MATT CHANDLER: It Starts At Home

SESSION ONE: IT STARTS AT HOME

WATCH SESSION 1 VIDEO (38 MINS)
https://www.rightnow.org/Content/Series/286#1

GROUP EXERCISE
Do the ‘Spiritual Legacy Evaluation’ hand out individually for about 3-4 minutes. Get into groups of 3 or 4 (spouses in same group) and discuss their answers with their group. No one needs to announce their “grades” to the group, but encourage spouses to talk about it with each other later.

DISCUSSION QUESTIONS

1. What stood out to you from this video?
2. Are there any “family traditions” that you learnt from the family that you grew up in that you now practice with your own children? How are these different from your spouse’s family traditions?
3. A legacy of faith begins with your personal relationship with God. What type of legacy are you currently leaving?
4. Matt talked in the video about establishing an atmosphere of grace and forgiveness in the home. How can we do that practically?
5. According to Deuteronomy 6:5, how are we to love the Lord? How can we do this in today’s world?
   According to these verses, where should God’s commandments be? How can you make God’s way part of your home life?
Spiritual Legacy Evaluation
(Adapted from Your Heritage, by J. Otis Ledbetter and Kurt Brunner)

Go through these questions first on your own, answering them about the family you grew up in. Put the letter G—for “Growing up”—next to the appropriate answer. Now, go back through the questions and put the letter N—for “Now”—next to the way you would answer for your family today.

To what degree were spiritual principles incorporated into daily family life?

☐ Never
☐ Rarely
☐ Sometimes
☐ Frequently
☐ Almost always
☐ Consistently

Which word best captures the tone of how you learned to view/relate to God?

☐ Absent
☐ Adversarial
☐ Fearful
☐ Casual
☐ Solemn
☐ Intimate

How would you summarize your family’s level of participation in spiritual activities?

☐ Nonexistent
☐ Rare
☐ Occasional
☐ Regimental
☐ Active
☐ Enthusiastic

How were spiritual discussions applied in your home?

☐ They weren't
☐ To control
☐ To manipulate
☐ To teach
☐ To influence
☐ To reinforce

What was the perspective in your home with regard to moral absolutes?

☐ If it feels good, do it!
☐ There are no absolutes
☐ Let your heart guide you
☐ Legalistic rules
☐ Conservative values
☐ Clear life boundaries

*Additional Legacy Evaluations can be found at www.heritagebuilders.com/resources.
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SESSION TWO: MARRIAGE – YOUR CHILDREN ARE WATCHING

WATCH SESSION 2 VIDEO (27 MINS)
https://www.rightnow.org/Content/Series/286#2

GROUP EXERCISE
Do the ‘Intentional Marriage Checklist’ hand out individually for about 3-4 minutes. Get into groups of 3 or 4 (spouses in same group). Encourage each person to share one thing from their checklist, either something they are doing well or want to commit to doing better. No one needs to announce their “grades” to the group, but encourage spouses to talk about it over with each other later.

DISCUSSION QUESTIONS

1. What stood out to you from this video?
2. Brandon and Heather were concerned about their daughter seeing them fight. Should you try to hide your arguments from your kids? Is there any advantage to the kids seeing how you handle conflict in your relationship?
3. What does it take to “hit reset”, to start fresh, with newer and healthier patterns in your relationship?
4. How can single parents display a “biblical picture” of grace? How can you, or together as a group, get involved with single parents in painting this biblical picture of grace?
5. Read Ephesians 5:21.
   What does “submit” mean? What does submitting to one another have to do with our reverence for Christ? How is Christ honoured when we do that?
   What do we learn of how to treat our spouse in this passage?
7. How do we depict the gospel in our marriages?
Intentional Marriage Checklist

Adapted from *It Starts at Home*, by Kurt Bruner and Steve Stroope (p. 58)

*In the last two months, have you...*

- [ ] had any “date nights” with your spouse to focus only on one another.
  
  About how many? _____
  
  *NOTE: Experts recommend at least two per month.*

- [ ] offered some tangible expression of love to your spouse—a love note, flowers, a special chore, a gift (not for birthday, Christmas, anniversary, or Mother’s/Father’s Day)
  
  About how many times? _____
  
  *NOTE: Experts recommend at least two per month.*

- [ ] called during the workday, sat down to chat, taken walks together, or pursued some other kind of focused, non-task-driven communication with your spouse.
  
  About how many times? _____
  
  *NOTE: Experts recommend at least three times per week.*

- [ ] prayed with your spouse (other than grace over meals)
  
  About how many times? _____

*Grade yourself in the following areas...*

- I regularly show love to my spouse with affirming words and meaningful touch.
  
  [ ] Excellent  [ ] Good  [ ] Fair  [ ] Need to be much better

- I observe healthy boundaries and accountability to resist temptation (sex, time, bitterness, addictions) that would hurt my marriage.
  
