

*"Bring them up in the nurture and admonition of the Lord."  
Ephesians 6:4*

# 7 PRINCIPLES

## Of Distinctively Christian Education & Curriculum



### THE BATTLE OF THE MILLENNIUM

In the minds of Christians living in the Western world, there is little question that we live in a post-Christian age. K-12 schools are post-Christian or anti-Christian, as are the universities and colleges. Most institutions have abandoned almost everything of the Christian heritage in the West. Education has been hijacked by the secularists, and Christian families are paying dearly for it. Largely, education has become the Trojan Horse that has undermined the Christian faith, systematically tearing down a Christian heritage, family integrity, and freedom in this country and other post-Christian nations.

We are not only in a fight for Christian education. We are engaging in the fight of the millennium for the Christian family and the Christian faith—not just in this country, but around the world.

Generation after generation, year after year, Christian families in nations around the world find themselves slipping back into Gomorrah. Public schools are one hundred times worse than they were when the homeschool and Christian school movement began in the 1970s. Even in the realm of homeschools and Christian schools, instead of calling for a distinctively Christian discipleship and curriculum for their children, too many families and schools are blending secular thinking back into their program of study.

Right now, God is calling Christian parents to disciple their children in the nurture and admonition of the Lord,

but obedience to this mandate is largely missing in Christian populations around the world—mostly because it was missing in the United States, Canada, and Europe first. Over the last two centuries, professional systems of spiritual and secular education provided by the church and state have displaced parental involvement.

This can only be fixed if we as Christians return to a serious discipleship model for both the family and the church. We must replace humanist education with Christian discipleship as we enter the third millennium of our Lord's commission to disciple families and to disciple the nations.

## **THE DECLINE OF CATHOLIC AND PROTESTANT CHRISTIAN SCHOOLS**

Although private Roman Catholic and Protestant Christian school movements grew in the 1950s and 1960s, these movements dropped off rapidly beginning in the 1990s. By 1960, there were 5.2 million students attending Catholic schools in America. About half of these schools closed by 2010. More falloff continued in the 2000s. By AD 2000, there were about 4.3 million students attending Catholic, sectarian (e.g. Lutheran), and conservative Christian schools combined. This dropped to 3.4 million by 2010. Enrollment in “conservative, evangelical” Christian schools dropped from 900,000 to 614,000 between 1995 and 2011. The overall percentage of children enrolled in private schools dropped from 14% to 8% (between 1959 and 2011). As the world produced an increasingly secularized education, eliminating prayer and the Ten Commandments and introducing various sexual perversions, American families increasingly turned away from privatized Christian education to embrace its worldly counterpart.

## **THE DECLINE OF CHRISTIAN HOMESCHOOLING**

Meanwhile, the Christian influence in homeschooling also dropped by a large number during the same time. Homeschooling was a movement defined more by a social setting for the education of a child than a specific theological viewpoint. Although there were benefits to shifting a social setting from a state-run institution to a home, this did not automatically ensure a Christian education. There were Wiccan homeschools. There were also classical humanist homeschools. There were Muslims who homeschooled their children. The social setting of the homeschool does not dictate a certain philosophy of education and curriculum.

Thus, as it developed, homeschooling produced a mixed bag of philosophies, offering an extremely wide variety of approaches. It was difficult to pin down the movement during the 1980s, 1990s, and 2000s. According to the 2016 National Center for Education Statistics survey, only 51% of homeschoolers chose this alternative for religious reasons. The majority were more concerned with public-school environment (80%) and poor academic offerings in other options (61%). When asked about the “most important reason” a family chose the homeschooling option, only 16% pointed to “religious instruction.” The rest were more concerned about academics and social environments.

Interest in religious instruction among homeschooling families dropped from 83% in the 2007 survey to 64% in the 2012 survey, and then down to 51% in the 2016 survey. According to the NCES data, within a period of nine years the commitment to religious instruction dropped by about 40%.

None of this should come as a surprise to those following the religious trends of the nation. American faith is shrinking. Secularism is on the rise. By 2010, 56% of the “Greatest Generation” (Americans in their 70s and 80s) attended church weekly, and only 18% of Millennials were weekly attenders. Only 8% of Millennials (18-29 year-

olds) called themselves evangelicals, and half of those embraced homosexual “marriage.” This means that, of the younger generation, only about 4% of Americans hold to the most rudimentary elements of the Christian faith. By the 2010s, America had entered a post-Christian age.

