

Raising Young Children

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- **THE PARENTING PERSPECTIVE**

Deuteronomy 6:4-7 (NIV)

Hear, O Israel: The Lord our God, the Lord is one! You shall love the Lord your God with all your heart, with all your soul, and with all your strength. And these words which I command you today shall be in your heart. You shall teach them *diligently to your children*, and shall talk of them when you sit in your house, when you walk by the way, when you lie down, and when you rise up.

“We have no right to complain about how our children develop if we are not heavily and purposefully investing in our children’s moral and spiritual character. Those who fill the gap in our absence are mere substitutes for us when we don’t pull our weight. If we default on our responsibility, we cannot blame those substitutes for making the most of the opportunity. This is, after all, part of the battle for the minds and heart of humanity.”

George Barna

Parenting is a task of diligence and commitment.

Stewardship: the conscientious management of the things that really matter to God.

● **THE PARENTING PROCESS**

Begin with the end in mind.

Stephen Covey, 7 Habits of Highly Effective People

Proverbs 16:3

Commit to the LORD whatever you do, and your plans will succeed.

Proverbs 21:5

The plans of the diligent lead to profit as surely as haste leads to poverty.

Psalms 20:4

May he give you the desire of your heart and make all your plans succeed.

Huddle: Discuss with your spouse a couple of character traits you absolutely want to help develop in your children.

DEPENDENCE ON GOD

Disciplines of Life

Prayer

Scripture

Character

Discipline Strategy

Expectations

Limits

First Time Obedience

Consequences for Misbehavior

Childishness vs. Disobedience

Implementation

Communicate Clear Expectations

Follow Through

Maintain Balance

Allow for Failure

Huddle-What are a couple of ideas that resonated with you that you would like to implement with your children?

INDEPENDENT OF US

“We should give conscience thought to the reasonable, orderly transfer of freedom and responsibility, so that we are preparing the child each year for the moment of full independence, which must come.”

Dr. James Dobson

Creating a Family Unit

Skills Training:

Tell, show, help, let, correct, praise

INTERDEPENDENT WITH OTHERS

1 Corinthians 12:12-14

The body is a unit, though it is made up of many parts; and though all its parts are many, they form one body. So it is with Christ. For we were all baptized by one Spirit into one body—whether Jews or Greeks, slave or free—and we were all given the one Spirit to drink.

Now the body is not made up of one part but of many.

Age Appropriate Daily Chores

At Age 2-3 (some can be done at a younger age)

- Carry things for you
- Pick up toys
- Get out and put away diapers
- Put soiled clothes in the dirty-clothes hamper
- Help unload the dishwasher
- Help set the table
- Feed and water pets
- Run errands such as getting things and putting things away for parents
- Help put groceries away
- Play at sweeping and gardening, using small broom and shovel
- Pull up bed sheets
- Get out and put away shoes
- Put books in a pile
- Empty wastebaskets (with help)

At Age 4-6

- Continue all of the above and add:
- Wipe tables and counters
- Help make beds
- Put away clothes
- Put away toys
- Carry things to and from car
- Take clothes out of the dryer
- Clear some dishes from table after a meal
- Fold towels and wash clothes
- Help in simple cooking skills
- Clean spills
- Water plants
- Put clothes in proper light or dark clothes hamper
- Help with vacuuming, sweeping, and dusting
- Help with younger children in the family
- Work with you in gardening and yard work
- Wash the floor with help
- Set and clear the table
- Put dishes in dishwasher
- Help wash and dry dishes by hand
- Measure soap and start dishwasher
- Empty dishwasher and stack dishes on the counter
- Hang up towel and washcloth after bath
- Fix self simple lunch
- Bring in mail
- Fix bowl of cereal

At Ages 7-10

Continue all of the above and add:

Keep room neat

Put clean laundry away

Help wash and vacuum car

Wash dishes

Read and follow simple recipes

Do simple meal preparation

Clean kitchen Sort laundry

Run washer and dryer

Help change sheets on bed

Rake leaves Sew buttons

Prepare and take a bath

Walk a pet

Help with projects around the house

Establish personal hygiene habits (bathing, brushing, teeth, hair, etc.) Have a neighborhood job

At Ages 11-15

Continue all of the above and add:

