



*IN THE WAY HE  
SHOULD GO*

# Discussion Questions

*FOR VOLUMES I - II*

**Jeff Miller, Ph.D.**

*with Julie Miller*

King Solomon Publications  
230 Landmark Dr.  
Montgomery, AL 36117

© Copyright 2022

ISBN: 9781600631832

*In the Way He Should Go Discussion Questions*

By Jeff Miller, Ph.D., with Julie Miller

Printed in the U.S.A.

All rights reserved. No part of this book may be reproduced in any form without permission from the publisher, except in the case of brief quotations in articles and reviews.

All Scripture quotations are from The New King James Version of the Bible, unless otherwise noted. Copyright © 1982, Thomas Nelson, Inc.

# *TABLE OF CONTENTS*

<b>Introduction</b> .....	1
<b>Volume 1 Discussion Questions</b> .....	3
<b>Volume 2 Discussion Questions</b> .....	17
<b>Endnotes</b> .....	28
<b>Other Recommended Resources by the Author</b> .....	29





*R*EADING THE *In the Way He Should Go* volumes is one thing. Taking the necessary time to let the concepts sink in deeply enough to change one's thinking and mindset towards childrearing and properly apply the principles is another. In order to effectively and consistently apply the biblical principles discussed in these volumes, since many of the concepts are likely new ones, discussing and brainstorming with others how to apply the principles in "real life" situations will be invaluable.

For instance, one of the hardest aspects of biblical parenting is recognizing the fruits of a lack of a particular virtue in real-life situations. That's why what you're planning to do with this booklet is so exciting to us. It means you're going to be brainstorming with other like-minded Christians the concepts taught in the *In the Way He Should Go* volumes. While we gave real examples of what a lack of a particular virtue looks like in both child and adult forms, having a dozen other realistic examples of each would be much more helpful to you as you learn to be a more seasoned "fruit inspector." What better way to do so than to talk with others who have the same objective as you, but perhaps a slightly different perspective? After all, "Without counsel, plans go awry, but in the multitude of counselors they are established" (Proverbs 15:22).

In order to grow as a parent and get insight from others as you go through these discussion questions, you must first acknowledge that you **need** insight and help from others. You must humbly acknowledge that you're not a perfect parent who has all of the answers—that the rest of the group should "sit up straight and learn from your amazing parental wisdom." We're all in this

together, trying to better emulate our perfect heavenly Father, knowing that we'll never be able to do so very well. If we can acknowledge that together, then we'll be able to open up and help other parents by acknowledging our mistakes as parents (so that they can learn not to make our mistakes) and acknowledge those areas in which we need help so we can improve. **This isn't a competition against each other.** This is a war against the Devil, who wants to recruit our children into his army of the damned when they're old enough to enlist. If we don't help each other avoid his entrapments, he's much more likely to recruit them.

Whether you're part of a church Bible class group, a small Bible study group, a married couple, a dating couple preparing for marriage, a book club, a family studying childrearing principles together, or part of a group of teens preparing for marriage and parenting, this booklet was designed to help you go deeper into the application of God's childrearing principles. We hope we'll all grow together as godly parents, possible future parents, or teachers of the Word as we try to humbly acknowledge our inadequacies and strive to better conform our lives to God's Word.

# *IN THE WAY HE SHOULD GO*

Rearing Children With a Bible



## *VOLUME I* **Discussion Questions**









**NOTE:** It's recommended that the group read the chapter (together or each person on his own prior to class) **before** going through the discussion questions.

## Introduction Questions

1. What should be our ultimate goal as parents?
2. Do one's childrearing methods matter? Discuss.
3. What factors are likely responsible for the loss of 40% of youth from the Church upon leaving home? How would parenting be relevant to contributing to or preventing those factors?
4. Why should preparation for childrearing be an important aspect of training up a child?
5. Do you believe the Church is adequately preparing youth for their future roles as parents? What could congregations/parents be doing to help?
6. Discuss biblical examples of the dangers of letting society dictate one's behavior and choices.
7. How might a couple's marital status (e.g., married/divorced/re-married) affect the spiritual growth of a child?
8. If the Bible speaks about God's plan for parenting, is it important for Christians to adhere to God's plan, or is it more of a suggestion? Discuss.
9. On one's list of daily life priorities, where should parenting fit? Discuss.
10. How can we make more time for parenting?
11. If a couple doesn't follow biblical childrearing protocols, how is it a victory for Satan?
12. Is the moral of the story on p. 7 a biblical moral? (see Prov. 15:10) Discuss the validity of the moral.

