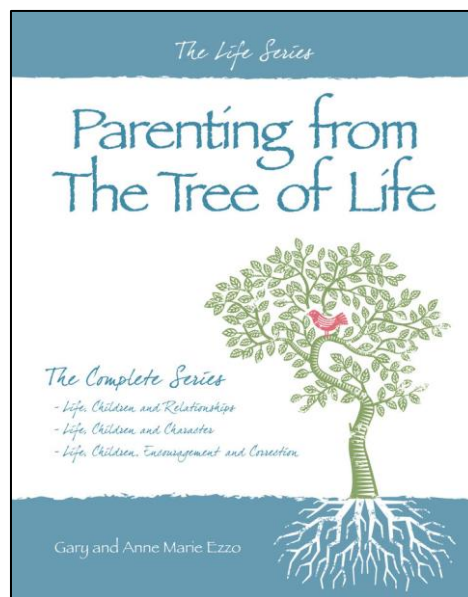


Leader's Guide
for
Parenting from the Tree of Life



GrowingFamilies.*Life*

The worldwide mission of Growing Families, through its staff and ministry partners, is to provide families with parenting and family resources that will help instil, encourage, and perpetuate the passing on of biblical values from one generation to the next.

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Course Version Numbers

Course Title	Version / Date
Parenting from the Tree of Life – Part One	2013
Parenting from the Tree of Life – Part Two	2014
Parenting from the Tree of Life – Part Three	2015

Points of Contact



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www.growingfamilies.life



GFILife



www.growingfamiliesleaders.life

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WELCOME!

This Leader's Guide has been put together with the aim of encouraging you as class leaders. So, congratulations on your commitment and faith to share in the journey of parenting with others. We believe that as leaders of Growing Families courses you have both an awesome opportunity and big responsibility to speak into the lives of the parents who join you in your classes.

Time and effort will be required to establish and maintain relationships, to encourage and reassure parents, and to humbly share your journey – both your successes and mistakes. So, we hope that this manual will help you share your insights, as well as extract the most out of the course material. We hope that you will bless each family you share your journey with.

Please use this resource in conjunction with the Leader's Guide introduction found at www.growingfamiliesleaders.life

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

We are so grateful for the ongoing effort put forth from the Growing Families leadership and especially Geoff and Alicia Bongers in preparing a Leaders Guide to compliment Parenting from the Tree of Life.

As with previous Leader's Guides, this resource contains direction and guidance in laying down a solid foundation based on God's truth and also provides practical suggestions as to how to apply the information contained within each visit.

We are also grateful for each faithful leader who continues to be obedient to the call given by Jesus to all those who follow Him; "Go therefore and make disciples of all the nations... teaching them to observe all things that I have commanded you..." and thereby helping others who are coming behind to understand that it is the 'wise man who builds his house on the rock', the solid foundation of God's Word. Matthew 7:24

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

Parenting from the Tree of Life

Part One - Life, Children and Relationships

It has been said that there are two significant moments in life. The first is the moment you are born; the second is the moment you discover why you were born. The Life Series does more than recognize this truth; it embraces it. Parenting from the Tree of Life is not an easy task, in this age of uncertainty, where declining cultural values put enormous stress on families, especially on those parents who still believe there are standards of right and wrong and everyday courtesies worth instilling into their children. Be encouraged: Parenting from a Life perspective, to say the least, is life-changing. Gary and Anne Marie Ezzo present a persuasive argument for raising children in a life-giving home environment. Part One stresses the relational components associated with child training that lead to healthy outcomes.

Part Two - Life, Children and Character

In Part Two, the focus shifts to the moral education of children. Over the next six visits, Gary and Anne Marie Ezzo, along with Rich and Julie Young, will demonstrate how young children learn moral lessons, internalize meaningful values, and then translate them into social skills. Raising children who are kind, courteous, respectful, cooperative, confident and sensitive to the needs of others, is not a wish list from “never-never” land, but the consistent outcomes that have followed the Ezzos’ teaching for over thirty years. However, they would be the first to warn that such moral outcomes take time, effort, patience, and a commitment from parents to rise above the cultural tide of mediocrity. The formula for helping children acquire the motivation and conviction to choose right over wrong, good over evil, excellence over mediocrity, and initiative over apathy is contained within these six visits.

Part Three - Life, Children, Encouragement and Correction

As a Dad or Mum you probably have come to realize there are times when your sweet child will reject or strongly oppose your reasonable instructions. Usually, this happens because your child doesn’t know your instructions are reasonable. What can and should you do to keep your son or daughter on track and moving forward? We suggest you guide with instruction, motivate with encouragement and establish necessary boundaries through correction. There are a number of corrective strategies parents can use to their advantage, but ultimately the best form of parental correction is prevention. There is no better way to deal with behavioural problems than by preventing them from happening in the first place. Much of what we have already discussed in the first twelve visits speaks to the positive, preventative side of training. Yet, the reality remains, correction will still be necessary. The good news is this: understanding the working components of instruction, encouragement and correction will help keep your children on track and heading in the right direction.

First Night Leader Alerts

- Review the First Class section in the Leader's Guide Introduction available at www.gfileadersplace.com.
- Dividing the curriculum into three parts allows parents to complete the three parts straight after each other or do each part when it is convenient. Part One and Two can be done in any order but we strongly recommend parents to complete Part One and Two before doing Part Three.
- Please adapt this information to suit your leadership style, class format and style.

Follow-up & Next Course

- Following up parents helps to stay connected. This is a ministry of relationship building.
- Encourage parents to connect to your local, regional and national Growing Families communities via www.growingfamilies.life or social media.
- You do want to encourage parents to complete all three parts to this course as time permits to gain the benefit of the complete teaching.
- Remind them to call you if they are struggling or call a Contact Mum.
- Life in the Middle Years for ages 8 years to 12 years builds on the principles learned to date and continues to lay the foundations for your parenting.

Parenting from the Tree of Life

Part One

Life, Children and Relationships

Visit One

A Two-World Perspective

Duration: 42 minutes

General Summary

The session introduces the concept of Parenting from the Tree of Life. It challenges us as parents with a range of statistics about the outcomes among the teenage and young adult population within our society. We can control the home environment that we create for our children during their journey into adulthood. A child raised in a home environment that focuses on communicating life and virtue, rather than judgement and death, will be equipped to face our culture.

Key Principles

- Parents, by intent or neglect, for better or worse, are the greatest influence in shaping a child's future.
- Jesus is life, and the virtues that reflect His character convey life.
- Virtue and vice are contrasting life and death concepts.
- Ephesians 4:29 – Christians are encouraged to use life-giving words.
- Vice words are part of the culture of death.
- Virtue words communicate value and potential; they promote beauty and life because all virtue finds its source in the character of God.
- The absence of understanding, judgmentalism rushes in to fill the void, bringing with it the scent of death.



Please Note

Visit Three covers love languages. We encourage you hand out a 'love language bag' to each family. This will take time to prepare. For tips on what to put in the bag – refer to the supplementary resources section of Visit Three.

Suggested Visit Outline



Please Note

Workbook page number references:
Individual book – first,
Complete Series – second

	Flipped	Traditional	
Open in Prayer and Introduction	✓	✓	Start by introducing yourself as leaders; refer to First Class section in the Leaders Introduction found at www.growingfamiliesleaders.life .
Sharing Time	✓	✓	As this is the first visit ask each couple to introduce themselves and what their expectations are of the course.
Video		✓	Duration: 42 mins – Visit Summary page 15 / 15
Refreshments		✓	Being the first class this may not last long if your group doesn't really know each other, but this may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class. Note: blank homework sheets are included in the Appendix.



Please Note

When using the email templates, you may want to set a reminder to do this either straight after the class or the next day, so the class participants know when to expect them.

Visit One

Summary Points

- 1. Childhood is the most precious time of life!
- 2. Parents, by intent or by neglect, for better or worse, are still the greatest influence in shaping a child's future.
- 3. A life-giving perspective can dramatically change how you view the people around you and more pertinently, how you parent your children.
- 4. Being pro-life (in the Growing Families community) represents a lifestyle based on the belief that God originally intended man to only know the goodness of His life and interact with a culture of virtue that is consistent with a life-giving message.
- 5. For the Christian community, the Book of Genesis contains foundational truths that give form and substance to an "Intelligent Design" worldview.
- 6. God created a universe of all goodness – a universe that reflected His character and personhood.
- 7. In Genesis 2:16-17, we read: "The LORD God commanded the man, saying "From any tree of the garden you may eat freely; but from the tree of the knowledge of good and evil you shall not eat, for in the day that you eat from the fruit of this tree, [the seeds of death that are with, will become part of your life and] you will surely die."
- 8. By eating of the fruit from the tree of the knowledge of good and evil, Adam and Eve were not only cut off from the tree of life, but their action also unlocked a doorway into another world that God never intended for man to know – a world apart from His world of all goodness.
- 9. For the story of Man's fall does not end with eating from the tree of the knowledge of good and evil, because God then began to unfold His revelation and work His redeeming plan – a passageway back to the Tree of Life.
- 10. Just as eating from the tree of knowledge of good and evil opened a doorway to death, and death became part of life, God sent His Son into the world; and through His death, another doorway was opened back to life and God's world of all goodness.
- 11. Jesus is called:
 - a. the Word of life: John 1:1
 - b. the Giver of life: John 6:33
 - c. the Bread of life: John 6:48
 - d. the Light of life: John 8:22
 - e. the Way of life: Acts 2:28
 - f. the Promise of life: 1 John 1:25
- 12. Christ is life, and the virtues that reflect His character convey life.

- 13. Virtue and vice are contrasting life and death concepts. Virtuous words have value, communicate worth and potential, and promote beauty and life because they are connected back to life. Vice words promote failure, corruption and defeat, because they are connected back to death. Ultimately, vice words curse man by cursing the image of God within man.
- 14. Whenever there is a accumulation of knowledge, but an absence of understanding, we tend to move forward with impulsive judgements. Judgement then, rather than understanding, fills the void. Judgement is the illegitimate substitute for understanding.
- 15. Whenever you step into a situation where quick assessments suddenly stir the impulse to judge, employ the phrase, "Honey, please give me understanding." This is a non-accusatory way of saying, "Please tell me what is going on here, so I do not make a wrongful, accusatory judgement."

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 in this lesson.

This section may include discussion questions (•) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion.
- **How do you see the statistics affecting the way you purpose to parent?**
Focus on the positive role of biblical parenting as a different way to set our family up for success not failure... despite the fact there are no guarantees – we are called to do everything in His name.
- **Are you characterised by speaking words of Life or Death?**
Mum and Dad, your words count! We are called to elevate truth and virtue not deception and vice.
If you need a course correction (even a minor one) it will take time and perseverance – but be encouraged with the Holy Spirit’s help it is possible and well worth the investment.
- **On reflection, given this lesson what are some words of life that you could have used this past week?**
Keep this section up-beat and positive – needs to be a time for positive reflection – not a self-criticism session.
- **How might the phrase “Honey, please give understanding” help in your husband and wife communication?**
This phrase is a non-accusatory way of saying, “Please tell what is going on here, so I don’t make a wrongful, accusatory judgement based on my lack of understanding. It helps bring harmony.
- ❖ **These life and death words begin with Dad and Mum, how they speak to each other – more is caught than taught.**



Please Note

Take the time to note the key discussion points so that you can include these in the email template.



Please Note

- There is no homework in the student manual – a student homework sheet has been developed and included in the Appendix for use at your discretion. They are also available as a download at www.growingfamiliesleaders.life.

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered. Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **PTOL Manual - Read Chapter 1, 'A Two-World Perspective.'**
2. **Take inventory of the words your family hears – spoken within the family, neighbours, TV, screen time, etc. Assess the balance of Life and Death words.**
3. **Consider what may need to change or how to create a “life giving” home environment. Encourage each other, and your children, when you notice “life-giving” speech.**
4. **Introduce the phrase “please give me understanding” when you feel your spouse has rushed to judgement.**

Questions for Review

1. **What is the result of parents speaking life to their children?** (page 24 / 24)

The more parents speak life to their children, the more they are speaking life into darkness.

2. **Complete this sentence. *Knowledge* gives rise to understanding, and understanding prepares the way for *wisdom*.** (page 24 / 25)

Supplemental Resources

Online	growingfamilies.life	gfileadersplace.com
Homework Sheet		<input checked="" type="checkbox"/>
Class Email Template		<input checked="" type="checkbox"/>
Reminder Cards	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Virtue/Vice Contrast Poster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Two-World Perspective Poem	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Video Scenarios		
Where Life Begins (LSV1-04S)	<input checked="" type="checkbox"/>	
The Perspectives of Life (LSV1-08S)	<input checked="" type="checkbox"/>	

Visit Two

Marriage and the Secure Child

Duration: 36 minutes

General Summary

The challenge in this session is to achieve excellence in your parenting, by protecting your marriage. A strong marriage acts as the stabilising factor against the shocks of life, for both you and your children. From the very beginning, children are to become welcome members of your family, but not the centre of it. This may be a tough lesson for single parents where the “best” is described as a dual parent family – however the section by the single mum on the DVD is very encouraging.

Key Principles

- The husband – wife relationship is purposefully the first relationship in creation.
- The husband – wife relationship is the first dependent relationship in Scripture.
- Children expand the family – as a husband and wife, you are a family.
- While the husband – wife relationship is “best,” single parents can still parent well in their circumstances. It is not easy – but not impossible.
- When there is harmony in the husband – wife relationship there is stability in the home.
- Healthy parenting flows from healthy marriages.
- Couch Time – a tool to provide an opportunity for mum and dad to tangibly demonstrate their love and togetherness.

Suggested Visit Outline

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration: 36 mins – Visit Summary page 29 / 31
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class.

Visit Two

Summary Points

- 1. The meaning of “HOME” carries more than just casual memories of a time where we spent our childhood. It is the “first society” from which we learned a way of life.
- 2. Home was the place where love was first defined by the care and attention children received and the place where confidence and trust was first realized.
- 3. From the first breath to the last day on earth, the influence that a mother and father bring to the home environment will profoundly impact a person’s life.
- 4. The three great developmental influences on life:
 - a. genetic disposition with which a child is born.
 - b. temperament qualities.
 - c. the home environment fostered by parents.
- 5. When you consider the placement of marriage within the creation story, you begin to appreciate God’s intentional purpose for this relationship.
- 6. Regarding marriage:
 - a. It was the first human relationship created.
 - b. The husband-wife relationship is the first in a system of dependent relationships.
 - c. God implied that marriage is a complete relationship, lacking nothing.
 - d. Having children does not make you a family, nor complete, your family. Rather, children expand the family that was established through marriage.
- 7. The more Mom and Dad demonstrate love for each other, the more they saturate their child’s senses with confidence of a loving, safe and secure world.
- 8. When there is harmony in the husband-wife relationship, there is an infused stability within the family.
- 9. The three priority needs of early childhood are:
 - a. Children need to know they are loved.
 - b. Children need to know where they fit in Mom and Dad’s world.
 - c. Children need to know that Mom and Dad love each other.
- 10. Children need to see their parents talking, laughing, and working together. Your children need to see the two of you enjoying each other as friends, not just as parents.
- 11. Couch-time provides an opportunity for Mom and Dad to tangibly demonstrate their love and togetherness.
- 12. Couch-time is a little exercise that can bring peace to a home and emotional confidence to children, because it is fulfilling the third great developmental need; confirming that Mom and Dad’s love relationship is alive and well.

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 in this lesson.

This section may include discussion questions (•) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion.
- **What other ways are there to demonstrate the principle behind couch time?**
The Couch Time principle is that we are demonstrating the importance or priority of the husband-wife relationship.
In a single parent family the principle shows the importance on the parent's relationship with God.
- **What are the best times in your weekly routine for couch-time?**
Use personal examples of different ways you do couch-time, such as ... on a park bench while your children play, at the dinner table after a meal, with baby watching from a seat, breakfast or dinner time etc.
- ❖ **When doing couch-time with very young children, try to put them in a position to see you both together. However, the most important thing is giving your undivided attention to each other.**
- ❖ **A commitment of couch time should be a minimum 4 times per week.**

- **Ask for a commitment of a realistic goal and encourage the class to hold each other accountable.**
Refer to supplementary resources for punch cards and magnets.
- **Is there a time you can remember a time that your 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 this question is to emphasize the benefits of demonstrating the priority of the husband wife relationship.
- **Discuss the phrase: 'you can't be a better parent than you are a husband or wife.'**
The greatest overall impact we have on our children will not come as a mum or dad – rather as husband and wife. Many parents act as if marriage was only a preliminary relationship to nest-building.



Please Note

Take the time to note the key discussion points so that you can include these in the email template.



Please Note

- There is no homework in the student manual – a student homework sheet has been developed and included in the Appendix for use at your discretion. They are also available as a download at www.growingfamiliesleaders.life.

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered.

Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **PTOL Manual – Read Chapter 2, ‘Marriage and the Secure Child.’**
2. **Practise Couch time.**
3. **Schedule some “date nights” for the next several months. You will find that once they are in the calendar, they tend to happen.**
4. **Keep working on SPEAKING LIFE. Change habits and create new ones where needed.**

Questions for Review

1. **Where do we first learn the meaning of such things as empathy?** (page 31 / 33)

It is within the confines of the home that everyone first experiences the repertoire of human emotions and observes how others respond.

