

***Shepherding a Child's Heart***  
DVD Study Outline

REVISED & UPDATED **DVD**

A **12** PART VIDEO SERIES ON PARENTING

Shepherding  
*a Child's Heart*



**TEDD TRIPP**

A SHEPHERDING THE HEART RESOURCE

## ***Shepherding a Child's Heart*** **DVD Study Outline**

**IF YOU SEE A GREEN & TAN CIRCLE NEXT TO THE BARCODE ON THE BACK OF YOUR DVD CASE, THEN YOU CAN SKIP THE REST OF THIS PAGE—YOUR VIDEO WILL BE PRESENTED CORRECTLY.**



**Important Note:** Due to a production error, certain sets of the *Shepherding a Child's Heart DVD* have the sessions in an incorrect order.

- In some sets, Sessions 2-4 are incorrect. Session 2 contains the lecture from Session 3; Session 3 contains the lecture from Session 4; and Session 4 contains the lecture from Session 2.
- In some sets, Sessions 3-4 are incorrect. Session 3 contains the lecture from Session 4, and Session 4 contains the lecture from Session 3.
- In all of those sets, Sessions 9-10 are incorrect. Session 10 contains the lecture from Session 9, and Session 9 contains the lecture from Session 10.
- Additionally, all of the above sets have audio issues in Sessions 5-6.

*We suggest that you preview the beginning of the sessions to make sure that the lecture content matches the content of this outline.* If it does not, you want to watch the sessions in the order that they are presented in this outline.

The correct session order and content is as follows:

- Session 1: Getting to the Heart of Behavior
- Session 2: You're in Charge
- Session 3: Your Child's Development: Shaping Influences
- Session 4: Your Child's Development: Godward Orientation
- Session 5: Examining Your Goals
- Session 6: Discarding Unbiblical Methods
- Session 7: Embracing Biblical Methods: Communication
- Session 8: Embracing Biblical Methods: Appeal to Conscience, Life of Communication
- Session 9: Embracing Biblical Methods: Discipline Process
- Session 10: Shepherding Children: Ages 0-5
- Session 11: Shepherding Children: Ages 6-12
- Session 12: Shepherding Children: Teens

We apologize for the inconvenience.

Sincerely,  
Shepherd Press

*Shepherding A Child's Heart*  
DVD Session 1

**Getting to the Heart of Behavior**

**1. We live out of our hearts (Proverbs 4:23)**

- a. The heart sets the course of life
- b. All behaviors have their origins in the heart

**2. The Bible uses the term *heart* much differently than our contemporary culture does**

- a. Culture – *heart* refers to our soft, emotional side.
- b. Bible – *heart* refers to all of the immaterial part of humans, uses terms like *soul, spirit, mind, inner man* as well as *heart*.
- c. 700 passages refer to *heart*.
- d. *Heart* is about thinking, remember, knowing and other cognitive activities.

**3. *Heart* is a major theme in the ministry of Christ recorded in the Gospels**

- a. Law is applied in terms of the heart
  - i. For example: adultery and murder
- b. Christ does not draw behavior lines but says that your sin is in your heart.
  - i. Note Matthew 7
  - ii. Nothing that enters a man can make him unclean; rather, it is what comes out of a man that makes him unclean
  - iii. Concerns about fairness, deceit, and slander are heart issues

**4. “Out of the overflow of the heart the mouth speaks”**

- a. Trees are recognized by their fruit.
  - i. Note the illustration about hanging apples
  - ii. Watch for monofilament apples in your child's behavior
  - iii. Real fruit is not produced by manipulation and behavior modification
  - iv. Manipulation does not address the real need of the heart.

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- b. Behaviorism presents a false basis for ethics.
  - i. Behaviorism trains the heart in wrong ways—whatever parents use to motivate their children will ultimately train their hearts
  - ii. Relying on behavior means the gospel will never be central—you can't tag the gospel onto the end of a threat
  - iii. Behaviorism shows the idols of our hearts
- 5. See graphic on Ungodly Attitudes and Godly Attitudes**
  - a. No one has better resources for understanding children than the Christian who has the word of God
  - b. It is the attitudes of the heart that push and pull behavior
  - c. Behaviorism can produce right behavior for the moment, but ultimately these behaviors will wither and die, just like the apples hanging on the tree by monofilament line.
  - d. When training a two-year-old, begin with using the language of the heart
- 6. Tremendous benefits of focusing on the heart.
  - a. Keeps attention on the heart, not just behavior—looking for the sin under the sin
    - i. Behavior shows the overflow of the heart
    - ii. Family photo at Niagara Falls demonstrated a failure to understand heart issues
  - b. If we focus on the heart our focus will be on the gospel
  - c. The most important benefit is to engage our children, not just reprove them
- 7. The word of God gives us sufficient resources to understand our children**
  - a. We need to dig deeply into the word of God and live richly out of the word of God.