  [ ] Excellent  [ ] Good  [ ] Fair  [ ] Need to be much better

- I make a consistent effort to take care of myself physically and emotionally to be the best lifelong partner I can be.
  
  [ ] Excellent  [ ] Good  [ ] Fair  [ ] Need to be much better

- I try to apologize and/or offer forgiveness when necessary before we go to bed.
  
  [ ] Excellent  [ ] Good  [ ] Fair  [ ] Need to be much better

Something specific I’d like to do in the next week to improve on one of these areas.

__________________________________________________________________
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SESSION THREE: RELATIONSHIPS – YOUR FIRST PRIORITY

WATCH SESSION 3 VIDEO (31 MINS)
https://www.rightnow.org/Content/Series/286#3

GROUP EXERCISE
Do the ‘AROMA Therapy’ hand out individually for about 5 minutes. Get into groups of 3 or 4 (spouses in same group) and discuss ideas of how to improve low grade areas. No one needs to announce their “grades” to the group, but encourage spouses to talk about it with each other later.

DISCUSSION QUESTIONS

1. What stood out to you from this video?
2. Early in the video, they said “children don’t usually reject Christianity because of bad teaching. They reject it because of weak relationships”. Do you think this is true and why?
3. How do you balance making a living and sharing a life with your kids?
4. How can we avoid making our children feel like “projects”, while still teaching them?
5. Kevin Leman was quoted saying “If the family doesn’t play together when the kids are young, they won’t want to play together when they get older”. What are some practical ways that encourage “family play time” in our homes?
   What qualities are we supposed to clothe ourselves with? Is there a difference between “clothing ourselves” in these qualities and practicing?
7. Does forgiving children mean that we can’t punish them for misbehaviour?
8. Read Colossians 3:15-17.
   Does the peace of Christ rule in our homes? Are we modeling thankfulness for our kids?
AROMA Therapy

A is for AFFECTION: 1-10 Grade: ________

Do you hug each other, provide caring touch, and often say kind things? Do your kids feel loved? Do the kids see mom and dad showing affection to each other?

What are some things that a low-graded home might do to improve in this area?

If a parent says, "I'm just not affectionate by nature," what course of action would you recommend?

R is for Respect: 1-10 Grade: ________

Do the children respect the parents? Do the parents respect the children? Do husband and wife respect each other—and demonstrate this to the kids?

What are some things that a low-graded home might do to improve in this area?

If a parent says, "I'll show respect to my kids when they earn it by showing respect to me," what course of action would you recommend?

O is for Order: 1-10 Grade: ________

Do you have an accepted schedule? Does the whole family observe certain customs, traditions, and priorities? Do people have particular responsibilities? Do people know what's expected of them? Do they know the rules? Granted, every home will have a measure of chaos, but is this causing anxiety or conflict among any family members?

What are some things that a low-graded home might do to improve in this area?

If a parent says, "I like to keep things crazy in order to nurture creativity," what course of action would you recommend?

M is for Merriment: 1-10 Grade: ________

Do you laugh together? Do you enjoy one another's company? Do you spread this joy to others? Is it important for you to plan fun things to do as a family?

What are some things that a low-graded home might do to improve in this area?

If a parent says, "We have simple tastes; we don't need a lot of 'merriment,'" what course of action would you recommend?

A is for Affirmation: 1-10 Grade: ________

Are you "cheerleaders" for your children? Do they know they have your support? Do you attend their activities and compliment them on their development? Do they feel that you are proud of them? Are they proud of you? Have you talked together about the love of God, the gifts of God, and how we can praise him and please him?

What are some things that a low-graded home might do to improve in this area?

If a parent says, "My kids know we support them; if we say it all the time, they'll get conceited," what course of action would you recommend?
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SESSION FOUR: TRUTH – WHAT ARE YOUR KIDS LEARNING?

WATCH SESSION 4 VIDEO (26 MINS)
https://www.rightnow.org/Content/Series/286#4

GROUP EXERCISE
Do the ‘Light Shining Exercise’ individually for about 8-10 minutes. Come back together as a group and discuss your answers.

DISCUSSION QUESTIONS

1. What stood out to you from the video?
2. Matt says in the video, “The Bible paints this picture that sin isn’t something we do once we figure out the difference between right and wrong and choose wrong, but actually sin is a state of the heart that then overflows and leads to actions. Ultimately it’s a heart issue, not a moral issue.”
   From watching your own children’s behaviour, do you think this idea is true – that we are born with “bad hearts”? Or do you disagree?
   How does this affect our parenting then?
3. How can we teach and talk to our children about God, if we ourselves don’t feel like we know very much about God?
4. Why is it important that we teach them who God is when they’re still young, especially in today’s world?
## Light Shining Exercise

Come up with a sentence or two that describes the values, priorities or opinions of the world around you for each subject. Then compare those answers to what Scripture says about each topic.

