**For Teachers**

**of the**

**Spiritual Plan for Children:**

**Parenting Handbook**

**Instructions and 12 Detailed Lesson Plans**

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**INSTRUCTIONS FOR THE TEACHER**

We have prepared twelve lesson plans, one for each class period through a quarter, so that someone wishing to teach the material in the Handbook will have guidance in how to do it. A thirteenth lesson plan is available in case the course meets that many times.

The overall goal of this set of lessons is that parents will prepare an individual plan for the spiritual development of each child in the family according to the strategy laid out in the Handbook. Each lesson plan starts with a list of objectives which the teacher should study first. The goal is to see that each of the individuals or couples will reach those objectives as a result of that particular class meeting. Having these objectives in mind is a vital element in the success of the lesson series.

Also for the teacher is a list of specific things to have ready for the class. We have provided PowerPoint slides with the six lessons that have the most instructional content and also worksheets for those lessons. Downloaded from [www.mrcc.org/spfc](http://www.mrcc.org/spfc). Pre-enrollment, if possible, allows you to know how many Handbooks and other material to prepare and to have prepared nametags to help people know each other if they don’t already, The lesson theme is a statement summarizing the heart of the message for this class period. These items are all background information for the teacher. After that is the actual lesson plan for teaching the class meeting. First are some suggestions about introducing the class. Some of these are operational matters like checking the roll and seeing that class members know each other. But beyond that there are suggestions about starting the class in an interesting way and about having a prayer for parents.

The lesson plan for teaching the content of the lesson sometimes starts with a passage of Scripture. There are so many good passages which relate to parenting and starting with these Scriptures does two things: first it impresses on the parents how many passages in the Bible relate to parenting and second, the passages give some very important insights from the Lord for parents about training their children.

The content portion of the plan also often provides information from various sources to help in teaching the class and gives questions to ask the class to provide the opportunity for discussion. It is best if the class sessions can have some question and answer elements and even some opportunities for the class to discuss a topic. While you will want to provide some information by “lecture,” you should seek to offer as many opportunities as you can for participation by the class members.

As the class sessions move along, we suggest that you allow much of the class period to provide parents in the class time actually to work on writing their objectives. We have found that parents sometimes drop out of the class because they are falling behind in their efforts to develop the plan. This approach of allowing time in class for people to work assumes that the students will read the assigned material in the Handbook so they will understand concepts not fully developed during the class time. So emphasize the reading assignments as they come along.

At the end of each lesson will be assignments for the parents to accomplish by the next class meeting. These assignments are arranged so they will develop the vision and motto early and then start developing objectives. Getting them started early on the plan will help them to want to continue to develop it.

It is helpful to provide a copy of the Handbook to each family unit in a one-inch, three-ring notebook. Students can also put in the back of this notebook the worksheets and other handouts used in the class. The students should also be given a second three-ring binder in which to place each element of their plan as they develop it. We recommend dividers for the plan book that match the four elements we will study: Vision and Motto, Personal Letter, Treasured Memories, and Objectives. We recommend that for this binder you purchase divider sheets which allow you to write titles on the tabs. If you cannot do that, then include a sheet prior to the divider which announces the new section in large letters. When the Title Page is done, it should be slipped in the front cover of the notebook. You may or may not ask class members to pay $10 or so for the cost of the notebooks and the printing required for class materials.

With the information in the Handbook and Lesson Plans, the teacher does not have to be expert in parenting to guide the class through the program. The most important thing the teacher can do is to lead parents to develop the sections of the plan so as many parents as possible will actually make good progress on a spiritual plan for a child.

One of the key elements in motivating people is praise. Be sure to praise members of the class for their progress, even if they are running behind the proposed schedule. It is amazing how not only children but even adults respond to praise. So tell as many as possible that they are doing well, making progress, or having a good idea. Your goal as the leader of the class is to get parents to do the best possible job of parenting.

The authors of this program have prayed often that God will use this study to help parents to accept the responsibility of training their children and to use it as a guide for how they carry out that responsibility. You, as the teacher of the class, have a lot to do with how well these materials will achieve that aim.

**LESSON 1**

**BACKGROUND INFORMATION FOR THE TEACHER**

**Objectives:**

1. The parent will—
2. set as a goal that each of his/her children will go to heaven.
3. commit to provide an effective plan for successfully discipling each child.
4. begin to develop a vision for each child and a family slogan that embodies the vision.
5. The parent can--
6. quote Psalm 127:3.
7. quote and explain the parental responsibility presented in Eph. 6:4.
8. cite statistics for the loss of children from the churches of Christ and other religious groups to help the message sink in.
9. explain the benefits of strong parental commitment to the spiritual development of each child in the family.

