

*Raising  
Responsive  
Children*

*A BIBLE STUDY FOR MOMS*

**Leader's Guide**

**By Judy Rossi**

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## *A Note to the Leaders*

Dear Sisters in Christ:

First, my deepest thanks for leading *Raising Responsive Children: A Bible Study for Moms*. It is my prayer that by doing so, you will encourage and equip moms to be their best for the Lord and for their families. And may you be blessed in the process!

This study addresses *all* moms—married moms, divorced moms, widowed moms, and moms who have never been married. Grandmoms, too. It can also be applied to children of any age. May you cling to God's truth in all of the circumstances you'll find among your students. Believe God, and encourage your students to believe God and let Him work. That work first takes place in our own hearts. Then the goodness of God is able to touch the heart of another through us. As we apply God's principles to our role as moms, His beautiful dynamic begins to unfold.

Should you have any questions, comments, or suggestions regarding *Raising Responsive Children: A Bible Study for Moms* or the Leader's Guide, please send them my way. The Leader's Guide is a work in progress. Therefore, I welcome your feedback and any questions you'd like to add to the Frequently Asked Questions (FAQ's) at the end of each lesson in the Guide. Contact me through my email at [judy@evmministries.org](mailto:judy@evmministries.org), and please visit my website anytime at [www.evmministries.org](http://www.evmministries.org).

May God richly bless you as you do this good work that He prepared in advance for you to do (Ephesians 2:10).

Loving you in Christ,

Judy Rossi

## ***Raising Responsive Children (RRC)*** **Leader's Guide**

### **Introduction**

Resources: *Raising Responsive Children (RRC)* and a Bible are all that each student should need for this course. In Lesson 5 we'll begin charting our children's personalities. Your students may elect to do that in a journal or download the charts from my website: [www.eyministries.org](http://www.eyministries.org).

Who should take *Raising Responsive Children*? *RRC* is for every mom. She can be married, divorced, widowed, or never married. It's also for grandmothers or for anyone else who has a heart to educate and encourage moms through the Word of God.

And it will apply to kids of all ages!

**Teaching Sessions:** *Raising Responsive Children (RRC)* may be taught in one of the following three ways: 1) over **one semester (Introduction plus 12 weeks)**; 2) from **January to May/June (Introduction plus 20 weeks)**; or 3) over **two-semesters (Introduction plus 24 weeks, typically September to May)**. Each syllabus at the end of this section divides the lessons in accordance with the 20 and 24-week sessions. Lesson 8 gives you an option to add a class to the 20 and 24-week sessions in order to do a behavior lab in the class (See page 6).

**Frequently Asked Questions (FAQ's):** At the end of each lesson in the Guide, I am building a Frequently Asked Questions (FAQ's) section. Feel free to send me the burning questions that come up in your classes if you think the answers would benefit students in other classes. I will gladly help you answer them, and if applicable, add them to the Leader's Guide.

**Leadership Responsibilities:** When we lead a Bible study, we are beginning a wonderful adventure with God and with the women in our classes. It is also an amazing privilege. With that come a handful of responsibilities:

- Have a heart for women's growth in the Lord and in their mothering
- Be aware of and have compassion for where your students are in their faith, and, if necessary, be prepared to lead a student to Christ.
- Commit to finishing each week's "heartwork" (I don't call it homework) and seek God's wisdom on how to facilitate that week's lesson.
- Be a *servant-leader*. Matthew 20:25-28, Jesus said, "*You know that the rulers of the Gentiles lord it over them, and their high officials exercise authority over them. Not so with you. Instead, whoever wants to become great among you must be your servant, and whoever wants to be first must be your slave—just as the Son of Man did not come to be served, but to serve...*" We're given the Ultimate Example. Our number one responsibility is not to "lord" our authority, knowledge, or opinions over our students, but to come along side them and point them to the truth of Jesus, who is the Final Authority in all things.

We do this when we...

- Don't dominate the class by teaching the lesson, but rather, ask questions relevant to that week's lesson (this Guide helps with the questions).
- Respect everyone's answers and listen without interruption. However, *tactfully correct any error or misrepresentation* of scripture as it applies to them, their marriages, or their parenting.
- Don't permit personal experiences to be more relevant to a parenting issue than the application of God's Truth. Although personal experiences can be helpful examples, they should not trump the value of applying God's Word to all circumstances. Therefore...
- Throughout the study, encourage *testimony* on how applying what they're learning is impacting their relationship with their family. Personal experience doesn't get better than this!

- Handle the Word of God correctly: The apostle Paul lovingly admonishes Timothy in 2 Timothy 2:15 to present himself to God “*as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth.*”
- Handle confidential information wisely: You will become privy to sensitive information in the classroom, as will your group facilitators if you have small groups. Paul warns Timothy in 2 Timothy 2:16 to “*avoid godless chatter, because those who indulge in it will become more and more ungodly.*” It’s a warning to heed and to ask your students to do same.
- Apply what *you* learn from this study of God’s word to your own parenting where applicable. Allow yourself to be appropriately transparent with your students about your successes and your failures. Both can be personal *testimony* to God’s faithfulness and glory.
- Be willing to mentor/coach/encourage your students *from the perspective of God’s Truth and its application to their lives and mothering* rather than from your personal knowledge or opinion.
- Keep track of your ladies. If one misses two classes in a row, connect with her, make sure she’s OK, and encourage her to return. (*If you have small groups, give this responsibility to your small group facilitators.*)

**Using Visuals or Practical Applications:** “Visuals” and practical applications are provided at the beginning of some of the lessons in the Guide. You may want to use them in order to drive that lesson’s main point home. The study can use more visuals or practical application. If God gives you either that is successfully used in your class, please send it to [judy@eyministries.org](mailto:judy@eyministries.org). I will incorporate it into the chapter to which it applies and attribute it to your study. Thank you in advance!

**Before You Begin:** Here are some helpful hints before your first session.

- Prayerfully decide whether you will study *Raising Responsive Children* over **one semester (Introduction plus 12 weeks)**, or over **two-semesters (Introduction plus 24 weeks)**.
- You may want to use the **handouts** available at the end of this section. They include a Syllabus for the 12-Week Study, the 20-Week Study and the 24-Week Study, a Class Roster and an Attendance Sheet. These will help your ladies keep track of their lessons, and help you keep track of your ladies. If someone is absent, you will have the information you need to connect with her. You can also establish a group email so that you can send your students changes, reminders, and encouragements throughout the semester or year.
- Decide whether or not you’d like to incorporate small group discussion into your weekly sessions. Doing so will give your students 15 minutes for the “Bottom Line Question” that pulls together the week’s lesson with practical application. (See RRC Small Group Guidelines.) Small group discussion is beneficial no matter how large or small your class is. Time allowance is the factor.
- Make sure everyone has the day, time, place, and directions for where you’ll meet.
- Arrive early to your meeting place to make sure it’s set up the way you want it. Be prepared and organized. This gives your students a positive first impression.
- Be sure you have a copy of the study before your Introductory session so that you can be familiar with its contents. It’s also helpful to have completed Lesson 1 so that you can begin to create a sense of anticipation and excitement about what you will all learn. It’s beneficial to stay one lesson ahead of your students.
- Determine how long your study will last each week. Sixty to ninety minutes of Bible study class time is ideal. (This doesn’t include fellowship time, praise and worship, or prayer time.) Small group time can be incorporated into the 60-90 minute time frame.

## **Laying the Foundation for *Raising Responsive Children: A Bible Study for Moms***

Depending on how your study sessions are configured and the flexibility of your women's group, *Raising Responsive Children* lessons can be done over 12 weeks (one semester), 20 weeks, or 24 weeks (or two semesters). A sample syllabus for each is on pages 10 and 11.) Either construct should include an extra week for the study's Introduction.

In Lessons One through Twelve, the Leader's Guide will provide a Main Point and questions (Q) that apply to each Day's sub-lesson. Some questions will draw answers from the book for review, while others will elicit personal responses from your students. At times, I will contribute the answer (A). *Since there are more questions in the Guide than you may have time for*, it's important that you tap in to the Holy Spirit's leading for your class. It's not necessary to ask each question. God may even give you other questions that are more fitting for your moms. Enjoy where the Lord leads you. A "Bottom Line Question" (BLQ) is provided at the end of each lesson in the Guide, and is configured for either the 12-week or the 24-week study. If you are doing the 20-week study, you can adapt the BLQ's accordingly. BLQ's will tie the entire week's study together and can be addressed as a class or after breaking into small groups. (See Small Group Guidelines, page 9.)

### **"Lesson 8 Lab"**

An extra week for the "**Lesson 8 Lab**" may be beneficial to your class. Lesson 8 is critical for moms. It teaches them how to apply the various discipline techniques to a variety of behaviors. **Adding an extra week to do the "Lesson 8 Lab" would be highly beneficial to moms who may not quite grasp how to use verbal discipline, spanking, or natural and created consequences effectively and wisely.** Typically, the 12-week program can't support a full lab; however, you can reserve a portion of class time for small group lab time. If on the 20 or 24-week program, Days One through Four can be covered the first week, and Day Five can be the "**Lesson 8 Lab**"; or a third week can be added to Lesson 8 during which you do Day Five in the form of the "**Lesson 8 Lab**" (making it a 21-25-week program).

Here is how the "**Lesson 8 Lab**" works: Have each gal come to Lab Week with a 2-3 line written scenario that challenges her parenting. Place each scenario in a hat or bowl. On lab day draw out a scenario, read it, and ask "*Based on what you've learned so far, what would you do?*" Then have the class resolve the problem in accordance with what they have learned in Lesson 8. What natural consequences are available to each scenario? If there are none, what created consequence is appropriate? Would a verbal rebuke or correction fit the child's behavior and personality? Is a spanking required? Let the gals do most of the resolving while the leaders keep them on track. No single scenario is to be belabored (5-7 minutes max.) Leaders should try to get through as many scenarios as possible during the "**Lesson 8 Lab**" week.

"**Lesson 8 Lab**" can also be done quite effectively in Small Groups with each member offering up her parenting challenge for resolution among those in her group and in accordance with what group members have learned. After their discussion time, allow each group to present its best scenario to the entire class.

**Need a little more time for discussion?** Here's a tip from a sister-leader, Kathleen DeKrey Lowry: I am leading a group of about 16 women. I am referring to our class as "Mothers together for Christ". We have (only!) 1½ hours to discuss our lesson. (I think that 1½ hours per day would hardly give us time to say all that could be said.) So! We meet at the local MacDonald's (with play room) after class to expel any extra words that people have left over at the end of the official time. Yesterday was our first lunch out, and women were still lingering 3 hours later. I am also planning to have some weekend kid friendly activities such as bowling or roller skating. My goals are to give these women a chance to really bond with one another, and to give them a setting in which to observe each other, as Christian moms, dealing with real in the moment parenting.

## **The First Day: Getting Started** **Introducing *Raising Responsive Children***

- Open with prayer
- Introduce yourself and anyone who is helping you with the class, such as a co-teacher, or one who collects the money for the books, one who is taping the class, group leaders (should you break into small groups after class discussion for Bottom Line Questions), etc.
- Have your students fill out the Attendance Sheet and the Class Roster
- Distribute copies of *Raising Responsive Children: A Bible Study for Moms*
- Distribute copies of the syllabus (page 10 or 11)
- When introducing RRC, **encourage your students to:**
  - Arrive to class on time
  - Place children in age-appropriate child care if available on sight. Otherwise, both facilitator and students can be easily distracted by child activity in the class environment.
  - Commit to the heartwork and arrive prepared, reminding them that each lesson builds toward the next.
  - Enjoy their *heartwork*. *Raising Responsive Children* is “user friendly”, even if women are new to Bible study. As they prepare their lessons daily with the Lord, they can experience *joy, revelation, and delight* in what God teaches them.
  - Be deliberate about *creating* the time to complete their heartwork. Each day’s heartwork within a lesson will require an average of 30-60 minutes (based on a 12, 20, or 24-week study). Get them excited about what they’ll learn at the Lord’s feet!
  - The first few lessons are longer than the remainder since they are foundation-building for parenting. Encourage them to give their lessons their all. Some settings for doing heartwork might include: before kids awake in the morning, right after kids go to school, in lieu of a TV program, in the car while waiting at soccer, swim, baseball practices (not during games!), in the doctor or dentist’s waiting room, and so on. Even several 10-15 minute snippets of time in a day are valuable. (I keep my study and Bible in a tote by my chair. It’s by my side at home to do, or it’s ready to go where I go. I’ve completed a whole lesson while waiting to be seen at a clinic appointment!)
  - Schedule dental/doctor/school appointments any other day but Bible study day, if at all possible.
  - Use the writing space in the study’s margins for their insights and questions. Encourage them to make notes as they’re learning. (For example: they can answer text questions in pencil, write questions for verification in blue ink, and highlight Scriptures or statements that really speak to them with their favorite highlighter.)
  - Scroll through the study’s Table of Contents, noting how each lesson builds the foundation for the next. Please make this point to your class.
  - Pay attention to the text in the margins on each page and go the extra mile.
  - Use a Bible they’re comfortable with. If you have students new to the Bible, take the time to mention the different Bible translations available. You may even bring several examples for them to look over after class, such as *The New International Version* (NIV), *New American Standard Bible* (NASB), *New Living Translation* (NLT), *English Standard Version* (ESV), *New King James Version* (NKJV). Encourage them not to be embarrassed or intimidated by their newness to the Bible, and to depend on their Table of Contents or Bible tabs (available at any Christian bookstore) for easy access to the books in the Bible. We all start out in the same place. By the time they finish this study, they’ll be very familiar with their Bibles. ☺
  - Participate in class discussion without dominating it. Encourage your women to contribute the wonderful insights that *God reveals in their heartwork and application*, so that many may benefit. Often, women want to “talk” or ask questions without the benefit of completing their week’s study. I have found that in many cases their questions would have been answered had they done their heartwork. That said, my classroom policy encourages women to contribute comments for those

days of heartwork that *they completed*. If there are days of a lesson that they didn't complete, I invite them to kick back and listen to the insights of others. So, gently encourage your women to complete their lessons so that they can contribute knowledgeably, or ask questions that haven't been covered or clarified in the text.

