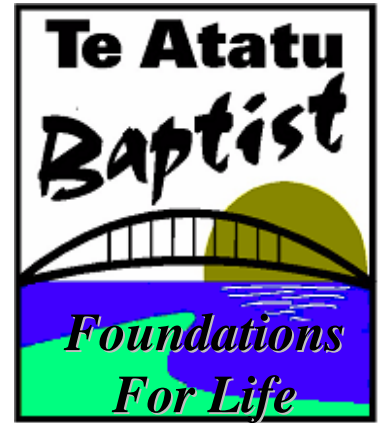


Slide # 1



# Into The Blender!



8 weeks of practical, down to earth tools and resources for families, step-families, divorce and remarriage!

## Week Six

*The Parenting Team PART TWO*

[www.TeAtatuBaptist.com](http://www.TeAtatuBaptist.com)

*Train a child in the way he should go,  
and when he is old, he will not depart  
from it! Proverbs 22:6*

Slide # 2 - Photo

It's been said that 'Children are wet  
cement'.

Speaks volumes, doesn't it.

What's also interesting, that as a child  
grows – at first it is their *environment that determines their attitude*.

But what happens as they mature through the teenage years, is that  
their *attitude begins to determine their environment!*

As a teenage matures into adulthood, it is their inner security,  
emotional and spiritual health - taught to them in their childhood -  
that *determines their attitude - which in turn determines their  
environment* – including the health of their marriage, family and all  
other relationships.

Get *yourself* healthy, and your relationships will follow – including  
your children.

And as adults, we need to understand whether our *emotions* reflect our  
reality, or the flip side, the *unhealthy* side where our emotions actually  
creates or determines our reality!

We need to come to understand that although our emotions might be  
real, *they are not always true*.



This can be a very helpful insight for teenagers who are known to have the occasional *emotional squirt of hormones* into their endocrine systems – resulting in a flurry of unusual and foreign feelings!

And the thing about parenting teenagers, is that the only power you have over them *to be their parent*, is not given to you by God, it is actually given to you by your child.

Slide # 3 - Photo

While it is true that the *authority* to parent comes from God, the *power* to parent comes from your children.

If you don't believe me, then look at a teenager who has *taken away* the right of the parent to 'parent' them.



And if this happens, you need to ask yourself *and your child*;

Slide # 4 – Statement below over top of previous photo

‘What have I done or not done to you, that has caused you to stop trusting me and allowing me to be your parent?’

You need to identify what it is, *what you have or haven't done* – that is fuelling your child's rebellion.

And if you struggle with one of your children, with personality clashes or constant conflicts – you may need to ask yourself this empowering question:

Slide # 5 – Statement below – over top of last photo

**‘What is there within my child that reminds me (mirrors) unresolved issues within my own childhood or personality?’**

We have only a few short years – possibly around 6 or 7, in order to mould our children’s character and personality – just as it was with our own upbringing.

Children *are* wet cement!

Isn’t it amazing that to obtain your drivers licence you have to study and sit exams – both practical and intellectual, but to get married and have children – *the most important decisions you will have to face in life* - all you have to do is say ‘I do’ – or not even bother about that at all!

The good news, is that if we have grown Children of our own, who despite how hard we have tried and prayed, are *not* following the Lord as we would want them to be,

Slide # 6 - Photo



...the good news, according to the world's leading Christian family Counsellor, is that over 85% of adults *return* to the foundations and principles they were taught as children.

Keep praying, keep believing, and keep your hope alive!

And, do you want to know what determines *why* the remaining 15% forever reject the values, world view or religion that was taught to them as children?

To make ourselves feel better and *let us off the hook*, we would say something like:

'It's their free choice and free will to accept or reject the things that are important to us, even our faith in Christ.'

And you'd be entirely correct in saying so.

But imagine if there was something you could do, or say – that would *make the difference* as to whether they become part of the 85% who return to your values, or the other 15% who do not!

Or at least make their chances *greater* of returning to the core values they were taught as a child.

It's not too late.

Here's what really challenging about all of this – is the statement that; '*All children go through a stage of rebellion, especially in their teenage years!*'

This is actually an *excuse* invented to excuse missing parenting skills.