**To Prepare for the Class the Teacher Will Have:**

1. nametags for all who registered in advance for the class. (If all in the class already know each other, skip this each time.) By having pre-registration, the teacher can prepare the proper number of materials listed below plus a few extra for those who come that did not pre-enroll.
2. PowerPoint ready to use.
3. worksheets ready for students. (Worksheets should always have 3-hole punch.) Also at each class period have blank sheets with 3-hole punch for students to use for notes and for writing objectives to put in their plan book.
4. a loose-leaf notebook for each family unit already containing the Handbook and in which students can also keep worksheets and other materials. (All class handouts should have 3 hole punch so they can be kept in the notebook.)
5. a loose-leaf notebook with dividers into which the various sections of their plan can be placed as they are prepared.
6. pencils ready in the classroom for those who need them (as needed each class period but will not be repeated in each lesson).
7. a sign-up sheet for attendees who did not pre-register to provide a name, email address and any other desired information

**Theme:** The Scriptures teach that parenting is a very important and a very challenging responsibility. To meet this responsibility all parents should develop a plan for discipling each of their children

**LESSON PLAN FOR CONDUCTING THE CLASS**

**(The times suggested on the lesson plans assume 50 minutes for class time. Adjust the times as necessary when other lengths of time are available for the class.)**

**Introduction:** (12 minutes)

1. Glad you have chosen to attend this class. Introduce the class theme of parenting. We all know we have a very important responsibility. The elders of this church believe this class can help you as you seek to be God’s agent for the spiritual development of your children. We hope you will attend all of the class sessions and do the homework requested. This class can affect eternity.
2. Pass signup sheet for any who did not sign up in advance so nametags can be prepared for everyone for each class session (if necessary for all to know each other) and so the teacher can check roll each class session. (Checking roll will encourage students to attend.) Tell those not registered how to register either in class or online.
3. Prayer for parenting.
4. Hand out the worksheet for Lesson 1 and explain that the worksheets used with many of the lessons will help the student take good notes and that they should keep the notes along with other materials in a loose-leaf notebook you will be providing later in the class period.

**Lesson Plan for Class Content:**  (34 minutes)

1. What does the Bible tell us about parenting?
2. Psalm 127:3-5a. Discuss the passage and help the students memorize verse 3 by repeating it together a couple of times.
3. Eph. 6:4. Discuss the responsibility parents. Memorize verse 4 by repeating it a couple of times.
4. How well do you think parenting is going generally these days?
5. Barna Group study—what parents wanted for their children: 39% said good education, 24% said helping the child feel loved, 22% said for their children to be in a meaningful relationship with Jesus. Half of those surveyed said they were “born again” Christians. Obviously they were not focused on the spiritual development of their children.
6. Surveys across the Christian community say that 60% to 70% of children raised in “Christian homes” leave the faith—from a survey of young adults from 20 to 30.
7. Can you think of some you know who have wandered away?
8. In churches of Christ the loss rate is about 45% according to a study commissioned by presidents of Christian Universities. About 12 % of these eventually return. In addition, some were never baptized into Christ.
9. So, we clearly have a problem on our hands. How many children in homes from this class? So if we think that four in ten will leave, whose children will these be? Scary isn’t it.
10. What could we do to make it more likely that we will save our children? Is there a way we can increase the likelihood that our children will remain faithful? Yes. There is. And that is what we are studying about in this class. No guarantees, because so many factors are involved: attitude and example of parents, impact of their friends, what happens at school. But we are offering a method of discipling to make it more likely they will be faithful. So here is a broad outline of the plan we are going to study.
11. First we should set as a goal that each child in our family will go to heaven. One family has “Be There” as its motto by which they mean, “I want to be with you in heaven.” They emphasize that with plaques to display in their homes, and by saying it to each other on family occasions with all raising their thumbs to point to heaven.
12. Who should play the major role in helping your child go to heaven? Parents.

We should not expect the church to play the major role in achieving this outcome. The church has an important role to play. It is providing this course, for example. It provides classes and activities for children and youth and offers a way that many children can connect with each other. Very important.

1. But the primary responsibility for seeing that our children go to heaven is ours--the responsibility of the parents. Parents are to “Train up a child in the way he should go” (Prov. 22:6).
2. So will you commit to taking the responsibility for the spiritual development of your child (children)? What a difference having a plan could make! Think of the different possible outcomes for you and your child. How would these different possible outcomes affect my life? So what should I do?
3. The key to helping your child spiritually is to develop a specific plan designed just for each child. Such a plan can increase the likelihood your child will remain faithful Why does this church not just develop a plan for all children? Because each child is different and each family is different. So this class is designed to help you develop a plan for a particular child. If you have more than one child, you can develop the plan for others once you have the experience in this class of developing a plan for one of your children.
4. What is your current approach for parenting? Is it intentional and outcomes based? Does it provide the opportunity for spiritual conversations and assessment of progress? Does it communicate spiritual expectations? Does it mirror God’s instructions about parenting? This class can help you to do these things.
5. To help you have the best possible plan for parenting your children, we have developed this class around material in a handbook. DISTRIBUTE HANDBOOKS. This handbook will be the heart of our work in this class. By the time the class is over, through using this Handbook, you can have made a good beginning by developing the first two or three years of a plan designed especially for your child. Once you understand how to do this, you can add more years to your plan. Let’s review the Table of Contents. (Briefly comment on each section. Describe briefly how a final plan could look such as two or three objectives for each quarter for a child and how the Handbook can help parents do that.)
6. Now let’s start with the first element you should develop: The Vision. What is the picture of what I want my children to be at 18 when they will likely leave home? Be very specific in painting this picture. Nick Saban, very successful coach at Alabama, said: “You’ve got to have a vision. You’ve got to have a plan to implement it. Then you’ve got to set the example, develop the principles and values that are important, and get people to buy into it.”

Dr. Matt Friedman wrote: “When our oldest child, Caleb, was a year-and-a-half old, we decided to get out a piece of paper and write down what we wanted our children to be like by age 18. What measurable qualities and characteristics should we work to instill in them? We call it our Age 18 List. That simple exercise gave our family direction. It told us the things we needed to change to become the kind of parents our children needed in order for them to become the people we felt God wanted them to be.”

