Health and safety
 - 3. Life-skills

- C. Making the transfer

The question parents must wrestle with is, what behaviour falls under their management and responsibility, and what behaviour should be managed by the child?

The learning of new behaviours and courtesies will take place throughout life. It starts with the introduction of behavioural expectations, allows time for assimilation of the new behaviour, and then passes ownership of the behaviour to the child. Once the transfer is made, it's the child's monkey.

D. Monkeys on your back!

1. In the early years of training, parents carry all the behaviour monkeys on their back. Why is that? Because young children are not old enough, nor wise enough, nor experienced enough to take ownership of their own lives. As children grow in knowledge and life experience, as they learn and understand what is morally and socially acceptable and required, they must take ownership of their own behaviours, responses and attitudes. They must carry their own monkeys.
2. Monkey types
 - a) General courtesy monkeys.
 - b) Personal responsibility monkeys.
 - c) Personal heart issues monkeys.

III. The Problem

Monkeys love to jump. They love to jump back to their original owner. In parenting, there are behaviour monkeys that love jumping from child to parent. That's the wrong way! Your goal is to get rid of your monkeys, not collect them.

How and when do monkeys jump? When parents continue to instruct and remind a child how to behave or how to be responsible after the child reaches the age of accountability for a specific skill, task or behaviour, Mum and Dad are taking back ownership of a behaviour that does not belong to them. When they do the child has no motivation to assume responsibility for it.

A. Example one: the jumping courtesy monkey.

Principle: You never transfer ownership if you are always reminding your child / teen of what is expected.

B. Example two: the jumping personal responsibility monkey.

What do parents need to fix the problem? Monkey repellent.

The key monkey repellent phrase: "Do you have the freedom to do that?"

IV. Transferring ownership of heart problems

- A. Reflective sit time: a controlled opportunity to consider thoughts, actions or decisions. It is a corrective strategy to help children come to a *right response* on their own without "the lecture." It is used to help them morally process and evaluate their circumstance and actions.

Example one: "Mum, will you sign my paper?"

Example two: Taking ownership of the heart.

B. The two key questions to ask:

1. What did you do?
2. What must you do to make it right?

C. Some concluding thoughts

Possible Discussion Topics

Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles presented in this lesson.

- 1. Did anyone have an “ah hah” moment from this lesson that they would like to share?**
In this discussion encourage parents to understand that each time they remind, threaten and repeat they are taking away an opportunity for their children to learn and build a storehouse of maturity and responsibility
- 2. Are you aware of when you have taken your child(ren’s) monkeys?**
Get class members to share – it may help others see the failings in their own approach! For example: What monkeys do you carry that you should not – door police!
- 3. Do you think you are addicted to making all the decisions?**
- 4. Explain how you might change the atmosphere in your home from when you get home, using the principles of this lesson.**

Note : This is a long session – 63 minutes in total. So only have a short discussion on this first night. It may be a lot for some parents to take in! Just ensure that the parents in your class have understood the principles.

Practical Homework

The academic learning in the class setting is enhanced significantly when it is put into action. Please encourage your participants to do the practical homework and report back on the results next week. The success and failures of fellow class members is often a significant encouragement to others.

- 1. Introduce the concept of “your monkey” and the phrase “do you have the freedom”.**

Supplementary Resources:

Online	growingfamilies.life	gfileadersplace.com
Homework Sheet		<input checked="" type="checkbox"/>
Class Email Template		<input checked="" type="checkbox"/>
Reflective Sit Time Poster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ownership Cards	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PTOL Visit 16 – How to Raise a Responsible Child	<input checked="" type="checkbox"/>	

Question for Review – page 28 in OBC manual.



Review practical homework

1. What does “authority is a necessary substitute,” mean? (Page 17)

The parents’ authority and decision making is a necessary substitute as you don’t have the freedom to pass on monkeys too early. This is required until your child reaches the age of accountability, i.e. they are old enough and wise enough and have been taught what is required of them and they have demonstrated their ability to understand and take responsibility for things in their life.

2. Explain the difference between leading a child by parental authority and leading by relational influence. (Page 17)

Parental authority is required in the younger years as the children are not old enough, nor wise enough, nor do they have the relevant life experience. So parents should lead with their authority however, as the child grows older and wiser and has progressively experienced life, the parents gradually move, (usually in the late teen period), to parenting by the quality of their relationship, i.e. not with authority but with their influence.

3. When do behavioural monkeys jump from the child’s back to the parents back? (Page 21)

When the parents continue to threaten, instruct and remind (nag) the child of his / her responsibilities, the monkeys jump! It’s no wonder so many parents are so tired!

4. What is the monkey repellent phrase? What does it do? (Page 21 - 22)

“Do you have the freedom to do that?” This phrase focuses back to the child the need to search their own hearts to ask if they have the freedom! The child is instructed, indeed lectured, by their own hearts as to fulfilling their responsibilities.

As possible follow up questions: Did you use the phrase and How did it go?

5. What is the prerequisite for moral processing? How does it work? (Page 24)

Simply, it is the thinking process but how do we inform that process? First, the values you wish to be instilled in your children must be lived and understood by the parent and then they must be transferred to the children at the right time and age depending on the skill or task. Once there, it’s their monkey! It works by causing the child to reflect on his / her own heart and make decisions based on the instruction from their own heart.

6. What does a reflective sit time help children do? Explain your answer. (Page 23-24)

It allows the child to sit and think about what has just happened and what he / she should have done or said. It is a corrective process not a punitive one. A reflective sit time allows the child the time to bring the lecture of his / her own heart to the situation and not an external lecture from a parent or authority figure. It trains the heart!

7. Go back to the first scene with Patrick and his mum. List the number of monkeys she picked up while lecturing him. (Page 24-25)

Tired of the sloppy way you do your work;
Tired of the way you speak to me;
You have no respect!
You wrote a sloppy paper;
You argued with me;
You rolled your eyes;
You spoke back to me;
You need to apologise to me;
The work you hand in reflects on me;
I don't know why I have to keep telling you;
When will you learn?

This list could be longer but the principle is that we need to hear ourselves when we are doing "the lecture" and realise what our children hear!

Session Two

Keeping First Things First

Duration: 37 minutes

PLEASE BE WELL READ AND PREPARED FOR THIS LESSON!

Session Focus!

Two practices that threaten the family are exposed in this vital session: 1. Downplaying the significance of the husband-wife relationship, and 2. Child-centred parenting.

General Summary

The husband-wife relationship is the priority relationship among human relationships. This lesson focuses on horizontal relationships.



Please Note:

- BEFORE you begin please alert participants that where the husband wife relationship is mentioned in this session, we refer to the quality of relationship between two people in their role as parents. Some have developed a relationship and entered into a marriage, some have not!

Whilst this is not the common view any more, we hold to the principle that the greatest influence parents have on their children is as a husband and wife, rather than as a mother and father. When children observe the special friendship and emotional togetherness between their parents they are more secure and can enjoy life and living at a greater level.

Maintaining other relationships, date nights, special husband-wife activities, hospitality, and “couch time” all reinforce the principles outlined here. When your parent participants married or became a couple, they did not cease being best friends, a sister or brother, a son or daughter. In marriage these other relationships, especially the ones that bound the two people together must be maintained to keep their own relationship fresh and vibrant. Over and over “couch time” is highlighted as an essential tool to demonstrate love and is a significant factor in helping children see the love Mum and Dad have for each other, as well as the priority of that relationship.

🔑 Key Note:

In this session you may be dealing with single parents or those in de-facto relationships! Where you are dealing with a de-facto relationship you must be sensitive! They are not second-class citizens by not being married but the principles of the quality of relationship, still apply. As partners, the father must love the mother in the same measure as the husband must love his wife. This is the beginning of the pathway to family and child security.

Single parents might also feel uneasy too, so it is your job, as facilitator, to ensure they are encouraged. Do not let anyone leave this class with a sense of failure or that they cannot achieve security for their children by being alone. This Chapter will give you some ideas that may help in this dilemma. You may also be dealing with a husband or wife whose partner has died or who has illness or such disability that they cannot take part in the rearing of the children. These are special situations and your sensitivity and care is needed. Couch time may be a difficult time when a partner cannot participate through absence or has passed on. The use of mentors or other friends who might be able to build up and encourage that surviving or sole partner cannot be stressed too highly. However, single parents can take this time to have a quiet time to sit and read or meditate on lesson notes and other support material, while the children can see the parent engaged in a fulfilling activity. The key principle here is not only that the surviving partner can feel secure but also that the sense of security is transmitted to the child. Then the child may take a deep breath and say to him or herself – “Mum / dad is ok now!”

Session Two - Key Principles

- The Family is the primary social unit of every society – one worth protecting and keeping.
- There are two related evils that threaten successful parenting.
 1. Downplaying the significance of the husband-wife relationship in the parenting process.
 2. Falling into the trap of child-centred parenting. (Take careful note of the issues detailed in this session that outline the dangers of child centred parenting!)
- A family is typically made up of both primary and secondary social clusters. The primary family cluster should consist of three relationships – husband-wife, parent-child, and sibling-sibling. The secondary family cluster contains grandparents and grandchildren, aunts and uncles, nieces and nephews, and cousins. Note: Our Australian indigenous families have three clusters. The primary and secondary clusters are as above but their tertiary cluster is whole of community. The relationship or division between secondary and tertiary is miniscule. They have a different and broader view of family than western families, so anyone out of the immediate family is like a community family. Accordingly anyone known as “aunty” or “uncle” may not be the actual relatives but are in an honoured position of trust and relationship! Sensitivity is required when dealing with all cultural family structures.
- The greater the common ground for all of these relationships, the greater the unity, love, stability, and joy for each family member. The assurance of common ground within these relationships occurs only when each generation embraces the common foundations for the family and passes them on to the next.

🔑 Key Points! The next two points reveal a concept that may be new or foreign to your class!

- The greatest overall influence you will have on your children will not come in your role as Dad or Mum but as a Husband or Wife. Many times parents lose sight of the fact that, when children enter their family, they enter an already established social structure.
- The husband and wife form the nucleus of the family unit. Children do not complete or create the family - they expand an existing entity! They are welcome members of the unit but they are subordinate to the husband / wife of the team!
- Principles to live by:
 1. The husband-wife relationship is the first social relationship we can identify in human history.
 2. The husband-wife relationship is primary in the network of dependent relationships.
 3. The husband-wife relationship must be viewed as the priority relationship in the family. If you love your children, you must make the husband-wife relationship a priority.
 4. Since marriage is the priority relationship, all other relationships are subject to it.
- Parents, after having children, often sadly leave their first love (each other) and focus exclusively on their children. Although this may be done in the name of good parenting, it is the first step in breaking up healthy family relationships. This leads to the second threat to successful parenting – the belief that children are the centre of the family, rather than welcome members of the family!
- Parents who centre their entire world, on the nurture of their children, are child-centred. The child's feelings are elevated above his / her right and wrong actions.
- The problems of child-centred parenting:
 1. Child-centred parenting attacks the husband-wife relationship.
 2. Child-centred parenting reverses the natural process of moral development by prematurely creating a false sense of self-reliance.
 3. Child-centred parenting fosters family independence, not family inter-dependence.
 4. It creates a subtle form of idolatry.
- Strong marriages create a sense of certainty. The positive things that take place between parents, establish that very sense of confidence and certainty in the mind of the child. If the parents' relationship is always in question in the mind of a child, then that child will always live his life on the brink of collapse. In contrast, when a child has confidence in his parents' relationship, he is emotionally free to get on with his life.
- When there is harmony in the husband-wife relationship, there is an infused stability within the family. A strong marriage provides a haven of security for children as they grow in the nurturing process.