2. **What should a home become?** (page 31 / 33)

The home is where love is first defined by the care and attention we receive and becomes the place where security is gained.

3. **What are the three prevailing influences that shape a child’s destiny?** (page 33 / 35)

Genetic disposition inherited from Mum and Dad.

The child’s temperament.

The home environment created by Mum and Dad.

4. **For what reason did God create women and establish marriage?** (page 34 / 36–37)

Because man was alone and needed someone who could complete his life – one who he would neither worship like God, nor rule like the other animals.

Through marriage, partners may serve each other, and through their lives may serve others.

5. **Explain the statement in your own words, “Children do not complete the family, they expand it?”** (page 34 / 37)

After the creation of Eve, God authoritatively declared that His creation was “very good.” The marriage relationship lacks nothing. Woman alone completes the man, and the man completes the woman. Thus, the husband and wife form the nucleus of the family unit. Children do not complete the family; they expand it.

6. **List the five actions that can help maximise your parenting influence?** (page 36 / 38)

- a. Life does not stop when you have children.
- b. If you had a date night before the children came along, get back to it as soon as possible.
- c. Continue to do those things that were markers of your special relationship before the children came.
- d. Invite friends over for a meal or an evening of fellowship.
- e. Practice “Couch Time.”

7. **What are the three priority needs of early childhood?** (page 30 / 32)

The three priority needs of early childhood are:

- a. Children need to know that they are loved.
- b. Children need to know where they fit in Mum and Dad’s world.
- c. Children need to know that Mum and Dad love each other.

Supplemental Resources

Online

Homework Sheet

growingfamilies.life

gfileadersplace.com

Class Email Template

Reminder Cards

Couch Time Record cards

Video Scenarios

How the Family Fits Together (LSV2-05S)

Other

Couch Time magnets (GFA store only)

Visit Three

Understanding Your Child's Love DNA

Duration: 36 minutes

General Summary

Biblical love is the focus of this visit; biblical love looks outward, not inward – yet at the same time satisfies all our inner needs. A biblical love in the life of a child (and parent) is freeing because it can help break the shackles of self-love, self-interest and self-protection. Every day we have the opportunity to choose to love others in a way that is emotionally meaningful to them.

Key Principles

- Love serves to validate a relationship by communicating appreciation and affirmation.
- It is in the home environment that children learn to value the meaning of love.
- A touch point is like an emotional portal to the soul.
- There are 6 touch points of love described:
 - Purposeful Service is to show love by doing something special for another.
 - Words that Affirm is to show love by building others up through verbal encouragement.
 - Giving Gifts shows love by demonstrating via a gift that while we were apart you were on my mind.
 - Closeness and Touch is showing love by being 'right' there, confirming your love and care.
 - Dedicated Time is to show love by putting everything aside to invest in another by giving them your undivided attention.
 - Thoughtful Gestures utilises the other five expressions of love to recognise an opportunity to bless others.

Suggested Visit Outline

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration: 36 mins – Visit Summary page 39 / 43
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions. If Local Class - Hand out Touch Points of Love bags.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class.

Visit Three

Summary Points

- 1. First Corinthians 13:4-7 speaks to the moral qualities of love, which flow from the character of God.
- 2. Love validates relationships by communicating “appreciation” and “affirmation.”
- 3. John 13:35 tells us that love is the badge that identifies Christ followers: “By this all men will know that you are My disciples, if you have love for one another.”
- 4. Like verbal languages, every person has a primary emotional language that he or she speaks and easily relates to unfortunately, family members rarely share the primary emotional language as other members of the family.
- 5. The six emotional languages include:
 - a. Loving with purposeful service
 - b. Loving with words that affirm
 - c. Loving with gifts
 - d. Loving with closeness and touch
 - e. Loving with dedicated time
 - f. Loving with thoughtful gestures
- 6. The emotional love language you most appreciate receiving is the one you most commonly speak to others.
- 7. Not understanding the dynamics of communicating love can be costly to a relationship, especially when parents continually misdiagnose a child’s motives based on how they interpret their child’s responses.
- 8. A person’s primary emotional language is evident in two ways: they speak it more often than the other emotional languages, and they also feel loved and appreciated when it is spoken to them.
- 9. A person has the ability to speak all six emotional languages.
- 10. Emotional languages in children begin to emerge before seven years of age but become more identifiable by age seven.
- 11. Emotional languages and the “spiritual gifts” of Scripture are not the same thing.
- 12. Everyday we have the opportunity to choose to love others in a way that is emotionally meaningful to 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 in this lesson.

This section may include discussion questions (•) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion.
- ❖ **If time allows get the class to complete the questionnaire.**
- **Review the ‘Some Principles to Consider’ section on Page 47 / 52 of the student manual. Ask questions to seek clarification or ensure understanding.**
Go through the principles and ask questions.
- **Ask if anyone knows their touchpoints of love and if they are prepared to share their results. Ask if they know their spouse’s language?**
Love is a choice – we need to choose to love in a way that those around us understand clearly. We need to teach our children how to speak all the love languages.
- **Ask if anyone can identify some examples of how they might speak their child’s or spouses’ touchpoints of love?**
Use some examples from your own experience of how to speak the various love languages.
- **Ask if, after watching this lesson, they can identify their children’s touchpoints of love?**
As with ‘loving a spouse’ love is a choice for children too – we need to choose to love in a way that those around us understand clearly.
- ❖ **Hand out the touchpoints of love bags.**
Ask the class to identify what the various elements in the bag and what love language they represent.
The thoughtfulness comes as the gesture of giving this gift.



Please Note

Take the time to note the key discussion points so that you can include these in the email template.



Please Note

- There is no homework in the student manual – a student homework sheet has been developed and included in the Appendix for use at your discretion. They are also available as a download at www.growingfamiliesleaders.life.

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered. Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **PTOL Manual – Read Chapter 3, ‘Understanding your Child’s Love DNA.’**
2. **This week please complete the touchpoints of love questionnaire & discuss together.**

Questions for Review

No questions to review.

Supplemental Resources

Online

Homework Sheet

growingfamilies.life

gfileadersplace.com



Class Email Template



Reminder Cards



Touchpoint of Love Bag suggestions



Touchpoints Profile (adult & child)



Video Scenarios

When Love Gets Lost in Translation (MPS-20)



Right Heart – Wrong Love Measure (MPS-32)



Title

The Five Love Languages

Author

Gary Chapman

ISBN

978-0-8024-7315-8

How to Really Love Your Child

Dr Ross Campbell

1-898938-49-0

Visit Four

Creating Treasures of the Heart

Duration: 43 minutes

General Summary

This session covers the importance of creating positive life-long images on our children's hearts. Also explored is the journey of motherhood and fatherhood.

The importance of parenting through the senses is explained. Physical touch is an essential part of developing the emotional bond with your children, and not only will they thrive when their sense of touch and closeness is satisfied, but so will you as parents. Some of these moments will remain in the minds of your children and be flagged as moments that will become treasures of the heart.

Key Principles

- We impress life-long images on our children – images that will eventually become treasures of the heart.
- Today you may only see me as a toddler... what does the term motherhood mean to you and your children.
- Our five senses connect us to the world around us.
- There is no greater influence on sensory messaging than that which comes from Mum & Dad.
- A mother's and father's touch validates the other four senses in our children. While both are necessary – they are not the same.
- Children who are nurtured through warm human touch have a tremendous advantage in life.
- Touch validates and gives meaning to the other four senses.

Suggested Visit Outline

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration: 45 mins – Visit Summary page 55 / 59
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class.

Visit Four

Summary Points

- 1. Our adult life is a collection of how our parents spoke to us, communicated their love, affirmation and displeasure.
- 2. Touch, Taste, smell, sight, and hearing are the five senses connecting us to the world all around us.
- 3. The sensory messages children acquire affect what they think and how they feel; and, eventually, what they think and how they feel influence how they live.
- 4. Although children receive sensory input from many different sources in their developing world, there is no greater influence on sensory messaging than that which comes from Mom and Dad.
- 5. The sensory/love signature of each parent is so unique that, if there is a deficit from one parent, it cannot be made up by the other.
- 6. Touch is the first of the five senses of a child to develop in the womb, and it has the widest distribution of sensory pathways throughout the body.
- 7. The touch of a mother and father are unique sensory signatures, and both have profound gender implications that cannot be minimised or duplicated by the other.
- 8. Children who are nurtured through warm, human touch have a tremendous advantage in life. They tend to be healthier, more relational, affectionate, attentive, and trusting; and they tend to make wise choices, are less stressed, better sleepers, and better behaved.
- 9. In our world of high-tech toys and electronic games, children are literally losing touch with people; and that means parents must, more than ever, be proactively engaging their children in physical activities that involve touch.
- 10. Human emotions are often divided into two categories; the category of self and the category of others. The self-focused emotions include shame, envy, pride, anger, fear, and distrust, to name a few. The pro-social or other-oriented emotions include attributes and virtues such as sympathy, empathy, gratitude, kindness, and generosity.
- 11. Touch not only encourages pro-social emotional attributes, but also helps define their meaning in a child's life.
- 12. Children will learn the practical meaning of tenderness long before they can read. They will learn it through the impressions of their minds, guided by watching their father's tender gestures toward their mother.
- 13. Touch validates all the other senses. Touch verifies that an emotional connection exists between you and your children, while validating your words and deeds.
- 14. Children learn to interpret life through the lens of the mind, and the lens of the mind is filled with images of childhood that comes through the portals of the senses. Touch gives meaning to the other four senses.

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 in this lesson.

This section may include discussion questions (•) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion.
- **What role do the five senses play when it comes to filling up the treasure chest of a child's heart?**
Every positive and negative impression enters the heart of a child through at least one of the senses. Recognizing the five senses helps parents appreciate how their words/tone, touch, and example will impact their children's emotional well-being and life-long habits.
- **What is the reason for appropriate touch?**
The basis for appropriate physical touch is to obey God – to love God and love our neighbour – or in our parenting context – our children and spouse. In addition it reinforces and validates the other senses.
- **How is touch a part of your family? What does it look like and what changes do you think you may need to make?**
For parents with physical touch as love language high on their list this will be easier, but it is a general reminder that everyone needs to learn to express this love language.
- **How is physical touch expressed differently at different ages?**
Discuss the importance of lots of touch early on, rough and tumble play and the importance of touch during the teen years – especially for girls from Dads.



Please Note

Take the time to note the key discussion points so that you can include these in the email template.



Please Note

- There is no homework in the student manual – a student homework sheet has been developed and included in the Appendix for use at your discretion. They are also available as a download at www.growingfamiliesleaders.life.

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered.

Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **PTOL Manual – Read Chapter 4, ‘Creating Treasures of the Heart.’**
2. **When encouraging your children or spouse this week, add appropriate touch. It may be as intimate as a hug through to a pat on the shoulder.**
3. **Take advantage of that first opportunity in the morning for a ‘good morning’ hug for each member of the family as you say good morning, and encourage siblings to do the same.**
4. **Consider what treasures of the heart are you instilling in your children, and what you may need to adjust now and in the future.**

Questions for Review

1. **While both parents send messages through all five senses, how do fathers primarily communicate their message? (page 59 / 63)**

Fathers tend to communicate their messages primarily through touch, hearing and sight.

2. **Complete this sentence. When a father touches his children, he brings the *masculine* image of God and a mother’s touch brings the *feminine* expression of God to her children. (page 60 / 64)**

3. **Why is touch so important? (page 62 / 67)**

Because touch validates all the other senses!

4. **Why must touch be a big part of the parent-child relationship? (page 63 67)**

Touch must be a big part of the parent-child relationship if verbal encouragement is to have its full influence.

Supplemental Resources

Online

growingfamilies.life

gfileadersplace.com

Homework Sheet



Class Email Template



Reminder Cards



Be Other-Focused posters



Video Scenarios

Hey Mum (MPS-02 or TTV3-07S)



Visit Five

The Power of Life and Death

Duration: 33 minutes

General Summary

Parenting proactively can substantially reduce the need for correction, it focuses on leading, guiding and setting an example for our children. The focus of this session is on sight and hearing – words, tones and facial expressions can leave a life-long impression on your children. Also covered is the difference between flattery and honest praise and the need to give our children the freedom to fail.

Key Principles

- Words, tones and facial expressions will leave a life-long memory with your children.
- Reducing the need for correction – proactive parenting – leads to a more contented home.
- Praise is a form of congratulations – used for accomplishments.
- Praise must be honest and truthful – not false praise.
- Flattery is a form of deception.
- Give your children the freedom to fail. Help them learn the lessons from failure.

Suggested Visit Outline

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration: 33 mins – Visit Summary page 67 / 71
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class.

Visit Five

Summary Points

- 1. Parenting proactively can substantially reduce the need for correction. It focuses on leading, guiding and setting an example, rather than chasing after and constantly correcting.
- 2. The types of emotional messages we send our children through the course of the day can build, strengthen, or weaken the neuro-pathways of understanding.
- 3. When a parent reinforces an emotion by responding with a similar emotions, the original emotion is reinforced.
- 4. If a child's positive emotional signals are not met with a similar positive signals by the parent, then the power of the first emotion can be suppressed or lost.
- 5. When parents counter their child's negative emotion, such as anger with a calm emotions, the negative emotion is not strengthened.
- 6. If a child constantly receives an angry response from his parents when he does something wrong, the child begins to equate wrong behaviour with anger, rather than with consequences, which are where the lessons lie.
- 7. To praise a child is to affirm what he has actually accomplished; to flatter is to offer false praise and is usually associated with deceitfulness.
- 8. Flattering words create in the child an expectation of acceptance, or a false sense of ability that the child does not actually possess.
- 9. Parents must learn to give their children the freedom to fail.
- 10. When you eliminate personal initiative from the social equation, it encourages a false entitlement, a life view that says, "Why should I try harder, why should I invest, why develop endurance, if in the end, we are all going to get same reward, regardless of my effort?"
- 11. When children fail in achievement or relationships, parents should help them find the one or two secret "wisdom blessings" hiding in the failure.
- 12. Nothing promotes the attitude of predetermined defeat more than a father who does not give his children the freedom to fail. Fathers who shackle their children's minds with the fear of failure sentence their children to a life imprisoned by two words: "I can't!"
- 13. For the sake of your children, please remember, negative words are powerless when left unspoken. However, that is also true of encouraging words as well.
- 14. A parent should not fear their children failing, rather fear that their children will not reach full potential in life because of a fear to fail.

Possible Discussion Topic

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 in this lesson.

This section may include discussion questions (•) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion.

- **Comment on Gary's point "Praise is a form of congratulations. Affirmation is for the child's efforts. We affirm people, their worth and feelings but we praise accomplishment."**
Parents can get themselves into trouble when they embellish achievements with false praise – or flattery. Certainly when it comes to praising our children, our words should be uplifting and gracious; but equally important; they need to be honest and true.

- **Why is it important to allow your children to fail? What is the difference between acceptable and unacceptable failure?**
For many children it is not the fear of failure that holds a child back from trying, but the fear of failing someone, and that someone is often Dad. When the cost of failure is too high an emotional price to pay, children stop trying.
Failure with effort is acceptable – failure without effort is not.

- **What are the three heart motivations behind the response "I can't?" Then ask the class for recent examples that may fit into these categories and how would they respond now given the teachings in this lesson.**
The three heart motivations are:
 - Don't know how to.
 - Don't want to.
 - Afraid to fail.

- ❖ **Negative words are powerless when they are left unsaid.**



Please Note

Take the time to note the key discussion points so that you can include these in the email template.



Please Note

- There is no homework in the student manual – a student homework sheet has been developed and included in the Appendix for use at your discretion. They are also available as a download at www.growingfamiliesleaders.life.

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered. Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **PTOL Manual – Read Chapter 5, ‘The Power of Life and Death – Part One.’**
2. **Review how you are going with words that speak life and vice versus virtue.**
3. **Assess how you speak praise; is it honest praise or flattery?**

Questions for Review

1. **What effect does the type of emotional messages we send to our children through the course of the day have on our children?** (page 71 / 75)

They build, strengthen or weaken the neuro pathways of understanding.

2. **What is the difference between praise and affirmation?** (page 73 / 77)

Praise is a form of congratulations. Affirmation is for the child’s efforts. We affirm people, their worth and feelings but we praise accomplishments.

3. **What is the difference between flattery and honest praise?** (page 73 / 78)

To praise is to affirm the actual. Flattery offers false praise and is usually associated with deceitfulness or manipulation.

4. **Complete these sentences:**

Fathers must learn to give their children the *freedom to fail*? (page 75 / 80)

Failure with effort is *acceptable*, but failure without effort is *unacceptable*. (page 76 / 80)

Supplemental Resources

Online

	growingfamilies.life	gfileadersplace.com
Homework Sheet		<input checked="" type="checkbox"/>
Class Email Template		<input checked="" type="checkbox"/>
Reminder Cards	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
THINK poster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Virtue/Vice Contrast Poster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Video Scenarios

None for this visit

Visit Six

The Power of Life and Death – Influences of Sight and Sound

Duration: 38 minutes

General Summary

The session expands on the power of life and death words. It focuses on the variety of ways parents communicate their love to and extend their influence on their children. It also covers how parents can bring significant injury to their children as the result of using discouraging words and hurtful tones.