13. Why is it unreliable at best and dangerous at worst to build a childrearing model on the thinking of a society and its “experts”?

## Chapter 1

1. Why, do you suppose, is God so concerned for the welfare of children?
2. On what else in the Gospels does Jesus pronounce a “woe”?
3. Why, do you suppose, would God be particularly concerned for the fatherless child?
4. If God is so serious about parenting, what does that imply about what our attitude should be about it? Is childrearing as important to us as it is to God?

## Chapter 2

1. In what ways are children “arrows”? In what ways are parents “archers”? What is the metaphorical meaning of the “quiver” in Psalm 127:3-5?
2. In what ways are God a Potter and humans clay? How does that principle apply to the parent/child relationship?
3. In what way is “the imagination of man’s heart...evil from his youth” (Genesis 8:21)? Does that mean that children are born evil?
4. Read the passages on p. 20 that speak against the Calvinistic doctrine of “inherited sin” and discuss their implications with regard to whether children are “born in sin.” Also read the Appendix at this point.
5. If humans aren’t born with inherited sin, how does one explain the tendency of humans to behave in “evil” ways from his early days?
6. In what way does Proverbs 29:15 speak against the idea that a child is unavoidably “sinful”?
7. Is a “strong-willed” child inherently more wicked than a compliant one? Discuss the proper perspective of the strong-willed child, highlighting both the pros and cons of such a person.



8. If God **is** love (1 John 4:7-8) and everything He does is loving, how would it be loving for Him to command that a stubborn, rebellious child be stoned to death (Deuteronomy 21:18-21)?
9. Discuss the implications of passages such as Romans 13:1-4, Acts 25:11, Malachi 3:6, and Genesis 6:8; 7:23 with regard to God's feelings about the use of capital punishment today. If God desires that capital punishment be continued today, and only He (the Giver of life) can authorize what crimes warrant execution, how might we determine what crimes demand lethal punishment (and are there some divinely mandated crimes which would have been capital offenses in the past which are not today—how can we tell)? What are the implications of that truth with regard to Deuteronomy 21:18-21 and how a parent views his responsibilities as a parent in his list of daily priorities?

### Chapter 3

1. What are some things that are **not** goals of biblical childrearing (both good and bad), but which can sometimes become our goals if we are not careful? Discuss.
2. What **is** the goal of biblical childrearing?
3. What are some things that parents should regularly do to make sure that the parents are portraying God accurately to their children?
4. What are some things that parent's shouldn't do, to make sure they are accurately portraying God to their children?
5. Read Ephesians 6:4 and Hebrews 12:9-11. Discuss the meaning of the terms that are used in the passages to describe the responsibilities of parents in childrearing, especially discussing their distinctions.

### Chapter 4

1. Discuss realistic situations (including real examples from the lives of those in the group) in which a parent would be tempted to be unfairly frustrated or angry with a child, not having first given adequate instruction/rules to the child.

2. Discuss situations in which instruction has been given to a child that wasn't specific to what a child did, but that the child should have been able to apply (but didn't) to the situations, resulting in inappropriate behavior.
3. How can a parent know when sufficient instruction has been given or not given prior to such scenarios? What should a parent do if he isn't sure?
4. Read together Deuteronomy 6:7 and 11:18-21, discussing the meaning and implications of those passages. Discuss places in which one or both of those passages could be displayed so that you as parents will regularly see them.
5. Discuss day-to-day situations in which a parent could take the opportunity to talk to a child about God's Word and its application to the situations.
6. Based upon the passages cited on p. 40 concerning the government, what is the God ordained role/purpose of the government?
7. Discuss some of the teachers in a child's life who often take on primary roles, time-wise, in a child's instruction, but who are not given by God primary responsibility for the child's instruction. Discuss what you as parents can do differently to assume more of your children's regular instruction.
8. Read the passages listed at the top of p. 41 and discuss their implications with regard to child teaching.
9. Read Psalm 78:2-8 and discuss the importance of not only teaching one's children, but also preparing them to teach **their** future children.