Clean bathrooms once a week

Clean closet and drawers (sometimes with help)

Baby-sit

Plan menu

Buy groceries for menu

Cook simple meals

Begin baking Iron

Wash and wax the car

Mow lawn

At Ages 16 and up

Continue all of the above and add:

Run errands (by car when old enough to drive alone)

Manage cash flow, banking, and money in general

Shop for groceries and clothes

Maintain a car

Be able to manage the house, car, and yard by delegation when necessary Offer good advice in family discussions and problem solving Organize move to college

Guidelines for Housekeeping Skills

Personal Care Skills

- Put pajamas away (2-4)
- Pick up toys (2-4)
- Undress self (2-4)
- Comb hair (2-5)
- Wash face, hands (2-5)
- Tidy up bedroom (2-8)
- Dress self (3-6)
- Make own bed (3-7)
- Clean, trim nails (5-10)
- Leave bathroom neat after use (6-10)
- Wash and dry own hair (7-10)
- Arrange for own haircuts (10-16)
- Purchase own grooming supplies (11-18)

Clothing Care Skills

- Empty hamper, put dirty clothes in wash area (4-8)
- Put away clean clothes (5-9)
- Clean own drawers (5-14)
- Clean own closet (6-16)
- Fold, separate clean laundry (5-16)
- Hang clothes for sun drying (8-16)
- Fold clothes neatly, without wrinkles (8-16)
- Polish shoes (8-18)
- Wash clothes in machine (9-16)
- Operate electric clothes dryer (9-16)
- Clean lint trap on dryer (3-8)
- Shop for clothing (11-18)

- Basic spot removal – blood, oil, coffee, tea, soda, etc. (12-18)

- Iron clothing (12-18)

- Hand-wash (12-18)

- Simple mending – buttons and holes (12-17)

- Sort clothes by color, dirt, fabric content (8-18)

- Simple sewing (12-18)

Household Skills

- Clear off own place at table (2-5)

- Wipe up a spill (3-10)

- Dust furniture (3-12)

- Set table (3-7)

- Clear table (3-13)

- Pick up trash in yard (2-10)

- Shake area rugs (4-8)

- Spot-clean walls (4-12)

- Wipe off door frames (4-12)

- Clean TV screen and mirrors (4-8)

- Feed pets (5-10)

- Clean toilet (5-8)

- Scour sink and tub (5-12)

- Empty wastebaskets (5-10)

- Sweep porches, patios, walks (4-10)

- Wipe off chairs (6-11)

- Know differences and uses of various household cleaners (5-14)

- Load and turn on dishwasher (6-12)

- Empty dishwasher and put dishes away (6-12)

- Wash and dry dishes by hand (6-12)

- Clean combs, brushes (6-8)

- Clean bathroom (total) (6-12)

- Scrub or mop floor (6-13)

- Use vacuum cleaner (5-10)

- Clean pet cages and bowls (7-13)

- Take written telephone messages (7-12)

- Use broom, dustpan (5-10)

- Vacuum upholstery and drapes (8-14)

- Water house plants (8-14)

- Fold blankets neatly (8-14)

- Wash car (8-16)

- Weed garden (9-13)

- Change bed linens (10-13)

- Replace light bulbs, understand wattage (10-15)

- Clean fireplace (10-15)

- Polish silverware (11-15)

- Replace fuse or know where breakers are (11-18)

- Oil squeaky door (12-18)

- Change vacuum belt and bag (12-15)

- Trim trees, shrubs (12-18)

- Mow lawn (10-16)

- Polish wood furniture (9-15)

- Wash windows (10-13)

- Place long distance calls (8-15)

- Place collect calls (13-18)

- Unstop a drain with chemicals or plunger (13-18)

- _____ Install a lock (14-18)
- _____ Change plug on electric cord (14-18)
- _____ Clean tile (10-16)
- _____ Replace a faucet washer (15-18)
- _____ Use weather and all-purpose caulking (16-18)