- Stay on topic. It is easy for a student to get off topic or bring up a personal parenting issue. If you have small group time, that will allow an opportunity to *apply scripture* to specific "kid-issues". Remember that you facilitate the learning and discussion among all class members; therefore, tactfully but firmly bring the class back on topic should the discussion get temporarily derailed. A statement such as, "Why don't you and I discuss that particular issue more specifically after class?" can work very well. Then, don't be afraid to move on. (If an after-class connection isn't convenient for a student, be sure to follow up with a phone call or email.)
- Listen respectfully to others without interruption
- Commit to confidentiality in and out of the classroom
- Not to berate their husbands or children in classroom or group discussion—or at any time. Conveying a problem can be done without tearing down the family member. This will be the beginning of a great new habit for many wives and moms!

**Introducing Lesson 1:** For your next meeting, students should read the "Preface" of *Raising Responsive Children* and follow the 12-week, 20-week, or 24-week syllabus for Lesson 1, "The Ultimate Parent". Give them a motivating preview based on what you learned in the first lesson. Remind them that God can help them create study time throughout the week which gives them opportunities to apply His principles *as they learn them in their daily study*.

- Student Introduction: It's good to get to know your gals and establish a comfort zone. After the administrative duties are completed, you can ask each student the questions below. One to two minutes each is plenty of time for their answers. Depending on class size, this can be done as a whole class or in small groups.
  - Student's name and husband's name
  - Children's names and ages
  - Give one up-building word about each child
- Finishing Point: Ask how many focus daily on the positive attributes of their children. We, instead, have a tendency to focus on the negative characteristics, or what we perceive as being a hopeless circumstance. BUT, *we do not serve a God of hopelessness*; but the God of hope. This week, encourage them to
  - Go through their baby albums or family pix
  - recount fun family experiences
  - focus on their kids' good qualities and look for more
  - consider the blessings their children are intended by God to become.
  - Create a sense of anticipation that God will be moving in their lives, in their marriages, and in their parenting throughout this study (**Isaiah 43:18 and 19**). Then watch Him!

**Option:** A "set the stage idea" from a sister teacher, Kathleen DeKrey Lowry: For our first "set the stage meeting", I decorated the table with colorful wooden blocks (they are MINE, as my youngest is 13...), and a figure of Christ. I used these verses, and talked about building our lives, and our children's lives, on Christ. I Corinthians 3:11; 1 Peter 2:5; Ephesians 2:18-20; Psalm 118:22-23; Matthew 7:24. I reminded them that the Word of God is the Sword of the Spirit, and that God's purpose, every time we open the Bible, is to change US! (This is not a "fix your children class", this is a "Lord, let me see You and reflect Your glory in my home" class.)

**Close with Prayer** and dismiss the class.

## **RRC Small Group Guidelines** *For Class Leaders and Group Facilitators*

As the Class Leader, you may choose to discuss the questions from each Day with the class as a whole, then break into small groups to discuss the Bottom Line Question that ties the lesson together with personal application.

Each small group should have the same students and facilitator weekly.

### **Purpose of Small Groups:**

- To discuss specific “Bottom Line” question as it relates to their parenting in the small group. The Bottom Line questions are provided in the Leader’s Guide at the end of each lesson and conform to the 12-week or the 24-week course and will adapt to the 20-week study accordingly. The Class Leader will give each Group Facilitator the Bottom Line Question before class begins.
- To build rapport and establish a place of intimacy, support, safety (confidentiality) and prayer support
- As with the whole-class concept, to lovingly and continually *point these women to Christ and His Word as the plumb line for the challenges in their parenting.*

### **Small Group Facilitators should**

- Be biblically grounded
- Handle the Word of God correctly
- Be committed to finishing each week’s “heartwork”. Then they can legitimately encourage their group to apply to their parenting what they learn from the Word of God.
- Have the heart of a servant-leader
- Have a heart for women’s growth in the Lord
- Have compassion for where each woman is in her parenting without judgment or condemnation
- Pray during the week for those in her small group
- Be able to impart truth to tough places in her women’s lives and mothering with love and grace
- Apply what she learns to her own life, marriage, and parenting
- Handle confidential information wisely
- Be willing to mentor/coach/encourage her group participants from the perspective of God’s Truth and its application to their lives and parenting rather than from personal knowledge or opinion.
- Stay connected with her small group on a weekly basis, particularly if a student misses two classes in a row.

### **Guidelines for RRC small groups:**

- Up to eight women per small group are easy to manage. If the length of your meeting time is a factor, make your groups smaller so that each woman can share within the 10-20 minutes allotted.
- Confidentiality is necessary. Every woman needs that safety net.
- Establish how long your small groups will meet. Be sure to start and end on time. If small groups convene after class discussion, 10-20 minutes should give ample time to discuss the Bottom Line Question(s), depending on the size of the group. The smaller the group, the shorter the time needed.
- Group Facilitators should keep a gentle but firm reign on each woman’s “talk” time so that each has an opportunity to address the “Bottom Line” question(s).
- The Bottom Line question(s) may raise more questions. If a Group Facilitator doesn’t know the answer to a question asked by a student, *she is to confidently say so*, then follow up with the answer the next week or by personal contact (telephone or email). The Class Leader should be available to help with answers to questions that come up. The whole class may benefit from the question and answer, which

the Class Leader may address in the next class. Feel free to contact me should you need assistance with a question: [judy@eyministries.org](mailto:judy@eyministries.org)

- Finally, keep track of your ladies by having their names, emails, and phone numbers. If one misses two classes in a row, connect with her, make sure she's OK, and encourage her to return.

### **Group Session Prayer Time:**

Important tip: Don't take down prayer requests with the purpose of sending them out on the email for your group to pray for. You don't know who on the other end of the email will end up reading it besides Mom. Below are two options. My recommendation is the first:

**Option 1:** Give each student in your small group a Post It note or small piece of paper at the *beginning* of each class and ask them to write their prayer request before small group time. (*This prayer request should be concisely written. It should also be parent, child, or parenting-issue specific and related to that week's lesson, as opposed to praying for a sick relative, a job opportunity, etc. The purpose of this is to get them focused on praying for themselves as moms, for their parenting skills, dad's involvement, their children, and family-specific issues.*) The written prayer request saves precious time during small group time. At the beginning of group time, have each mom take another's note to pray for during the week. The Small Group Facilitator can pray at the end of the group time as led by God and based on what the group discussion revealed that day. Many students will be new to the concept, purpose, and power of prayer. This is a good venue where students can be taught about prayer and also observe the results of prayers within their groups.

**Option 2:** For the first few weeks, Group Facilitators can close their group in prayer. As the weeks unfold, they should invite their gals to participate in the prayer process, making their contributions short and to the point for the sake of time. It will be the Group Facilitator's call as to when she initiates that participation. The participation is necessary over time to encourage students toward a level of comfort with prayer. Many students will be new to the concept, purpose, and power of prayer, so this is another good venue where they can be taught about prayer and also observe the results of prayers within their groups. (*As explained in Option 1, keep the prayer requests short, parent, child, or parenting-issue specific and related to that week's lesson. The purpose of this is to get them focused on praying for themselves as moms, for their parenting skills, dad's involvement, their children, and family-specific issues.*)

**Post-Processing (necessary at least monthly):** The Class Leader and Group Facilitators should get together before or after class at least monthly in order to process group time – facilitators' questions, concerns, etc. Please be sensitive to the potential for the meeting to become a chatty discussion of personal information about the women in the groups. Personal information should be discussed only when genuine counsel is being sought. The Class Leader should be accessible to help her Group Facilitators as the need arises.

**Remember, the purpose of the small groups is not to FIX the student and her problems, but to continually point her to the One Who can through His Holy Spirit.**

*Sample Syllabus for teaching RRC over one semester (12 + Intro; 13 weeks + intro if “Lesson 8 Lab” is added. (See Lesson 8, page 40. “Lesson 8 Lab” under “Getting Started”):*

***Raising Responsive Children: A Bible Study for Moms***

**12-week Syllabus**

(13 weeks with Lesson 8 Lab option)

Fall or Spring 20\_\_

<b><u>Lesson Due</u></b>	<b><u>“Heartwork” Assignment to be completed for:</u></b>
Month/Day	Opening Day and Introduction of the Study
Month/Day	RRC Lesson One: The Ultimate Parent
Month/Day	RRC Lesson Two: The Model Son and the Comforter
Month/Day	RRC Lesson Three: The Ultimate Makeover
Month/Day	RRC Lesson Four: The Marriage Message
Month/Day	RRC Lesson Five: Getting to Know You
Month/Day	RRC Lesson Six: The Homefront
Month/Day	RRC Lesson Seven: No Greater Joy
Month/Day	RRC Lesson Eight: The Art of Godly Discipline
Month/Day	Lesson 8 Lab with Day Five (OPTIONAL: See page 6)
Month/Day	RRC Lesson Nine: A Mom’s Challenges
Month/Day	RRC Lesson Ten: Raising a Responsive Young Man
Month/Day	RRC Lesson Eleven: Raising a Responsive Young Woman
Month/Day	RRC Lesson Twelve: Praying for Your Children

**Sample Syllabus for teaching RRC from January to May/June (approximately 20 weeks):**

***Raising Responsive Children: A Bible Study for Moms***

**20-week Syllabus**  
Winter/Spring 20\_\_

**Lesson Due                      “Heartwork” Assignment to be completed for:**

Month/Day	Opening Day and Introduction
Month/Day	Preface and Lesson 1: Days One, Two, Three
Month/Day	Lesson 1: Days Four, Five
Month/Day	Lesson 2: Days One, Two, Three
Month/Day	Lesson 2: Days Four, Five
Month/Day	Lesson 3: Days One, Two, Three
Month/Day	Lesson 3: Days Four, Five
Month/Day	Lesson 4: Days One, Two, Three
Month/Day	Lesson 4: Days Four, Five
Month/Day	Lesson 5: Days One, Two
	Lesson 5: Three, Four, Five
Month/Day	Lesson 6: Days One, Two
Month/Day	Lesson 6: Days Three, Four, Five
Month/Day	EASTER BREAK
Month/Day	Lesson 7: Days One, Two, Three, Four, Five
Month/Day	Lesson 8: Days One, Two
Month/Day	Lesson 8: Days Three, Four, Five
Month/Day	Lesson 9: Days One, Two, Three, Four, Five
Month/Day	Lesson 10: Days One, Two, Three, Four, Five
Month/Day	Lesson 11: Days One, Two, Three, Four, Five
Month/Day	Lesson 12: Days One, Two, Three, Four, Five

**Sample Syllabus for teaching RRC over two semesters (approximately 24 weeks + Intro):**

***Raising Responsive Children: A Bible Study for Moms***

**24-week Syllabus**

Fall 20\_\_

**Lesson Due                      “Heartwork” Assignment to be completed for:**

Month/Day	Opening Day and Introduction of the Study
Month/Day	Lesson 1: Days One, Two, Three
Month/Day	Lesson 1: Days Four, Five
Month/Day	Lesson 2: Days One, Two, Three
Month/Day	Lesson 2: Days Four, Five
Month/Day	Lesson 3: Days One, Two, Three
Month/Day	Lesson 3: Days Four, Five
Month/Day	Lesson 4: Days One, Two, Three
Month/Day	Lesson 4: Days Four, Five
Month/Day	Lesson 5: Days One, Two
Month/Day	Lesson 5: Days Three, Four, Five
Month/Day	Lesson 6: Days One, Two
Month/Day	Lesson 6: Days Three, Four, Five
Month/Day	Lesson 7: Days One, Two, Three
Month/Day	Lesson 7: Day Four, Five
Month/Day	Lesson 8: Days One, Two
Month/Day	Lesson 8: Days Three, Four, and Five OR
Month/Day	“Lesson 8 Lab” with Day Five (See page 6)
Month/Day	Lesson 9: Days One, Two, Three
Month/Day	Lesson 9: Days Four, Five
Month/Day	Lesson 10: Days One, Two
Month/Day	Lesson 10: Days Three, Four, Five
Month/Day	Lesson 11: Days One, Two
Month/Day	Lesson 11: Days Three, Four, Five
Month/Day	Lesson 12: Days One, Two
Month/Day	Lesson 12: Days Three, Four, Five





***Raising Responsive Children***  
**Leader's Guide**  
**Lesson 1 ~ The Ultimate Parent**

**Getting Started**

- **Leaders:** The “Q” below is for “Question” followed by the page number where you can find the information that answers the question. Some questions may be about a particular point but not specifically asked in the heart work.
- Open with prayer.
- If this is a 12-week course, introduce Lesson 2. Have students write the following questions at the top of page 25 and consider it throughout the week while they’re doing their lesson: *Am I in a religion about Jesus Christ, or am I in a relationship with Him? How do I know the difference?*
- Ask how this week’s heartwork went. Some may have met resistance while doing their heartwork, or had feelings of being overwhelmed, or perhaps felt unworthy, or were filled with a sense of, “It’s too hard!” If so, assure them that they’re in the right study. The last thing the Enemy wants them to do is add depth to their learning by following God in the parenting process. The effort and perseverance they put into this study will have a generational effect.

**Lesson 1 ~ Main Point:** God’s children must become intimately acquainted with Him as their Father. When we become aware of and responsive to how He parents us, then we’ll understand how to parent our own children.

**(OPTIONAL)**

**Visual/Practical Application #1:** Have you got a good illustration for this week’s lesson? Please send it to me: [judy@eyministries.org](mailto:judy@eyministries.org). Thanks!

For our first “set the stage meeting”, I decorated the table with colorful wooden blocks (they are mine, as my youngest is 13...), and a figure of Christ. I used the verses that follow, and talked about building our lives and our children’s lives on Christ: I Corinthians 3:11, 1 Peter 2:5, Ephesians 2:18-20, Psalm 118:22-23, and Matthew 7:24. I reminded them that the word of God is the Sword of the Spirit, and that God’s purpose—every time we open the Bible—is to change *us!* This is not a “fix your children class”; this is a “Lord, let me see you and reflect your glory in my home” class.