Certainly, there are still some concerned and committed Christians left in America—the last bastion of faith in the West. There are still Christian leaders who continue to labor in the waning Christian school and Christian Homeschooling movements. There are parents who would like to see the faith communicated to their children. They are horrified by the 70-80% apostasy rate among the younger generations, and they pray fervently for something better for their children. What is the message for those who have dedicated their lives to communicating Christ and His kingdom to the next generations?

During these years of decline, it seems that much of the Christian education movement has lost its North Star. It has lost its way. Christian thinkers of the 1950s and 1960s produced many articles and books on the subject, but these are now mostly out of print, and few pastors and leaders give much thought to the matter.

This loss of direction has reached the point that little of a distinctive philosophical approach for Christian education exists—there is little to rally around and little to work for. It would be good, therefore, to summarize the irreducible and essential elements that constitute a Christian education movement as opposed to the secular approach of our day.

## **IN BRIEF, WHAT DOES THE BIBLE TELL US ABOUT EDUCATION?**

Given that secular humanism has influenced the whole post-Christian world, the remaining Christian families are looking to the Word of God for the basic principles relating to the education of their children. These principles are summarized in *Upgrade, the Ten Secrets to the Best Education for Your Child* (available from Generations). Simply stated, a Christian education is the discipleship, training, or “paideia” of the Lord (Eph. 6:4). The education of young children must be mainly home-based, father and mother directed (Eph. 6:4; Deut. 6:7-9). Loving our children and spending concerted time with them is essential. The core curriculum is the Word of God (Deut. 6:7), the fear of God (Prov. 1:7), and faith in Jesus (Eph. 6:4). Bare knowledge will yield pride, so knowledge conveyed in this form of discipleship must yield love, faith, character, obedience to God, and life application in dominion work (1 Cor. 8:1; Jas. 1:22-23). Knowledge must be life-integrated. To the extent that Christian schools, homeschools, and public schools do not represent these principles, we must call for reform. We must call Christian parents to repent, reject secular systems of education, return to the relevant verses relating to the education of children, and begin to live them out.

## **SEVEN IRREDUCIBLY ESSENTIAL PRINCIPLES**

### **1. Christian parents and leaders committed to Christ will never concede neutrality in education.**

Parents, pastors, and leaders must be especially concerned that our children are not robbed of the truth which is in Christ by “philosophy and vain deceit, according to the tradition of men, according to the basic principles of the world” (Col. 2:8). This philosophy rooted in the traditions of men represented the presuppositional framework taught by Aristotle, Plato, and others which served as a basis upon which men would live their lives. These ideas are extremely dangerous for Christians and Christian children who are exposed to them day in and day out.

We cannot concede that a “secular” education is neutral while Christian education is biased. Every education has

a worldview (religious) foundation, and only one worldview is the right worldview—and that is a Christian, Trinitarian worldview. All knowledge is formed on a certain worldview, a basic understanding of reality, origins, ethics, and truth. When our children are disciplined in schools representing the wrong worldview, they will usually fail to carry on the faith of their parents and grandparents. Christian parents who handed their children over to Muslim madrassa schools would probably lose the next generation to Islam. The same thing applies to humanist schools. Christian parents who turn their children over to schools that hold to an anti-supernaturalistic, materialistic, and humanist worldview will generally lose their children to that worldview.

## **2. Christ must be presented in education as the source of all wisdom and knowledge (Col. 2:3).**

Christ must be preeminent in all things—in science and history, in mathematics and religion (Col. 1:18). Two distinct forms of knowledge—the secular and the sacred—must never exist in the Christian mind. While there are two revelations of knowledge (natural revelation and special revelation), there is only one knowledge. These two revelations are complementary manifestations of one and the same knowledge concerning God, man, and the world. To ignore Christ in discussions on epistemology (the theory of truth) or metaphysics (the theory of reality) is to ignore the ultimate Truth and Reality. It is the ultimate apostasy for Christians who purport to teach knowledge in schools or textbooks. No knowledge exists without the revelation of God, and no truth will ever be found without returning to the Truth, Jesus Christ.

