

BUILDING STABLE CHILDREN IN UNSTABLE TIMES

DEVELOPING A BIBLICAL PHILOSOPHY OF EDUCATION



BY MARTY ELWELL

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ULTIMATE OUTCOMES

WHY IDEAS MATTER.

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Ultimate Outcomes is a non-profit organization founded on the fruit of the 30 plus years Pastor Richard Elwell and his wife Marty spent in church ministry, developing studies that would help their congregants discern and apply God's truth. Richard was a firm believer that the outcomes in our lives are a result of what ideas we choose to believe and follow.

After Richard died of a rare liver disease in 2018, Ultimate Outcomes has taken on the mission of sharing the Elwells' insights with all who desire to live a better life and are willing to look to God for understanding of the way they are to go. To that end, it makes available for free download on its website: Bible studies, Sunday school curriculum, and sermon podcasts.

Richard earned a Master of Divinity degree from the International School of Theology and was the founding and senior pastor at University Park Church, San Bernardino, CA for over 30 years. His passion was always to make God's truth understandable and applicable to all who hunger for it. Marty holds a Master's Degree in Teaching Processes from Claremont Graduate University. Her passion has been to train women and provide curriculum for parents who want to raise their children up in the ways of the Lord.

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STUDY PURPOSE

The purpose of this study is to help parents and teachers understand what constitutes a biblical education so that they can raise up stable children who are committed to Christ and reflect his image in an increasingly unstable and hostile world. Throughout this study the education and training of children are likened to the building of a house, hence the title, *Building Stable Children in Unstable Times*.

STUDY INTRODUCTION



WHY IS IT IMPORTANT TO DEVELOP AND IMPLEMENT A BIBLICAL PHILOSOPHY OF EDUCATION?

Luke 6:39-40

[Jesus] also told them this parable: "Can a blind man lead a blind man? Will they not both fall into a pit? A student is not above his teacher, but everyone who is fully trained will be like his teacher!"

If a student will end up like his teacher, what is the implication in terms of training children?

Why is the process of raising children referred to as training?

Josh McDowell in his book, *The Last Christian Generation*, sounds the alarm that the church is losing its young people to the world. According to McDowell, eighty-five percent of young people from Christian homes don't continue in their parents' faith. To overcome this distressing trend, it is vital that Christian parents recognize the fullness of what it means to train up their children in the way of the Lord and lead them into an enduring relationship with Jesus Christ.

85%

of young people from Christian homes don't continue in their parents' faith.

The purpose of this study is to help parents and teachers understand what constitutes a biblical education so that they can raise up stable children who are committed to Christ and reflect his image in an increasingly unstable and hostile world. Throughout this study the education and training of children will be likened to the building of a house, hence the title, *Building Stable Children in Unstable Times*.

What makes a building stable and durable?

THE IMPORTANCE OF A BIBLICAL PHILOSOPHY OF EDUCATION

A philosophy of education is comprised of the principles that guide the training of children, both how they are instructed and disciplined. The philosophy followed also determines the content of what is taught and the direction a child's life will take.

1. Generally, a child will end up going the way he is trained.

Proverbs 22:6 - *Train a child in the way he should go, and when he is old he will not turn from it.*

Why is the philosophy by which a child is taught important?

Deuteronomy 10:12-13 - *¹²And now, O Israel, what does the LORD your God ask of you but to fear the LORD your God, to walk in all his ways, to love him, to serve the LORD your God with all your heart and with all your soul, ¹³and to observe the LORD's commands and decrees that I am giving you today for your own good?*

According to the Bible what is the way a child is to go?

Why does God want people to go his way?

2. Worldly philosophies are hollow and deceptive.

Colossians 2:8 - *See to it that no one takes you captive through hollow and deceptive philosophy, which depends on human tradition and the basic principles of this world rather than on Christ.*

What does it mean that worldly philosophies are hollow and deceptive?

Why are they hollow and deceptive?

What happens to those who follow a worldly philosophy?



Most professional educators have been trained under and hold to a secular or humanist philosophy of education. Philosophers like Carl Rogers, John Dewey and Abraham Maslow were humanists who rejected the idea that understanding and wisdom have their source in God. Their philosophies, which form the basis of the public education system and pervade society as a whole, stand in opposition to biblical truth. This study is to help parents and teachers not be taken captive by worldly philosophies, but to discern biblical truth in terms of raising children.

THE PREVAILING PHILOSOPHY OF OUR TIMES

1. There is no fear of God.

Psalm 36:1-3 – *I have a message from God in my heart concerning the sinfulness of the wicked: There is no fear of God before their eyes.² In their own eyes they flatter themselves too much to detect or hate their sin.³ The words of their mouths are wicked and deceitful; they fail to act wisely or do good.*

When does sin increase?

According to the Bible, the fear of the Lord is knowing who God is, that he sees everything we do, and we are accountable to him for our thoughts, words and actions. (Psalm 34:11-16, Ecclesiastes 12:13-14, 2 Corinthians 5:9-11)

How does the content of the psalm relate to the times we are living in?

2. The suppression of truth about God leads to progressive depravity.

The progression of depravity laid out in Romans 1:18-32 clearly demonstrates what happens to people and society when they suppress understanding of God and the truth of his deeds and follow their own futile imaginations.

Romans 1:18-32

¹⁸ *The wrath of God is being revealed from heaven against all the godlessness and wickedness of men who suppress the truth by their wickedness, ¹⁹ since what may be known about God is plain to them, because God has made it plain to them.*

²⁰ *For since the creation of the world God's invisible qualities—his eternal power and divine nature—have been clearly seen, being understood from what has been made, so that men are without excuse.*

²¹ *For although they knew God, they neither glorified him as God nor gave thanks to him, but their thinking became futile and their foolish hearts were darkened.*

²² *Although they claimed to be wise, they became fools*

²³ *and exchanged the glory of the immortal God for images made to look like mortal man and birds and animals and reptiles. ²⁴ Therefore God gave them over in the sinful desires of their hearts to sexual impurity for the degrading of their bodies with one another. ²⁵ They exchanged the truth of God for a lie, and worshiped and served created things rather than the Creator—who is forever praised. Amen.*

²⁶ *Because of this, God gave them over to shameful lusts.*

Even their women exchanged natural relations for unnatural ones. ²⁷ In the same way the men also abandoned natural relations with women and were inflamed with lust for one another. Men committed indecent acts with other men, and received in themselves the due penalty for their perversion.

²⁸ *Furthermore, since they did not think it worthwhile to retain the knowledge of God, he gave them over to a depraved mind, to do what ought not to be done. ²⁹ They have become filled with every kind of wickedness, evil, greed and depravity. They are full of envy, murder, strife, deceit and malice. They are gossips, ³⁰ slanderers, God-haters, insolent, arrogant and boastful; they invent ways of doing evil; they disobey their parents; ³¹ they are senseless, faithless, heartless, ruthless. ³² Although they know God's righteous decree that those who do such things deserve death, they not only continue to do these very things but also approve of those who practice them.*



According to verse 18, what is always the first step into folly or depravity?

What happens to people after taking the first step? (vs. 21)

Why are people without excuse when they deny God? (vs. 20)

If the truth is made clear to people, why do they reject it?

What is the ultimate outcome of rejecting the truth about God?



NOTE: Those who suppress the basic truth of the design of creation and the existence of a creator are capable of believing any futile thought (hollow and deceptive idea) and will go to any irrational length to justify it.

A philosophy of education is built on the view one holds of God and his truth. Our children need to be raised in an understanding of God and his truth and be submitted to God's authority for their lives to go well, and for them to have a positive impact on society. If not, they will be part of the downward progression of depravity, both personally and in terms of society.

THE COMPARISON OF EDUCATIONAL PHILOSOPHIES

1 Thessalonians 5:21-22 - *Test everything. Hold on to the good. Avoid every kind of evil.*

What does it mean to test everything?

Why are we to test everything?

The chart on the next page compares the fundamental beliefs, training focus and demonstrated outcome of a biblical philosophy of education to that of a secular philosophy.

THE GOALS OF A BIBLICAL EDUCATION

The goals of a biblical education are included on page seven to give a preview of the contents of this study and what a biblical education entails. The goals themselves are developed in lessons six, seven and eight.

COMPARISON OF EDUCATIONAL PHILOSOPHIES

Biblical Education	Secular Education
Fundamental Biblical Beliefs	Fundamental Secular Beliefs
<ul style="list-style-type: none"> - Supernaturalism (God exists)-Deut. 4:39 - Creation (intelligent design)-Col. 1:16-17 - God's truth (revealed word)-2 Pet. 1:19-21 - Theism (centrality of God)-Deut. 6:4-5 - Sovereignty of God-Dan. 2:20-22 - Natural law (unchanging truths)-Psa.19:1-4 	<ul style="list-style-type: none"> - Naturalism (natural world all that exists) - Evolution (natural processes) - Man's ideas (human understanding) - Humanism (centrality of man) - Irrelevance of God (rejection of God's authority) - Relativism (truth dependent upon perspective)
Biblical Training Focus	Secular Training Focus
<ul style="list-style-type: none"> - Fear of God (accountability to God)-Psa. 86:11 - Deeds and statutes of God-Psa. 78:4-5 - Enduring ideas (tested and true)-Isa. 40:8 - Objective principles (rational/logical)-Pr. 8:6-9 - Acquisition of wisdom-Prov. 4:5-7 - Communion with, reliance on God-2 Pet. 1:3-4 - Overcoming sin-Rom.8:5 - Individual heart problem-Mark 7:20-23 - Eternal reward-Phil. 3:13-14 	<ul style="list-style-type: none"> - Personal sovereignty (self-determination) - Accomplishments and Ideas of men - Popular opinion (changing ideas) - Subjective inclinations (multiculturalism) - Acquisition of information and knowledge - Self-sufficiency or reliance on government - Acceptance, celebration or denial of sin - Societal problems, outside evil - Temporal and material benefit
Demonstrated Outcome	Demonstrated Outcome
<ul style="list-style-type: none"> - Wisdom-Prov. 9:9-10 - Understanding, discernment-Psa. 119:130 - Salvation-2 Tim. 3:14-15 - Sanctification (increasing holiness)-Heb. 10:14 - Good character-Titus 2:11-13 - Personal responsibility-Titus 3:14 - Usefulness to God-2 Tim. 3:16-17 - Humility-Prov. 15:33 - Freedom (law written on heart)-John 8:31-32 - Fruitful, abundant life-Psa. 1:1-3 - Stability, peace-Psa. 29:11 - Contentment, satisfaction-Prov. 19:23 - Lasting familial legacy-Psa. 112:1-3 - Stable, productive society-Prov. 29:2 	<ul style="list-style-type: none"> - Folly - Confusion, fickleness, darkened understanding - Lack of faith, condemnation, destruction - Moral decay, progressive depravity - Situational ethics, self-centeredness - Entitlement, blaming others - Self-serving ambition, lack of higher purpose - Arrogance - Slavery to flesh (sinful desires) - Empty, purposeless life - Chaos, turmoil - Discontentment, depression, drug use - Destruction of family - Unstable, deteriorating society

THE GOALS OF A BIBLICAL EDUCATION

ASSOCIATED GOAL: Ability & Desire to Learn

Focus: Capacity to learn

Objective: **Appreciation** of and **Adeptness** in Learning

A-1: Development of Learning Modes (auditory, visual, kinesthetic, and spiritual)

A-2: Development of Learning Tools (reading, arithmetic, study/research, computer, etc.)

A-3: Development of Learning Attributes (humility, curiosity, diligence, attentiveness, etc.)

1 – FOUNDATION GOAL: Right Response to God

Focus: Commitment of the heart

Objective: **Reverence** of and **Submission** to God

1-1: Obedience to and Respect for Authority (humility, deference, submission, etc.)

1-2: Knowledge of God (attributes, person, deeds, statutes, etc.)

1-3: Fear of God (understanding of the sovereignty of and accountability to God)

2 – STRUCTURE GOAL: Right View of Reality

Focus: Content of the mind

Objective: **Understanding**, **Discernment** and **Communication** of Truth

2-1: Substantive Knowledge (Bible, science, history, math, literature, art, music, etc.)

2-2: Thinking/Reasoning Skill (cognition, evaluation, discernment, etc.)

2-3: Language/Communication Skill (oral, written, creative, cross-cultural, etc.)

3 – OCCUPANCY GOAL: Right Relationship with God through Christ

Focus: Connection to God

Objective: **Justification** and **Sanctification** through Faith in Christ

3-1: Spiritual Disciplines (prayer, worship, study, confession, meditation, etc.)

3-2: Filling of the Holy Spirit (presence of God in life, evidence of salvation)

3-3: Godliness/Fruit of the Spirit (outcome of connection)

4 – FULFILLMENT GOAL: Real Representation of Christ in Life

Focus: Choice and Capability to serve = Contribution to the community

Objective: **Appropriation** and **Application** of Skill in Life

4-1: Healthy Habits (hygiene, physical fitness, balanced nutrition, etc.)

4-2: Life Skills (household, organization, money management, work ethic, etc.)

4-3: Social/Relational Skill (manners, sociability, right relationships, etc.)

4-4: Vocational Skill/Talents (job skills, personal inclinations, hobbies, etc.)

4-5: Personal Attitude (humility, servant hood, etc.)

THE RESPONSIBILITY FOR TRAINING

1. The institutions of society serve a purpose.

God has created three institutions to fulfill his purposes here on earth.

- The government – Institution of justice and protection (Rom. 13:1-4)
- The church – Institution of influence and discipleship (Matt. 5:14-16; 28:18-20)
- The family – Institution of provision and child training (1 Tim. 5:8; Eph. 6:4)

What happens when an institution takes on a role that is not given to it by God?

What are historical examples of that happening?

The family, not the government or church, is the institution God has made responsible for the training of children.

2. Children belong to God and their parents.

Mark 12:13-17 - ¹³Later they sent some of the Pharisees and Herodians to Jesus to catch him in his words. ¹⁴They came to him and said, "Teacher, we know you are a man of integrity. You aren't swayed by men, because you pay no attention to who they are; but you teach the way of God in accordance with the truth. Is it right to pay taxes to Caesar or not? ¹⁵Should we pay or shouldn't we?"

¹⁶But Jesus knew their hypocrisy. "Why are you trying to trap me?" he asked. "Bring me a denarius and let me look at it." They brought the coin, and he asked them, "Whose portrait is this? And whose inscription?"

"Caesar's," they replied.

¹⁷Then Jesus said to them, "Give to Caesar what is Caesar's and to God what is God's."

Because Caesar's image was on the denarius it meant that it was under his sphere of authority. What did Jesus say to do in terms of authority?

Why is the training of children the responsibility of the parents?

Why isn't child training the responsibility of the government?

3. Government has involved itself in education for a reason.

Although it has only been recently that the federal government has taken on the funding of education, from the outset of our nation's existence, local government, consisting of individuals from the community, has played a role in encouraging the education of its citizens.

The Old Deluder Satan Law, 1647, by the Colonies of Massachusetts and Connecticut stated:
"It being one chiefe project of that old deluder, Sathan, to keepe men from knowledge of the scriptures in former time... It is therefore ordered... [that] after the Lord hath increased [the settlement] to the number of fifty howshoulders, [they] shall forthwith appoint one within their towne, to teach all such children as shall resorte to him, to write and read." (America's God and Country, page 179)

What did the Old Deluder Satan Law provide for the teaching of and why?

While the idea of teaching children to read and write to protect them from Satan's deception is important, the Puritans erred in integrating the role of the church with that of the government. Under Puritan leadership in the Massachusetts Bay Colony the church and state did not operate in separate spheres, setting the precedence for government involvement in education.

After the Revolutionary War, education was seen as a way to build up and unify the nation and instill the principles needed to sustain a democratic republic. The Northwest Ordinance of 1787, the first federal law governing the Northwest Territories stated, *"Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."* (America's God and Country, page 484)

Besides the usual subjects of learning, what did the Northwest Ordinance imply should be the responsibilities of the schools to teach?

From a biblical perspective, who does that responsibility belong to and why?

According to Thomas G. West, the Founders considered public education *"one of the most effective means to teach both immigrants and native-born Americans the rights and duties of a free society."* (Vindicating the Founders, page 171) The Founders wanted to insure the population was educated and informed to promote understanding and secure the blessings of liberty for future generations. As immigration increased, education was seen as a way to "Americanize" immigrants, equalize the population, and insure that the principles of liberty were understood. The Founders did not foresee that the religious and moral ideology promoted in the schools would change.

Communist governments take over control of education because they recognize that whoever teaches the children forms the minds of the next generation. The humanist promoters and influencers of public education have also recognized that. Therefore, while Christian parents may allow schools to play a role in training their children, they cannot relinquish their biblical responsibilities, as they are the ones who will be held accountable by God for the outcome of their children's education.

What are the areas of training that Christian parents can give over to others?

The content and outcome of a child's training remains the responsibility of Christian parents, no matter where or how their children are being educated. That means that all Christian parents are responsible to ensure that biblical educational goals are met. This study will develop those goals and understanding of the educational process.