Usually it is due to absent parents who either neglect or overindulge their children – or are too strict or lenient.

The lazy side of parenting is expressed in some of the latest classes taught in public schools in the United States, where children are taught how to sit at a table to eat, and how to use a knife and a fork.

Slide # 7 - Photo



The over strict – black and white mentality of parenting is expressed in children who are not able to communicate their pain directly to their parents face, so instead communicate it by rejecting the values and standards their parents hold so dear.

And where does the current epidemic of ‘latch key kids’ fit into the growing rate of

rebellious teenagers?

Like the proverb goes, if you want to hear yourself speak, just listen to your children talk.

Children, *all* children are excellent communicators, if only we learn how to listen.

Slide # 8 - Photo

But, far from making you feel condemned, this workshop is designed to get



*you motivated and taking action* in order to renew your relationships,

...and make *you* the best person you can be in God, therefore resulting in the best relationships based on that security.

If you believe in the salvation and redemption of the Lord Jesus Christ for your sin and soul, then you need to understand that His redemption and salvation also applies to the relationships within your marriage, your ex., your parents, family and ALL relationships!

Slide # 9 – Photo

Remember, if you want to find peace, it is better to wear slippers than carpet the entire world!



We need to stop blaming others, which in itself is a defence mechanism, and take full ownership for our relational situation, and realise that our greatest enemy – the one who makes life difficult for us, is the one whom greets us in the mirror each morning.

One reason people blame others for their situation, is that they have not yet learnt the personal skills and insights to change their perception of the event.

With the right tools and skills, you can fortify yourself, protect and secure yourself from the pain others try to project upon you!



Here's the most amazing thing you might hear this week:

Slide # 10 – Photo and quote below

You are responsible to teach others how to treat you!

That includes your children, workmates, spouse, ex spouse, friends and work associates.

It's time to stop allowing others to determine our own self worth!

Sort your own life out, and the rest of the world will fall into place.

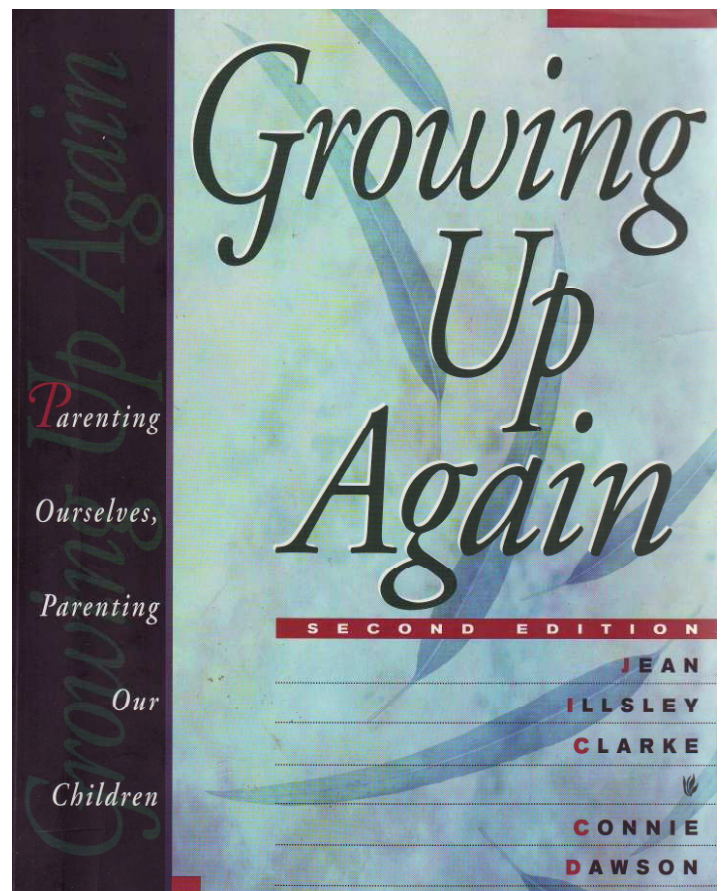
Slippers or World Carpeting!