## **3. The fear of God and humility must serve as the foundation of knowledge and learning.**

The world appeals to pride and rejects the fear of God, the significance of God, the glory of God, and even the existence of God in education. For Christians, academic pride is the destruction of knowledge. The atheist who refuses to acknowledge God in the schools is the real fool.

The fear of God should define who we are. Christian families would do well to ask the question. Is Proverbs 1:7 really foremost in the perspective and communication of certain Christian schools, homeschool organizations and conferences? If not, Christian families would do well to avoid attending such conferences or schools. We wouldn't advise our young boys to attend a basketball camp that refuses to teach basketball and the fundamentals of basketball. Such camps would be a waste of time for anyone wanting to learn to play basketball. In the same way, Christians must be discerning about the Christian school or Christian homeschool organizations they follow. Do such organizations refuse to acknowledge and to emphasize the fundamental principle of knowledge in education (which is the fear of God)?

Without a fear of God, we will never properly understand ourselves or the world around us. A reverence for God and His Word and a desire to know His purpose and to glorify Him through the study of science, history, and literature is the only key to true education. God offers wisdom and understanding to those humble enough to sit at His feet and learn from Him. This is the only foundation on which true knowledge and learning can be built

## **4. The Word of God must be fully integrated into Christian education.**

A secular-sacred divide does not exist in a Christian education. Deuteronomy 6:7 presents the Word of God as a “frontlet” before our eyes, on the posts and gates of the house. This obliterates a “secular” education as a separate kind of knowledge. There is nothing to which the Word of God does not apply. All of life must be submitted to the Word of God, and parents and students must learn how to apply this Word to every subject and every aspect of education.

## **5. The purpose of Christian education is not to glorify man but to glorify God.**

Competitions and awards will never be as important for Christians as for non-Christians. That is because our purpose in education is not academics per se but rather the glory of God. The worship and praise of God should never appear strange in the history textbook and the science classroom. Teachers and speakers in conferences and classrooms should break out in praise and worship to the Father and to His Son, the Lord Jesus Christ, who must be preeminent in all things. The integration of worship of Christ into a classroom seems odd only because Christian education has been replaced by secular man-centered education in public and private schools and homeschools over the last 150 years.

Humanism crept into education in the 19th century. It came first through the ideology of Jean-Jacques Rousseau, who deposited his children on the steps of an orphanage and then suggested a child-centered education funded by the state in his famous book *Emile*. He is the grandfather of modern education. Child-centered education then became the humanist ideal with Marie Montessori, John Dewey, and others in successive centuries.

The battle of ideas rages most ferociously in the area of education, and Satan has brilliantly limited the debate to two equally humanist positions. Thus, the debate is being waged between man's system and man himself (the individual). Should the child be educated for the system or for himself? Should the child be directed by the system or be directed by himself? Many Christian parents are tempted to abandon the first alternative in favor of the second. In the self-oriented approach, students are encouraged to be self-directed, asking their own questions. They are encouraged to "self-correction" and "self-assessment." Children are taught that their minds are ultimate when it comes to determining truth. The consequence of these ideas is an education that is relatively free of direction. The child is left daily to himself, to find his own way and to draw his own conclusions.

While the humanists argue between the individual man-centered and state/system-centered approaches, Christians must take a wholly different approach to the education of a child—the God-centered approach.

This approach takes the ultimate focus away from man and puts it back on God and His Word. A God-centered education begins with the assumption that man relies absolutely upon special revelation from God for his knowledge and for what is important in all of learning. This has been true since Adam's creation when God conveyed His special revelation to the first man immediately. From God Adam learned his role (dominion over the created world) and God's rules (to refrain from eating from one tree). After the fall, man's mind was devastated by a corruption that disabled him from thinking rightly about everything. Now, more than ever, he needed divine revelation as a source of knowledge. At this point, every person on earth needed divine revelation to instruct him, to correct him, to rebuke him, and to bring him to a repentant mindset on everything.

God is at center for the Christian. This is the plain teaching of Romans 11:36: "For of Him, and through Him, and to Him are all things to whom be glory forever. Amen."