*End of Session 1*

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**You're in Charge**

**1. Understanding authority is equally as foundational as the importance of the heart**

- a. Our culture sees derived authority produced in one of two ways:
  - i. Overwhelming force
  - ii. Consent
- b. The idea of intelligent people willingly submitting to the authority of others is increasingly foreign in our culture
  - i. Young people view authority as someone over them telling them what to do
  - ii. Many young people want to avoid being in authority—they consider it unfair
- c. So, many parents give away their authority over their children
  - i. Parents end up begging, cajoling etc.
  - ii. The idea of biblical authority is lost

**2. The Biblical view is that God has made parents to be authorities**

- a. Succumbing to unbiblical pressures, we reduce obedience to a matter of personal convenience
  - i. This undermines biblical authority
  - ii. Authority then becomes about me rather than about God

**3. God calls you to be an authority in the lives of your children**

- a. Gracious authority is a blessing to your children
- b. Children need parental authority because they lack maturity, wisdom and life experience
- c. God has given parents this role to be his agent, his ambassador in the lives of their kids
- d. Genesis 18:19 — you have a mandate from God; you are on God's errand
- e. You are God's agent for discipline, correction and nurture in the life of your child

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**4. Implications for your children**

- a. It is a blessing for them to be under authority
- b. God gives authority to parents, to be in charge of children
- c. Thus, it is appropriate for parents to give direction

**5. The message for your children**

- a. There is a God in heaven
  - i. He is kind
  - ii. He has made you and me and all things for his glory
  - iii. God in his kindness has put you in a family for your good
  - iv. It is a blessing for you to obey mommy and daddy
  - v. We insist on your obedience because we know that is what is good for you
- b. Obeying Mom and Dad is good for you
- c. Mom and Dad are under authority too
  - i. The authority of God is mediated through parents
  - ii. Note the story of Tedd's two-year-old grandson

**6. Sinful anger confuses children and muddies the waters in family life**

- a. Your anger frames discipline incorrectly
  - i. It makes the problem between you and the child, rather than a problem between the child and God
  - ii. When children are not submitting to their parents, they are not submitting to God
- b. If you are thinking rightly about the nature of your authority as a parent, it will keep you from the huge temptation to personalize your child's disobedience
  - i. This makes the disobedience about you the parent
  - ii. Your child's responsibility to obey you is ultimately about obeying God
- c. You require obedience because it is God's plan

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**7. God's call to be an authority provides**

- a. Confidence to provide direction
- b. A mandate to act
- c. Parents who are called to shepherd their children on God's behalf
  - i. In contrast to parents who want to be advisors or to make suggestions
  - ii. Don't give children the idea that they are independent decision makers and that the role of the parent is simply to suggest alternatives—this is not a healthy message to give to a three-year-old

**8. When you give away your authority**

- a. You give your children an appetite for authority that does not exist
- b. They acquire a mistaken notion of freedom
- c. Nowhere in God's plan for you is the notion that you are an independent person with no authorities over you

**9. How the Bible defines freedom**

- a. Psalm 119:44-45: "I will continually obey your law forever and ever and I will walk about in freedom for I have sought out your precepts."
- b. Our culture equates parenting with being a care provider, not an authority.
- c. The Bible says you are the authority in your children's lives to nurture and develop them
- d. God has called you to be the shepherd of your child

**10. Understanding God's calling necessitates:**

- a. Clear objectives: What are short and long term goals for each of your children?
- b. Humility in your task
  - i. You function as God's agent.
  - ii. Your children are not yours to do with as you please

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- c. There is no place for anger in the nurture of children
  - i. See James 1:19-20
  - ii. Unholy, human anger has no place in discipline

**11. Living under authority is designed to be a blessing for children**

- a. Discipline is *corrective*, not *punitive*
  - i. You are bringing the corrections and reproofs of life
- b. Discipline is designed to restore
  - i. The goal is to restore my child to a right relationship with God
- c. Discipline is an expression of love. Proverbs 13:24; Hebrews 12:5; Revelation 3:19
- d. Understanding authority biblically is foundational for doing your job as a parent

*End of Session 2*



## **Your Child's Development: Shaping Influences**

### **1. Definition of Shaping Influences**

- a. Events and circumstances in a child's development that prove to be catalysts for the person they become
- b. Biblical basis
  - i. Genesis 18:19
  - ii. Deuteronomy 6:2
  - iii. Proverbs 22:6
  - iv. Ephesians 6:4
- c. The person your child becomes is the product of his life experience and how he responds to the shaping influences of life

### **2. Examples of Shaping Influences**

- a. Family structure—includes the myriad of different combinations of relationships that form a family's background and history
- b. Family values—what is important to mom & dad?
- c. Family boundaries—what is private, what do you share?
- d. Family roles—children learn how to be parents as they observe mom and dad
- e. Family conflict resolution—how are issues resolved?
- f. Response to failure—what happens when mistakes and failures occur?
- g. Family history—major events in the life of a family, like marriages, deaths, moves, etc.
- h. Education—type and form
- i. Instability of the culture

### **3. Two mistakes that are made regarding shaping influences**

- a. Denial—saying that children are unaffected by early childhood experiences
- b. Determinism—assuming children are simply the product of shaping influences

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- i. For instance: “If I provide the proper environment, it will automatically produce the proper child.”