1. The vision of your child at 18 should guide the plan for each age level as the child moves along. If the child is to meet your vision at 18, then what should happen at ages 1 and 2 and 3, etc. so the child will progress toward the vision? Once you have conceived the vision, then you will be able to develop very specific objectives for each year so the child can reach the vision by the time she is college age. These objectives will state precisely what the child can do so he can be measured at the end of each year. You will also develop the steps you and the child will take to help her reach each objective. What knowledge does he need to master? What Scriptures does he need to memorize? In what spiritual activities should she participate? What family life events will you share? What relationships with others should he build? Your vision should include items about her spiritual life, his career choice, your family life, and about his eternity. As you develop objectives to reach the vision, you will also develop a procedure for evaluating whether your child has achieved each objective and will offer a reward as he reaches it.
2. So how would it look if I had in operation this vision and how to reach it?
3. I would be parenting with a purpose.
4. I would see how the little things fit into the big picture.
5. My child and I would be working together toward the same spiritual outcomes.
6. I would have a sense of direction for my parenting.
7. I would be better able to make use of what the church provides because I would know how that fits with what I am doing.

**Assignment:** (2 minutes)

1. To have two or three years of your plan ready for operation by the end of this series, you will need to complete certain steps each week. We hope you will commit yourself to spending some time on assignments each week as we move along. We will start soon to provide time during class periods for you to work on your plan so you will not have to do all the work outside of class.
2. This week’s assignment is to start work on your vision. Read Section 2 in the Handbook on The Vision. Then write some specific statements that describe what you hope your child to be like at 18. Consider what you want her to know, what relationship she would have with God and others, what qualities of character you want him to have, what level of commitment you want him to have and what decisions you want him to be making. Then begin to forge a few sentences that give you a rough draft of your vision statement.
3. Also read the part about the Family Motto in Section 2 and start thinking about a family slogan or motto which everyone in the family can use to summarize your vision. It should be fairly short and easy to remember. It should express in some way the family goal of being together in heaven.

**Conclusion:** (2 minutes)

1. We have started on a journey together. We are all going to work together to help each other to be the best parents we can be.
2. You will have a strong sense of satisfaction when you have developed a spiritual plan for your child. So set this as your goal.
3. In our next class we will share with each other what we have done so far in developing our vision and family motto. Have something to contribute.
4. If you know of other parents who would benefit from this study, encourage them to be here for our next class period.
5. Closing prayer

Note: On the day after the class meeting, the teacher should send an email note to each person who was present to thank them for coming, to review the assignments, and to encourage them to keep coming for the good of their children. Such emails should be sent after each class meeting.

**LESSON 2**

**BACKGROUND INFORMATION FOR THE TEACHER**

**Objectives:**

1. The parent will—
2. re-affirm his/her commitment to devise a spiritual development plan for his/her child by working on the assignments.
3. continue to work on the vision and motto statements to be included in the spiritual development plan and finalize these soon after this lesson is over.
4. The parent can
5. list and explain forces that work against the spiritual development of his/her child and how a strategic plan can make those forces less likely to draw the child away from Christ and His church.
6. explain how Deuteronomy 6:5-9 and 1 John 2:15-17 are helpful in being a good parent today.

**To Prepare for the Class the Teacher Will Have:**

1. PowerPoint for the lesson ready to use.
2. worksheets for the students..
3. nametags ready as needed for the students based on those who pre-enrolled or came to the first class meeting.
4. Handbooks, sign-up sheets, and the plan notebooks ready for any new students.

**Theme:** There are forces at work against our effort to bring up our children in the Lord. Developing a strategic plan for the child can help in overcoming those forces and thus making it more likely that the child will remain faithful.

**LESSON PLAN FOR CONDUCTING THE CLASS**

**Introduction:** (5 minutes)

1. Glad you are back for the second class in this series.
2. Check roll. Recognize any here for the first time. For those who are new, give out Handbooks and plan notebooks, and explain briefly their use.
3. It is really important for you to be regular in attending these classes if you are to develop your plan.
4. Prayer for parenting.

**Lesson Plan for Class Content**: (43 minutes. Be sure to leave a few minutes at the end of class for sharing about ideas on vision and motto statements.)

1. Let’s read Deuteronomy 6:1-9, one of the most familiar passages on parenting. Note that verses 1-3 say the people are to observe God’s commands. Thus parents must show children the way by bring obedient. What do verses 4-9 say is the fundamental teaching God wants on the hearts of the children? (Love God fully.) What principles of learning are suggested? (Seeing and hearing. Regular study. Parental commitment.) How can we best carry out this teaching today? (Talk at the table and while travelling, family devotionals, raising appropriate points for discussion, making clear the family expectation, regular attendance at classes and church, posting verses on the walls, on a mirror, and on the fridge.)
2. Read 1 John 2:15-17. What is similar about these two passages? (Love God.)

This passage contrasts what two forces? (The Father and the world). What does John mean by “the world?” What are three ways the world pulls us in its direction? (Older versions say they are lust of the flesh, lust of the eyes, and the pride of life.) What are the destinies of those who follow the world and who follow God? (Pass away and live forever.) Although not mentioned by name in this passage, who is behind the pull of the world? Read Ephesians 6:11. Satan is scheming to get us and our children.