-- Kathleen DeKrey Lowry, Ft. Leavenworth, KS

**Author’s note:** Kathleen’s leadership doesn’t end with each class: “We meet at the local MacDonald’s (with a play room) after class to expel any extra words that people have left over at the end of our official class time. Yesterday was our first lunch out, and women were still lingering 3 hours later. I am also planning to have some weekend kid friendly activities such as bowling or roller skating. My goals are to give these women a chance to really bond with one another, and to give them a setting in which to observe each other, as Christian moms, dealing with real in-the-moment parenting.”

**DAY ONE ~ In the Beginning**

**P 1, last two sentences:** Remind them of the challenge of how God wants us to raise our children: “God’s children must become intimately acquainted...”

**P 2:** Did anyone note anything that stands out about creation?

**Leaders:** Three things stand out to me: 1) Everything was specifically created: “According to their kind...”. 2) In His supreme perfection, God pronounced everything “good/very good”. 3) There was an ascending order of the intricate and spectacular.

**P 3: Genesis 1:26 and 27:** Why do you think God would want to create male and female in the image and likeness of the Godhead? Read last paragraph, “God assessed all...” **Leaders:** It’s important to emphasize that we are raising children to represent and resemble Him just as we, His children, are to do.

**P 4:** Read **Psalm 139:13-16** and **Matthew 10:29-31**. What significance do these passages have for each of us?

**P 5:** What is your response to the last paragraph, especially as it relates to *each child in your home*?

### **DAY TWO ~ In the Hands of the Creator**

**P 6:** Referring to paragraph 1, what do you think about the notion that you were created *for God’s pleasure*?

**P 6:** What was different about the way God created Adam and then Eve?

**P 6-7, top:** According to **Genesis 2:8-9, 15, and 16-17**, what two areas of responsibility did God place on Adam and what does that mean for a man today?

**P 8:** From **Genesis 2:22-23**, what is your response to the notion that God brought *you* to your husband? How will this help prepare your children to meet their mates?

**P 9:** According to **Genesis 2:24**, what does God’s marriage covenant look like?

**Leaders:** By divine design, God created the man first, assigned him responsibility for the Garden’s care, and made him accountable for carrying out His commands, thereby establishing his role as *leader, protector, and provider* in his environment. God also charged him to take the lead in the marriage relationship. That Adam and Eve had no human mother and father to leave is profound. Their primary relationship was to be with God first, who commanded them to make each other their primary earthly relationship. It’s no different today. A husband is to leave behind all other relationships of his youth and create a new relationship with his bride, who is to *respond* in kind.

**P 9, Apply**

**Leaders:** Read this paragraph and get students’ thoughts and insights.

**P 10: Leaders:** It is important to emphasize the middle paragraph, “God desires that our marriages last...” for those who just may be “stuck” in guilt or shame re divorce/remarriage.

### **DAY THREE ~ How BIG is Our God?**

**P 11-12.** What dynamic took place between Job and God in **Job 38-42**?

**P 12:** What was Job’s response and why (**Job 40:4-5 and 42:1-6**)?

**P 12:** What’s the message for today’s Christian and how does that impact our parenting, especially as it relates to the parenting needs identified at the bottom of the page?

### **DAY FOUR ~ That’s My Dad!**

**P. 13.** What traits did you come up with for the ideal dad? (Let students call them out.)

**Note:** a friend once commented: “A daughter’s first hero is her dad. It does not matter if he is the fallen hero, the weak hero, the absent hero, or even the broken hero; he is her hero. Therefore every man she encounters will be viewed in the light or in the shadow of that first hero. Our God is nothing like our first hero, because HE is the only hero we will ever need!”

**P 14-16:** Did any one of God’s traits in this chart speak to you personally as His child? (Have students read scripture and what it means to them)

**Leaders:** Share the one that spoke to you the most and why.

**P 16:** Did anyone learn anything about God that she is now willing to accept about Him?

### **DAY FIVE ~ Our Ultimate Response**

**Q:** Think about the first person you go to when you experience a concern, issue, or problem? (Let them respond). Why do you think you go there first?

**P 17.** What do you think it means to know God? Why is knowing God important, especially when our lives are shaken?

**Leaders:** knowing God secures our belief system

**P 18-24:** What does this story of Abraham and Sarah have to do with *our* ultimate response to God?

**P 19, Apply:** How is believing God’s promises (or not) shaping you as a woman, a wife, and a mom?

**Leaders:** Review the Word Study in the Sidebar on P 18 with your students. Belief gives power to God’s promises, which empowers us. If we don’t choose to believe (to trust in, rely upon, depend upon, and faith in) God and His Word, we choose a life of spiritual impotence. Believing God and living a righteous life are inseparable (**Genesis 15:6**).

**P 23-24: Fact** from **1 Peter 1:6-7**—God will test us to prove our faith genuine. Do we really believe God—rely on, depend upon, trust in and have faith in Him in our difficult circumstances, parenting or otherwise? What is your response to being tested by God?

**Note:** If we *believe* that nothing happens to us that doesn’t pass before God first, then everything that comes into our day has the potential to test and strengthen our faith. This is necessary to understand; otherwise it would be tempting to ever be the victim rather than the child of God whose faith is being honed and strengthened by the test.

**Optional:** At this point, if you desire, break into groups to discuss the Bottom Line Question. Please follow the Small Group Guidelines at the beginning of this Guide (page 8) should you decide to form groups.

### Bottom Line Question for 12-week class

#### LESSON 1

**FIRST SMALL GROUP LEADERS (SGLs)** can ask the following “getting to know you” questions. Take notes on this info in order to commit each group member to memory.

- 1) Student’s name and husband’s name  
Children’s names and ages  
Ice Breaker Question: Give a **one-word, positive** characteristic about each child.
- 2) Return to the application in Day Three (page 12-13). Briefly explain your parenting need(s) from the bottom of page 12. Do you believe God is big enough to meet you in your need? Why or why not?
- 3) How do the passages you read in this week’s lesson address your parenting need(s)?

**Close with prayer**

### Bottom Line Question for 24-week class

**FIRST SMALL GROUP MEETING (first small group session only):** SGLs can ask the following “getting to know you” questions (feel free to take notes on this info in order to commit each group member to memory). Tell your students they have about **one minute total** for these answers.

Student’s name and husband’s name

Children’s names and ages

Ice Breaker Question: Give a **one-word, positive** characteristic about each child.

#### LESSON 1, Days One, Two, Three

- 1) If God deliberately created your children for the purpose of resembling and representing their Creator and specifically placed each one in your home, how should this knowledge shape your attitude toward each child? Toward you as his/her parent?

- 2) Ponder God's designed role for Eve. What does it mean for you as a wife? (from p 10)
- 3) What is your most pressing parenting issue (p 12)? What did you learn this week that encouraged you about this issue?

**Close with prayer**

**LESSON 1, Days Four and Five**

- 1) From p 23: Is someone or something more important to you than God? What is it that you refuse to give back to Him? Is it your own child whom you love? Your wealth? Your health? Your status? Your indulgences? Your grudges? Your life? Whatever it is, that's your "Isaac." What is God telling you?
- 2) Consider again your life's issues and parenting issues that you wrote down on page 12. Prayerfully reassess your perspective: What is your response to who God is (chart, pp14-16), especially as it relates to these issues?
- 3) Read 1 Peter 1:6-7. How do you respond to God's requirement to prove your faith genuine? What's this got to do with your parenting (p 23)?

**Close with prayer**

**Frequently Asked Questions: None**

***Raising Responsive Children***  
**Leader's Guide**  
**Lesson 2 ~ The Model Son and the Comforter**

**Getting Started**

- Open with prayer
- 12-week class: Introduce Lesson Three
- Introduction Questions for Lesson Two
  - Does anyone see her relationship with the Lord a little differently after this week's lesson? How so?
  - Does anyone see her relationship with her husband a little differently after this week's lesson? How so?

**Lesson 2 ~ Main Point:** Are we in a religion *about* Jesus Christ, or are we in a relationship *with* Him? What's the difference? Why should it matter? The answer to these questions *is* the main point.

**(OPTIONAL) Visual /Practical Application:** To illustrate how the Holy Spirit keeps us focused, tie a few pieces of red crepe paper to the rungs of a table top fan. Turn the fan on and see how those papers fly in a deliberate stream and direction. That is us while we are governed by the Holy Spirit. Now, take a hand full a paper torn into pieces and toss it into the fan's air flow. The papers scatter everywhere, while those tied to the fan remain on course. That illustrates us when we aren't being governed by the Holy Spirit.

Contributed by Shannon George and Dana Marm, Stuttgart, Germany

**DAY ONE ~ Where It All Went Wrong**

**P 26-28:** Consider the dynamics among the serpent, Eve, and Adam that took place in the Garden of Eden in **Genesis 3**. Where *did* it all go wrong?

**P 29-31:** What were the many effects of the Downfall?

**Leaders:** Make sure the most important effect is discussed: humanity's separation from God—spiritual death, P 31).

**P 31:** God had a plan in place for fallen humanity. What was it: (**Genesis 3:14-15**)

**P 31:** What did God do in **Genesis 3:21**, and what do you think that exemplifies? (Read last paragraph before the Apply.)

**DAY TWO ~ The Tale of Three Sons**

**P 32-33:** In what ways were Cain and Abel two completely different personalities? Address the Apply questions.

**P 33-34:** What was God's approach to Cain in **Genesis 4:6-16**? How would you assess Cain's responses to God in **Genesis 4:8=9 and 13-14**? Conclude by reading middle paragraph, "Did you note..." then ask, What is the typical response of today's parent to her wayward child?

**P 35:** Before God cast Cain from His presence He put a mark of protection on Cain. Read the first paragraph ("Though we don't know why..."). What can this mean for a parent who fears releasing a rebellious child into God's hand?

**P 35-36.** God was faithful in giving Adam and Eve another son, Seth. What was so important about him?

### DAY THREE – A Child is Born

**Leaders:** Remind the class that **Genesis 3:15** set the stage for this Child.

**P 36-37:** In the **Ezekiel 36:16-38** passage, what was God’s concern with Israel and why (**verses 16-21**)? How would He remedy His concern (**verses 22-28**)?

**Leaders:** Make sure your students understand this incredible prophecy of God’s redemption through the nation of Israel *for His Name’s sake*. He kept His covenant to produce The Seed through the nation of Israel. Within this prophecy is the doctrine of that Covenant—conversion and new life as performed by our Messiah, Jesus Christ:

**Verse 25** is the doctrine of forgiveness

**Verse 26** is the doctrine of regeneration

**Verse 27** is the doctrine of the indwelling Holy Spirit (**John 14-16**) and the believer’s responsiveness to His leading.

It’s important for your students to make this connect: Old Testament revelation becomes New Testament reality. **Bottom line** of this passage is **verses 23: Recognizing** the “*great name*” of the One True God as LORD is key to this new covenant prophecy and making Him known among all nations

**P 38, Apply:** In a practical sense, why is it important to teach our children to represent us well?

**Leaders:** Emphasize the point in the middle paragraph (“Today’s parents...”) with “*Like any other spiritual dynamic...*”

**P 39-40:** What did you learn about Jesus’ relationship with His Father?

**Leaders:** Jesus’ conduct was worthy of His Father’s name because He lived to please His Father, to do His will. Read **John 17:20-23** and cite that the reason for our living to please Whom we know intimately is “to let the world know.” It is not unlike God’s reason for restoring the Israelites in **Ezekiel 36:22-23**.

**P 40, Apply:** How will we know if Christ is “hallowed in us” inside the home, outside the home, and even when nobody’s looking?

### DAY FOUR ~ The Cost of Sonship

**P 41:** Read **John 12:27-28**. What was Jesus’ “bottom line” and what did this mean for all humanity?

**P 41, Apply:** What does it mean when we ask God to be glorified in our behavior as it relates to our lives, marriage, parenting, circumstances?

**P 43, first Bible icon:** According to these verses, what did the death and resurrection of Jesus Christ accomplish on our behalf?

**P 43, second Bible icon:** Some people argue that a good person can go to heaven even if he doesn’t know Jesus. How does **John 3:36** counter that notion? (AMP version of this verse of this tough truth: *And he who believes in (has faith in, clings to, relies on) the Son has (now possesses) eternal life. But whoever disobeys (is unbelieving toward, refuses to trust in, disregards, is not subject to) the Son will never see (experience) life, but [instead] the wrath of God abides on him. [God’s displeasure remains on him; His indignation hangs over him continually.]*)

**Leaders, ask:** Is there anyone here who’s having a hard time receiving Jesus’ gift of salvation—the payment for her sin and the offer of forgiveness through repentance of sin? If so, offer to meet with her after class. If you’re not comfortable in this area, please bring alongside another sister who can help you gently yet forthrightly convey the saving *grace* of Christ. You may also have those in your class who are mature in Christ raise their hands so that women who have questions can go to them.

**Note:** An amazing thing takes place when we receive Christ: **Revelation 22:13-14**.

### DAY FIVE ~ New and Renewed

**P 45:** What is the gift in **Ephesians 2:1-10**? How do we get it? Why do we get it that way? For what purpose?

**Q:** How important is the Holy Spirit to our walk and to our parenting?

**Leaders:** You might need to share **Galatians 4:6** just to confirm that your students understand where He resides.

**P 47:** From the chart, canvass your students to see which scriptures most influenced their perspective on how the Holy Spirit can impact their lives and influence their parenting.

**P 47:** Read **Ephesians 5:18**. What does it mean for a Christian's life and for her parenting to be filled with the Holy Spirit?

**Q:** How might this quote apply to a Christian's *awareness* of the Holy Spirit in her life? "Forgetting, misunderstanding, or ignoring the Holy Spirit in our lives is like having all the conveniences in our homes—heat, telephone, water, electricity—and not using them, then wondering why we're cold, lonely, thirsty, dirty, and sitting in the dark."

**Bottom Line Questions for 12-week class:**

**LESSON 2**

- 1) Who is Jesus Christ to you and why should your answer matter as a mom?
- 2) Who is the Holy Spirit to you? How can acknowledging His presence *in you* and anticipating His working through you transform your mothering?
- 3) What impact does your answer to the first two questions have on the "one thing" you would want God to change in your family dynamic from the Apply, P 36?