**4. Your kids are never passive responders to the shaping influences you provide**

- a. They are active responders
- b. Children respond to the Godward orientation of their hearts

**5. What is this teaching about?**

- a. It *is not* about how to get it right
- b. It *is not* to guarantee that you kids will grow up in the faith
- c. It *is* really about living before God in obedience
  - i. Fulfilling the calling God has given to you
  - ii. Trusting God for what God will bring in the lives of my children

**6. Then why bother?**

- a. You do all that God has called you to do because God has called you to do it
- b. Ultimately, your children are responsible for their responses to your parenting
- c. The condition of your child's heart determines how he will respond to the shaping influences of his life (see Proverbs 4:23)
- d. Proverbs 9 provides the balance needed
  - i. The wise person responds well to instruction and grows wiser
  - ii. The foolish person resists instruction and sinks more deeply into rebellion

**7. We have three reasons for hope**

- a. God's purpose is to work through families
- b. The gospel is suited to the deepest needs of your children
- c. The gospel is powerful—it can transform your kids

*End of Session 3*

**Your Child's Development: Godward Orientation**

- 1. Children interpret the shaping influences of their lives through the Godward orientation of their hearts**
- 2. Your children are designed for worship**
  - a. They will either respond with praise to God or they will bow before idols
  - b. Our children are instinctively and compulsively worshipping people
  - c. See Romans Chapter 1
- 3. Why do children fail to worship the God they are made to worship?**
  - a. They do not cease being worshippers
  - b. They end up worshipping and serving created things rather than the creator
  - c. They exchange the truth of God for a lie
    - i. This is what happens with all children, they will worship God or idols
    - ii. Your children are dazzled by God or they make the great exchange and worship created things rather than the Creator
- 4. These idols are not statues, but the subtle idols of the heart**
  - a. Note the graphic depicting the Idols of the Heart
  - b. Examples
    - i. Power and influence
    - ii. Pride and performance
    - iii. Possessions
    - iv. Pleasure and sensuality
    - v. The fear of man or the desire for the approval of others
  - c. All of these things are indications of worshipping the wrong things

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**5. Showing our kids the wonder and glory of who God is**

- a. One of the most important callings God has given us
- b. We want to show them that God is the one true object of worship

**6. The one truth that will help your children respond well to shaping influences is to have the true maturity of understanding who God is**

- a. Therefore we must help them to see the wonder of who God is
- b. Psalm 145
  - i. No one can fathom the greatness of God
  - ii. “One generation will commend your works to another”—*This is parenting*
  - iii. The acts and attributes of God
  - iv. This psalm is a job description of parenting and how to worship God
- c. Remember that your children’s worship will tell them how to interpret life
- d. You must give your children a vision for God and for God’s glory

**7. Note the brief survey of the Psalms that talk about the wonder of God**

- a. Psalm 4:6-8 “You have filled my heart with joy.”
- b. Psalm 16:11 “You have made known to me the pleasures of life.”
- c. Psalm 27 “I want to dwell in the house of the Lord.”—Knowing God is the greatest deliverance
- d. Psalm 36—Drink deeply of God’s river of life
- e. Psalm 63 “You are my God, earnestly I seek you, my soul thirsts for you.”
- f. Psalm 73 “Whom have I in heaven but you?”
- g. Psalm 81 “You will be satisfied.”

**8. The Kingdom parable in Matthew 13**

- a. The man gives all he has to acquire the precious treasure of the field—this is what the kingdom of heaven is like

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- b. Your children must come to the place where they say, "I must have God."
  - c. Your most important calling as a parent is to show them the glory of God
  - d. If you want your children to have a reason to sing on Sunday, you must present to them a glorious God
  - e. Only the worthiness of God will keep your children from the allure of mainstream entertainment
- 9. Why is this so important?**
- a. What we do with God determines how we interpret life
  - b. Solid and lasting joys are found in knowing God
  - c. Rather than helping kids see the glories of God, many parents are feeding the idols
    - i. We fill our kids' lives with stuff
    - ii. We take joy in seeing their joy in stuff
    - iii. We fill their lives with busyness and activities that relegate God to a place of almost irrelevance in their lives
- 10. If you are going to show your kids the wonder of God, you must be dazzled by God yourself**
- a. You can't give away something you don't have
  - b. Your children can see and embrace the glory of God!
    - i. Reference the note from one of Tedd's children. Your kids can get it
  - c. You must be dazzled by God's glory so you can bring that to your children
  - d. Do not focus on your failings, but on your desire to know God's goodness and glory

