

# RAISING RESPECTFUL CHILDREN

IN A  
DISRESPECTFUL  
WORLD

## 6-WEEK STUDY GUIDE



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*Parent.*

Dwell on that word for a minute or two. Not mother or father, grandmother or grandfather, but *parent*. There is no more important title in life than this one.

Guardian, protector, nurturer.

You **are** the parent of your child, but you choose if you will **parent**.

Train, teach, coach.

Parenting. Some run from it. Some hope others will do it for them. For the rest of us, we are eternally grateful for such a sacred honor and want to fulfill our holy duty by giving our best effort to our children, hoping they will give their best effort in life. I can't think of another endeavor that can bring such great joy.

You're reading this now because you have a deep desire to raise children who will leave their mark on the world by becoming all that God intends for them to be. You want to raise children who will be respectful in their youth and become respectable in adulthood.

Living in south Louisiana, I am all too familiar with storms. Not just thunderstorms and rainstorms, but "monsterstorms". The kind of storms that ravage towns and rip apart the infrastructure of cities. The kind of storms that change lives forever after.

If we have learned anything from the storms of the past, it is that nothing is more important than family. Working among the children who were left without parents following Hurricane Katrina, brought this message home to me. Others can help your children, but no one can parent for you.

Parent, you are the first responder to storm damage. You are responsible for the clean-up. And not only are you responsible for damage control, but for rebuilding.

You can do it. You must do it. The children being born today can become the Rebuilder generation, if we do our jobs as parents, guardians and grandparents. We can turn the tide on disrespectfulness, entitlement and narcissism.

With the help of your group of parenting friends, I hope you will join a grateful mom, Dena, who said, "Since I have read this book and put into practice its suggestions - I have a happy and respectful child. It did not happen overnight, nor does it claim the methods will instantly change your child; it takes work, love, and patience."

Misery loves company, right? Hopefully, you didn't join a parenting group because you're miserable as a parent, but because you want to know that others are in the boat with you.

## First Session Class Discussion

### Chapter 1 “What Went Wrong”

Self-esteem

Self-respect

Questions for discussion:

- 1) Do you allow your children to get away with *little* things that may be disrespectful? Discuss examples and give each other ideas on how to correct it.
  
  
  
  
  
  
  
  
  
  
- 2) Has your parenting style reaped the desired results? If yes, discuss why you think so. If not, discuss with your group what can be done differently.
  
  
  
  
  
  
  
  
  
  
- 3) Do you expect good manners from yourself? From your children?

## First Session Class Discussion

### Chapter 2 “Where have all the parents gone?”

Three types of parents:

1)

2)

3)

Characteristics of Character-centered parents:

1)

2)

3)

4)

5)

Questions for discussion:

1) Have you made the firm decision that, no matter what, you will do your best to raise respectful children in this disrespectful world? Why is this important/not important to you?

2) Are you optimistic, doubtful, or pessimistic about your decision?

3) How does your list of priorities compare to others and the list on page 26?

## First Session

### Heart Work

#### Chapters 1 and 2 Questions for Home

- 1) What category of parenting best describes you?
  
- 2) Are your expectations for your children attainable?
  
- 3) What motivations are behind your dreams and aspirations for your children?
  
- 4) Do you sometimes find yourself pressuring your children to achieve a certain "success"?
  
- 5) Do you spend a lot of time and effort developing character in your children?
  
- 6) What is your list of priorities?
  
  
- 7) Which category best describes your current parenting style?
  - a. Befriending your kids
  - b. Letting your kids make their own decisions
  - c. Never refusing your children anything
  - d. Training your children's hearts
  
- 8) What have you tried to develop in your children? Self-respect or self-esteem?
  
  
- 9) Do you insist that your children use the following?
  - a. "Yes, Ma'am" and "No, Sir"
  - b. "May I get your chair?"
  - c. "Excuse me."
  - d. "I'm sorry."
  
- 10) Are you praying regularly for wisdom to raise your children to be respectful

## Second Session

### Heart Work

#### Chapters 3 and 4 Questions for Home

- 1) What is more valuable to you, your child's character or their grades?
  
- 2) Have you satisfied your children's soul questions in each stage of the School of Respect?
  
- 3) Are duties around the house an option or necessary responsibilities for you and your children as members of the family?
  
- 4) In the past, has your "no" meant an absolute no, or "sometimes," "maybe," "depends," or even "yes"?
  
- 5) Have you been attempting to demand respect from your children rather than commanding respect from them? Are you ready to change your ways if needed?
  
- 6) How do you help your child deal with their disappointments?
  
- 7) Do you encourage your children to set goals?
  
- 8) Do you push your children toward perfectionism? Are you a perfectionist?
  
- 9) Do you pray as a family? Do your kids see you praying?
  
- 10) Do you set family goals, not just financial goals? If not, take time to make them.