1. What appeals does Satan use from our present culture to pull our children away from Christ and His church? (Evolution—people were not created by God; if it feels good, do it; there are no absolutes so whatever seems right to you is OK; the drug culture; the church is full of hypocrites; you can be good later.)
2. So how successful is Satan being in pulling young people away from the church?

(As shown in our last class meeting, generally about two-thirds are leaving their faith after they leave home. In churches of Christ the number is a little less—about 45 percent.)

1. So the purpose of this class is to help us do better by having a strategic plan for each child. Now let’s form groups of four to share what we are doing with our vision statements and mottos. By next week we should have these finished so we can begin to work on objectives for your child to reach.
2. Ask class members to share in groups what they have done so far on vision and motto statements.
3. Reconvene with about three minutes left to give the assignments.

**Assignment: (2 minutes)**

1. Complete your work on your vision statement and motto. If your child is old enough, bring her into the discussions about the vision and the motto. Make him feel part of this process so he will be more likely to buy into these elements and other parts of the plan as they are developed. Put your vision and motto statements in your notebook.
2. Apply Deuteronomy 6 to your family life in the coming week and be ready to report on something you did to remind your children about God’s teachings.
3. We are so glad you want to be part of this class and believe that your developing a plan for your child’s spiritual progress is so vital to keeping your child faithful. Think how glad you will be throughout your life and throughout eternity that your child remained faithful to Christ and His church.
4. Closing prayer.

**LESSON 3**

**BACKGROUND INFORMATION FOR THE TEACHER**

**Objectives:**

1. The parent will—
2. show a commitment to developing a plan by continuing to design and implement a spiritual development plan for his/her child.
3. finalize the vision and motto statements to be included in the spiritual development plan.
4. The parent can--
5. explain what Genesis 18:19 teaches us about parenting.
6. explain how Sections 5A through 5D of the Handbook are going help in developing the plan.

**To Prepare for the Class the Teacher Will Have:**

1. PowerPoint for the lesson ready to use
2. worksheets ready for the students.
3. nametags ready for the students. (Will not mention this again but continue as needed.)
4. class notebooks and handouts from the last period ready to give to those who were not here in the last session.
5. seating arranged so the class can form groups. For all additional class meetings, if feasible have tables where students can sit to work on their computer or paper as they develop their plans.

**Theme:** Parents will share their vision statements and mottos and will consider some suggestions that can be of help in refining their statements.

**LESSON PLAN FOR CONDUCTING THE CLASS**

**Introduction:** (9 minutes.)

1. Glad you are here. Recognize any new people. We are so glad that you want to study more the concept of developing a spiritual plan for your child.
2. Check roll.
3. How did you apply Deuteronomy 6:5-9 to your family life last week? (Hear from some and commend them for putting this suggestion to work.)
4. Prayer for parenting.

**Lesson Plan for Conducting the Class:** (39 minutes)

1. Let’s study Genesis 18:19 and discuss how it applies to parenting. What reason is given here that God chose Abraham? How do children keep the way of the Lord? What will be the outcome?
	1. As we look at today we see a general religious decline among youth. The data reflects declines in belief in God, in religious service attendance, in Bible reading, in closeness to God, in frequency of praying, as well as other indicators of spirituality.
	2. Generally the rate of those faithful to the church is decreasing from generation to generation. The problem reflected from study findings shows a failure to develop a sustainable faith within our children.
	3. Consider these quotes by Voddie Baucham from *Family Driven Faith*: *I believe we are looking for answers in all the wrong places. Our children are not falling away because the church is doing a poor job – although that is undoubtedly a factor. Our children are falling away because we are asking the church to do what God designed the family to accomplish. Discipleship and multi-generational faithfulness begins and ends at home. At best, the church is to play a supporting role as it “equips the saints for the work of ministry” (Ephesians 4:12, ESV). . . The Bible is clear about what God expects out of the home and about how it is to be accomplished.*

*. . . this is not a problem that will be fixed by fads, programs, or personalities. This is a problem that must be addressed one home at a time. The answer to our current crisis is a renewed commitment to biblical . . . discipleship in and through our homes. You and I as individual parents must begin to take responsibility for the spiritual well-being and development of our children. We must commit ourselves to family driven faith. More importantly, our churches must facilitate this commitment.*

1. So, parents must take the primary responsibility for the spiritual training of their children. They can and should use church programs for children and youth to help, but should not think they have fulfilled their parenting responsibility just by seeing that their children go to church and participate in a youth program.
2. Using the Handbook, introduce Section 5D about objectives. Share that an objective is a statement of something the child can do. Each objective should have with it a list of learning paths which tell how the child will achieve the objective. Also with each objective goes a statement providing an evaluation of the objective to determine if it has been reached and the reward the child will get for achieving the objective.
3. Now look at the sample plan for a year when a child is five years old. See Appendix 12. Help the parents to see that this is the type of plan they should seek to develop for each year in the child’s life. During the time of this class, parents should at least be able to develop a plan for a child from the present for the next two or three years—and maybe further. Of course, as the child moves along, the plan should be reviewed and extended for necessary adaptations for how well the child is progressing.
4. Make the assignment.
5. Let the class break into small groups to share their vision and motto statements to get thoughts from each other.