PRACTICAL APPLICATION - Parental Involvement Evaluation

To ensure a biblical education is taking place there is a minimum level of involvement parents must have in their children's education program in the areas listed on the next page, if they allow another institution (government or private) to have a role in training their children. Circle how well you are doing in each area (+ well, 0 adequate, - not very well). Then write out a personal evaluation of the changes you would like to make in the training of your children in the space below.

Changes you see are needed:

Parental Involvement Evaluation

Curriculum (ideas forming the child's mind)

- + 0 – Research and read through class curriculum. Make notes of problem material to discuss with the child.
- + 0 – Discuss with the child the content of what is being learned in school. Evaluate ideas and points of view and how they relate to biblical truth. Examine the outcome of ideas.
- + 0 – Study the deeds and statutes of God (Bible) together daily as a family.
- + 0 – Ensure that the child understands and evaluates history and science from a biblical worldview, and knows the weaknesses of the Theory of Evolution.

Classroom (adult role model and peer group influence)

- + 0 – Establish rapport with the teacher, communicate parental expectations for the child, find out what the teacher believes and what is the system of discipline and how it is applied.
- + 0 – Participate regularly in the classroom (optimally one day per week) to become familiar with the teacher's perspective and the peer group influence and interactions. (If this is not possible, then the parents need to be in communication with the teacher about the child's interactions.)
- + 0 – Discuss daily with the child what has gone on in school (interpersonal dynamics) and how God's truth applies to the interactions and situations.
- + 0 – Know the child's friends and their parents. Have classmates over to play.

Child's personal and spiritual development

- + 0 – Demonstrate a personal relationship with and a love for Christ.
- + 0 – Train the child up according to a biblical philosophy of education.
- + 0 – Apply appropriate discipline and training at home.
- + 0 – Review skill progress and insure learning is taking place.
- + 0 – Spend peaceful family time with the child. Don't over fill the afternoon and evening with busy activity that inhibits personal interaction.
- + 0 – Do chores together as a family to develop family unity and a work ethic.
- + 0 – Gather together for a consistent, daily, family time of prayer, Bible study and memorization of Scripture.
- + 0 – Teach the child how to think critically, evaluate ideas, exercise discernment and develop and apply a biblical worldview. Discuss current events and the worldview of the participants.
- + 0 – Uncover and deal with your own sin and also with your child's sin.
- + 0 – Develop in the child a love for learning through modeling and interaction.



WHAT IS THE BIBLICAL VIEW OF A CHILD?

Isaiah 43:6-7

Bring my sons from afar and my daughters from the ends of the earth— everyone who is called by my name, whom I created for my glory, whom I formed and made."

For what purpose did God create human beings?

Why do most people think they were given life?

Why is it important to understand the purpose for which the child was created?

What, therefore, should be the overall goal of biblical training?

God has created each one of us for his purposes. To develop and implement a biblical philosophy of education and train a child well, it is imperative to understand the child's design and purpose and the nature and uniqueness of each individual child.

GOD

*has created each one of us
with a purpose.*

A CHILD IS A CHILD

1. A child is a sinner.

Psalm 51:5 - *Surely I was sinful at birth, sinful from the time my mother conceived me.*

When does a child become a sinner?

How does the fact that a child is born a sinner affect child training?

2. A child has a heart problem.

Jeremiah 17:9 - *The heart is deceitful above all things and beyond cure. Who can understand it?*

Where does the child's sin originate?

What does that mean in terms of a child's training?



One of the most deceptive humanist ideas popularized by Jean Jacques Rousseau is that children are born innocent and pure and are corrupted by outside influences. This idea is foundational to Freudianism and Marxism and leads to people trying to perfect the outside environment or influences rather than examining and dealing with the condition of the human heart.

3. A child has a childish nature.

1 Corinthians 13:11- *When I was a child, I talked like a child, I thought like a child, I reasoned like a child. When I became a man, I put childish ways behind me.*

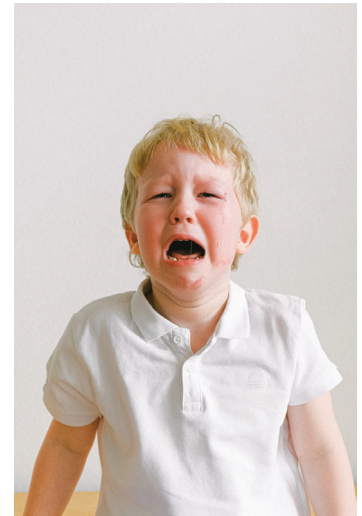
What are characteristics of childishness?

How is that childish nature dealt with?

Why is it important to remember the childish nature of a child?

What are things parents do that keep a child from maturing?

If the childish nature is not dealt with, the child will remain immature and self-centered, which will adversely affect the child throughout life.



EACH CHILD IS UNIQUE

1. God is the designer of the child.



Psalm 139:13-16 – ¹³ For you created my inmost being; you knit me together in my mother's womb. ¹⁴ I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well. ¹⁵ My frame was not hidden from you when I was made in the secret place. When I was woven together in the depths of the earth, ¹⁶ your eyes saw my unformed body. All the days ordained for me were written in your book before one of them came to be.

What does God know about a child and what does that mean parents should do?

2. There are gender differences, which are innately and biblically determined.

Romans 1:18-32 - *So God created man in his own image, in the image of God he created him; male and female he created them.*

Although men and women have equal status before God, biblically they have been given different roles to fill within the family. Their design reflects the nature and needs of their God-given roles, which are complementary, not one and the same. From a biblical worldview, gender characteristics and roles are designed by God and are not the result of random evolutionary processes or societal construction. (Genesis 2:15-25, Genesis 3:16-19, Proverbs 31:10-31; Mark 10: 6-8, Ephesians 5:22-33)

MEN

husband
father
leader
protector
provider

WOMEN

wife
mother
helper*
caregiver, nurturer
home manager



***Note:** The word used for helper in Genesis 2:20 is the same word used to describe God coming alongside man to help him, or a king helping another king.

What do you need to keep in mind in terms of gender in the training of a child?



Note: Research shows that differentiation between the brains of boys and girls begins in the uterus, impacting development and the way each gender learns and acts.

3. There are different sin inclinations.



Note: The phrase in brackets is the traditional wording from the King James Bible.

1 John 2:15-16 – *For everything in the world – the cravings of sinful man [lust of the flesh], the [lust of his eyes] and the boasting of what he has and does [pride of life] – comes not from the Father but from the world.*

- **Lust of flesh** (Proverbs 5:3-6) – Desire for and pursuit (in the world apart from God) of what feels good. (i.e., peace, pleasure, adventure, tactile experience)
- **Lust of the eyes** (Matthew 27:5-7, 27-28) – Desire for and pursuit (in the world apart from God) of what looks good. (i.e., status, prestige, image)
- **Pride of life** (Luke 18:9-14) – Desire for and pursuit (in the world apart from God) of that which one believes makes one better than other people (i.e. self-aggrandizement, self-righteousness, personal accomplishment, and political or social causes)

How do you know what a child's area of vulnerability to sin and temptation (sin inclination) is?

Why is it important to identify the sin inclination of a child?

4. There are different types of intelligence and ability



Note: This verse is referring to spiritual gifts, but the same principle applies to intelligence and abilities.

1 Corinthians 7:7 – *I wish that all men were as I am. But each man has his own gift from God; one has this gift, another has that.*

What can be said about an individual child?

Just from observing people, one can determine that there are different types of intelligence/ability. What are some of those areas?

How do you know what a child's areas of intelligence/ability are?

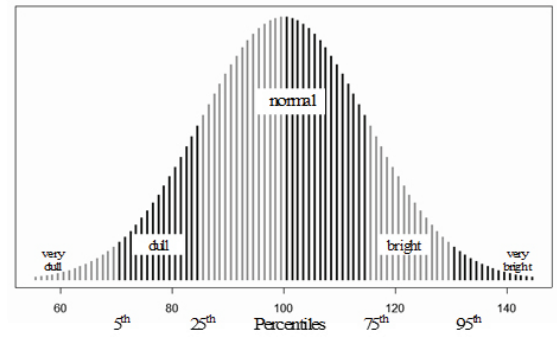
Why is it important to know a child's areas of intelligence/ability?



Note: Howard Gardner has been the foremost promoter of the idea of different types of intelligence through his "Theory of Multiple Intelligences." In his book, Frames of Mind, Gardner asserts that there are seven intelligences: linguistic, logical-mathematical, intrapersonal, musical, spatial, bodily-kinesthetic and interpersonal.

ORDINARY IS THE NORM

Looking at a bell curve chart in terms of general intelligence (IQ), it can be seen that fifty percent of the population falls in the normal or average range. Twenty percent falls in the bright range and only five percent falls in the very bright range. Twenty-five percent falls below the normal or average range. Distribution in other areas of intelligence or ability has been found to follow a similar pattern. That means that in any given area of intelligence or ability approximately seventy-five percent of the people are average or below.



(The Bell Curve by Richard Herrnstein and Charles Murray, page 121)

1. God uses ordinary, average people.



Note: Peter and John, two of Jesus' disciples, were brought before the Jewish leaders because they were teaching the people about Jesus. When questioned Peter, filled with the Holy Spirit, spoke boldly.

Acts 4:13 – *When they saw the courage of Peter and John and realized that they were unschooled, ordinary men, they were astonished and they took note that these men had been with Jesus.*

In the mind of the Jewish leaders, what kind of men were Peter and John?

What astonished the leaders about them?

To what did they attribute that courage?

What did these ordinary, unschooled men become because of having been with Jesus?



Remember: It is a passion for Christ and a desire to serve God that will enable a child to have a truly beneficial impact on others and the world.

2. The right mindset helps make ordinary people extraordinary.

Colossians 3:23-24 - ²³ *Whatever you do, work at it with all your heart, as working for the Lord, not for men,* ²⁴ *since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving.*

What is the mindset a child should hold to?

Carol Dweck in her book, Mindset: The New Psychology of Success, develops understanding of the two distinct mindsets that people hold, which either positively or negatively affect achievement.

- **Fixed mindset** – Everyone has a fixed ability or intelligence that doesn't change. The focus is on proving or comparing ability rather than developing it. Value is placed on putting talent on display and a successful outcome of effort.
- **Growth mindset** – Everyone varies in initial ability or intelligence but individuals can change and grow through application and experience. Learning and achievement require effort. Value is found in what a person is learning and doing, regardless of outcome.

According to Dweck, praising intelligence harms motivation and performance. Parents should instead praise growth oriented processes, what the child accomplishes through practice, study, persistence, good strategies, effort, choices, etc. She says children need to be taught to love challenge, be intrigued by mistakes, enjoy effort, and keep on learning. (pgs. 175-177)

Malcolm Gladwell in his book, Outliers: The Story of Success, details what makes some people highly successful, while others of similar ability are only moderately so. He says that people at the top have worked much, much harder than others with similar ability and have been given and taken advantage of opportunity.

GOD'S PERSPECTIVE IS DIFFERENT FROM THE WORLD'S

1. Humility pleases God.

Romans 12:3 - *For by the grace given me I say to every one of you: Do not think of yourself more highly than you ought, but rather think of yourself with sober judgment, in accordance with the measure of faith God has given you.*

1 Peter 5:5b - *All of you, clothe yourselves with humility toward one another, because, "God opposes the proud but gives grace to the humble."*

What is wrong with the child thinking of himself more highly than he ought?

What are the consequences of a parent thinking too highly of a child?

Studies have shown that the self-esteem movement has been a great failure. It has been found that children with "high self-esteem" may actually act in ways that are self-defeating.

In Parenting by the Book (page 54), John Rosemond summarizes the research surrounding the characteristics typical of people with high self-esteem.

- Overriding sense of entitlement (what I want I deserve to have)
- Low self-control, especially when frustrated
- Apt to explode towards others when don't get their way
- Criminal/sociopath mindset (belief that the ends justify the means)

If you want your child to become truly great, what must the child be?

What is humility?

2. Struggle produces a beneficial outcome.

James 1:2-4 – ²Consider it pure joy, my brothers, whenever you face trials of many kinds, ³because you know that the testing of your faith develops perseverance. ⁴Perseverance must finish its work so that you may be mature and complete, not lacking anything.

Why is it important that a child experience struggles?

What is the problem with a parent protecting or rescuing a child from struggles?

Jim Collins, a renowned management researcher, has studied what makes certain leaders of successful corporations truly great. According to Collins, truly great leaders combine deep personal humility with intense professional will (perseverance). They credit others for success, take personal responsibility for failure and resolve to do whatever it takes to produce good results. Setbacks don't cause them to give up, but rather to reevaluate and pursue another course.



PRACTICAL APPLICATION – Learning Attributes

There are personal attributes that a child needs to develop to be successful in school and life. Having these attributes positively affects learning ability. The 4 E's of Excellence can be used as guidelines to help develop these in a child.

- 1. Adaptability** – Adjusts to different situations and people, Demonstrates flexibility
1 Corinthians 9:22a-23; 2 Corinthians 6:3-4, Romans 14:13
- 2. Attentiveness** – Pays attention to teaching, Participates in learning
Proverbs 22:17-18; Proverbs 23:12; Psalm 143:5
- 3. Courage** – Takes calculated risks, Stands up for what is right and true
Proverbs 28:1; Ecclesiastes 11:1; 2 Thessalonians 2:15
- 4. Creativity** – Looks for new and different ways of doing things, Uses imagination
Ecclesiastes 11:6; Ecclesiastes 2:26; Romans 11:33
- 5. Curiosity** – Explores environment, examines out how things work, asks questions
Proverbs 18:15; Ecclesiastes 8:1; Jeremiah 6:16
- 6. Diligence** – Applies self to work, Completes tasks to best of ability
Proverbs 12:24; Proverbs 14:23; 1 Corinthians 15:58
- 7. Humility** – Holds to a right view of self in relation to God and others, Recognizes need to learn and be taught
Proverbs 15:33; Isaiah 66:2b; Isaiah 57:15
- 8. Perseverance** – Sticks with difficult tasks, Keeps on trying and moving ahead
James 1:2-4 ; Hebrews 10:36; Ecclesiastes 7:8
- 9. Responsiveness** – Accepts correction, Doesn't blame others for failures
Proverbs 15:31-32; Hebrews 12:11; Proverbs 28:13
- 10. Retention** – Holds on to learning, Brings learning to mind and applies it in life
James 1:22; Proverbs 3:1-2, Psalm 119:52
- 11. Self-regulation** – Controls responses, Foresees future benefit or cost
Proverbs 14:8; Proverbs 15:28; Proverbs 19:2
- 12. Self-reflection** – Evaluates own actions and responses, Desires to improve self
Proverbs 14:22; Lamentations 3:40; Proverbs 12:1

THE FOUR E's OF EXCELLENCE

To develop learning attributes select one that the child needs to work on and then follow the four E's of Excellence to determine a plan of action.

- **Expectation** – Set a biblical standard of behavior.

Matthew 7:24 – *Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock.*

Look up the Bible verses to determine what God's expectation is for the child in terms of this attribute.

- **Encouragement** – Instruct and discipline the child appropriately.

2 Timothy 4:2 – *Preach the Word; be prepared in season and out of season; correct, rebuke and encourage—with great patience and careful instruction.*

Develop a plan for instructing and disciplining the child in this attribute. Ask people you know who demonstrate this attribute what they would do to encourage it in their own children. Ask a teacher who holds to a biblical worldview for insight.

- **Elimination** – Deal with the child's sin and negative attitudes.

Proverbs 28:13 – *He who conceals his sins does not prosper, but whoever confesses and renounces them finds mercy.*

Recognize the sinful or negative characteristics in the child in terms of this attribute that need to be dealt with. Think through how you are going to help the child eliminate those behaviors. Help the child uncover the problem with his/her heart.

- **Exhibition**– Require the child to practice and demonstrate learning.

Proverbs 20:11 – *Even a child is known by his actions, by whether his conduct is pure and right.*

Determine characteristics or behaviors the child should exhibit in his/her life that will show he/she has acquired this attribute.

RECOMMENDED READING

All of the books listed below are recommended because they have information that is helpful to parents. However, they may also contain ideas that are not endorsed by the authors of this study. Parents should use the Bible as their guideline, seek God for wisdom, and be discriminating as to what ideas they are going to believe and apply.

Artificial Maturity: Helping Kids Meet the Challenge of Becoming Authentic Adults by Tim Elmore

Boys and Girls Learn Differently: A Guide for Teachers and Parents by Michael Gurian

The Hurried Child: Growing up too Fast too Soon by David Elkind

Mindset: The New Psychology of Success by Carol S. Dweck

Nurture Shock: Why Everything We Think about Raising our Children Is Wrong
by Po Bronson and Ashley Merryman

Outliers: The Story of Success by Malcolm Gladwell

Parenting by the Book: Biblical Wisdom for Raising your Child by John Rosemond

Talent Is Overrated: What Really Separates World-class Performers from Everybody Else
by Geoff Colvin

The Vanishing American Adult: Our Coming of Age Crisis – and How to Rebuild a Culture of Self-Reliance by Ben Sasse

Why Gender Matters: What Parents and Teachers Need to Know about the Emerging Science of Sex Differences by Leonard Sax

“You’re Perfect...” and Other Lies Parents Tell: The Ugly Truth About Spoiling Your Child
by Loni Coombs

REVIEW OF LESSON 1

UNDERSTANDING A BIBLICAL PHILOSOPHY OF EDUCATION		
NATURE OF A CHILD	PURPOSE OF TRAINING	PURPOSE OF LIFE
Born a s_____		Bring g_____ to God

A CHILD IS A CHILD

1. A child is a s_____.
2. A child has a h_____ problem.
3. A child has a ch_____ nature.

EACH CHILD IS UNIQUE

1. God is the d_____ of the child.
2. There are g_____ differences.
3. There are different sin i_____.
4. There are different types of i_____ and a_____.