**Close in Prayer**

**Bottom Line Questions for 24-week class**

**LESSON 2, Days One, Two, Three**

- 1) If there was one thing you would want God to change in your family dynamic, what would it be? (from P 36, Application).
- 2) What encouragement did you receive from this week's study that applies to your "one thing"?

**Close in Prayer**

**LESSON 2, Days Four and Five**

- 1) Who is Jesus Christ *to you* and why should your answer matter as a mom?
- 2) Who is the Holy Spirit *to you*? How can acknowledging His presence *in you* and anticipating His working through you transform your mothering?
- 3) What impact does your answer to the first two questions have on your "one thing" from the Apply, P 36?

**Close in prayer**

**Frequently Asked Questions: None**

***Raising Responsive Children***  
**Leader's Guide**  
**Lesson 3 ~ The Ultimate Makeover**

**Getting Started**

- Open with prayer
- 12-week class: Introduce Lesson Four

**Lesson 3 ~ Main Point:** Life in Christ sets us *free* to become all God intended us to be.

**(OPTIONAL) Visual/Practical Application:** Have you got a good illustration for this week's lesson? Please send it to me: [judy@eyministries.org](mailto:judy@eyministries.org). Thanks!

For Days 1 and 2: As we went through the lessons/questions I had the ladies get up and write on the white board a burden or sin that they carry around. I had written all the encouraging/redeeming/saving scriptures referenced (Isaiah 61:1-3, 1 Peter 1:18, Galatians 2:20, John 8:32, Philippians 1:6) and the three facts with all its Bible verses on a piece of fabric. During class I kept reading from that fabric. When it got to the point of what our responsibility in this whole process is, I had them take the fabric (God's truth written on it) and wipe off (put off) their burdens/sins from the board. The women responded well to this visual.--Petra Asbury, Stuttgart, Germany

**DAY ONE ~ Who Am I?**

**P 50, Apply:** Which of the three descriptions on P 50 did you believe and why?

**P 51, read para 2:** how does this para describe becoming new in Jesus Christ? What does this mean for our faith walk? What's this got to do with our mothering?

**P 52-54:** What did you learn about yourself regarding the seven burdens in today's lesson?

**P 51-54:** Read **Isaiah 61:1-3** and **Luke 4:16-21**. What did you learn about Jesus regarding these burdens? What does this mean for us today as it relates to the seven burdens?

**P 54:** Read paragraphs 4 and 5, "These seven burdens..." and "We are powerless..." What encouragement can you harvest from this paragraph?

**Bottom Line:** What does our progress in the "*new creation*" as opposed to remaining in the "old or former" (p 51) require from us? ***Belief in Christ's finished work in us!*** (Revisit P 18, sidebar.)

**DAY TWO ~ Sin Patterns: Our Parental Imprint**

**P 54-55, Apply:** In this application, what did you learn about familial sin patterns in your family?

**P 55-56.** What was Abraham, Isaac, and Jacob's familial sin pattern? How do you think they acquired it? What conclusion do you draw about sin's nature in a family?

**P 56, read Galatians 2:20, then last para:** According to this verse and this paragraph, what is our hope regarding familial sin?

**P 57:** According to **Ephesians 4:1, 17-24**, what are our responsibilities in this renewal process? What does this look like in real life? (See **P 52**, Sidebar on "Deliverance" and its definition, "draws us to Himself". What's the point?

**P 57-58:** How do **John 8:31-36, Philippians 1:6** (also see **Hebrews 12:1-2**) assure of us our freedom in Christ? What do these passages mean for a Christian mom? What do they mean for her children?

**P 58:** What assurance does **Ephesians 3:20** give us as it relates to our change?

**P 58.** How do the **three facts** address the seven burdens and familial sin? What is our responsibility with regard to our freedom from these burdens and sins? (Add **John 17:17** to Fact #3.)

### DAY THREE ~ God's Spiritual Face Lift

**P 59:** How would *you* define “grace”?

**P 59:** According to paragraph 1, what does God's grace consist of and for what purpose?

**P 59:** Recall the parable of the Prodigal (**Luke 15:11-32**). What was so radical about the father's response to his prodigal son's demand? What do you think was so radical about the father's response to his son's return?

**P 60, para 1:** the Prodigal's father released his son to the natural consequences of his poor choices. Why do you think this is so difficult for today's parent to do?

**Q:** Parents tend to control, hover, enable, and rescue, and call it love or grace. Describe what these can look like in a household. What will these actions typically yield over time?

**Leaders:** The yield is either fearful, unconfident children, or those with an entitlement mentality.)

**Q:** Why are these efforts not like the “grace” God bestows on His own children?

**Leaders:** Very important for moms to flesh out this distinction.

**P 60, read last para and P 61, first para:** nt home. Solicit responses.

**P 61, Application:** Do you parent your child with grace or with condemnation? How do you know? Does God parent *you* with grace or condemnation? How do you know?

### DAY FOUR ~ Truth: Dispelling the Lies That Bind

**P 61-62:** Do you acknowledge the fact that we can set the tone in our homes for the positive or the negative? What's our “self talk” got to do with it?

**P 63:** What does it mean to have the mind of Christ (**1 Corinthians 2:16**)?

**P 63:** Read **Romans 12:2**. What does this truth mean for our Christian walk? Our mothering?

**P 63:** What's the difference between living according to the flesh and living according to the Spirit (**Romans 8:5-15**)? What will each yield?

**P 64:** With regard to the burdens you identified in Day One or the familial sin patterns you identified in Day Two, would you say that you're responding to them out of your flesh or from the Spirit? How do you know?

**Q:** What would responding to them from the Spirit look like?

**P 64, Apply:** What do you think would happen to these burdens and sin patterns over time if you responded to them from the Spirit?

**P 64-65:** What does **Philippians 4:6-9** tell us about our self talk and how can this affect our burden or our familial sin pattern?

**Leaders:** Something may be true, but thinking on it (dwelling on it) may not be noble, or right, or pure, or lovely, or admirable, or excellent or praiseworthy. In order to think on something in a way that honors God and gives us peace, it must be *all* of these. Dwelling on the negative doesn't honor God. even if it's true. Adjusting our self-talk to fit **Philippians 4:8** does.

**P 64-65:** Read the last para on P 64 and first three paras on P 65. These give great perspective to the reduction and eventual elimination of our burdens and familial sins. What's the bottom line?

We must all be compelled to do the following for the sake of Christ and for our testimony to others:

Guard our *thoughts*; they become our *emotions*;  
Guard our *emotions*; they become our *behaviors*;  
Guard our *behaviors*; they become our *habits*;  
Guard our *habits*; they become our *character*;  
Guard our *character*; it becomes our *destiny*.

### DAY FIVE ~ Will the Real Me Please Bow Down?

**P 66:** Read para two (“The Lord lives...”) and solicit students' response.

**P 66-67, Apply:** Read **Matthew 11:28-30**. What does it mean to you to *come* to Jesus?

**P 67-68.** Why did Jesus rebuke the Laodicean church in **Revelation 3:14-20** and what did He require of them? (**Repentance**) What's this church got to do with Christians today?

**P 69:** How will repentance help you deal with your burdens and familial sins? (top paragraph)

**P 69-70:** In **Matthew 6:14-15**, what is the essence of God’s requirement to *forgive* an offender?

**P 70:** What keeps us from choosing to forgive our offenders? How did you respond to the Prayer Icon?

**P 70, Read Sidebar:** Make sure they understand what it means when they don’t/won’t forgiven themselves.

**P 71:** How can we *Stop Listening* to tyrannous thoughts about ourselves, our husbands, our children, our circumstances, our burdens, our familial sins?

**P 71:** Read **Proverbs 4:23, 2 Corinthians 10:3-5**. What does it mean to guard our hearts? What does it mean to *take* our thoughts captive and *make* them obedient to Christ? Whose responsibility is it? Who will help us?

**Q:** How would practicing guarding our hearts and taking our thoughts captive help us defeat the burdens and sin patterns we identified?

**Leaders:** Tell them to *replace their thoughts with the truth of God* and to dwell on His truth, which *will* overpower the tyrannous thoughts over time.

Oswald Chambers said: “Our battles are first won or lost in the secret places of our will in God’s presence, never in full view of the world. The Spirit of God seizes me and I am compelled to get alone with God and fight the battle before Him. Until I do this, I will lose every time. The Battle may take one minute or one year, but that will depend on me, not God.” (*My Utmost for His Highest*, James Reiman, ed., December 27)

Excellent book for overcoming burdens and sin: *Telling Yourself the Truth*, William Backus and Marie Chapian.

### Bottom Line Questions for 12-week class

#### LESSON 3

Consider what you discovered about yourself while examining the seven categories of burdens and your familial sins. Based on what you’ve learned in these five days of lessons, what truths can you apply to these areas *starting right now*? How will these truths influence how you parent your children?

**Close with Prayer**

### Bottom Line Questions for 24-week class

#### LESSON 3, Days One, Two, and Three

- 1) Consider what you discovered about yourself while examining the seven categories of burdens (Day One) and your familial sins (Day Two). Based on what you’ve learned in these three days of lessons, what truths can you apply to these areas *starting right now*?
- 2) How will these truths influence how you parent your children?

**Close with Prayer**

#### LESSON 3, Days Four and Five

- 1) On Day Four, page 65, the “hard truth” states: “Our circumstances cannot defeat us, but our responses to them can.” How does this “hard truth” personally challenge you?
- 2) What burden or familial sin is challenging you right now? What has been your response to it? If you viewed it from God’s perspective, what *truth* can you apply to this circumstance?
- 3) What did you learn on Day Five that can help you overcome challenges you face with any of the seven burdens or familial sins?

**Close in prayer**

**Frequently Asked Questions: None**

***Raising Responsive Children***  
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**Lesson 4 ~ The Marriage Message**

**Getting Started**

- Open with prayer
- Introduce Lesson Five and use of notebook or charts 5A-5L from my Web site: [www.eyministries.org](http://www.eyministries.org).

**Lesson 4 ~ Main Point:** Women possess unique power in the marriage relationship because of their distinctive qualities. A man needs all the positive things God created *in his wife* to complete him. If she misuses this power, she can just as easily defeat him.

**Visual/Practical Application:** We did our table time a little differently...we started with table time. Each of the tables had a different "A" building block of marriage to discuss. Each group discussed how they could incorporate that "A" into their marriage, how we might fail what we called "A" Busters, and then each wrote out a prayer to pray for our whole class. How precious were those prayers!

--Deshua Joyce, Alexandria, VA

**DAY ONE ~ Men and Women: Respecting the Differences**

**P 73-74:** What *do* our gender differences have to do with a successful marriage?

**P 74:** Read para 1 quote: "Medical findings, reports, and observations support..." Is this true in your marital relationship, or—if you have a son *and* daughter—with your different gender children?

**P 74, Chart:** Noting the traits of the *typical* male and female, in what ways do you and your husband balance each other?

**P 75,** last para before Prayer Icon: What positive traits of yours contribute to the growth of your relationship with your husband? What negative traits of yours tend to stunt its growth?

**DAY TWO ~ Respecting the Roles**

**P 76:** From the scriptures in the sidebar, what did you learn about your role and your husband's role in marriage?

**P 76:** From the para two in the middle of the page, "Our husbands should be the primary beneficiaries of Christ's love in us whether they're believers or not." What *should* that look like and what message does it send to our kids?

**DAY THREE ~ The Building Blocks of A Strong Marriage**

**P 77:** How does paragraph two ("Many of us believe...") apply to our marriages?

**P 77:** Read paragraph three, "*My marital relationship is the earthly representation...*" and discuss the point made.

**P 77.** What command was given to the wife in **Ephesians 5:33**? Any exceptions? Why do you think that is?

**Q:** God designed the man to be *motivated by his wife's respect*. How do you think this works?

**P 78:** *Reverence/AFFECTION (Titus 2:3-4)*: What would say "I love you" to your husband?

**P 78:** *Notice/ATTENTION (Song of Solomon 5:10-16)*: What might need to change about how you attend to your husband?

**P 79:** *Regard*/ATTITUDE (**Philippians 2:3-4; Ephesians 4:31-32**): What did you learn about your attitude toward your husband? If it's continually negative, why do you think that is? How do the passages address this attitude? How can you use your self-talk to readjust your attitude?

**P 80:** *Honor*/AFFIRMATION (**Proverbs 31:10-12, 23-31**): What does a wife's affirmation look like? What does it secure in her husband? How does an affirming wife contrast with the wife in **Proverbs 21: 9, 19, and 27: 15-16**? What impact would an affirming wife have on a husband who won't lead?

**Leaders:** These passages are evidence of a wife who is impossible to please! So most men give up trying and withdraw (to the rooftop or even the desert!).

#### DAY FOUR ~ More Building Blocks

**P 82-84:** *Prefer*/ALLEGIANCE (**Genesis 2:24; Ecclesiastes 4:9-12; Mark 10:9**). What did you discover about your allegiance—or oneness—with your husband as it relates to children, busyness, and/or independence?

What should our allegiance look like in our homes?

What necessary messages should our allegiance to our husband convey to our children?

**P 84, Apply.** What did they learn about their husband's three needs of them?

**P 84:** *Esteem*/ACCEPTANCE (**Romans 15:7**): Read first para below Bible icon, "Anything other than acceptance is rejection..." Why is it important to accept your husband for who he is rather than who you think he should be? What can this do *for you*?

**P 85,** para 3, last para: make point about how acceptance makes Christ in us credible to them.

**P 85--87:** *Defer*/ADAPTATION to your husband's leadership or headship (**Ephesians 5:22-24; Colossians 3:18; 1 Peter 3:1-6**). Based on what you learned in this segment, what's the difference between biblical submission and the cultural perception of submission?

What should "*Submit to your husbands as unto the Lord*" look like in a marriage?

**Leaders:** *Bottom Line* is in paragraph three, last three sentences: "The only way to overcome our fear of where godly submission might lead..."