**Assignment:** (2 minutes)

1. Be sure the motto and vision statements are complete. These give a general sense of direction to all you will be doing to develop your plan.
2. Study more the sample year’s program in Appendix 12 to get a clear picture of what you are working on.
3. Continue to discuss with your child as appropriate your desire to develop a plan for his spiritual development.
4. Write two objectives with appropriate learning paths, evaluation, and reward at the age you will be starting your child’s plan. Bring an extra copy of these to share with others during a small group session at the next class session. Consult sample objectives in the Handbook, starting on page 37 for ideas to help.
5. Closing prayer.

**LESSON 4**

**BACKGROUND INFORMATION FOR THE TEACHER**

**Objectives:**

1. The parent can--
2. explain the necessity of working with a child at each age level if that child is to remain a faithful Christian.
3. list the steps for the PRACTICAL annual evaluation of the child.
4. explain the strategy for having measurable objectives, learning paths for attaining each, a way to evaluate having achieved them, and rewards for having achieved them.
5. explain the importance of regular, intentional assessment.

**To Prepare for the Class the Teacher Will Have:**

1. emailed each family to bring the Handbook to class because students will need their Handbook during the class session
2. PowerPoint ready to use.
3. worksheets ready.

**Theme:** To train a child in the way he should go, his parents should have a plan for developing him spiritually at each age level. There should be an evaluation at the end of each year for the specific objectives set out to be reached that year. These should be measurable and should have corresponding learning paths, evaluation, and reward.

**LESSON PLAN FOR CONDUCTING THE CLASS**

**Introduction:** (8 minutes)

1. Welcome the parents and express appreciation for their interest in developing a spiritual plan for their children. Stress the importance of regularity in attendance so they can have a completed plan by the end of the class.
2. Check roll.
3. Prayer for parents.

**Lesson Plan for Conducting the Class:** (40 minutes)

1. Discuss Proverbs 22:6. Is this statement always true? This is a proverb and, thus, is a statement that is typically true but not a promise that it will always be true. But what do we learn from this proverb? That parents should make a special effort to train their children in the right way. That they should have a specific plan for training their children.
2. Discuss this question: If you wanted your child to be a great athlete, a great trumpet player, or a National Merit Scholar, when would you start and what would you do? Would you have a plan for each year of development? Would you routinely evaluate the child’s progress?
3. So, if you want your child to be strong spiritually, what would you do?

Emphasize the concept of specific annual objectives. We all do better when we have specific goals for which we are striving. With each objective there should be a plan to reach the objective (called learning paths), an evaluation to mark progress and completion of the objective, and a reward to give a sense of satisfaction when the goal is reached. This concept is used in education, business, and sports, and needs to be used in raising our children. Sell the class on the importance of regular evaluation of the child’s progress because regular assessment offers the opportunity both for rewards and for giving the child a sense of progress. Show the PRACTICAL model of evaluation from Section 5A. The child is much more likely to respond favorably to doing a higher level of objectives if she feels a sense of achievement and progress from doing the current objectives. Refer to page 19 of the Handbook and explain the concept of the annual review using the items related to PRACTICAL.

1. Look at the introduction to Section 5 (p. 17). Study the following as time allows:
	1. Luke 2:52—Jesus grew in mind, body, socially, and spiritually. We should help our children grow in all of these ways.
	2. Show how using the Section 5 strategy of objectives, learning paths, evaluation, and rewards contributes to achieving success for a child. As an example, review page 44 under Character Traits to see “Will often express appreciation.” Now for learning paths, go to page 56, No. 4. The story could be from Luke 17:11-19 about the one leper who gave thanks and use No. 16 about role playing. To evaluate do something for the child and see if the child expresses thanks. A reward with praise. Questions?
2. Spend about fifteen minutes in small groups to review the objectives the students brought to class. Let the groups critique each other’s objectives with their learning paths, evaluation, and reward to help refine them.

**Assignment:** (2 minutes)

1. Read Section 5B to get its content in mind.
2. Write two more objectives for your child’s next age level. Include the learning paths, evaluation plan, and rewards. Bring this material in written form with copies to share in small groups in the next class period. You will have time during the next class to write more objectives for your plan.
3. Review Handbook pages 7 and 8. Prepare a Title Page to insert in the Notebook.
4. Closing prayer

**LESSON 5**

**BACKGROUND INFORMATION FOR THE TEACHER**

**Objectives:**

1. The parent can--
2. explain, from Proverbs 29:17, the role of “discipline” as intended in the plan being developed.
3. explain how today parents can use the principles in 2 Timothy 1:5; 3:14-16 for their own families.
4. write an objective with appropriate learning paths, evaluation, and reward.
5. explain God’s model for parenting.
6. explain further the process proposed in the Handbook, Section 5D, for choosing objectives, learning paths, evaluations, and rewards for the spiritual plan recommended in this course.
7. explain that there are twenty basic truths which they should help their child to understand and that the Handbook suggests objectives at each age level to achieve this.

**To Prepare for the Class the Teacher Will Have:**

1. PowerPoint ready to use.
2. worksheets ready for students.

**Theme:** The parent can write a behavioral objective with learning paths, evaluation, and reward and can explain God’s model for parenting and can cite some family activities that would be good to use in teaching children.