- Achieving the balance:
 1. Be sure to maintain the relationships and identity that were important to you before your children were born (daughter, sister, friend, and wife).
 2. If you had a date night once a week or once a month, before the children came along, get back to it as soon as possible. If you did not have one, start now! The important principle here is that you have a regular date and demonstrate the quality of the relationship.
 3. Continue to do those special things for each other that you did before your children came into your family.
 4. Invite friends over for a meal or for an evening of fellowship
 5. Practice “couch time.”

- The relationship you have with your child in the earlier years will be that of a parent, teacher, and governor – but NOT a peer or a friend!

A Note for Single Parents!

If the husband-wife relationship is so critical, is there any help or hope for single parents? The overwhelming answer is – Yes!

The single parent can succeed in bringing security to the family by seeking out quality assistance in the parenting process; no parent can successfully parent in isolation. A child that knows that mum or dad is ok and going to be ok, is the secret. Without that knowledge and reality about mum or dad, the child’s world is in question, i.e. his / her security is in question.

The key principles remain:

1. Dad or Mum is the priority person – without him or her there is no real family security.
2. The security that mum or dad feels must be seen by the child, hence “couch time” is still important.
3. Dad or mum must still have their date times, i.e. time to go out socially and further enhance their sense of happiness and security before the child / children.
4. The single parent is still the authority in the home!

Warnings:

1. Your child is your child – not your peer! Do not unload on them about all the adult stuff you might be going through – that’s the domain for talking to a learned friend, counsellor, Pastor, relative or wise neighbour!
2. Don’t do this job of parenting on your own. You need a mentor – a friend who can help you through the process and be mature enough to guide you when the road gets bumpy.
3. Be careful. It is so easy for a single parent to become child centred. Your child needs a parent who they know provide them security, trust and protection, not a big playmate!

Session Two Outline

I. Introduction

- A. Basic premise: the greatest overall influence you will have in parenting will not come in your role as a mother or father but in your role as a husband or wife!
- B. Three facts
 1. When there is harmony in the marriage, there is an infused stability within the family.
 2. When children observe the special friendship and emotional togetherness between their parents, they are more secure. When the marriage relationship is made beautiful, what impressionable child would not desire to share its joy?
 3. Successful parenting flows out of the rock-solid bond of the husband / wife relationship, because every corner, nook and cranny of a child's private world is permeated by the attentiveness or lack of attention paid to this relationship.
- C. Insecurity is fostered by what is not taking place between couples as much as by what IS taking place.

The goal of parenting is not simply to avoid excessive anxiety within your child, but to create a world of confidence by what you do with each other as much as by what you avoid.

II. Basic Needs

- A. Three priority needs of early childhood.
 1. A child has a need to know that he is loved by Mum and Dad.
 2. A child has a need to know where he fits in Mum and Dad's world.
 3. A child has a need to know that Mum and Dad love each other.
- B. When a child perceives more weakness than strength in his parents' relationship, a low-level anxiety results, ultimately putting a strain on every other learning discipline.
- C. Couch time.

🔑 Key Principle – One of the greatest gifts parents can give their children is the confidence that Mum and Dad love each other.

Possible Discussion Topics

Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles presented in this lesson.

1. Did anyone have an “ah hah” moment from this lesson that they would like to share?

2. Ask your class if any of them may now realise that they have fallen into child- centred parenting?

Ask those who respond if they might be willing to share some examples.

3. Ask the class for some other ways that they may demonstrate the principle behind “couch time?”

The principle is the priority of the husband and wife relationship. For example, it could be any situation where the couple is communicating during a period of non-conflict.

4. Ask the class if any of them remember times that their parents may have been in conflict and how that possibly affected them as children?

Be careful that this question doesn't consume all your class time. The point of the question is to emphasise the benefit of demonstrating the priority of the husband and wife relationship.

5. Ask your class to set a realistic goal for the number of times that they will do “couch time” this week.

Encourage the class to help keep each other accountable. Keep a record of each family's response and keep them accountable by checking next week. Give each family who got “close” to their target a reward.

Practical Homework

The academic learning in the class setting is enhanced significantly when it is put into action. Please encourage your participants to do the practical homework and report back on the results next week. The success and failures of fellow class members is often a significant encouragement to others.

1. Are your children welcome members of your family, or are they the centre of your family? List some activities that would move parents away from child centeredness and share them with the class.

2. Talk about couch time and introduce this into your home. Be prepared to discuss the results with your class.

Supplemental Resources

Online

	growingfamilies.life	gfileadersplace.com
Homework Sheet		<input checked="" type="checkbox"/>
Class Email Template		<input checked="" type="checkbox"/>
Couch Time Record Cards	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ownership Cards	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Title

	Author	ISBN
Four Pillars of a Man's Heart	Stu Weber	978-1-57673-450-6
On the Other Side of the Garden	Virginia Fugate	978-0867170108

Suggestion

Does your church have a big brother, adopt an uncle / grandfather program? Could they be used really effectively to help single parents?

Question for Review – page 36 in OBC manual.



Review practical homework

1. **What is meant by the statement: “Even two and three year old children have a built in radar device that expertly homes in on parental conflict?”** (Page 34)

There is something in the heart that tells the child if something happens to these two people, my world will come crashing down! We don't know where it comes from but its there and is triggered by any conflict that occurs between mum and dad.

2. **What are the authors suggesting happens when a child perceives more weakness than strength in the husband / wife relationship?** (Page 34)

If the child perceives more weakness than strength in the relationship between mum and dad, the child is prone to developing a low level anxiety that ultimately affects every learning discipline.

3. **What does confidence in Mum and Dad's relationship enable the child to do?** (Page 34)

Confidence in mum and dad's relationship allows the child to breathe deeply and get on with life knowing that all is well!

4. **At what age is it too late to establish parent – child trust through demonstrating a healthy husband / wife relationship?** (Page 34)

It is never too late to establish parent – child trust and security!

5. **What is couch time, and what does it provide for your children?** (Page 35)

Couch time is time taken (usually about 15 minutes) at the end of the working day and before the rigours of night time family activities, to spend with your spouse talking about real issues and shoring up the relationship while the children can see the relationship at work. Single parents can take this time to have a quiet time to sit and read or meditate on lesson notes and other support material, while the children can see the parent engaged in a fulfilling activity. If you are a single parent the child will get a clear indication that you are secure and are at peace with yourself and the world.

Couch time provides the children with the security to know that mum and dad OR mum or dad are Ok and their world is secure, supported by a good sense of emotional confidence in the family!

Session Three

Touchpoints of Love

Duration: 36 Minutes

Session Focus!

This lesson may bring an “Ah-ha” moment to many parents as to why a previous relationship struggled, suffered badly, or failed! It could even provide some answers as to why mum and dad may have not have been as “together” as they should have been. It can bring understanding between family members. A touchpoint is also known as a ‘love language.’ It may not happen automatically but with determination, one can learn to speak another persons love language in order to build or rebuild a relationship. It can bring healing and understanding!

In the context of this lesson we go against the society’s norm – Love is not equated to sex!

Facilitator Alert!

The homework question is a survey to discover a person’s own Touchpoint of Love and then to survey and assess other family members beginning with the spouse and then the children. Many people, while hearing the teaching, constantly self-assess to determine what their touchpoints are or might be and then take the survey skewing their scores to reflect what they think they are, rather than what their real touchpoints are!



Consider this. Ask class members to complete the Touchpoints survey cold i.e. **before** you introduce the lesson and before the DVD presentation. This survey is usually done as homework but we feel that testing done without contamination from lesson content, will give a more accurate score. Collect the surveys and calculate the scores while the DVD lesson plays, then hand back at discussion time. Other family members can be done at home!

General Summary

There are two sides to love – giving and receiving. Giving is the action side; receiving is the feeling side. For love to begin in such a way that it is sensed and received by the other person, each person must understand what causes the other to feel love. In effect, each person must learn to speak to the other in his or her primary love language. Though the main focus of this session is on the husband and wife, the same principles apply to children, and indeed for every relationship we have as humans – even in the workplace etc. Each person has one priority touch-point of love – a love language, though all should be exercised. They are:

ENCOURAGING WORDS – Building one another up through edifying and encouraging words.

ACTS OF SERVICE – Deeds out of the ordinary that the other person will appreciate.

GIFT-GIVING – Simple, impromptu gifts that say, “When we were apart, I was thinking of you”.

QUALITY TIME – An activity that promotes communicating and sharing (this does not include most entertainment activities, but must promote quality two-way conversation).

PHYSICAL TOUCH AND CLOSENESS – Handholding, a hug, or just being close, even without conversation, communicates love. Just knowing the other person is right there is enough to confirm a partner’s affection and care.

Session Three - Key Principles

- The emotion of love is perhaps one of the key traits that's sets us apart from other living species.
- The two sides of love are giving and receiving. Giving love is the *action* side; receiving is the *feeling* side. Giving love is often frustrating because we are not always sure our actions are interpreted as love. For many people, love is an action void of feeling. They just do "love." For others, it is a feeling, void of action. There is talk of "love" but no demonstration of it. Not having a balance is what ultimately makes the process of loving a person very frustrating.
- Actions and feelings are not two conflicting sides of love.
- Love is expressed through emotional languages. A Touchpoint of love is a means to describe a language, which we utilise to express love and concern to another person in the primary, emotional language of the other person.
- One of the following five love languages is your primary language.
 1. Encouraging Words – One way of expressing love is by building up others through verbal encouragement.
 2. Acts of Service – That is another way of communicating love – through sincere acts of service. This means doing something special for another person that you know he or she is going to appreciate and feel, through a deeper sense of love.
 3. Gift Giving – Gift-giving is a third way of saying, "I love you." Although often a simple gesture, it packs great meaning because of what it represents.
 4. Quality Time – This is that time we spend with someone which might include a smile, a nod and often that quiet sharing of an item of wisdom, a deeper meaningful impartation of one's self.
 5. Physical Touch and Closeness – Physical touch and closeness is a special physical way of saying, "I love you." Holding hands, putting your arm around your spouse's shoulder, or just standing close to each other sends a special love message.
- It is important for parents to learn each of their children's primary love language. Not understanding the dynamics of communicating love can be costly to a relationship. It is easy to misdiagnose a child's motives based on how we interpret his or her actions. That is why knowing a child's language of love is so critical to the developmental process.
- Some principles to remember:
 1. Your primary love language is evident in two ways. You speak it more often than the other languages, and you feel most loved when it is spoken to you.
 2. You have the ability to speak all five languages, and you should try speaking all of them.
 3. Love languages in children generally begin to emerge before seven years of age, but become more identifiable by age seven. This is an individual issue depending on the child.
 4. We believe that the arrangement of your love language is in-built from birth – part of your genetic makeup and not learned.
 5. Most importantly, every day we choose to love or not to love.