ORDINARY IS THE NORM

1. God u_____ ordinary people.
2. The right m_____ helps make ordinary people extraordinary.

GOD'S PERSPECTIVE IS DIFFERENT FROM THE WORLD'S

1. H_____ pleases God.
2. S_____ produces a beneficial outcome.



WHAT DOES THE TRAINING OF A CHILD ENTAIL?

Proverbs 12:1

Whoever loves discipline loves knowledge, but whoever hates correction is stupid.

Most of the Old Testament is the history of God's relationship with the Israelites, how he instructed and disciplined them because they were his chosen people whom he loved. His love for them was demonstrated through his faithfulness to train them by taking them from the position/place they were in to a higher, better position of submission to him and his decrees. As the Israelites followed God's instructions they experienced his blessing. When they rebelled and went their own way, God disciplined them because of his great love for them and his desire to see their life go well.

How does what God did with the Israelites apply to the training of children?

TRAINING CONSISTS OF INSTRUCTION AND DISCIPLINE

It is important to always keep in mind that training is a manifestation of love for the child. Instruction is the way a child is taught what is right (method and content). Discipline is the way the child is corrected when the child chooses to go against the instruction or refuses to put learning into practice. Discipline establishes authority in the child's life and prepares the child's heart to receive instruction and ultimately salvation. The gaining of wisdom requires heeding instruction and responding appropriately to discipline.

1. Instruction has a purpose.

Psalm 32:8-9 – *I will instruct you and teach you in the way you should go; I will counsel you and watch over you. Do not be like the horse or the mule, which have no understanding but must be controlled by bit and bridle or they will not come to you.*

In the verse it says four things that God wants to do for his people: instruct, teach, counsel and watch over. Why does God want to do these things for us?

2. Discipline has a purpose.

According to the verses below from Proverbs 29:15-18, what is the implied purpose of discipline?

¹⁵The rod of correction imparts wisdom, but a child left to himself disgraces his mother.

- To impart w_____ and put under au_____.

¹⁶When the wicked thrive, so does sin, but the righteous will see their downfall.

- To stop e_____ and overcome s_____.

¹⁷Discipline your son, and he will give you peace; he will bring delight to your soul.

- To gain the ability to bring p_____ and d_____ to others.

¹⁸Where there is no revelation, the people cast off restraint; but blessed is he who keeps the law.

- To be able to k_____ God's law and be b_____ by it.

Looking back at verse 15 what does it mean to leave a child to himself?

What happens to a child who is not correctly trained ("left to himself")?

3. Instruction and discipline work together.

2 Timothy 3:16-17 – *All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the man of God may be thoroughly equipped for every good work.*

In these verses it says Scripture is useful for: teaching, rebuking, correcting, and training in righteousness. What is the result of using Scripture in that way?

Why do instruction and discipline have to go together?

4. The motivation behind discipline must be right.

Hebrews 12:5-6 – *"My son, do not make light of the Lord's discipline, and do not lose heart when he rebukes you, because the Lord disciplines those he loves, and he punishes everyone he accepts as a son."*

What should be the motivation behind any discipline?



Remember: God-like discipline is done consistently, rationally, unemotionally and appropriately, as God does, never in anger or with vengeance. The point of discipline is to bring a child to repentance and gain a right view of the wrong behavior, not inflict punishment. You can't let misbehavior progress to the point where you get angry. You need to deal with the little issues before they get big.

APPROPRIATE DISCIPLINE HAS TO BE APPLIED

1. There are biblical methods of discipline.

- **The Rod of Discipline (Spanking)**

Proverbs 22:15 – *Folly is bound up in the heart of a child, but the rod of discipline will drive it far from him.*

What is the rod of discipline used for?

What is at the heart of folly?



How does the rod of discipline (spanking) drive folly out?

Why should the rod of discipline be used as a method of discipline?

How should the rod of discipline be used?

- **Consequences (Natural or Artificial)**

Psalm 7:15-16 – *He who digs a hole and scoops it out falls into the pit he has made. The trouble he causes recoils on himself; his violence comes down on his own head.*

What does this verse say?

What is the difference between natural and imposed, artificial consequences?

At what age should consequences be used as a method of discipline?

What is the idea behind using consequences as a method of discipline?

- **Correcting and Rebuking**

2 Timothy 4:2 – *Preach the Word; be prepared in season and out of season; correct, rebuke and encourage—with great patience and careful instruction.*

Correcting and rebuking are always part of any type of discipline, when can they be used alone without the rod of discipline or applying consequences?

How do encouragement and careful instruction work together with discipline?

2. There are ineffective methods of discipline.

What are ineffective methods of discipline seen in the following verses?

Proverbs 29:19 – *A servant cannot be corrected by mere words; though he understands, he will not respond.*

Proverbs 29:21 – *If a man pampers his servant from youth, he will bring grief in the end.*

Proverbs 29:25 – *Fear of man will prove to be a snare, but whoever trusts in the LORD is kept safe.*

James 1:20 – *for man's anger does not bring about the righteous life that God desires.*

3. Feeling bad is good.

The Apostle Paul wrote the Corinthians a letter confronting their sin.

2 Corinthians 7:8-10 – ⁸*Even if I caused you sorrow by my letter, I do not regret it. Though I did regret it—I see that my letter hurt you, but only for a little while—⁹ yet now I am happy, not because you were made sorry, but because your sorrow led you to repentance. For you became sorrowful as God intended and so were not harmed in any way by us. ¹⁰ Godly sorrow brings repentance that leads to salvation and leaves no regret, but worldly sorrow brings death.*

What should correction and discipline cause in a child?

What is repentance?

What is godly sorrow?

What is worldly sorrow?

What is the difference in outcome between godly sorrow and worldly sorrow?

4. Sin needs to be dealt with.

Titus 3:3-7 – ³*At one time we too were foolish, disobedient, deceived and enslaved by all kinds of passions and pleasures. We lived in malice and envy, being hated and hating one another.* ⁴*But when the kindness and love of God our Savior appeared,* ⁵*he saved us, not because of righteous things we had done, but because of his mercy. He saved us through the washing of rebirth and renewal by the Holy Spirit,* ⁶*whom he poured out on us generously through Jesus Christ our Savior,* ⁷*so that, having been justified by his grace, we might become heirs having the hope of eternal life.*

What is sin?

Why is it important to call sin “sin”?

How should parents deal with their child’s sin?

What is at the heart of each of the types of sinful behavior that are common to all people?

- **Foolish behavior:**
- **Disobedient behavior:**
- **Deceived behavior:**
- **Enslaved behavior:**

Why do many parents have a hard time accepting the idea that their child is a sinner and needs to be brought to repentance?

What happens if the parents fail to acknowledge that their child is a sinner and needs to be brought to repentance?

How does a child ultimately overcome sin?

A MODEL OF TRAINING

While the Bible gives principles of training, it does not lay out a model for training. The model of training on the next page is an application of biblical principles. Discipline flows between methods, depending on the age and responsiveness of the child and the situation or behavior. Parents release control over to the child as the child becomes more responsible. Ideally, by the time children reach the teenage years they have learned respect for authority, have a right attitude towards God, and understand and apply God's truth so that they make wise choices as they become more independent.

A MODEL OF TRAINING			
Age	Learning Focus (Lesson 4)	Discipline Methods	Control
0-6 Years	Acquisition of Skills/Knowledge Laying a foundation of discipline, character, skill and knowledge	Control Requiring obedience Corporal Responding to rebellion	Parental Internal
6-12 Years	Acquisition → Appropriation Development of character and acquisition and practice of skills, knowledge and understanding	Correction Rebuking of misbehavior Consequences Repercussions of actions	
12-18 Years	Appropriation of Learning Demonstration of character and integration of skills, knowledge and understanding in life	Conviction Realization of wrong-doing Counsel Reminder of outcomes	
18 Years & Older	Aspiration for Growth Desire for God and increased understanding and integration of God's principles in life	Conversation Reflection on life	

Discipline Methods

- **Control** – Requiring obedience, Recognition of authority
Teaching the child to obey and follow instructions. Following through on instruction by requiring a response, so the child learns the meaning of obedience.
- **Corporal** – Responding to rebellion, Reinforcement of authority
Using the rod of correction when the child defiantly defies instruction and intentionally does something he has been told not to do, so the child learns the consequences of rebellion.
- **Correction** – Rebuking of misbehavior, Reiterating what is right
Reminding the child that a certain behavior is unacceptable and reiterating what is right when the child normally behaves correctly (not in rebellion).
- **Consequences** – Repercussions of actions, Responsibility for outcome
Requiring the child to take responsibility for his actions through experiencing the repercussions of poor behavior/choices or the benefit of good.
- **Conviction** – Realization of wrong-doing, Repentance from sin
Praying that the child be responsive to the Spirit, realizes what has been done wrong, and wants to repent and to do what is right. Dealing with heart issues so the child develops a moral conscience and experiences remorse for wrong actions.
- **Counsel** – Reminder of outcomes, Recommendation of action
Talking through choices and possible outcomes with the child. Allowing the child to be responsible for self and choices.
- **Conversation** – Reflection on life, Rejoicing in God's faithfulness
Interacting with the child as a capable adult. Enjoying the fruit of training up a child in the way of the Lord.

PRACTICAL APPLICATION – The Voice of Authority

Proverbs 13:1 - *A wise son heeds his father's instruction, but a mocker does not listen to rebuke.*

The ideas below are from child psychologist John Rosemond, taken from The Well-Behaved Child and The New Six Point Plan for Raising Happy, Healthy Children.

1. Expect obedience. Be the leader.

- Don't give an instruction more than once. Make sure the child obeys.
- Don't reason with the child, plead, bargain, bribe or threaten.
- Don't get angry or battle with the child.
- Don't complain about the child's behavior. Stop it.
- Don't give second chances.

2. Don't use rewards and incentives.

- Child expects to get something for what he should be doing.
- Child wants hand-out. Creates entitlement mentality.
- Child doesn't learn industry, responsibility, initiative, internal control.
- Child learns to engage in manipulative behavior to get a reward.

3. Give instructions correctly.

- **Be commanding.** It's time to..., You need to..., I want you to...
- **Be concise.** Keep it simple and short. Don't use too many words.
- **Be clear and concrete.** Define expected behavior. Instead of saying, "Sit nicely," say, "No talking and keep your hands in your lap."

4. Avoid common errors in giving instructions.

- Phrasing instructions as a question: "Will you...?" "How about...?"
- Phrasing instructions in abstract rather than concrete terms: "Act nice." (Refer to #3 above)
- Stringing instructions together: "Do this, this, and this."
Don't give more than two instructions at a time.
- Preceding instructions with "Let's": "Let's clean up the room now." You are instructing the child to do it. Don't include yourself.
- Following instructions with reasons or explanations. State the reason first: "It's time to eat lunch. Put your things away."
- Making an instruction a sales pitch: "We're going to do something fun so..."
- Giving instructions with open-ended time frame: "When you get a chance..."
- Expressing instructions in form of a wish: "I wish you would stop..."
- Asking with please: "Would you please get me a rag?" If you use please put it after a command: "Get me a rag, please." Using "please" makes a command less authoritative.

RECOMMENDED READING

All of the books listed below are recommended because they have information that is helpful to parents. However, they may also contain ideas that are not endorsed by the authors of this study. Parents should use the Bible as their guideline, seek God for wisdom, and be discriminating as to what ideas they are going to believe and apply.

The New Six Point Plan for Raising Happy, Healthy Children by John Rosemond
Parenting by the Book by John Rosemond
Shepherding a Child's Heart by Tedd Tripp
The Well-Behaved Child by John Rosemond

REVIEW OF LESSON 2

UNDERSTANDING A BIBLICAL PHILOSOPHY OF EDUCATION		
NATURE OF A CHILD	PURPOSE OF TRAINING	PURPOSE OF LIFE
Born a s_____	Learn to go God's w_____ and develop i_____ control	Bring g_____ to God
PROBLEM OF SIN	PROCESS OF TRAINING	ULTIMATE GOAL OF TRAINING
	I _____ D _____	

BIBLICAL METHODS OF DISCIPLINE

1. Rod of d_____
2. Natural or artificial c_____
3. C_____ and r_____
4. E_____ and careful i_____

INEFFECTIVE METHODS OF DISCIPLINE

1. Mere w_____
2. P_____
3. F_____
4. A_____



HOW DOES A CHILD BECOME WISE?

Isaiah 33:5-6

⁵ The LORD is exalted, for he dwells on high; he will fill Zion with justice and righteousness. ⁶ He will be the sure foundation for your times, a rich store of salvation and wisdom and knowledge; the fear of the LORD is the key to this treasure.

What forms a secure foundation for a stable life in unstable times?

What does God want to provide for a child?

What will those things do for a child?

What is the key to that treasure?



Remember: According to Scripture the fear of the LORD is the recognition of who God is, that he knows and sees everything we do, and that we are accountable to him for our thoughts, words and actions. (Psalm 34:11-16, Ecclesiastes 12:13-14, 2 Corinthians 5:9-11)

ESSENTIAL UNDERSTANDING – The Acquisition of Wisdom

The essential understanding is what a child needs to know to become wise.

1. Wisdom comes from God.

Job 28:20-28 - ²⁰ “Where then does wisdom come from? Where does understanding dwell?²¹ It is hidden from the eyes of every living thing, concealed even from the birds of the air.²² Destruction and Death say, ‘Only a rumor of it has reached our ears.’²³ God understands the way to it and he alone knows where it dwells,²⁴ for he views the ends of the earth and sees everything under the heavens.²⁵ When he established the force of the wind and measured out the waters,²⁶ when he made a decree for the rain and a path for the thunderstorm,²⁷ then he looked at wisdom and appraised it; he confirmed it and tested it.²⁸ And he said to man, ‘The fear of the Lord—that is wisdom, and to shun evil is understanding.’”

What is wisdom?

Why does only God understand the way to wisdom?

What is the only way a child will gain wisdom?

Why must a person have the fear of the Lord in order to become wise?

What is a biblical definition of evil?

It says in verse 28 that “to shun evil is understanding.” Why is that true?

Proverbs 11:2 says, “When pride comes, then comes disgrace, but with humility comes wisdom.” Why does wisdom only come with humility?

2. Knowledge of God's deeds and statutes is critical to becoming wise.

Psalm 78:1-8 - ¹O my people, hear my teaching; listen to the words of my mouth. ²I will open my mouth in parables, I will utter hidden things, things from of old-- ³what we have heard and known, what our fathers have told us. ⁴We will not hide them from their children; we will tell the next generation the praiseworthy deeds of the LORD, his power, and the wonders he has done. ⁵He decreed statutes for Jacob and established the law in Israel, which he commanded our forefathers to teach their children, ⁶so the next generation would know them, even the children yet to be born, and they in turn would tell their children. ⁷Then they would put their trust in God and would not forget his deeds but would keep his commands. ⁸They would not be like their forefathers-- a stubborn and rebellious generation, whose hearts were not loyal to God, whose spirits were not faithful to him.

In verses 4 and 5 parents are told to teach their children God's praiseworthy deeds and the statutes he has decreed.

What are God's praiseworthy deeds?

What can be learned from studying God's deeds that are seen in creation?

What are the statutes God has decreed?

What is learned from studying the statutes of God found in the Bible?

Why are parents to teach their children the deeds and statutes of God? (vs. 7)

What will happen if children fail to learn the deeds and statutes of God? (vs. 8)

Why should the deeds and statutes of God form the core content of a biblical education?

The chart below lists the academic school subjects that can and should be taught through a knowledge and understanding of God’s deeds and statutes.

GOD’S DEEDS/ SCIENCES	GOD’S STATUTES/ HUMANITIES
Biology- design of living things Chemistry- substance of things Physics- physical laws of nature Geology- formation & attributes of earth Astronomy- understanding of universe Physiology/Anatomy- human design Language – origin/ability to speak Music – principles of harmony, sound Art – properties of color, design History – intervention and hand of God Mathematics – language of the universe & creation Redemption – work of the Savior	Theology- right understanding of God Philosophy- right ideas, outcome of ideas Law/government– right way to govern Psychology- right view of nature of man Sociology- right view of function of society Health/Hygiene- right principles Economics/Business- right view of money Communication- interaction with others Education- principles of training Ethics- right thing to do History – Accurate view of civilization, man’s need for a Savior Justice – fairness, principles of judgment

There is nothing a person can learn that isn’t connected in some way to God’s deeds and statutes. All that is around us, who we are, what we see and are able to do, is founded in God’s deeds.