It's as simple as that.

Last week I introduced a simple chart – or that has probably been the most influential tool upon the way Debbie and I have behaved as parents.

Slide # 11 – Photo of Book

It comes from the book titled: Growing Up Again – parenting ourselves, parenting our children. By Jean Illsley Clarke.



Amongst the insights it offers, I have written just a couple in the inside cover of the book, that have been very helpful to me over the years:

This one has been very helpful:

Younger children receive emotional recognition through appropriate touch, such as cuddles and hugs. Older youth still need emotional recognition, but they fill their emotional tanks from their parents verbally, through speech, discussions and at times disagreements.

Another insight I have found very helpful, is that some teenagers actually need boundaries with which they can 'push against' in order to begin separating their identity from the collective (Sounds like Star Trek) family unit, into their own individual personality.

Another was the necessity of boundaries in life.

How when a group of children are at play, perhaps near a busy road or community centre. If there is an absence of fences and defined boundaries – the children are more timid and often huddle around the centre of the field – away from the danger – but if a good fence is in place, they will play right up to the edge.

This is similar for adults, who may never stand on the top of a tall building without a barrier and lean over the edge. But provide a safety rail, and they feel a lot more secure and confident. Well, some of us do :-)

Boundaries in life determine where you begin and end, and another person begins and ends. It defines our safety and security. It protects us from harm, keeps unwanted visitors out, and allows us to define who and where we exist.

All these skills are needed to be consciously taught to our children.

All these skills need to be consciously taught to adults who missed out on them as children.