## Chapter 5

1. Does Proverbs 22:6 imply that one's children will **necessarily** live a godly life if he rears them biblically? Discuss. Does Proverbs 22:6 imply that one's children will **likely** live a godly life if he rears them biblically? Discuss.
2. With regard to personalizing one's childrearing techniques for each



child, discuss some considerations that a parent should keep in mind when molding each individual child (e.g., gender, talents, personality, etc.), giving specific examples.

3. Discuss specific sins that adults struggle with and how those attitudes/behaviors would've manifested themselves in childhood.
4. Discuss goals that a parent could consciously or subconsciously train a child to pursue but which shouldn't be prioritized as objectives (e.g., wealth, fame/glory/popularity, charm/beauty, strength/athletic skill, intelligence/scholastic achievement). How might a parent be guilty of overemphasizing such objectives?
5. Make a list of biblical virtues that God expects His followers to possess.

## Chapter 6

1. Why could it be argued that self-control is the basis of virtually all of the other virtues?
2. Discuss examples of instances in adulthood where having been taught from a young age to accept "No" or "Not now" with self-control would be helpful.
3. Read 1 Kings 21 and discuss how King Ahab exhibited a lack of self-control on that occasion that likely started in his upbringing.
4. Discuss how it is that a child is being trained to be a bully and looter as an adult when he nags, whines, and has tantrums to get his way.
5. Discuss the practical differences between resisting a child's nagging/whining and making it counter-productive.
6. Read Galatians 5:19-20 and 2 Corinthians 12:20. Discuss what an adult "outburst of wrath" looks like in a child. Be specific.
7. Discuss the dangers of "babying" a child by over-sympathizing with him when he experiences pain, as it relates to building self-control in a child.
8. Read and discuss James 1:2-3, Hebrews 12:5-11, 2 Corinthians 12:10, and Romans 5:1-4 with regard to how we should teach a child

to view pain (e.g., that it will strengthen him, if he learns to endure it with a smile).

## Chapter 7

1. Discuss examples of innocence, negligence, and defiance with regard to a child's response to a parent's instructions.
2. Read together 2 Kings 9-10 and discuss scenarios in which a child is likely to willingly obey and scenarios in which his lack or possession of the obedience virtue is likely to be revealed, since obedience will force him to do or not do something he wishes.
3. Read together 1 Samuel 2:12-17,22-25 and 3:1-14. Since Eli had already admonished and rebuked his sons for their behavior (1 Samuel 2:23-25), what did God mean by his statement to Eli in 3:13? What kinds of restraint do you suppose Eli was responsible for imposing on his (likely) grown sons? By not restraining his sons, what did God say Eli was doing (2:29)?
4. Read together 1 Samuel 15:1-23 and discuss how, to God, rebellion and stubbornness are the opposite of obedience. How is rebellion like the sin of witchcraft (vs. 23)? How is stubbornness like idolatry (vs. 23)?
5. Why is it important to insist that a child obey **every** command that a parent gives, no matter how "small" it may be?
6. Discuss real-world scenarios in which a child might disobey for a seemingly "good" reason but, as in the biblical examples discussed in the book, still be guilty of disobedience that must be addressed.
7. Discuss the difference between obedience and submission.
8. Discuss examples in which a child might obey, but do so unsubmitively. Discuss examples in which adults might obey earthly authorities, but do so unsubmitively. Discuss examples in which adults might obey God, but do so unsubmitively.
9. Discuss examples of commands a parent might give a child, if he's not careful, which are not "in the Lord" (Ephesians 6:1).



10. Discuss what we should do if we give a rule/instruction that we, later, decide we should not have given to a child.

## Chapter 8

1. Read Proverbs 6:16-17 and 1 Peter 5:5. It could be argued that pride manifests itself in three basic ways<sup>1</sup>: self-focused pride (cf. Romans 12:3), comparative pride (cf. Philippians 2:3), and self-seeking pride (Matthew 23:12), all three of which are alluded to in Psalm 10:1-5 and 1 Corinthians 4:7. Discuss in which category each fruit of pride would fit best: bragging, showing off, being bossy, being snobby, and being presumptuous.
2. Discuss the biblical concept that God does not “play favorites” by making some children “better” than other children. Since that is the case, does it make sense to glory in the self-perceived superiority of one’s children? Discuss how that would actually be an indictment of God’s justice. Instead of pridefully focusing on a child’s “greatness,” what should be a parent’s response to the discovery of a child’s talents and abilities?
3. Discuss ways in which a child could be immodest in behavior or apparel.
4. For a deeper study on the subject of modesty, read together the sections in the author’s book, *Dating Without Detonating*, on lust and modesty (Chapter 13) and modest apparel (Chapter 14).