That means that all the sciences have to be grounded in an understanding of God. The humanities, including literature and history, need to be evaluated in light of God’s statutes, since God created us and knows how we are to function. Biblical instruction, understanding and application in all academic subject areas is critical to become wise and for life to go well.

At what age do children start learning in the subject areas related to God’s deeds and statutes?



What does the importance of the child learning the deeds and statutes of God mean for parents and teachers?

Why do children who don't know the deeds and statutes of God become rebellious and stubborn?

ESSENTIAL TRAINING – The Demonstration of Wisdom

To be wise a child needs to be instructed as to what God says is right to do and then be trained to practice it. In that way, a child will be able to fulfill his purpose of bringing glory and honor to God. There are three areas of particular importance to develop in a child: obedience to authority, respect for others, and self-control. Without that essential biblical training a child will not develop the personal characteristics needed for life to go well.

1. Children must be taught to obey and honor their parents.

Ephesians 6:1-4 - ¹Children, obey your parents in the Lord, for this is right. ²"Honor your father and mother" --which is the first commandment with a promise-- ³that it may go well with you and that you may enjoy long life on the earth." ⁴Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord.

What are the training responsibilities of parents towards their children?

Vs. 1

Vs. 2

Vs. 4a

Vs. 4b

What is the responsibility of children towards their parents? (vs. 1-2)

How is obedience to parents demonstrated?

Tedd Tripp in his book Shepherding a Child's Heart defines obedience as: responding without challenge, without excuse, without delay. It is doing what is right with a right heart.

How is honor towards parents demonstrated?

Why will learning to obey and honor their parents cause it to go well for children?

How can parents exasperate their children?

In the training process why should parents be careful not to exasperate their children?



2. Children must be taught to submit to all authority, not just parental.

Romans 13:1- *Everyone must submit himself to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God.*

What does it mean to submit to authority?

Why is it important that children learn to submit to all authority?

3. Children must be taught to show respect to all people.

1 Peter 2:17- *Show proper respect to everyone: Love the brotherhood of believers, fear God, honor the king.*

Why is it important that children learn to show respect to all people?

The Golden Rule: Matthew 7:12 - ¹² *So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.*

How is proper respect for others shown?

An important demonstration of respect is to acknowledge the presence of others. When a child is addressed, the child should look at the person and respond quickly. When spoken to, a child should answer with a "Yes, (person's name)," not "uh" or "what."

4. Children must be taught to exercise self-control.

Titus 2:6-7a - ⁶ *Similarly, encourage the young men to be self-controlled.* ⁷ *In everything set them an example by doing what is good.*

How do parents train a child to exercise self-control?

Proverbs 25:28 - *Like a city whose walls are broken through is a person who lacks self-control.*

Why is it important for children to develop self-control?



Illustration: The *Stanford Marshmallow Experiment* was a series of studies on delayed gratification in the late 1960s and early 1970s led by psychologist Walter Mischel, then a professor at Stanford University. In these studies, a child was offered a choice between one small reward provided immediately or two small rewards if they waited for a short period, approximately 15 minutes, during which the tester left the room and then returned. (The reward was sometimes a marshmallow, but often a cookie or a pretzel.) In follow-up studies,

the researchers found that children who were able to wait longer for the preferred rewards tended to have better life outcomes, as measured by SAT scores, educational attainment, body mass index (BMI), and other life measures.

PRACTICAL APPLICATION – Behavior Standards

The goal is for children to take personal responsibility for their behavior and interact appropriately with other people and their environment. Evaluate how your child is doing in each area by circling any behavior that needs more work.

1. Children are submitted to adult authority and obey their parents.

This means that they:

- Do what they are told the first time.
- Follow stated rules.
- Accept correction and discipline.
- Don't talk back, argue, complain or whine.
- Follow through on age-appropriate instructions.

2. Children treat their parents and other people with respect.

This means that they:

- Follow the Golden Rule. (Do unto others as you would have others do unto you.)
- Listen and respond correctly when spoken to.
- Interact appropriately with peers and adults.
- Use proper language, tones and facial expressions when addressing others.
- Speak to others in a kind and encouraging manner.
- Respect others' personal space and belongings.
- Consistently use courtesy words such as please and thank you.

3. Children take care of themselves, their environment and material things.

This means that they:

- Practice personal hygiene.
- Handle and carry things carefully.
- Use things in the way they are designed to be used.
- Clean up after themselves. Put things back in their proper place.
- Fulfill job responsibilities.
- Treat the environment with consideration by not impacting it negatively.

4. Children demonstrate self-control.

This means that they:

- Respond correctly in a conflict or emotionally charged situation.
- Do not use whining or crying to get out of trouble or manipulate.
- Stay on task for a fitting length of time.
- Sit quietly when required without disturbing others.
- Act appropriately in social situations.
- Don't interrupt other people when they are talking.
- Wait without getting into things or running off.

REVIEW OF LESSON 3

ESSENTIAL UNDERSTANDING: The Acquisition of Wisdom

1. Wisdom comes from G_____.
2. Knowledge of God's d_____ and s_____ is critical.
3. Wisdom is demonstration through a_____.

ESSENTIAL TRAINING: The Demonstration of Wisdom

1. Children must be trained to h_____ and o_____ their parents.
2. Children must be trained to submit to au_____.
3. Children must be trained to show r_____ to others.
4. Children must be trained to exercise s_____ -c_____.

REVIEW OF LESSON 1

A CHILD IS A CHILD

1. A child is a s_____.
2. A child has a h_____ problem.
3. A child has a ch_____ nature.

EACH CHILD IS UNIQUE

1. God is the d_____ of the child.
2. There are g_____ differences.
3. There are different sin n_____.
4. There are different types of i_____ and a_____.

ORDINARY IS THE NORM

1. God u_____ ordinary people.
2. The right m_____ helps make ordinary people extraordinary.

GOD'S PERSPECTIVE IS DIFFERENT FROM THE WORLD'S

1. H_____ pleases God.
2. S_____ produces a beneficial outcome.



WHAT COMPRISES LEARNING?

Philippians 4:9

*Whatever you have learned or received or heard from me, or seen in me – put it into practice.
And the God of peace will be with you.*

Paul expected the Philippians to learn by listening to him (hearing), watching him (seeing), and practicing what they had seen and heard (doing). What would be the result of their learning from Paul?

THE MODES OF LEARNING

There are four distinct learning modes. Three modes belong to the material, physical realm: auditory (hearing), visual (seeing) and kinesthetic (doing). One mode pertains to the immaterial, spiritual realm (learning from God). All the learning modes are important and work together to produce complete learning, but one mode may be better suited for a certain age, situation or learner. Young children are very kinesthetic. Higher learning is mostly auditory. Spiritual learning depends on a connection with God. A parent/teacher needs to encourage development and utilization of all the modes.

• Auditory (abstract, sequential)

Proverbs 5:1-2 – *¹My son, pay attention to my wisdom, listen well to my words of insight, ²that you may maintain discretion and your lips may preserve knowledge.*

Auditory/abstract learning relies on listening, thinking and reasoning. It entails receiving instruction and thinking through the implication and projected outcome of ideas and actions.

In terms of a child learning not to touch a hot stove what would it entail?

Auditory/abstract learning is generally most utilized in:

- Oral communication (receptive language)
- Reading and listening comprehension (Reading, although it involves the visual, is actually abstract, sequential learning as a person “listens” to himself read and takes in and holds onto ideas.)
- Development of higher level thinking and logical reasoning (reflection on and evaluation of ideas and actions) Thinking is rather like carrying on a conversation with oneself.



In what ways can greater capacity for auditory learning be developed in a child?

What causes a child to “tune out” a parent?



Note: Reading aloud to children is directly correlated to school success. Besides encouraging a love for learning it helps develop listening and thinking skill, language ability, vocabulary, imagination, and understanding of the way the world works and people interact.

• Visual (concrete, pictorial)

Psalm 19:1-2 – ¹ *The heavens declare the glory of God; the skies proclaim the work of his hands.* ² *Day after day they pour forth speech; night after night they display knowledge.*

Visual learning requires ambient awareness, observation and visual discrimination skill. It involves experiencing the vicarious cause and effect of ideas and actions through seeing something happen.

In terms of a child learning not to touch a hot stove what would it entail?

Visual learning is generally most utilized in:

- Grasping and evaluating a situation, scene or picture
- Reading people's emotions
- Visual representation of ideas and complex processes or procedures (diagrams, illustrations, math formulas, etc.)
- Art and entertainment (TV, movies, etc.)
- Computer applications and games



In what ways can greater capacity for visual learning be developed in a child?



Note: Through the effect of television, video and computer games, we have become a culture of higher visual intelligence with increasingly limited development of complex thinking ability. Television shows and computer games tend to reinforce quick, easy, feel-good solutions to problems, teaching the child to react rather than reflect. That can keep the child from learning to think through the implication of ideas and the importance of belief in determining action, making him more easily influenced and deceived, especially since the visual appeals to emotion rather than reason.

• Kinesthetic (physical, tactile)

Proverbs 31:19 – ¹⁹ *In her hand she holds the distaff and grasps the spindle with her fingers.*

Kinesthetic learning depends on physical engagement or action. It is comprised of hands-on learning and the actual practice and execution of skills.

In terms of a child learning not to touch a hot stove what would it entail?

Kinesthetic learning is generally most utilized in:

- Beginning learning skills and math concepts
- Imaginative play and role playing
- Learning application
- Practice of life and vocational skills
- Athletic/physical skill development



In what ways can greater capacity for kinesthetic learning be developed in a child?



Note: The push for early academic/reading skill and pencil/paper work is not appropriate for young children who need to be physically active and engaged in learning, and also need time for visual discrimination and fine motor skills to develop. Plenty of imaginative, free playtime is essential for the healthy development (physical, emotional and social) of young children. Any advantage to early reading has been shown to disappear by third grade.



- **Spiritual (insightful, inspirational, internal)**

John 14:26 - ²⁶ *But the Counselor, the Holy Spirit, whom the Father will send in my name, will teach you all things and will remind you of everything I have said to you.*

Spiritual learning depends on responsiveness to God, which enables one to see beyond the material world and make moral and relational judgments. It involves one's conscience, understanding of God's truth and sensitivity to the Holy Spirit.

In terms of a child learning not to touch a hot stove what would it entail?

Spiritual learning is utilized in:

- Communion with God (practice of spiritual disciplines: prayer, worship, etc.)
- Conviction of sin and repentance (behavior change)
- Development of character (law written on heart)
- Moral judgments/ethics (determination of right and wrong)
- Discernment of truth/deception (God's view of reality vs. man's ideas)



In what ways is spiritual learning developed in a child?



THE MODEL OF LEARNING

Through his prophet Moses, God gave the Israelites his law, which is contained in the Old Testament of the Bible. This passage is part of Moses' instruction to them.

Deuteronomy 11:18-21 - ¹⁸Fix these words of mine in your hearts and minds; tie them as symbols on your hands and bind them on your foreheads. ¹⁹Teach them to your children, talking about them when you sit at home and when you walk along the road, when you lie down and when you get up. ²⁰Write them on the doorframes of your houses and on your gates, ²¹so that your days and the days of your children may be many in the land that the LORD swore to give your forefathers, as many as the days that the heavens are above the earth.

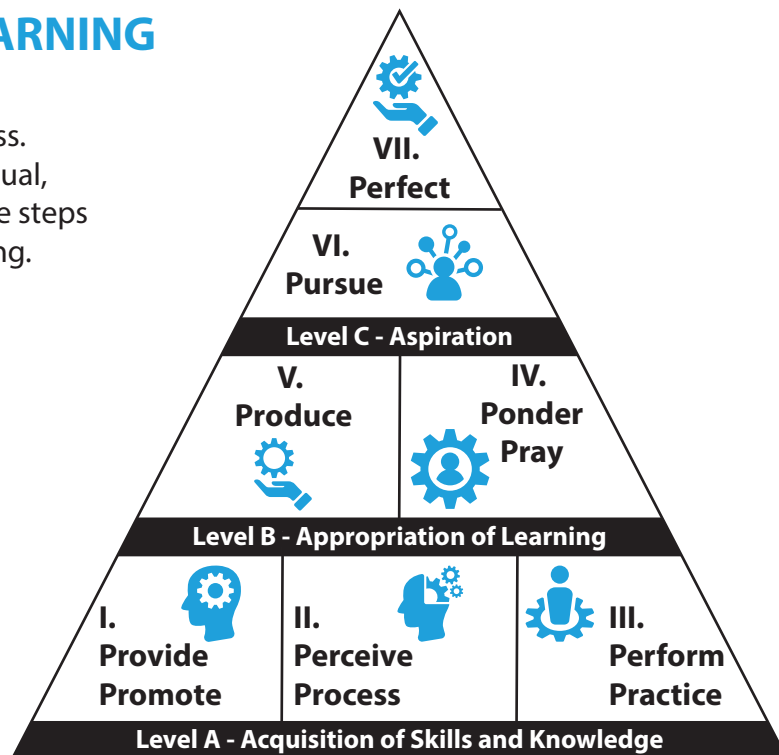
Before parents can teach their children God's way what must occur? (vs. 18)

How should parents train their children in the way of the Lord utilizing each of the learning modes?

- Auditory:
- Visual:
- Kinesthetic:
- Spiritual:

THE PYRAMID OF LEARNING

Learning is a progressive process. The Pyramid of Learning is a visual, alliterative representation of the steps and levels that comprise learning.



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Level A – Acquisition of Skills and Knowledge

This is the level at which basic skills and knowledge are acquired and the level that generally characterizes early school learning. Most learning should not be considered complete at this level but be carried on in some way to the next level.

I. Provide/Promote

An instructor/trainer must provide learning opportunities and/or promote learning acquisition.

Proverbs 22:6 – *Train up a child in the way he should go, and when he is old he will not turn from it.*

II. Perceive/Process

A learner must perceive learning need/opportunity and process learning content and procedures for learning to be meaningful and received.

Proverbs 23:12 – *Apply your heart to instruction and your ears to words of knowledge.*

III. Perform/Practice

A learner must perform and practice learning to gain and retain skill and understanding.

Isaiah 28:10—*For it is: do and do, do and do, rule on rule, rule on rule, a little here, a little there.*

Level B – Appropriation of Learning and Understanding

This is the level at which learning is appropriated, becomes part of a person and is consistently and broadly applied in life. Successful attainment of this level is the desired outcome of an education. It requires both the development and practice of thinking skills and the desire and ability to live out learning in new and different situations. Pray harder, think deeper, do better

IV. Ponder/Pray

A learner must ponder and evaluate learning and related ideas and incorporate learning into thinking to be able to manifest learning consistently in life. An important part of pondering is to pray and ask God for insight.

Proverbs 19:8 – *He who gets wisdom loves his own soul; he who cherishes understanding prospers.*

V. Produce

A learner must produce evidence of learning in life, implementing skill and understanding; otherwise no enduring personal growth has taken place.

James 3:13 – *Who is wise and understanding among you? Let him show it by his good life, by deeds done in the humility that comes from wisdom.*

Level C – Aspiration for Continual Growth

This is the level of excellence in any area of learning in which a person passionately pursues continual growth and development. In terms of their Christian walk it is the level to which all believers should aspire. Functioning at this level is critical for remaining connected to Jesus, experiencing an abundant Christian life, and really representing Christ faithfully in love to a fallen world.