#### DAY FIVE ~ The Final Building Blocks

**P 87:** The bottom line of our respecting our husbands is in the first paragraph of this day's lesson: When you treat your husband like the man you want him to become, he'll become the man you've always wanted. What is your response to this statement?

**P 87-88:** *Praise*/APPRECIATION (**James 3:9-12**). What three things stifle our expression of appreciation and what is the remedy for each? (Pride, complacency, and indifference)

**P 89:** *Love*/ADORATION: Do you respect your husband's sexuality? (Remind them where it came from—**page 74.**)

**P 89-91:** (**Song of Solomon 4:1-16; 5:10-16; 7:1-10; 8:6-7**). What did you discover about the progression of King Solomon and his wife's relationship?

**P 89-91:** **Proverbs 5:15-19, 1 Corinthians 7:3-5**. Based on what you learned from these scriptures, what are our responsibilities in *our* sexual relationship with our husband?

**P 90, para 2,** ("These three principles..."): When it comes to your marital relationship, how can an unguarded heart, an indifferent heart, a complacent heart, a selfish heart leave your spouse (and you) vulnerable?

**P 90:** Read paragraph three, "Wives are particularly vulnerable..." What is this paragraph saying to you personally?

**P 91:** *Admire*/APPROVAL (**Genesis 2:7, 8, 15, 18, 21-23**): Read last few sentences from next to last paragraph, "Whether I realized it or not..." How is the way you admire and approve of your man contributing to his success as a man, a husband, and a father?

**LESSON 4**

**Bottom Line Questions for the 12-week class:**

- 1) Currently, what is your marriage teaching your children?
- 2) Which of the 10 A's is God specifically challenging you with? What change is He requiring of you?  
(Remind them that God will take care of our men. We are required only to do our part.)

**Close in Prayer**

**LESSON 4**

**Bottom Line Questions for the 24-week class:**

**Days One, Two, and Three**

- 1) From Days One and Two, what did you discover about you and your husband's differences and roles?
- 2) Which of the A's in Day Three is God specifically challenging you with? What change is He requiring of you? (Remind them that God will take care of our men. We are required only to do our part.)

**Close in Prayer**

**LESSON 4**

**Days Four and Five**

Which of the A's in Days Four and Five is God specifically challenging you with? What change is He requiring of you?

**Close in Prayer**

**A Little Humor**

Housework was a woman's job, but one evening, Janice arrived home from work to find the children bathed, one load of laundry in the washer and another in the dryer. Dinner was on the stove and the table set. She was astonished!

It turns out that Chuck had read an article that said, 'Wives who worked full-time and had to do their own housework were too tired to have sex.'

The night went very well. The next day, Janice told her Red Hat friends all about it. 'We had a great dinner. Chuck even cleaned up the kitchen. He helped the kids do their homework, folded all the laundry and put it away. I really enjoyed the evening.'

'But what about afterward?' asked her friends.

'Oh, that..... Chuck was too tired.'



**Frequently Asked Questions: None**

*Note: For Frequently Asked Questions regarding marital sexuality, please visit my website: [www.eyministries.org](http://www.eyministries.org).*

***Raising Responsive Children***  
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**Lesson 5 ~ Getting to Know You**

**Getting Started**

- **Leaders:** The goal in Lesson 5 is to spend as much time as possible going over charts 5A-5L. If you're doing the 12-week course, you can pick up the main point from each day then focus on the charts in Days Two, Three, and Four in class (if it's small) or small group discussion (for larger classes). If you're doing the 24-week course you'll have more time to concentrate on these charts over two weeks, preferably in small group discussion. Talk about what moms observed and assessed about their children that they may not have paid attention to before. In other words, what did they learn about their children through this lesson? How *can* learning to know their children from God's perspective change how they mother them?
- Open with prayer
- Introduce Lesson Six
  - **Leaders:** Bring in magazines and books geared for teens that speak to the necessity of our being aware of what's out there vying for their attention. (Also information on Internet sites, TV programs, etc.) Awareness is key to intelligent guidance.

**Lesson 5 ~ Main Point:** The children in your home may be your biological children, your adopted children, your step-children, or a combination. What you must remember is that *they are your children* placed in your home by God's design. Therefore, you are accountable to Him for each one.

**Visual/Practical Application:** Have you got a good illustration for this week's lesson? Please send it to me: [judy@eyministries.org](mailto:judy@eyministries.org). Thanks!

Bring a few cardboard boxes and a few stuffed animals. Let the ladies take turns writing their expectations, visions, dreams for their children on the boxes. Do these look different for each child? Now look at the stuffed animals. Each different, unique, some small, some big....(representative of our children). Try to fit them into your box (the animals were either really too big or too small). You have to tuck and squeeze a little, push down hard, hold them in there. For others you might have to stretch them really long, fluff their hair...Do they look comfortable in there? Being pushed in there, held back by this box or trying to fill that box but not quite fitting. They were not made to fit *our* boxes of expectation. It is good to have visions and dreams for our children but also to be sensitive to where God wants them. He created them fearfully and wonderfully. Allow God to adjust your "box" over and over again to "fit" the child He created and knows! (From Petra Asbury, Stuttgart, Germany)

**DAY ONE ~ Lord, You Know My Child**

**P 94-95:** Read **Psalm 127:3-4, 128:3** and **Psalm 139:13-16** at the bottom of P 94. How did they answer these questions on P95? "Why is it important for moms to understand how God said each child is made? Why is it important for each child to understand how God said he or she was made?"

**P 95, Apply:** How can the knowledge of God's involvement in who your child is to become (**Psalm 139:16**) affect *your* view of each child?

## DAY TWO ~ Lord, Show Me My Child

**P 96:** Read **Psalm 139:1-6**. What encouragement did you receive from this passage?

**P 97-98:** Read **Proverbs 22:6**. Based on this proverb and the paragraph that follows (“Some may think...”), what did you discover about the “way” you are bringing up your children?

**P 98:** Based on **Proverbs 20:11-12**, we can know our children by their conduct. Did your *observations* reveal or alter your knowledge of your child (children) in this first exercise, “Observation: Strengths and Weaknesses” (**RRC Charts 5A and B**)? If so, how? If your husband participated in this exercise, what did you discover about his knowledge of your child (children)?

## DAY THREE ~ Going Deeper

**P 100:** *Assessing* their observations, did anyone discover “Specific Uniqueness” in **RRC Chart 5C**?

**P 100:** What insights did you get into your child’s personality (**Chart 5D**, “Insights into My Child’s Personality”)?

**P 100:** What blends did you detect in your children (**Chart 5E**, “My Children’s Blended Traits”)?

**P 100:** According to Jean Fleming’s quote, how are positive characteristics in blends influenced? What can you do to encourage each child’s positive trait within a blend (**Chart 5F**, “How I Can Encourage the Positive Traits within the Blend”)?

**P 100:** Did you discover any weaknesses from a child’s strength (**Chart 5G**, “Potential Weakness from a Strength”)?

**P 101:** Did you discover anything about your child from the positive or negative influences/experiences in his or her life (Charts 5H, I, and J, “Positive Influences/Experiences in My Child’s Life” and “Negative Influences/Experiences in My Child’s Life”)?

## DAY FOUR ~ Who Is This Child, Really?

**P 101, para three:** Read the first two sentences, “From infancy...” Then ask them if they agree with these statements. Then finish the paragraph.

**P 102, Apply:** From **Chart 5K**, were you honest about ways you wish each child were different?

**P 102, Apply:** From **Chart 5L**, did you receive any insights regarding how you thought each child perceived himself/herself?

**P 102-103:** According to the verses in **Ecclesiastes** on P 102 and **1 Samuel 16:1-13** on P 103, what really matters when it comes to our children’s self concepts (or our own for that matter)? Follow by reading paragraphs two and three, P 103, “In God’s economy...”

**P 103:** Read **Proverbs 28:13**. Did anyone need to do business with God about forgiving your child?

**P 103:** Read **Matthew 18:10-11**. Did anyone need to face the tough reality of accepting your child?

**P 104:** Ask both questions from Apply the read last para before Prayer icon: “From God’s perspective...”

## DAY FIVE ~ Common Parenting Mistakes

**P 105-110:** What insights did you get from:

- Parenting your children from their gifts and talents (**James 1:17**)
- Parenting your children from the strengths, gifts, and talents of others (comparison) (**Ephesians 6:4**)
- Parenting your children from your favoritism? (**Genesis 37:1-4**)
- Parenting your children from your expectations? (**Psalm 62:5**)
- Parenting your children from your fears? (**Proverbs 3:5-6**)
- Parenting your children from unreasonable authority? (**Ephesians 6:1-4, Colossians 3:20-21**)

## LESSON 5

### Bottom Line Question for the 12-week class:

- 1) Based on the information you gathered on your charts or in your notebooks, what major new insight do you have into each child's character?
- 2) What common parenting mistake(s) do you make most? How can it (they) be eliminated from your parenting process?

Close in prayer

## LESSON 5

### Bottom Line Questions for the 24-week class

#### Days One and Two

- 1) Based on your observation of each child, what did you learn about their strengths and weakness (Charts 5A and B) that you didn't notice before?
- 2) What did you discover that was *distinct* about each child?
- 3) Based on each child's uniqueness, would you parent each child differently? If so, in what ways?
- 4) What did your husband observe about each child? How did his observations differ from your own?

Close in Prayer

#### LESSON 5, Days Three, Four, and Five

**Before you begin:** have each student put her name on a piece of paper in the middle of the table. Then let each student draw a name. This is the table sister she's to pray for throughout the week.

- 1) If you were to go before the Father now, taking one child at a time, for what might you need to ask forgiveness?
- 2) If you were to accept each child as God accepts you, how would your mothering be different?
- 3) What is/are your common parenting mistake(s)? How might this mistake influence each child's self concept differently?

Close in Prayer

**Lesson 5, Lab (Days One through Five.** This lab offers the opportunity for women to discuss their children according to their charts. The questions that follow address their discoveries which they wrote on their charts. They will also address any of the Day 5 "mistakes" that influence or impact their parenting. The Lab is to show the value of *intentional* observation and assessment so that they'll understand the value of parenting *intentionally* to each child's uniqueness.

Let each gal introduce her children, each with his/her picture. When she speaks of a child, have her show the picture.

- 1) **Proverbs 20:11-12** says that we can know our children by their conduct. Did your *observations* reveal or alter your knowledge of your child (children) in this first exercise, "Observation: Strengths and Weaknesses" (**RRC Charts 5A and B**)? If so, how?  
If your husband participated in this exercise, what did you discover about his knowledge of your child (children)?
- 2) **Assessing** your observations, what "Specific Uniqueness" did you discover in each child (**RRC Chart 5C**)?

- 3) What insights did you get into your child's personality (**Chart 5D**, "Insights into My Child's Personality")?
- 4) What blends did you detect in each child (**Chart 5E**, "My Children's Blended Traits")?  
Read Jean Fleming's quote on page 100. How can you influence/are you influencing the positive characteristic within your child's "blend"? How are you responding to the negative characteristic within the blend? (**Chart 5F**, "How I Can Encourage the Positive Traits within the Blend")?
- 5) Read the last paragraph on page 100. Did you discover any weaknesses from a child's strength (**Chart 5G**, "Potential Weakness from a Strength")? If so, what insight did you gain into this child?
- 6) From Page 101, in what way has a positive or negative influence(s)/experience(s) influenced your child's life? (**Charts 5H, I, and J**, "Positive Influences/Experiences in My Child's Life" and "Negative Influences/Experiences in My Child's Life")?
- 7) **P 102, Apply:** From **Chart 5K**, are there ways in which you wish a child were different? If so, how is that desire positively or negatively influencing how you parent this child? Does forgiveness or acceptance play a part in your influence? If so, in what way?
- 8) From **Chart 5L**, did you receive any insights regarding how you thought each child perceived himself/herself? How will you parent toward that perception?
- 9) Of the "common parenting mistakes" from Day 5 (page 104-110), which one most influences your parenting? How would God have you counter that mistake?

**Close in Prayer**

***Raising Responsive Children***  
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**Lesson 6 ~ The Home Front**

**Getting Started**

- Open with prayer
- Introduce Lesson Seven. Remind them to download RRC Chart 7 or have a copy for each of your students.

**Lesson 6 ~ Main Point:** Our greatest responsibility as moms and dads is to raise a people for the Lord.

**Visual/Practical Application:** Have you got a good illustration for this week's lesson? Please send it to me: [judy@eyministries.org](mailto:judy@eyministries.org). Thanks!

1) Day 2 discusses 1 Corinthians 13:1-8 and different aspects of agape love. On page 120, Judy asks us what aspects of agape love were strong and weak in our parenting. I cut out two large red hearts from construction paper, labeling one "God has made me \_\_\_\_\_"; the other, "God will make me \_\_\_\_\_." I passed out Post-its, asking each lady to take two pages and write their names on the top. Then they needed to mark one with a check and write down their current "agape strength," for lack of a better term; the other, with an X and write which aspect of love needs to grow in their lives. (Ideally, the answers came from what they had written on page 120 as a reflection of their short study of 1 Corinthians 13:4-8.) As they finished, we passed papers forward, I read them aloud, and stuck the notes to the appropriate heart. This exercise has two goals:

a) Asking the ladies to write down their strength is an encouragement (at least it was for me!). So often we can look in discouragement at all the things we're not doing yet, and forget what God has already worked in our lives. I wanted the ladies to see how He has already begun a good work in them and to be thankful for this. Seeing what He has done can grow our faith to trust what He has said He will do in the future.

b) I wanted us to have a tangible reminder to pray for each other. I asked the ladies to grab a post-it from each heart before leaving, prompting them to pray for those ladies- in thanksgiving for the agape already evidenced in lives, and asking God to work where the ladies' expressed how their love needed to change. (They could grab notes from two different ladies.) Praying for these women didn't have a time-line attached, and everyone was covered.

--from Sarah Bascom, Ft. Belvoir, VA

**DAY ONE ~ The Help in the Home**

**P 112:** According to **Psalm 127:1** and **Proverbs 24:3-4**, what is the "help" in the home all about? **Bottom Line:** We must determine whether we're building our homes on the world's wisdom, understanding, and knowledge, or God's. If we don't know the difference, our efforts are in vain.