## Chapter 9

1. Is it appropriate for mankind to be afraid of God’s righteous judgment? Discuss. Is it appropriate for children to have a similar fear of their parents’ judgment? Discuss. Why is it the case that such fear towards God will be inevitable if we understand Who God is, what will happen on Judgment Day, and towards parents if they are implementing biblical correction?
2. How do we know it to be the case that ensuring that children honor and obey their parents is a key cornerstone of a successful society?

3. Discuss real scenarios in which a child would be exhibiting disrespect towards authority and ways in which a child could be trained to exhibit respect in those situations.
4. Discuss scenarios in which a child can exhibit disrespect of God and how the child should be trained to behave to avoid such behavior.

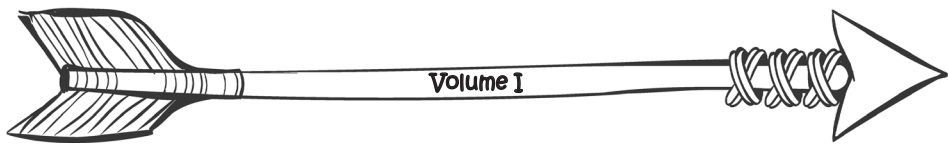
## Chapter 10

1. Discuss the significance of faith/trust in the Christian system and how the virtue honesty relates.
2. Discuss typical scenarios in which a child will be likely to lie, tell a “half-truth,” or spin a story to make himself look better.
3. Discuss how teaching a child to honor his commitments relates to the virtue honesty.
4. Discuss things that a parent might do which would lead to a child struggling to trust others.
5. Discuss why it would be the case that a lack of trust often leads to the tendency to try to control people or circumstances.
6. Discuss real world scenarios in which a child is likely not to take responsibility for his mistakes.
7. Discuss things that a parent can do to encourage a child to come to him and confess his mistakes instead of hiding them.
8. Discuss typical mistakes that a child makes and the things he should do to “bear fruits worthy of repentance,” fixing his mistakes.

## Chapter 11

1. Read together the passages about industriousness listed in the endnotes. Discuss what parents can do to help build industriousness in their children—the ability to work and the love of work.
2. Discuss typical scenarios in which a child exhibits a lack of diligence in his work.





---

## Chapter 12

1. Discuss real life scenarios in which you have witnessed an adult's lack of the virtue unselfishness. Discuss real life scenarios in which a child is likely to exhibit selfishness.
2. Discuss ways in which you can help a child learn to be unselfish and not materialistic.
3. Discuss ways in which a child is likely to be inconsiderate of others and how a parent might help train him to be more considerate.
4. Discuss ways in which we can model kindness and goodness for our children and examples of how we might teach our children to be kind/good to others.
5. Read Proverbs 27:14 and discuss ways in which an adult's intended kindness can actually be inconsiderate and, therefore, unkind. Discuss equivalent circumstances that are likely to happen with children.

## Chapter 13

1. Discuss examples in which we as adults betray our own lack of patience/longsuffering and the ways in which children will tend to exhibit impatience.
2. Discuss examples of typical adult failures to show mercy and compassion on others and examples that a child could relate to that you could discuss with your child in preparation for those times when he'll struggle to be merciful.
3. Why is it the case that a failure to have the virtues mercy/compassion will have a direct impact on our eternal destination?

## Chapter 14

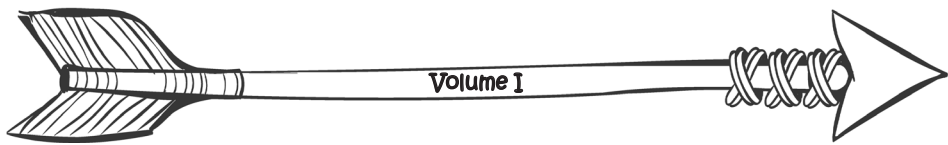
1. Discuss why it is the case that discontentment would be such a common problem for children.
2. Discuss specific ways in which adults display a lack of the virtue

contentment and ways in which children do so.

