Parent Guide Planner 2



". . . And when he was set, his disciples came unto him . . . " (Matthew 5:1b-2).

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WEDITATION WORKSHEET	
Gain insight into Matthew 5:1b-2 by completing a <i>Meditation Worksheet</i> .	MAJOR CONCEPT:
☐ Determine how and when you will do the Meditation Worksheet.	Discipleship requires a decision.
☐ Meditation Worksheet completed	☐ Discuss whether God forces us to be disciples. ☐ Does Satan force those who reject God to be his disciples? ☐ How does a Christian become a disciple? ☐ Does discipleship require one or many decisions? ☐ What decision(s) is (are) required? ☐ How does a soldier joining an army
Person responsible to share: □ Father □ Mother □ Other	illustrate a Christian becoming a disciple? What daily disciplines does discipleship require?
WISDOM QUIZ (First page of each Wisdom Booklet) Determine how and when you want to use the Wisdom Quiz.	Determine how and when you will introduce the Major Concept.
Sharpen your family's thinking about foun-dational truths to be studied by taking the Wisdom Quiz.	
Person responsible to share: □ Father □ Mother □ Other	Person responsible to share: □ Father □ Mother □ Other



INTRODUCTORY IDEAS:

A wise teacher makes learning fun!

One family arranged for a policeman to bring his canine unit (police dog) to their home to demonstrate how dogs are trained. They invited other home-educating families in the area to join them.

The policeman told them how obedience training must be consistent, or the dog will start to be slack in its obedience. The children were impressed with how well the dog obeyed. That evening they discussed how helpful and useful trained dogs are and how noisy, destructive, and messy untrained dogs can be.

For fun, the next day the family had an "obedience training class," and the children pretended that they were "little puppies." When the mother gave a command, they were to obey instantly. They delighted in having this "obedience training class."

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WISDOM WORKSHEET

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MORNING WISDOM SEARCHES

Beginning with Psalm 36 and Proverbs 8, search for words and ideas that relate to discipleship, such as:

Fearing the Lord

Abhorring evil

Getting under God's protection

Rejecting pride

Trusting in the Lord

Delighting in the Lord

Waiting for the Lord

Being joyful

Guarding our tongues.



EVENING WISDOM SEARCHES:

Principles and Concepts

Search 1: Read Genesis 10–12.

Search 2: Read about the honeybee in *Character Sketches*, Volume I, pages 52–60. Discuss how self-control is required for loyalty.

Search 3: Read about the Rechabites in *Character Sketches*, Volume I, pages 61–63. Discover how God honored self-control. (See Project D.)

Search 4: Read and discuss "The Revolt of the Maccabees" (pages 43–46).

Search 5: Apply discipline to finances. Do Basic

Quiz number 1, Men's Manual, Volume II, page 15. Then read pages 13–14.

Search 6: Read Genesis 13–15.

Search 7: Review what was learned during the week.

Additional Evening Wisdom Searches:

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CHARACTER FOCUS:

SELF-CONTROL



Mark the objectives you want to cover with a [/]. Turn the [/] into an [X] when completed.

- Define self-control and discuss why it is essential for discipleship.
- Identify your most difficult areas of selfcontrol, and design ways to build selfcontrol in these areas.
- ☐ Study Bible heroes who demonstrated self-control (#477, Scope and Sequence Chart).
- Learn to wait for desires to be fulfilled: taking turns, receiving a treat, sharing a toy or privilege.
- Evaluate self-control by charting completion of daily chores and responsibilities (#636, Scope and Sequence Chart).
- Evaluate daily decisions in light of the selfcontrol needed to fulfill them or the lack of self-control which resulted in failure to fulfill

them (#739, Scope and Sequence Chart; Advanced Seminar Textbook, IBLP, pages 111–113; Men's Manual Volume II, IBLP, pages 218–233).

- Study the Training Bulletin How to Conquer Slothfulness. Learn what God thinks of sleep and rest.
- ☐ Study the references the Apostle Paul makes to self-control in his pastoral epistles. If possible, expand your study to his church epistles.
- □ Design projects to analyze how lack of selfcontrol results in insensitivity to God and others (#706, 753, 754, Scope and Sequence Chart).
- ☐ Learn the special disciplines of teaching others self-control by training a pet (#436, Scope and Sequence Chart).
- Read a biography of someone who exhibited self-control and discipline (e.g., scientist, president, or preacher).