## Second Session

### Class Discussion

#### Chapter 3 “Enroll in the School of Respect”

The School of Respect		
Soul Questions	Goal	Training
<i>Tots: Birth to Two</i>	<b>Trust</b>	<i>Establish Routines</i>
<i>Tykes: Three to Five</i>	<b>Security</b>	<i>Offer Recognition</i>
<i>Tweens: Six to Twelve</i>	<b>Obedience</b>	<i>Build Relationship</i>
<i>Teens: Thirteen to Nineteen</i>	<b>Self-Respect</b>	<i>Give Responsibility</i>

#### Questions for discussion

- 1) Do you sometimes brush your children off when they're trying to get your attention? How do you think they interpret this? Can you think about any times in the last week when this has happened? Share examples with others.
  
- 2) Are you giving your children opportunities to serve others? What are some examples you can share with others?
  
- 3) Discuss how family duties should be responsibilities instead of options for your children. How can you implement this in daily life?

## Second Session

### Class Discussion

#### Chapter 4 “Stress Purpose, Not Performance”

Number One

The Best

#### Questions for discussion

- 1) Do the chores you assign your children teach them duty and responsibility? Discuss this and see how you compare with others.
- 2) What are some family goals you have set? Share some with others.
- 3) Share a story when your child lost a competition. How did you handle the situation?



## **Third Session**

### **Heart Work**

#### **Chapters 5 and 6 Questions for Home**

- 1) Are you a parent who refuses to give up in spite of all odds?
  
- 2) Do you find yourself coaching—or cheering—your children?
  
- 3) Do you sometimes give false praise to your children hoping they'll feel good about themselves?
  
- 4) Do you let your children know your expectations of them?
  
- 5) Do you tell your children the truth in love about their performances in sports or music or academics?
  
- 6) Do you offer encouragement in your words and actions to help your children achieve their goals?
  
- 7) Do you and your spouse stand together as a unified coaching staff?
  
- 8) Do your children clearly understand what is expected of them?
  
- 9) Are you developing the necessary character traits in your children before they begin elementary school?
  
- 10) Are you firmly instilling family values in your children that will stay with them?
  
- 11) Are there "house rules" for your home that are nonnegotiable?
  
- 12) If your children followed in your footsteps, would they walk in the right direction?

**Third Session**  
**Class Discussion**

**Chapter 5 “Coach; Don’t Cheerlead”**

Cheerleader	vs	Coach

Questions for discussion

- 1) Discuss your expectations for your children. How are they alike and different?
  
  
  
  
  
  
  
  
  
  
- 2) As a group, come up with 5 different ways you can offer guidance to help your children achieve their goals.

## Third Session

### Class Discussion

#### Chapter 6 “Set Boundaries without Building Walls”

Boundaries can help children to:

Questions for discussion

- 1) How can you encourage your children to resist the mounting peer pressure in our society today? Create 5 ways and list them:
  - a.
  - b.
  - c.
  - d.
  - e.
- 2) What are your family's core values? List 3 core values:
  - a.
  - b.
  - c.
- 3) Discuss 5 ways you can spend more focused time together as a family:
  - a.
  - b.
  - c.
  - d.

## Fourth Session

### Heart Work

#### Chapters 7 and 8 Questions for Home

- 1) When you discipline your children, are you careful to make certain the penalty fits the disobedience?
- 2) Do you discipline your children to punish or to change a wrong behavior?
- 3) What is the motive behind your discipline? Is it anger, fear, or love?
- 4) Are your current disciplinary techniques effective?
- 5) When contemplating discipline, are you more concerned with your child doing good or your child feeling good?
- 6) Do you often yell at your children to correct them?
- 7) When you make mistakes, do you admit you're wrong and ask your child for forgiveness?
- 8) Do you know what your teenage children think about the latest entertainment (songs, magazines, books) the world is offering them?
- 9) Have you become blind to the destructive garbage the media is offering your children? Have you allowed your children to be filled with it?
- 10) Do you know what type of music your children are listening to? What type of magazines they're reading?
- 11) What kinds of things do you do to help influence the culture for good? Do you believe it impacts your kids to see you doing these things?
- 12) Are your choices in media helping your children make wise decisions about which they read and listen?

## Fourth Session Class Discussion

### Chapter 7 “Use Discipline, Not Punishment”

Discipline	vs.	Punishment

#### Questions for discussion

- 1) Discuss your effective discipline techniques. List 3 ways you discipline:
  - a.
  - b.
  - c.
  
- 2) Do you find yourself correcting your children for the same things you sometimes do?

## Fourth Session

### Class Discussion

#### Chapter 8 “Shield Your Treasures from the Trash: Magazines, Books, and Music”

Open Your Children's Eyes to the Best of Culture

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)

Questions for discussion

- 1) Are you teens allowed to buy/read teen magazines? Why or why not?
  
  
  
  
  
  
  
  
  
  
- 2) Discuss your children's role models. Are they who you want them to be?
  