*End of Session 4*

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**Examining Your Goals**

**1. Examples of unbiblical goals**

- a. Developing special skills
  - i. Special skills are not bad in themselves; they have a place in your child's development
  - ii. What must be sacrificed to achieve these goals?
  - iii. What are the parent's motivations?
  - iv. What are the values that will be taught by the leaders of these activities?
- b. Psychological adjustment
  - i. Where does the Bible encourage a psychologized way of looking at ourselves?
  - ii. Are children taught to have a biblical view of competition and how to return good for evil?
- c. Saved children
  - i. Temptation to think that if my child gets saved, it will be easy to work with him
  - ii. Take note of the important cautions in this section
  - iii. We can't save our kids
- d. Family worship
  - i. Family worship is a means to an end, it is not the end in itself
- e. Well-behaved children
  - i. Well-behaved kids are a *secondary benefit* of biblical child rearing.
  - ii. This is not a primary goal
  - iii. Emphasis on well-behaved children can obscure dealing with heart issues
  - iv. The importance of manners is properly rooted in Philippians 2 - preferring others above yourself

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- f. Good education
    - i. Are good grades a biblical objective?
    - ii. Grades don't reflect how much effort and hard work have been done
    - iii. A better gauge: what will produce character strength in adulthood?
  - g. Control
    - i. Goal is to manage kids—this is not a biblical goal
- 2. What is our goal for our children?**
- a. Best summed up in the first question of the Westminster Shorter Catechism
    - i. “The chief end of man is to glorify God and enjoy him forever”
    - ii. This is where parents need to start with their kids
- 3. What if our kids are not Christians?**
- a. Even if your kids don't know God they are still commanded to obey God
  - b. There is, of course, a tension here. Our kids are called to do something they cannot do without grace
  - c. This tension shows how profoundly we need the grace and power of the gospel.

*End of Session 5*

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**Discarding Unbiblical Methods**

**1. What are the methods we use to accomplish our goals?**

- a. The story of the mother and daughter in the airport

**2. We cannot be indifferent to methodology**

- a. Biblically, the methods are as important as the objective
- b. God is not only concerned with what we do, but how we do it
- c. If we go to the culture for methods, we open ourselves up to unbiblical influences
- d. Biblical goals require biblical methods

**3. Unbiblical methods**

- a. "I didn't turn out so bad"
  - i. This parent has unquestioningly accepted the methods his own parents used
  - ii. No biblical assessment is made
- b. Pop psychology
  - i. Whatever works is good, e.g. bribery
  - ii. Superficial.
  - iii. Self-interest is the goal.
  - iv. These methods don't address the heart, only behavior
- c. Behavior Modification
  - i. This is the most popular method of child rearing in our culture
  - ii. Reward good behavior; ignore or punish bad behavior.
  - iii. **Don't miss this: Whatever modifies behavior inevitably trains the heart.** In this case, the heart is trained toward greedy self-interest and obtaining rewards.
- d. Emotionalism
  - i. An appeal to pluck the child's heart strings.



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- ii. Example: A pastor told his daughter that her poor behavior would reflect badly on his ministry
- iii. “The Chair”
- e. Punitive correction
  - i. The idea is to make children pay for what they have done
  - ii. Grounding is the most popular form of punitive correction
  - iii. Does not address heart issues.
  - iv. Not designed to improve character, but to punish behavior.
- f. Erratic eclecticism.
  - i. A catch-all methodology—because parents don't know what to do

**4. Where do unbiblical methods take us?**

- a. Since the heart determines behavior, these methods all lead to superficial parenting rather than shepherding the hearts of our children
- b. These methods address behavior and miss the point of biblical discipline
- c. The deep needs within the heart are ignored
- d. Unbiblical methods provide children with functional idols to organize his life
- e. These methods train the heart away from Christ
- f. It is impossible to have a preoccupation with behavior and end up at the Cross

**5. By focusing on the heart we see that the only hope we have is at the Cross**

- a. Our children need transformation from the inside out
- b. We want to see the shepherding of our children bring them to confrontation with God

**6. Imagine you are trying to deal with a child's failure to do his homework**

- a. Bribery: “Do your work, I'll take you to the ball game.”
- b. Emotionalism: “PLEASE, do your work.”
- c. Behavior modification: “Everyday you do your work, I'll put your name in a jar.”