3. Discuss why it is the case that complaining is a symptom of a discontented spirit.
4. Read together Numbers 11:1-23,31-35. Discuss how pickiness is a symptom of discontentment and ingratitude, comparable to the Israelites in Numbers 11.
5. Discuss ways in which a child can be taught contentment.
6. Discuss why it is the case that the more we're content with our current situation, the more likely we are to immediately think unselfishly and spiritually when we receive more money, and why the opposite is also the case.
7. Discuss the difference between contentment and gratitude.
8. Discuss ways in which we can teach a child to have an attitude of gratitude.

## Chapter 15

1. Discuss various benefits of schooling a child. Why should the acquisition of knowledge be an important objective, and why, do you suppose, would God/Solomon emphasize knowledge so much?
2. If knowledge is such an important objective of schooling to God, what subjects would He want a child to study in preparation for a life of service to Him? What subjects would be less important to God? Are there subjects that God might not want a child schooled in?
3. Discuss why increasing in knowledge of God's Word should be an important, regular schooling subject for a child.
4. Discuss why memorization of God's Word is an important component of gaining Bible knowledge.
5. Watch and discuss the video, "Bible Memory Work: Do I Have To?" by the author. (Found on the author's Kids Prep Bible Memorization Program website: [www.KingSolomonPublications.org/KidsPrep/](http://www.KingSolomonPublications.org/KidsPrep/))
6. Discuss why helping a child develop a love of reading is essential to



his gaining the virtue knowledge.

## Chapter 16

1. Discuss specific examples in which adults in America today are failing to exhibit understanding in their lives.
2. Discuss how one might teach understanding to a child.
3. Why is merely saying “Because I said so” not advisable when a child asks “Why?” about something in a serious, respectful way?
4. Discuss some things that we as parents should want our children to have “understanding” about as they prepare for adulthood.
5. Read Acts 17:2. Discuss what Acts 17:2 means when it says that Paul “reasoned with them from the Scriptures.”
6. Read Acts 18:4. Discuss why the word “reasoned” as a cause has the effect of “persuading” others. Discuss why this passage proves that God doesn’t want us to blindly believe what we’re told, but be able to weigh evidence to arrive at an appropriate conclusion.
7. Discuss what Acts 17:2 and 18:4 have to do with developing understanding.

## Chapter 17

1. Discuss the differences between knowledge, wisdom, and understanding.
2. Read Proverbs 4:7 and 8:11 and discuss why those statements are true.
3. Read Proverbs 22:3 and discuss its many specific applications that are relevant in childrearing.
4. Read Judges 2:10 and discuss how the rise and fall of nations can be significantly affected by effective parenting.

## Chapter 18

1. Discuss specific ways in which a child should be taught to be pious.

2. Read the passages on p. 196 that discuss how we should give to God and consider whether we as parents are being good examples before our children of piety in our financial giving to God.
3. Why should their acceptance by the world not be one of our objectives as parents for our children?
4. Discuss why it is the case that, oftentimes, a child being holy will translate to his being lonely.
5. Discuss homeschooling and why in many modern cases it is a reasonable alternative to the public school system.
6. Discuss situations in which a parent may have to choose public schooling for their children and what they will need to do to try to offset its potential dangers.
7. As an exercise, each person should make his own “Spheres of Influence” chart like that found on p. 210, with specific people in the spheres (not necessarily to share with the others in the group).

## Conclusion

1. Brainstorm places in your home where the thematic verse for “Teach” could be displayed.
2. Discuss other biblical virtues not on this book’s list of 20 virtues.
3. Discuss where evangelism should rank in comparison to devoting sufficient time to teaching children virtues.
4. Discuss why teaching is essential but not adequate.



*IN THE WAY HE  
SHOULD GO*

Preparing Children  
for God



*VOLUME II*  
**Discussion  
Questions**





**NOTE:** As with Volume I, it's recommended that the group read the chapter (together or each person on his own prior to class) **before** going through the discussion questions.