Key Principles

- The eyes are the window of our soul and reflect what is in our heart.
- Hand written notes from Dad have a meaningful impact on children.
- Children need to know that they have a place in Dad’s world.
- Fathers (in particular) must guard their tongue and tone and measure your response according the excitement on your child’s face.
- The legacy of encouragement is multi-faceted – accentuate the positive.
- We all have three worlds – public, personal and private.

Suggested Visit Outline

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration: 38 mins – Visit Summary page 81 / 87
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities as if they were coming back for a class next week. Encourage parents to join you for Part Two.

Visit Six

Summary Points

- 1. Proverbs 18:21 “Death and life are in power of the tongue.” This verse is not speaking about a literal physical death, but rather, an emotional death that comes from hurtful, attacking words.
- 2. “Death” words leave emotional legacies and scars. Even decades after the fact, a person can relive and feel the same emotional hurt and heartache of hurtful words, or words that betrayed a friendship, as if it were happening today.
- 3. The patterns of words parents use and the attitudes that are reflected by those words, have a measured effect on a child’s immediate behaviour and a cumulative effect on a child’s long-term emotional disposition.
- 4. When your child hears Mom or Dad speaking positively about their dreams and goals, or they hear a parent elevate life-giving words, the tendency will be for the child to acquire these same attitudes for his or her life.
- 5. It is precisely because parents present themselves as ever-present role models throughout their children’s growing up years that the prevailing moods and patterns of speech displayed by Mom and Dad will often become their children’s guiding light.
- 6. Receiving an uplifting, handwritten note from Dad is one of the most powerful forms of encouragement a father can give his children, because it is one of the surest ways to let children know they belong in Daddy’s world.
- 7. Fathers, learn to guard your tongue and tone, and learn to measure your responses according to the excitement on your child’s face.
- 8. If a father fails to guard his tongue and tone or measure his responses according to the excitement on his child’s face, the child (son or daughter) will begin to doubt his own judgements, to disparage his own abilities, and to live in the fearful shadow of potential criticism should be dare to share anything new and exciting with anyone.
- 9. “As the sheep is known by his bleating and the dog by his bark, so a negative person is known by his words.” (Epictetus, First century)
- 10. If we constantly associate with people who are angry, grumpy and discouraging, we will eventually become like them. It is difficult to be in control of our emotions when we spend so much time with people who foster the wrong emotions. The same is true in the home environment.
- 11. Parents must learn to accentuate positive speech. If there is something you do not want your child to do, the communicate your desire for restraint by speaking in favour of what you want done.
- 12. If you want to find out what is going on with your child, you need access to his or her private world.
- 13. The “open window” opportunities of childhood are moments when a child invites a parent into his or her private world.

- 14. If a father can prove himself trustworthy in the early years, such as during the “open window” moments, the future reward is a son or daughter who will confide in him and seek wisdom and friendship.
- 15. The greatest compliments or greatest regret we fathers can receive is to watch our children repeat with their kids the very things we did with them. Will they be passing on blessings or curses? Will they have gestures that reflect life and encouragement, or reflect death and despair?

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 in this lesson.

This section may include discussion questions (•) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion.
- **Do you think you are characterised by being a proactive-encouraging parent or a reactive-correcting parent?**
What can you practically do to shift from one to the other. Remember the Life or Death words from lesson 1 e.g. Proverbs 16:21.
- **Why is guarding your tongue and your tone is important?**
Children can begin to doubt their own judgements, to disparage / put down own abilities & learn to live in the fearful showdown of potential criticism... and all this can result in a loss of trust.
- **How can you gain access to your child's private world? What do you do when you are in there?**
It starts with a trusting relationship and we must seize the opportunity when it happens. At father must prove himself trustworthy during the vulnerable moments in the early years by showing himself as a good listener. It is critical to avoid (the particularly fatherly) tendencies to fix things.
- **How are like minded communities helpful in supporting your own family's journey?**
Likeminded families help us stay the course and keep us both encouraged and accountable.
- ❖ **Hand out fathers mandate cards... over the last weeks we have covered these...**
Discuss each of these. Ask the Dad's to make a commitment to focus on two or three this week.
- ❖ **Encourage those families who have not completed Parts 2 or 3 to complete them.**



Please Note

Take the time to note the key discussion points so that you can include these in the email template.



Please Note

- There is no homework in the student manual – a student homework sheet has been developed and included in the Appendix for use at your discretion. They are also available as a download at www.growingfamiliesleaders.life.

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered.

Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **PTOL Manual - Read Chapter 6, 'The Power of Life and Death – Part Two.'**
2. **Dad – plan to write a note for your children once this week and then once every three or four weeks.**
3. **Look for “open window” moments and prove yourself trustworthy as guardian of your children’s hearts.**
4. **Talk as a couple (maybe during couch time) what steps you need to take to get connected with a like-minded community.**
5. **Use a white tile, whiteboard or chalkboard to give the family a loving message for the day.**

Questions for Review

1. **What do your words and tones set as a Mum & Dad? (page 84 / 90)**

They set the emotional agenda for your children’s day and over time, will set the emotional patterns for their lives

2. **What do Fathers need to do with their tongue and tone? (page 88 / 94)**

Guard it and learn to measure the responses according to the excitement on your child’s face

3. **Instead of saying “You talk too much!” what can you say? (page 90 / 96)**

You need to learn to be a better listener.

Supplemental Resources

Online

	growingfamilies.life	gfileadersplace.com
Homework Sheet		<input checked="" type="checkbox"/>
Class Email Template		<input checked="" type="checkbox"/>
Reminder Cards	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Father's Mandate Cards	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Father's Mandate Poster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Virtue/Vice Contrast Poster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Video Scenarios</i>		
Dad's Note (LSV6-03S)	<input checked="" type="checkbox"/>	

Parenting from the Tree of Life

Part Two

Life, Children and Character

Visit Seven

Life, Children and Character

Duration: 45 minutes

General Summary

In this session we start our journey of moral education. Attempting to communicate morals and Godly virtues to our children is one of the most challenging aspects in our parenting journey. The process of training children in moral virtues in a society, who seem to be at war against us, is no easy task. The ultimate why of our training however is based in the why of Scripture – we are to parent for God’s glory. This visit covers both theory and practical teaching of moral training.

As the foundation chapter for Part 2 some students may find this chapter very detailed or overwhelming. You may like to encourage them to take extra time with the reading this week.

Key Principles

- Moral education has many elements – specifically what values and how we teach moral lessons.
- You can’t have a family without a “why” – that is what gives them character and purpose.
- The process of training to moral excellent is not an easy task – though it is very important.
- The ultimate ‘why’ is linked to the character of God.
- The level of moral expectation for each child is the same.
- We are all part of the same miracle – a rare and valued miracle.

Suggested Visit Outline



Please Note

Workbook page number references:
Individual book – first,
Complete Series – second

	Flipped	Traditional	
Open in Prayer and introduction	✓	✓	If this is your first class together, start by introducing yourself as leaders; refer to notes on refer to First Class section in the Leaders Introduction found at www.growingfamiliesleaders.life . If your group is continuing, share any new information for the next 6 visits.
Sharing Time/ Review Previous Visit	✓	✓	If this is the first class together ask each couple to introduce themselves and what their expectations are of the course. If you are continuing, you may like to review the homework from the previous visit. You may like to share briefly, as review or for the new families, the foundations of the first 6 visits.
Video		✓	Duration: 42 mins – Visit Summary page 15 / 103
Refreshments		✓	Being the first class this may not last long if your group doesn't really know each other, but this time can merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class. Note: blank homework sheets in are the Appendix.



Please Note

When using the email templates, you may want to set a reminder to do this either straight after the class or the next day, so the class participants know when to expect them.

Visit Seven

Summary Points

- 1. The first intellectual challenge parents must wrestle with is defining what they believe about moral truth. Is it subjective and personal, or is it absolute? * (See page 17 / 105 of workbook)
- 2. Moral relativism does not mean as a society we collectively abandoned all that is virtuous and beautiful, but rather we redefined the meaning of each virtue by reassuring its "value" or "worth." * (See page 17 / 105 of workbook)
- 3. The moral education of children is one of the more complex and challenging components of training.
- 4. Raising morally-sensitive children, whose conduct brings life to the moment, is not a matter of chance, but intentional parenting.
- 5. In the Christian tradition, the why of training goes beyond the social benefits of creating a moral consensus to reflecting the message of God's love and goodwill toward man.
- 6. To "glorify" means to magnify or make something bigger. 7. To "glorify God" means to make Him bigger so more people can see Him through the lens of His love.
- 8. God's love reflects His character, which means that God's love is intensely moral.
- 9. Moral training within the community of Faith cannot be separated from the Love of God, any more than the love of God can be separated from the virtuous actions that define His love.
- 10. Derived from Mark 12:30, the "whole child" reference reflects a training perspective that considers the natural capacities of children as the primary target of training – the heart, soul, mind, and strength.
- 11. In order for children to function at their highest potential, they need to acquire highly-developed habits of learning, which include foundational skills, such as sitting, focusing, concentrating, paying attention and persevering. Not surprisingly, these specific skills are embedded in the moral training process and become attributes that, over time, are used in the service of the other three capacities.
- 12. Parents should not measure their child's heart by the wrong that is present, but by the virtue that is absent. Depth of sin can only be understood in light of the height of virtue. *(See page 23 / 111 of workbook)
- 13. Restraining wrong behaviour must be offset by elevating good and virtuous behaviour. Both are required in the training process.
- 14. The "Potato Principle" warns parents not to fixate solely on the bad spots, because in time, the child's "good" is no longer appreciated or seen. Like a potato with a bad spot, children hear, "If I'm perfect, I'm not acceptable."
- 15. Children should be trained to moral excellence, not moral perfection.

- 16. As parents, we do not lower the standards of moral expectations for our children based upon their individual uniqueness; rather, with their uniqueness, we seek to bring each child to the standard.
- 17. If a miracle is something that happens against all probable odds of doing so, then our personal moment on earth is a miracle.
- 18. The fact that every person living today is a legacy or improbability only underscores the value of our life.

* Signifies an important "Summary Point" not in the DVD presentation.

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 in this lesson.

This section may include discussion questions (•) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion.
- **How does the moral character of God influence the why of our parenting?**
We should diligently train our children in the moral virtues, as taught in Matthew 5:16, by doing such good works we God is glorified. It represents a virtuous heart to ‘make God bigger.’
- **Ask the class if they have ever been talking to an adult whose child interrupted in a rude and demanding way. What did that communicate? If the child used the interrupt courtesy as described in this session, what would have been their response?**
Remind the class that the interrupt courtesy also provides parents the opportunity to teach additional moral characteristics.
Page 21 /109 of the workbook explains how to introduce this courtesy.
- **What needs to happen to ensure that children learn what “not to do” as much as “what to do?”**
Teaching “what not to do” sweeps the house of bad behaviour, however without teaching “what to do” the house remains empty. Teaching virtues and elevating the good fills the house with virtue.
- **How may the application of the potato principle affect the way you parent?**
The “Potato Principle” warns parents not to fixate solely on the bad spots, because in time, the child’s “good” is no longer appreciated or seen. Like a potato with a bad spot, children hear, “If I’m perfect, I’m not acceptable.”
This does not mean you should only focus on the good of the potato without working on the bad spots.
- ❖ **Parents should not measure their child’s heart by the wrong that is present, but by the virtue that is absent. Depth of sin can only be understood in light of the height of virtue.**



Please Note

Take the time to note the key discussion points so that you can include these in the email template.



Please Note

- There is no homework in the student manual – a student homework sheet has been developed and included in the Appendix for use at your discretion. They are also available as a download at www.growingfamiliesleaders.life.

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered.

Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **PTOL Manual - Read Chapter 7, 'Life, Children and Character.'**
2. **Teach your children about the preciousness of others. All people are precious to God and therefore, should be precious to us.**
3. **At home this week introduce the interrupt courtesy as explained on page 21 / 109 of your workbook. Be prepared to share with the class how it is going.**
4. **Discuss the potato principle and analyse what you are characterised by - focusing only the bad spots, ignoring any bad spots or well balanced.**
5. **Use a magnifying glass to teach your children what it means to “glorify God” - (make Him bigger) and discuss how to practically do that.**

Questions for Review

1. **What does it mean to glorify God?** (page 19 / 107)

To magnify or make God bigger.

2. **What are the three critical components of the training process?** (page 20 / 108)

- Nurturing within children moral self-control that will help them set moral boundaries for life.
- Instilling the motivation and conviction to choose right over wrong, good over evil, excellence over mediocrity and initiative over apathy.
- Training children in specific applications of civility, social courtesies, manners and gestures of thoughtfulness.

3. **In your own words – what is a clean but empty house.** (page 22-23 / 111)

A clean house is cleaned of all the wrong, but has not been filled with virtue. All children should learn what “to do” as much as what “not to do.”

4. **What does the 'potato principle' speak of?** (page 23 / 112)

The potato principle speaks of the mum or dad who is fixated on the bad, at the expense of the good.

5. **Even though our children are all unique what should we not do in relation to our expectations of moral behaviour?** (page 25 / 113)

As parents, we do not lower the standard of moral expectation based on a child's individual uniqueness; rather, with their uniqueness, we seek to bring each child to the standard.

6. **What are the four factors the authors use to measure the value of life?** (page 25 / 113-114)

- Creation
- God's redemptive love for mankind
- Man's moral capacity to recognise the value to life
- The value of life derived from the mathematical improbability of our personal existence.

Supplemental Resources

Online

	growingfamilies.life	gfileadersplace.com
Homework Sheet		<input checked="" type="checkbox"/>
Class Email Template		<input checked="" type="checkbox"/>
Reminder Cards	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Virtue/Vice Contrast Poster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interrupt Courtesy Colour in	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Video Scenarios		
The "Why" of the Family (LSV7-01S)	<input checked="" type="checkbox"/>	
Interrupt Courtesy Done Right (LSV7-03S)	<input checked="" type="checkbox"/>	
What are the Odds of Your Existence? (LSV7-09S)	<input checked="" type="checkbox"/>	

Visit Eight

Cultivating the Voice Within

Duration: 31 minutes

General Summary

The visit is guided by two questions: what moral truth will you place in the heart of your child and how will you put it there. Today morality comes in all shapes and sizes – even in Christian homes. So parents should measure their values against the standard of God’s word. First and foremost it is all about virtue and that Christian virtues should reflect the person of Christ.

Key Principles

- The ability to make a distinction between right and wrong develops at around 3 years of age
- What moral truth will you place in the heart of your children?
- The level of moral knowledge and understanding parents possess usually translates into moral lessons their children receive.
- Knowing how to do right and knowing why you do right are not the same. One speaks to the correct action; the other speaks to the motive of the heart.

Suggested Visit Outline

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration: 31 mins – Visit Summary page 33 / 121
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class.

Visit Eight

Summary Points

- 1. Awakening within all children around three years of age is one of the most fascinating components of human development - the ability to make a distinction between right and wrong, honourable and shameful, and pleasing and offensive.
- 2. The level of moral knowledge and understanding parents possess usually translates into moral lessons their children receive.
- 3. The human conscience actually functions at two levels. There is the "lower" conscience and the "higher" conscience, also referred to as the "trained" and "untrained" conscience.
- 4. The lower conscience contains man's innate sense of right and wrong, while the higher conscience is subject to training and learns the specific standards of right and wrong.
- 5. The trainable conscience has the ability to receive and store moral principles (a moral inventory), and then act on those principles.
- 6. The four impulses of the conscience – prompting, confirming, warning, and accusing. Each operates in harmony with the values stored in the warehouse.
- 7. The conscience warns us when we are about to do wrong. If we do not heed that warning, our conscience accuses through the mechanism of "guilt," the feeling of having done wrong.
- 8. The conscience will also prompt us to do the right thing, and then confirms us when we do. Instead of guilt, it is the presence or moral peace and affirmation.
- 9. It is not enough to teach children how to act morally; parents must also teach them how to think morally.
- 10. The primary reason children do not internalise virtues or complimentary values is because parental instruction too often lacks moral reason. Parents tell children what to do, but not tell them why they should do it.
- 11. The moral principle travels with the child and becomes the restrainer of wrong behaviour and the encourager of right behaviour, even when Mom and Dad are not present.
- 12. As a general rule, parents should offer a moral reason when a situation concerns people and a practical reason when a situation relates to things.
- 13. The healthy positive conscience says, "I ought to do this because it is right," or, "I ought not to do this because it is wrong." The prohibitive conscience says, "I must do this, or else I'll be punished.
- 14. Positive development takes place when parents build into their child's conscience the reason why "right is right" and "wrong is wrong." A child will develop a healthy conscience when parents encourage doing right and not simply discourage the child from doing wrong.
- 15. The prohibitive conscience is not a guilty conscience, but an on-going state of potential guilt.

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 in this lesson.