- Choosing to love your spouse / partner in **his** or **her** love language is a greater act of love than exercising your own primary love language.
- In order for your children to acknowledge the preciousness of others, they need to have a sense of love from you. Having a confirmed sense of love is not the basis for right behaviour, but it does clear the way for a more comprehensive love of others.
- The ongoing demonstration of love between Mum and Dad should spill over to the children. When we express love rightly in the context of the family, it makes it easier for each member to say, "I love you," to those outside of the family.



Warning! If you know a person's touchpoint or love language, you do not have the freedom to falsely speak it to manipulate a person or situation to gain control, favour or power. This is use of a touchpoint out of context and falls into the category of abuse and exploitation! It is unethical!

- This principle of knowing the students love language and speaking that language in relevant situations can revolutionise the classroom for teachers in understanding how their students receive love and can also give an appreciation of their sensitivities. For example a child whose primary touchpoint is Encouraging Words will feel harsh words or a raised voice much more sensitively than others who have a different primary touchpoint.
- The same principle can apply to the workplace. When a supervisor / manager knows the love languages of his or her staff, and exercises the principle, harmony in the workplace can be an ongoing side affect as well as having staff members who really feel appreciated! In this situation you will note an increase in productivity through having a sweeter, more harmonious work place, happier staff and employees and a deeper sense that the workplace is like an extended family.

Session Three Outline

I. Introduction

- A. People have the capacity to feel love, and equally important the capacity to communicate love.
- B. Love has two sides – We need both sides.
 - 1. We love in action (the giving side of love).
 - 2. We love in feeling (the receiving side of love) – void of action.
- C. The Problem – Husbands, wives and children all have different primary touchpoints of love.

We all connect with love differently, and because of that, love becomes very frustrating.


II. The Five Touchpoints of Love

- A. What does love look like?
 - 1. Words of Encouragement.
 - 2. Acts of Service.
 - 3. Gift-Giving.
 - 4. Quality Time.
 - 5. Physical Touch and Closeness.
- B. Examples of missed love
 - 1. Matt and Sue: Physical Love vs. Words of Encouragement
 - 2. Acts of Service vs. Quality Time

C. Understanding your children's love languages

D. Summary points

- 1. Your primary love language is evidenced in two ways. You tend to **speak** it more often than the others, and you **feel** most loved when it is spoken to you.
- 2. These touchpoints in children begin to emerge with some order by the age of seven.
- 3. Feeling love is not the basis of right behaviour, no more than not feeling love is the justification for wrong behaviour.
- 4. Every day we choose to love, and every day we choose not to love.

 **Key Principle – Every day we choose to love and every day we choose not to love.**

Possible Discussion Topics

Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles presented in this lesson.

- 1. Review the results of the Love Languages exercise that the class completed either before the class began or from the lesson outline after the teaching. Ask if anyone is willing to share their results? Did anyone have an “ah-ha” moment?**
- 2. Ask your class if they can identify some examples of how they might speak their spouse’s love language?**
In terms of “love is a choice” what will this have to look like for you.
- 3. Ask the class if, after watching this lesson, they can identify their children’s love language?**
There are child versions of the love language survey – these are available from the GFA website.

Impress upon class members that they still need to apply the survey to their children to determine their child’s love language or touchpoint of love!

Practical Homework

The academic learning in the class setting is enhanced significantly when it is put into action. Please encourage your participants to do the practical homework and report back on the results next week. The success and failures of fellow class members is often a significant encouragement to others.

- 1. Do a love language survey for all the members of your family.**
It may be worth handing out a number of surveys designed for children to help parents complete a survey for all members of the family. These are available free from the GFA website.

Supplementary Resources

Online	growingfamilies.life	gfileadersplace.com
Homework Sheet		<input checked="" type="checkbox"/>
Class Email Template		<input checked="" type="checkbox"/>
Touchpoints Love Bag Suggestions		<input checked="" type="checkbox"/>
Touchpoints Profile (adult & child)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Video Scenarios		
When Love Gets Lost in Translation (MPS-20)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Right Heart – Wrong Love Measure (MPS-32)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Title	Author	ISBN
Five Love Languages	Dr Gary Chapman	978-0-8024-7315-8

Question for Review



Review practical homework

Survey Your Touchpoints of Love

Do you know each family member's love language? Here is an exercise that we want you and your kids to try. Within each group, rate the sentence 1 to 5 according to what would make you feel most appreciated and loved by your spouse (significant other or children). The number 5 represents what you most appreciate; number 1, in contrast, is what you least appreciate in each group. (No individual group of questions can have a number repeated twice.)

When you've finished the test for yourself, do it again and again, once for each member of the family. If you have teenagers in your house, start with them and work down to the youngest.

Group One

- A ___ Your spouse/child says, "You really did a great job on that. I appreciate it."
- B ___ Your spouse/child unexpectedly does something in or around the house or your room that you appreciate.
- C ___ Your spouse/child brings you home a surprise treat from the store.
- D ___ Your spouse/child invites you to go on a leisurely walk just to chat.
- E ___ Your spouse/child makes a point to embrace and kiss you before leaving the house.

Group Two

- A ___ Your spouse/child tells you how much he or she appreciates you.
- B ___ Your spouse/child volunteers to do the dishes and encourages you to relax. Your spouse/child volunteers to wash your car and encourages you to relax.
- C ___ Your spouse/child brings you flowers, just because he cares. Your spouse/child brings you home a special food treat from the local bakery.
- D ___ Your spouse/child invites you to sit down and talk about your day.
- E ___ Your spouse/child enjoys gives you a hug even when you are just passing by room to room.

Group Three

- A ___ Your spouse/child tells everyone at a party about a recent success you had.
- B ___ Your spouse/child cleans out your car.
- C ___ Your spouse/child surprises you with an unexpected gift.
- D ___ Your spouse/child surprises you with a special afternoon trip.
- E ___ Your spouse holds your hand as you walk through the mall or your teenager/parent stands by your side with an arm around your shoulder at a public event.

Group Four

- A ___ Your spouse/child praises you about one of your special qualities.
- B ___ Your spouse/child brings you breakfast in bed.
- C ___ Your spouse/child surprises you with a membership to something you always wanted.
- D ___ Your spouse/child plans a special night out for the two of you.
- E ___ Your spouse/child will personally drive you to an event instead of you having to go on the old, crowded bus with the team.

Group Five

- A ___ Your spouse/child tells you how much his or her friends appreciate you.
- B ___ Your spouse/child takes the time to fill out the long complicated applications that you had hoped to get to this evening.
- C ___ Your spouse/child sends you something special through the mail.
- D ___ Your spouse/child kidnaps you for lunch and takes you to your favourite restaurant.
- E ___ Your spouse/child gives you a massage.

Score Sheet

Transfer your scores from your test questions to this score sheet. This test measures how you primarily desire to receive love, but that will also tell you how you probably find yourself expressing love. You'll have to work backwards a bit with other people you take the test for. For each grouping, mark down which of the five ways your family members usually express love. From that you can determine how she needs to have love expressed back to her.

	Encouraging Words	Acts of Service	Gift-Giving	Quality Time	Touch
Group 1	A___	B___	C___	D___	E___
Group 2	A___	B___	C___	D___	E___
Group 3	A___	B___	C___	D___	E___
Group 4	A___	B___	C___	D___	E___
Group 5	A___	B___	C___	D___	E___
Totals	A___	B___	C___	D___	E___

When you're done, write down the primary to the least of the love languages of each family member in the blanks below. Compare your primary language with that of your other family members.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Session Four

The Trustworthy Father

Duration: 39 minutes

Session Focus!

The song, "*The Cat's in the Cradle*" written by Harry Chapin and released in 1974, tells the sad but true story of a dad who was too busy to spend time with his son and when he was old and had time (and needed his son) his son had followed his Dad's example and was now too busy for his Dad! This lesson is a sobering look at what a Father and a Dad should be!

Facilitator Alert!

This session must be handled with sensitivity!

For those:

- who never knew their father;
- whose father deserted them or was lost at a young age;
- who had an abusive father (to them, siblings or their mother) or,
- whose father was present in the body but had no emotional attachment to them,

this session will be hard to stomach! Sensitively help them grasp the notion that while their losses are real and cannot be downplayed, the character traits of a Trustworthy Father can help them set a benchmark that they need to attain to be a Father worthy of trust (if they are male) or help them (if female) to choose a partner whose character is mirrored in the five non-negotiable duties of the Trustworthy Father. Simply and clearly say that in any future relationships, the non-negotiable character traits of a Trustworthy Father set the benchmark for any future relationships. Unless the future man ticks off all these boxes (traits) he is to be avoided! Here is a chance to finally break the cycle!

General Summary

Fatherhood can operate at three levels:

- the biological level,
- the material / sustenance level, and
- the loyalty / emotional level.

The third and highest level is the focus of this session. Due to many factors, including the complexity and confusion within current western culture, work, finance, education, and leisure activities, most men never reach this third level.

Note: A quality father will build his relationship with his children, based on trust!

In this session the contemporary notion of quality time and quantity time will be challenged. Time is not the best measurement, but the calibre or quality of *relationship* is. This can be gauged by how often children turn to Dad for advice and counsel. Trust secures the relationship, solidifying a child's position and giving him the sense of being loved. Failure to build trust causes a child to more readily find his identity with his peers and thus adopt their values.

Additionally, the sad fact is that when a father fails to deliver in this area, the child will seek those qualities in others and sometimes those "others" may not be suitable or worthy of that trust.

There are five core duties that cultivate and strengthen the child's confidence in Dad's leadership.