# Nurture/Structure Highway *For Effective Parenting*

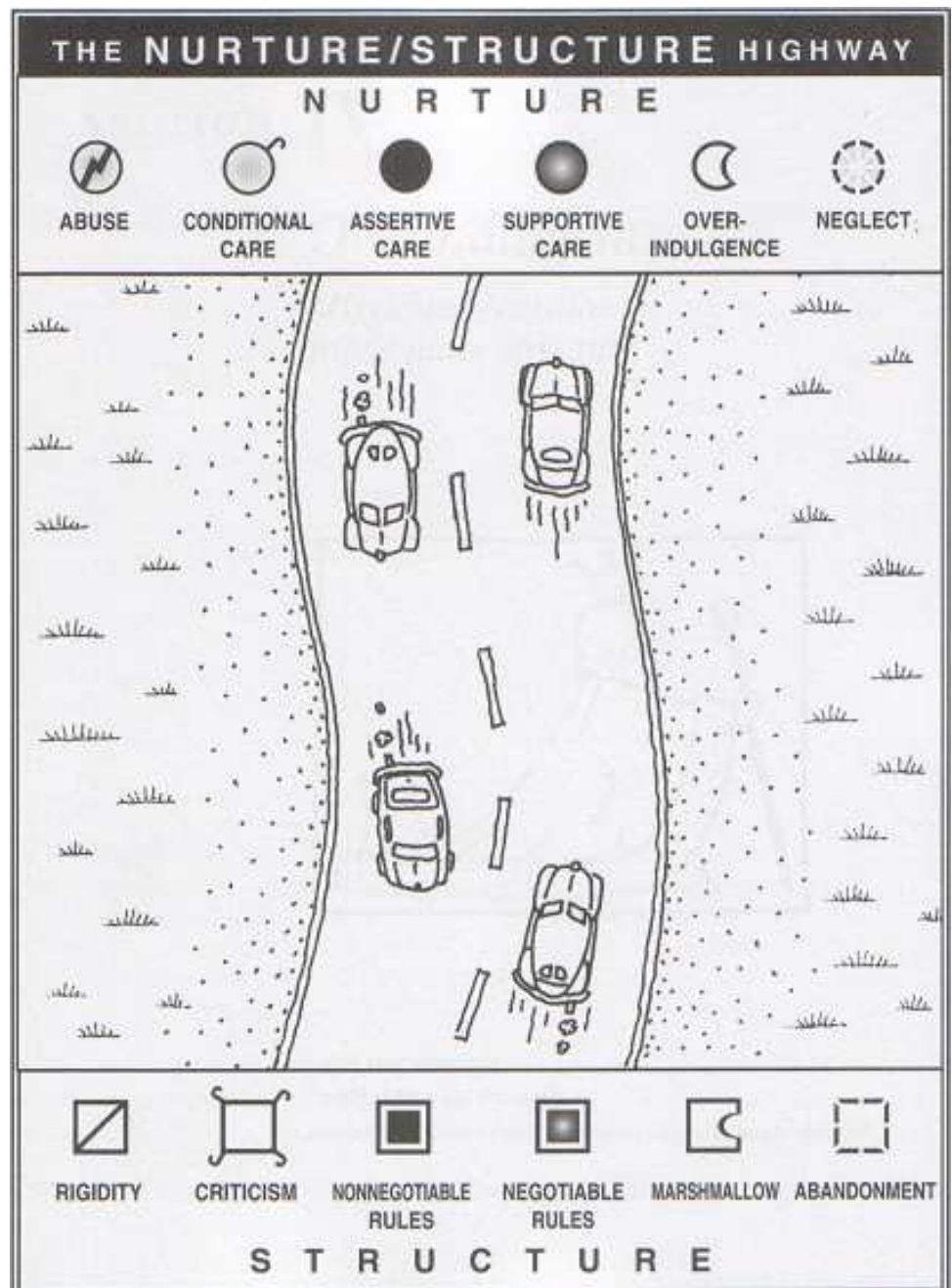
Slide # 12 - Chart

The Nurture/Structure chart will reveal both the way you parent, and how you *were* parented.

The beauty of having your own children is that you can re-parent yourself as you provide nurture and structure for your own children or grandchildren.

It uses the metaphor of 'driving down a road'.

I will explain the terminology to you in a minute, and it will become crystal clear, so just stay with me for a minute or two.



Safe driving and parenting is when we give and receive nurture or love that is **Assertive** and **Supportive**.

Where it comes to structure. Is when we teach and adhere to **Nonnegotiable** and **Negotiable** rules.

The highway of life starts to become dangerous when we swerve off the main road into the gravel of Conditional Care or Overindulgence.

At the other end of the chart, are the gravel patches of structure in our lives or parenting skills that is Critical or Marshmallow in actions or thoughts.

We know we are in real trouble when we begin driving right off the road and into the bog at the side of the road, when the nurture we give or receive is Abusive or Neglectful.

Or the Structure we offer, receive or live within is Rigid, or smacks of Abandonment.

But here's the neat thing about this awareness.

If we begin to understand that the way we were parented, parent our children or treat ourselves is harmful or toxic, then just a small turn of the wheel, just a small change in direction can set us back on the right path of wholeness and stability!

Now, let's look at each of the icons separately, and what they represent.

As we do, I will also give a practical example of how they are each outworked in our parenting relationships.

Along with the example, will be the Underlying Message, the Common Response of a child, and the Imprint upon their heart and life.

Slide # 13 – Heading Below

## Nurture: Who I am in the world

Every person of every age needs nurture. It is *who* I am, not *what* I am. ‘I love you’ signs and actions.

Nurture provides the foundation of love – both towards yourself, and all others.

A child who was not nurtured, will grow to be an adult who is harsh, black and white in their thinking, and unable to receive nurture and unconditional love – *or give it*.

Nurture, the absence of it, and what it looks like in healthy relationships, are expressed in the following areas:

Slide # 14 – Chart (Leave at top of Slide)



Slide # 15 – Statement below

**Abuse** = harshness. Physical invasion or contact, psychological invasion such as humiliation, threats or ridicule. Sends the child ‘don’t be ...’ messages. Abuse and Neglect have the same results.



Example:

When a child is hurt and the parent shouts, 'Stop crying or I'll give you something *real* to cry about!' And then shakes the child.

Underlying Message:

You don't count. Your needs don't count. You don't deserve to exist. To get what you need, you must experience pain.

Common Response:

Pain is received in the heart, as well as in the scraped arm. Childs learns fear, terror, rage and withdrawal.

Imprint:

Learned powerlessness. I don't have needs. Suppressed emotions.