This section may include discussion questions (•) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion.
- **What does it mean to teach children in periods of non-conflict?**
It means parents should not wait until a child does something wrong and when correction is needed, but be proactive and teach moral lessons throughout the day and in moments of non-conflict.
- **“Thy word have I hid in my heart...” What are we to focus on in relation to our children’s moral warehouse?**
A full moral warehouse not only reflects strong moral behaviour, it aids in other areas of development.
- **Ask your class, as parents’ how well God’s standard has been written on their hearts. Has the standard been written to the extent that we can know, live, teach, correct, and encourage by His Word?**
Remember to remind your class that spiritual growth is a process that we must continually pursue regardless of our current level of spiritual maturity. Additionally, we are ‘walking and talking the talk’ when we are living the standard that we are teaching and requiring of our children.
- **Why is the moral “why” so important?**
Knowing how to do right and knowing why you do right are not the same. One speaks to the correct action; the other speaks to the motive of the heart. Today’s ‘no’ is only for today – there is no moral reason (no internal guiding principle) to guide future action.
As parents we must equip our children with a moral understanding to they can understand the moral principle and apply that in other situations.
- **How is “Knowing how to do right,” and “Knowing why is right,” different?**
The first speaks to moral action and the second speaks to moral principle governing the action. When the moral reason why is routinely missing from instructions, the child is trained to act morally but not to think morally, to be morally discerning.



Please Note

Take the time to note the key discussion points so that you can include these in the email template.



Please Note

- There is no homework in the student manual – a student homework sheet has been developed and included in the Appendix for use at your discretion. They are also available as a download at www.growingfamiliesleaders.life.

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered. Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **PTOL Manual - Read Chapter 8, 'Cultivating the Voice Within.'**
2. **Take inventory of your own moral warehouse and stock the shelves that are empty so that you can then stock the shelves of your children's moral warehouse, as well.**
3. **Ask questions of your children. Take some time to assess where their moral warehouse is developing and where it is lacking and in need of stocking.**
4. **Age appropriately explain the moral warehouse and search mechanism to your children.**
5. **Provide an example of how the moral or practical reason 'why' helped your child with a right response.**
6. **Complete the prohibitive conscience test on pages 43–44 (131-132) in your workbook.**

Questions for Review

1. **What will happen if the principles of moral conduct are not resident and active in Mum and Dad's hearts?** (page 36 / 124)

The principles of moral conduct will not be passed onto their children.

2. **In your own words how do the moral warehouse & search mechanism work?** (page 37–38 / 125-126)

Moral warehouse is full of shelving which hold a range of virtues that have been placed there over time. The search mechanism is activated when it sees a moral situation and searches the shelves for what virtue should be acted upon.

3. **It is not enough to teach our children to act morally, what else must we teach?** (page 39 / 127)

Parents must teach their children to think morally.

4. **Why is the moral reason by an instruction so important?** (page 40 / 128-129)

Providing the moral reason why is an investment into your child's welfare. The moral principle travels with the child and becomes the restrainer of wrong behaviour and the encourager of right behaviour, whether Mum or Dad are present or not.

Supplemental Resources

Online

	growingfamilies.life	gfileadersplace.com
Homework Sheet		<input checked="" type="checkbox"/>
Class Email Template		<input checked="" type="checkbox"/>
Reminder Cards	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Moral Warehouse poster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Right is Right poster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Video Scenarios</i>		
What Separates Parent Beliefs? (MPS-18)	<input checked="" type="checkbox"/>	

Visit Nine

Civility: The Protocols of Royalty

Duration: 43 minutes

General Summary

In this visit the term civility is introduced, which is the application side of moral truth. Civility for the Christian is the moral language of Heaven. It is the ultimate love language that identifies God's people, and it is the means by which God's love and character are put on display. There are five categories identified that will be looked at over the next four visits. This session looks at the first category – courtesies governing greetings, responses to people, responses to situations, and general conversation. We show ways to put God's love on display with and through conversational courtesies.

Key Principles

- Civility is carrying the heart of God to the world. Our conduct demonstrates the character of God to the world.
- Civility is made up of Courtesy, Honour and Good Manners.
- Personal civility brings to the moment God's love, His presence.
- The world believes GOD IS NOWHERE – Civility helps demonstrate GOD IS NOW HERE.
- The five categories relating to civility are:
 - Courtesies governing greetings, compliments and conversations.
 - Courtesies associated with honour and respect.
 - Courtesies that are part of mealtime etiquette and behaviour.
 - Courtesies used in general life situations.
 - Crossing over actions to avoid or actively engage in.

Suggested Visit Outline

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration: 43 mins – Visit Summary page 47 / 135
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class.

Visit Nine

Summary Points

- 1. The one word that can encapsulate the application side of moral truth is “civility.”
- 2. Civility for most of the world’s population, is a self-serving necessity. “I’ll be nice to you, if you will be nice to me.” This is called the “ethics of reciprocity.”
- 3. Christians do not act kindly with the hope that people will be kind in return, but rather, we do so because God is kind. We do not act virtuously to get people to respond to us in like manner. We live virtuously because God is virtuous.
- 4. Five questions relating to civility:
 - a. Where does civility fit within Christianity?
 - b. What purpose does civility serve?
 - c. What are the components of civility?
 - d. What does our civility bring to the moment?
 - e. What does civility look like in practice?
- 5. Although the word, “civility,” is not found in the Bible, the concept of civility flows throughout Scripture.
- 6. Civility is tied to our conduct, how we are to treat other people, and more importantly, why we are to do so.
- 7. Civility, as a concept, is made up of three primary components from which numerous moral applications are derived.
 - a. Courtesy
 - b. Honour
 - c. Manners
- 8. Biblical civility is God’s love put into practice.
- 9. In Scripture, God’s moral authority is expressed in two ways: Through specific commands that govern a specific behaviour, and through general precepts that govern many behaviours.
- 10. Five general categories relating to civility and moral training:
 - a. courtesies governing greetings, compliments and conversations
 - b. courtesies associated with honour and respect
 - c. courtesies that are part of mealtime etiquette and behaviour
 - d. courtesies used in general life situations
 - e. crossing over: actions to avoid or actively engage in

- 11. There are seven pro-social habits associated with greeting a person for the first time. They include:
 - a. attentively listening to the introduction
 - b. acknowledging the person by name
 - c. greeting with words
 - d. greeting with your hands
 - e. greeting with your eyes
 - f. greeting with a question
 - g. greeting with your smile
- 12. Good, better and best reflect the three levels of initiative.
- 13. Before specific moral lessons are learned, children display discourteous behaviour, because they do not know what is "expected" or what is "proper," rather than a wilful intent to be rude.
- 14. The catch phrase: Do not let your voice enter a room before your legs get there, means your voice cannot see what is going on in the next room, only your eyes can; and your eyes need your legs to take you there.
- 15. The three voice levels every child should understand include outside voice, inside voice, and the whisper.

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 in this lesson.

This section may include discussion questions (●) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion.
- **Love is not rude – how does using greeting courtesies reflect God’s character?**
1 Cor 13:5 and Titus 3:2 speak to love is not rude and be courteous to all men. “It brings God to the moment” is a great catch phrase to teach your children – it gives them a simple phrase to explain the “why” of civility.
- **“We are working on it” – why is this an important response to when our children don’t met our expectations?**
It avoids the trap of trying to fix the moment or making excuses. A humble heart gives the opportunity to honour God in the moment.
- **How does pre-activity encouragement help our children demonstrate civility?**
Pre-activity encouragement comes verbally before a required behaviour is expected. This is accomplished through the use of verbal reminders, dialogue questions, and positive words. It is also an activity that takes place in times of non-conflict. For young children actions precede beliefs – beliefs come later.
- **Ask your class what they think about using Mr & Mrs as a title to honour age?**
Mr & Mrs are titles of respect – terms of endearment. It highlights to the child that time has not made us equal and that I am not your peer. Relational closeness is built on kindness, honesty, trust etc.
- **Discuss practical ways how parents can teach their children to move from the moral minimum of ‘good’ to ‘better’ or ‘best.’**
Good represents the moral minimum required in response to a situation. Good also represents the child, Better represents the family, Best represents God.



Please Note

Take the time to note the key discussion points so that you can include these in the email template.



Please Note

- There is no homework in the student manual – a student homework sheet has been developed and included in the Appendix for use at your discretion. They are also available as a download at www.growingfamiliesleaders.life.

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered.

Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **PTOL Manual - Read Chapter 9, 'Civility: The Protocols of Royalty.'**
2. **Discuss, review and be prepared to share an example of greeting courtesies, response to compliments and voice levels in your home.**
3. **Whether you use Mr. Smith and Mrs. Smith or prefer Mr. Joe and Mrs. Jane that is a family preference. What is important is the biblical principle of respecting and honouring age. Teach your children to use names that demonstrate respect for those who are older.**
4. **For your children who are able to read, write out GOD IS NOWHERE and ask them what they see. Show them how you can make GOD IS NOWHERE become GOD IS NOW HERE. And help them to understand the application of the two.**

Questions for Review

1. **What two purposes does true Biblical civility serve?** (pages 50 – 51 / 139)

First it identifies us as people who belong to God. Secondly it reflects Gods love in action.
2. **What are the three components of Biblical civility?** (page 51 / 139)

The three components are courtesy, honour and manners.
3. **What is Biblical civility?** (page 52 / 140)

Biblical civility is God's love put in practice.
4. **What are the five general categories relating to civility and moral training?** (page 53 / 141)
 - a. Courtesies governing greetings, compliments and conversations.
 - b. Courtesies associated with honour and respect.
 - c. Courtesies that are part of mealtime etiquette and behaviour.
 - d. Courtesies used in general life situations.
 - e. Crossing over actions to avoid or actively engage in.

Supplemental Resources

Online

	growingfamilies.life	gfileadersplace.com
Homework Sheet		<input checked="" type="checkbox"/>
Class Email Template		<input checked="" type="checkbox"/>
Reminder Cards	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Voice & Legs Catch Phrase Poster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Video Scenarios

Civility and Proper Greeting (LSV9-03S)

Greeting with Good, Better, Best (LSV9-04S)

Civility and Receiving a Compliment
(LSV9-06S)

Three Voice Levels and Shouting in the
House (LSV9-08S)

Visit Ten

Respect: The Silent Courtesy

Duration: 34 minutes

General Summary

This visit looks at the second category of civility – social courtesies associated with honour, respect and service. This will cover respecting the property of others, their own property, authority, devotion to parents, honouring age and a love of peers. Moral children are a joy to be around, because they are complete children, equipped with moral reason. Their actions are a reflection of the humility in their heart.

Key Principles

- Honour respect and service is a fundamental plank of parenting. Children must honour and respect their parents (Ephesians 6:1).
- The relationship with their parents is the first social relationship a child has.
- Mothers and fathers should represent God’s redemptive and moral will to their children.
- Becoming a child’s peer and friend too soon undermines a parent’s ability to teach honour and respect.
- Friendship with your children is not the starting point of your relationship – rather it is the relational goal of your parenting.
- Labour defines the value of money.

Suggested Visit Outline

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration: 34 mins – Visit Summary page 63 / 151
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class.

Visit Ten

Summary Points

- 1. "Honour" and "Respect" are often interchanged as if they mean the same thing. However, while related, they are independent concepts.
- 2. "Honour" tends to show reverence. We "honour" the memory of our fallen soldiers, the president or prime minister of our country, and we honour the house of God as set apart for worship.
- 3. Respect tends to show consideration for the value of an institution, a person, place of thing. We show respect for the office of the presidency. We respect our teachers, the rules at the public park, and our neighbour's car.
- 4. The job of every parent is to take the intangible concepts of respect, honour and honesty and make them tangible – to take their abstract meanings and make them concrete.
- 5. It is very difficult to teach children to respect others, if they do not respect their own parents.
- 6. To do little or nothing in response to a child's disobedience ultimately undermines the public character or parental authority in the mind of the child. This invites contempt for parental leadership.
- 7. Friendship with your children is not the starting point of your relationship; rather, it is the relational goal of your parenting.
- 8. Rising in the presence of the aged has been an adopted custom in societies throughout history and continues to this day.
- 9. Children can also honour their elders through simple acts of service and by taking an interest in the life of the person of age.
- 10. Our personal understanding of value is derived from our labour, for labour helps define the value of money and goods.
- 11. The duty of every parent is to instil a high degree of respect for the property rights of others; but that process begins by respecting the person who owns the property.
- 12. The object of ownership is not the basis of respect; the owner is.
- 13. When it comes to considering those who come behind us, it sometimes means we pay courtesies in advance. We can do that many ways, but one is to take our shopping carts back to the front of the store or to the racks provided.
- 14. People who leave shopping carts here and there are doing two things that work against their personal character. First, they are taking a risk with the property of others. Second, they are creating both a hazard and nuisance.

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 in this lesson.

This section may include discussion questions (•) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion.
- **How can you help your children to honour age?**
Ideas may include rising up when they enter a room, respectful greetings, honouring with words and actions, taking an interest in an older person's life.
- **Why is understanding that someone owns the property important in terms of teaching respect for property?**
Parents should instil a high degree of respect for the property rights of others; but that process begins by respecting the person who owns the property.
- **Labour defines the value of money – why is it important to teach the value of labour?**
The value of labour is a concrete way for our children to understand the value of money (and time). Labour can be divided into two general categories – duty and purchasing. Duty labour relates to the responsibility to the family (household chores). Purchasing labour is done for financial reward.
You may wish to discuss pocket money and how labour is a better teaching tool – receiving an item or money without working for it decreases its value. Children who do chores for other family members invest into that family.
- **Discuss with the class how their children might work for some of the items they desire.**
Review the relationship between labour and value and the benefits of labour. For example, they may take better care of their belongings and have a greater appreciation for other people's belongings too.
- ❖ **Life has limits and so do momentary desires – teaching respect for the things of others helps teach this truth.**



Please Note

Take the time to note the key discussion points so that you can include these in the email template.



Please Note

- There is no homework in the student manual – a student homework sheet has been developed and included in the Appendix for use at your discretion. They are also available as a download at www.growingfamiliesleaders.life.

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered. Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **PTOL Manual - Read Chapter 10, 'Respect: The Silent Courtesy.'**
2. **Discuss Leviticus 19:32 with your children and ways they can respect age and be prepared to share an act of kindness or respect demonstrated by one of your children to 'an elder' without prompting.**
3. **Discuss over couch time about how you honour your parents – out of duty or devotion.**
4. **Decide on a plan to can teach your children value derived from labour.**
5. **And, of course, return your shopping carts.**

Questions for Review

1. **What is the relational goal of your parenting and why is it not the starting point?**
(page 67 / 155)

The relational goal of your parenting is friendship. Children first need the love, security and guidance that only Mum & Dad can bring. Your children need you to parent them, from your role as a parent not as a friend.

2. **What is the underlying moral precept of Leviticus 19:32 – as 'multiplied' in the New Testament?** (page 68 / 156)

We are to honour those to whom honour is due.

3. **Where does teaching respect for the property of others start and what should it be tied too?** (page 69–70 / 158)

Teaching respect for property begins in the home. A child's understanding of respecting the property of others should be tied to their understanding of the value of a dollar.

4. **What does paying kindness in advance mean?** (page 71 / 160)

It is considering and responding to the preciousness of others. This means caring about those coming behind.

Supplemental Resources

Online

growingfamilies.life

gfileadersplace.com

Homework Sheet



Class Email Template



Reminder Cards



Be Other-Focused poster



Video Scenarios

Simple Acts of Courtesy (LSV10-01S)

Why and How to Respect Property (LSV10-03S)

Story of Two Maidens – Learning the Value of Money (LSV10-04S)

Paying a Courtesy in Advance – The Shopping Cart (LSV10-05S)

Visit Eleven

Civility and Mealtime Etiquette

Duration: 39 minutes

General Summary

This visit examines the third category of civility – courtesies that govern mealtime behaviour and etiquette. Mealtime for most children is the first classroom, the place where parents teach a range of virtues and family values, often without even thinking about the process. There is no other training context within moral education that is so compact and saturated with the call to self-control and otherness-sensitivity than what flows out of mealtimes and manners.

Key Principles

- Embedded in mealtime etiquette is a range of “others focused” virtues.
- Not all mealtimes are equal – a BBQ is not the same as ‘fine dining’.
- The primary focus is to understand that the moral reason for good mealtime etiquette is being others focused and not rude.

Suggested Visit Outline

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration: 39 mins – Visit Summary page 75 / 164
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class.

Visit Eleven

Summary Points

- 1. Mealtime for most children is the first classroom, the place where parents teach a range of virtues and family values, often without even thinking about the process.
- 2. Any parent who underestimates the profound influence that mealtime manners will have on their child is already taking a risk with their child's future success.
- 3. Not all mealtimes are equal. Pizza night in the living room will require the same mealtime protocols associated with a five-course Christmas dinner.
- 4. There is no other category or moral education that is so compact or morally telling than training in mealtime manners.
- 5. Beware of the "Swiss Cheese" approach to moral training. Parents cannot provide their children a lifestyle of moral excellence and leave mealtime etiquette out of the equation.
- 6. Mealtime behaviours to avoid: Each item listed is considered discourteous and requires Mum or Dad's attention. (Page 80 / 168 contains an expanded list of mealtime behaviour to avoid.)
- 7. The rules of etiquette governing the use of the knife and fork are drawn from one of two styles of dining. There is the Continental Style of dining (also referred to as the European Style), and the American Style of dining, used predominately in North America.
- 8. To avoid legalism from slipping into mealtime, please remember mealtime etiquette represents socially approved conduct. Manners represent moral courtesies governing how we treat other people. Parents have more flexibility to suspend or relax non-moral principles of practise, but not principles involving mealtime courtesies.
- 9. Mothers and Fathers are the ones who ultimately decide which dining style is right for their families.
- 10. Once utensils are picked up and the meal started, no portion of the knife or fork should ever touch the table, table cloth or dinner mat. Instead they are to rest on the plate.
- 11. Whether at special mealtimes at home or out at a restaurant, show your children how to carefully remove their napkins from the table-place setting, and then unfold it. They should never open their napkins by shaking them.
- 12. When you are out to dinner at a restaurant, or even a meal at home, teach your children to wait until everyone at the table has been served before they pick up their forks or spoons.
- 13. Salt and pepper are married and should stay together as a couple, as they make their way around the table.
- 14. When it comes to children being dismissed at mealtime, it is both appropriate and honouring for children to ask Mum or Dad if they can be dismissed. That request, however, should not come until everyone at the table has finished their meal. * (See page 89 / 178)

- 15. When they are sharing a meal away from home, it is proper for children to discreetly ask their parents if they can have permission to ask the host if they may be dismissed. * (See page 89 / 178)
- 16. In casual settings, nothing can say, "Thank You," to the hostess like the actions of children who take the initiative to help clear the dishes and take them to the sink or help prepare them for the dishwasher.