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- d. "I didn't turn out so bad": "I didn't do my work. I got smacked. So I learned to do my work."
- 7. What do each of these approaches accomplish?**
- a. Do any of these approaches lead to the truth that God sent his son into the world to free people from their sin?
  - b. These approaches all train the heart away from the Cross
  - c. All of these approaches produce distance between parents and children
    - i. The child will eventually resent the attempts at manipulation
    - ii. Depth of relationship will be lost
    - iii. Note the illustration of Tedd's friend from college
- 8. We need to think of the methods that God has given us to address issues of the heart**

*End of Session 6*

**Embracing Biblical Methods: Communication**

1. **Goals and methods should be complimentary**
2. **Life that is worth living should be lived under the Lordship of Jesus Christ**
3. **Proverbs 23: instruction on rich, full communication and appropriate use of physical discipline**
  - a. See Proverbs 23:13-19, 22, 26
    - i. Physical discipline of children along with rich, sensitive communication
    - ii. We tend to separate these—the harsh disciplinarian vs the tender sensitive parent
    - iii. Proverbs 23 puts them together
  - b. This passage describes rich communication that prohibits cold, tyrannical discipline
  - c. Provides a context for honest, open communication in which the child:
    - i. Can feel known and understood
    - ii. Can even grow in the understanding of himself
4. **Communication: dialogue, not monologue**
  - a. Communication is not just the ability to express ourselves
  - b. Learn to talk *with* your children and not just talk *to* them
  - c. The finest art of communication
    - i. Is *not* your ability to express your ideas
    - ii. It *is* the ability to *understand your child*
    - iii. Skilled communication enables you to help your children articulate their thoughts
  - d. We need to be people who are able to draw others out
    - i. Learn to ask good qualitative questions that can't be answered by "yes" or "no."
    - ii. We need to listen to what is being said
    - iii. Also listen for what is not being said
    - iv. Let you child know that you delight in them

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- e. Certain questions can be used to gain certain types of information
  - i. “What?” questions reveal information
  - ii. “How?” questions reveal process
  - iii. “What did you want to accomplish?” questions reveal motivation
  - iv. “Help me understand” questions also reveal motivation
  - v. “How often?” or “where?” questions reveal patterns
  - vi. Understand the value of multiple-choice questions
- f. Parents need restraint to ask good questions, using pleasant words to promote instruction

**5. When something has gone wrong**

- a. Focus on understanding your child
- b. Your goal is to engage your child
  - i. You want more than “what”
  - ii. You want to understand “why” — focus on what is going on inside your child
- c. The example of the new sneakers
  - i. Focus on the explanation that shows what the child was thinking
  - ii. Helps you see the hopes and struggles of your child's heart

**6. Your good desire can be summarized in several ways**

- a. Your child's behavior reflects his heart
- b. What is the abundance of the heart?
- c. Internal issues of the heart are more important than behavior
- d. You want to be able to look at the world through your child's eyes
  - i. This is a tremendous encouragement to your children
- e. You want to bring the encouragement of the gospel to your children
  - i. The incarnation of Christ is a wonderful model for us
  - ii. He lived in our world and he understands our struggles

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- iii. Christ is able to sympathize with our weaknesses
- iv. Great encouragement in Hebrews 4

**7. Two functions as parent**

- a. Stand above your child as his authority
- b. Stand alongside your child as one who has experienced these same struggles

**8. Various types of communication**

- a. Our communication needs to be multi-faceted and richly textured
- b. I Thessalonians 5:14
  - i. Different types of communication for different circumstances
  - ii. We can wound our children with a rebuke, when instruction is what is necessary
- c. Types of communication (from Proverbs)
  - i. Encouragement
  - ii. Correction
  - iii. Rebuke
  - iv. Entreaty
  - v. Instruction
  - vi. Warning
  - vii. Teaching
  - viii. Prayer
- d. Your communication will take many forms
  - i. Subtle, rich nuances for each form
  - ii. This is necessary for them to understand God's ways and God's truth