  
  
  
  
  
  
  
  
  
- 3) Are you willing to change your media choices to help your children make wise decisions about their media choices? Are you willing to be held accountable by your parenting group for your choices in media?

## **Fifth Session**

### **Heart Work**

#### **Chapters 9 and 10 Questions for Home**

- 1) Are you lenient in what you allow your little ones to watch?
  
- 2) Have you allowed your children to watch the Harry Potter movies? Do you discuss the themes with them?
  
- 3) Do you know which videos your children are watching at friends' houses? Which video games are they playing?
  
- 4) Do you have safeguards in place regarding your children's use of the Internet?
  
- 5) Do you preview movies your children want to watch, even those rated PG-13?
  
- 6) Do the shows your children watch have a positive influence on them?
  
- 7) Do you sometimes watch the very things you prohibit your children from watching?
  
- 8) Do your children exercise their imaginations? Do you often use your imagination?
  
- 9) Do you have dedicated time for reading to your children? If not, start today!
  
- 10) Can you think of some things you've been meaning to do with your child but have been putting off because you "haven't had any time?"
  
- 11) How often do you sit and listen to your children to find out what's in their hearts?
  
- 12) If you wake up thirty years from now with grown children, will you regret things you didn't do with or for your children today?

## **Fifth Session**

### **Class Discussion**

#### **Chapter 9 “Shield Your Treasures from the Trash: Movies, TV, Video Games, and the Internet”**

What's a Parent to Do?

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)

Questions for discussion:

- 1) How many hours do your children spend watching television in a week?
- 2) What are your beliefs about television in the bedrooms? Do your children have televisions in their bedrooms?
- 3) Consider your children's ages. Are your allowances for movies what's best for their souls? (G, PG, PG-13, R)
- 4) How often are your children allowed to play video games?
- 5) Do your children spend as much time in family activities as they do connected to electronics?
- 6) Do your children spend as much time playing outside or engaged in activities other than electronic entertainment?
- 7) Do you watch television programs during your children's waking hours that are adult only offerings? (Most of primetime is inappropriate for children.)



## Fifth Session Class Discussion

### Chapter “10 Engage; Don’t Entertain”

Engage your children’s imaginations by:

- 1) Providing opportunities for creative play
  
- 2) Be a kid with your kids
  
- 3) Plug-in to Reading
  
- 4) Celebrate the joy of having real fun

Questions for discussion

- 1) How often do you play board games or have picnics with your family?
  
- 2) Will you give your children books/creative toys/family experience or another electronic device on their next birthday?
  
- 3) Share some memorable moments you have had with your children. What kind of activities did they involve? List at least 3 memorable moments:
  - a.
  
  - b.
  
  - c.

## Sixth Session

### Heart Work

#### Chapters 11 and 12 Questions for Home

- 1) How is your heart?
  - a. Full or empty?
  - b. Hurting or happy?
  - c. Anxious or calm?
  - d. Disturbed or peaceful?
  - e. Grateful or greedy?
  
- 2) Does advertising—someone else telling you what you need—have a big influence on what you consider to be your “needs?”
  
- 3) Do you find yourself giving your children things rather than spending time with them?
  
- 4) Are you more concerned with your children's comfort or character?
  
- 5) Do you often intentionally give opportunities to develop gratitude in your children?
  
- 6) Which philosophy do your actions teach and exhibit to your children? Being served or serving others?
  
- 7) How are your children's hearts?
  - a. Full or empty?
  - b. Hurting or happy?
  - c. Anxious or calm?
  - d. Disturbed or peaceful?
  - e. Grateful or greedy?

## Sixth Session Class Discussion

### Chapter 11 “Teach Gratefulness, Not Greediness”

Ways to Cultivate a Heart of Gratitude:

*Tykes: Three to Five*

1)

2)

3)

4)

5)

6)

7)

*Tweens: Six to Twelve*

1)

6)

2)

7)

3)

8)

4)

9)

5)

10)

*Teens: Thirteen to Nineteen*

1)

5)

2)

6)

3)

7)

4)

8)

## Sixth Session Class Discussion

### Chapter 12 “Listen to the Children”

Children know truth, but no one is listening to them. The adults in their lives have gotten confused about what's right and what's wrong. We're the ones who have lost our way.

Children come into the world needing guidance to become all they are created to be. They need direction. They need examples to follow. They need someone to nurture their souls and protect their hearts. They need parents who will parent.

Questions for discussion:

- 1) How can you give your children more opportunities to develop gratitude?
  
  
  
  
  
  
  
  
  
  
- 2) When teaching your children manners, do you emphasize the reason behind having manners, or do you just demand them to be nice?
  
  
  
  
  
  
  
  
  
  
- 3) How can you become more concerned with your child's character instead of focusing on their comfort? List 5 ways:
  - a.
  
  
  
  
  
  - b.
  
  
  
  
  
  - c.
  
  
  
  
  
  - d.
  
  
  
  
  
  - e.