* Signifies an important "Summary Point" not in the DVD presentation.

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 in this lesson.

This section may include discussion questions (•) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion.
- **Why is mealtime a great time to teach a range of “others focused” virtues?**
Mealtime is the first classroom for most children and happens at least three times a day. It is saturated with self-control training and other-focused training that flows beyond the kitchen table.
- **The 10 mealtime etiquette guidelines – discuss each. You may like to refer back to the workbook for more information.**
Knife and fork usage
Napkins
Demonstrating honour
Asking for and passing food
Buffet courtesies
Double dipping
Salt and pepper – future need
Waiting to leave the table
Bread and butter plate
Serving at the end of a meal
- ❖ **The primary focus of this lesson is to understand that the moral reason for good mealtime etiquette – simply being others focused. Good manners and dining etiquette are not simply about curbing poor behaviour at mealtime, but grooming within children a morally-attractive message that communicates grace, harmony, beauty, poise and a refinement of character.**
- ❖ **All aspects of moral & practical training must be addressed – we must parent the whole child. Mealtime etiquette is no exception.**



Please Note

Take the time to note the key discussion points so that you can include these in the email template.



Please Note

- There is no homework in the student manual – a student homework sheet has been developed and included in the Appendix for use at your discretion. They are also available as a download at www.growingfamiliesleaders.life.

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered.

Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **PTOL Manual - Read Chapter 11, 'Civility and Mealtimes Etiquette.'**
2. **Discuss where your mealtimes manners are at as a family. Work out what you need to work on now, in 2 years and 5 years.**
3. **Use the Basic Mealtimes Manners "Do Not" List to work with your children on one of the courtesies each day.**
4. **Children who are 10 years-of-age and above are ready to have a "special" meal, either at home or at a restaurant, a meal where you can practice those special mealtimes protocols that may not happen during your everyday meals at home. Have fun with this assignment.**
5. **This week's scenarios will be very helpful (and humorous) as you teach your children various mealtimes manners. Have fun with them, but make sure they understand the why behind each lesson.**

Questions for Review

1. **What can be taught at mealtimes – our children's first classroom?** (page 77 / 165)

Given it is the first classroom; it is the place where parents teach a range of virtues and family values – and not just a place on how to consume food.

2. **What are the five common mealtimes settings?** (page 78 / 166)
 - a. Dinner at home
 - b. Dinner at home with guests
 - c. Dinner away from the home as guests
 - d. Dinner at a restaurant
 - e. Dinner buffet style with other families

3. **What are the ten mealtime etiquette guidelines?** (page 81–91 / 169–179)

- a. Etiquette governing the use of the knife and fork
- b. Etiquette governing the use of the napkin
- c. Demonstrating honour
- d. Asking for and passing of food
- e. Courtesies associated with a buffet
- f. No double-dipping
- g. The salt and pepper protocol
- h. Waiting to leave the table until everyone has finished their meal
- i. Bread and butter plate
- j. Serving at the end of the meal

Supplemental Resources

Online

	growingfamilies.life	gfileadersplace.com
Homework Sheet		<input checked="" type="checkbox"/>
Class Email Template		<input checked="" type="checkbox"/>
Reminder Cards	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Basic Mealtime Manners List	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Video Scenarios

Table Manners: Improper and Proper Use of Your Napkin (LSV11-06S)	<input checked="" type="checkbox"/>
Table Manners: The Courtesies of Waiting Until all are Served (LSV11-07S)	<input checked="" type="checkbox"/>
Table Manners: Asking for Food to be Passed (LSV11-08S)	<input checked="" type="checkbox"/>
Table Manners: Buffet Lines and Touching of Food (LSV11-09S)	<input checked="" type="checkbox"/>
Table Manners: Passing the Salt and Pepper (LSV11-10S)	<input checked="" type="checkbox"/>

Visit Twelve

Basic Life Courtesies

Duration: 38 minutes

General Summary

This visit looks at the fourth and fifth categories of civility – General life courtesies that are part of everyone’s life and “Crossing Over.” This last category addresses a variety of moral situations that we should either avoid or actively engage ourselves in.

Key Principles

- The ‘others focused’ virtue is expanded by examples including putting your chair back under a table and acknowledging a gift giver.
- Greeting guests at three levels – good, better and best.
- Become a thoughtful listener
 - Never rescue a story that does not need to be rescued, nor try not to outdo another person’s story or attempt to take over their story with your own.
- The priority theme of this series is ‘words of life’ – avoiding death words; true civility is explained via a range of statements.
- Not “crossing over” helps us avoid being rude to those following behind.

Suggested Visit Outline

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration: 38 mins – Visit Summary page 95 / 183
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities as if they were coming back for a class next week. Encourage parents to join you for Part Three (and Part One if they have not completed it).

Visit Twelve

Summary Points

- 1. The chair ethic is not complicated. Whenever you push your chair out and stand up in a board room, restaurant, or your own home, it is an act of consideration and good manners to push your chair back to the table before leaving.
- 2. Just as gift-giving cannot be detached from human emotions, neither can receiving a gift be detached from the emotions of the one who gave the gift.
- 3. Just as standing up when a guest initially enters the room is considered polite, not standing can be construed as being impolite, because non-action is often interpreted as indifference toward the guest.
- 4. Whether it is your spouse, friend, co-worker, or child never attempt to rescue a story that does not need to be rescued.
- 5. A person with good manners will not try to outdo another person's story or attempt to take over another person's story with his own.
- 6. True Civility
 - a. avoids all forms of vulgarity, crude language, and rude conduct, for they dehumanize the one speaking, and devalue the moment.
 - b. never use sarcasm to make a point.
 - c. avoids speaking words of "doubt," especially to children, for to speak doubt is to speak death.
 - d. avoids boasting and bragging.
 - e. avoids the inappropriate timing of words.
 - f. avoids showing partiality.
 - g. avoids jesting.
- 7. "Crossing-over," derived from the story of the "Good Samaritan," (Luke: 10: 25-37) is another great catch-phrase, because it fittingly speaks to a heart attitude that can stifle our moral growth and bind us to real needs.
- 8. "Crossing-over" can:
 - a. rob us of a present and future blessing.
 - b. cause us to become selective in our compassion.
 - c. mar the clarity of our moral message.

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 in this lesson.

This section may include discussion questions (•) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion.
- **Along with 'leaving the chair out,' what other "pass it on to those coming behind" courtesies could you introduce to your family?**
These could include packing up your rubbish at a food court or picnic table, returning your shopping trolley, emptying the family rubbish or recycling bin.
- **How does your family honour the gift givers?**
How does your child unwraps a present, treats the words in a card, thanks the giver or acknowledges a gift with a card or thankyou note. A way to teach this virtue include helping your child make their own cards – making sure they take the time to craft the words carefully and practice the words of thanks to reply to a gift giver.
- **When it comes to communication we need to teach our children how to be polite listeners. Discuss the three listening courtesies.**
Never rescue a story that does not need to be rescued. Do not try to outdo another person's story. Do not attempt to take over someone's story with your own.
- **The principle of 'crossing over' stems from the story of the Good Samaritan. Discuss how we may avoid crossing over and considering the preciousness of others.**
These include rubbish bins, laundry on stairs, parking within lines, clean sink – dirty dishes, rubbish on the floor, toilet roll and hand towels, texting and talking... and many more. Refer to James 4:17.
- ❖ **Biblical civility is an extension of God's love.**
Most of the civilities covered are others focused – your children are fully capable and ready to learn them. This will help your family show God to the world – wisdom resides in virtue – and all virtues come from God!
- ❖ **Encourage those families who have not completed Parts 1 or 3 to complete them.**



Please Note

Take the time to note the key discussion point so that you can include these in the email template.



Please Note

- There is no homework in the student manual – a student homework sheet has been developed and included in the Appendix for use at your discretion. They are also available as a download at www.growingfamiliesleaders.life.

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered.

Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **PTOL Manual - Read Chapter 12, 'Basic Life Courtesies.**
2. **Discuss with your family the general life courtesies. Your chair, gift courtesies, standing when greeting, polite listening, life and death words.**
3. **Introduce the principle of not 'crossing over' to your family.**
4. **Review the last visits (Part 1 and Part 2 as appropriate) and check how you are going.**

Questions for Review

1. **How can your family become the 'voice of more' rather than the 'voice of less.'**
(page 97 / 186)

By making these courtesies part of your moral identity.

2. **What are three courtesies that help us become polite listeners?** (page 100–101 / 188–189)
 - a. Never rescue a story that does not need to be rescued.
 - b. Do not try to outdo another person's story.
 - c. Do not attempt to take over someone's story with your own.

3. **Explain the crossing over principle in your own words?** (page 103-104 / 191–192)

Crossing over comes from the story of the Good Samaritan – as the Priest and Levite crossed the road to ignore a need. It speaks to the attitude of the heart as to considering the preciousness of those around us – rather than crossing over and ignoring the need.

4. **For the Christian, civility is the message of what?** (page 107 / 195)

Civility is God's love made practical.

Supplemental Resources

Online

	growingfamilies.life	gfileadersplace.com
Homework Sheet		<input checked="" type="checkbox"/>
Class Email Template		<input checked="" type="checkbox"/>
Reminder Cards	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Video Scenarios</i>		
What to do with Your Chair (LSV12-01S)	<input checked="" type="checkbox"/>	
Birthday Kindness (LSV12-02S)	<input checked="" type="checkbox"/>	
Three Types of Greetings (LSV12-03S)	<input checked="" type="checkbox"/>	
Crossing Over Examples 1-2 (LSV12-07S)	<input checked="" type="checkbox"/>	

Parenting from the Tree of Life

Part Three

Life, Children, Encouragement and Correction

Visit Thirteen

Correction and a “Healthy Lawn” Perspective

Duration: 38 minutes

General Summary

The best way to reduce the need for weeding is to build a healthy lawn – so too the best way to reduce the need for correction with your children is to focus on healthy behaviour. Correction is made up of three important components and is key to putting your child back on track.

Key Principles

- To correct a child is to love a child.
- There are three components to correction; preventative, corrective and restorative.
- Correction is any activity that puts your child back on track or reduces the presence of negative influences that can take them off track in the first place.
- Couch time is a key preventative component of correction.
- Empathy is the ability to understand the feelings of others or to anticipate how one might feel. It parallels thoughtfulness as a life-giving virtue.
- Family Identity – you can't isolate your family from the world, but you can learn how to insulate them from the world's influence.
- Children desire to live up to their God name.

Suggested Visit Outline



Please Note

Workbook page number references:
Individual book – first,
Complete Series – second

	Flipped	Traditional	
Open in Prayer and introduction	✓	✓	If this is your first class together, start by introducing yourself as leaders; refer to notes on refer to First Class section in the Leaders Introduction found at www.growingfamiliesleaders.life . If your group is continuing, share any new information for the next 5 visits.
Sharing Time/ Review Previous Visit	✓	✓	If this is the first class together ask each couple to introduce themselves and what their expectations are of the course. If you are continuing, you may like to review the homework from the previous visit. You may like to share briefly, as review or for the new families, the foundations of the first 12 visits.
Video		✓	Duration: 38 mins – Visit Summary page 13 / 199
Refreshments		✓	This time can merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class. Note: blank homework sheets in are the Appendix.



Please Note

When using the email templates, you may want to set a reminder to do this either straight after the class or the next day, so the class participants know when to expect them.

Visit Thirteen

Summary Points

- 1. Similar to lawn management, there are two common approaches to correction.
 - a. One approach places a greater emphasis on controlling unwanted behaviors by proactively building into a child's character habits of the heart that are good and nutritive and that promote healthy growth.
 - b. The other places greater emphasis on removing, rather than preventing, unwanted behaviors. This is the "spray-bottle-in-hand" approach.
- 2. The primary focus in Part Three of the Life Series, is to promote promote healthy behavior as the primary means of reducing the amount of correction needed to keep a child on course and moving forward.
- 3. Consider correction to be any activity that puts our sons and daughters back on track when they fall off, or reduces the presence of negative influences that draw them off track in the first place.
- 4. It does not matter how old your child is, or what behavioural challenge you may be facing; the absence of couch time is a slow-drip contributor to poor behavior.
- 5. Empathy is the ability to understand the feelings of others or to anticipate how one might feel in certain situations.
- 6. Parents must give their children opportunities to experience empathy, while guarding their children's hearts from anything that can diminish the value of empathy.
- 7. Children do not gain any advantage in life by watching a steady diet of violent television programs or playing violent video games. Watching violent acts carried out against other people suppresses the human capacity for empathy.
- 8. Empathy is a life-giving virtue, so it cannot exist side by side with anything connected with death, including death words.
- 9. Identity refers to the qualities, beliefs, and characteristics that identify one's personhood. It is what a person or a group becomes known for, or associated with.
- 10. Children whose identity is tied to a Life-giving perspective grow to need less and less extrinsic motivation to do the right thing. Doing that which is good, helpful, and caring, simply goes along with being the kind of person they understand themselves to be. They are living out their identity.
- 11. Parental values, beliefs and priorities will either move family members toward interdependence or towards independence family identity.
- 12. Interdependent relationships provide satisfaction, protection, and security in the early years, and they serve as a barrier against intrusive values, especially in the teen years.
- 13. Peer pressure on a child is only as strong as family identity is weak.
- 14. Instead of labelling children with titles that speak death, parents can just as easily learn to speak blessings over their children.

- 15. A “God-Name” is the title that reflects a child’s principle strength of character that contributes to the shaping of his/her identity. It is the one (or more) Godly traits that are beginning to emerge and morally distinguish your child.
- 16. Keeping in mind that a child’s God-Name becomes more recognizable after the age of six, we encourage parents to start making a list of those identifiable traits that are beginning to emerge, reflecting their children’s principle strengths of character. Introduce each trait one at time.

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 in this lesson.

This section may include discussion questions (•) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion.
- **Discuss the concept of the healthy lawn perspective in relation to manicuring your child's heart.**
Healthy lawns (fruit) cannot exist without well-established root systems (moral training).
Weeds (sin) need to be pulled out (corrected) when sprouting.
- **Empathy is an important life-giving virtue. How are you teaching empathy to your children?**
Teaching empathy needs to be more than a text book discussion. How about the 'sibling service list' and seeking to do a 'random act of kindness' for a sibling.
- **What is your family structure, and have you been working on your family identity?**
There are two family structures to consider – interdependent and independent. A strong interdependent family reduces the impact of peer group pressure.
Remember, Dad & Mum are "Team Leaders" and being part of your family is not an option - it is God-designed.
- ❖ **Family Identity.**
You can't isolate your family from the world, but you can learn how to insulate them from the world's influence.
- **Where are the values your children are learning coming from – inside or outside influences?**
When you listen to who your children imitate, you can discover who is shaping their identity. Proverbs 14 covers the way of the wise and the fool.
- ❖ **Couch Time is mentioned again here.**
If families have not completed Part One you may need to go back to Visit Two to explain what Couch time is all about.



Please Note

Take the time to note the key discussion point so that you can include these in the email template.



Please Note

- There is no homework in the student manual – a student homework sheet has been developed and included in the Appendix for use at your discretion. They are also available as a download at www.growingfamiliesleaders.life.

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered. Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **PTOL Manual - Read Chapter 13, 'Correction and a "Healthy Lawn" Perspective' and Appendix A.**
2. **Revisit how your Couch time is going from Visit Two.**
3. **What are your children's "God-Names?" Start making a list of those identifiable traits that are beginning to emerge in your children, reflecting their principle strength of character. This is a good Couch Time discussion. Consider sharing their God Names with them.**
4. **Take the Influences and Identity Test on page 25 / 212 of your workbook. Consider what changes you may need to make to be the primary influences within your family.**
5. **Read Proverbs 14 and note the continual contrast between the wise man and the fool. Evaluate are your children more prone to imitate the way of the wise or the fool. Are they being influenced more by the culture of life or death.**

Questions for Review

1. **How do you define Correction?** (page 9 & 16 /202)

Correction is a way of rescuing children from decisions made out of their immaturity or lack of wisdom and sometimes from those moments when they choose wrong over right and disobedience over obedience. (page 9 / 202)

Consider correction to be any activity that puts our children back on track when they fall off, or reduces the presence of negative influences that draw them off track in the first place. (page 16)

2. **List the six childhood transitions.** (page 16–17 / 203–204)
 - a. Nature to Will Transition
 - b. Training to Education
 - c. Boundaries to Freedom
 - d. Compliance to Obedience
 - e. Extrinsic to Intrinsic
 - f. Authority to Influence

3. **In your own words explain what the authors mean by “Creating empathy through Service?”** (page 18–19 / 205–206)

Helping your children to relate to how someone else may feel in a particular moment by getting them to serve that person in a way they would like to be served.