Person responsible to share:

CHARACTER QUALITIES

List additional character qualities and projects to be taught.

Person res	ponsible to sh	nare:	
☐ Father	☐ Mother	Other _	

PROJECTS FOR LITTLE PEOPLE Mark the objectives you want to cover with a [/]. Turn the [/] into an [X] when completed. When discussing the importance of a consistent, daily schedule, teach young children how to tell time and/or read a calendar. Have the children make their own calendar for one month and choose a special discipline or responsibility they would like to add to their schedule. Tangibly reward them on a daily basis for following through on their new responsibilities.	willing to let go of things that beset us and to discipline ourselves to gain things for eternal benefit! Prayerfully list what these items may be, memorize pertinent Scriptures, and establish a form of accountability to one another for these areas. Study sloths using the IBLP Training Bulletin How to Conquer Slothfulness. Study also the ant in Men's Manual, Volume II, pages 226–229.
Have someone in the church or neighborhood who is training for track talk to the children about what is involved in training. Discuss what disciplines must be maintained, what things must be avoided, what eating and sleeping habits are needed, etc. Later help the children understand how these disciplines are all for an earthly goal and prize. How much more should believers be	Person responsible to share: □ Father □ Mother □ Other
LIFE PRINCIPLES	
Study the Life Principles by choosing learning objectives and projects from the Scope and Sequence Chart and Index. Write your objectives and projects below.	
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	Person responsible to share: □ Father □ Mother □ Other
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WISDOM RESOURCE



BEGIN A LIFE NOTEBOOK.



How to introduce Resource A:

Read Malachi 3:16-18, and explain that a Life Notebook is

ful "life message" is possible, and it provides reassurance during times of discouragement. 2 Read page 35, and answer the questions on page 36.

explain that a Life Notebook is a book of remembrances. It documents the supernatural workings of God so an effective and fruit-	Person responsible to share: □ Father □ Mother □ Other
RESOURCE OBJECTIVES Use the Resource to teach the following objectives: ☑ Differentiate between a journal and a diary.	 □ Understand how a person becomes a disciple of Christ. □ Realize that communication occurs through words, voice inflections, pauses, emphases, and eye contact.
 ☑ Define journal. ☑ List the rewards of keeping a journal. 	
☐ Commit yourself to keeping a daily journal. ☐ Make your first journal entry by recording your salvation experience (#102, Scope and Sequence Chart).	Person responsible to share:
WISDOM APPLICATIONS Mark the objectives you want to cover with a [/]. Turn the [/] into an [X] when completed. Learn to report events accurately.	☐ As you write journal entries, learn to apply interviewing skills to your thinking so your entries are more thorough and accurate. ☐ Work on your penmanship for neatness and
Learn good communication skills by telling your account into a tape recorder. Then write out the story by dictation from the tape, and have someone proofread it. Make a final draft.	legibility in your journal. Learn to plan entries for your journal by identifying the basic message you desire to communicate, writing a simple outline, and taking good notes of things you should
Read a portion of the journal of a Godly person.	document (#174, Scope and Sequence Chart; Life Notebook, IBLP).

$\hfill \square$ Increase proofreading and editing skills.	
	Person responsible to share: □ Father □ Mother □ Other
PROJECTS FOR LITTLE PEOPLE Mark the objectives you want to cover with a [/]. Turn the [/] into an [X] when completed. When the children write out their testimonies, encourage them to use appropriate Scriptures and to commit them to memory. Be sure that they include not only when and where they committed their lives to the Lord and were baptized, but also share what these events	and total commitment. Another project related to salvation might be to have them design their own tracts using their personal testimonies.
mean to them personally. Provide opportunities for older students to share their testimonies and the events which led up to their salvation. Instruct them in how to lead others to salvation, baptism, dedication,	Person responsible to share: ☐ Father ☐ Mother ☐ Other
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POWER THROUGH PRECISION



DECIDE TO BE A DISCIPLE.

