

Why Do We Have Rebellion Among Our Teens?

Foundation Biblical Portions to Consider:

Eph. 6:4; Col. 3:21; Prov. 23:10-26

Introduction:

1. Some would make Ephesians 6:4 mean: “*Provoke not your children to wrath, don’t discipline them for this will make them angry, so don’t do it.*” Many rebels at heart, among the youth of our land, became rebels because of the way they were treated as children and during early adolescence.
2. Sometimes children feel provoked when we discipline them, but that may be because of the way we carry out discipline.
In Colossians 3:21 we read, “*Fathers provoke not your children to anger, lest they be discouraged.*” God is warning us not to discipline in such a way that we will provoke our child to wrath on one hand, or that we discourage them, and break their spirit on the other hand. To not provoke to wrath is a real, God-given, vital warning.

HOW DO WE PROVOKE OUR CHILDREN TO WRATH?

I. DISCIPLINE IN ANGER PROVOKES ! Prov. 25:28; 16:32; 22:24

A. What happens when someone flies at you in anger?

1. Does an angry spirit immediately rise within you?
2. Does wrath or anger beget anger?
3. When you discipline in anger or wrath and display such, your children will react the same way.
 - a. When they get older they may be wrathful, revengeful, angry.
 - b. Probably they will treat you with disrespect and dishonor.

B. What is the purpose of discipline, why do it?

1. Poor, **sinful** reasons:
 - a. Is it because in our selfishness, we want freedom, release from being bothered?
 - b. Is it because we are exasperated, and have had enough?
 - c. Is it because we are tired ourselves, or had a bad day?
 - d. Is it because we are prone to impatience and anger?
If done because you are exasperated, maybe you get exasperated too much, or maybe not enough?
2. Biblical, **good** reasons:
 - a. Because we want to build character.
 - b. Because we want to teach self-control, patience.
 - c. Because we want to teach obedience, respect, and honor.

d. Because if they don't obey us, they won't obey God either.

You ought to have certain rules in your house, to teach character, to teach honestly, promptness, dependability, to finish the job, (Basic character traits.)

You discipline because certain rules, laws of the home you set up, have been broken and punishment must be meted out. Carry out discipline because of a problem in the child's life (youth) not on the basis of your temper.

II. DISCIPLINE WITHOUT PRAISE PROVOKES:

(I Thess. 2:6-7; I Cor. 13:1-8; Jh 13:34-35; Heb. 12:5-15; Rom. 13:7-8; 12:10, 15)

Some of our children live in homes where -- *If they do something wrong -- they will get it, but if they do something right, they are pretty sure that no one will even notice it.*" That is wrong.

A. Much praise ought to be given for what is good, right.

1. Maybe you will have to really look for the praise-worthy things.
2. Praise will often get good results, while ridicule, scorn, etc., will bring sad results in the child's life.
3. Praise lifts the spirit, creates a desire to improve, excel, to receive more praise.

B. Giving admiration, and appreciation will often bring a change of heart in the recipient.

1. thanklessness, lack of appreciation, etc., can cause the child to give up, to be discouraged, remorseful, if not angry and rebellious.
2. It takes a heap of patience, and ability to have the l o n g v i e w p o i n t!
3. So praise them for their efforts, and accomplishments.

III. DISCIPLINE WITHOUT CONSISTENCY PROVOKES:

James 1:5-8 (inconsistency, hypocrisy and changeableness provokes)

A. We vary in our moods - Phil. 4:8-9; Deut. 6:4-9

1. Some times we punish too hard, feel guilty --
 - a. so then we try to make up for this by leniency,
 - b. then, we don't like the result from this reaction so we swing back to harshness, hardness, etc.
2. Sometimes we are tired, we allow ourselves to over-react.
 - a. We use a sledge hammer on a *thumb tack* issue,
 - b. We blow up, or maybe try ignoring, etc.

3. Sometimes company comes and we react inconsistently
 - a. depending how we think the company might react,
 - b. what relatives, friends might think, etc.