**LESSON PLAN FOR CONDUCTING THE CLASS**

**Introduction:** (2 minutes)

1. Welcome and check roll.
2. Prayer

**Lesson Plan for Conducting the Class:** (43 minutes)

1. Discuss Proverbs 29:17 and what message is intended about discipline in the home. What benefits does proper disciplining for the child produce for the parents? How does this relate to the plans we are developing? (7 minutes)
2. Present and discuss the four point model for God’s parenting: (5 minutes)
3. Parents have the primary responsibility for the spiritual development of their children.
4. Parents must be intentional in their parenting.
5. Parents must model the life they want their children to lead.
6. Parents should seek support from the church and from the broader family.
7. Review the plan for objectives, learning paths, evaluation, and reward. As an example, from Handbook, page 39, under God and Creation, use the objective--can answer some Bible drill questions. Tell of some appropriate learning paths, evaluation possibilities, and rewards. (6 minutes)
8. Scan through Truths to Believe in Section 5B to be sure the class understands the list of Truths and how they are to use these in developing their objectives. Starting on page 37, show that the objectives for each age group begin with objectives for each of the twenty truths. (10 minutes)
9. Note Appendix 13 and explain how the family could start with some of the simple drill questions at early ages and add additional questions as the child moves on. Such drill is a great way for the child to learn Bible facts.
10. Get in small groups and let those who have done the Title Page share with others. Then let each family unit (preferably at tables) have a few minutes to work on refining objectives and writing more of them. (14 minutes)

**Assignment:** (Call the class back together) (3 minutes)

1. Bring to class next time a list of five family activities which could be used as learning paths for objectives. We will discuss these in class.
2. Bring your notebook with the Title Page to class next time along with the other elements you have finished. We will take a moment to share with each other.
3. Read Section 5C of the Handbook.
4. Glance through Handbook Section 5D to study how it lists objectives on Truths to Believe and then do two more objectives from these Truths for your child’s plan. Remember that with each objective you should also have learning paths, evaluations, and rewards. Bring these to class to work on further.
5. Closing prayer.

**LESSON 6**

**BACKGROUND INFORMATION FOR THE TEACHER**

**Objectives:**

1. The parent can
2. suggest several family activities which would be useful as learning paths.
3. describe the benefits of multi-generational contacts in training children.
4. explain how today parents can use the principle in Joshua 4:19-24 in their own families.
5. explain that 2 Timothy 1:5 and 3:14-16 show that we should teach our children.
6. explain that there are twenty specific character traits toward which they should develop their children and that, starting on page 39, the Handbook suggests objectives which can be used for this purpose.

**To prepare for the Class the Teacher Will Have:**

1. PowerPoint ready to use.
2. prepared to lead a discussion on Section 5C, Character Traits.
3. worksheets ready for students.

**Theme:** The parent will be prepared to use family activities and multi-generational contacts in the spiritual plan and can explain Joshua 4:19-24 and can explain that there are twenty character traits their children should be developing.

**LESSON PLAN FOR CONDUCTING THE CLASS**

**Introduction:** (5 minutes)

1. Welcome the class and express appreciation for their continuing interest in developing a spiritual plan for their children and how important this is.
2. Check roll.
3. Prayer for parents.

**Lesson Plan for Conducting the Class:** (43 minutes)

1. Discuss Joshua 4:19-24 and from it draw conclusions about parenting.
2. We also must have methods for helping future generations know the Lord and what He has done.
3. What can we do to help our children remember?
4. To start a study of “Why shall we teach our children?” begin with 2 Timothy 1:5; 3:14-16.
5. What do we learn from these passages about how Timothy learned God’s Word and how he benefited from knowing it?
6. Ask the class members for family activities they could use as learning paths in teaching their children.
7. Ask the class to discuss the importance of multi-generational contacts in the spiritual plan and to give examples of how they might do that.
8. Review Section 5C so the class will understand about objectives on Character Traits. Note that many specific objectives on this topic are found in 5D which contains suggested objectives at each age level. Also review in 5D the lists on Learning Paths, Evaluations, and Rewards to make a clear connection between these and each objective chosen.
9. Suggest sources for parents to read for additional information on Truth topics as needed. See Appendix 4, 5, and 6.
10. Any questions?
11. Allow at least fifteen minutes for parents to work on their objectives during class time.

**Assignment:** (2 minutes)

1. Prepare a list of church activities which you believe could benefit your child’s spiritual growth.
2. Use Section 5D in the Handbook to write more objectives you want to use for your child.
3. Closing prayer.

**LESSON 7**

**BACKGROUND INFORMATION FOR THE TEACHER**

**Objectives:**

1. The parent can complete additional elements of the Spiritual Plan for Children.
2. The parent will choose objectives with a proper balance between Truths and Traits.

**To Prepare for the Class the Teacher Will Have:**

1. prepared to explain need for balance among Truths and Traits.
2. a couple of objectives with learning paths, evaluation, and rewards to hand out as good samples. Take from examples in Appendix 11 or 12

**Theme:** The parent can proceed in developing objectives for the child and can explain about Traits.

**LESSON PLAN FOR CONDUCTING THE CLASS**

**Introduction:** (5 minutes)

1. Check roll
2. Hand out samples of objectives with learning paths, evaluation, and reward. Discuss briefly.
3. Thank the class for their continued interest. Tell them they will be able to use most of the remaining class time to work on objectives for the age group of the child for which they are preparing the plan.
4. Ask the question, “How many objectives should you have for each year?” Let the class comment. Note that if there were two per quarter in a year, then there would be eight per year. Parents might want more or less than that but such could be a target. If they multiply eight times the number of years, they will see how many objectives they should project eventually to prepare.