Slide # 16 – Statement below

Conditional Care = nurture that is earned. The message is, 'I will love you if..... Conditional care welds love to behaviour, and makes the child earn it. Love with hooks.



Example:

Parent says 'Stop crying or else I won't put a bandage on your hurt!'

Underlying Message:

I matter and you don't. My needs are more important than yours.

Common Response:

Feelings of inadequacy. Suspicious of love.

Imprint:

I am what I do. I must strive to please others. I don't deserve love. Cross-wired emotions.

Slide # 17 – Statement below

**Assertive Care** = meeting another person's needs. The 'carer' provides nurture and boundaries when they are needed, even if not asked for. Provides comfort and security.



Example:

Parent cares for the wound while acknowledging the pain and emotion of the child saying, 'Here, let me care for you!'

Underlying Message:

I love you, and you are loveable. You are important. I care for you, simply because of who you are.

Common Response:

Pain in the arm, but healing in the heart. Feels comforted, secure and loved.

Imprint:

I am important and loved – just for who I am. I can trust others to care for me and share my pain. I am secure and safe.

Slide # 18 – Statement below

**Supportive Care** = offering of love and help. This love responds to requests for help, and recognises when it is needed. It offers nurture that can be rejected or accepted.



Example:

Parent has already taught child how to tend to their own needs, and says, 'I see you've hurt yourself, would you like me to put a bandaid on it, or do you want to do that yourself?'

Underlying Message:

I love you, you are loveable, and your decisions can be trusted. You have the ability to care for, and nurture yourself.

Common Response:

Pain in the arm, but a heart filled with confidence and security.

Imprint:

I am loved. I can know what I need. I am not alone. I am both separate and connected to those around me.

Slide # 19 – Statement below

Overindulgence = 'sickly' love that is too much, long or too soon. The motivation is the 'need' of the giver to compensate for something lacking in their own life. Teaches dependency upon a certain lifestyle.



Example:

Parent rushes to child and says, 'Oh, look at your arm, that looks so painful, here – let me bandage it, and then go and sit down in front of the television!'

Underlying Message:

Don't grow up! You are not capable or self regulating/supporting. You don't need to learn self care, as others will always take care of you.

Common Response:

Pain in the arm, and uncertainty in the heart. Self indulgence and satisfaction. Learned helplessness. Not knowing when 'enough is enough'.

Imprint:

I am not capable. I don't have to grow up – others will take care of me. To get my needs met, I just need to manipulate others or play the role of a victim.

Slide # 20 – Statement below

Neglect = not meeting the need of nurture. Usually because the adult/parent is preoccupied with their own needs – either physically absent, or emotionally absent. Passive abuse. Neglect has the same outcome as Abuse.



Example:

Parent ignores the hurt child and says, 'Leave me alone – don't bother me!'

Underlying Message:

You or your needs are not important. You do not deserve to exist. You can expect to suffer to get your needs met.

Common Response:

Pain in the heart, as well as in the arm. Feelings of shame and abandonment, rage and disappointment.

Imprint:

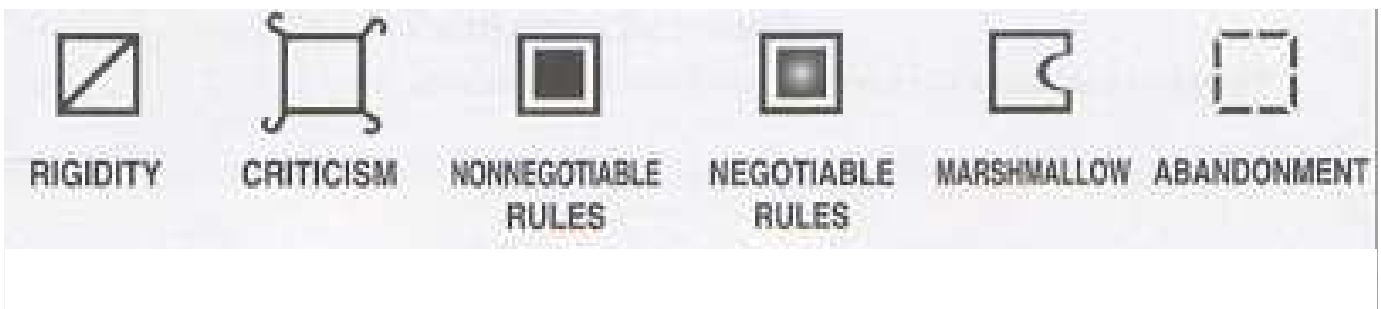
I don't really know who I am or what's right or wrong. I die alone and must live alone. I can't get close to anyone else. I do not deserve help or even to live!