*End of Session 7*

**Embracing Biblical Methods:  
Appeal to Conscience, Life of Communication**

**I: Appeal to Conscience**

- 1. The conscience is our ally in making our correction and discipline effective in our children**
- 2. What is the conscience?**
  - a. The capacity that reasons about good and evil, that distinguishes between right and wrong
  - b. The conscience is always at work (Romans 2)
  - c. Your most powerful appeals to your kids will be appeals that smite the conscience
- 3. Jesus' interaction with Pharisees in Matthew 21 is a graphic example**
  - a. Parable of the two sons—Jesus asks a question that appeals to the conscience
  - b. Parable of the vineyard—Pharisees indicted themselves by their answer to Jesus
  - c. Christ appeals to their conscience, dealing with root issues, not just surface issues
  - d. Christ is answering their original question (verse 23) that challenges his authority
  - e. Although the Pharisees didn't repent, their own responses indicted them
  - f. This is what we want to do with our children
- 4. Appeal to our children's conscience**
  - a. Deal with issues of Godward orientation
  - b. Take correction beyond simply dealing with behavior to looking at issues of the heart
  - c. Address the heart by exposing sin
  - d. God has given your children a conscience to help them understand right from wrong
  - e. Example of the boy and the offering plate—his conscience was smitten by the gospel
  - f. Help your child to see himself as a sinner, in need of the mercy of God
  - g. Help your child to see his need for grace
  - h. The focal point is to expose the inability to obey
    - i. Discipline exposes child's inability to love from the heart
    - ii. The goal: lead your child to the Cross to find grace, transformation, and help

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**5. Don't lower God's standard**

- a. Lowering the standard allows children to keep that standard without grace
- b. Hypocrisy and self-righteousness come when we give our kids keepable standards

**II: Life of Communication**

**1. Communication is not just an event, it's a lifestyle**

- a. Communication *disciplines* and *disciples*
- b. Often parents are too busy to talk unless something is wrong
- c. Communication must be ongoing, all the time

**2. Goal of communication: shepherd the heart**

- a. Help children understand themselves
- b. Help them understand how God works
- c. Help them understand how sin works

**3. Counting the cost of making communication happen**

- a. Honest, true communication is expensive, it takes time
- b. Children require time and flexibility from their parents
- c. Kids don't pour out their hearts on schedule/on demand
- d. A wise parent learns to talk when their kids are in the mood to talk
- e. It is challenging to be a good listener to your kids
- f. When your children are ready to talk, you have to be ready to engage them
- g. We must be prepared to be honest with our kids

**4. Blessings of good communication within the parent-child relationship**

- a. Note the chart about authority and influence
- b. Influence reflects the willingness of a child to place himself under the parent's authority because of trust

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**5. Benefits of Influence**

- a. Your child will trust you when
  - i. He knows you love him
  - ii. He knows you understand him
  - iii. He knows you have invested yourself in him
  - iv. He knows you seek to see things through his eyes
  - v. He knows you help him flourish as himself
- b. This kind of communication is tremendous preparation for relationships
- c. Sensitive communication leads to a full-orbed understanding of life

**6. Only biblical communication will expose the important areas of life**

- a. All of life must be viewed from the perspective of God's redemption and restoration of mankind
- b. Christ will be relevant all the time in every situation

**7. Parenting is the main job that God has called you to do**

- a. There is no way to measure the costs against the benefits
- b. This biblical communication is what God has mandated us to do as parents

*End of Session 8*



**Embracing Biblical Methods:  
The Discipline Process**

**1. Physical discipline is out of style in our culture**

- a. Often rejected by people who have been physically abused by their parents
  - i. These kids never knew when they were going to be disciplined
  - ii. The discipline was often done capriciously and in anger
  - iii. Their response was, "I will never do this to my kids"
    1. This response is appropriate - you must never do that to your kids!
    2. Don't throw out what the Scriptures say because you were abused
- b. The Bible is clear about spanking children
- c. Don't be taken captive by hollow and deceptive philosophy about physical discipline that denies the Bible

**2. The Biblical basis for physical discipline**

- a. Proverbs 13:24 — "He who spares the rod hates his son, but he who loves him is careful to discipline him."
- b. Proverbs 19:18 — "Discipline your son, for in that there is hope; do not be a willing party to his death."
- c. Proverbs 22:15 — "Folly is bound up in the heart of a child, but the rod of discipline will drive it far from him."
- d. In the Bible a fool, one who does folly, says there is no God. This is serious.
- e. Proverbs 23:13-14 — "Do not withhold discipline from a child; if you punish him with the rod he will not die. Punish him with the rod and save his soul from death."
- f. The child is on a trajectory headed for death if he is not challenged.
- g. Proverbs 29:15, 17 — "The rod of correction imparts wisdom, but a child left to himself disgraces his mother.... Discipline your son and he will give you peace; he will bring delight to your soul."