4. **What does interdependent family identity create?** (page 22 / 208)

It creates a sense of belonging which leads to one another allegiance to the core values of the family.

5. **What is a “God-Name?”** (page 24 / 211)

The title that reflects a child’s principle strength of character that contributes to the shaping of his / her identity. It is the one (or more) Godly traits that are beginning to emerge and morally distinguish your child.

Supplemental Resources

Online

	growingfamilies.life	gfileadersplace.com
Homework Sheet		<input checked="" type="checkbox"/>
Class Email Template		<input checked="" type="checkbox"/>
Reminder Cards	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Couch Time Record Card	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Video Scenarios		
Who is Shaping Your Child’s Identity? (LSV13-09S)	<input checked="" type="checkbox"/>	
Children and God-Names (LSV13-12S)	<input checked="" type="checkbox"/>	

Visit Fourteen

Instruction that leads to Healthy Obedience

Duration: 44 minutes

General Summary

This visit looks at the importance of self-control training and how folding of the hands can help children learn this important virtue. It discusses how routine and structure help in reducing the need for correction. The four principles that leads to healthy obedience that are important in the helping children obey are also covered.

Key Principles

- An instruction given by a parent is expected to be carried out by the child.
- Self-Control is the foundational virtue on which all other virtues depend.
- Structure and routine plays an important role in creating an environment for obedience.
- The four principles of obedience.
 - Say what you mean, and mean what you say.
 - You are the parent, your child is the child.
 - Give instructions only when you have the child's attention.
 - The five minute warning.

Suggested Visit Outline

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration: 44 mins – Visit Summary page 29 / 215
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class.

Visit Fourteen

Summary Points

- 1. Self-control is a foundational virtue on which all other virtues depend on in order to function properly.
- 2. Self-control is derived from activities that require self-control in order for those activities to function. Principally, the seeds of self-control are embedded in structure and routine (predictability) and in moral training.
- 3. Hand-folding redirects the excessive body energy that normally makes self-control so difficult.
- 4. Adding some routine and structure to your child's day does not mean that every minute is rigidly scheduled or controlled by the clock; but it does mean there is sufficient predictability that our child can count on.
- 5. Having some measurable level of routine is also a big part of the preventative side of correction and comes with a host of benefits that encourages childhood patterns of:
 - a. security
 - b. cooperation
 - c. organization
 - d. confidence
 - e. healthy sleep: Cumulative fatigue affects the brain's ability to function at optimal alertness, which is necessary for optimal learning and the daily exercise of the self-control needed to govern life.
- 6. Date night (Mom, Dad and Child) provide unique opportunities to gain insights into your children, because date nights have a way of bringing to the surface conversations that would normally stay hidden.
- 7. The first rule of instruction is to say what you mean and mean what you say.
- 8. To offer a bribe to children in order to get them to comply corrupts Mom, Dad, the children and the character of obedience.
- 9. When a parent adds "Okay?" to the end of their instruction, the child hears Mom or Dad asking "are you in agreement with my instructions?"
- 10. Giving instructions to your child disguised, as an option when no option is available is misleading, and will eventually call for more correction.
- 11. Offering that five-minute warning helps children prepare to comply by removing the tension created by the call for immediate compliance and their desire to finish up whatever they are doing. This simple courtesy not only makes obedience attractive, but it also puts on display Mom and Dad's sense of fairness.

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 in this lesson.

This section may include discussion questions (•) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion.
- **Discuss the statement “Self-control is the foundational virtue on which all other virtues depend on in order to function properly.”**
Teaching your children to give of themselves to others is a core element of self-control. Folding of the hands is an essential tool for children to focus the excess energy into “quiet hands.” Self-control is not just for physical issues – it is also useful for verbal self-control.
- **Does your family have flexible routine or structure for the activities of the day?**
A flexible routine promotes healthy blessings within the child and the family. Security, cooperation, organisation, confidence and healthy sleep are benefits of a flexible routine and structure.
- **Do you have date nights with your children?**
Date nights are one of the preventative activities which often decreases the need for correction. As the child gets older, the focus of these activities should move from fun to more targeted conversations, leading to healthy discussions. These nights do not need to be expensive.
- **Principles of instruction. Discuss each of the four principles of instruction.**
Use examples of what this looks like in your home to explain the following four principles:
 - Say what you mean, and mean what you say.
 - You are the parent, your child is the child.
 - Give instructions only when you have the child’s attention.
 - The five minute warning.
- **Discuss the “call / wait” component of giving an instruction.**
Call the child to you (with a verbal response) and then give the child the instruction. The reason for the pause is to separate the authority component of your instruction from the actual instruction.



Please Note

Take the time to note the key discussion point so that you can include these in the email template.



Please Note

- There is no homework in the student manual – a student homework sheet has been developed and included in the Appendix for use at your discretion. They are also available as a download at www.growingfamiliesleaders.life.

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered.

Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **PTOL Manual - Read Chapter 14, 'Instruction Leading to Healthy Obedience.'**
2. **Introduce 'folding of the hands' with your children to help them gain self-control.**
3. **Review the structure and routine of your family. Discuss if you are too rigid or too flexible or is there sufficient predictability that your children can count on. Adjust your family schedule accordingly.**
4. **If the practice of a 'date night' with each child is not happening in your home, we encourage you to schedule those on your calendar. Be creative and then share with the class some of the ideas you came up with and how your children responded. If obtaining a babysitter is difficult, consider having an earlier bed time (30 minutes) for the other children providing them quiet book time, while the child on the "date" stays up 30 minutes later than usual. This gives you a 60-minute "at home date" with that child, playing a game, making a craft or, if the child is old enough, doing something special that the child chooses.**
5. **When you give instructions this week follow the Principles of Instruction and be prepared next week to share how this has helped with obedience.**
 - a. **Take the time this week and make a game out of your child coming the first time he is called with a "Yes Dad/Mum." Be prepared to share with the class the results.**
 - b. **Introduce the five - minute warning and be prepared to share next week how this helped with your or your child's frustration.**

Questions for Review

1. **What tool can you use to teach self-control and what does it do? (page 35 / 221)**

You can teach your child to fold their hands to gain self-control. It redirects the excessive body energy that normally makes self-control so difficult.

2. **What are five benefits of Structure & routine? (page 36–37 / 222–223)**
 - a. Security
 - b. Cooperation
 - c. Organisation
 - d. Confidence
 - e. Healthy Sleep

3. **What are the Principles of Obedience?** (page 38–43 / 224–229)

- a. Say what you mean and mean what you say
- b. You are the parent; your child is the child
- c. Give instruction only when you have your children’s attention
- d. Five-Minute warning

Supplemental Resources

Online	growingfamilies.life	gfileadersplace.com
Homework Sheet		<input checked="" type="checkbox"/>
Class Email Template		<input checked="" type="checkbox"/>
Reminder Cards	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Activity planner	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The Appeal Process poster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Video Scenarios		
The Threatening-Repeating Parent? (LSV14-07S)	<input checked="" type="checkbox"/>	
The Bribing Parent (LSV14-08S)	<input checked="" type="checkbox"/>	

Title	Author	ISBN
Toddler to Teen	Mel Hayde	978-1-920711-02-3

Visit Fifteen

Parenting Outside the Funnel

Duration: 31 minutes

General Summary

There are two common mistakes that parents make in parenting, the first is that children assume a greater sense of autonomy than their developmental age allows (simply put they are making too many decisions on their own). The funnel is used to describe age appropriate freedoms, freedoms of choice, physical and verbal freedoms. The second is how parents suppress their children's initiative (this will be covered next week).

Key Principles

- The funnel principle: there are three ways to parent outside the funnel:
 - too many decision-making freedoms,
 - too many physical freedoms, and
 - too many verbal freedoms.
- Too many freedoms create a condition where children become "wise in their own eyes."
- Young children are not developmentally ready to be self-governing because they cannot distinguish between moral and non-moral choices.

Suggested Visit Outline

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration: 31 mins – Visit Summary page 49 / 235
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class.

Visit Fifteen

Summary Points

- 1. One subtle way of pushing children too quickly is to flood them with far too many choices and to give them too much freedom to make decisions.
- 2. Parenting outside the funnel happens when parents placed their child into a settings greater than the child's emotional, social, physical or intellectual capacities can manage.
- 3. Proverb 26:5 and 26:12 warns against creating the false impression in the mind of a child that he or she is able to do anything, say anything, and go anywhere and be immune to the dangers of life.
- 4. In parenting, one of the fastest and surest ways for children to adopt a "Wise in their own eyes" attitude is to parent outside funnel.
- 5. Children become wise in their own eyes when:
 - a. Parents grant too many decision-making freedoms,
 - b. Parents grant too many physical freedoms,
 - c. Parents grant too many verbal freedoms.
- 6. The theory of granting children unlimited freedoms to make their own decisions in life only creates behavioral deficits because it doesn't take into consideration the nature of children nor a child's natural inclination to choose what looks good but not necessarily what is best for them.
- 7. The problem created by offering unlimited choices lies within the nature of children. Young children cannot handle the power associated with decision making, because they lack the self control and wisdom to deny themselves a desire, or be content with the status quo.
- 8. When a child, who is addicted to choice, is confronted with not having a choice, he or she is unable to emotionally cope with limits that not having a choice presents.
- 9. If a child believes he has the freedom to come and go at will, or revise Mom and Dad's instructions to suite his good pleasure, then what will stop him from wandering off at the playground, a busy mall, or crowed beach? Nothing!
- 10. Parenting outside the funnel can also be seen or heard through verbal freedoms. This happens when your children speak to you as if they are a verbal peers.
- 11. If a child lives under the impression that he is Mom and Dad's verbal peer, then any desire for compliance moves from a "need-to-do" list to a "wish list."
- 12. For the child who needs to be pulled back inside the funnel, parents can:
 - a. make a list of the freedom areas that are problematic,
 - b. explain what was allowed and what changes are coming,
 - c. stick with it, persevere and stay consistent.

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 in this lesson.

This section may include discussion questions (•) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion.
- **Do you think you are parenting outside the funnel?**
Are your children wise in their own eyes by existing outside the funnel? There are three ways to parent outside the funnel: too many decision-making freedoms, too many physical freedoms and too many verbal freedoms.
If parents think they are parenting outside the funnel, encourage them to parent within the funnel; yes it will be difficult but the rewards are worthwhile.
- **Are your children addicted to choice?**
Having choices is not the problem – rather being addicted to choice is. If you have to constantly fight with your child to obey your basic instructions, the last thing you want to do is falsely empower them with too many choices too early.
- **Do your children inform you of their intentions or do they ask permission to do things?**
There is a significant difference between the child asking to do something or being told by the child that they are going to do something. In general children should ask permission rather than inform you as a parent of their intentions. Please note however this needs to be age appropriate. The habit of seeking a parent’s permission creates a sense of security and a sense of submission. It may seem subtle to you as a parent but in the mind of the child, it is not subtle at all.
- **Are your children characterised by being bossy, how does their tone sound, are they demanding? Do you have a child with too many verbal freedoms?**
Death words, looks or ‘sighs’ should be not the standard part of your child’s vocabulary. Verbal freedoms are often overlooked and a key source of conflict.
- **If you are parenting outside the funnel, how do you restore the correct balance?**
Commence the three step process to pull your child back into the funnel.
 - a. Make a list of the freedom areas that are problematic.
 - b. Sit with your children and explain what you used to allow and how that is going to change.
 - c. Stick with it and persevere.When your child is characterised by submitting to your authority, begin restoring some freedoms of choice.
- ❖ **This lesson is not about no choices for your children – it is about parenting within the funnel in relation to choices.**



Please Note

Take the time to note the key discussion points so that you can include these in the email template.



Please Note

- There is no homework in the student manual – a student homework sheet has been developed and included in the Appendix for use at your discretion. They are also available as a download at www.growingfamiliesleaders.life.

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered. Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **PTOL Manual - Read Chapter 15, 'Parenting Outside the Funnel.'**
2. **If you think that your children are addicted to choice, do the breakfast (or another appropriate choice) test this week?**
3. **If you are parenting outside the funnel – commence the three step process to pull your child back into the funnel.**
 - a. **Make a list of the freedom areas that are problematic.**
 - b. **Sit with your children and explain what you used to allow and how that is going to change.**
 - c. **Stick with it and persevere.**
4. **Please bring your children aged 7 and over next week for the presentation.**

Questions for Review

1. **Explain in your own words what it means to "Parent Outside the Funnel."**
(page 52-53 / 238-239)

Parenting outside the funnel refers to allowing children freedoms that they are not mature enough to handle. Many parents allow their two-year old choices that are age appropriate for ten year old. They give their children freedoms that are neither age-appropriate nor in harmony with the child's moral and intellectual capabilities.

2. **What does it mean to be "wise in your own eyes?"** (page 54 / 240)

A child who acts "wise in his own eyes" is a child who is living above his age appropriate freedom. He is living and playing outside the funnel, wrong assuming rights of self-rule and direction.

3. **Explain what "addicted to choice" means.** (page 55 / 241)

"Addicted to choice" means that your child has been given too many choices too early and is now unable to handle not having a choice.

4. **How does the way we speak to our children or allow them to speak to us influence patterns of behaviour?** (page 56 / 242)

What we say and what we allow our children to say to us or others represent verbal actions that define the boundaries of the child's perception of self, including self-reliance and self-governance. Seeking permission helps a child realize his need for dependence on your leadership.

Supplemental Resources

Online

	growingfamilies.life	gfileadersplace.com
Homework Sheet		<input checked="" type="checkbox"/>
Class Email Template		<input checked="" type="checkbox"/>
Reminder Cards	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Video Scenarios</i>		
None		

Visit Sixteen

How to Raise a Responsible Child

Duration: 59 minutes

General Summary

This visit covers how to pass to your child a sense of behavioural ownership and how to implant a self-generated sense of responsibility.



Please Note

- If you have welcomed children to this session, be mindful about reviewing the homework questions.

Key Principles

- Obedience is not the same as responsibility.
- It is critical that we transfer the ownership of behaviours to our children.
- Monkeys belong to the parents when the child is young – however they need to be transferred to the child as the child matures.
- Monkeys jump back whenever they get the chance.
- “Do you have the freedom?” is the monkey repellent phrase.
- There are three types of monkeys to transfer to your children:
 - Courtesy
 - Personal responsibility
 - Personal heart issues
- Reflective sit time is important element for transferring heart monkeys.

Suggested Visit Outline

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration: 51 mins – Visit Summary page 63 / 249
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class.

Visit Sixteen (Original Outline)

I. Introduction

- A. Question: When your children are all grown, what would you like to have raised? An obedient child or a responsible child?
- B. Obedience versus responsibility
 - 1. Obedience is required conformity.
 - 2. Responsibility is voluntary conformity.
 - 3. Obedience is submission to a person.
 - 4. Responsibility is submission to a principle.
 - 5. Obedience is a virtue unto itself.
 - 6. Responsibility leads to multiple virtues.

II. Who Owns the Behavior?

- A. Parents are responsible for behavioural outcomes relating to three vital areas of life:
 - 1. Morality
 - 2. Health and safety, and
 - 3. Life skills.

B. Making the Transfer

The question parents must wrestle with is what behavior falls under their management and responsibility and what behaviors should be managed by the child? The learning of new behaviors and courtesies will take place throughout life. It starts with the introduction of behavioural expectations, allows time for assimilation of the new behavior, and then passes ownership of the behavior to the child.

Once the transfer is made, it's the child's monkey.

C. Monkeys on your back

- 1. In the early years of training, parents carry all the behavioral 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.
- 2. 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 behaviors, responses and attitudes. They must carry their own monkeys.

3. Monkey Types

- a. General courtesy monkeys
- b. Personal responsibility monkeys
- c. Personal heart issues monkeys

III. The Problem:

- A. Monkeys love to jump. Monkeys love to jump back to their original owner.

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. Mom and Dad are taking back ownership of a behavior that does not belong to them. When they do, the child has no motivation to assume responsibility for it.

- B. Example One: The Jumping Courtesy Monkeys

1. Principle: You never quite transfer ownership if you are always reminding your child/teen of what is expected.
2. Requiring obedience is a monkey on the parent's back. Responsibility on the child's back.

- C. Example Two: The Jumping Personal-Responsibility Monkeys

What do parents need to fix the problem? "Monkey Repellant." The key monkey repellent question: "Do you have the freedom to do that?"

Principle: Freedom does not speak one's right, but one's responsibility.

- D. Example Three: The Christmas Story

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: The Homework Assignment

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. What children really hear during a lecture.

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 in this lesson.