VI. Pursue

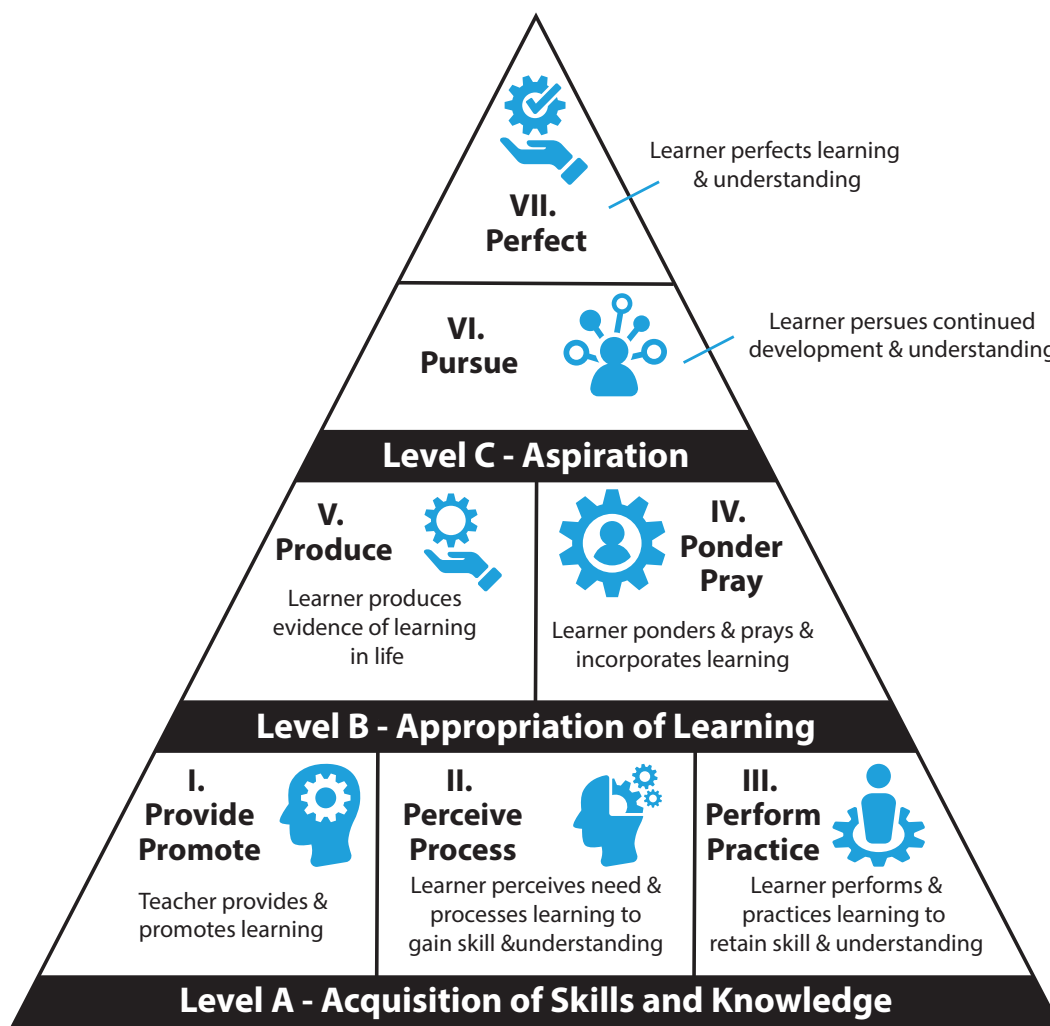
A learner must diligently pursue a higher level of learning to continue to grow in skill and understanding.

Proverbs 18:15 - *The heart of the discerning acquires knowledge; the ears of the wise seek it out.*

VII. Perfect

A learner must perfect learning by seeking to uncover and overcome anything that would hinder the complete demonstration of excellence in the way the learning is lived out.

2 Corinthians 7:1 – *Since we have these promises, dear friends, let us purify ourselves from everything that contaminates body and spirit, perfecting holiness out of reverence for God.*



THE PYRAMID OF LEARNING

THE LEVELS OF LEARNING

1. What is level A learning and what age is it particularly relevant to?
2. What is level B learning and what age is it particularly relevant to?
3. What happens if learning stops at level A and is not carried on to level B?
4. What would keep a person from moving on to level B in any area of learning?
5. What is level C learning and what age is it particularly relevant to?
6. What happens if learning stops at level B and is not carried on to level C?
7. What would keep a person from functioning spiritually at level C?

THE CALL AND BENEFIT OF WISDOM

Proverbs 8:1, 32-36 - *1 Does not wisdom call out? Does not understanding raise her voice?*

³²Now then, my sons, listen to me; blessed are those who keep my ways. ³³Listen to my instruction and be wise; do not ignore it. ³⁴Blessed is the man who listens to me, watching daily at my doors, waiting at my doorway. ³⁵For whoever finds me finds life and receives favor from the LORD. ³⁶But whoever fails to find me harms himself; all who hate me love death."

1. What is the definition of wisdom?
2. What is the difference between knowledge and wisdom?
3. At what learning level and step is wisdom gained on the pyramid? Why?
4. Why is the gaining of wisdom so important? (vs. 32, 35)
5. What will happen to those who don't gain wisdom? (vs. 36)
6. To continue to grow in wisdom what must a person do? (vs. 34)

What would that be in relation to the pyramid of learning?



Note: Even though King Solomon, the author of the book of Proverbs in the Bible, was learned and considered wise, he ended his life separated from God. He thought he could do what he wanted and married many women, contrary to God's command. Pleasing his wives became more important to him than pleasing God. This is a reminder that the pursuit of God and following his truth has to continue throughout life to be truly beneficial; having an abundance of knowledge isn't enough.

PRACTICAL APPLICATION- Utilizing the Pyramid

For each of the steps of learning consider what would be involved in terms of developing a specific skill in your child.

Level A – Acquisition of Skills and Knowledge

- I. Provide: What is the learning you need to facilitate and how are you going to encourage and provide it?
Promote: How will you promote the learning the child need to receive?
- II. Perceive: What does the child need to recognize or be aware of in terms of the learning?
Process: What does the child need to figure out, think through and understand in terms of the learning?
- III. Perform: What skills does the child need to execute with competency in terms of the learning?
Practice: What does the child need to continually work on and review to retain the learning?

Level B – Appropriation of Learning and Understanding

- IV. Ponder/Pray: What does the child need to consider, weigh, examine, evaluate, reflect on, or pray about in terms of the learning?
- V. Produce: What behavior or understanding does the child need to exhibit to others or apply in his life in terms of the learning?

Level C – Aspiration for Continual Growth

- VI. Pursue: Is this an area of learning the child is inclined to or needs to care about and seek after throughout his life?
- VII. Perfect: If the answer to step VI is “yes,” what does the child need to do to continue to cultivate and refine learning in this area?

RECOMMENDED READING

All of the books listed below are recommended because they have information that is helpful to parents. However, they may also contain ideas that are not endorsed by the authors of this study. Parents should use the Bible as their guideline, seek God for wisdom, and be discriminating as to what ideas they are going to believe and apply.

Endangered Minds—Why Children Don’t Think and What We Can Do About It by Jane Healy
Failure to Connect—How Computers Affect Our Children’s Minds for Better and Worse by Jane Healy
For the Children’s Sake—Foundations of Education for Home and School by Susan Schaeffer Macaulay
A Mind at a Time—How Every Child Can Succeed by Mel Levine
Your Child’s Growing Mind—A Practical Guide to Brain Development and Learning from Birth to Adolescence by Jane Healy

REVIEW OF LESSON 4

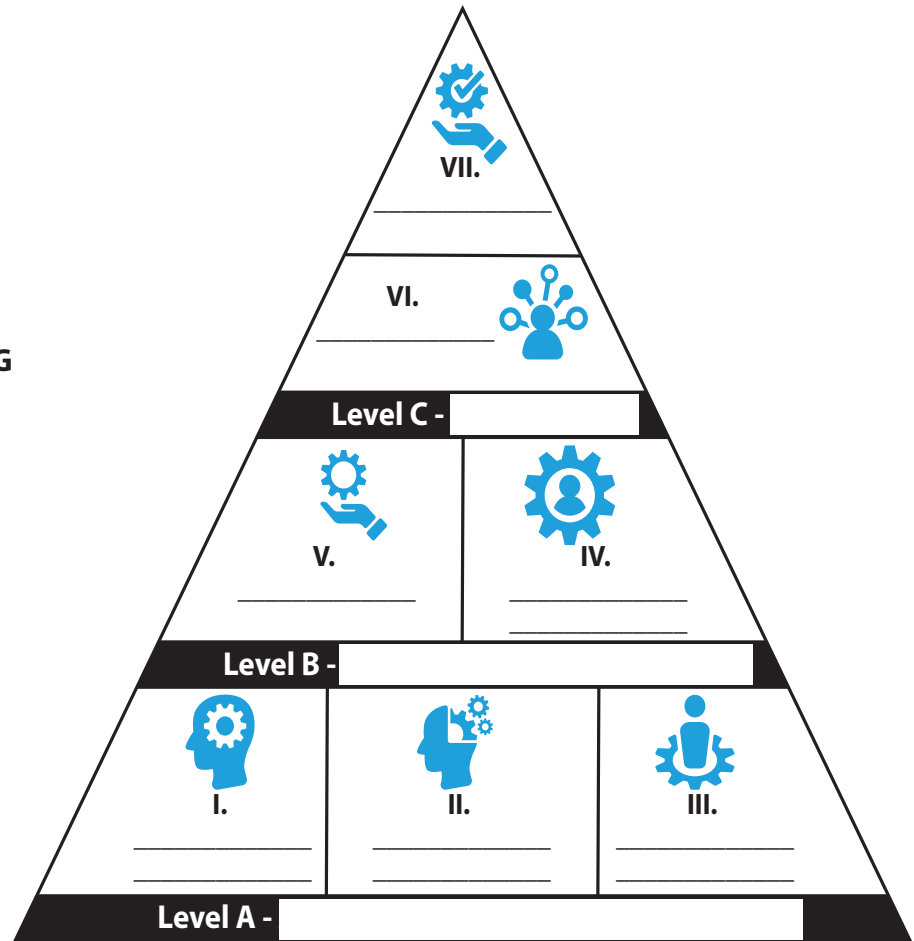
- **THE MODES OF LEARNING**

What are the four modes of learning and what do they entail?

- 1.
- 2.
- 3.
- 4.

- **THE PYRAMID OF LEARNING**

Fill in the levels and steps of the Pyramid of Learning.



THE PYRAMID OF LEARNING

REVIEW OF LESSON 2

- **BIBLICAL METHODS OF DISCIPLINE**

Rod of d_____ discipline

Natural or artificial c_____ consequences

C_____ and r_____ correcting, rebuking

E_____ and careful i_____ encouragement, instruction

- **INEFFECTIVE METHODS OF DISCIPLINE**

Mere w_____ words

P_____ pampering

F_____ of man fear

A_____ anger



WHAT IS THE PROGRESSION OF BELIEF?

Matthew 6:31-33

³¹ So do not worry, saying, 'What shall we eat?' or 'What shall we drink?' or 'What shall we wear?' ³² For the pagans run after all these things, and your heavenly Father knows that you need them. ³³ But seek first his kingdom and his righteousness, and all these things will be given to you as well.

The content of what we teach our children and what they choose to believe and follow is of the utmost importance as it will determine the outcome of their lives. To better understand the connection, this lesson will develop the Progression of Belief.

The Progression of Belief looks at where belief begins and what is the end result of loving and obeying a particular belief. The beginning point of belief is our needs and what we think will meet our needs and benefit us.

We all have needs as they are part of our human condition. Our needs are neutral but they are the motivators of our beliefs. We should learn to understand our needs, evaluate our beliefs and their outcomes, and teach our children to do the same.

Matthew 6:31-33 - ³¹ So do not worry, saying, 'What shall we eat?' or 'What shall we drink?' or 'What shall we wear?' ³² For the pagans run after all these things, and your heavenly Father knows that you need them. ³³ But seek first his kingdom and his righteousness, and all these things will be given to you as well.

Who were the pagans?

What was their problem?

What does God know about our needs?

When will God supply what we need in life?

The Law of Needs: All of our needs can be met in God. None of our needs can be met apart from God. Therefore, we must seek God and trust him to meet our needs.

FIRST STEP IN THE PROGRESSION OF BELIEF: BELIEF

- **We believe in who or what we think will meet our needs and benefit us.**

Hebrews 11:24-26 – ²⁴By faith Moses, when he had grown up, refused to be known as the son of Pharaoh's daughter. ²⁵He chose to be mistreated along with the people of God rather than to enjoy the pleasures of sin for a short time. ²⁶He regarded disgrace for the sake of Christ as of greater value than the treasures of Egypt, because he was looking ahead to his reward.

1. What did Moses choose? (25)
2. Why did Moses choose what he did? (26)
3. What other choice could Moses have made?
4. What would Moses have had in Pharaoh's household?
5. If Moses had chosen to stay in Pharaoh's house, why would he have made that choice?
6. What did Moses focus on as benefiting him?

• **We can choose to believe truth (God) or deception (Satan/World).**

John 8:31-32– *To the Jews who had believed him, Jesus said, "If you hold to my teaching, you are really my disciples. Then you will know the truth, and the truth will set you free.*

John 8:44 – *You belong to your father, the devil, and you want to carry out your father's desire. He was a murderer from the beginning, not holding to the truth, for there is no truth in him. When he lies, he speaks his native language, for he is a liar and the father of lies.*

1. What does Jesus (Christ) want us to believe? Why?

2. What will the truth set us free from?

3. What does the devil (Satan) want us to believe? Why?

IF YOU SEEK AFTER GOD TO MEET YOUR NEEDS...				
NEEDS	1. BELIEVE	2.	3.	4.
IF YOU SEEK AFTER THE WORLD TO MEET YOUR NEEDS...				

SECOND STEP IN THE PROGRESSION OF BELIEF: LOVE

- We love who or what we believe will meet our needs and benefit us.

Galatians 5:6 – *For in Christ Jesus neither circumcision nor uncircumcision has any value. The only thing that counts is faith expressing itself through love.*



Note: The Greek word, Pistos, is used for faith, trust, belief. “Neither circumcision nor uncircumcision” refers to following or not following rules and tradition.

1. How is faith (belief) expressed?
2. **Psalm 119:30** - *I have chosen the way of truth; I have set my heart on your laws.*

How do we know what we love?

- We can choose to love God (truth) or the world (deception).

1 John 2:15 – ¹⁵ *Do not love the world or anything in the world. If anyone loves the world, the love of the Father is not in him.*

1. What keeps people from believing and loving Christ?
2. What happens when they do that?

IF YOU SEEK AFTER GOD TO MEET YOUR NEEDS...				
NEEDS	1. BELIEVE	2. LOVE	3.	4.
IF YOU SEEK AFTER THE WORLD TO MEET YOUR NEEDS...				

THIRD STEP IN THE PROGRESSION OF BELIEF: OBEDIENCE

- **We obey what we love**

John 14:23-24a – *Jesus replied, “If anyone loves me, he will obey my teaching. My Father will love him, and we will come to him and make our home with him. He who does not love me will not obey my teaching.”*

1. Who obeys Christ?
2. Who disobeys Christ?

- **We will either obey righteousness (God, truth) or sin (world, deception).**

Romans 6:15 18 – *¹⁵What then? Shall we sin because we are not under law but under grace? By no means! ¹⁶Don't you know that when you offer yourselves to someone to obey him as slaves, you are slaves to the one whom you obey--whether you are slaves to sin, which leads to death, or to obedience, which leads to righteousness? ¹⁷But thanks be to God that, though you used to be slaves to sin, you wholeheartedly obeyed the form of teaching to which you were entrusted. ¹⁸You have been set free from sin and have become slaves to righteousness.*

1. What does this passage say about slavery?
2. What determines who we obey (are a slave to)? (vs. 16)
3. We will all obey something. Our only choice is what we will choose. What are our choices of what to obey? (vs. 16)
4. Who would most people say they obey?
5. If you think you obey yourself, what are you really a slave to?

IF YOU SEEK AFTER GOD TO MEET YOUR NEEDS...				
NEEDS	1. BELIEVE	2. LOVE	3. OBEY	4.
IF YOU SEEK AFTER THE WORLD TO MEET YOUR NEEDS...				

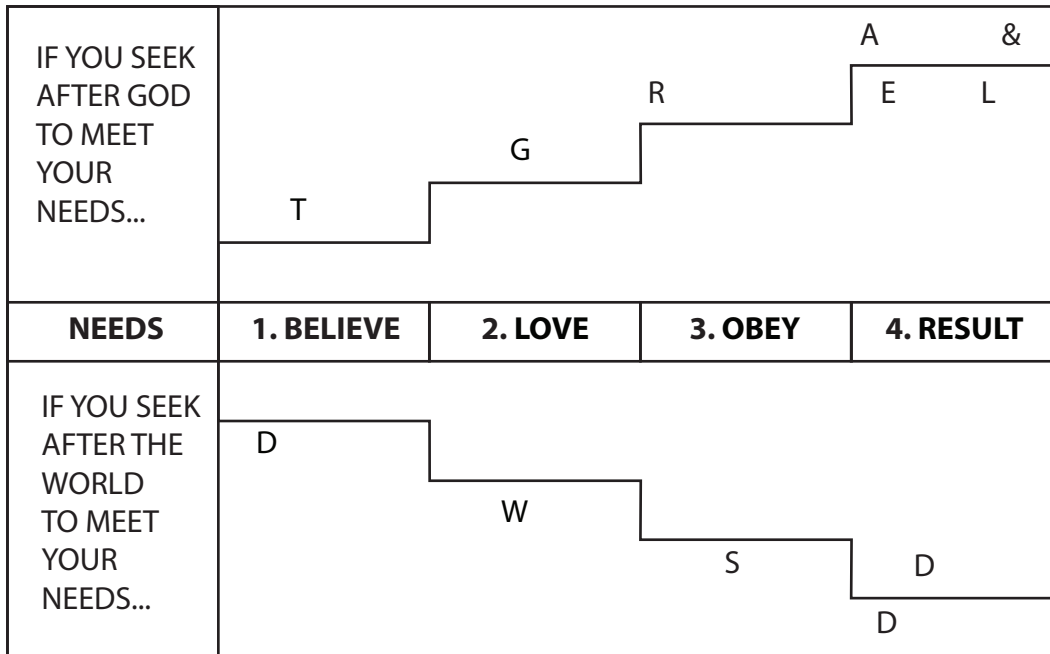
We will automatically obey who or what we love. Our actions show what is in our heart, what we have set our heart and mind on

LAST STEP IN THE PROGRESSION OF BELIEF: RESULT

- **Our lives are the result of who or what we obey.**

John 10:10 – ¹⁰ *The thief comes only to steal and kill and destroy; I have come that they may have life, and have it to the full.*

1. What is the result of believing, loving and obeying Christ (truth)?
2. What is the result of believing, loving and obeying Satan (deception)?