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- h. The meaning of these passages is clear, they are not hard to understand. There is an amazing amount of effort against doing what God has commanded.
- 3. The “How of Spanking:” A plan for how to do physical discipline biblically**
- a. Take your child to a private place—discipline is not a spectator sport
  - b. Tell the child specifically what he has done or failed to do—the child knows what is coming and why
  - c. Secure an acknowledgement from the child—it is so important for the child to acknowledge the discipline process
  - d. Remind the child of your objective
    - i. To restore the child to the circle of blessing
    - ii. Child has placed himself in danger because of not submitting to mom and dad
  - e. Tell the child how many swats he is going to receive
    - i. You can deal with your children according to their different personalities, etc.
    - ii. Let them know you are in control and your actions flow out of love
  - f. Remove his drawers
    - i. Layers of clothing can keep the spanking from being effective
    - ii. Important reminder: If your child is old enough to care for his own hygiene needs then leave his underpants on
  - g. Restoration
    - i. When you are done, tell him how much you love him.
    - ii. If the child will not be restored, here are two things to check.
      - 1. Was my spirit wrong while disciplining? If so, ask for forgiveness
      - 2. The child may still be outside the circle of blessing
    - iii. Pray with the child and for him.

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**4. Common questions:**

- a. When do you spank?
  - i. Many things (especially with little children) require correction but not discipline
  - ii. Discipline for defiance
- b. What do you use? — Something that stings without bruising.
- c. When is the child old enough? — When the child is old enough to *understand* your words and not obey
- d. What if I am too mad? — Never discipline when you are mad or angry
- e. What if we are not at home? — If you are not at home, don't discipline your kids
- f. What if he did not hear me? — Would he have heard you if you had whispered "would you like ice cream?"
- g. When is he too old? — Spanking is most effective with little children
- h. What if it doesn't work? — The primary reason spanking does not work is because parents discipline in anger
- i. Can I use time out instead? — No (note the clarifications Tedd makes)
- j. If I listen to you, all I will ever do is spank my kids! — If spanking is done biblically this will not be the case
- k. What if it is too late?
  - i. It is never too late—but you must train and instruct first
  - ii. It is not wise to implement a physical discipline process with older kids who were not disciplined as young children

*End of Session 9*

## Shepherding Children Ages 0-5

### I. The training objectives for the first five years of life

1. **The first five years are marked by development and radical change**
  - a. Physical
  - b. Social
  - c. Intellectual
  - d. Spiritual
  - e. This can be overwhelming
2. **Overarching goal for the first five years: help your children be people under authority**
3. **The Circle of Blessing (Ephesians 6:1-3)**
  - a. Obey → Long life → Honor → Go well
  - b. We must make a gourmet presentation of this truth to our kids
    - i. Negative presentation invites rebellion
    - ii. Make a presentation that is attractive
  - c. Key definitions for terms in the circle of blessing
    - i. *Obey*: Submission to God's authority that causes a child to do what he is told by his parents immediately, without excuse, without complaint and without question
    - ii. *Honor*: Submission to God's authority that causes a child to speak to his parents with respect for their role as God's agent of nurture, direction and discipline
    - iii. *Go well*: The natural and spiritual blessings of obedience
      1. The spiritual blessing is being where God wants you to be
      2. There are also practical, natural blessings
    - iv. *Long life*: The blessings of prosperity and protection, richness and fullness of life that God provides for a child who lives under His structure of authority

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- d. Note how the diagram is extended to illustrate what happens when the child moves outside of the circle of blessing
  - i. Discipline and correction—a rescue mission designed to restore the child to the circle of blessing
  - ii. Discipline and correction is not what I do *to* my children, but *for* my children

## **II. Physical discipline in the early years**

### **1. Illustration of little girl with her doll**

### **2. What is a child's most basic problem?**

- a. Not a lack of information
- b. The child's problem is that he is a sinner

### **3. Appropriate use of the rod of correction**

- a. A parent, in faith toward God and faithfulness towards his or her children, undertaking the responsibility of careful, timely, measured, and controlled use of physical discipline to underscore the importance of obeying God
- b. This rescues the child from continuing in his foolishness and coming to destruction
- c. The description broken down:
  - i. A parental exercise—all of the passages about physical discipline describe the parent as the one who is responsible for physical discipline
  - ii. An act of faith—parents must do this trusting God
  - iii. An act of faithfulness—recognizing that there is hope in discipline
  - iv. A responsibility—the parent determining to obey God
  - v. Physical discipline
    - 1. It is never a time for venting wrath
    - 2. It is a rescue mission to restore your child to the circle of blessing

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**4. Some distortions of physical discipline**

- a. It is not a right to sinful anger
- b. Anger in physical discipline is always wicked and wrong
- c. It is not a right to hit our children capriciously
  - i. Parents are not to use physical force whenever they want
  - ii. This is a violation of Ephesians 6:4
- d. It is not venting frustration
- e. It is not something you do when you don't know what else to do
- f. It is not retribution
  - i. It is not a child paying for his sins
  - ii. Instead, physical discipline has the positive goal of restoration
- g. It is not associated with vindictive anger
- h. Your child should be restored and happy after physical discipline