This section may include discussion questions (•) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion.
- **What is the difference between obedience and responsibility?**
Obedience is the required conformity – obeying an instruction.
Responsibility on the other hand does not require an external prompt – it requires an internal prompt from the heart.
- **How many monkeys are showing up in your household each day? Are you carrying too many monkeys you don't have the freedom to carry?**
Prompt the class to discuss why carrying your children's monkeys is not a good idea. In summary, it robs the child of the need to think, which is a prerequisite for developing into a responsible child. In addition to the fact – it is just tiring.
If we are going to always pick up our child's monkeys – the child will never develop responsibility.
- **Why do monkeys jump and how can you stop them?**
Monkeys jump when parents continue to instruct and remind a child how to behave or be responsible after the child reaches the age of accountability for a specific skill, task or behaviour.
Do You Have The Freedom? – is the monkey repellent phrase.
- **What does an effective "reflective sit time" look like?**
Reflective sit time is 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 with the 'lecture.'
The two key questions are: what did you do and what must you do to make it right?



Please Note

Take the time to note the key discussion points so that you can include these in the email template.



Please Note

- There is no homework in the student manual – a student homework sheet has been developed and included in the Appendix for use at your discretion. They are also available as a download at www.growingfamiliesleaders.life.

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered. Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **PTOL Manual - Read Chapter 16, 'How to Raise a Responsible Child.'**
2. **Evaluate what “monkeys” you own that should be transferred to your children. What is their capacity and ability?**
3. **Work on transferring to your children the “monkeys” they are ready to own.**
4. **Introduce the phrase “Do you have the Freedom...” this week and be prepared to share the results.**

Questions for Review

1. **How long do we, as parents, own our children’s behaviours?** (page 68 / 254)

We own our children’s behaviours until the child is both intellectually ready and physically capable of taking ownership.

2. **What should the goal be by the time your child reaches adolescence?** (page 69 / 255)

Our goal should be that by the time our child reaches adolescence, he or she will have exchanged Dad & Mum’s authority-based leadership for principle-centered leadership, by the strength of their relational influence.

3. **Explain the term “monkeys love to jump,” and what phrase should we use to stop this?** (page 71-73 / 257–259)

“Monkeys love to jump” means that every time we remind our children of their responsibilities their monkeys (responsibilities) jump back to us. The phrase we can use to encourage our children to think for themselves is “Do you have the freedom to...” This is monkey repellent.

4. **What is reflective sit time?** (page 74–75 / 260–261)

It allows the child to sit and think about what he should have done or said. It should help the child come to repentance, forgiveness and restoration and to help them morally evaluate his or her circumstance and then take ownership for the present and future responses.

Supplemental Resources

Online

growingfamilies.life

gfileadersplace.com

Homework Sheet

Class Email Template

Reminder Cards

Reflective sit time poster

Children's Outline for Presentation

Video Scenarios

None

Visit Seventeen

The Correction Side of Training

Duration: 57 minutes

General Summary

Correction in the context of parenting is part of the discipline process. Discipline or the discipleship process means to train, educate, encourage and correct. The purpose of this visit is to bring clarity to correction side of discipline. The process as well as the purpose and need for correction is covered in these two chapters. A comprehensive discipline flow chart is discussed.

Key Principles

- Obedience must include an immediate, complete, sustained and heart response.
- The four laws of correction are:
 - Discern motive or intent
 - Punishment must fit the crime
 - All correction must be restorative
 - Correction must promote learning
- “I’m sorry” is for childish mistakes versus “please forgive me” for foolish actions.
- Wrong attitudes and wrong actions should be treated as two distinct offences.

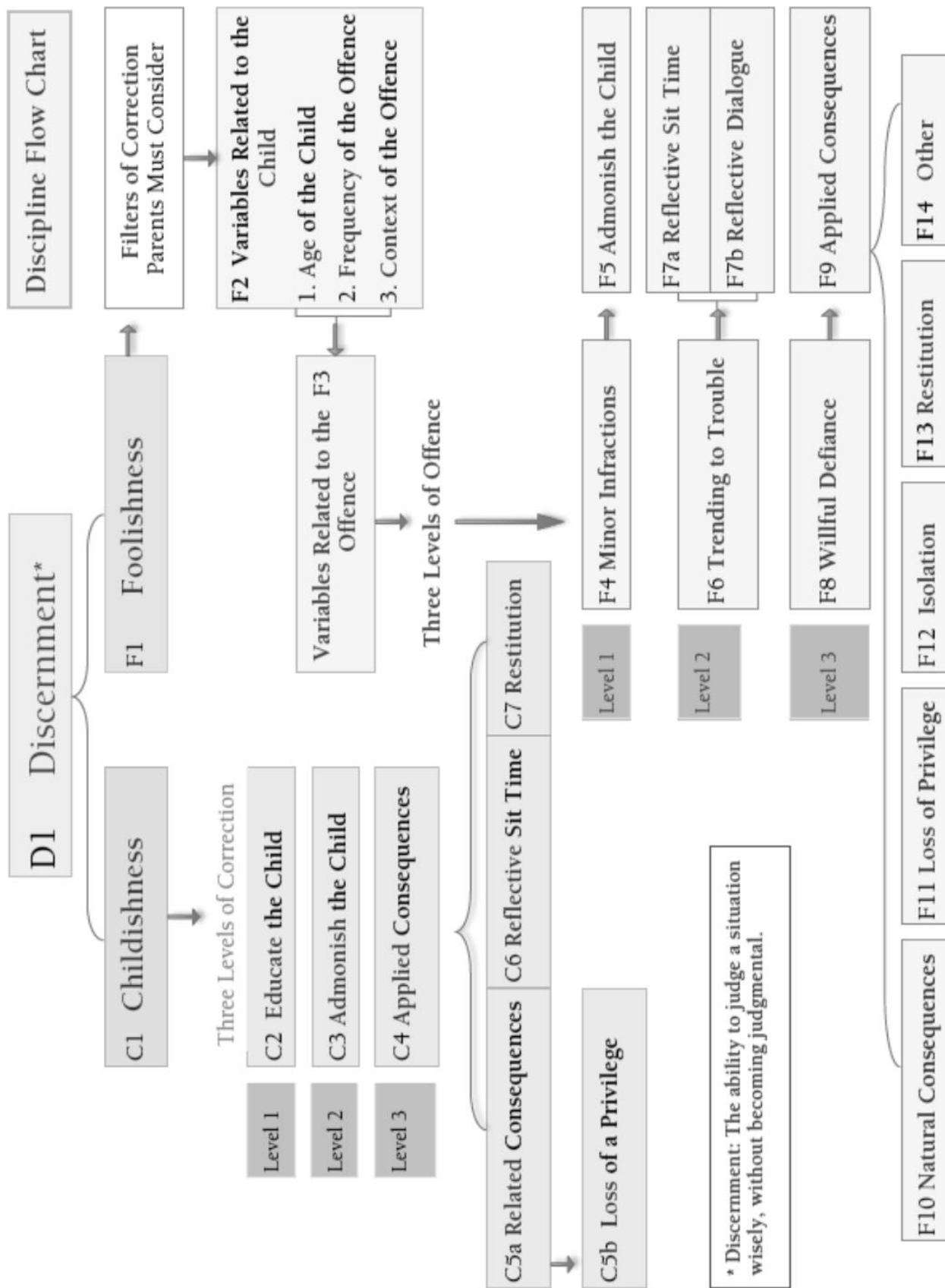
Suggested Visit Outline

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration: 57 mins – Visit Summary page 81 / 267
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities as if they were coming back for a class next week. Encourage those families who have not completed Parts 1 or 2 to complete them.

Visit Seventeen

Summary Points

- 1. Eventually, every mother and father will decide what obedience looks like in their home.
- 2. If obedience lacks instructive value in your head, we can assure you, it will lack responsive value in your child's heart.
- 3. The four characteristics of obedience includes:
 - a. Immediate response
 - b. Complete response
 - c. Sustained response
 - d. Heart response
- 4. Parents must identify and separate wrong actions from wrong attitudes, and see them as two distinct offences, both needing correction.
- 5. Active disobedience occurs when a child is willing to go toe-to-toe with Mom or Dad. The child's outward behaviour demonstrates a full protest against their instruction.
- 6. Passive disobedience occurs when a child will do something good, instead of doing what he or she was instructed to do, or explains his or her disobedience by saying, "I forgot."
- 7. The Four Laws of Correction are fixed universal truths which apply to all parents and children, regardless of age, gender, culture or social standing.
- 8. There are two realms of wrong:
 - a. Childishness represents the unintentional and non-malicious mistakes made in life. A children will do something wrong, but did not know it was wrong.
 - b. Foolishness happens when a child know the difference between right and wrong and chooses wrong.
- 9. All punishment must fit the crime.
- 10. To over-punish inflates the value of a wrong. To under-punish devalues the wrong-doing.
- 11. Under-punishment and over-punishment pervert a child's developing sense of justice, fairness, moral equity, and understanding of mercy and grace.
- 12. The two common phrases associated with apologizing include the over-used statement, "I'm sorry," and the under-used request, "Will you forgive me?"
- 13. The statement, "I'm sorry," is associated with unintentional mistakes that caused injury to a person or damage to property. This form of apology expresses regret over an action, while accepting responsibility for the actions.
- 14. "Will you forgive me?" is associated with wrong actions generated by foolish impulses and malicious intent. To seek forgiveness is a humble acknowledgment of guilt.
- 15. Whether a parent is dealing with childishness or foolishness, the purpose of correction is not simply restoring for the moment, but educating for the future.
- 16. The "fill-in" Discipline Flow Chart is located in the front of Chapter Eighteen.



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 in this lesson.

This section may include discussion questions (•) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion.
- **Discuss the four characteristics that define an obedient response.**
Immediate – this means a timely, prompt or quick to act response.
Complete – the task is fully completed, partial obedience is disobedience.
Sustained – the child needs to stick at the task to completion.
Heart – the inner attitude that accompanies obedience.
- **Are your children characterised by active and passive disobedience?**
Active disobedience is when a child is willing to go toe-to-toe with Mum or Dad. Passive disobedience is when a child does cute things as he chooses to disobey you or tries to explain his disobedience with a “I forgot” when he didn’t really pay attention to the instruction.
- **Does anyone have an example where they have called their child’s foolishness, childishness or vice versa?**
Review the difference between the two and the importance of identifying them accurately. The difference is basically the presence or absence of purposeful disobedience.
- **Review the concept that punishment sets a value on an offense.**
Offer different examples of over or under punishment. Stress the importance of avoiding exasperation by over punishing or failing to communicate the seriousness of an offense by under punishing.
- **What’s the difference between “I’m sorry” and “Please may you forgive me?” and why is this important?**
Forgiveness is a process requiring agreement between two parties – it begins with the offended, who offers it to the offender. I’m sorry requires no such agreement. I’m sorry is also often not enough to restore a relationship. Now is a good time to demonstrate how the ‘red footsteps’ work (refer to supplementary resources).
- **Discuss the elements of the Discipline Flow Chart.**
Please ensure the class has been able to fill in the boxes. Ask for any clarification questions. You may like to provide examples from your own experiences of how the process plays out.
- ❖ **Encourage those families who have not completed Parts 1 or 2 to complete them.**
- ❖ **Encourage parents to complete their homework as if they were coming back for a class next week, so it doesn’t get forgotten. It is important for them to do so they get the full benefit of doing the course.**



Please Note

Take the time to note the key discussion points so that you can include these in the email template.



Please Note

- There is no homework in the student manual – a student homework sheet has been developed and included in the Appendix for use at your discretion. They are also available as a download at www.growingfamiliesleaders.life.

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered.

Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **PTOL Manual - Read Chapter 17, 'The Correction Side of Training' and Chapter 18, 'The Discipline Flow Chart.'**
2. **Take time to learn the Discipline Flow Chart so that you can respond appropriately. Consider printing it out and keep it in a handy place to refer to often. Eventually it will become a habit ingrained in your mind.**
3. **Remember that properly training and disciplining your children takes time. It is time well spent as you invest in your children's lives. A gentle reminder, the best use of teaching and training (including using the video segments) will take place during periods of non-conflict.**
4. **Teach the process of forgiveness using the red footsteps.**
5. **Read Appendix B & C**

Questions for Review

1. **Briefly describe the four characteristics that define an obedient response?**
(page 84 / 270–271)
 - a. Immediate – requires obedience in a timely manner.
 - b. Complete – all task completed – partial obedience is not obedience.
 - c. Sustained – the child can stick to the task and see to through to the end.
 - d. Heart – inner attitudes that accompany the obedience.
2. **What is active and passive disobedience? (page 86 / 272)**

Active disobedience is when a child is willing to go toe-to-toe with Mum or Dad.

Passive disobedience is when a child does cute things as he chooses to disobey you or tries to explain his disobedience with a "I forgot" when he didn't really pay attention to the instruction.

3. **Briefly describe the four laws of Correction?** (page 87-91 / 273–278)

- a. Discern motive – whether it is childishness or foolishness.
- b. The punishment must fit the crime – the correction needs to be fair and balanced.
- c. All correction must be restorative – Use the words “I’m sorry for a honest mistake but the words “Please may you forgive me... (with confession and heart attitude behind action) for a foolish act.
- d. Correction must promote learning – the “why” of wrong needs to accompany the correction today to be a deposit on tomorrow’s behaviour.

Supplemental Resources

Online

	growingfamilies.life	gfileadersplace.com
Homework Sheet		<input checked="" type="checkbox"/>
Class Email Template		<input checked="" type="checkbox"/>
Reminder Cards	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Obedience Looks Like posters	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Repentance – Red Footsteps	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Discipline Flow Chart	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The Appeal Process poster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Video Scenarios		
Example of Incomplete Obedience (LSV17-03S)	<input checked="" type="checkbox"/>	
Example and Explanation of Childishness (LSV17-12S)	<input checked="" type="checkbox"/>	
Example and Explanation of Foolishness (LSV17-13S)	<input checked="" type="checkbox"/>	

Appendix

Homework and Questions for Review Sheets

Parenting from the Tree of Life

Part One

Part Two

Part Three

Visit 1 – A Two-World Perspective - Homework

There is a direct relationship between doing the homework and success in applying the principles. You will need more than just a casual understanding of what you are about to learn. You may be asked to share some of your insights and discussions of the following questions.

1. **PTOL Manual - Read Chapter 1, 'A Two-World Perspective.'**
2. **Take inventory of the words your family hears – spoken within the family, neighbours, TV, screen time, etc. Assess the balance of Life and Death words.**
3. **Consider what may need to change or how to create a “life giving” home environment. Encourage each other, and your children, when you notice “life-giving” speech.**
4. **Introduce the phrase “please give me understanding” when you feel your spouse has rushed to judgement**

Questions for Review

1. **Why do we need to speak words of life?**

2. **Complete this sentence.**

_____ gives rise to understanding, and understanding prepares the way for _____.

Visit 2 – Marriage and the Secure Child – Homework

There is a direct relationship between doing the homework and success in applying the principles. You will need more than just a casual understanding of what you are about to learn. You may be asked to share some of your insights and discussions of the following questions.

1. **PTOL Manual - Read Chapter 2, 'Marriage and the Secure Child.'**
2. **Practise Couch time.**
3. **Schedule some “date nights” for the next several months. You will find that once they are in the calendar, they tend to happen.**
4. **Keep working on SPEAKING LIFE. Change habits and create new ones where needed.**

Questions for Review

1. **Where do we first learn the meaning of such things as empathy?**
2. **What should a home become?**
3. **What are the three prevailing influences that shape a child’s destiny?**
4. **For what reason did God create women and establish marriage?**
5. **Explain the statement in your own words, “Children do not complete the family, they expand it?”**
6. **List the five actions that can help maximise your parenting influence?**
7. **What are the three priority needs of early childhood?**

Visit 3 – Understanding your Child’s Love DNA – Homework

There is a direct relationship between doing the homework and success in applying the principles. You will need more than just a casual understanding of what you are about to learn. You may be asked to share some of your insights and discussions of the following questions.

1. **PTOL Manual - Read Chapter 3, 'Understanding your Child’s Love DNA'**
2. **This week please complete the Love Language questionnaire & discuss together.**

Questions for Review

No questions to review.

Parenting from the Tree of Life – Love Language Test

Group One

- A _____ Your spouse/friend tells you with all sincerity how much he or she appreciates the quality job you did for them.
- B _____ Your spouse/friend unexpectedly does something in or around the house or your room that you appreciate.
- C _____ Your spouse/friend brings you a surprise gift from the store.
- D _____ Your spouse/friend invites you to go on a leisurely walk just to chat.
- E _____ Your spouse/friend makes a point to embrace you before leaving the house.
- F _____ Your spouse/friend (female) brings your favourite flowers to you during a time when you could use some encouragement. Your spouse/friend (male) stops by just to see how you are doing after you had a discouraging week.

Group Two

- A _____ Your spouse/friend tells you how much he or she appreciates you.
- B _____ Your spouse/friend volunteers to do the dishes and encourages you to relax, or your spouse/friend volunteers to wash your car and encourages you to relax.
- C _____ Your spouse/friend (male) brings you flowers, just because he cares. Your spouse/friend (female) brings home a treat from the local bakery.
- D _____ Your spouse/friend invites you to sit down and talk about your day.
- E _____ Your spouse/friend gives you a hug even when you are just passing from one room to another.
- F _____ Your spouse/friend (female) buys you an exact bracelet the two of you were talking about on a previous occasion. Your spouse/friend (male) buys you the exact tool missing from your workbench that the two of you were talking about a week earlier.