- 1. A father must be the encourager within the family.**
 - a) He builds family identity.
 - b) He verbalises his commitment to his kids.
 - c) He writes notes and letters.
 - d) He gives his children the opportunity to prove themselves trustworthy.
- 2. A father must understand and respect his child's private world.**
- 3. A father must give his children the freedom to fail.**
- 4. A father must routinely embrace his children.**
- 5. A father must guard his tongue and his tone and learn to measure his response against the excitement on their faces.**

Session Four - Key Principles

- Unfortunately, many men never move beyond a biological relationship with their children, only proving that a physical action and biological process can make you a father but not necessarily a Dad. An astute 13-year-old once told his adoptive father "... any fool can become a father but it takes a real man to be a Dad, dad!"
- The next level of commitment represents the norm of our society. It is built upon Dad's ability to provide and satisfy the needs (and sometimes wants) of his children. Dad's role is provider and protector; this is the material and sustenance level.
- The third highest level of relational commitment between father and child depends on the quality of mutual trust and loyalty between the two. This is the emotional level.
- The duty of a father therefore is to establish a relationship with his children; a relationship built on trust is an important element missing in many families today.
- The notion of quality and quantity of time spent fathering is a cultural idea based on time allocation first and relationship building second. It subjects our children's need to time, rather than reorienting time to meet their needs.

- Quality or quantity of time spent with children is not the goal – it's the means to achieve the goal. Time is **not** the goal; the **relationship** is!
 - For a child, trust is the bridge linking his need to know he belongs with actually belonging; his need to know he is accepted with actually being accepted; and his need to know he is loved with actually being loved. The bridge of trust, built and maintained by a father, secures the child's need to feel connected to his family. So many children believe they belong, are accepted and are loved but these elements are never really cemented in the relationship as the outworking is not there and they never experience what it really means to belong, to be accepted or to be loved by their dad.
 - All relationships depend on trust, especially family relationships. Without trust in a relationship, you have only a mutual consent to live together. Without trust, you will either have to lead by force or abandon the notion of leading altogether.
 - Having a trusting relationship with your children is a long-term process and comes the old fashion way - we earn it!
1. **Duty One:** A father must be the encourager of the family. Fathers need to take the lead and encourage the family because encouragement builds trust. How does he do this? He does it by:
 - a) Building family identity. The process of building a trusting relationship with your children starts by cultivating attitudes that lead to a strong sense of family identity, i.e. who you are as a family. It is based on trust, acceptance and growing loyalty between members. When fathers cultivate family identity, they are aiding the process of trust. The two go hand in hand. To have a strong family identity, fathers must weave trust into the fabric of each relationship.
 - b) Verbalising his commitment to his kids. A strong family identity is one in which family members base relationships on devotion to one another. This results in relationships based on trust and acceptance of each family member as an individual with a parallel sense of loyalty to the family as a unit.
 - c) Writing notes and letters. The older the child, the more he or she needs to hear from Dad in writing. Furthermore Fathers should sign Christmas and Birthday cards. There is something special about knowing that Dad took the time to endorse the warm thoughts enclosed in the envelope.
 - d) Giving his children the opportunity to prove themselves trustworthy.
 - e) Children are seeking the opportunities to prove their trustworthiness and to get a "well done" from Dad – the affirmation of a child's efforts can never be overlooked or downplayed, especially by Dad.

2. **Duty Two:** A father must understand & respect his child's private world. Children have a private world that is constantly changing and developing. Fathers need to be particularly sensitive to this world. A father can establish a trusting relationship in the secret places of a child's heart, but he can destroy it there as well.
 - a) The open window - a vulnerable moment when suddenly a child will open the window of his / her heart and invite you in - is so often missed by Dads. When a child is willing to share the issues of his / her heart, Dad should be ready to receive and respect them. Parents who are too busy will miss this moment!
 - b) When our children invite us into their private world, we must listen with our hearts as well as our heads / ears. If they ask us to participate, then we can offer our fatherly advice, knowing they want to hear our comments, direction or counsel.
 - c) Although there are no guarantees in parenting, this comes close. If you can prove your trustworthiness during the vulnerable moments in the early years, your children will come to you when they are older and facing life's challenges.

3. **Duty Three:** A father must give his children the freedom to fail. A father's wrong attitude toward failure can prevent his children from stretching themselves to their full potential.
 - a) Your children need to have the confidence that you view their failures as first steps to success. Failure with effort is acceptable; failure without effort is not.
 - b) Fathers must look at failure with an eye to the future, realising that vulnerable moments of learning often accompany times of failure. We need to help them find the secret blessing in their failure and create that learning moment.
 - c) Your children need to know how you too have failed and that you can share in their feelings of hurt and disappointment. They need to be assured that neither failure nor success is the basis of your relationship with them.

4. **Duty Four:** A father must routinely have physical contact with his children. To hold and to be held communicates vulnerability and closeness that is reserved for trusting members of a family.
 - a) In the context of family, a gentle hand, a tender hug, a pat on the back, and a goodnight kiss all communicate touch and intimacy in a relationship.
 - b) Holding your children meets a special emotional need in their life.
 - c) Fathers who fail to communicate through touch leave behind yearning hearts that can be taken captive by anyone willing to give attention. Often, it is the wrong person.
 - d) Neither time, age, nor gender should limit a father's touch. Our children are never too old to be kissed, hugged, or held – not ever!

5. **Duty Five:** A father must guard his tongue and his tone and learn to measure his response against the excitement on his children's faces.
 - a) There are going to be times when your children come with excitement, to share something with you. How you respond can heighten their joy or rob it from them.
 - b) Be careful that you do not steal special moments from your children by failing to rejoice with them over those times that bring excitement to them. If your children consistently have their flame of joy extinguished when they come to you, their sense of security is violated and they will cease sharing their joy with you altogether.

- Parenting is a mentoring relationship in which truth passes from one generation to another.
- The need for trust in any relationship is basic.
- The trustworthy father is to be concerned first with the quantity and quality of trust his children have in him.
- Think relationship – a trusting relationship! Only then can you begin the process of leading your children.

Session Four Outline

I. Introduction

- A. The quality and quantity of trust our children have in us while they are in our care is the only legitimate benchmark measuring our relationship with them.
- B. Why is trust so important in the life of a child? For every human being, trust serves as a bridge to all relationships.
- C. Trust is the bridge linking a child's:
 1. need to know he belongs with belonging.
 2. need to know he is accepted with being accepted.
 3. need to know that he is loved with being loved.



If a child cannot trust a dad more than his peers, ultimately his peers will direct his path and have greater influence.

II. The non-negotiables for building a trusting relationship.

- A. Fathers must be the encourager within the family.
 1. He builds family identity.
 2. He verbalises his commitment to his kids.
 3. He writes notes and letters.
 4. He gives his children opportunity to prove themselves trustworthy.
- B. Fathers must understand and respect their children's private world.
- C. Fathers must give their children the freedom to fail.
- D. Fathers must embrace their children.
- E. Fathers must guard their tongue and their tone and learn to measure their response against the excitement on their child's face.



Key Principle: The quality and quantity of trust our children have in us is the only legitimate benchmark measuring our relationship with them.

Possible Discussion Topics

Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles presented in this lesson.

1. **Did anyone have an “ah hah” moment from this lesson that they would like to share?**
2. **Ask your class members to share examples of instances where their own father may have demonstrated some of the principles shared in this lesson and how that influenced their relationship with him?**
3. **Ask the ladies in your class how many of them poked their partners/spouse in the ribs or gave them the ‘eye’ during this session? Then ask them for productive examples of how they can help encourage their husbands in living out some of the principles shared in the lesson.**

For example, periodically bringing their husband a pad of paper and pen to write a note and put it in their child’s lunch box, or gently reminding him of the children’s activities that he may have committed himself to attend. Remember to remind the wives that a pat on the back/encouragement is better than a poke in the ribs. At the same time, encourage the husbands to be responsive to the efforts of their wives to assist them in this area. This would be a good time to hand out a post-it note pack to all the dads in the class.

4. **Ask the husbands to consider sharing with the class any thoughts they might have about their current approach to fathering after viewing this session?**

Are there possible changes they might want to make or things they have been doing correctly in establishing a trusting relationship with their children.

5. **Discuss with the class how the way in which we parent today will serve as a strong influence in the way our children will parent their families in the future.**

Remember to share that our parenting isn’t solely for the moment, but will have an effect on generations to come.

Practical Homework

The academic learning in the class setting is enhanced significantly when it is put into action. Please encourage your participants to do the practical homework and report back on the results next week. The success and failures of fellow class members is often a significant encouragement to others.

- 1. As a couple or dad, sit down and list the 5 non-negotiable duties covered in the lesson. Select at least one duty to specifically work on. Report to the class next week what it was and how your children responded.**

Supplemental Resources

Online	growingfamilies.life	gfileadersplace.com
Homework Sheet		<input checked="" type="checkbox"/>
Class Email Template		<input checked="" type="checkbox"/>
Non-Negotiable Duties of a Father Card	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Non-Negotiable Duties of a Father Poster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Dad's Encouragement Poster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Questions for Review – page 63 in OBC manual.



Review practical homework

1. **Was your father a dad worthy of trust? In what ways do you hope to emulate what he did as a father? How do you hope to do things differently?**

This question is not about participants judging or revealing information about their father. Participants may want to do this but encourage participants to stick to the key questions around parenting style. Your class members may parent in harmony with, or in opposition to, the manner in which they were parented. Be sensitive! Many Dad's especially may struggle with this question and may not be prepared to answer it. Some may well want to vent about their father's lack of role modelling etc.

Key: Be sensitive and keep context in view. It may be better to get someone who is getting wound up or upset to talk to you after class and prevent disruption or cause grief to other participants.

2. **What does the following statement mean to you? "The quality of trust our children have in us as fathers, is the single most important benchmark measuring our relationship with them". (Page 54)**

If our children trust us, it is the most important quality to have. It means that trust will encourage them and give them confidence to be able to come to us for anything and everything, at any time in their life.

3. **What is trust, a bridge for? (Page 54)**

Trust is the bridge between knowing that I need to belong, with actually belonging.
Trust is a bridge between knowing that I need acceptance, and being accepted;
Trust is the bridge between knowing I need love, to actually being loved.
Trust bridges the gap between the knowledge and experiencing.

4. **What is an open window moment, and what does it reflect? (Page 57)**

An open window moment where a child invites the parent (especially dads) into a very private part of their heart and world to reveal something of themselves and it's a time when the level of trust a child has in a father can be either built-up or shattered!

5. **Why should fathers verbalise their commitment to families? (Page 54)**

Children need to know that dad is committed to their family and to their mother. That way the children feel secure in the knowledge that dad really believes and verbalises that their family is the greatest!

6. **Start writing little lunch box notes to your children and be prepared to share with your class members the responses of your children. (Page 59)**

Did you write a note this past week? Did you get a reaction?

Session Five

How To Raise A Moral Child

Duration: 39 minutes

Session Focus!

What do you want? An obedient child or a moral child? An obedient child looks the part but does he or she know right from wrong even when you are not around?