**Lesson Plan for Conducting the Class**: (Start 12 minutes before the end of class time. 10 minutes.)

1. Comment on the need for a good balance among the two types of objectives.
2. Remind parents of how useful their plan can be once it is fully developed. While they will make revisions and additions as the years come along, this initial plan will give a good start and a goal to reach.
3. Remind the class that by the time this set of class sessions is over, they should have chosen proposed objectives from Truths to Believes and Character Traits for their child’s plan from the current age for at least two or three more years.
4. Any questions?
5. Let parents work on writing objectives. Be available to help.

**Assignment:** (final 2 minutes)

1. Thank everyone for their interest in developing a plan for their child.
2. Encourage them to continue to work on their plan out of class but that we will keep providing them class time to work on it.
3. Closing prayer

**LESSON 8**

**BACKGROUND INFORMATION FOR THE TEACHER**

**Objectives:**

1. The parent will include some spiritual disciplines in objectives.
2. The parent will effectively use family devotionals as a way to provide an opportunity for learning paths, evaluation, and reward.

**To Prepare for the Class the Teacher Will Have:**

1. prepared to discuss spiritual disciplines. See the note about spiritual disciplines below.
2. prepared to discuss ideas about family devotionals.
3. made copies of the Lesson Plan below to give each student so they can take with them the information about spiritual disciplines and family devotionals. They can put this information in their notebooks.

**Theme:** Parents should make a very intentional effort to include objectives on spiritual disciplines for their children and should have a good balance among their objectives.

**LESSON PLAN FOR CONDUCTING THE CLASS**

**Introduction:** (1 minute)

1. Check roll.
2. Compliment the class for their work so far. Encourage them to stay with it.
3. Prayer for parenting

**Lesson Plan for Conducting the Class:** (49 minutes)

1. Share for five minutes about the importance of spiritual disciplines in the plan for each child. Spiritual disciplines include such things as prayer, Bible reading and study, meditation, fasting, serving others, confession, worship, and celebration. Refer to page 51 to show that objectives on spiritual disciplines are often listed under Traits.
2. For ten minutes, discuss the importance of using regular family devotionals as an opportunity to use learning paths, evaluations, and rewards for objectives. Give some ideas on how to conduct a good family devotional. While each person should have his or her own private time with God, getting the family together for study and worship is very important. It makes a statement about what is important to the family, it gives a good opportunity to teach and to answer questions, and it sets in motion habits to last for a lifetime. Most of the following ideas come from intoxicatedonlife.com. (1) Make a plan and stick to it. Pick the best time for your family to be present and alert and be regular. (2) Turn off all electronics—TV, cell phones, games, etc. (3) Include everyone, even small children, and make all feel part of the devotional. (4) Start with a shorter period, maybe ten or fifteen minutes, and gradually move to a longer time. (5) Begin with a prayer to get everyone quiet and focused on God. Let all suggest concerns and people they want to pray for and let different ones lead part of the prayer. (6) Involve everyone and as the children grow older let them lead songs, read passages, lead the Bible drill, answer questions, ask questions, and explain passages and the meaning of songs. (7) Use the devotional as a time when children can demonstrate that they have achieved an objective such as memory work or answering Bible questions. (8) Make the devotional fun by rewarding those who do well in reaching objectives or leading. Praise is extremely important. (9) As often as possible, include grandparents in the family devotional.
3. Such devotionals can provide time for singing, Bible reading, discussing the meaning of passages, learning Bible facts through Bible drill, raising questions for discussion on Bible meaning and Bible application, memorization and recitation of memory verses, and teaching children to pray.
4. The assignment for next week is just to keep working on objectives.
5. Prayer for the class.
6. Let the class spend the rest of the time working on their objectives.

**LESSON 9**

**BACKGROUND INFORMATION FOR THE TEACHER**

**Objectives:**

1. The parent can use Section 5D of the Handbook to keep developing objectives.

**To Prepare for the Class the Teacher Will Have:**

1. asked someone to be ready to share a sample of the Treasured Moments and Memories section in their SPFC notebook.

**Theme:** Parents should work on more objectives including those they wish to achieve through family devotionals.

**LESSON PLAN FOR CONDUCTING THE CLASS**

**Introduction:** (4 minutes)

1. Check roll.
2. Share with the class the results of a Pew Research Center study released in 2016 showing that only 27% of Millennials attend church services regularly. About half as many as in the older generations. This shows the trend which Christian parents must buck today to keep their children faithful. That is why we need to have an intentional plan for the spiritual development of our children.
3. Prayer for parents.

**Lesson Plan for Conducting the Class:** (44 minutes)

1. Let a class members show the work done so far on Treasured Memories to give others in the class a good example of that part of the Spiritual Plan. (5 minutes)
2. Remind class of how important it is to have clear objectives for their children and let parents work on objectives for the remainder of the time.

**Assignment:** (2 minutes)

* + - 1. Continue to choose objectives, learning paths, evaluations, and rewards for additional years.
			2. Now that you have been writing objectives, decide how many years in your plan you want to have finished by the time our class sessions are over.
			3. Give more thought about how you want organize and what you plan to include in your Treasured Memories section.
			4. Closing prayer.

