



**Train up a child in the way he should go,
Even when he is old he will not depart from it.**

Proverbs 22:6

A. INTRODUCTION

- **The Full Counsel of God:**
 - Acts 20:27
 - There are many facets and dimensions to the nature and character of God:
 - The Lamb and the Lion
 - Exuberant praise and gentle worship
 - We need to seek to understand and know what the Spirit is saying or emphasizing at any given time.
- **The Kingdom of God:**
 - The KoG is the rule of God in action
 - When the KoG is increasing, the kingdom of darkness is being pushed back (eg Matt 12:28)
 - The KoG comes with power:
 - I Cor 2:4-5
 - I Cor 4:20
 - The KoG is dynamic
 - The KoG is about warfare:
 - Matt 11:12
 - The KoG is about enforcing the will of God in the earth:
 - It includes:
 - Divine order
 - Discipline
 - Obedience
 - Clarity – living in the light
 - One of the agents of the KoG in the earth is the family:
 - This is design and wisdom of God
 - Adam/ Eve and their family were to be the original family to extend the rule of God in the earth.

B. Consider a Brick...

- A brick has the potential to be **destructive**:
 - Hurt someone
 - Break a window
 - Be thrown on a pile of rubble



- Or, a brick has the potential to be **constructive**:
 - If harnessed properly, and laid meaningfully alongside other bricks, it can be part of the process of building something great:
 - A wall
 - The pyramids
 - The Coliseum
 - The Constitutional Court building
 - II Tim 2:20-21... “In a large house there are articles not only of gold and silver, but also of wood and clay; some are for noble purposes and some for disposal of refuse.”²¹ Those who cleanse themselves from the latter will be instruments for noble purposes, made holy, useful to the Master and prepared to do any good work”
- That is what a family does – it places young people in meaningful and loving relationship with parents/ adults, who are able to guide/ assist/ advise:
 - Biblical examples:
 - Jacob → Joseph
 - Moses → Joshua
 - Mordecai → Esther
 - Gamaliel → Paul
 - Etc
 - This is a Biblical pattern, and is one of the keys to building the kingdom in the earth.



- Recent issue of *TIME Magazine* – The 100 Most Influential People in the World
 - They failed to recognize the immeasurably powerful and influential role that any parental figure can play in the life of a young person:
 - The hand that rocks the cradle rules the world
 - The ideology that wins the imagination and passion of today’s youth, owns the future.
 - The enemy is not sleeping – he is an active lion, seeking and scheming to damage and destroy the next generation (I Peter 5:8)
 - It will take active/ strong/ prayerful parenting to help our children withstand and be victorious amidst the rising flood of evil in the society today.

C. WHAT ABOUT SA?!

- Bottom line... ***We lack fathers!***
 - We are so far removed from anything like a biblical model
 - There has been historical destruction of families – Separate Development; Migrant Labour; Apartheid; Hostels etc

- Unfortunately, we have some men in SA who are more “ sperm-donors” than fathers - men who do not take responsibility for their children.
- We cannot expect young people to live beyond what they know, and yet young people come to know by:
 - Good instruction
 - Modeling

D. APPLICATION

□ “Make the Circle Bigger”

- Matt 28:19... “Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit”
- There is a Biblical imperative to make disciples.
- This is the divine pattern that Jesus followed, and it is therefore the example that we need to follow.
- We need to seek out opportunities (church, neighbourhood, work, sport) to disciple people around us.
- SA provides a multitude of opportunities – there are young people all around us who need parental figures. There are bricks all around us that have the potential to be constructively laid meaningfully and with purpose alongside other bricks, and to be part of something great. Or, they have the potential to be destructive...
- One of the strengths of the vision of WCF is that it provokes us to confront the realities that surround us, and prompts us to be a part of the solution.

Something to read and consider...

An excellent extract from a book by Eugene Peterson (*Working the Angles*, 1987, Eerdmans Publishing Co:USA)

“...the displacement of learning by schooling. Learning is a highly personal activity carried out in personal interchange: master and apprentice, teacher and student, parent and child. In such relationships the mind is trained, the imagination disciplined, ideas explored, concepts tested, behavioural skills matured in a context in which everything matters, in a hierarchy in which persons form the matrix. In true learning there is no division between mind and body. Learning facilitates the integration of the inside and outside, the external world and the internal spirit. The classic methods of learning are all personal: dialogue, imitation, and disputation. The apprentice observes the master as the master learns, the master observes the apprentice as the

apprentice learns. The learning develops through relationships expressed in gesture, intonation, posture, rhythm, emotions, affection, admiration. And all of this takes place in a sea of morality – voices and silences.

The archetype of learning is the infant and parent relationship, in which both, parent as much as infant, mature and develop competence in living as whole persons in a large world. This model for learning is so deeply embedded in the human condition and has worked well across the centuries that seems unthinkable to abandon it in preference for the small segment of this complex process that can be reproduced in a laboratory. But it has been, and the laboratory is called a school. “School” is a blatant and ignorant misnaming – the Greek *scholē* means leisure. For the Greeks it was the protected space and time provided for the cultivation of unhurried personal relationships in conversation and games, with guidance but without interference. The contemporary school with its grades and periods and subjects is light-years removed from that.

Schooling is very different from learning. In schooling persons count for very little. Facts are memorized, information assimilated, examinations passed. Teachers are subjected to a supervision that attempts to insure uniform performance, which means that everyone operates as much alike as possible and is rewarded insofar as the transfer of data from book to brain is made with as little personal contamination as possible. In schooling, the person is reduced to the minimum: standardized tests, regulated teachers, information-oriented students.” (pp 93-94)