Remember: The result of our lives will be blessing and eternal life or destruction and death depending on whom or what we choose to believe and follow.

QUESTIONS FROM THE PROGRESSION OF BELIEF

1. Fill in the Progression of Belief

Needs ← 1. _____ ← 2. _____ ← 3. _____ ← 4. _____

2. What is the first step in The Progression of Belief that you choose, which will affect every step that follows?
3. What are your choices of what to believe?
4. Remembering that needs are neutral, if you want to change what you obey with which step do you have to start?
5. When we want to change behavior with which step do we usually start?

Why doesn't that work?

6. Which step shows us clearly which belief we love?

7. What motivates choice of belief?

8. If you are experiencing bad results in your life, it is often helpful to follow the Progression of Belief backwards to determine what you are obeying and believing that is producing a bad outcome.

Result _____ Obey _____ Love _____ Belief _____

9. According to the Progression of Belief, what should the training of your child focus on for your child to experience abundant life?

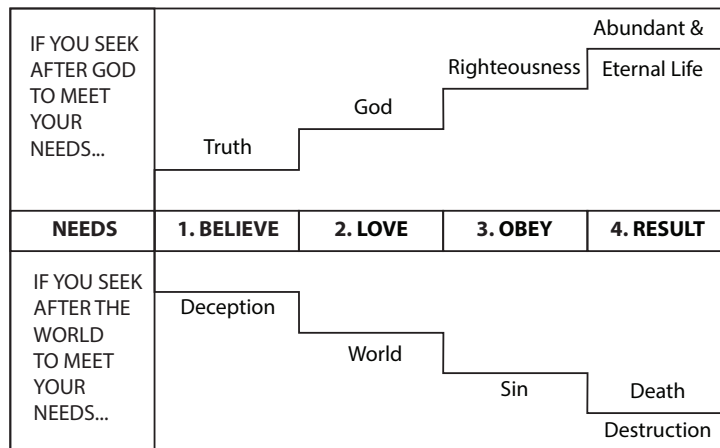


Remember: What fills our minds and what we dwell on is what we love and believe will benefit us. To change our behavior, we have to change what fills our mind. We have to become aware of what we think about. Wrong (sinful) actions come out of ungodly thoughts or affection. Right (godly) actions come out of right thinking.

USING THE PROGRESSION OF BELIEF IN TRAINING CHILDREN

You want to use the Progression of Belief to help the child to think rightly about life and the outcome of actions.

- **Needs** – Reinforce the idea that God knows the child’s needs and what is best for the child. The child needs to learn to seek after God first to meet his needs.
- **Believe** – Teach what God says is true according to the Bible: What does the Bible say is the right thing to do? Why is what the Bible says good to do?
- **Love** – Encourage the child to control his thoughts and think about what is true and pleases God: What are you thinking about? Where will those thoughts lead you?
- **Obey** – Help the child to think through what his actions say about what he believes and loves: Why was what you did wrong? What were you thinking when you did that? What did you hope to accomplish by doing that? What does God think about what you did? Why?
- **Result** – Help the child to examine the result of his actions: What was the result of what you did? Did you accomplish what you wanted? How did your actions impact others? What is God’s truth that applies to this situation? What do you need to believe to get a different result?



PRACTICAL APPLICATION – Uncovering Sin in a Child

Unconfessed sin in our life separates us from God. Without a connection to God we can't overcome the power of sin in our life and we travel down the path of destruction. To develop and maintain a right relationship with God and grow in godly character we need to practice and teach our children to practice the 3 R's.

1. **Recognize the sin** – Acknowledge what the sin is, uncover the lie behind the sin and bring truth to it.
2. **Repent from the sin** – Turn away from the sin and turn to God.
3. **Return to the truth and reconnect with Christ** – Believe God and follow his path. **The result of repentance** is restoration and connection to God.

• RECOGNIZING SIN

1. In dealing with sin the child first needs to recognize and confess the sin as sin. You then help the child to uncover the motivation behind the sin by asking questions like: "What did you hope to accomplish? What were you thinking when you did ...?" The child needs to recognize that what he actually accomplishes through sinful behavior is the opposite of what he hoped to accomplish.
2. Once you have helped the child to recognize the sin, the motivation behind the sin, and what was actually accomplished, you need to take the child to the Scriptures and shed the light of truth on the sin. You and the child should look up and read the Scriptures and then talk through what was the motivation behind the sin.
3. You can't force your child to repent but you can pray with him and help him to understand the separation from God and others that occurs due to a lack of repentance. You also need to apply appropriate discipline.

• REVIEW OF SIN NATURES/INCLINATIONS

1 John 2:15-16 – For everything in the world – the cravings of sinful man [lust of the flesh], the [lust of his eyes] and the boasting of what he has and does [pride of life] – comes not from the Father but from the world.

- Lust of flesh (Proverbs 5:3-6) – Desire for and pursuit (in the world apart from God) of what feels good. (i.e., peace, pleasure, adventure, tactile experience)
- Lust of the eyes (Matthew 27:5-7, 27-28) – Desire for and pursuit (in the world apart from God) of what looks good. (i.e., status, prestige, image)
- Pride of life (Luke 18:9-14) – Desire for and pursuit (in the world apart from God) of that which one believes makes one better than other people (i.e. self-aggrandizement, righteousness, personal accomplishment, community contribution, social causes)

• AN EXAMPLE OF UNCOVERING SIN IN CHILDREN

A child lies about something he/she did. What does the child hope to accomplish by lying?

Review the *Progression of Belief* chart on the next page to understand the progression of belief in the sin of lying in children.

UNCOVERING THE SIN OF: LYING

The child tells a lie to cover up something that he/she did.

	THE PATH OF DECEPTION			THE PATH OF TRUTH
	LUST OF THE FLESH	LUST OF THE EYES	PRIDE OF LIFE	
NEED	Child is seeking peace or physical comfort.	Child is seeking respect or acceptance from others.	Child is seeking righteousness or honor on own apart from God.	The child wants to follow God and do things his way.
BELIEVE	If I am found out then I will get a spanking or something else will happen that causes me pain or discomfort.	If I am found out then people will think poorly of me and reject me or lose respect for me.	What I did really wasn't that bad in light of what other people do or my motive was right so I'm ok.	Accepting responsibility for and confessing my sin will benefit me.
LOVE	Physical comfort, peace, short-term ease	Maintaining a good image	Own righteousness	Being honest about what I have done.
OBEY	Lie to keep me from being punished..	Lie to maintain my image.	Suppression of truth, rationalization of sin, reconstruction of reality.	Confession of sin
RESULT	Punishment when the lie is found out, probably more severe than what it would have been.	People think less of you when you are found to be lying, your image is diminished	Lack of righteousness and cleansing, separation from the source of true righteousness - God	Forgiveness and cleansing, peace, harmony, good image, righteousness through Christ

SCRIPTURES RELATED TO LYING

In taking the child to Scripture to learn what God says about lying, the parent should have the child explain what needs to be learned (believed) about lying.

Proverbs 12:22 – The Lord detests lying lips, but he delights in men who are truthful. When you lie you really displease God. When you tell the truth you really please him.

Proverbs 19:5 – A false witness will not go unpunished, and he who pours out lies will not go free. Lies take you captive. You become a slave to them. You lose your freedom and end up with a bad outcome.

Proverbs 26:28 – A lying tongue hates those it hurts, and a flattering mouth works ruin. Lying doesn't just hurt you; it also hurts other people.

John 8:44 – You belong to your father, the devil, and you want to carry out your father's desire. He was a murderer from the beginning, not holding to the truth, for there is no truth in him. When he lies, he speaks his native language, for he is a liar and the father of lies. Lying joins you to Satan. You are obeying the Father of lies.

PRACTICAL APPLICATION - Evaluating Belief

The Progression of Belief can also be used to evaluate different beliefs and their outcomes.

1 Thessalonians 5:21-22 - ²¹Test everything. Hold on to the good. ²²Avoid every kind of evil.

The Origin of the Universe/Life – Romans 1:18-25	
Deception of the World	Truth of God
Belief	
Evolution – The natural world is all there is. It created itself. It has no design or purpose.	Creation/Intelligent Design – God has created the world. It has a design and purpose.
Love	
Own self-existence – elevation of self and personal ideas & desires, personal sovereignty	Existence of God – The majesty of God and his creation, wisdom of God
Obedience	
Worship of self and/or created things, personal values, suppression of God's truth	Worship of and submission to the Creator God, following of God's plan and purposes
Result/Outcome	
Separation from God, lack of understanding, no purpose and meaning to life	Communion with God, gaining of wisdom, meaning and purpose to life

The Origin of Truth – 2 Peter 1:16-21	
Deception of the World	Truth of God
Belief	
There is no objective truth. Truth depends on your point of view.	Truth comes from God. God is the author of truth.
Love	
Own ideas, whatever is popular at the moment	The word of God, discovery of what God says is right and true
Obedience	
Folly, emotion, own desires, prevailing ideas of the day	God's Law
Result/Outcome	
Consequences of actions: destruction, confusion, depression	Consequences of actions: blessing, understanding, delight

REVIEW OF LESSON 5

THE PROGRESSION OF BELIEF

IF YOU SEEK AFTER GOD TO MEET YOUR NEEDS...				
	NEEDS	1. BELIEVE	2. LOVE	3. OBEY
IF YOU SEEK AFTER THE WORLD TO MEET YOUR NEEDS...				

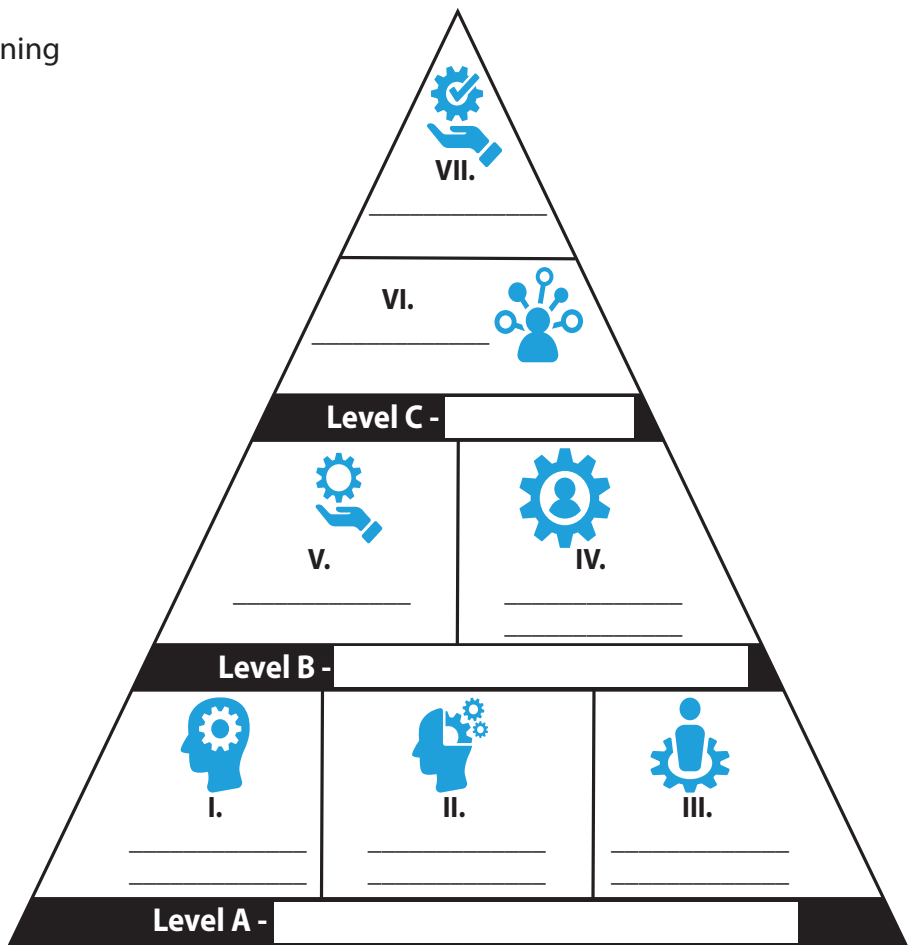
REVIEW OF LESSON 4

What are the four modes of learning and what do they entail?

- 1.
- 2.
- 3.
- 4.

THE PYRAMID OF LEARNING

Fill in the levels and steps of the Pyramid of Learning.



THE PYRAMID OF LEARNING



WHAT ARE THE GOALS OF A BIBLICAL EDUCATION?

According to the Bible, we were designed by God for a purpose; we are not the result of random, evolutionary processes as humanists believe. To develop a biblical philosophy of education and educational goals we must understand our purpose and how God designed and called us to fulfill that purpose.

Psalm 100:3- *Know that the LORD is God. It is he who made us, and we are his; we are his people, the sheep of his pasture.*

What do children need to understand about themselves?

Isaiah 43:6-7- *Bring my sons from afar and my daughters from the ends of the earth— everyone who is called by my name, whom I created for my glory, whom I formed and made."*

For what purpose was the child given life?

MAN'S DESIGN AND CALLING

1. Man was created in the image of God.

Genesis 1:26-27 – ²⁶Then God said, "Let us make man in our image, in our likeness, and let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground." ²⁷So God created man in his own image, in the image of God he created him; male and female he created them.

What is different about man from all other living things God created?

An image is a reflection or replica (copy) of something. God is spirit and doesn't have a physical body so we know that man wasn't created in his physical image. Through God's revelation of himself in the Bible we know that the one, true God is a personal being; he is not the impersonal force of Eastern religions.

Because God is a personal being he has emotions or feelings (heart), an intellect (mind), volition (will) and the ability to carry out His will (strength). Since man was created in the image of God he also has those attributes and that is what makes man different from all other animals.

How does having a heart affect people?

What does having a mind enable people to do?

What does having a will enable people to do?



Note: When a person does something really bad, such as intentionally killing another person, you would say that was evil. If an animal kills a person, you might say that what happened was bad or awful, but you wouldn't call the act evil because the animal didn't make a moral choice to kill.

Besides having a heart, mind and will, people also have an eternal soul. (Mark 8:36)
What is the soul?

2. Man is called to fulfill his purpose.

The first and second greatest commandments of God reveal how we are to fulfill our purpose of reflecting God's glory according to our design.

Mark 12:28-31 - ²⁸One of the teachers of the law came and heard them debating. Noticing that Jesus had given them a good answer, he asked him, "Of all the commandments, which is the most important?"

²⁹"The most important one," answered Jesus, "is this: 'Hear, O Israel, the Lord our God, the Lord is one. ³⁰Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.'³¹The second is this: 'Love your neighbor as yourself. 'There is no commandment greater than these."

What is the way people are to fulfill their purpose?

EDUCATIONAL GOALS – The Fulfillment of Purpose

If obeying God's command to love him fully is the way a child fulfills his purpose in life, then we need to evaluate what that means to determine the outcome goals of a biblical education. Before looking at the four outcome goals, we need to understand the associated process goal.

◆ Associated Goal – Loving to Learn

Although the development of learning ability is a critical part of an education, it is a process rather than an outcome goal. It entails training the child to value learning and develop learning capacity.

Proverbs 2:1-5 – *My son, if you accept my words and store up my commands within you,² turning your ear to wisdom and applying your heart to understanding,³ and if you call out for insight and cry aloud for understanding,⁴ and if you look for it as for silver and search for it as for hidden treasure,⁵ then you will understand the fear of the LORD and find the knowledge of God.*

What does a child have to do to really learn about and know God?

What does that mean for the parents?

Associated Goal: Ability and Desire to Learn

◆ Outcome Goal 1 – Loving God with all one's heart

Deuteronomy 4:39 – ³⁹*Acknowledge and take to heart this day that the LORD is God in heaven above and on the earth below. There is no other.*

1 Chronicles 28:9 - ⁹ “And you, my son Solomon, acknowledge the God of your father, and serve him with wholehearted devotion and with a willing mind, for the LORD searches every heart and understands every motive behind the thoughts. If you seek him, he will be found by you; but if you forsake him, he will reject you forever.

What does it mean to love God with all one’s heart?

If the command is to love God with all one’s heart then the outcome goal must relate to the child having a right understanding of and attitude towards God, to treat and repond to God the way he deserves. The child must want to submit to God’s authority and make a personal commitment with his heart to trust and follow God.

Goal 1: Right Response to God



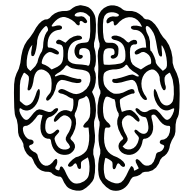
◆ **Outcome Goal 2 – Loving God with all one’s mind**

Psalms 119:97-99 – ⁹⁷ Oh, how I love your law! I meditate on it all day long. ⁹⁸ Your commands make me wiser than my enemies, for they are ever with me. ⁹⁹ I have more insight than all my teachers, for I meditate on your statutes.