**Q, 113:** **Deuteronomy 6:1-9** is God's instruction in raising children for Him. Read **2 Timothy 1:5** and **3:14-15** to get a New Testament perspective.

**P 113-114:** If our first responsibility as moms and dads is to raise a people for the Lord, what are some practical ways to help make God real to your children? In other words, how do *you* share with your kids how God works in your life?

**P 114-115, Apply:** Read **Luke 16:13**. What other "gods" in your home is God calling you to confront?

**P 115-116:** Where does your husband stand on these other "gods"? Are you united? If there is a problem, how will you deal with it?

### DAY TWO ~ The Heart of the Home (*Agape*)

**Q:** In today's culture, what does parental "love" look like?

**P 117:** Read para 4, "Often we acquiesce..." What is your response to this paragraph?

**P 117-118:** What are the characteristics of *agape* love?

**Q:** How does the way God loves us help us love our children?

**P 118:** According to the scriptures on P 118, how is it *possible* to love God's *agape* way?

**P 118, Apply, last para:** If you have an "unlovable" child in your home, what would loving this child the *agape* way look like?

**P 119, para one:** What did you discover about *yourself* when faced with difficult behavioral challenges?

**P 119, para two:** Read "*An encouragement. Sometimes...*" What do you think of the message in this paragraph and how can it alter your approach to misbehavior?

**P 119:** Review the Love Chart (**1 Corinthians 13:1-8**). (This is an excellent opportunity to do Sarah's visual at the top of this lesson.) Which elements of God's love would have to be "tweaked" by Him before you would be more in line with His *agape* love?

### DAY THREE ~ The Habit in the Home

**P 120:** Read (Side Bar) **Proverbs 14:1**. What does this verse reveal about a woman in her home? (See also Proverbs 1:7)

**P 121:** Read **Luke 6:46-49** and then **Luke 6:41-42**. What's the point as it relates to a wife and mom in her home?

**Q:** How do these specks in our children's eyes and planks in our eyes relate to familial sin?

**Leaders:** Make sure they connect the dots. *Hypocrisy assures that a familial sin pattern is perpetuated when we parent with a do-as-I-say-and-not-as-I-do attitude.*

**P 121:** According to **1 John 2:3-6**, what's the solution to our kids' specks and our planks?

**P 122-123: 1 Timothy 4:12** calls us to be examples ("*to walk as Jesus did*") in five areas: speech, conduct, love, faith, and purity. Which area is the toughest for you?

**Q:** When we fail as an example in any of the five areas (and we will), in what way is confessing and asking forgiveness a valuable learning curve for both mom and child (See **1 John 1:9** and **James 5:16**)?

### DAY FOUR ~ The Health of the Home

**P 124: Read para 3 and 4.** What does reacting look like in your home?

**Q:** What impact does it have on your kids?

**Q:** What impact does responding have on your kids?

**P 125-126:** How can the scriptures on P 125 and simple steps on P 125-126 help you to respond rather than react?

**P 127, Apply:** What is your personal and spiritual responsibility to your children with regard to the health of your home and why?

### DAY FIVE ~ The Hard Stuff of a Home

**Q:** How many here are in a difficult parenting circumstance right now? In what ways did this day's lesson lend perspective to your circumstance?

**P 128:** Recall Peter's profession of Christ (**Matthew 16:15-17**). What was Jesus revelation to the disciples and what was Peter's response?

**P 128:** In the exchange that followed (**Matthew 16:21-23**), what did Jesus reveal to the disciples and what was Peter's response? Why do you think Peter reacted the way he did and what's that got to do with us moms?

**P 127:** When there is a challenge or crisis in our lives or in our parenting, we tend to respond from our feelings rather than from the facts of our faith. **Romans 8:28-29** lends perspective to why our response should always be

from the facts of our faith. What is this perspective? In other words, what can we expect from God when faced with a difficult circumstance—no matter what it is or with whom?

How can this truth affect what *you tell yourself* about a difficult circumstance?

How can this truth affect *your approach to parenting* in a difficult circumstance?

**P 129:** Read **John 16:31-32**. Jesus predicted (correctly) that *a time is coming* when His disciples will scatter and leave Him alone. How does this serve as a warning to us?

**Leaders:** Enforce the reality with the last para, “And a time will come...”

**P 130:** How would God have you deal with *self-pity* when you’re in difficult circumstances? How will doing so affect your ability to mother? How will it affect your testimony of faith to your children?

**Bottom Line Question for 12-week class:** Which of the five states of your home—the help (staying God-centered), the heart (loving unconditionally), the habits (modeling Christ-like behavior), the health (cultivating response mode), and the hard stuff (maintain your faith when challenged)—is your most difficult? What can you (and the Lord) do to shore it up?

**Close in Prayer**

**Bottom Line Question for 24-week class**

**Days One and Two**

What will you need to shore up in the first two of the five states of your home—the help, the heart?

*The Help:* what things can you begin *now* to help you “raise a people for the Lord”?

*The Heart:* how and under what circumstances can applying “God’s love in you” (*agape*) help you with your child, whether or not he or she is a strong-willed, difficult, or “unlovable” child right now?

**Close in Prayer**

**Days Three, Four, and Five**

What will you need to shore up in the last three of the five states of your home—the habits, the health, and the hard stuff?

*The Habits:* Based on what you learned in Day 3, how can you tell if you’re building your home wisely? Which of the five habits need some Holy-Spirit guidance?

*The Health:* Is your tendency to react or respond when your “button is pushed”? What did you learn that can help you respond more consistently?

*The Hard Stuff:* Where do you stand on the sovereignty of God in life’s tests, trials, and tragedies? How would remembering, “**Lord, You knew! How would You have me respond?**” help you focus on the facts (God’s truth) rather than your feelings?

**Close in Prayer**

**Frequently Asked Questions: None**

***Raising Responsive Children***  
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**Lesson 7 ~ No Greater Joy**

**Getting Started**

- Open with prayer
- Introduce Lesson Eight. Remind students to get RRC Charts 8A-C from my website: [www.eyministries.org](http://www.eyministries.org) or to use their notebooks.
  - Encourage them to begin to apply what they will learn in Lesson 8 as soon as possible. Doing so will take practice; practice begins once we understand God's way.
  - Error, p 168: Under Prayer Icon, line 4 should read "*Father of our spirits...*"

**Lesson 7 ~ Main Point:** In our effort to instill godly character in our children, our job is to resist worry, stand on God's truth and faithfully teach it to our kids. Perseverance is not an option in the parenting process; it is a must. Down the road, God will raise up occasions for our children to choose between right and wrong. When they realize they have this choice, even if they make the wrong one, they'll know we've done our job.

**Visual/Practical Application:** Have you got a good illustration for this week's lesson? Please send it to me: [judy@eyministries.org](mailto:judy@eyministries.org). Thanks!

1) One really important insight the Lord brought to my attention as I was doing the study this week is that for years my kids and I have been drawn to read missionary stories and biographies for kids of heroes of the faith. I know this has been something the Lord has led us to pursue and I have known it was purposeful, but He made it clear to me this week. This is one concrete way for my kids (and me) to see how to walk out our daily lives with Christ. I know spending time in the Word is important, of course, but as we read God's Word, I think we are all drawn in the Bible to stories of people and their lives of faith...just like Hebrews 11 mentions some of the giants of faith. We need the encouragement from hearing how the Lord works in the lives of real people and that He uses us all...so the books that we read together are of real people walking out real daily lives that struggle and wrestle with issues. That God works in the midst of their circumstances is so very important to growing our faith. I know this isn't rocket science, but sometimes the Lord makes simple connections more concrete and understandable! Now I'm even more determined to keep finding good stories of heroes of the faith for all of us to read!

--from Megan Schuliger, Ft. Belvoir, VA

2) I am giving the ladies a paper that has 3 John 1:4 and Psalm 40:2 written on it and your title "no greater joy" We also have footprint cutouts to write on. Going to Psalm 40:2— God sat our feet on this solid foundation (we reviewed lesson 1-6) but we do need to walk. The "walking" is for all of us, how we as parents need to walk so our children may walk in the truth...are we ready to teach it by living it? Use one footprint cutout for each day's lesson. (Example: write, "walking in faith" on foot #1). And then write an action item you got from this day's lesson or a truth you want to remember. Are you ready to walk this? Apply it. They glued it to the paper I gave them and kept it out as a visual reminder. And we're not to get overwhelmed...I picture this like when our children learn to walk. One foot in front of the other. It takes practice, falls, getting back up...perseverance. It's hard at times but ...3 John 1:4

--from Petra Asbury, Stuttgart, Germany

**DAY ONE ~ Walking in Faith**

**P 132:** Read **2 Timothy 4:1-5**. What is a mom's ministerial charge to her children (verse 2)? When should she carry it out (verse 2)? Why should it be carried out (verses 3-4)?

**Leaders:** If we don't carry out our charge, our children can and will be influenced against the Word of God and cling to those things that "*foster the errors they hold*" (AMP). If we diligently carry out our charge, our children will be able to recognize the things that will bring them down and will be sufficiently trained to stand on the Word of God. Our prayer is that, after our training, they will choose to do so.

What is a mom's personal charge (verse 5) and what does that look like for today's mom?

**P 133-135: Matthew 10:32-33** exhorts us to *acknowledge* Jesus Christ before our children. How do you do that in your home?

**P 133: Hebrews 13:8** says He's "*the same yesterday and today and forever.*" In what ways do you make God, Jesus Christ, and the Holy Spirit *relevant* to your children's daily experiences?

What evidence do you see that your teaching is having an impact?

What different/new approach can you take if your teaching is not having an impact?

**Leaders:** there is a wonderful online daily devotion for kids with autolink to the scripture it references for that day. It's from Keys for Kids and is as follows: [http://cbhministries.org/contact\\_newsletters.php](http://cbhministries.org/contact_newsletters.php)

Please pass this wonderful resource on to your students.

### DAY TWO ~ Walking in Integrity

**P 136, 137:** Gleaning from all the scriptures in this day's study, what does parenting with integrity look like?

**Leaders:** Focus on **Psalm 101**.

How does **Philippians 1:20 (sidebar)** address a parent who would rather feel good than do the hard thing when it comes to living, teaching, and enforcing clear moral boundaries (integrity)?

What has God been showing you about walking in integrity and teaching your children to do the same?

### DAY THREE ~ Walking in Obedience

**P 138:** How does **2 Timothy 3:16-17** apply to our parenting? What sources other than Scripture do you use to train your child?

**Leaders:** We read books, repeat the methods with which we were raised, rely on other's advice—all of which have the potential to compromise God's teaching. All must be measured against the plumb line of God's Word.

**P 139, Sidebar:** Read the first paragraph, "While God teaches us to live by His truth..."

**Leaders:** point out the "*Valuing What God Values*" chart, and have them key in on those principles that they have yet to incorporate into their daily teachings. These are *God's behavioral limits*.

**P 139:** What are behavioral limits? Why is it necessary to clearly articulate them? (Read para, "It is important to emphasize...")

**P 139-140:** What are common sense limits? What caution must we exercise with common sense limits and why?

**P 140-141:** What message does having firmly established limits send to your children?

**P 141:** What is the value of consistently enforcing principle-based and common sense behavioral limits?

**Leaders: Matthew 5:37** says anything beyond our simple "Yes" or "No" is from the evil one. Waffling or laziness regarding consistent enforcement establishes a pattern children can't trust (and may disrespect and mock), which is an attitude that can transfer toward God. Please make this point.

**P 141, Apply:** How will you know if your behavioral limits and common sense limits are clearly articulated, firmly established and consistently enforced?

**Leaders:** Both the parents and the children will be operating within a realm of security when mom and dad *say what they mean and mean what they say*.

### DAY FOUR ~ Walking in Protection

**P 142, Apply, para 1:** "*Think about how you are currently preparing your children, whatever age, for the Christian life, even if they haven't yet grasped the concept of a saving faith through Jesus Christ.*" According to 1 Peter 5:8 and 1 John 2:17, what are we dealing with as we raise our children?

**Q: Read John 17:15-17, 1 John 5:18, and 1 John 4:4,** how do you think we can build our kid's protection against the world, the flesh, and the devil?

**P 143:** According to **Proverbs 6:20-23 (sidebar)** how will our teachings protect our kids? Refer to **Values Chart 7A**.

**P 143, para 1:** Why is it so important to say what we mean and mean what we say? How does doing so protect our children?

**P 143: John 15:18-21** is where the rubber meets the road in our adult children's lives. Why?

**P 144:** According to **2 Timothy 3:1-5**, what are the dangers of the apostasy and how is it currently affecting/influencing us and our children?

**Q:** Paul's warning to moms in **2 Timothy 3:6-7**? Read following paragraph, "Mom, faith in Jesus..." and solicit responses.

**Leaders:** Scripture doesn't specify whether the women in these verses are believers or not—just that they are weak-willed and easily led astray by false teachings. *"Always learning and never able to come to the knowledge of the truth"* could refer to never coming to a saving knowledge of Jesus Christ. However, a believer can be a carnal Christian (1 Corinthians 3:1-3) being easily led or captured by sin and ending up cooperating more with the Enemy's plan than with God's. She is led more by the flesh than by the Holy Spirit, lacking in heart knowledge and understanding and therefore *faith*, because she may not be teachable, or she likes the perks of being a Christian but not the effort it takes to *practice* godly traits that the Holy Spirit's been nudging her about. We must keep in mind that it's the Holy Spirit's job to effect change in us. As He counsels us regarding those vulnerable areas that must go, we respond by applying His strengthening, godly traits in their place when given the opportunity. Practice perfects our faith and the strength of our stand.

**P 144-145:** Read **Ephesians 6:10-18**. How should Christian moms prepare themselves and their kids for battle? Why?

**Leaders:** It is a parent's job to teach a child to wear this armor and *use it* for God's purposes. Ask your women if they have any examples of teaching these Ephesians principles.