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<th>How to Treat Other People</th>
<th>Money</th>
<th>Celebrity</th>
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<tbody>
<tr>
<td><em>Matthew 7:12; Leviticus 19:18</em></td>
<td><em>Matthew 6:19–24; 1 Timothy 6:6–10,17</em></td>
<td><em>1 Corinthians 1:27–29; Jeremiah 9:23–24</em></td>
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<td><em>Psalms 20:7; Luke 12:15–21</em></td>
<td><em>Proverbs 6:9–11; Colossians 3:23–24</em></td>
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<tr>
<td><em>Matthew 6:25–34; 2 Timothy 2:22</em></td>
<td><em>Genesis 1:27; Philippians 2:3–4</em></td>
<td><em>Isaiah 29:13–14; Romans 3:20–24; James 1:27</em></td>
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SESSION FIVE: COMMUNICATION – EACH CHILD IS UNIQUE

WATCH SESSION 5 VIDEO (26 MINS)
https://www.rightnow.org/Content/Series/286#5

GROUP EXERCISE
Do the ‘Are They Getting It’ hand out individually for 3-4 minutes. Get into groups of 3 or 4 (spouses in a group together) and then discuss the two Group Questions. After 8-10 minutes, wrap-up the meeting.

DISCUSSION QUESTIONS

1. What stood out to you from this video?
2. Have you ever travelled to a country where you don’t know the language?
   Does it ever feel that way with your children?
3. If every child, and their faith journey, is different, is there any value in parenting books or video series like this? Can anyone else tell you what to do with your unique child?
4. Have you paid attention to the ways that your child connects with God? Is it exactly the same as your other children, or even the way you connect with God?
5. Can we turn off our kids by talking about God too much in our homes?
6. Some say it’s a lost art to “study” your children. How can you become a better “student” of your children?
7. Read 1 Corinthians 12: 15-22,26-27.
   What different qualities, abilities and tendencies do you have in your family? Think about skills, interests and emotions. How do all these qualities make a stronger family unit?
Are They Getting It? Exercise

Learning Style

Researchers have identified three major learning styles.

1. **Auditory Learners** learn from **hearing**. Don’t ask them to read things, but if you talk to them, they’ll get it. Music is also helpful.

2. **Visual Learners** learn from **seeing**. Charts and pictures get through to them. They may tune out if you’re just talking.

3. **Kinesthetic Learners** learn through **action**. They need to touch stuff, to try it out, to play with it. It’s hard for them to sit still.

   For each of your children, consider which type of learner he or she is?

   **Group Question:** What are the most effective ways to tell each of these types of learners about God?

Gospel Response

Others have suggested that different people respond favorably to different ways of expressing the good news of Jesus.

1. Some need a **Challenge**. “This is true. It’s what you need. Will you accept it?”

2. Some respond to a **Mental** approach. Does the gospel effectively answer their questions about God? They want reasons and proof.

3. Some prefer **Stories**. Does this work in real life?

4. Some are more **Relational**. If they feel love from and toward the person who’s presenting the gospel, they will want to accept it.

   For each of your children, consider which type of teaching they tend to respond to.

   **Group Question:** What are the most effective ways to tell each of these groups about God?
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SESSION SIX: CHARACTER – PREPARING YOUR KIDS FOR THE REAL WORLD

WATCH SESSION 6 VIDEO (26 MINS)
https://www.rightnow.org/Content/Series/286#6

GROUP EXERCISE
Do the ‘Creative Outreach’ hand out in groups of 3 or 4 (spouses in a group together). Brainstorm ideas together. After 10 minutes come back together as one large group and share your best ideas. See if there’s anything you could do as a group in the future.

DISCUSSION QUESTIONS

1. What stood out to you from this video?
2. Do you agree with Matt in the video that in order for “children to obey their parents” there needs to be rules and boundaries for them in place? How can we make sure our rules don’t crush them?
   - What parenting principle do these scripture teach?
   - What does verse 9 say about how children respond to discipline?
   - What is the purpose of discipline, according to these verses?
5. When you discipline your children, do you have a “view of the future” in mind?
6. What do kids learn when the whole family, including parents, is actively working to help others around them?
Creative Outreach Exercise

How could your family reach out to needy people with the love of God?

Could several families do some project together?

Could you make it a church-wide project? (NOTE: Sometimes this works extremely well, but sometimes there's bureaucracy to deal with.)

Might this involve the many people we listed at the beginning of this session—something like Christina was doing?

Are there other groups of people in the area with specific needs that our families could help meet?

What will we and our children learn from such a project?