What does it mean to love God with all one’s mind?

If the command is to love God with all one’s mind then the outcome goal must relate to the child learning to think like God through knowing, believing and holding onto God’s truth. God’s truth, God’s view of the world and how things work, should form the content of the child’s mind.

Goal 2: Right View of Reality



◆ **Outcome Goal 3 – Loving God with all one’s soul**

Psalms 62:1-2 – ¹ My soul finds rest in God alone; my salvation comes from him. ² He alone is my rock and my salvation; he is my fortress, I will never be shaken.

John 14:16 - ⁶ Jesus answered, “I am the way and the truth and the life. No one comes to the Father except through me.

What does it mean to love God with all one’s soul?



If the command is to love God with all one's soul then the outcome goal must relate to salvation, the child having a personal connection of his soul to God through Christ and experiencing the fullness and benefits of that relationship.

Goal 3: Right Relationship with God through Christ



Outcome Goal 4 – Loving God with all one's will and strength

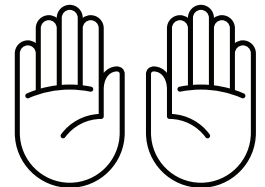
Colossians 3:17 – ¹⁷ *And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him.*

What does it mean to love God with all one's will and strength?

We love God with our choices and actions. With our will we choose to do the things that bring God glory and with our strength we do it. We must willingly choose to die to self, serve God and represent him faithfully to the world. Loving God with all our strength is manifested through obedience to God and his truth in the things we say and do. It is a visible representation of our love of God. We choose to believe and follow God. WE WANT TO DO WHAT PLEASES HIM in all areas of our life. We serve him and his purposes.

If the command is to love God with all one's will and strength, then the outcome goal must relate to the child gaining the ability and necessary skills to obey and serve Christ in all aspects of life. It is through the development of personal choice and capability to live life well that the child will serve others, be a faithful representation of Christ to the world and bring honor and glory to God, making a real contribution to society.

Goal 4: Real Representation of Christ in Life



A representation is a visual depiction of something. Real means that it is genuine.

THE EFFECT OF SIN ON ACHIEVING EDUCATIONAL GOALS

1. All people have a sin problem.

Romans 7:18-25a– ¹⁸ *I know that nothing good lives in me, that is, in my sinful nature. For I have the desire to do what is good, but I cannot carry it out.* ¹⁹ *For what I do is not the good I want to do; no, the evil I do not want to do—this I keep on doing.* ²⁰ *Now if I do what I do not want to do, it is no longer I who do it, but it is sin living in me that does it.*

²¹ *So I find this law at work: When I want to do good, evil is right there with me.* ²² *For in my inner being I delight in God's law;* ²³ *but I see another law at work in the members of my body, waging war against the law of my mind and making me a prisoner of the law of sin at work within my members.* ²⁴ *What a wretched man I am! Who will rescue me from this body of death?* ²⁵ *Thanks be to God, -- through Jesus Christ our Lord!*

What will keep a child from fulfilling his purpose of glorifying God?

What is sin?

What is our sin problem?

How is our sin problem overcome?

2. Following one's sin nature negatively affects the ability and desire to learn.

Proverbs 5:11-14 – ¹¹ *At the end of your life you will groan, when your flesh and body are spent.* ¹² *You will say, "How I hated discipline! How my heart spurned correction!"* ¹³ *I would not obey my teachers or listen to my instructors.* ¹⁴ *I have come to the brink of utter ruin in the midst of the whole assembly."*

According to the verses from Proverbs, what impact will following one's sin nature have on learning? (Associated Goal: Ability and desire to learn)

3. Sin negatively impacts attaining the biblical outcome goals.

Ephesians 4:17-19 – ¹⁷ *So I tell you this, and insist on it in the Lord, that you must no longer live as the Gentiles do, in the futility of their thinking.* ^{18a} *They are darkened in their understanding and* ^{18b} *separated from the life of God because of the ignorance that is in them* ^{18c} *due to the hardening of their hearts.* ¹⁹ *Having lost all sensitivity, they have given themselves over to sensuality so as to indulge in every kind of impurity, with a continual lust for more.*

What is the effect of sin on one's heart? (vs. 18c) (Goal 1: A right response to God)

What is the effect of sin on one's mind? (vs. 18a) (Goal 2: A right view of reality)

What is the effect of sin on having a right relationship with God? (18b) (Goal 3: A right relationship with God through Christ)

What is the effect of sin on one's will and strength? (vs. 19) (Goal 4: A real representation of Christ)

Overview of a Biblical Philosophy of Education

Nature of a Child	Purpose of Training	Purpose of Life
B_____ a s_____	Learn to go God's w_____ and develop i_____ control	B_____ g_____ to God
Problem of Sin	Process of Training	Ultimate Goal of Training
F_____ short of God's g_____	I _____ D _____	L_____ God with whole b_____
Effect of Sin	Focus of Training	Biblical Training Outcome Goals
On ability to learn U _____ to listen, learn, and respond to correction		Associated Goal A _____ & D _____ to Learn Capacity to Learn
On the heart H _____ of heart		Goal 1 – Heart Right R _____ to God Commitment of Heart
On the mind D _____ understanding		Goal 2 – Mind Right V _____ of Realty Content of Mind
On the soul S _____ from God		Goal 3 – Soul Right R _____ with God through Christ Connection to God
On the will/strength Loss of s _____ to what is right Self-i _____ life Lack of self-c _____		Goal 4 – Will/Strength Real R _____ of Christ in life Choice and Capability to Serve = Contribution to Community

Overview of a Biblical Philosophy of Education

Nature of a Child	Purpose of Training	Purpose of Life
Born a sinner	Learn to go God's way and develop internal control	Bring glory to God
Problem of Sin	Process of Training	Ultimate Goal of Training
Fallshort of God's glory	Instruction and discipline	Love God with whole being
Effect of Sin	Focus of Training	Biblical Training Outcome Goals
<u>On ability to learn</u> Unwillingness to listen, learn, and respond to correction and discipline		<u>Associated Goal</u> Person - Capacity Ability & Desire to Learn
<u>On the heart</u> Hardness of heart		<u>Goal 1</u> Heart – Commitment Right Response to God
<u>On the mind</u> Darkened understanding		<u>Goal 2</u> Mind – Content Right View of Reality
<u>On the soul</u> Separation from God		<u>Goal 3</u> Soul – Connection Right Relationship with God through Christ
<u>On the will/strength</u> Loss of sensitivity to what is right Self-indulgent life Lack of self-control		<u>Goal 4</u> Will – Choice Strength – Capability = Contribution to society Real Representation of Christ in Life



WHAT DOES THE BUILDING PROCESS INCLUDE?

Proverbs 24:3-4

³By wisdom a house is built, and through understanding it is established; ⁴through knowledge its rooms are filled with rare and beautiful treasures.

In this lesson the outcome goals of a biblical education are laid out according to a plan for and the stages in building a house. Each outcome goal has an objective that is an indicator of achievement to which the process of education is directed.

THE BIBLICAL GOALS AND THE BUILDING PROCESS

Associated Purveyance Goal – A _____ and D _____ to Learn

Purveyance is the act of supplying or acquiring something. The ability to learn is not part of the house itself, but is essential to its construction and completion. It is likened to the suppliers in terms of the construction of a house, as suppliers are the means by which the materials (knowledge and skills) needed to build the house are secured and delivered. The child must be encouraged to develop and expand personal capacity to learn.

Proverbs 4:1-2 - ¹*Listen, my sons, to a father's instruction; pay attention and gain understanding.* ²*I give you sound learning, so do not forsake my teaching.*

Objective: Appreciation of and Adeptness in Learning

- Appreciation –
- Adeptness –

Why is it critical that a child appreciate the value of learning?

How does a child become adept at learning?

Goal 1: Foundation – Right R _____ to God (heart)

What is the importance of the foundation in the building of a house?

Proverbs 4:23 – ²³*Above all else, guard your heart, for it is the wellspring of life.*

Why is the inclination of the heart the foundation of a life?

Psalms 33:8 – *Let all the earth fear the LORD; let all the people of the world revere him.*

What does a right response towards God consist of?

What is the fear of the Lord?

Objective: Reverence of and Submission to God

- Reverence –
- Submission –

A child will only learn from God if he has a right response to who God is and reveres and submits to God. The child must have a right view of God, fear him and have a personal commitment to follow him. Commitment proceeds from the heart, and is determined by what a child devotes himself to.

Goal 2: Structure – Right V_____ of Reality (mind)

What is the importance of the framing in the building of a house?

What is the importance of the roof and siding in the building of a house?



How is the content of the mind like the structure of the building?

Philippians 1:9-11 – ⁹And this is my prayer: that your love may abound more and more in knowledge and depth of insight, ¹⁰ so that you may be able to discern what is best and may be pure and blameless until the day of Christ, ¹¹ filled with the fruit of righteousness that comes through Jesus Christ—to the glory and praise of God.

What is a right view of reality dependent upon?

1 Peter 3:15 – *But in your hearts set apart Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have. But do this with gentleness and respect.*

What are we to do with the truth our minds are filled with?

Objective: Understanding, Discernment and Communication of Truth

- Understanding –
- Discernment –
- Communication –

A child will only enter into the fullness of a right relationship with God if the child responds rightly to God (goal 1) and holds to God's view of reality (truth). The content of the mind, the ideas by which it is structured, will direct the path one's life will take. Whatever a person believes and thinks about will be what the person obeys and what comes out of his mouth.

Goal 3: Occupancy – Right R_____ with God through Christ (soul)

Ephesians 2:21-22 – ²¹ *In him the whole building is joined together and rises to become a holy temple in the Lord.* ²² *And in him you too are being built together to become a dwelling in which God lives by his Spirit.*

What is the importance of occupancy in terms of the building of a house?

Who is the owner of and should therefore occupy a person's life?

Romans 10:9 – ⁹ *If you confess with your mouth, "Jesus is Lord," and believe in your heart that God raised him from the dead, you will be saved.*

What is the means of entering into a right relationship with God through Christ?

John 15:4 – ⁴ *Remain in me, and I will remain in you. No branch can bear fruit by itself; it must remain in the vine. Neither can you bear fruit unless you remain in me.*

How does a person fulfill his purpose in life of bearing fruit for God's glory?

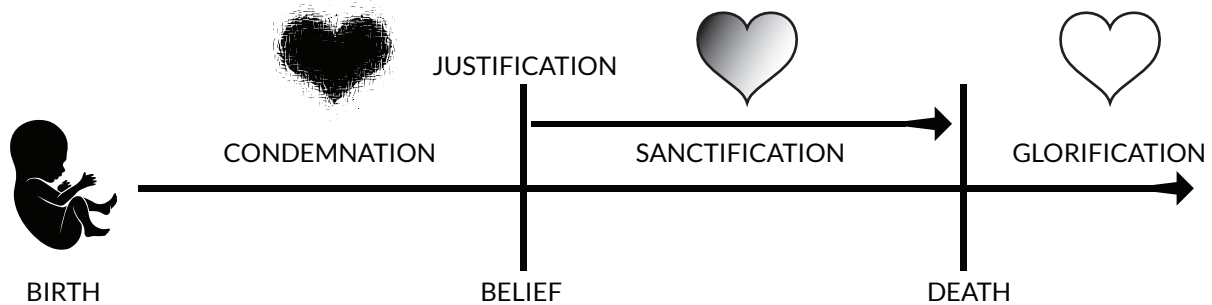
Objective: Justification and Sanctification through faith



Justification and Sanctification – The Parts of Salvation

Hebrews 10:14 – *because by one sacrifice he has made perfect forever those who are being made holy.*

There are two parts to salvation: justification and sanctification. “Made perfect forever” (justification) is a completed past action that has future benefit. “Being made holy” (sanctification) is an on-going action being done to a person.



- **Physical Birth** – A person is born with a sin nature into a state of condemnation.
- **Justification** (made perfect forever = delivered from the penalty of sin) A right standing with God is gained when a person confesses belief in who Jesus is and what he came to do, and is therefore justified by Christ’s redemptive work on the cross. This is the judicial aspect of salvation; a person is saved from the guilt and penalty of sin and gains the promise of eternal life in heaven.
- **Sanctification** (being made holy = being released from the power of and bondage to sin) With confession of faith the Holy Spirit comes to dwell in a person, sanctifying him and enabling him to follow Christ and make right choices in life. This is the health aspect of salvation; a person enters the healing process, being made well from the destructive aspects of sin and being released from the power of sin.
- **Physical Death** – Ultimately, in death, a person who has confessed belief in Jesus enters the state of glorification and is delivered from the very presence of sin, dwelling in a perfect state with Christ in heaven.

The Parts of Salvation

- **Condemnation:** The state one is b _____ into. (sin nature)
- **Justification:** Deliverance from the p _____ of sin (made perfect forever)
- **Sanctification:** Being delivered from the p _____ of sin (being made holy)
- **Glorification:** Deliverance from the very p _____ of sin (eternal life)

It is only through the confession of faith in what Jesus has done for him on the cross that the child enters into a right relationship with God and gains the ability to do what is right. It is by gaining a personal connection to Christ through salvation and the filling of the Holy Spirit that a child is able to fulfill his purpose in life. Growing in godliness and producing the fruit of the Spirit demonstrate the reality of a connection to Christ.

Goal 4: Fulfillment – Real R_____ of Christ in life (will/strength)

Ephesians 2:10 – ¹⁰ *For we are God's workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do.*

What is the purpose of the building of the house?

At what point is the house able to fulfill its purpose?

John 15:8 – ⁸ *This is to my Father's glory, that you bear much fruit, showing yourselves to be my disciples.*

What should be the result of being connected to Christ by fulfilling goal 3?

Proverbs 22:29 - ²⁹ *Do you see a man skilled in his work? He will serve before kings; he will not serve before obscure men.*

Why is it important for the child to gain skill?

Objective: Appropriation and Application of skill in life

- Appropriation –
- Application –

Choosing to remain in and live for Christ is the way a child will represent Christ in a fallen world, bring glory and honor to God and fulfill his purpose in life. It is through the choice and capability to serve and live life well, using all that one has to make a contribution to the larger community, that a Christian faithfully represents the reality of who Christ is to the world.

Attaining goal four is dependent upon fulfilling the previous goals. A child has to have a right response to God, hold to a right view of reality, and enter into and maintain a right relationship with God through Christ to be able to obey and serve him, represent him faithfully to the world, and bring him glory and honor.



PRACTICAL APPLICATION – The Building Process

Under each objective write down what you are currently doing to teach to the objective and what you could do to improve.

PURVEYANCE GOAL: Ability and Desire to Learn

Focus: Capacity to learn

Objective: Appreciation for and adeptness in Learning

Current:

Improvement:

1 – FOUNDATION GOAL: Right Response to God

Focus: Commitment of the heart

Objective: Reverence of and submission to God

Current:

Improvement:

2 – STRUCTURE GOAL: Right View of Reality

Focus: Content of the mind

Objective: Understanding, discernment and communication of truth

Current:

Improvement:

3 – OCCUPANCY GOAL: Right Relationship with God through Christ

Focus: Connection to God

Objective: Justification and sanctification through Faith

Current:

Improvement:

4 – FULFILLMENT GOAL: Real Representation of Christ in Life

Focus: Choice and capability to serve = contribution to community

Objective: Appropriation and application of skill in life

Current:

Improvement:

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Nature of a Child	Purpose of Training	Purpose of Life
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Problem of Sin	Process of Training	Ultimate Goal of Training
Fall short of God's glory	Instruction and Discipline	Love God with whole being
Effect of Sin	Focus of Training	Biblical Training Outcome Goals
On ability to learn U_____ to listen, learn, and respond to correction and discipline.	A_____ of and A_____ in Learning.	P_____ Goal C_____ to Learn Ability & Desire to Learn
On the heart H_____ of heart	R_____ of and S_____ to God	Goal 1 – F_____ C_____ of Heart Right Response to God
On the mind D_____ understanding	U_____, D_____ and C_____ of Truth	Goal 2 – S_____ C_____ of Mind Right View of Reality
On the soul S_____ from God	J_____ and S_____ through Faith	Goal 3 – O_____ C_____ to God Right Relationship with God through Christ
On the will/strength Loss of s_____ to what is right Self-i_____ life Lack of self-c_____	A_____ and A_____ of Skill in Life	Goal 4 – F_____ Ch_____ and C_____ to serve= C_____ to community Real Representation of Christ in Life

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<u>On ability to learn</u> Unwillingness to listen, learn, and respond to correction and discipline	Appreciation of and Adeptness in Learning	Associated Goal – Purveyance Capacity to Learn Ability & Desire to Learn
<u>On the heart</u> Hardness of heart	Reverence of and Submission to God	Goal 1– Foundation Commitment of Heart Right Response to God
<u>On the mind</u> Darkened understanding	Understanding, Discernment and Communication of Truth	Goal 2 – Structure Content of Mind Right View of Reality
<u>On the soul</u> Seperation from God	Justification and Sanctification through Faith	Goal 3 – Occupancy Soul – Connection to God Right Relationship with God through Christ
<u>On the will/strength</u> Loss of sensitivity to what is right Self-indulgent life Lack of self-control	Appropriation and Application of Skill in Life	Goal 4 – Fulfillment Will – Choice Strength – Capability = Contribution to society Real Representation of Christ in Life



WHAT IS A BIBLICAL BLUEPRINT FOR BUILDING?