**P 145:** How can each piece of God's armor protect us and our children?

**P 146:** What encouragement does **2 Corinthians 1:21-22** offer to moms and their children?

### DAY FIVE ~ Walking in Accountability

**Q:** How does allowing choices instill accountability in a child?

**Q:** Based on today's teaching, what should that look like in a household?

**P 148-149, Apply:** Which of the four parenting modes best describes you? Your husband?

**P 149:** How does your parenting mode contribute to your children's ability to make choices and develop accountability?

**P 150:** What changes would you and your husband have to make in order to bring you both in line with the Educator Parent?

#### Bottom Line Question for 12-week class:

- 1) On which of these five areas of "walking" (in faith, integrity, obedience, protection, and/or accountability) do you need to concentrate more with each child?
- 2) What did you learn that can help you strengthen each "walk"?

Close in Prayer

#### Bottom Line Question for 24-week class

##### Days One, Two, and Three

- 1) On which of these first three areas of "walking" (in faith, integrity, and/or obedience) do you need to concentrate more with each child?
- 2) What did you learn that can help you strengthen each "walk"?

Close in Prayer

##### Days Four and Five

- 1) On which of the last two areas of "walking" (in protection and accountability) do you need to concentrate more with each child?
- 2) What did you learn that can help you strengthen this walk?
- 3) From Day Five, which of the four parenting modes best describes you? Your husband?
- 4) What changes would you and your husband have to make in order to bring you both in line with the Educator Parent?

Close in Prayer

***Raising Responsive Children***  
**Leader's Guide**  
**Lesson 8 ~ The Art of Godly Discipline**

**Getting Started**

- **Leaders:** In this lesson, key in on the Days Three, Four, and Five and their cooperation with natural consequences, the proper application of created consequences, and the proper use of the rod. See how they've used what they learned re these three areas by going over their approaches to behaviors on their Charts (RRC Charts 8A-C) located on my website: [www.eyministries.org](http://www.eyministries.org).
- **OPTIONAL: Lesson 8 Lab Day: See section on "Lesson 8 Labs", p 6.**
  - Time permitting, for those on the 12-week program, next week can include "Lesson 8 Labs". If on the 20 or 24-week program, "Lesson 8 Labs", cover Days one-Four the first week and reserve the second week for Lesson 8 Labs (you can do the lessons according to the schedule and add a third week for "Lesson 8 Labs"). **Refer to instruction on how to run Lesson 8 Lab at the bottom of this day's instruction.**
- Error, p 168: Under Prayer Icon, line 4 should read "Father of our spirits..."
- Open with prayer
- Introduce Lesson Nine

**Lesson 8 ~ Main Point:** The goal of discipline is to raise children who, in their adulthood, will choose to value what God values. Therefore, the essence of godly discipline is training in righteousness (doing the right thing). In order to do so, a parent should know when and how to appropriately use rebuke, correction, and/or "the rod", as well as natural and/or created consequences.

**Visual/Practical Application:** Have you got a good illustration for this week's lesson? Please send it to me: [judy@eyministries.org](mailto:judy@eyministries.org). Thanks!

When we talked about the rod, I brought in Easter branches (they kind of looked like switches). I had flower cutouts. I asked the women to write the fruit they prayed would come out of their discipline (not just the rod). We then hung them from the branch.

--from Anne, Stuttgart, Germany

**DAY ONE ~ Why Discipline?**

**P 152:** Based on the scriptures in the side margin, what is the evidence of a fool?

**Leaders:** The evidence points to anyone who chooses to live independently of God's will and wisdom.

**P 152:** According to **Proverbs 17:25**, how will a mother eventually feel about her foolish child?

**P 152:** Read **Ecclesiastes 8:11** (from several versions). What happens when foolish behavior isn't quickly addressed?

**P 153:** All turn to **Hebrews 12:4-13**. Why does God discipline us?

**P 153, Apply:** What should your children understand about *why* God wants you to discipline them?

**Leaders:** Help your students understand that God is a parent's Final Authority, which ultimately makes Him (rather than her) the "Heavy". This is what frees us to truly parent. He commands and we do it—because *He* said so!

**Q:** If you recognize your child as a fool, how do you *really* feel about disciplining the fool out of your child?

**Leaders:** Look for guilt or fear. Probe it. When you think about it, we should fear God more if we *won't* discipline. Follow their answers by reading middle paragraph, "God's love is foundational..."

**P 153-155:** Referring to **Psalm 32** and the paragraphs that follow (beginning with "Repentance. Return. Restoration...", mid-page 154), what is *broken fellowship* and what is its value in the discipline process?

**Leaders:** Emphasize the third paragraph on P 155, "Typically, today's parents abhor..."

**P 155:** How is the concept of broken fellowship between you and your child until he/she repents and returns different from the way you have been disciplining?

### DAY TWO ~ Disciplining with Strength and Dignity: The Rebuke

**P 156:** Implied in **Proverbs 31:25-30**, what does disciplining with strength and dignity mean to you? (See para, “I believe God wants us to parent...”)

**P 156-157:** Read last para, “When we verbally discipline...” then ask which of the scriptures on P 157 spoke to them as moms.

**P 157:** Ask, what should a godly rebuke be like? How do you feel about rebuking an unacceptable behavior?

**Leaders:** Again, look for guilt or fear and address it with the facts rather than their feelings.

**P 158:** Emphasize first para. Then: Which of the five points spoke to you about “correcting our children from the standard of God’s principles”?

### DAY THREE ~ Disciplining with Strength and Dignity: Correction

**P 159-160: Jeremiah 2:19** says that our own wickedness will correct us. In other words, consequences can be effective behavior modifiers!

**Q:** What is a *natural consequence*? What is the value of a natural consequence?

**Q:** What is a *created consequence*? What is the value of a created consequence?

**Q:** Should a created consequence ever be used alongside a natural consequence? What is it wise? When is it not wise?

**Q:** When it comes to consequences, whether natural or created, how can a mom impede their value?

**P 161, read para 1:** What are the two objectives in the parenting process at the top of P 161. How do they tie into the five behavioral scenarios from page 160?

**P 161-163:** What do you think of the way natural and created consequences were used in the five scenarios?

**Leaders:** Emphasize that their scenario in dealing with a similar behavior may differ from the one given. Convey: *the idea is to catch the concept and get their head in gear for meeting challenging behaviors with righteous consequences.* Reinforce: If a child’s consequence (at any age) includes a stint in their bedrooms, it will not be as effective if television, computer games or other entertainment, and cell phones are in there with him. These should always be in a common area (with the exceptions of the cell phone which should be in your possession during the implementation of the consequence).

**P 163-164:** Time permitting, review the encouragements when correcting behavior with natural and created consequences, or remind them to review these points regularly.

### DAY FOUR ~ Disciplining with Strength and Dignity: The Rod

**P 164-165:** According to these verses, how and why should the “rod” be administered?

**P 165:** Based on the Proverbs, Hebrews and James verses, what should be present and what should be avoided when disciplining a behavior with the rod? Support answers with Dobson quote.

**P 165-166:** Read and emphasize last paragraph.

**P 166, Apply** (have students refer to RRC Chart 8B or notebook): How has your childhood experience with spanking (to include your parents attitudes when they spanked you) influenced your attitude today? Does this attitude coincide with or disagree with God’s guidance in using the rod?

**P 166-167:** What behaviors have you and your husband determined should require a spanking?

**P 166:** Why are returning and restoration so important after discipline, particularly discipline with the rod? How do you do this?

**Q:** Why should only *one warning* be required before taking action?

**Leaders:** Following through after one warning reinforces that we say what we mean and mean what we say. It conveys that we can be trusted, and there’s security in that.

**P 167:** Review the steps in “Using the Rod with Strength and Dignity.” (Also review sidebar, p 166.)

### DAY FIVE ~ Disciplining with Strength and Dignity: Training in Righteousness

**P 167-168, Apply:** Let moms share (with class or in small groups depending on the size of class) training experiences/strategies from their notebooks or RRC Charts 8C.

Here is how the “**Lesson 8 Lab**” works: Have each gal come to Lab Week with a 2-3 line written scenario that challenges her parenting. Place each scenario in a hat or bowl. On lab day draw out a scenario, read it, and ask “*Based on what*

*you've learned so far*, what would you do?" Then have the class resolve the problem in accordance with what they have learned in Lesson 8. (Note: If your class is large, break into small groups of no larger than 8. Let each group draw a scenario from the hat, work it in accordance with what they've learned, then read and report their scenario/resolution to the class.) What *natural consequences* are available to each scenario? If there are none, what *created consequence* is appropriate? Would a *verbal rebuke* or *correction* fit the child's behavior and personality? Is a *spanking* required? Let the gals do most of the resolving while the leaders keep them on track. No single scenario is to be belabored (5-7 minutes max.) Leaders should try to get through as many scenarios as possible during the "**Lesson 8 Lab**" week.

**Lesson 12, Bottom Line Question for 12-week class:**

Have each student give an example of how she applied (with strength and dignity) *rebuke* OR *correction* OR *the rod* in this last week. Were there *natural consequences* available to her? If so how did she use them? If there were none, what *created consequence* did she devise? What was the result? What would she do differently, if anything?

**Close in Prayer**

**Lesson 12, Bottom Line Question for 24-week class**

**Days One and Two**

Walk through the Application questions on page 158. Don't spend too much time on the first paragraph ("When you rebuke...", but do get a feel for how each mom has been rebuking. Then move on to the next two paragraphs, ending with "Understand this..."

**Close in Prayer**

**Days Three, Four, and Five**

Have each student give an example of how she applied (with strength and dignity) *rebuke* OR *correction* OR *the rod* in this last week. Were there *natural consequences* available to her? If so how did she use them? If there were none, what *created consequence* did she devise? What was the result? What would she do differently, if anything?

**Close in Prayer**

**Frequently Asked Questions: None**

***Raising Responsive Children***  
**Leader's Guide**  
**Lesson 9 ~ A Mom's Challenges**

**Getting Started**

- Open with prayer
- Introduce Lesson Ten

**Lesson 9 ~ Main Point:** Tough parenting circumstances not only challenge our intellect, they challenge our love. God understands, and we need His relentless, redeeming love to inhabit us and consume us, and we need to know how to use it.

**Visual/Practical Application:** Have you got a good illustration for this week's lesson? Please send it to me: [judy@eyministries.org](mailto:judy@eyministries.org). Thanks!

On Day 4 you talked about all the different fears and how children or even us adults put up these masks to cover up the fears. Fear may not look like fear on the outside and if we work on just what we see, we won't succeed. We need to dig deep, down to the heart of the issue. I found small marble hearts that I covered in a ball of playdough. And we all dug deep to the heart, removing the stuff (playdough) while we talked about your lesson. The ladies took the hearts home as a reminder

--from Petra Asbury, Stuttgart, Germany

**DAY ONE ~ Managing the Insolent Heart: The Disrespectful Child**

**P 170:** What does a disrespectful child look like? Solicit answers, then read paragraphs 1-3 on P 170.

**P 170-174, Apply:**

**Leaders:** Walk through each of the three age groups (infant to five years; six to twelve years, and thirteen years and older) and associated scripture, making the major point on how to respect parents, others, and themselves. Solicit comments to each application. Let the Lord guide you through the points from each age group that should be made.

**DAY TWO ~ Managing the Wounded Heart: The Angry Child**

**P 174: Leaders:** Discuss the point from para 3, "Anger is often the symptom of a child's deep hurt that needs healing. It's a child's way of telling his parents that a problem must be resolved." According to **Proverbs 22:24-25** and **29:22**, what can happen if anger in a child remains unaddressed?

**Leaders:** Angry children become angry adults.

**P 175, para 1:** According to **Ephesians 4:26-27** and **1 Corinthians 13:11**, how should adults deal with their anger and why?

**P 175-176, paragraphs 4, 5, 6:** According to these paragraphs, what can create anger in a child?

**P 176:** Discuss the five application points.

**DAY THREE ~ Managing the Rebellious Heart: The Prodigal Child**

**P 178:** Read Huffman's quotes at top and in middle of page, "I was a kid..." and "I agree that God..." Then ask: As a mom, where do you stand with regard to your *right* to influence your child?

**Leaders:** Ensure that they understand that they not only have the right, they have the God-given obligation to influence their children. Finish with para 5, "If a child rebels against anything..."

**P 178-179:** Discuss Kimmel's five encouragements.

**DAY FOUR ~ Managing the Fearful Heart: The insecure Child**

**P 180:** Read para 3, “What if..? Do I belong?...” What’s the point of this paragraph as it relates to one’s insecurity—ours or our child’s?

**P 180-184:** Which fear struck home with you or one of your children? What insights did God give you?

**DAY FIVE ~ Managing the Incomplete Heart: The Disconnected Child**

**P 184-188:** Did anyone here connect with this day’s teaching? In what way?

**Leaders:** This section is not only for those who have experienced the divorce or death of a spouse, but for those who mentor or befriend one who has experienced one or the other.

**Lesson 9, Bottom Line Question for 12-week class:**

Is one of these five hearts is in your home? If so, what have you learned that can help you address that heart?

**Close in Prayer**

**Lesson 9, Bottom Line Question for 24-week class**

**Days One, Two and Three:**

Is one of these three hearts is in your home? If so, what have you learned that can help you address that heart?

**Close in Prayer**

**Days Four and Five:**

Which of these last two hearts is in your home? What have you learned that can help you address that heart?

**Close in Prayer**

**Frequently Asked Questions: None**

***Raising Responsive Children***  
**Leader's Guide**  
**Lesson 10 ~ Raising a Responsive Young Man**

**Getting Started**

- Open with prayer
- Introduce Lesson Eleven

**Lesson 10 ~ Main Point:** In his relationship with Mom and Dad, a son learns love, respect, and obedience to authority, which prepares him for his relationship with his Ultimate Authority. He learns how to become a husband and father as he observes Dad. He learns how to choose a wife for himself and a mother for his children as he observes Mom. That's how critical a mom and dad are to their son's life.

**Visual/Practical Application:** Have you got a good illustration for this week's lesson? Please send it to me: [judy@eyministries.org](mailto:judy@eyministries.org). Thanks!