## Introduction Questions

1. Discuss the ultimate objective of parenting, from a biblical perspective.
2. Discuss those things that shouldn't be a significant emphasis in our parenting, according to the Bible.
3. Read together Proverbs 20:11, Philippians 4:8, and 2 Peter 1:5, discussing their import in biblical childrearing.
4. Read together 1 John 1:8 and discuss its implication with regard to our inadequacies as parents.

## Chapter 1 Questions

1. Discuss why teaching is insufficient as a standalone childrearing tactic.
2. Discuss what it means to “train” a child.
3. What are some habits—good, bad, obnoxious, or neutral—that we tend to have? How did they become habits? What would be required to break those habits?

## Chapter 2 Questions

1. Discuss animal training—the tactics used and the results attained.
2. Why is **consistency** critical in training a child?
3. What could consistency warning #1 imply about the nature of a parent's job/career selection and how his child is schooled?
4. Read Proverbs 29:15 and discuss why **attentiveness** to our children is essential for effective training.

5. Discuss ways in which a parent's example towards others or towards a child can train the child, for good or ill.

### Chapter 3 Questions

1. What is meant by the phrase "preemptive training"?
2. Why would "Simon Says" be a good game to train a child to be obedient and submissive?
3. Discuss other general ways in which a parent could **preemptively** train a child (besides those discussed in the book).
4. Discuss other specific training sessions (besides the one's discussed in the book) that could be used to help a child develop self-control, humility, modesty, respect/reverence, honesty, trust, responsibility, industriousness/diligence, unselfishness/consideration, kindness/goodness, patience, mercy/compassion, contentment, gratitude, knowledge, understanding, wisdom, piety, holiness, and obedience.
5. Read together 1 Timothy 4:7b-8 in at least four different translations and discuss its significance in childrearing.

### Chapter 4 Questions

1. Discuss the 6 "levels" of obedience, giving theoretical and real examples of each, applied to children, where possible.
2. Discuss examples of adult versions of the 6 "levels" of obedience.
3. Read together Jonah 1:1-3; 3:10-4:5; Genesis 19:1-29; and Exodus 3-4:16, discussing the various levels of obedience described therein.

### Chapter 5 Questions

1. Discuss real life examples where a child should be trained to obey **first**.
2. Discuss real life examples where adults might fail to obey God (or another authority appointed by God—Romans 13:1; 1 Peter 2:13-17) **first**.
3. Discuss real scenarios in which a child being trained to be





immediately and quickly compliant would be important.

4. Why is the “counting game” an inappropriate tool for a parent to utilize in training?
5. What are some specific symptoms to look for which indicate that, after a child is given an instruction, his heart (manifested through attitude) is not right in his obedience?
6. How are a person’s intentions/motivations/reasons are a reflection of his heart?
7. If a person doesn’t love, he won’t be accepted by God, no matter what he does. Read 1 Corinthians 13:1-3 and discuss how one’s **motivation** (his heart) is an essential differentiating factor in whether or not a person’s good deeds/behavior are, to God, a manifestation of *agape* love.
8. Read Genesis 6:5 (ESV), noting that God couples one’s “intentions”/“intent” (NKJV) with the state of his “heart.” Pre-Flood man had morally digressed to the point that, though they may have engaged in “good” things at times, they didn’t **mean** to when they did. Discuss the implications of this passage regarding the reason for God’s decision to destroy the world in the Flood. Tie the discussion back into the importance of addressing a child’s heart in childrearing.
9. Discuss situations in which a parent might feel pressured to correct a child or correct a child in a certain (unusual for them) way for the sake of appearances or to “please” others.
10. Discuss “fruits” (i.e., outward manifestations) that would be exhibited when a child is having various heart issues.
11. Keeping in mind that a child may not know (or want to hide) his bad intentions from a parent, what are some questions that could be asked to draw out the root motivations of a child’s inappropriate behavior?

## Chapter 6 Questions

1. Discuss some things that would be appropriate to train a toddler not to do or touch and the reasons for those prohibitions.

2. Discuss specific examples of how a parent might put the “Tree” in the midst of the “Garden” to help train a child.
3. Discuss examples of things that **wouldn’t** be good “Trees” to use in training or times that wouldn’t be ideal for putting a “Tree” in the “Garden.”
4. Discuss dangerous scenarios in which a child having been trained to be immediately compliant would be critical.
5. Read Hebrews 5:14 and discuss its implications in childrearing.