## Structure: Where I am in the world

Structure provides the environment where the internal qualities of self-discipline, boundaries and esteem are grown. Structure is a combination of rules and skills. Children whose parents did not provide appropriate structure, will become adults who ‘walk all over’ the boundaries of others – without concern or self-awareness.

Structure, the absence of it, and what it looks like in healthy relationships, are expressed in the following areas:

Slide # 22 – Diagram Below – Leave at top of slides



Slide # 23 – Statement Below

**Rigidity** = strict and unbending. The rules are more important than the needs of the child. Sometimes using external sources as ‘absolutes’ that must be obeyed or else! Based out of fear, within the parent, and now instilled in the child. Rigidity and Abandonment have the same results.



Example:

Parent says, ‘If you ever touch alcohol again, don’t bother coming home!’

Underlying Message:

You are not important. You won't ever change. Mistakes are permanent!

Common Response:

Oppression, angry or rebellious child. Powerless.

Imprint:

Rules are more important than my needs. My parents don't care for me. I will let others think for me.

Slide # 24 – Statement Below

Criticism = ridicule. Suggests how the child can fail rather than succeed. Often exaggerates the frequency or size of the failure. Sticks labels on people. Uses words like *never* and *always*. Structure with hooks/barbs. Discounting.



Example:

Mother says, 'You are always doing stupid thing. Now you are drinking! You're just like your father!'

Underlying Message:

Don't be who you are. Don't be capable. You are not loveable. Your character is locked into your behaviour.

Common Response:

Feelings of powerlessness and fatality. Humiliation. Discounted – as if the rug has been pulled out from under my feet.

**Imprint:**

I'm supposed to know what I don't know. I won't ask for help. I will be stronger, harder, perfect – or else, why bother, I will always be a failure.

Slide # 25 – Statement Below

**Nonnegotiable rules** = telling the child what to do or think. Teaching obedience but not how to think for themselves.



**Example:**

Parent says, 'You may not drink alcohol until you have reached the legal age. We expect you to honour this rule. If you do not honour it, there will be consequences.'

**Underlying Message:**

You and your welfare are important to us, and therefore are important to who you are. As your parents, we care for you and want what is best for you.

**Common Response:**

Feels safe and secure in themselves and within their family unit. May feel frustrated or irritated, but the foundation of this is 'I am of enough value to be shown what to do in life.'

**Imprint:**

There are absolutes in life. I can learn from my mistakes. I am loveable and capable.

Slide # 26 – Statement Below

**Negotiable rules** = an opportunity for learning. Allow feedback and negotiation. Allows the child to think for themselves. These rules can be obeyed or not, but with consequences. Build an internal database of security from which the child can learn who to trust in life.

Example:

Parent says, 'Some kids your age do drink alcohol, but do you think this is okay? Do you think it is okay to be with other kids when they are drinking? Are there ways for you to find friends who do not get drunk and find other ways to have fun and excitement?'



Underlying Message:

I have the ability to think for myself, and make new decisions for my life. You have the ability and power to determine your life.

Common Response:

Respected and cared for. Trusted. Learns to evaluate rules and how to internalize them.

Imprint:

It's okay to grow up but still need the help of others at times. I can continually expand my ability to be responsible and competent.

Slide # 27 – Statement Below

**Marshmallow** = surrender to the demands of the child. Allows the child to obey or not obey as they desire. Results in the child thinking there are no rules or consequences in life. Grants freedom to the child without responsibility.