2 Peter 2:4-5

⁴ As you come to him, the living Stone—rejected by men but chosen by God and precious to him—⁵ you also, like living stones, are being built into a spiritual house to be a holy priesthood, offering spiritual sacrifices acceptable to God through Jesus Christ.

What type of house are those who belong to Christ being built into?

What is the purpose of the house?

What does that mean?

A BIBLICAL BLUEPRINT FOR BUILDING

In following a blueprint for building, there is an order and progression to the building process, during which certain things have to be completed. The sub-goals of a biblical education are compared to the building process.

PURVEYANCE GOAL: The A _____ and D _____ to Learn

Purveyance is the act of s_____ or a_____ something. This is an associated goal, not an outcome goal. The ability and desire to learn contribute to the building process but are not an actual part of the building.

- **Focus:** C_____ to learn
- **Objective:** A_____ of and a_____ in learning
- **Building Process:** The materials needed to build with are procured through suppliers who deliver them to the building site.
- **Purveyance Sub-goals**

Proverbs 1:5 - *let the wise listen and add to their learning, and let the discerning get guidance.*

A-1: Development of Learning Modes: The means by which a person learns: auditory, visual, kinesthetic, and spiritual.

A-2: Development of Learning Tools: The skills that facilitate the obtaining of knowledge: reading, arithmetic, study/research, computer skills, etc.

A-3: Development of Learning Attributes: The personal characteristics that foster and sustain learning such as: curiosity, diligence, perseverance, attentiveness, etc.

Like the suppliers who deliver the materials needed to build a house, developing the learning modes, tools, and attributes enables a child to acquire the basic skills and knowledge needed to gain insight and understanding and attain the outcome goals.



Remember: The development of the capacity to learn enables a person to pursue, process, and retain learning more efficiently and effectively.

1 – FOUNDATION GOAL: Right R_____ to God

- **Focus:** C_____ of the heart
- **Objective:** R_____ of and s_____ to God
- **Building Process:** In laying a foundation, there are steps that need to be taken to ensure its integrity. The building pad has to be properly prepared and the footings dug to give stability and soundness to the foundation. The form boards are set up, so the poured concrete takes on and dries in the right form. Anchor bolts are set in place to secure the building structure to the foundation.
- **Foundation Sub-goals**

1-1: Obedience to and Respect for Authority

Titus 3:1-2 – ¹ *Remind the people to be subject to rulers and authorities, to be obedient, to be ready to do whatever is good,* ² *to slander no one, to be peaceable and considerate, and to show true humility toward all men.*

Teaching a child to be obedient can be likened to the preparation needed to lay a proper foundation, as it prepares the child for a right response to God. From the earliest ages, children must be taught to respond rightly to earthly authority so they will respond rightly to God's authority.

Why is it critical for a child to respect authority besides obeying it?



Remember: Respect for authority puts one in a right position in the hierarchy of life and enables one to obey and do what is right from a right heart .

1-2: Knowledge of God

Isaiah 40:28-29 – *Do you not know? Have you not heard? The Lord is the everlasting God, the Creator of the ends of the earth. He will not grow tired or weary, and his understanding no one can fathom. He gives strength to the weary and increases the power of the weak.*

What does knowledge of God consist of?

Having knowledge of God can be likened to the concrete poured for the foundation, as it sets in place the understanding needed to build a stable and strong relationship with God. A right, reverent attitude towards God comes from knowledge and understanding of who God is.



Remember: Knowledge and understanding of God are what will make both the foundation and the building stable and secure.

1-3: Fear of God

Proverbs 9:10 – *The fear of the LORD is the beginning of wisdom, and knowledge of the Holy One is understanding.*

What is the fear of the Lord?

Having the fear of God is essential to attain the educational goals. Like setting the anchor bolts in the foundation to secure the structure to it, the fear of God holds the structure (right view of reality) to the foundation (right response to God).



Remember: The fear of God is what keeps one submitted to God's truth and purposes and willing to learn from and be disciplined by him.

2 – STRUCTURE GOAL: Right V_____ of Reality

- **Focus:** C_____ of the mind
- **Objective:** U_____, d_____ and c_____ of truth
- **Building Process:** Before building, the right materials are selected and secured; then they are measured, cut and fastened together to form the structure. In framing the structure, windows and doors are put in place so the building can be utilized and able to fulfill its purpose.
- **Structure Sub-goals**

2-1: Substantive Knowledge

Proverbs 18:15 – *The heart of the discerning acquires knowledge; the ears of the wise seek it out.*

What is substantive knowledge?

What is the most important knowledge one must have to build with? (Lesson 3)

Why is that knowledge essential?

Knowledge can be likened to the materials used in building, as without knowledge one remains ignorant and has nothing with which to construct a worldview. Substantive means there is a wide variety of quality materials, so what is best and most appropriate to build with can be selected.



Remember: Knowledge keeps one from being ignorant and easily deceived. It enables one to interact with and influence a variety of people.

2-2: Thinking/Reasoning Skill

Proverbs 17:24 – *A discerning man keeps wisdom in view, but a fool's eyes wander to the ends of the earth.*

What is the importance of thinking and reasoning skills?

Thinking and reasoning skill can be likened to the tools and hardware used in building, as tools and hardware are the way the materials are measured, cut, and put together in an orderly and cohesive manner to form a framework for the building. One has to develop discernment to recognize what learning is valuable and what isn't and how ideas relate to each other.



Remember: Having thinking and reasoning skill enables one to evaluate what ideas are true and valuable to know, and what will be the outcome of believing and following an idea.

2-3: Language/Communication Skill

Colossians 4:6 – ⁶ *Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone.*

What is the importance of language and communication skill?

Language and communication skills can be likened to the doors and windows of the house as they are the means by which learning and ideas are exchanged. It is through communication skill that the house is opened so others can come in to see and experience the design and purpose of the house.



Remember: Having good communication skill enables one to share the gospel more effectively, in an articulate and convincing manner.



3 – OCCUPANCY GOAL: Right R _____ with God through Christ

- **Focus:** C _____ to God
- **Objective:** J _____ and s _____ through faith
- **Building Process:** The pipes and wires needed to connect the building to the utilities have to be put in place while laying the foundation and framing the building. Once the building is completed, the utilities are turned on so the building can be occupied and fulfill its purpose.
- **Occupancy Sub-goals**

3-1: Spiritual Disciplines

2 Peter 1:3 – *His divine power has given us everything we need for life and godliness through our knowledge of him who called us by his own glory and goodness.*

The word for knowledge in the verse does not refer to intellectual knowledge, but personal first-hand knowledge. How do we grow in personal knowledge of Christ?

What is the result of growing in personal, first-hand knowledge of Christ?

What are the classical spiritual disciplines?

Training a child to practice the spiritual disciplines can be likened to laying the plumbing in the foundation and wiring for the utilities in the framework of the house, as the spiritual disciplines are means by which we connect to Christ and experience the presence and the power of the Holy Spirit in our life.



Remember: The spiritual disciplines (prayer, worship, study, confession, meditation, service, giving, etc.) become a conduit for the flow of the Holy Spirit in a person's life.

3-2: Filling of the Holy Spirit

Romans 8:9 – *You, however, are not controlled by the sinful nature but by the Spirit, if the Spirit of God lives in you. And if anyone does not have the Spirit of Christ, he does not belong to Christ.*

What shows we belong to Christ?

Christ is our supplier of what is needed for life and godliness through the filling of the Holy Spirit. The filling of the Holy Spirit, therefore, can be likened to the utilities being connected, turned on, and flowing through the pipes and wiring.



Remember: Salvation opens up the flow of the Holy Spirit into one's life.

3-3: Godliness/Fruit of the Spirit

Galatians 5:22-25 – *But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law. Those who belong to Christ Jesus have crucified the sinful nature with its passions and desires. Since we live by the Spirit, let us keep in step with the Spirit.*

What does the Holy Spirit living in us produce in our lives?

Godliness and the fruit of the Spirit are the visible and beneficial outcome of a connection to Christ. They can be likened to the fixtures and appliances in a house, which enable the water, gas and electricity that flow through the pipes and wires to be utilized in a productive manner.



Remember: Godliness and the fruit of the Spirit show others that one is connected to Jesus and he occupies the house.

4 – FULFILLMENT GOAL: Real R_____ of Christ in Life

- **Focus:** Ch_____ and c_____ to serve = c_____ to the community
- **Objective:** A_____ and a_____ of skill in life
- **Building Process:** Although a building can be signed off to be occupied with the completion of goals one, two and three, it really isn't done until it has been painted and the finished carpentry completed. Then, to enhance a building, improve its appearance, and make it more attractive, additional decorative steps are taken.
- **Fulfillment Sub-goals**

4-1: Healthy Habits

1 Corinthians 6:19-20 – ¹⁹ *Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; 20 you were bought at a price. Therefore honor God with your body.*

What are healthy habits?

Healthy habits can be likened to the painting of a house as they provide protection and contribute to a better presentation.



Remember: Healthy habits are an important, basic part of living a life that represents Christ well.



4-2: Life Skills

Proverbs 31:13— ¹³ *She selects wool and flax and works with eager hands.*

What are life skills?

Life skills can be likened to the finish carpentry work and furnishings in a house, as they improve the living conditions, making the house more comfortable, presentable, and useable.



Remember: Having life skills enables a person to live comfortably, keep a home in good order and manage life well. The most important skill is to have a right attitude toward work.

4-3: Social/Relational Skill

Proverbs 15:23 – *A man finds joy in giving an apt reply—and how good is a timely word!*



Note: Both social and relational skills need to be undergirded by godliness; otherwise, they can be shallow and/or manipulative.

Social skill consists of basic manners and the ability to interact with people in socially appropriate ways. Having social skill contributes to the first impression a person gives to others and can be likened to the façade of a house, which gives it a more appealing outside presentation.

Relational skill is the ability to read people, develop good relationships and be a blessing and encouragement to others. Relational skill can be likened to the décor of the inside of a house, as it is the way a person relates to others and makes the truth truly attractive and personally inviting.



Remember: Social and relational skills enable a person to interact appropriately with others in a winsome and appealing way.

4-4: Vocational Skills/Talents

1 Kings 11:28 – *Now Jeroboam was a man of standing, and when Solomon saw how well the young man did his work, he put him in charge of the whole labor force of the house of Joseph.*

What does having vocational skill do for a person?

1 Peter 4:10 – *Each one should use whatever gift he has received to serve others, faithfully administering God's grace in its various forms.*

What are gifts and talents to be used for?

Having and using well developed vocational skills, gifts and talents can be likened to the landscaping of a house, as they are a major means by which the house presents itself to the outside world and contributes to the vitality, enrichment and beauty of the community.



Remember: The development of vocational skills, gifts and talents enable one to contribute to and benefit the community.

4-5: Personal Attitude

Philippians 2:3-8 – *Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others. Your attitude should be the same as that of Christ Jesus: Who, being in very nature God, did not consider equality with God something to be grasped, but made himself nothing, taking the very nature of a servant, being made in human likeness, And being found in appearance as a man, he humbled himself and became obedient to death – even death on a cross!*

What is the attitude a person should hold to?

Personal attitude can be likened to the ambiance of a house, as the way one views life and responds to circumstances sets the tone of one's life and the quality of interactions with others.



Remember: Maintaining a right attitude in all circumstances is essential for being a real representative of Christ, reflecting his image, and radiating his presence to others.

TESTING THE QUALITY OF THE BUILDING

1 Corinthians 3:10-13 - ¹⁰*By the grace God has given me, I laid a foundation as an expert builder, and someone else is building on it. But each one should be careful how he builds.* ¹¹*For no one can lay any foundation other than the one already laid, which is Jesus Christ.* ¹²*If any man builds on this foundation using gold, silver, costly stones, wood, hay or straw,* ¹³*his work will be shown for what it is, because the Day will bring it to light. It will be revealed with fire, and the fire will test the quality of each man's work.*

When will the quality of the building be revealed?

How would that apply to the training of a child?



Remember: Troubles are rather like the building inspectors who examine the building to ensure its integrity at each stage of the building process.

MAINTAINING THE BUILDING

Ecclesiastes 10:18 – ¹⁸*If a man is lazy, the rafters sag; if his hands are idle, the house leaks.*

What does this verse say about a house?

How would that analogy apply to the training of children?



Remember: As a child grows up, it becomes the child's responsibility to maintain and improve the building.



PRACTICAL APPLICATION – The Biblical Blueprint for Building

Read through the Biblical Blueprint for Building on the next page and fill in the blanks. Go back through them and put a check on the sub-goals you are addressing well in your training and circle those in which you need to make improvements. Pray and consider what course of action you need to take to improve the education you are providing your children.

A Biblical Blueprint for Building: The Educational Goals

PURVEYANCE GOAL: Ability & Desire to Learn

Focus: Capacity to learn

Objective: Appreciation for and Adeptness in Learning

A-1: Learning M_____ (auditory, visual, kinesthetic, and spiritual)

A-2: Learning T_____ (reading, arithmetic, study/research, computer skill, etc.)

A-3: Learning A_____ (humility, curiosity, diligence, attentiveness, etc.)

1 – FOUNDATION GOAL: Right Response to God

Focus: Commitment of the heart

Objective: Reverence of and Submission to God

1-1: O_____ to and R_____ for Authority (humility, submission, etc.)

1-2: K_____ of God (attributes, person, deeds, statutes, etc.)

1-3: F_____ of God (understanding of the sovereignty of and accountability to God)

2 – STRUCTURE GOAL: Right View of Reality

Focus: Content of the mind

Objective: Understanding, Discernment and Communication of Truth

2-1: S_____ K_____ (Bible, science, history, math, literature, etc.)

2-2: T_____ /R_____ Skill (cognition, evaluation, discernment, etc.)

2-3: L_____ /C_____ Skill (oral, written, creative, cross-cultural)

3 – OCCUPANCY GOAL: Right Relationship with God through Christ

Focus: Connection to God

Objective: Justification and Sanctification through Faith in Christ

3-1: S_____ D_____ (prayer, worship, study, confession, etc.)

3-2: F_____ of the Holy Spirit (presence of God in life, evidence of salvation)

3-3: G_____ /F_____ of the S_____ (outcome of connection)

4 – FULFILLMENT GOAL: Real Representation of Christ in Life

Focus: Choice and Capability to serve = Contribution to the community

Objective: Appropriation and Application of Skill in Life

4-1: H_____ H_____ (hygiene, physical fitness, balanced nutrition, etc.)

4-2: L_____ Skills (household, organization, money management, work ethic, etc.)

4-3: S_____ /R_____ Skill (manners, sociability, right relationships, etc.)

4-4: V_____ Skill/T_____ (job skills, personal inclinations, hobbies, etc.)

4-5: P_____ A_____ (humility, servant hood, etc.)

Overview of a Biblical Philosophy of Education

Nature of a Child	Purpose of Training	Purpose of Life
Born a Sinner	Learn to go God's way and gain internal control	Bring glory to God
Problem of Sin	Process of Training	Ultimate Goal of Training
Fall short of God's glory	Instruction and Discipline	Love and serve God with whole being (heart, mind, soul, will)
Effect of Sin	Focus of Training	Biblical Training Outcome Goals
<u>On ability to learn</u> Unwillingness to listen, learn, and respond to correction and discipline	Appreciation for and Adeptness in Learning A-1 Development of learning modes A-2 Development of learning tools A-3 Development of learning attributes	Associated Goal – Purveyance Personal Capacity Ability & Desire to Learn
<u>On the heart</u> Hardness of heart	Reverence of and Submission to God 1-1 Obedience, respect for authority 1-2 Knowledge of God 1-3 Fear of God	Goal 1 – Foundation Commitment of Heart Right Response to God
<u>On the mind</u> Darkened understanding	Understanding, Discernment and Communication of Truth 2-1 Substantive knowledge 2-2 Thinking/reasoning skill 2-3 Communication skill	Goal 2 – Structure Content of Mind Right View of Reality
<u>On the soul</u> Seperation from God	Justification and Sanctification through Faith 3-1 Spiritual disciplines 3-2 Filling of Holy Spirit 3-3 Godliness/fruit of the Spirit	Goal 3 – Occupancy Soul – Connection to God Right Relationship with God through Christ
<u>On the will/strength</u> Loss of sensitivity to what is right Self-indulgent life Lack of self-control	Appropriation and Application of Skill in Life 4-1 Healthy habits 4-2 Life skills 4-3 Social/relational skill 4-4 Vocational skill and talents 4-5 Personal attitude	Goal 4 – Fulfillment Will – Choice Strength – Capability = Contribution to society Real Representation of Christ in Life

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