**LESSON 10**

**BACKGROUND INFORMATION FOR THE TEACHER**

**Objectives:**

1. The parent will continue to work on preparing objectives.

**Theme:** Parents will continue to develop objectives and how to their children will achieve them.

**LESSON PLAN FOR CONDUCTING THE CLASS**

**Introduction:** (4 minutes)

1. Check roll.
2. Welcome the class and express appreciation for their determination to prepare the spiritual plan.
3. Explain the value of the personal letter described in Section 3.
4. Any questions?
5. Prayer for parents.

**Lesson Plan for Conducting the Class:** (44 minutes)

1. Take the remainder of the time to work on your own objectives. We will call you together right at the end of class. (42 minutes)

**Assignments:**

1. Keep working on objectives using Section 5D for years not completed. Try to have at least two years of objectives finished.
2. Make a draft of your personal letter.
3. Closing prayer.

**LESSON 11**

**BACKGROUND INFORMATION FOR THE TEACHER**

**Objectives:**

1. The parent can relate Titus 2:6-7 to parenting.
2. The parent will be moving forward with developing objectives.

**To Prepare for the Class the Teacher Will Have:**

1. prepared to discuss Titus 2:6-7.

**Theme:** The parent will determine to be encouraging and to set a good example.

**LESSON PLAN FOR CONDUCTING THE CLASS**

**Introduction:** (3 minutes)

1. Check roll.
2. Welcome everyone. Moving along toward completion of plan. Set goal of how much you want to have finished by the end of this class.
3. Prayer for parents.

**Lesson Plan for Conducting the Class**: (45 minutes)

1. Discuss Titus 2:6-7.
2. Let the parents continue to work on their plans.

**Assignment:** (2 minutes)

1. Bring your plan to the final point which you hope to reach during this class.
2. Be prepared to share with others how you plan to make use of the SPFC in the future.

**LESSON 12**

**BACKGROUND INFORMATION FOR THE TEACHER**

(If you have a thirteenth lesson coming, use this lesson as the thirteenth and for Lesson 12, discuss Psalm 119:11 and 105. Emphasize the benefits of memorizing scriptures not just to say one time but of repeating them over time so they become hidden in the heart. Give the rest of the class period to letting parents work on their plans and be sure to encourage them to move forward with finishing as much as they can. Conclude with encouragement and a prayer.)

**Objectives:**

1. The parent will continue to complete the spiritual plan for his/her child and for other children.

**To Prepare for the Class, the Teacher Will Have:**

1. prepared to discuss Genesis 18:19.

**Theme:** The parent will determine to put into use the plan developed during the class.

**LESSON PLAN FOR CONDUCTING THE CLASS**

**Introduction:**  (3 minutes)

1. Welcome everyone.
2. Thank all for participating and emphasize the importance of the work they have been doing. It has eternal consequences.
3. Prayer for parents.

**Lesson Plan for Conducting the Class:** (47 minutes)

1. Read and discuss Genesis 18:19. Let the class draw from the passage the following concepts: (1) God wants parents to direct their children to keep the way of the Lord, which suggests giving spiritual matters a high priority; (2) that parents should help their children do what is right and just, which suggests that there is a right path to follow and that God has revealed that to us in His word; and (3) that God gives blessing to those who so direct their children. (8 minutes)
2. Following up on Genesis 18:19, remind the class of the need for pursuing the efforts begun in this class. They need to put their plan into action and they need to review the objectives set for the coming quarter and adjust them as needed—to use more objectives or fewer, to make them more challenging or to make them a little easier. The child must sense success in the program for it to succeed. (8 minutes)
3. Mention each element of the spiritual plan and describe the importance of each. When speaking of the objectives, share the value of having a good balance of Truths and Traits. (11 minutes)
4. Ask those present to talk with each other about what their next step will be. (6 minutes)
5. Ask for questions about anything regarding the plan. (5 minutes)
6. Ask those present to share what they would like to do with what they have learned from this program and how they plan to put their strategy into action. (6 minutes)
7. Discuss how those in the group can stay in contact. (Would they like to share their emails, for example, or have a follow-up meeting to share how they are doing?) (2 minutes)
8. End with a prayer. (1 minutes)

**LESSON 13**

**BACKGROUND INFORMATION FOR THE TEACHER**

**Objectives:**

1. The parent can continue selecting objectives to use at the age level for which he/she will begin developing the spiritual plan for a child.

**Preparation for the Class:**

1. The teacher will be prepared to encourage parents to complete their spiritual plan and to put it into practice.

**Theme:** The parent will determine to “direct his children and his household after him in the way of the Lord.”

**LESSON PLAN FOR CONDUCTING THE CLASS**

**Introduction:** (3 minutes)

1. Check roll.
2. Welcome everyone.
3. Prayer for parents.

**Lesson Plan for Conducting the Class:** (45 minutes)

1. Remind the class of how many passages the Bible has about parenting. So God gives it a very high priority.
2. Divide into small groups and let the parents share some sample objectives at a given year along with learning paths, evaluations, and rewards to give each a chance to show what they have done.
3. About 10 minutes before the end of class time, call the class together again and let those present tell what this study has meant to them and what they plan to do with their spiritual plan.
4. Encourage the class to complete any missing parts of the spiritual plan and set it in motion. Remind the class about the Treasured Memories and Letter segments.
5. Discuss how the teachers and those in the class can stay in touch with each other through Facebook, email, or occasional meetings to share our progress.
6. End with a final prayer for these parents.