## Chapter 7 Questions

1. Discuss whether individuals in the group have encountered specific instances, or have experienced the general feeling in society, that correction of others or children is inappropriate. Has the group experienced shame from the “politically correct” police, been a victim of “cancel culture” by encouraging proper behavior, or felt a general pressure not to say certain true but corrective things to others out of fear of “offending” them?
2. Discuss why it would be the case that suffering, though painful, can be a beneficial thing. Give examples.
3. Discuss why shielding a child from all suffering will ultimately make him spoiled or, at the very least, spiritually deficient or weak. How will shielding him in that way also make him less able to function in the world and in service to God?
4. Discuss how church and child discipline/correction are a manifestation of love towards wayward individuals.

## Chapter 8 Questions

1. What is the **only** way in which we can determine the best, most effective technique for correcting children?
2. Since God, Who is love (1 John 4:7-8), would never advocate doing something unloving, and yet He encourages us to strike others in some cases, how is it the case that striking someone would be a show



of love in some cases?

3. Discuss possible reasons for why many modern psychologists and surveys claim that spanking is ineffective or harmful.
4. Read together Hebrews 11:6 and discuss its application to whether or not spanking should be used.
5. Discuss why a Christian should **expect** that the world around us would reject spanking as a mode of correcting children.

## Chapter 9 Questions

1. Discuss ways in which the government's definition of child abuse could be applied to actions that would not be deemed "abusive" to God.
2. Why might "unbiblical correction" be a reasonable definition for what constitutes child abuse?
3. Discuss why unfairness is virtually guaranteed to evoke wrath in a child.
4. Discuss real-world examples of how a parent might discipline "ambiguously."
5. Discuss why a parent wouldn't want to discipline "unrestrainedly."
6. Discuss real-life scenarios in which a parent is prone to discipline "hypocritically."
7. Read together Genesis 25:19-34, Genesis 27, and Genesis 37, discussing the danger of "playing favorites" or leaving the impression that you as a parent like/favor one of your children over another.
8. Discuss real-life situations in which a parent would tend to be inconsistent in his discipline.
9. Discuss situations in which a parent might tend to be prone to being excessive in his punishment.
10. Discuss situations in which a parent's discipline or rules might be perceived to be selfish to a child.

11. Discuss how a parent can go about being balanced in his over/under-protection of a child.
12. Read together 1 Corinthians 13:5 and discuss why holding a grudge/bringing up past repented mistakes is unloving.
13. Discuss real-life scenarios in which a parent may be expecting too much from a child, given his age and abilities.
14. Discuss examples in which a parent's expectations in schooling, sports, etc. are unrealistic, given the fact that the child can't ultimately control the outcome of his endeavors.
15. Discuss ways in which a parent might be "unpleasable" to a child.
16. Discuss the rationale for striving to give more positives than negatives to a child.
17. Discuss how and why fathers are particularly highlighted as being prone to provoking their children to wrath/discouragement.

## Chapter 10 Questions

1. Discuss the two ways a parent can be abusive by being neglectful (as discussed in the book), citing real-life examples, if possible.
2. Discuss forms of "inappropriate contact" that would fall under the second sub-category of physical abuse.
3. Discuss the axiom that manner, not mode, is what constitutes abusive use of the rod of correction.
4. Give two biblical reasons for why we know that giving a spanking isn't abusive in God's sight.

## Chapter 11 Questions

1. At what point should a parent begin implementing spankings?
2. Discuss step 1 of biblical correction (Reassure), including the pre-trial, trial, verdict/sentencing, and appeal process, applying the principles to realistic scenarios.
3. Discuss the meaning and real world application of step 2 of biblical



correction (Rebuke), including the ultimate purpose/objective of the step.

4. Read together James 5:16 and 1 John 1:9 and discuss the importance of step 3 of biblical correction (Recognize).

## Chapter 12 Questions

1. Read together Proverbs 13:24, Hebrews 12:6, and Revelation 3:19. Recalling that the meaning of *agape* love in the Bible ultimately boils down to being selfless, how does the use of the rod communicate **love** to a child?
2. How does the rod of correction generate **holiness** in a child?
3. How does the rod of correction generate **respect/humility**?
4. How does the rod of correction **cleanse** the conscience and generate peace?
5. How does the rod of correction generate **wisdom**?