Cooking Skills

- _____ Know basic food groups and nutrition (5-14)
- _____ Put groceries away (6-16)
- _____ Make punch (6-9)
- _____ Make a sandwich (6-12)
- _____ Read a recipe (7-12)
- _____ Measure properly (7-14)
- _____ Pack a lunch (7-12)
- _____ Boil eggs (7-13)
- _____ Scramble eggs (9-13)
- _____ Distinguish between good and spoiled foods (10-18)
- _____ Bake a cake from a mix (10-14)
- _____ Cook frozen, canned vegetables (10-13)
- _____ Mix pancakes (10-17)
- _____ Read ingredient labels wisely (10-15)
- _____ Plan balanced meal (10-15)
- _____ Select and prepare fresh fruits and vegetables (10-18)
- _____ Bake cookies (10-16)
- _____ Bake muffins, biscuits (11-17)
- _____ Make tossed salad (11-15)
- _____ Make hot beverages (12-16)
- _____ Bake bread (12-17)
- _____ Make fruit salad (13-15)
- _____ Carve meat (15-18)

- _____ Make casserole (14-18)
- _____ Clean oven and stove (15-18)
- _____ Plan and shop for groceries for a week (15-18)
- _____ Cook a roast (15-18)

Money Skills

- _____ Know monetary denominations; penny, dime, etc. (5-12)
- _____ Freedom to use small allowance (5-12)
- _____ Make change and count your change (8-11)
- _____ Compare quality and prices (8-12)
- _____ Make savings or checking account deposit (10-18)
- _____ Use a simple budget (12-18)
- _____ Return item to store properly (14-18)
- _____ Write a check (14-18)
- _____ Balance checkbook (14-18)
- _____ Understand what household bills must be paid; rent, electricity, water, telephone, etc. (15-18)

Navigation and Auto Skills

- _____ Know address (4-6)
- _____ Know phone number (4-6)
- _____ Clean interior of car (4-12)
- _____ Ride bus or taxi (8-16)
- _____ Oil a bicycle (9-14)
- _____ Repair bicycle tire (10-15)
- _____ Wash car properly (10-17)
- _____ Read a map (7-14)
- _____ Polish car (12-17)
- _____ Fill car with gas (15-18)

- _____ Check oil (15-18)
- _____ Fill radiator (16-18)
- _____ Change flat tire (16-18)
- _____ Fill tires with air (16-18)
- _____ Drive car (16-18)

Other Skills

- _____ Make emergency call such as ambulance, police, fire department (5-12)
- _____ Learn to swim (5-14)
- _____ Check book out of library (6-10)
- _____ Rent a movie (6-10)
- _____ Know emergency first-aid procedure (10-18)
- _____ Understand uses of medicine and seriousness of overuse (10-18)
- _____ Plan a small party (12-18)
- _____ Properly hang something on the wall (12-18)
- _____ Know differences between latex and enamel paint, wood stains, and polyurethane (12-18)
- _____ Paint a room (12-18)
- _____ Type (14-18)
- _____ Change furnace or air conditioner filter (14-18)
- _____ Contact landlord with problem and follow through (14-18)
- _____ Organize spring house cleaning (15-18)
- _____ Clean water heater and if gas, light it (16-18)
- _____ Repair wall holes with putty (16-18)

- Number in () are approximate ages

Klakulak Family Philosophy

Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbor as yourself. All the Law and the Prophets hang on these two commandments.

Matthew 22:37-40

I. The Heart (passion)

- Our ultimate desire for our children is that they be followers and lovers of God. We want them to show love for others because of their love for God.
“By this shall all men know that you are mine, if you have love for one another all the time.” John 13:34-35
- It is extremely important that our children show character in every endeavor. This will be demonstrated through love, joy, peace, patience, kindness, goodness, gentleness, and self-control.
- We will focus on having an attitude of service.
- We will show good manners inside and outside of our home.

II. The Soul (will)

- Our lives demonstrate a striving for excellence and discipline.
- We choose to place ourselves under the instruction of others by being submissive and accountable.
- We strive to be teachable and flexible.
- We will work at controlling our tongues and listening to others.

III. The Mind (intelligence)

- We believe that a Bible based education will encompass a pursuit of excellence in academic learning and social development.
- Our desire is to strengthen our children’s conscience, thus giving them good self-governing skills showing discernment.
- We want our children to have a good work ethic, to be prepared, to be self-motivators, and to be able to follow instructions.
- Our eventual goal would be that our children incorporate effectively their person, ideas, and knowledge into almost any arena.