General Summary

This session focuses on establishing the importance of morally training our children and the ethics behind that training. This essentially is the standard of right and wrong and knowing what is right and what is wrong! Personality differences and temperament affect parenting in that they help parents identify areas, which require special effort to raise children up to the same standard of moral training. However, the standards of training and the goals do not change with personality differences. Differences in temperament are not an acceptable excuse for wrong behaviour.

This session also identifies two common extremes and their sources – authoritarian parenting and permissive parenting. Each has short-term consequences and is ultimately destructive. The desirable alternative to these two extremes is parenting that focuses on moral training. Moral training instructs children with the principles behind parents' directions. This mindset helps the child adopt the principles as his own. Failure to teach in this way results in a child who is moral on the outside (behaviour) but not on the inside (character). For children aged three and up, parental instructions should become characterised by including the moral or practical reason why. Providing these reasons helps to make obedience attractive. The Ezzo's also challenge parents to pay attention to context, which helps them guard against legalism.

Session Five – Key Principles

- Training of children should be characterised by the same standard of moral excellence regardless of their personality, temperament, or gender. Remember - no one is "special" or "exempt".
- On Becoming Childwise is all about helping parents to raise children who have the moral capacity to know right from wrong, good from evil.
- Many parents are more preoccupied with suppressing evil, rather than elevating good. When teaching moral principles, parents will often tell their children what is wrong and what not to do, rather than what is right and what they should do.
- Moral training begins with parents. Parents cannot lead their children any further than where they have gone themselves. If the principles of moral conduct are not resident in their own hearts, they cannot be passed on to their children.

- Knowing how to do right and why it should be done are two distinctly different things. The first represents the action; the second represents the principle. Without principles stirring the heart, a child's moral development is limited.
- It is not enough to teach your children to act morally; they must learn to think morally. Knowing the virtuous motivation for behaviour prevents robotic behaviour.
- As a general rule, parents should offer a moral reason when a situation concerns people. They should also offer practical reasons when a situation relates to things. However, both practical and moral reasoning can apply to both people and things.
- The authoritarian approach to child-rearing fails to provide the moral and practical reason behind instruction. That failure produces the image of a good child but not the reality.

Session Five Outline

I. Introduction

- A. If everyone has a different set of values, how do you teach children right from wrong?
- B. The nature of children is self-oriented. The nature of our cultural ethic is other - oriented. The tension between the two is what creates conflict in the family structure and parenting.

II. The history of communicating values.

- A. Rule / authority based morality.
 - 1. Children were told, "You will do it or else." The "or else" became the motivation to do the right thing, not the moral precept.
 - 2. Mothers and fathers tended to be more preoccupied with waywardness than elevating virtues. Children learn more about what not to do than what to do.
 - 3. If your moral training is reduced down to avoiding all the wrong. Ultimately what you will do is distort what "good" really means.
- B. Permissive based morality
 - 1. The weaknesses within permissive parenting are the priorities.
 - 2. Children are by nature self-oriented. Our cultural ethic is other-oriented. The tension between the two creates conflict between what a child wants to do and what a child needs to do.

III. Finding the Balance

- A. Three Questions.
 - 1. What do you believe about the preciousness of others?
 - 2. What roles do temperament and personality play in the training process?
 - 3. How do children internalise values?
- B. What do you believe about the preciousness of others?
 - 1. Presupposition: A presupposition is a belief that takes precedence over another belief. It is referred to as the first principle of life.
 - 2. The first principle of *Childwise*: what you yourself do not desire, do not put before others. Do to others, as you would have them do to you.
 - Other people count – they are precious.*
 - Virtues are constant they don't change.*
 - Values change depending on the culture etc.*
- C. What role do temperament and personality play in the training process?
- D. How do children internalise values?

The reason we are not producing morally responsible children in our homes and communities is because parental instruction too often lacks moral reason. We tell our children what to do, but we do not tell them why they should do it.

Knowing *how* to do right and knowing *why* to do right are distinctly two different things. The first represents the outward actions, while the second represents the principle.

E. Examples of the moral why.



CONTEXT is the big issue: context prevents a parent from becoming a legalist.

ABSOLUTISM (or legalism) – removes the principle from the heart of the child!



Key Principle: No-one is exempt from kindness, friendliness, honesty and respect, etc



Key Issue:

The reason we are not producing morally responsible children in our homes and communities is because parental instruction too often lacks moral reason. We tell our children what to do, but we do not tell them why they should do it.

Knowing how to do right and knowing why to do right are two distinctly different things. The first represents the outward actions, whilst the second represents the principle.

Possible Discussion Topics

Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles presented in this lesson.

1. Did anyone have an “ah hah” moment from this lesson that they would like to share?

2. Discuss with the class how authoritarian or permissive parenting achieves outward obedience.

The child may comply out of fear as a result of authoritarian parenting, or the rules have been suspended or left so broad that they appear non-existent, as is the case with permissive parenting. Remember to share that the child is displaying moral behaviour on the outside but not the inside, and that can only last for so long. The absence of moral reason ultimately exasperates the child, producing power struggles and creating the propensity for moral default later in life. During this discussion ask the class if they think they may be experiencing outward obedience in their family at this point in time.

3. Discuss with the class how the uniqueness of each child should not affect them responding to the same standard of obedience. Ask the class to share examples of contrast in their children’s temperament and personality combinations?

For example, a quiet child will potentially respond differently to a given situation than a verbal child. Each temperament and personality combination has both strengths and weaknesses that must be either fostered or discouraged. Remember to share that they must be careful not to parent, based on their emotions. Regardless of the personality distinctions found in their children, persistent moral training should not vary from child to child as virtues do not vary. Ask the class to share examples of contrast in their children’s temperament and personality combinations.

4. Discuss with the class an example of providing the practical reason why to a given situation. Ask your class if they can think of a recent example of when they could have shared a practical reason why?

Remember they should offer practical reasons when a situation relates to things. A practical example would be a father who has just finished spraying poison around the fruit tree and little Nathan is curious to see what Dad did, so he is heading over towards the tree. The father calls Nathan over to himself to provide the practical reason why. He tells him, “Daddy just sprayed poison around the tree and it is not safe for you.” By providing that little bit of information, the tension between Nathan’s curiosity and his need for compliance is neutralised, simply because now he understands. There is a reason why he should not go there. Offer the reason instead of simply saying, “Nathan come over here,” or, “Nathan don’t go near the tree.” This is a practical reason for a health and safety situation. We need to communicate to our children the practical and moral reason why as often as possible. Providing these moral and practical reasons makes a moral investment in their hearts.

Practical Homework

The academic learning in the class setting is enhanced significantly when it is put into action. Please encourage your participants to do the practical homework and report back on the results next week. The success and failures of fellow class members is often a significant encouragement to others.

- 1. Be prepared to share with the class how providing a moral or practical “why” of instruction helped your child with the right response.**

If your child is characterised by asking why, note if giving the moral reason helps curb that behaviour.

Supplemental Resources

Online	growingfamilies.life	gfileadersplace.com
Homework Sheet		<input checked="" type="checkbox"/>
Class Email Template		<input checked="" type="checkbox"/>
Be Others Focused Poster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Vice-Virtue Poster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Questions for Review – page 77 in OBC manual.



Review practical homework

1. **What is the first principle of Childwise? What does it mean to you?** (Page 68)

What you do not yourself desire do not put before others, or put another way – do to others, as you would have them do to you. It means that other people count – they are precious – treat them as precious people.

2. **When teaching moral principles, parents will often tell their children what is wrong and what not to do and forget to talk about what is right and what they should do. What is wrong with this practice?** (Page 70)

This practice focuses on the negative and tends to illuminate the wrong rather than encourage the right behaviour. It will also lead the child to thinking that it's only when he / she is wrong or in error, that they get a response from, or are noticed by, mum or dad.

3. **In our story about Sandy, what mistakes did her mother make as she tried to suppress Sandy's wayward behaviour?** (Page 71)

She corrected the 'wrong doing' but did not teach what was right. She focussed on the misdeed and failed to teach the necessity of doing right. She did not provide Sandy with another acceptable mode of behaviour. She reacted to Sandy's wrong behaviour and was not proactive when it came to teaching what is right! Sandy's mum failed to fill the moral vacuum she had created.

4. **What is one of the most destructive forces in parenting, as described in the third moral precept? Explain.** (Page 72)

Hypocrisy! When parents exempt themselves from the values that they require of their children, they will be seen as hypocritical, will lose credibility and most likely breed contempt.

5. **What is the difference between knowing how to do right and knowing why it is right?** (Page 72-73)

Parents often tell their children what to do but not why they should do it. Knowing how to do right and why it should be done are two distinctly different things. The first represents the action; the second represents the principle.

6. **What is absolutism, and what are the dangers?** (Page 76)

Absolutism ignores or even rejects context and applies the letter of the law without variation. This results in the parent becoming legalistic, placing rule of law over the spirit, purpose and intent of the given law. Legalistic parents ignore context and frustrate their children.

Key Principle: In addition to teaching children how to act morally, parents must teach them how to think morally. To accomplish that goal, parents must think and act (demonstrate moral action and thought) in accordance with fundamental values and pass them on to their children at the appropriate time.

Thinking is the pre-requisite to the process of raising a morally responsible child.

Session Six

How to Raise a Virtuous Child (Part One)

Duration: 32 minutes

Session Focus!

Respect is one quality by which the character of a person can be measured - either in its presence or absence. It is known as a virtue!

Do your children conduct their lives giving respect to those around? Do you demonstrate respect in your dealings with them, or those around you?

If we want our children to be respectful people we must first live it and demonstrate it! Then and only then, do we have the freedom to teach it and require it in our children!

General Summary

Our place in this world is affected immeasurably by the quality of relationships we have with our fellow man but also by the quality of relationship we have with the world around us. These qualities can be measured by the character traits of respect, honour and honesty that we have in our hearts and exercise in our dealings with others. In this session we will compare values and virtues, explore the matter of respect, and define the value of labour.

Session Six – Key Principles

- Values are not absolute – they vary from culture to culture, from time to time.
- Virtues are timeless – they never change and are constant in all societies.
- There are seven natural relationships which mankind enjoys
- Understand the nature of respect
- Know the value of labour

Session Six Outline

I. Introduction

A. Values vs. virtues.

1. Values are not absolute and differ from culture to culture.
2. Virtues do not change with time. Virtues are never out of fashion.
3. The three virtues:
 - a. Respect.
 - b. Honour.
 - c. Honesty.

B. What is character?

1. Character is the quality of a person's personality and the moral restraint or encouragement of his temperament. It is the outward reflection of the inner person.
2. To respect our fellow man means to live honestly before him.

C. The seven natural relationships.

1. Respect for Property.
2. Respect for Peers and Siblings.
3. Respect for Parents.
4. Respect for Authority.
5. Respect for Age.
6. Respect for Nature.
7. Respect for Self.

