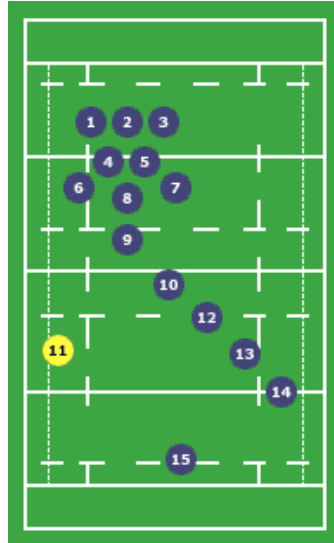


# Coaching our Kids Education



question: what do you do well with your kids

Criteria:

- what's natural to you
- what's affective with them

# What's our role after puberty?



- The child's shift in basic needs
  - Rites of passage



*-The Hebrew Model: from internship to adoption*

- The shift in primary care - “not mother?”

## 1. Security

nurturing, comfort, the mothering nature of God

(Embryo to 12) rites: birth, symbiosis

\* **Unconditional love**

\* **Provision**



## 2. Significance

identity, the fathering nature of God

(13 - 30) rites: puberty, adulthood

\* **Value**

\* **Destiny**

# The basis for the Shift

- Biological trigger to adulthood - who represents that?



- dreams and vocational needs - looking to the father

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

- spiritual and emotional strength and development

*Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord. Ephesians 6:4*



# We are the primary focus

*-These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. Tie them as symbols on your hands and bind them on your foreheads. Write them on the door-frames of your houses and on your gates. Deut 4:6-8*



# From the child's perspective:

- **Value** = who am I am and what is that worth



- internally: *well being, confidence*
- externally: *how the internal or intrinsic value interacts with the world around them*

- **Destiny** = what do I do with that value

- vocationally (*now and in the future*)
- positionally (*influence, sense of place*)



# Our Toolbox



## Assessment and Encouragement:



- **Value** - this is simple, it's about **encouraging** what see. The trick is the discipline to separate out *behavioral correction and positive feedback*.
- You are trying to help them see themselves from your point of view.
- Goal - encourage and draw out the soul



# Our Toolbox

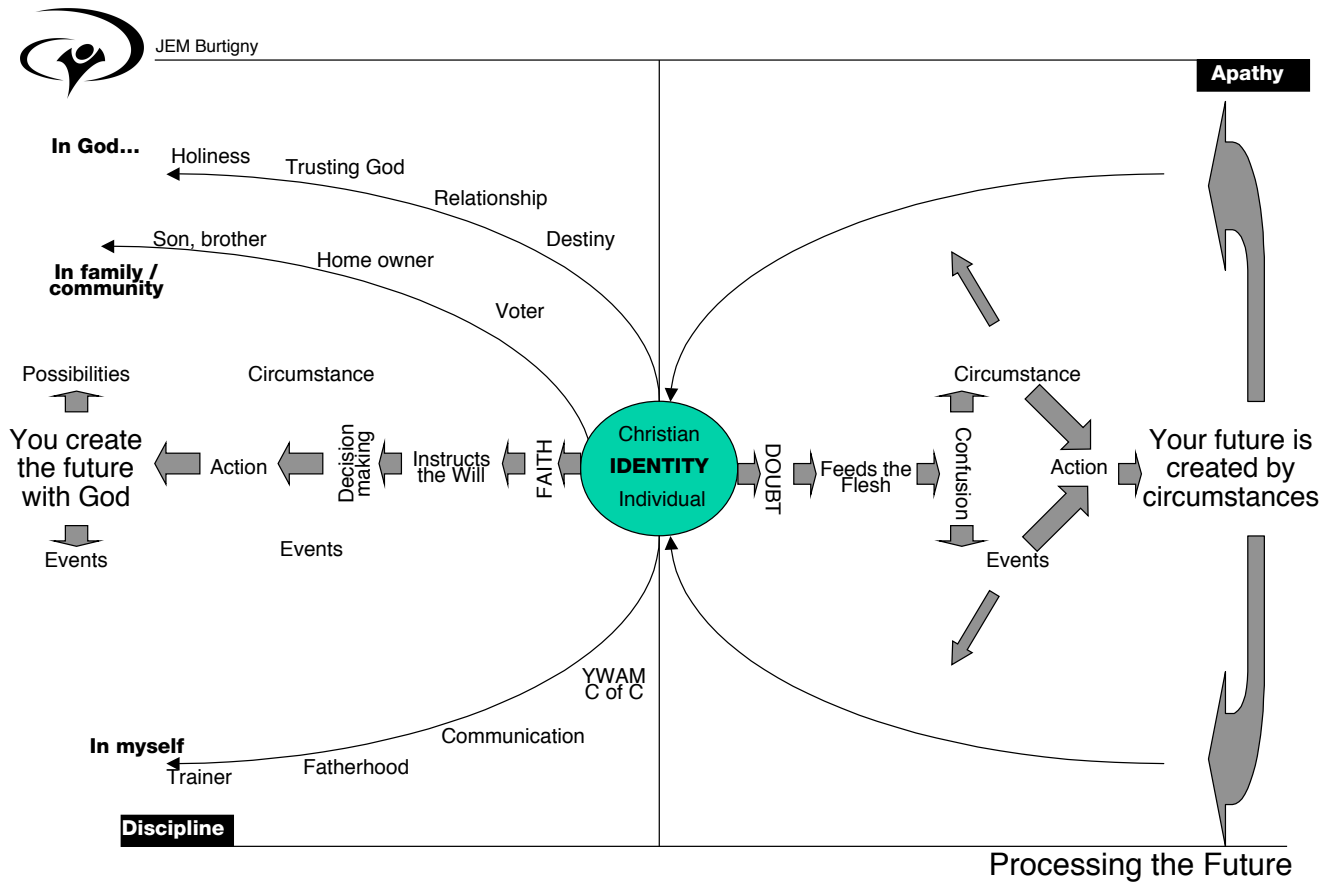
## Assessment and Encouragement:

- **Destiny - Experimentation:** *John Eldredge got one thing right in his book Wild at heart. Take risks with your kids (not just the boys). It's in the trial and error that you discover gifting, direction and where their will is at. This translates into educational directions which translates into curriculum.*
- Goal - trying to draw out the skills



# Assessment:

## Articulating the identity



# Toolbox:



**Learning styles** - mom already understands this, you need to build on it;

- **Visual** - *learning through seeing*
- **Auditory** - *learning through listening*
- **Tactile/Kinesthetic** - *learning through moving, doing, touching*



# Toolbox:

**Multiple Intelligences:** assess and build on them. Don't overwork the weaknesses

Visual/Spatial Intelligence

Musical/Rhythmic

Verbal/Linguistic

Interpersonal

Logical/Mathematical

Intrapersonal

Bodily/Kinesthetic

Natural



# Toolbox:



## **Emotional intelligences:**

Don't leave this behind because you're a guy.

**Confidence:** *A sense of ones control and mastery of ones body, behavior and world.*

**Curiosity:** *The sense that finding out about things is positive and leads to pleasure.*

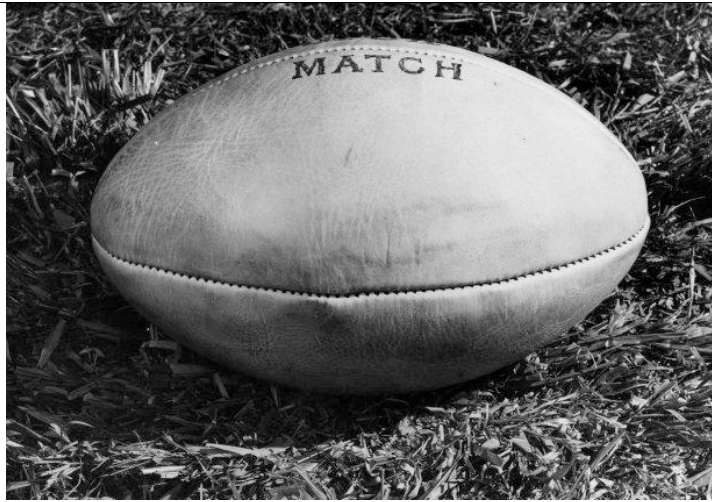
**Intentionality:** *The wish and capacity to have an impact and to act upon that with persistence.*

**Self Control:** *The ability to modulate and control ones actions in age appropriate ways.*

**Relatedness:** *The ability to relate to others based on the sense of being understood by and understanding others.*

**Capacity to communicate:** *The wish and ability to verbally express ideas and concepts to others. trust and pleasure in engaging*

**Cooperativeness:** *The ability to balance ones own needs with those of others in group activities.*



**how would this work in  
your life?**