How to introduce Resource B: 1 Together write out a definition of enthusiasm on a marker board or blackboard. 2 Then have each person write out three hindrances that	are standing between him and consiste enthusiasm. 3 Next, use a Bible drill to look to Colossians 3:23–24, and discover what God sa about enthusiasm. 4 Then study pages 37–40. Person responsible to share: □ Father □ Mother □ Other
RESOURCE OBJECTIVES Use the Resource to teach the following objectives: Examine synonyms and antonyms which describe a follower of Christ.	and understand why this character quality is important to discipleship. Make an application of Scriptural enthusiasm.
 □ Discover the proper motivation for enthusiasm. □ Analyze a life message which illustrates true success. □ Find the origin of the word enthusiasm, 	Person responsible to share: □ Father □ Mother □ Other
WISDOM APPLICATIONS Mark the objectives you want to cover with a [/]. Turn the [/] into an [X] when completed. □ Learn and practice good conversation skills by developing the qualities of careful listening, precise answering, and creative questioning.	this concept in daily activities and tasks.
Using descriptive, suspenseful adjectives, develop and strengthen writing skills.	

 $\ \square$ Use vocabulary words conversationally and

Discuss wholeheartedness, and incorporate

for penmanship practice.

☐ Other

Person responsible to share:

☐ Father

☐ Mother

PROJECTS FOR LITTLE PEOPLE Mark the objectives you want to cover with a [/]. Turn the [/] into an [X] when completed. ☐ As an aid in remembering and understanding the words which describe discipleship, cut out pictures of people who illustrate being tutored, prepared, apprenticed, etc., and match the pictures to the appropriate vocabulary words.	carefully lift it out of the sand, dusting off the excess sand. These footprints can be mounted on a board with the child's name and a simple statement saying, "I have decided to follow Jesus." Let each child pray, committing himself to follow the Lord. Conclude this special time with the singing of "I Have Decided to Follow Jesus."
Go to a local beach or sand box where there is damp sand, and let each child make a plaster of paris footprint. Have him make an imprint very carefully in the sand. Mix plaster of paris until it reaches the consistency of cottage cheese. Pour the plaster onto the footprint, and let it set for about thirty minutes. Carve the name and age of the child in the plaster, and	Person responsible to share: □ Father □ Mother □ Other
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INSIGHTS



LEARN THE GREEK ALPHABET.

Person responsible to share:

☐ Father

☐ Mother



How to introduce Resource C:

1 Learn the Greek letters which correspond to the English letters on pages 41-42. 2 Practice pronouncing the Greek letters on pages 41-42. 3 Practice writing all the Greek letters and words learned thus far.

☐ Other

Jese the Resource to teach the following objectives: Study the Greek alphabet and its English equivalents.	Person responsible to share:
Recognize three types of Greek accents.	☐ Father ☐ Mother ☐ Other
WISDOM APPLICATIONS Mark the objectives you want to cover with a [/]. Turn the [/] into an [X] when completed. Develop syllabication skills (Teaching Word) Third Edition, Gorsuch	• Analyze verb tense and voice (The Gre Reference Manual, Sixth Edition McGraw-Hill, sections 1030–1048).
 Develop syllabication skills (read-ring) Attack Skills, Third Edition, Gorsuch Scarisbrick). Strengthen pronunciation skills (e.g., enunciation, placement of accents and diacritical markings) by making an oral presentation of memorized Scripture passages. 	

• Study verb conjugation.



HISTORY RESOURCE



DISCOVER THE CONCEPTS OF AUTHORITY.



How to introduce Resource D:

 Ask your children what they would do if a foreign army convolt of the Maccabees," pages 43-46. 3 Stop at the discussion point on page 44 and ask, "Did Mattathias do the right thing?" 4 Finish the Resource.

quered your nation and turned your church into a heathen temple. 2 Then read "The Re-	☐ Father ☐ Mother ☐ Other
RESOURCE OBJECTIVES Use the Resource to teach the following objectives: ☐ Recognize the authority Jesus demonstrated as He sat down as a rabbi to teach.	 □ Understand how to make an appeal if asked to violate a Scriptural principle. □ Contrast spiritual and militant responses.
Understand the motivation for the Mac- cabean Revolt, and examine the long-range effects of the revolt.	
Identify what the Jews expected their Messiah to do.	Person responsible to share: □ Father □ Mother □ Other
WISDOM APPLICATIONS	
Mark the objectives you want to cover with a [/]. Turn the [/] into an [X] when completed.	
☐ Identify the influence of the Maccabees on Biblical history.	
Research Jewish history (e.g., persecution, destructions and rebuildings of the Temple, the priests, and the sacrifices). (#810, Scope and Sequence Chart; Men's Manual, Volume I, IBLP, pages 73–74)	
Analyze events which result from disobedience to authority (#408, Scope and Sequence Chart).	Person responsible to share: □ Father □ Mother □ Other

PROJECTS FOR LITTLE PEOPLE

Mark the objectives you want to cover with a [/]. Turn the [/] into an [X] when completed.