II. Respect for Property.

A. A simple commandment, from Hebrew writings says "You shall not steal."

This is a commentary on private property. What does it include?

1. Do not steal another person's possessions.
2. Do not take advantage of a person's naivety.
3. Do not steal someone else's time.
4. Do not steal someone else's good reputation.

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.

C. Property vs. Dominion.

1. Property: that which is tangible and physical and within my ownership.
2. Dominion: 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 positive side of ownership; selfishness is the negative side of ownership.

D. Dominion Sensor.

E. Where do you begin?

1. Start with your children at home.
2. Avoid value substitution.
3. Teach the value of property.

F. The only benchmark measuring the value of any commodity is labour. Labour defines value.

Labour can be divided into two categories:

- a. Duty labour.
- b. Purchasing labour.

🔑 Key Principle: Labour defines value. Without labour there is not measurement of its value.

Possible Discussion Topics

Relating the following issues to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles presented in this lesson.

1. **Did anyone have an “ah hah” moment from this lesson that they would like to share?**
2. **Ask the class for some examples on how we can use everyday life to teach our children to show respect (for Property)?**
3. **Ask the class if anyone can think of a time recently when their dominion was encroached upon.**
How did they respond? Would they respond differently after this sessions teaching?
4. **Discuss with your class how their children might work for some of the items they desire.**
Review the relationship between labour and value and the benefits of lab our. For example, they will take better care of their belongings and have a greater appreciation for other people’s belongings.

Practical Homework

The academic learning in the class setting is enhanced significantly when it is put into action. Please encourage your participants to do the practical homework and report back on the results next week. The success and failures of fellow class members is often a significant encouragement to others.

1. **Take your shopping trolley back to the front of the store (or hang up the compressed air hose at the service station – be imaginative) and discuss how you felt about doing something that you know is right but very few are doing.**

Supplemental Resources

Online	growingfamilies.life	gfileadersplace.com
Homework Sheet		<input checked="" type="checkbox"/>
Class Email Template		<input checked="" type="checkbox"/>
Right is Rights Poster		<input checked="" type="checkbox"/>
Virtue-Vice Poster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Title	Author	ISBN
Achieving True Success – How to Build Character as a Family		0-9679941-0-1

Questions for Review– page 89 in OBC manual.



Review practical homework

1. **Do you agree or disagree with the following statement? (Be prepared to share your views with your class) (Page 83)**

“When it comes to character training and children, do not assume for a minute that all you have to do is sit back and let all the good character bound up in the heart of the child ooze out. On the contrary, parents build character into their children, not draw it out.”

I agree with the statement. Parents have to take the time and energy to build such character in their children.

2. **How does the following statement apply to respecting the property rights of others? (Page 85)**

“What you do not yourself desire, do not put before others. Treat others with the same respect you desire.”

Simply put, make sure you treat and respect others, in exactly the same manner as you want them to treat and respect you and of course your property.

3. **What is the difference between dominion and property? (Page 85)**

Property is generally a tangible possession whilst dominion relates to personal responsibility in relation to property, time, space, rights and privileges, and also relates to stewardship. It is seen as the positive side of ownership, whilst selfishness is the negative side.

4. **How does labour define value? (Page 88)**

Labour gives value to the currency – i.e. it places a physical value on the dollar as in what effort it took to earn that dollar.

5. **How does labour help children better appreciate the property of others? (Page 88-89)**

If a child has to work for money to raise the purchase price of an item they want, they place a value on that item. They then can immediately transfer the principle that a possession belonging to another person cost more than just money to buy it – there was a greater cost and it must be valued by the same measure.

Session Seven

How to Raise a Virtuous Child (Part Two)

Duration: 37 minutes

Session Focus!

Respect and honour, leading on from Session Six, are action words! That means that having an attitude of respect without the action to complete it, is not enough. Trying to teach your child to have an attitude of respect without providing a vehicle to demonstrate it, will cause frustration and exasperation for the child.

Teaching the practical side is the focus of this session.

General Summary

The virtuous child is courteous, polite, kind, gentle, and full of self-control. He is not rude, poorly mannered, or impolite! Can you imagine a group of children like that? Do you want your children to be like that? In this session we continue the process of learning how raise a child who is virtuous, respectful and a delight to be around!

Session Seven - Key Principles

- Defining a peer / sibling relationship.
- The parent is NOT the child's peer.
- Respect for the aged – knowing why this is important.
- Shyness – why it is disrespectful and what parents can do.
- Teaching the interrupt courtesy.

Session Seven Outline

I. Respect for peers and siblings

A. When we refer to peer relationships, we do so from the broadest definition. A peer is one of the same age or dignity. By this definition, your child's peers are those who have a common association. Brothers and sisters are included, as well as friends and classmates.



Note: You as parent are NOT your child's peer.

B. Where should you begin?

1. Do not allow unkind words.
2. Encourage your children to be happy when something good happens to a sibling.
3. Teach your children to respect each other's property.
4. Teach your children empathy.
5. Teach your children that they are each other's best friend.

II. Respect for Age.

A. Back to basics.

1. Offer your seat to the elderly.
2. Open the door.
3. Honour age at the food lines.
4. Teach your children how to greet people.

B. Teach your children not to be rude.

C. Teach the interrupt courtesy.



Key Principle: *Love your neighbour as yourself* – old Hebrew text.

Possible Discussion Topics

Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles presented in this lesson.

1. **Did anyone have an “ah hah” moment from this lesson that they would like to share?**
2. **Do you have children who have a habit of dobbing or tattling? How do you think you can correct this habit?**
3. **Do you have a shy child? What can you do to train him or her in the simple courtesies?**

Practical Homework

The academic learning in the class setting is enhanced significantly when it is put into action. Please encourage your participants to do the practical homework and report back on the results next week. The success and failures of fellow class members is often a significant encouragement to others.

1. **Teach your children the interrupt rule and discuss how it went with the class next week.**
Refer to page 98 – 99 in the student manual on how to introduce it.

Supplemental Resources

Online	growingfamilies.life	gfileadersplace.com
Homework Sheet		<input checked="" type="checkbox"/>
Class Email Template		<input checked="" type="checkbox"/>
Interrupt Courtesy Color in		<input checked="" type="checkbox"/>
Virtue-Vice Poster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Questions for Review – page 102 in OBC manual.



Review practical homework

1. **What is the difference between sibling conflict and sibling rivalry?** (Page 94)

Sibling conflict is natural and a result of human nature. It is the result of not being mature or knowledgeable enough to know how to resolve differences and can result in physical contact – hitting or striking. Sibling rivalry however – although being a natural reaction too – is the result of a child perceiving that he is not loved, or loved as much as his sibling by his parents, or is in danger of losing his parent's love. It's the desire to gain an equal, better or more favoured position over another.

2. **What is behind dobbing or tattling? What do the authors call it?** (Page 95)

Tattling is when one sibling desires to gain advantage over another sibling by getting their sibling into trouble. This is called malice! The Ezzo's describe this as one of the worst offences in the hierarchy of childhood crimes and the tattler receives the same punishment as the child caught doing the wrong action.

3. **In your own words, explain why an attitude of respect is not a substitute for actions of respect.** (Page 98)

Having an attitude of respect and not exercising that respect is in reality not respect at all. Respect is an action and for it to be given life it must be acted upon and shown.

4. **Why is shyness not an acceptable excuse for disrespect?** (Page 99)

The shy child who does not even say a simple "thank you" or "hello," is a child devoid of respect and has not been taught simple respect by his / her parents. Shyness is not acceptable, as any person who speaks to a child or adult for that matter, must be treated with the attitude, that even though I may not know you, you deserve the simple courtesy of a reply.

5. **What and how does the interrupt courtesy demonstrate?** (Page 98-99)

The interrupt courtesy – the placing of a hand on the arm or shoulder of a parent engaged in another conversation without speaking – indicates respect for the parent and the other person, as well as the child. It also demonstrates a quality measurement of relationship and the confidence to know that the child will receive a response, when it is appropriate to do so. It's another way to say – other people count!

Session Eight

The Five Laws of Correction

Duration: 50 minutes

Session Focus!

As a society we have become resistant to the word “discipline” often equating it with punitive actions or punishment. This vital session helps the parent to bring all the wisdom of the previous lessons to a place where the actions of the child are seen in context and discipline is correctly seen and applied as training or “discipling!”.

Facilitator Alert!

This session is vital. Each of the first 7 sessions informs and guides the application of this session. Therefore facilitators must ensure that participants have clearly understood the knowledge of all that has gone before in the previous 7 sessions. It is one of the many reasons why the participant must complete homework and demonstrate to the facilitator that they have understood and taken on board the principles of each week before moving onto the next session. If not, the parent will be in danger of becoming legalistic, developing poor parenting skills and bringing the program into disrepute. If your participant has not completed homework and cannot give the principles of the previous week, review that class to ensure understanding.

General

Discipline comes from the term disciple and essentially means, “to train one who is a learner.” So in this vital session, with the knowledge of all that has gone before in the previous 7 sessions, the Ezzo’s bring us now to this key chapter. Here, you can use your authority, influence and relationship to train your children to reflect those standards, values and virtues that characterise your family and effectively correct them when they stray! Knowing the difference between childishness and foolishness and the intent of your child’s heart will assist you in raising a morally responsible and responsive child.

Too many parents are inconsistent with the way they correct and discipline their children. In this session the Ezzo’s bring effective tools for parents to use, so that consistency and context become foremost in the skills used. Using the Discipline flow chart is a vital component in this process.

Session Eight - Key Principles

- Correction is not about getting even with the child but about teaching or heart training!
- Instruction is the starting point of heart training for the child.
- The aim is to put the child back on track and fill his / her moral warehouse.
- If the parent fails to instruct or train their children in the required standards the child will never know the standard and so conflict will abound. Practical and moral reasons why, must be implemented to effectively train our children.
- Furthermore, if the parent does not demonstrate the standard, i.e. live to the standard required of the children, parental instruction becomes null & void! Walk the walk and talk the talk!

Session Eight Outline


I. Introduction

This session combines two presentations. The “Discipline Flow Chart” that comes from the teaching session and the “Five Laws of Correction” found in the chapter reading.


The Importance of Instruction.