For chapter 10 I had a whiteboard. Blame my German, but I didn't understand what "all afterburn, no rudder" meant, so I had them draw what that could look like in a boy. We had some great laughs and discussions about that. I made the point of how necessary that driving force is to fulfill what God will call him to do.

--Petra Asbury, Stuttgart, Germany

**DAY ONE ~ The Making of A Man: To Live for God**

**P 190, para 2 and 3:** Can you relate to these paragraphs about boys? If you believe that God deliberately placed that nature in a boy, how does that influence how you "mother" him toward manhood? How does that influence how you let Dad father him toward manhood?

**P 191-192:** How did both Samuel (**1 Samuel 15:1-35** and **16:1**) and David (**1 Samuel 17**) deal with their respective challenges?

**Q:** What did you learn from these two examples about teaching your young man to live for God?

**P 191:** Walk through application questions.

**DAY TWO ~ The Making of a Man: To Labor Responsibly**

**P 193:** What message is necessary to convey to your sons about their labor and their future?

**P 195:** Read **Proverbs 24:30-34**. What will happen if they choose to labor "irresponsibly"?

**P 195:** Read **Proverbs 6:6-8**. By implication, what is missing from the lazy man? (Initiative is missing.)

**P 195:** What spiritual perspective does **Colossians 3:23-24** lend to the issue of initiative in our sons?

**P 196, "Teach Your Son to Labor Responsibly":**

**Leaders:** Second bullet: Get examples from your ladies of age appropriate tasks for their sons

Emphasize the fourth bullet, "Be careful of your approach..."

**P 196-197, overview of Apply questions:** What responsible labor is training your young man toward productive adulthood?

**DAY THREE ~ The Making of a Man: To Love His Wife**

**P 198:** According to **Ephesians 5:23, 25-33**, what does God require of a husband?

**P 198-201, "Personal Self Sacrifice":** In preparing for his wife, how are you helping your son to cultivate both tender and tough self-sacrifice? How is your husband involved in this preparation?

**P 200-201, Apply:** When it comes to encouraging the man in your boy, what, if anything, would your husband like you to do differently?

**P 202, “Spiritual Self Sacrifice,” Apply, discuss second question:** “Describe how the current spiritual climate...”

#### **DAY FOUR ~ The Making of a Man: To Lead His Family**

**P 203:** Why was God angry with Eli and his sons and whom did He hold responsible? What implication does this leave for us today?

**P 204, para 1:** Solicit answers to the question, “Is there anything about your son that is contemptible...?”

**Q:** Gleaning from the passages in today’s lesson, how does a dad and/or mom raise a man to lead his own family in today’s world?

#### **DAY FIVE ~ The Making of a Man: To Live in Sexual Purity**

**P 205-209:** What makes it possible for a young man to control his sexual thoughts, lusts, and behavior?

What role do we play in securing him in his ability to control himself?

**P 208, NOTE CHANGE:** BsafeOnline is changed to Bsecure. Other protection resources are Covenant Eyes and Safe Eyes. You’ll find them on the following Focus on the Family link:

[http://www.focusonthefamily.com/parenting/protecting\\_your\\_family/articles/family\\_safety\\_resources.aspx](http://www.focusonthefamily.com/parenting/protecting_your_family/articles/family_safety_resources.aspx)

**P 206-209:** Focus on the directives on these pages and solicit tips and suggestions for accomplishing each one.

**Bottom Line Question for 12-week class:** Which of these five areas of making a man out of your young man (to live for God, to labor responsibly, to love his wife, to lead his family, and to live in sexual purity) will be the most challenging for you (and your husband)? Why? How will you “tackle” this area?

**Close in Prayer**

#### **Bottom Line Question for 24-week class**

##### **Days One and Two:**

Which of these two areas of making a man out of your young man (to live for God and to labor responsibly) will be the most challenging for you (and your husband)? Why? How will you “tackle” this area?

**Close in Prayer**

##### **Days Three, Four, and Five**

Which of these last three areas of making a man out of your young man (to love his wife, to lead his family, and to live in sexual purity) will be the most challenging for you (and your husband)? Why? How will you “tackle” this area?

**Close in Prayer**

**Frequently Asked Questions: None**

#### **Recommended Reading:**

*Raising Sexually Pure Kids*, Tim and Beverly LaHaye. Sisters, OR: Multnomah Publishers, 1998.

*Parenting Today’s Adolescent*, Dennis and Barbara Rainey. Nashville, TN: Thomas Nelson Publishers, 1998.

*Why Wait? 24 Reasons to Wait Until Marriage to Have Sex* (Pamphlet). Torrance, CA: Rose Publishing, 2000. (Order pkg of 10)

***Raising Responsive Children***  
**Leader's Guide**  
**Lesson 11 ~ Raising a Responsive Young Woman**

**Getting Started**

- Open with prayer
- Introduce Lesson Twelve and remind them to download RRC Charts 12A-12D from my website:  
[www.eyministries.org](http://www.eyministries.org)

**Lesson 11 ~ Main Point:** "A woman's heart should be so hidden in Christ that a man should have to seek Him first to find her." -- Carol Wittmer

**Visual/Practical Application:** Have you got a good illustration for this week's lesson? Please send it to me: [judy@eyministries.org](mailto:judy@eyministries.org). Thanks!

I gave the women handheld mirrors to write a verse or a truth on what they want to remember/what they want their girls to remember, such as: God looks at the heart; God made you perfect; God calls you beautiful inside and out.

--Petra Asbury, Stuttgart, Germany

During our Raising Responsive Children bible study at Fort Belvoir, VA, PWOC, I reviewed Chapter 11: Raising A Responsive Young Woman- Day 2, in which I verbally described how a carbon copy check, which keeps a record of every check written, can help illustrate how we form, teach, and model a healthy perspective about body image and beauty to our daughters. Hold up or describe how each check in the checkbook is followed by a thin sheet of paper (with the same check number). As the check is written on, the pressure from the pen or writing device leaves a copy of everything written on the duplicate page. This illustration was helpful in reinforcing the point that our self-criticisms, media influences, and tendencies to judge others on the basis of body image and beauty can transfer to our daughter's self-concept. The author of the check is crucially important. Through centering in on the Christ-led approach in Lesson 11 moms learn and study that God is the Author and Finisher of their faith and He is the Author of what is written on each of our lives (and our daughters' lives). It is only by the permanent precious blood of our Lord Jesus Christ that such a lasting imprint can be and should be made.

--Wendy Olmeda, Fort Belvoir, Virginia

**DAY ONE ~ Sugar and Spice: Nasty or Nice?**

**P 211-213 and Extra Mile Sidebar, P 213:** Which tendency have you seen in your own daughter—nasty or nice?

**P 212, bottom:** Read **Genesis 1:26-27** and then the following paragraph in order to establish a daughter's purpose and worth.

**P 213:** Are you aware of the various media that can entrap a daughter? Such as? Show examples of books, magazines, TV shows, games, etc.

**P 214 (top)-215:** Consider the points on these pages. What alternatives to the world's enticements are you currently providing for your daughter?

**P 215: Point:** With regard to the point “Get Involved”: How we approach our daughter about her behavior, her friend’s behavior, or an activity must be done with great care and Holy Spirit leading, but without fear. Remember, the older she gets the more adept she should become at making choices. *Guide* her choice of a friend or activity rather than dictate it. *Ask* questions concerning the value and benefit of her choices to cause her to think rather than *tell* her all the wrong reasons for her choice. The goal is to get her to rethink her choices for the right reasons, not just because Mom said so. This will take time and patience, and perhaps a painful consequence. Be prepared for that. Also, stand ready to step in to a choice if there is danger involved.

### **DAY TWO ~ The Body Image: It’s Eating Our Daughters Alive!**

**P 215-216:** How do you think your daughter feels about her body? How do you know?

**P 216:** Read **1 Corinthians 6:12**. How does this scripture speak to our eating and drinking habits? See also **Psalm 34:8-10**.

**P 216-218:** Have students refer to points that help them model a healthy perspective about food and body image.

**Leaders:** Refer to the first line of McMinn’s quote, P 217. Reinforce the point that *our* criticism of others’ flawed beauty (weight, wrinkles, aging) can transfer to their daughter’s self-concept.

**P 218, first Bible icon:** Read **1 Samuel 16:7** under “Check your own measuring stick of your daughter’s worth.” Discuss the first question, “How do you and Dad convey acceptance to your daughter?”

**P 218:** What message does your own body image convey to your daughter?

### **DAY THREE ~ True Beauty**

**P 218-219:** How did Mary exemplify “True Beauty”?

**P 219:** Read **Luke 1:39-45**. Why did Elizabeth laud Mary?

**Leaders:** Make the point that Mary was praised for *believing God* (verse 45). Based on this, what is a mother’s responsibility when it comes to shaping true beauty in her daughter’s life?

**Q:** How would you define “True Beauty”?

**Q:** If your daughter asked you if she was beautiful, what would you tell her and why?

**P 220:** Read **Isaiah 61:10**. What is truly important when it comes to adorning ourselves?

### **DAY FOUR ~ Awakening True Beauty**

**P 221: Leaders:** Key in on the fourth Bible icon, “Decide who validates your worth...” and answer the questions in that paragraph. Then...

**P 222, first Bible icon:** What does it mean to be authentic and love authentically? Discuss how living authentically contributes to true beauty.

### **DAY FIVE ~ The Price of Sexual Purity**

**P 223-227:** Based on what you’ve learned in Day Five, what can you do to help ensure your daughter’s sexual purity?

**Leaders:** Make the point that a daughter’s responsibility at every age is not only to protect her physical vulnerability by what she wears and the messages she sends, but to protect a young man’s sexual vulnerability by what he sees and the messages he receives.

**P 227:** If a daughter has already become sexually active, what Christ-led approach can you take to encourage her restoration to spiritual wholeness and purity?

**Lesson 12, Bottom Line Question for 12-week class:**

- 1) Did you recognize your daughter in Days One or Two? What did you discover and *how* will you approach her?
- 2) How are you approaching your daughter about what “true beauty” really is, especially in the area of her sexuality?

**Close in Prayer**

**Lesson 12, Bottom Line Question for 24-week class**

**Days One and Two:**

- 1) Did you recognize your daughter in Days One or Two? What did you discover and *how* will you approach her?
- 2) How is your attitude toward your own body image sensitizing your son or daughter to what a woman should look like? What, if anything, needs to change?

**Close in Prayer**

**Days Three, Four, and Five**

*How* are you approaching your daughter about what “true beauty” really is, especially in the area of her sexuality?

**Close in Prayer**

**Frequently Asked Questions: None**

**Recommended Reading:**

*Raising Sexually Pure Kids*, Tim and Beverly Lahaye. Sisters, OR: Multnomah Publishers, 1998.

*Parenting Today's Adolescent*, Dennis and Barbara Rainey. Nashville, TN: Thomas Nelson Publishers, 1998.

*Why Wait? 24 Reasons to Wait Until Marriage to Have Sex* (Pamphlet). Torrance, CA: Rose Publishing, 2000. (Pkg of 10)

***Raising Responsive Children***  
**Leader's Guide**  
**Lesson 12 ~ Praying for Your Children**

**Getting Started**

- Open with prayer
- Leaders: In this lesson, it is beneficial to ask the students which points (in each day's sub-lesson) help to tighten up and enliven their prayer life. Solicit their responses.

**Lesson 12 ~ Main Point:** "Mom, please pray for me." Even if you haven't heard these desperate words, I believe there are no greater gifts we can offer our children than the assurance of God's involvement in their circumstances and our intercession on their behalf.

**Visual/Practical Application:** Have you got a good illustration for this week's lesson? Please send it to me: [judy@eyministries.org](mailto:judy@eyministries.org). Thanks!

- 1) I had a calendar for them to take home as a reminder to pray for their children daily. It was so neat because the calendar has 12 pages and your study is 12 chapters.
- 2) We also made "prayer cards". Reminders as to the why and how of prayer.... and then wrote specific prayers for our children.

--Petra Asbury, Stuttgart, Germany

**DAY ONE ~ The "Why?" of Our Prayer**

**P 230-232:** Which "Why?" spoke to your prayer life as it relates to your parenting?

**Leaders:** Point out those reasons that "hit home" for you.

**DAY TWO ~ The "How?" of Our Prayer**

**P 232-236:** Which "How's?" influenced how you pray for your children?

**Leaders:** Again, illuminate any points that spoke to you.

**DAY THREE ~ The "What?" of Our Prayer**

**P 236-238:** Consider the four categories of praying for our children: Spiritual, Personal, Physical, Relational. Under which categories did you note prayer needs for each of your children? What insights did the accompanying scriptures give you into a child's need?

**DAY FOUR ~ Hindrances to Our Prayer**

**P 239-243:** Do any of these hindrances affect your prayer life? What insight did God give you?

**Q:** If left unaddressed, how will any one of these hindrances also affect your mothering?

**DAY FIVE ~ P.R.A.Y.ing Scripture**

**Q:** How will praying scripture benefit our children?

**Q:** How will keeping a prayer chart (such as RRC Chart 12A from my website) benefit both you and your children?

**Lesson 12, Bottom Line Question for 12-week class**

- 1) What did you discover about your prayer life in this lesson?
- 2) What changes would God have you make?
- 3) What specific scripture did you select for each child (RRC Chart 12A-D)?
- 4) Take the time now as a small group to pray for and with each other.

**Close in Prayer**

**Lesson 12, Bottom Line Question for 24-week class**

**Days One and Two:**

From these two Days, what did you discover about your prayer life? What changes would God have you make?

**Close in Prayer for them**

**Days Three, Four, and Five:**

- 1) What specific scripture did you select for each child (RRC Chart 12A-D)?
- 2) What specific insights did God give you about each child as you prayed Scripture over them this week?
- 3) Take the time now as a small group to pray for and with each other.

**Close in Prayer**

**Frequently Asked Questions: None**

*Final thoughts:* Thank you, Leaders, for taking the time to guide your women through what I hope has been a life-changing study. I would welcome any comments and constructive criticism you might have. Please feel free to write me at [judy@eyministries.org](mailto:judy@eyministries.org).