☐ With young children it is important to involve as many senses as possible in the learning process. After reading the History Resource, have the children make clay figures which correspond to the people and objects in the historical account. These figurines can then be used to retell the story.

BACKGROUND INFORMATION

Jesus made it clear that He did not come as a military leader to deliver the Jews from their Roman captors. Instead, His purpose for coming was to do something much more significant for them (and us). He came in fulfillment of prophecy to provide eternal life through His death, burial, and resurrection. Because the Jews were looking at Him from the wrong perspective, they missed the opportunity for eternal life. What had happened in history to cause the Jews to expect God to send them a man who would save them militarily?

In 331 B.C., the great military leader of Greece, Alexander the Great, conquered Palestine. (Identify this event on your Time Line Chart.) The Greek culture began to have an eroding effect upon the Jewish religion. The Greek religion was in complete contrast to the Jewish religion. The Jews had the Old Testament Scriptures to guide their lives and to teach them how to worship God. The Greek religion taught the people to worship many false gods. Some of the Jews were not very strong in their faith and understanding of the Scriptures. As a result, they were easily influenced by this false religion. However, there were other Jews who were strong in their faith and not as easily influenced.

During this time, a ruler named Antiochus IV Epiphanes was placed over the Jews. One of his goals was to stop the Jews from worshiping their God. With the help of some of the weaker Jews, Antiochus began to accomplish his goal. The city of Jerusalem

resembled a Greek city with statues of false gods all around. In fact, the Jews were forbidden to offer sacrifices to God in their own Temple! Antiochus even had a statue of Zeus placed in the Temple of God! As a final step in reaching his goal, he made a law forbidding the Jews to even read the Scriptures!



The Jews who had remained faithful that their Temple had been defiled and coull longer be used for the worship of God. Or these faithful Jews was Judas Maccabaeus gathered together his fellow Jews into an and drove their captors out of the Temple out of Palestine. These Jews were called Maccabees." Their revolt became know history as "The Revolt of the Maccabees

They cleansed the Temple and Jerusalem, and all of Judea remained free of foreign rulers from 168 B.C. to 63 B.C. (Identify these dates on your Time Line Chart.) However, in 63 B.C. the mighty Roman army came marching into Palestine and captured it. Once again, the Jews were under the control of a foreign power, and once again, they began to pray for God to send them a deliverer—someone who would lead them in overthrowing their Roman captors. They were expecting God to send them another leader like Judas Maccabaeus.

It was at this precise time in history that God sent Jesus Christ into the world, but the Jews did not recognize Him, because their focus was on this world. Jesus said, "My kingdom is not of this world..." (John 18:36).

QUESTIONS

- 1. How does Paul tell us to avoid being led astray by false religions? (See Colossians 2:8.)
- 2. Why should we obey our governing authorities? (See Romans 13:1-2.)
- 3. Is there ever a time when we should not obey our governing authorities? (See Daniel 6.)

Have intermediate-aged students write an essay on the Maccabean Revolt, covering the main ideas in the following list and using at least six of the vocabulary words.

- 1. What caused the revolt?
- 2. What nations were involved?
- 3. What basic principles did the Maccabees violate?
- 4. What religious parties were involved? How were they involved?
- 5. What was Syria's downfall?
- 6. What was Judea's downfall?
- 7. What do we know about the descendants of Mattathias?

8. Relate this period to events in Christ's life.

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☐ Mother

☐ Other

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PROJECTS FOR LITTLE PEOPLE	
Mark the objectives you want to cover with a [/]. Turn the [/] into an [X] when completed.	
☐ To help children learn about limitations, boundaries, and rules, make three concise bedtime rules and four mealtime rules. Have the children quote these rules before a meal or at bedtime. The children will gain a clear sense of guidelines, limitations, and consequences before any infraction takes place. This exercise is	
particularly effective with preschool-aged children.	Person responsible to share: □ Father □ Mother □ Other
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