Two questions:

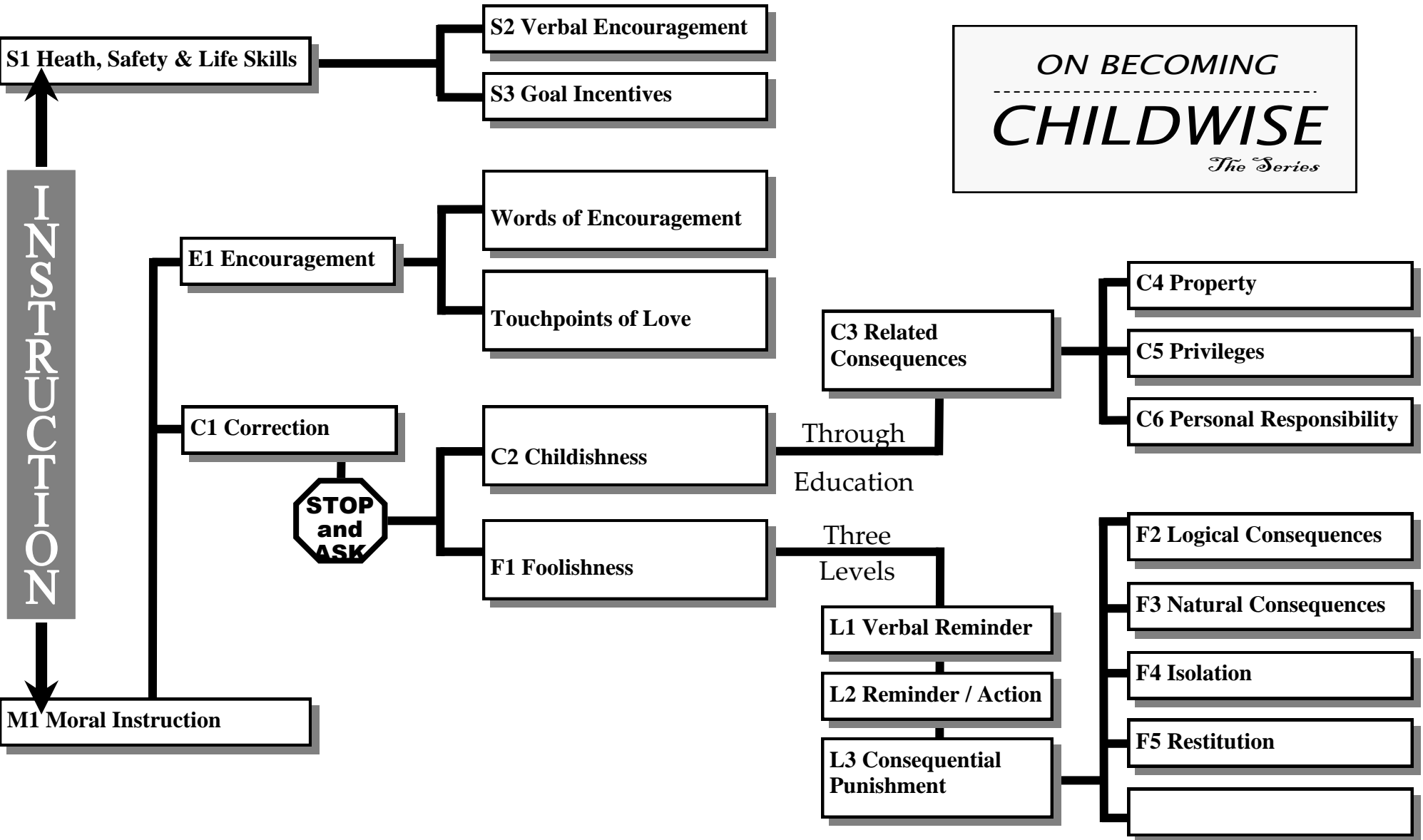
- A. If you do not verbally instruct your children, how will they ever know what is expected?
- B. If you do not live to the standard of your instructions, how much can it really mean to you – or your child?

 **Note:** See Appendix pages 155-165 in the participant’s manual for detail on each element of the chart. It recommended practical home reading.

 **Key Principle:** Training the child’s heart training is the goal of correction.

 **Note:** Hand out a blank discipline flow chart (A4 size) for participants to fill in – it is much easier than the smaller version in the book (is on resource CD).

ON BECOMING CHILDWISE - DISCIPLINE FLOW CHART



ON BECOMING

CHILDWISE
The Series

Possible Discussion Topics

Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles presented in this lesson.

- 1. Did anyone have an “ah hah” moment from this lesson that they would like to share?**
- 2. After now listening to the teaching in this session, can you identify when you have misread your child’s misdemeanour, thinking it was innocence when it was defiance, or vice-versa?**
- 3. What did you think of the idea of restitution?**
Can you see where insurance has taken away some of the clout of correcting behaviour. If my son breaks your window, my response should be, “I’m sorry my son will pay restitution for that!” Instead our question is, “Sorry – you have insurance don’t you?” Discuss this situation or one like it and explore what other forms of restitution a child could exercise.
- 4. Does your current correction procedure punish the child or does it inform them and fill their moral warehouse?**

Practical Homework

The academic learning in the class setting is enhanced significantly when it is put into action. Please encourage your participants to do the practical homework and report back on the results next week. The success and failures of fellow class members is often a significant encouragement to others.

- 1. Take time this week to encourage your child. Be prepared to share with the class the results.**
- 2. Be prepared to give an example of a childish and foolish act you have seen this week. How did you handle each one.**
- 3. Read appendix (at the back of the manual).**

Supplemental Resources

Online	growingfamilies.life	gfileadersplace.com
Homework Sheet		<input checked="" type="checkbox"/>
Class Email Template		<input checked="" type="checkbox"/>
Discipline Flow Chart	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Obedience Poster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Obedience Looks Like Poster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Questions for Review – page 116-118 in OBC manual.



Review practical homework

We'd like to invite you to work through the following scenarios. The purpose of this exercise is to help you become familiar with each of the five laws of correction and the thought patterns necessary to bring fair and productive correction into your child's world. (You may wish to write on a separate sheet of paper.)

Scenario One

You come upon the scene described at the beginning of this chapter. Two four-year-old children are striking a dwarf plum tree with sturdy sticks. The fruit is raining down to the ground, where the children's feet grind them into a fine mush.

- 1. Based on the first law of correction, in which category of wrong behaviour did the children's behaviour fall? Please explain your answer. (Page 108)**

Based on the First law of correction it is Childishness! There is no suggestion that the children had been instructed that the tree was off limits or that the fruit thereon actually belonged to someone. If previous instruction had taken place it would be categorised as foolishness and would require stronger correction and instruction.

- 2. Based on the second law of correction, what type of education will prevent this behaviour in the future? (Page 110)**

Based on the second law of correction a simple instruction of the preciousness of others and the fruit on the tree would suffice giving both practical and moral reason why their action (destruction of the plums) was wrong. Instruction must include examples from the garden of other fruits or growing things that would fall into the same category eg other fruit, flowers etc

- 3. Does the third law of correction apply to this situation? Please explain your answer. (Page 111)**

Yes at age 4 the children have enough ability to know that, although their actions carried no malicious intent, it was destructive and took joy and possessions from another person. Any correction to the children must advance learning of the preciousness of others and treatment of another's possessions with respect.

- 4. Based on the fourth law of correction, what action is necessary to help bring closure to the children's wrong? Explain. (Page 112)**

Simply an apology to the owner of the tree and plums is in order! This should be preceded by a reflective sit time and allow the children's hearts to lecture them as to what they did wrong and what they must do to make it right! Following the apology the children should also pick up the damaged plums and put the plums in the compost or refuse, to clean up the garden bed.

5. Based on the fifth law of correction, what can be done about the damaged plums? (Page 115)

Restitution is the Law that comes into play, however in context, two 4 year old children have no funds to pay for the damaged and destroyed plums so the work undertaken under the 4th Law should suffice in this instance. One option would be for the parents to take the children to a market and purchase 2kg of plums for the owner explaining to the children what is happening and then getting the children to work off that debt at home.

Scenario Two

You catch six-year-old Nicole sneaking through the house playing hide-and-seek. You've already told all the children, including Nicole, not to play in the house. But her big brother, Nate, had just done the same thing only minutes before. His behaviour had resulted in a broken lamp. Nicole hasn't broken anything.

1. Based on the first law of correction, into which category of wrong behaviour did Nicole's behaviour fall? What about Nate's behaviour? Please explain your answer. (Page 108)

Both children are guilty of foolishness. They were instructed previously not to play in the house and both children at different times had defied the instruction and entered the house.

2. Based on the second law of correction, what could you do to help educate both children? Please explain your answer based on the second law. (Page 110)

Initially both children would be withdrawn from playing and instructed to sit and think about what they had done wrong and what they must do to make it right – a reflective sit time! Then talk it through with the children about the reasons for the instruction in the first place.

3. Based on the third law of correction, what should parents consider? (Page 111)

Clearly as both children are guilty of foolishness, they should lose the privilege of play. In coming to this conclusion, parents need to take into consideration the age difference, frequency of the offence and overall characterisation of the children's behaviour.

4. Based on the fourth law of correction, what action is necessary to help bring closure to Nicole's action? Please, explain your answer. (Page 112)

Nicole must first apologise to the aggrieved parent and then seek forgiveness. Nicole must become aware that her defiance has broken a level of trust with the parent and this must be repaired.

5. Based on the fifth law of correction, what should be done about the broken lamp? (Page 115)

Restitution is required! Due to Nate's age he must be required to do chores that will equate to the cost of replacing the broken lamp. Subject to Nicole's actions and remorse she might also be required to undertake some restitution so that she understands the seriousness of her actions. It might then be a deterrent to further breaches arising from similar behaviour.

Session Nine

Red Cup, Blue Cup

Duration: 36 minutes

Session Focus!

A child who throws a tantrum when he / she can't get their own way or wants to make all the decisions and won't accept an alternative that mum or dad requires or even suggests, is a child who has been given too many freedoms, too young. This session will focus the parent's attention on evaluating what is happening in their home, bringing correction where necessary.

General Summary

The best form of correction is prevention, so teaching your children while they are very young is the best option. It saves the tears later on. In the kitchen each morning, the parent is not a short order cook seeking orders from each child for breakfast, yet so many end up doing this. If you are doing this and if there are tantrums over the colour of the cup, what goes in it and what's on the toast – this lesson is a wakeup call for you!

Session Nine – Key Principles

- This session focuses on “age appropriate” parenting and the freedoms we give our children when they are not old enough or wise enough to appreciate the choice they are being given. It guards against children being dissatisfied with mum or dad's decisions and builds a sense of thankfulness for what they have.
- Many times we allow our children the freedom to make decisions without a moral basis to their thought processes and before long we have a 15 year old telling us that he is going out, and it's his decision, and we cannot stop him. And guess what? He is right. If we give our children freedoms, as little ones, that they are too young to appreciate, nor exercise wisely, we will never be able to rein that freedom in! In the teenage years it's generally too late to change his self-centred, self-fulfilling nature.
- We have to be careful not to parent outside the funnel, i.e. giving freedoms, which are not based on the child's age, capacity or ability to morally process appropriately.
- These freedoms can relate to verbal freedoms – calling parents by first name, physical freedoms such going into areas that are off-limits, e.g. dad's study, mum's purse, family car and, decision making freedoms such as going out whenever and where ever he or she likes!