B. We vary as parents in how we deal with things:

1. Children learn who is the *light touch*,
 - a. *who they can control, or*
 - b. *manipulate*
2. Maybe one parent seldom disciplines, but when they do -- they do it furiously.
3. The other parent, who is weak, (has a poor idea of love)
 - a. may sympathize with the child,
 - b. feels the child has been treated too harshly,
 - c. sides with the child. (You will produce warped children)
4. Parents, you must:
 - a. agree, work out things when you disagree, but do it when children are not in ear-shot.
 - b. Discuss, pray over, come to a united agreement, support one another.
 - c. Explain to the children together -- the family rules, the game plan, so they know **what** to expect, and then be unitedly consistent.
 - d. MOM-- you had better agree with dad, even you don't agree. . . give a united front.

C. Write down your rules -- post them -- don't have too many.

1. Write them, decide what they will be, keep them.
2. The child needs to know the boundaries.
3. Build a good routine as a family.

IV. PARENTS "EMOTIONALLY OUT OF CONTROL" PROVOKE:

Col. 3:8-12; Eph. 4:30-32; 5:1-2;

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| We have: | We need : (Eph. 4:31- 5:2) |
| fighting, scrapping, | A Removal of that which Destroys a home: 4:31 |
| back-biting, screaming, | A Restoration of that which Blesses a home: 4:32 |
| criticizing, arguing, | An Imitation of that which Hallows a home: 5:1-2 |
| cutting up one another, | |
| gripping, scorn, contempt, | wrath, anger, unforgiveness, resentments, etc. |

1. Children become very discouraged, resentful, worried, rebellious, and many of them *give up*.
2. They see no answer; they wish they could help their parents, and often they feel accountable for parents separation and divorce.
3. Don't forget to admit when you are wrong and ask them for forgiveness.

- a. Confess personal sin that effects them.
- b. Be quick to make amends,
James 5:16; Lk 17:3-4; Prov. 28:13; 16:2; 21:2

V. NOT FORGIVING PROVOKES:

Eph. 4:32; Col. 3:12-14; (Special study on forgiveness)

VI. A CRITICAL SPIRIT PROVOKES: II Tim. 2:3-6;

A. Reactions we allow in our lives:

- 1. We readily degrade, belittle them when correcting them. Matt 18:1-14
- 2. We are prone to be abusive, talk down to them.

B. The selective memory we have at the time.

- 1. We ask more of them than they are able to give.
- 2. We forget they are only children and we have a tendency to talk of our own childhood with glowing words of our well doing.
- 3. We make it appear as if we were better than our own child.
I Cor. 13:11; Eph. 4:29, 31; Prov. 15:1

VII. CHANGING RULES, STANDARDS WITHOUT REASON PROVOKES:

A. We need to remember the rules we are applying.

If we must change the rules, explain why, etc.

B. We must be consistent.

C. We need to help them succeed.

- a. *Say what we mean and mean what you say.*
- b. Don't fail to help them know what you want or expect.
Prov. 1:8; 6:20-23

VIII. EXPECTING PERFECTION PROVOKES:

A. Expect your child (teen) to make mistakes.

- 1. Give them right to fail.
 - a. With that teach personal accountability. Gal. 6:7-9
 - b. Teach: *"Your choice will always have results . . . you can make your choices, but you can't choose the results or consequences that may go with your choice."*
- 2. Help them correct themselves when they fail. (II Tim. 3:16-17)
Corrective discipline is the child or youth coming to the place of correcting their own lives... by repentance, restitution, and restoration.

B. You must accept them for what they are -- your children.

We tend to fail to give them acceptance or give them time for maturity and growth.

Things we need to do:

- Allow them to share their hearts, their burdens, concerns and frustrations.
- Give them compassion, a listening heart, and enter into their hurts.
- Do take time to meet their needs. Recognize their interests, burdens, and concerns are as real to them as yours are to you.

A Few Principles in Requiring Obedience in the Home!

1. You can teach your child to obey the first time spoke to. . . without building rebellion.
2. You are training the child to obey or to disobey.
3. You are teaching obedience or disobedience.
4. Make it a rule -- *if you have to say it twice*, (after very carefully telling the child) there will be punishment the *third time that you say it*. That does not need to be in a form that hurts your relationship to your child or youth. The earlier children learn to "*voice command obey*" the quicker you will mold an obedient child who will grow into a teen in whom you will be proud.
5. Teaching or training must be done with consistency. . . that is the way you --
 - build their consistent habits,
 - build their consistent thoughts about expectations,
 - build their consistent expectations if they deliberately disobey.