Group Three

- A _____ Your spouse/friend shares publicly during a party about a recent success you had.
- B _____ Your spouse/friend vacuums out your car and washes it while doing their own.
- C _____ Your spouse/friend surprises you with an unexpected gift.
- D _____ Your spouse/friend surprises you with a special afternoon trip.
- E _____ Your spouse holds your hand as you walk through the mall or stands by your side with an arm around your shoulder at a public event.
- F _____ Your spouse/friend picks up one of your weekly responsibilities after hearing how busy your week is.

Group Four

- A _____ Your spouse/friend praises you about one of your special qualities.
- B _____ Your spouse/friend brings you breakfast in bed.
- C _____ Your spouse/friend surprises you with a membership to something you always wanted.
- D _____ Your spouse/friend plans a special night out for the two of you.
- E _____ Your spouse/friend sits next to you on the couch to watch your favourite television show, even though they don't care for it.
- F _____ Your arms filled with grocery bags. The stranger coming toward the entrance rushes forward to open the door for you.

Group Five

- A _____ Your spouse/friend shares a report from a mutual friend of how much you blessed them in a moment of need.
- B _____ Your spouse/friend takes the time to help fill out the long, complicated application that you were dreading to do.
- C _____ Your spouse/friend sends you something special in the mail.
- D _____ Your spouse/friend kidnaps you for lunch and takes you to your favourite restaurant.
- E _____ Your spouse/friend gives you back rub.
- F _____ You casually mention to a long-distance acquaintance the battery of blood tests your mother is about to go through. Three months later, you see your friend, and he/she inquires about your mum's health.

Group Six

- A _____ Your spouse/friend sends an impromptu text message, "You are loved".
- B _____ Your spouse/friend knew you were hoping to clean and polish your outside grill, but couldn't find the time. He or she does it for you.
- C _____ Your spouse/friend bakes/buys your favourite speciality bread.
- D _____ Your spouse/friend joins you in the kitchen while you are preparing a meal.
- E _____ Your spouse/friend is intensely busy, but takes the time to call you to find out how your day is going.
- F _____ While working on a kitchen project, your spouse/friend offers to take the kids out for the day, so you can focus exclusively on the project.

Transfer your scores

	Encouraging words	Acts of Service	Gift Giving	Quality Time	Touch & Closeness	Thoughtfulness
Group 1	A _____	B _____	C _____	D _____	E _____	F _____
Group 2	A _____	B _____	C _____	D _____	E _____	F _____
Group 3	A _____	B _____	C _____	D _____	E _____	F _____
Group 4	A _____	B _____	C _____	D _____	E _____	F _____
Group 5	A _____	B _____	C _____	D _____	E _____	F _____
Group 6	A _____	B _____	C _____	D _____	E _____	F _____

Compare your scores with those of your spouse/friend/parent. Write down from the primary to the least of the emotional languages for each family member. Be prepared to share with the class how today's lesson affected relationships at home, church and work.

Visit 4 – Creating Treasures of the Heart – Homework

There is a direct relationship between doing the homework and success in applying the principles. You will need more than just a casual understanding of what you are about to learn. You may be asked to share some of your insights and discussions of the following questions.

1. **PTOL Manual - Read Chapter 4, 'Creating Treasures of the Heart.'**
2. **When encouraging your children or spouse this week, add appropriate touch. It may be as intimate as a hug through to a pat on the shoulder.**
3. **Take advantage of that first opportunity in the morning for a 'good morning' hug as you say good morning, and encourage siblings to do the same.**
4. **Consider what treasures of the heart are you instilling in your children, and what you may need to adjust now and in the future.**

Questions for Review

1. **While both parents send messages through all five senses, how do fathers primarily communicate their message?**

2. **Complete this sentence. When a father touches his children, he is brings the _____ image of God and a mother's touch brings the _____ expression of God to her children.**

3. **Why is touch so important?**

4. **Why must touch be a big part of the parent-child relationship?**

Visit 5 – The Power of Life & Death (Part 1) – Homework

There is a direct relationship between doing the homework and success in applying the principles. You will need more than just a casual understanding of what you are about to learn. You may be asked to share some of your insights and discussions of the following questions.

1. **PTOL Manual - Read Chapter 5, 'The Power of Life and Death – Part One.'**
2. **Review how you are going with words that speak life and vice versus virtue.**
3. **Assess how you speak praise; is it honest praise or flattery?**

Questions for Review

1. **What effect does the type of emotional messages we send to our children through the course of the day have on our children?**

2. **What is the difference between praise and affirmation?**

3. **What is the difference between flattery and honest praise?**

4. **Complete these sentences:**

Fathers must learn to give their children the _____.

Failure with effort is _____, but failure without effort is _____.

Visit 6 – The Power of Life & Death (Part 2) – Homework

There is a direct relationship between doing the homework and success in applying the principles. You will need more than just a casual understanding of what you are about to learn. You may be asked to share some of your insights and discussions of the following questions.

1. **PTOL Manual - Read Chapter 6, 'The Power of Life and Death – Part Two.'**
2. **Dad – plan to write a note for your children once this week and then once every three or four weeks.**
3. **Look for “open window” moments and prove yourself trustworthy as guardian of your children’s hearts.**
4. **Talk as a couple (maybe during couch time) what steps you need to take to get connected with a like-minded community.**
5. **Use a white tile, whiteboard or chalkboard to give the family a loving message for the day.**

Questions for Review

1. **What do your words and tones set as a Mum & Dad?**
2. **What do Fathers need to do with their tongue and tone?**
3. **Instead of saying “You talk too much!” what can you say?**

Visit 7 – Life, Children & Character – Homework

There is a direct relationship between doing the homework and success in applying the principles. You will need more than just a casual understanding of what you are about to learn. You may be asked to share some of your insights and discussions of the following questions.

1. **PTOL Manual - Read Chapter 7, 'Life, Children and Character.'**
2. **Teach your children about the preciousness of others. All people are precious to God and therefore, should be precious to us.**
3. **At home this week introduce the interrupt courtesy as explained on page 21 / 109 of your workbook. Be prepared to share with the class how it is going.**
4. **Discuss the potato principle and analyse what you are characterised by - focusing only the bad spots, ignoring any bad spots or well balanced.**
5. **Use a magnifying glass to teach your children what it means to "glorify God" - (make Him bigger) and discuss how to practically do that.**

Questions for Review

1. **What does it mean to glorify God?**
2. **What are the three critical components of the training process?**
3. **In your own words – What is a clean but empty house?**
4. **What does the 'potato principle' speak of?**
5. **Even though our children are all unique what should we not do in relation to our expectations of moral behaviour?**
6. **What are the four factors the authors use to measure the value of life?**

Visit 8 – Cultivating the Voice Within – Homework

There is a direct relationship between doing the homework and success in applying the principles. You will need more than just a casual understanding of what you are about to learn. You may be asked to share some of your insights and discussions of the following questions.

1. **PTOL Manual - Read Chapter 8, 'Cultivating the Voice Within.'**
2. **Take inventory of your own moral warehouse and stock the shelves that are empty so that you can then stock the shelves of your children's moral warehouse, as well.**
3. **Ask questions of your children. Take some time to assess where their moral warehouse is developing and where it is lacking and in need of stocking.**
4. **Age appropriately explain the moral warehouse and search mechanism to your children.**
5. **Provide an example of how the moral or practical reason 'why' helped your child with a right response.**
6. **Complete the prohibitive conscience test on pages 43–44 (131-132) in your workbook.**

Questions for Review

1. **What will happen if the principles of moral conduct are not resident and active in Mum and Dad's hearts?**
2. **In your own words how do the moral warehouse and search mechanism work?**
3. **It is not enough to teach our children to act morally, what else must we teach?**
4. **Why is the moral reason by an instruction so important?**

Visit 9 – Civility: The Protocols of Royalty – Homework

There is a direct relationship between doing the homework and success in applying the principles. You will need more than just a casual understanding of what you are about to learn. You may be asked to share some of your insights and discussions of the following questions.

1. **PTOL Manual - Read Chapter 9, 'Civility: The Protocols of Royalty.'**
2. **Discuss, review and be prepared to share an example of greeting courtesies, response to compliments and voice levels in your home.**
3. **Whether you use Mr. Smith and Mrs. Smith or prefer Mr. Joe and Mrs. Jane that is a family preference. What is important is the biblical principle of respecting and honouring age. Teach your children to use names that demonstrate respect for those who are older.**
4. **For your children who are able to read, write out GODISNOWHERE and ask them what they see. Show them how you can make GOD IS NOWHERE become GOD IS NOW**

Questions for Review

1. **What two purposes does true Biblical civility serve?**
2. **What are the three components of Biblical civility?**
3. **What is Biblical civility?**
4. **What are the five general categories relating to civility and moral training?**

Visit 10 – Respect: The Silent Courtesy – Homework

There is a direct relationship between doing the homework and success in applying the principles. You will need more than just a casual understanding of what you are about to learn. You may be asked to share some of your insights and discussions of the following questions.

1. **PTOL Manual - Read Chapter 10, 'Respect: The Silent Courtesy.'**
2. **Discuss Leviticus 19:32 with your children and ways they can respect age and be prepared to share an act of kindness or respect demonstrated by one of your children to 'an elder' without prompting.**
3. **Discuss over couch time about how you honour your parents – out of duty or devotion.**
4. **Decide on a plan to can teach your children value derived from labour.**
5. **And, of course, return your shopping carts.**
6. **Be prepared to share an act of kindness or respect demonstrated by one of your children to 'an elder' without prompting.**
7. **Discuss over couch time about how you honour your parents – out of duty or devotion.**

Questions for Review

1. **What is the relational goal of your parenting?**
2. **What is the underlying moral precept of Leviticus 19:32 – as 'multiplied' in the New Testament?**
3. **Where does teaching respect for the property of others start and what should it be tied too?**
4. **What does paying kindness in advance mean?**

Visit 11 – Civility and Mealtime Etiquette – Homework

There is a direct relationship between doing the homework and success in applying the principles. You will need more than just a casual understanding of what you are about to learn. You may be asked to share some of your insights and discussions of the following questions.

1. **PTOL Manual - Read Chapter 11, 'Civility and Mealtime Etiquette.'**
2. **Discuss where your mealtime manners are at as a family. Work out what you need to work on now, in 2 years and 5 years.**
3. **Use the Basic Mealtime Manners “Do Not” List to work with your children on one of the courtesies each day.**
4. **Children who are 10 years-of-age and above are ready to have a “special” meal, either at home or at a restaurant, a meal where you can practice those special mealtime protocols that may not happen during your everyday meals at home. Have fun with this assignment.**
5. **This week’s scenarios will be very helpful (and humorous) as you teach your children various mealtime manners. Have fun with them, but make sure they understand the why behind each lesson.**

Questions for Review

1. **What is mealtime for most children?**
2. **What are the five common mealtime settings?**
3. **What are the ten mealtime etiquette guidelines?**

Visit 12 – Basic Life Courtesies – Homework

There is a direct relationship between doing the homework and success in applying the principles. You will need more than just a casual understanding of what you are about to learn. You may be asked to share some of your insights and discussions of the following questions.

1. **PTOL Manual - Read Chapter 12, 'Basic Life Courtesies.'**
2. **Discuss with your family the general life courtesies. Your chair, gift courtesies, standing when greeting, polite listening, life and death words.**
3. **Introduce the principle of not 'crossing over' to your family.**
4. **Review the last visits (Part 1 and Part 2 as appropriate) and check how you are going.**

Questions for Review

1. **How can your family become the 'voice of more' rather than the 'voice of less.'**
2. **What are three courtesies that help us become polite listeners?**
3. **Explain the crossing over principle in your own words?**
4. **For the Christian, civility is the message of what?**

Visit 13 – Correction and a “Healthy Lawn” Perspective – Homework

There is a direct relationship between doing the homework and success in applying the principles. You will need more than just a casual understanding of what you are about to learn. You may be asked to share some of your insights and discussions of the following questions.

1. **PTOL Manual - Read Chapter 13, 'Correction and a “Healthy Lawn” Perspective’ and Appendix A.**
2. **Revisit how your Couch time is going from Visit Two.**
3. **What are your children’s “God-Names?” Start making a list of those identifiable traits that are beginning to emerge in your children, reflecting their principle strength of character. This is a good Couch Time discussion. Consider sharing their God Names with them.**
4. **Take the Influences and Identity Test on page 25 / 212 of your workbook. Consider what changes you may need to make to be the primary influences within your family.**
5. **Read Proverbs 14 and note the continual contrast between the wise man and the fool. Evaluate are your children more prone to imitate the way of the wise or the fool. Are they being influenced more by the culture of life or death.**

Questions for Review

1. **How do you define Correction?**
2. **List the six childhood transitions.**
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
3. **In your own words explain what the authors mean by “Creating empathy through Service?”**
4. **What does interdependent family identity create?**
5. **What is a “God-Name?”**

Visit 14 – Instruction Leading to Healthy Obedience – Homework

There is a direct relationship between doing the homework and success in applying the principles. You will need more than just a casual understanding of what you are about to learn. You may be asked to share some of your insights and discussions of the following questions.

1. **PTOL Manual - Read Chapter 14, 'Instruction Leading to Healthy Obedience.'**
2. **Introduce 'folding of the hands' with your children to help them gain self-control.**
3. **Review the structure and routine of your family. Discuss if you are too rigid or too flexible or is there sufficient predictability that your children can count on. Adjust your family schedule accordingly.**
4. **If the practice of a 'date night' with each child is not happening in your home, we encourage you to schedule those on your calendar. Be creative and then share with the class some of the ideas you came up with and how your children responded. If obtaining a babysitter is difficult, consider having an earlier bed time (30 minutes) for the other children providing them quiet book time, while the child on the "date" stays up 30 minutes later than usual. This gives you a 60-minute "at home date" with that child, playing a game, making a craft or, if the child is old enough, doing something special that the child chooses.**
5. **When you give instructions this week follow the Principles of Instruction and be prepared next week to share how this has helped with obedience.**
 - a. **Take the time this week and make a game out of your child coming the first time he is called with a "Yes Dad/Mum." Be prepared to share with the class the results.**
 - b. **Introduce the five - minute warning and be prepared to share next week how this helped with your or your child's frustration.**

Questions for Review

1. **What tool can you use to teach self-control and what does it do?**
2. **What are five benefits of Structure & routine?**
 - a.
 - b.
 - c.
 - d.
 - e.
3. **What are the Principles of Obedience?**
 - a.
 - b.
 - c.
 - d.

Visit 15 – Parenting Outside the Funnel– Homework

There is a direct relationship between doing the homework and success in applying the principles. You will need more than just a casual understanding of what you are about to learn. You may be asked to share some of your insights and discussions of the following questions.

1. **PTOL Manual - Read Chapter 15, 'Parenting Outside the Funnel.'**
2. **If you think that your children are addicted to choice, do the breakfast (or another appropriate choice) test this week?**
3. **If you are parenting outside the funnel – commence the three step process to pull your child back into the funnel.**
 - a. **Make a list of the freedom areas that are problematic.**
 - b. **Sit with your children and explain what you used to allow and how that is going to change.**
 - c. **Stick with it and persevere.**
4. **Please bring your children aged 7 and over next week for the presentation.**

Questions for Review

1. **Explain in your own words what it means to “Parent Outside the Funnel.”**
2. **What does it mean to be “wise in your own eyes?”**
3. **Explain what “addicted to choice” means.**
4. **How does the way we speak to our children or allow them to speak to us influence patterns of behaviour?**

Visit 16 – How to Raise a Responsible Child – Homework

There is a direct relationship between doing the homework and success in applying the principles. You will need more than just a casual understanding of what you are about to learn. You may be asked to share some of your insights and discussions of the following questions.

1. **PTOL Manual - Read Chapter 16, 'How to Raise a Responsible Child.'**
2. **Evaluate what “monkeys” you own that should be transferred to your children. What is their capacity and ability?**
3. **Work on transferring to your children the “monkeys” they are ready to own.**
4. **Introduce the phrase “Do you have the Freedom...” this week and be prepared to share the**

Questions for Review

1. **How long do we, as parents, own our children’s behaviours?**
2. **What should the goal be by the time your child reaches adolescence?**
3. **Explain the term “monkeys love to jump,” and what phrase should we use to stop this?**
4. **What is reflective sit time?**

Visit 17 – The Correction Side of Training – Homework

There is a direct relationship between doing the homework and success in applying the principles. You will need more than just a casual understanding of what you are about to learn. You may be asked to share some of your insights and discussions of the following questions.

1. **PTOL Manual - Read Chapter 17, 'The Correction Side of Training' and Chapter 18, 'The Discipline Flow Chart.'**
2. **Take time to learn the Discipline Flow Chart so that you can respond appropriately. Consider printing it out and keep it in a handy place to refer to often. Eventually it will become a habit ingrained in your mind.**
3. **Remember that properly training and disciplining your children takes time. It is time well spent as you invest in your children's lives. A gentle reminder, the best use of teaching and training (including using the video segments) will take place during periods of non-conflict.**
4. **Teach the process of forgiveness using the red footsteps.**
5. **Read Appendix B & C**

Questions for Review

1. **Briefly describe the four characteristics that define an obedient response?'**
 - a.
 - b.
 - c.
 - d.
2. **What is active and passive disobedience?**
3. **Briefly describe the four laws of Correction?**
 - a.
 - b.
 - c.
 - d.