Session Nine Outline

I. Introduction.

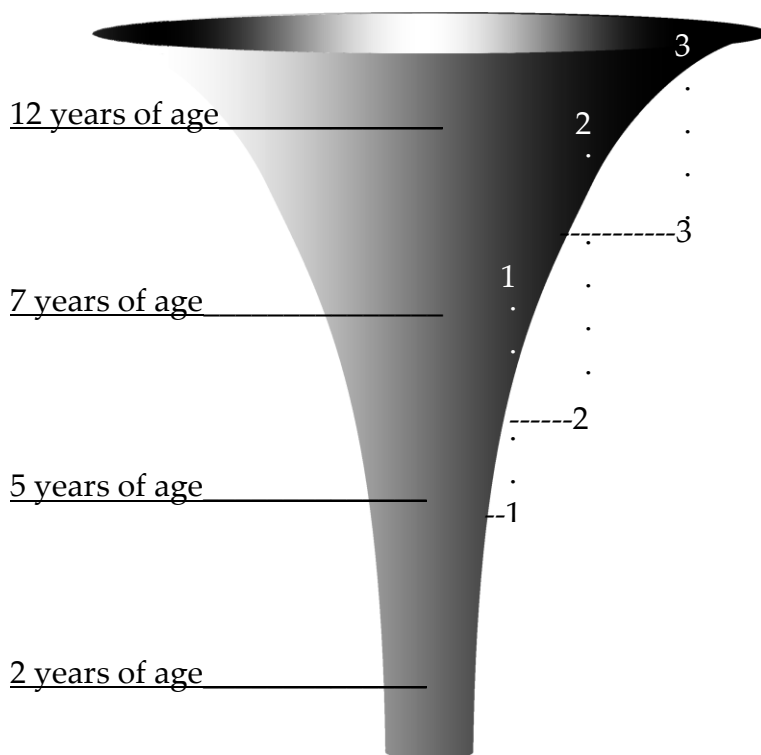
A. Solomon's Proverb.

"Do not answer a fool according to his folly, or you will be like him. If you answer a fool according to his folly, he will become wise in his own eyes."

B. To be wise in your own eyes: Modern version is "You're too big for your britches," meaning he is thinking himself to be more mature than what he is.

II. Parenting outside the Funnel

A. The funnel analogy



B. By "outside the funnel," we mean parents allow behaviours or freedoms that are not age appropriate, nor in harmony with the child's moral and intellectual capabilities.

C. The three wrongful areas of freedom.

1. Premature freedoms in decision making.
2. Premature physical freedoms.
3. Premature verbal freedoms.

III. Understanding the problem.

A. Premature freedoms in decision-making.

1. The problem is young children cannot handle the power associated with decision-making.

2. If your child can handle **not** having a choice, then your child is **ready** for **many** choices.

B. Premature physical freedoms.

C. Premature verbal freedoms.

IV. Conclusion

🔑 Key Principle: Children are ready for choices when they can handle not having any choices.

Discussion Topics

Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles presented in this lesson.

- 1. Did anyone have an “ah hah” moment from this lesson that they would like to share?**
- 2. Be honest, do you have a child addicted to choice?**
Are you acting as a short order cook each mealtime? Discuss this and develop some strategies and accountability with each other to stamp out this practice in your home!

Practical Homework

The academic learning in the class setting is enhanced significantly when it is put into action. Please encourage your participants to do the practical homework and report back on the results next week. The success and failures of fellow class members is often a significant encouragement to others.

- 1. This week evaluate the number freedoms already granted to your child. Write them down and be prepared to share some examples with the class.**
- 2. Be prepared to share with the class what happened when you decided to remove some choices in your child’s life.**

Supplemental Resources

Online	growingfamilies.life	gfileadersplace.com
Homework Sheet		<input checked="" type="checkbox"/>
Class Email Template		<input checked="" type="checkbox"/>
Responsibility Color in	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Questions for Review – page 135 in OBC manual.



Review practical homework

1. **Briefly explain how allowing a child to progress into his new and expanding world in an orderly fashion enhances learning.** (Page 122)

He or she is able to progress in an age appropriate manner, preventing them from becoming stressed or feeling pressured to make decisions that are beyond their natural and cognitive capacity. It allows children to be children and to learn at their given age rate!

2. **What is implied in the phrase, “parenting outside the funnel?”** (Page 124)

This means allowing children of say 2 to be given freedoms or make decisions or have choices that a 5 year old (being a little older, wiser and more experienced) would be given.

3. **How does the way we speak to our children or allow them to speak to us influence patterns of behaviour?** (Page 132)

We have to set the benchmark! What we require of them we must demonstrate and live out in our lives. If we allow verbal freedoms of a teen or young adult to be given to a 6 year old we will pay the price of disrespect and familiarity down the path.

4. **What technique can you use to change telling to asking? What’s the catch?** (Page 134)

Have the child ask permission from mum or dad by saying, “Mum / Dad, may I go...” rather than telling. Seeking permission implies dependence on the parents leadership and accountability to the parent. Giving into a tantrum means that nothing has changed!

5. **What does it mean for a child to “be wise in their own eyes?”** (Page 125)

It means, the child being given or taking freedoms that are way beyond the chronological age of the child and can often lead to titles of smarty pants or being too big for his britches! The child assumes they are older and wiser than they really are, yet without age or experience to inform them in an educated and cognisant manner.

6. **Explain what “addicted to choice” means.** (Page 129)

When a child is unable to accept choices being made for them in any way or manner of things, then that child is addicted to choice.

Session Ten

Odds and Ends

Duration: 45 minutes

Session Focus!

Do you frustrate your kids? Are you requiring good eye contact and obedience with your instructions? Do you realise that boys and girls are different? These and some more great tips will round off the teaching!

General Summary

In this final teaching session of OBC, all the past teaching is rounded off with some quality teaching on how to accentuate the positive as well as correcting less appropriate behaviours. It's bringing all the teaching of the past 10 weeks into a practical and logical position. You can teach all these things, without the past 10 weeks and get extrinsic behavioural change but if we desire the best, we want to change the heart of the child so he / she acts with a moral reason not just because! The Ezzo's provide 5 Tools to help parents round off their journey through parenting!

Session Ten – Key Principles

- Accentuate the positive.
- Provide the 5-minute warning.
- Verbal Responses – Yes Mum Yes dad!
- Different Genders have Different Needs – and need different handling.
- Don't just suppress wrong doing, substitute with a different approach.
- The Appeal Process.

Session Ten Outline

I. Introduction.

A. Tool one: accentuate the positive.

Instead of saying: "Don't spill your cereal."

Consider saying: "See how carefully you can carry your bowl."

Instead of saying: "You're not taking care of your bicycle."

Consider saying: "What do you need to do to be responsible with your bike?"

Instead of saying: "Stop teasing your sister."

Consider saying: "You need to show kindness to your sister."

Instead of saying: "Don't chew with your mouth open."

Consider saying: "Chew quietly with your mouth closed."

B. Tool Two: provide the five minute warning.

C. Tool Three: work on a verbal response.

Suggestion one: never give an instruction unless you intend for it to be obeyed. Say what you mean and mean what you say.

Suggestion two: work on getting a "Yes mum / dad."

D. Tool Four: Different genders different needs.

E. Tool Five: teach the appeal process.


II. Odds & Ends

A. Substitution, not just suppression.

B. Helping children gain self-control.

C. Know the importance of an apology.

III. Series wrap-up.

 Facilitators, be creative here. This is technically week 10 – the end of the program - so you have no mechanism to check homework. Consider a 'Week 11' to have a graduation dinner – maybe a pot luck or BBQ or some gathering where you can check the final homework questions and hand out graduation / completion certificates!

Possible Discussion Topics

Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles presented in this lesson.

- 1. Did anyone have an “ah hah” moment from this lesson that they would like to share?**
- 2. Ask the class to discuss how the five-minute warning could eliminate frustrations and tantrums in their homes. What other applications could it have?**

With children, it eliminates frustrations and tantrums by giving children the ability to begin the process of winding up their activities without repeated reminders from the parent and allows a child to process the transition from activity to dinner for example, or from activity to going out to an appointment!

This principle can be used in many applications. The Ezzo’s humorously refer to having a 5 or 10 minute warning for husbands! Applications of this principle in the workplace, within any groups of active people on a time schedule and even in schools, can easily be applied. Schools generally apply this principle in exam periods when 15 and 5-minute warnings are given to indicate exam time is coming to an end.

- 3. What is the prerequisite for the Appeal privilege?**

Simply a child or teen who is characterised by first time obedience and is showing maturity for his / her age, is ready to be showered with the privilege of using the Appeal Process.

Practical Homework

The academic learning in the class setting is enhanced significantly when it is put into action. Please encourage your participants to do the practical homework and report back on the results next week. The success and failures of fellow class members is often a significant encouragement to others.

- 1. Over the next several weeks introduce the 5 tools outlined in the lesson as well as the three “odds and ends”.**

Supplemental Resources

Online	growingfamilies.life	gfileadersplace.com
Homework Sheet		<input checked="" type="checkbox"/>
Class Email Template		<input checked="" type="checkbox"/>
Appeal Process	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
15 OBC Principles Poster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Questions for Review – page 154 in OBC manual.

1. What does a five-minute warning do emotionally for a child? (Page 140)

It allows the child to mentally process a change in activity without frustration and gives them a finite time frame to work within.

2. Fill in the remainder of this sentence: “When parents lack resolve behind their instructions, children lack motivation to comply.” (Page 143)

3. What does a “Yes, Mum” or a “Yes Dad” response do? (Page 143)

It signals a response that the child has heard the parent; recognises that the child is subject to the parent and eliminates the possibility of the child becoming disrespectful or becoming wise in their own eyes! It indicates reliance on mum or dad as older, wiser and more experienced and acknowledges accountability to mum / dad in the child’s mind.

4. Explain the difference between a moral courtesy and a moral requirement. (Page 144)

A Moral Courtesy is that which comes from within (intrinsic) and is the outworking of moral training; a moral requirement is that which is extrinsic – required conformity to a principle or practice.

5. In your own words, explain the power of substitution versus suppression. (Page 145)

When we substitute an action with a better or more appropriate option we are actually educating and not frustrating the child. When we suppress we lose the teaching moment leaving a vacuum that longs to be filled. Sadly very often nothing is there to fill that void. The child is conditioned to just being suppressed and not encouraged in any positive way!

6. What is the purpose of the “appeal process?” (Page 148)

The appeal process is designed to allow the child to bring new information to overcome a possible conflict. The conflict may arise with either competing instructions or a legitimate reason for an action, which contends with a previous understanding or principle.