*End of Session 10*

**Shepherding Children Ages 6-12**

- 1. Many issues cannot be reduced to obedience—we need to get to the sin beneath the sin**
- 2. The heart directs behavior**
  - a. Note the illustration from Matthew 15
  - b. It is what comes out of the heart that makes a man unclean
    - i. Ungodly behavior flows from ungodly attitudes
    - ii. Godly behavior flows from godly attitudes
  - c. The danger is that parents isolate behavior issues from heart issues
    - i. Very easy for parents to focus on behavior instead of the heart
    - ii. The temptation: trying to produce behavioral change without addressing heart attitudes behind behavior
    - iii. Note the “Shut up Jar” illustration
    - iv. A fight over a toy is really a fight between two selfish kids
- 3. Does God commend right actions for wrong motives?**
  - a. This is what Jesus condemned the Pharisees for
  - b. If you deal with the heart, the right attitudes will follow
- 4. See chart for a suggested list of attitudes of the heart**
- 5. The attitudes of the heart push and pull our children's behavior**
  - a. As parents we want to give our children these truths
  - b. Develop a heart notebook
  - c. Address practical concerns (e.g., what does revenge look like for an eight-year-old?)

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- d. Concerns about electronic media
    - i. Children are ready to deal with the Internet only when they gain insight into the attitudes of their heart.
    - ii. Technical proficiency is not enough to prepare kids for the internet world
- 6. Attitudes of the heart are about much more than information transfer**
- a. Yet we say to our kids, "I can't believe you would be so selfish"
  - b. We act as if having the right information is all that matters
  - c. The attitude of the heart is what matters most
- 7. Dealing with issues of the heart**
- a. Allows parents to stand in solidarity with children, since they are facing the same issues
  - b. The beauty is that Christ has come to transform the heart
  - c. When we are dealing with the heart we are naturally led to the gospel
  - d. The goal: give children a way to understand themselves in light of the grace of the gospel
  - e. We want our children to have an intelligent grasp of the grace and power of the gospel

*End of Session 11*



## **Shepherding Teens**

### **1. Common characteristics of teenagers**

- a. Insecurity
- b. Vulnerability
- c. Instability
- d. Emotional instability
- e. Apprehension
- f. Tendency to rebel

### **2. Common pitfalls for parents**

- a. Cops and robbers—parents always checking up on children
- b. Parents Disengage—give up on trying to influence their teenagers
- c. Authoritarianism versus influence
- d. Reckless words—derogatory, nasty words do great damage
- e. Majoring on the minors—focusing on matters of style and taste

### **3. Goals with our teenagers**

- a. Internalization of the gospel
- b. Passing on the baton of faith
- c. Shepherding their interaction with the truth of God's word
  - i. Parents need to bring God's word to their kids all the time
  - ii. Apply God's truth to think through issues of culture
  - iii. Apply scripture to relationship struggles
- d. Shepherding teenagers through the inevitable periods of doubt
  - i. Teenagers *will* come to the point of wrestling with issues of faith
  - ii. Parents need to be ready for these periods
- e. Develop a relationship that leads to mutuality as adults under God

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**4. Three foundational things for interacting with teenagers**

- a. The fear of the Lord
  - i. Proverbs 1:7—"The fear of the Lord is the beginning of knowledge; fools despise wisdom and instruction."
  - ii. This is the first step in the path of wisdom
  - iii. The fear of God has been de-emphasized in modern evangelical culture
- b. Proverbs 1:9-10—Remember your parents' words.
- c. Disassociation from the wicked
  - i. Equip your teenagers to get out of places of danger
  - ii. Wicked people present evil as something attractive, and offer acceptance

**5. Communication**

- a. Communication with your teenagers is dictated by your parenting paradigm
  - i. If your paradigm is *control*, you will use harsh words
  - ii. If the paradigm is *nurture*, your language will be different
- b. Biblical communication has spiritual foundations that reflect a life of faith and confidence in God
  - i. Proverbs 15:33—The fear of the Lord teaches a man wisdom
  - ii. Proverbs 9:10—The fear of the Lord is the beginning of wisdom
  - iii. Proverbs 17:27—Wise people speak with restraint
    - 1. Shouting trivializes your words
    - 2. Avoid wordiness (see Ecclesiastes 6:11; Proverbs 17:28)
    - 3. Too many words make your words meaningless
    - 4. If you say too many words, you will say things that are unguarded
    - 5. Think first, speak second (see Proverbs 15:28, 29:20)
- c. Use pleasant words (Proverbs 16:20-24—Pleasant words promote instruction)

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- d. Your goal is understanding
  - i. The finest art of communication is not the ability to express your thoughts; it is the ability to understand your kids (Session 7)
  - ii. Heed the warning of Proverbs 18:2—"The fool does not delight in understanding, but delights in airing his own opinions"
- e. Communication is what enables you to have a relationship with your teenagers that makes you an influence in their lives

*End of Session 12*