## Chapter 13 Questions

1. What is the basic, working definition of a biblical spanking, and what are the objectives of the spanking?
2. Discuss biblically authorized spanking implements.
3. Discuss the danger of waiting too long to begin using spanking as a corrective measure with a child.
4. Discuss the danger of delaying correction for several minutes or for hours after the infraction was committed by the child.
5. Discuss the factors to consider with regard to the force and number of the blows used by a parent in a spanking.
6. How can a parent tell whether he “got the job done” in using the rod of correction?
7. Discuss the dangers of **not** “getting the job done” when using the rod of correction.
8. Discuss circumstances in which the rod of correction will not

necessarily immediately produce the expected biblical fruits.

## Chapter 14 Questions

1. Discuss possible reasons for why spanking “doesn’t work in my case.”
2. Why is the argument that “I wasn’t spanked and still turned out alright” a faulty argument for not using the rod of correction in your home?
3. Discuss the danger of “lowering the bar” in our expectations of our child’s appropriate behavior.
4. What must first be assessed before deciding that a child doesn’t need the rod of correction because he didn’t “mean” to?
5. Why should a parent be very cautious about making excuses for his child’s behavior and neglecting the use of the rod of correction?

## Chapter 15 Questions

1. Discuss examples of what the three steps of biblical repentance might entail in real-life adult and child scenarios.
2. Discuss the 4-part application of step 5 of biblical correction (Repentance)—clarification, evaluation, reparation, and prevention—considering real world examples of what the four parts would look like in different childrearing scenarios.
3. Discuss step 6 of biblical correction (Restoration) and the danger of not implementing it (by perhaps giving the child a “guilt trip”) after repentance has occurred.
4. How might continuing to emphasize guilt in step 6 lead to a prideful, self-righteous adult later?

## Chapter 16 Questions

1. Why would it be devastating to a child in the long run for his parents not to show a united front in their corrective measures?
2. How might disagreement over childrearing protocols in front of a



child hurt your marriage in the long-run?

3. According to the implications of Scripture, which relationship must take precedence in God's sight: the marital or parental relationship? Discuss.

## Conclusion Questions

1. Read together Psalm 127:3-5 and discuss the comparisons that can be made between rearing children and firing an arrow at a target.
2. Does God expect a Christian parent never to make mistakes in his childrearing practices? Discuss.

## Appendix 1-2 Questions

1. Discuss the list of responsibilities a husband and wife have in the home, encouraging each person to make a mental list of those tasks they are neglecting or are deficient at.
2. Why is it important for parents to prepare their children for their God-ordained roles in the home? Discuss.
3. Discuss other items that could be added to each of the training lists given in Appendix 1.
4. Discuss the results of the survey in Appendix 2, highlighting those areas in which we all need to improve.



<sup>1</sup> See the author's sermon series on the subject of Pride on his YouTube Channel: <https://youtube.com/playlist?list=PLmwJggefD8VjUR1UDnvcplkgeSO3Q71H>.



OTHER RECOMMENDED  
RESOURCES BY THE AUTHOR



**Kids Prep**  
Preparing Kids  
for Christ

*Want your kids to have more Bible memorized  
than you did at their age?*

**This program is for you!**

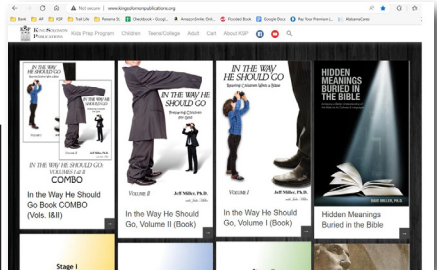
[www.KingSolomonPublications.org/KidsPrep/](http://www.KingSolomonPublications.org/KidsPrep/)

Everything you'll need to start the Kids Prep Bible Memory  
Program at your congregation!

[www.KingSolomonPublications.org/KidsPrep/](http://www.KingSolomonPublications.org/KidsPrep/)



Check [KingSolomonPublications.org](http://KingSolomonPublications.org)  
for regularly added products  
by Drs. Jeff and Dave Miller



[APOLOGETICSPRESS.ORG](http://APOLOGETICSPRESS.ORG)

For hundreds of Christian evidences articles and products by the author.

Products available for purchase through PayPal at:



**KING SOLOMON**  
**PUBLICATIONS.ORG**