Example:

Parent says, 'Well, if all the other kids drink, then I suppose it's okay for you to do it as well.' or ' You're too young to drink and drive, so how about I buy you some booze and you can drink it at home under our supervision!'

Underlying Message:

You don't need to take responsibility for your life, I will take care for you! You can break the rules without consequences. There are no absolutes!

Common Response:

Feels manipulated and discounted, mixed with dependency upon the person who does the providing.

Imprint:

I am more important than anyone else! Self indulgence. Prima-Donna. Pampered. Dependency.

Slide # 28 – Statement Below

**Abandonment** = when adults fail to make or enforce rules to keep the child safe. Also fails to provide opportunities for the child to learn how to make and obey rules for themselves. Often combined with teasing. Abandonment and Rigidity have the same results.



Example:

Parent just doesn't want to know or care, or worst still, are drunk themselves. Just lets the child do whatever they want to do.

Underlying Message:

I am not willing to care for you. You are not important, neither are your needs. You don't exist.

Common Response:

Child actually develops insecurities and rejection. Fuel for rebellion.

Imprint:

If I am to survive, I must take care of myself. No one cares for me. Do not trust others, or their advice. Cross wired emotions.

If you are struggling with parenting, or with relationships, it is probably because you need to learn, relearn or unlearn areas from your own childhood and upbringing – or experiences as an adult.

The goal of parenting is to stay on the road, to offer Assertive and Supportive care to our children, loved ones and ourselves.

Alongside Assertive and Supportive care, we must offer the structure of Nonnegotiable and Negotiable rules.

In closing, I have two very short stories to inspire you.

The first is for fathers, and the second for our mothers.

Slide # 29 - Photo

"Daddy, how much do you make an hour?"  
With a timid voice and idolizing eyes, the little boy greeted his father as he returned from work.



Greatly surprised, but giving his boy a glaring look, the father said: "Look, sonny, not even your mother knows that. Don't bother me now, I'm tired."

"But, Daddy, just tell me please! How much do you make an hour?" the boy insisted.

The father, finally giving up, replied: "Twenty dollars per hour."

"Okay, Daddy. Could you loan me ten dollars?" the boy asked. Showing his restlessness and positively disturbed, the father yelled: "So that was the reason you asked how much I earn, right? Go to sleep and don't bother me anymore!"

It was already dark and the father was meditating on what he said and was feeling guilty. Maybe, he thought, his son wanted to buy something.

Finally, trying to ease his mind, the father went to his son's room. "Are you asleep, son?" asked the father.

"No, Daddy. Why?" replied the boy, partially asleep.

"Here's the money asked for earlier," the father said.

"Thanks, Daddy!" rejoiced the son, while putting his hand under his pillow and removing some money. "Now I have enough! Now I have twenty dollars!" the boy said to his father, who was gazing at his son, confused at what his son had just said. "Daddy, could you sell me one hour of your time?"

### *And, now for our mothers:*

There were two warring tribes in the Andes, one that lived in the lowlands and the other high in the mountains.



The mountain people invaded the lowlanders one day, and as part of their plundering of the people, they kidnapped a baby of one of the lowlander families and took the infant with them back up into the mountains.

The lowlanders didn't know how to climb the mountain.

They didn't know any of the trails that the mountain people used, and they didn't know where to find the mountain people or how to track them in the steep terrain.

Even so, they sent out their best party of fighting men to climb the mountain and bring the baby home.

The men tried first one method of climbing and then another.

They tried one trail and then another. After several days of effort, however, they had climbed only several hundred feet.

Feeling hopeless and helpless, the lowlander men decided that the cause was lost, and they prepared to return to their village below.

As they were packing their gear for the descent, they saw the baby's mother walking toward them.

They realized that she was coming down the mountain that they hadn't figured out how to climb!

And then they saw that she had the baby strapped to her back.

How could that be?

One man greeted her and said, "*We* couldn't climb this mountain. So how on earth did you do this when we, the strongest and most able men in the village, couldn't do it?"

She shrugged her shoulders and said, "That's because it wasn't your baby."

Today, and tomorrow – be a good parent, both to your children, and to yourself.

Let's pray.