## **6. Faith and prayer are essential for the success of a Christian education.**

We do not encourage self-confidence but instead God-confidence in a Christian education and training. While the disciples were busy rowing all night (and making little progress at that), Jesus was in the mountains praying. Then He walked over the water, climbed into the boat, and "immediately they were on the shore." His seminary occurred in a boat, and His approach to solving problems involved faith. He wanted His disciples to exercise faith in all their experiences. We must do the same in the education of our children. Prayer and faith in a wise and merciful God should mark every step of the educational process.

## **7. Christ-like discipleship and education occurs in the context of real life and always requires life-integration.**

The one who hears the Word but does not do the Word is like the man who sees himself in the mirror and quickly forgets what he looks like (Jas. 1:23-24). Christian teachers and disciplers will insist upon life application as an essential element of the learning itself. Education cannot be reduced to stuffing facts into the minds of students. If the theory does not produce a life application, it is a waste and will serve only to produce a knowledge that puffs up (1 Cor. 8:1). If the knowledge learned does not produce love and works that edify and build up, the knowledge is worthless.

## **REPEAT OR REFORM?**

If our Christian homeschooling organizations and Christian schools only reiterate the philosophy of education offered by the public schools, they might as well close up shop. If there is no substantial difference between philosophies and methods, then why put the time and money into reproducing the same model?

However, if Christian parents, pastors, and educational leaders realize the powerful effect secular education and culture has had on the younger generations and the unprecedented force of the present apostate zeitgeist, they will insist on a distinctively Christian approach to the discipleship and education of their children. They will insist on a Christ-saturated, biblical-worldview based, Word of God-integrated education for their children.

## **APPENDIX: 12 DISTINCTIVE ELEMENTS OF GENERATIONS' CHRISTIAN DISCIPLESHIP CURRICULUM**

### **OUR MISSION**

The Generations ministry is committed to providing a low-cost, easily-used, Bible-based, hard copy and e-accessed, cross-cultural Christian K-12 curriculum for 90% of the world's Christian population by 2040—to counter the destructive, humanist, materialist wave of education that has seriously hampered Christian generational continuity in the Spirit-filled New Testament age. Generations is praying that the Lord would provide a way to translate and distribute the curriculum into many of the world's major languages in the years to come.

### **DISTINCTIVE ELEMENTS**

The following represent the distinctive elements (based on the principles listed above) for the Christian Discipleship Curriculum. Setting this curriculum side-by-side with the secular form commonly used in secular homeschools and conventional schooling, this is what the observer will find.

**1. Christian.** We focus on the Bible and Christian authors through the centuries, featuring the kingdom of Christ rather than the work produced by pre-Christian pagans or post-Christian/anti-Christian writers.

**2. Discernment.** We want to equip young people with truth before introducing bad worldviews presented by unbelieving thinkers, philosophers, and writers. Thus, until a child has mastered the Bible and Christian thinking, we will not introduce them to antithetical worldviews. To mix anti-Christian worldviews into the reading content of an 8 or 12-year-old is unhealthy and is no way to raise a child in the teaching of the Lord.

On the other hand, young people must understand that a war of ideas is being waged. We must encourage them to be watchful and full of faith but not paranoid or fearful. When the student begins to read the writings of non-Christians or post-Christians, we encourage them to identify any truth that might still be seeping through the cracks. These writers and thinkers may be working off of some degree of Christian heritage or common grace. This is baseline. But the heart trajectory of the post-Christian thinker or writer usually moves in an anti-Christian, unbiblical, wrong direction. This is the trajectory of thought which must be discerned and rejected by the careful reader.

**3. Balance.** Literature is often used as a means of mere entertainment and escape for young readers. This is extremely unhealthy for our children. Nevertheless, a balance of work and play is crucial for young children. Thus, we should offer a balance of fiction and non-fiction, reading out loud and reading to oneself. This curriculum has taken this balance into careful consideration.

Fantasy and science fiction are some of the most addictive and unproductive forms of literature, especially as they yield no immediate application to life, or disconnect the child from God's reality. Metaphors in literature should teach us how to better engage our minds and lives in God's reality. If the opposite is happening, the child's reading regimen is out of balance.

**4. Family-Discipleship.** We include family read-aloud books, family Bible Study Guides, and a character track. The curriculum is designed so that children will not need a professional teacher but can instead be disciplined by their parents throughout the educational process. The curriculum is written exclusively by homeschooling fathers and mothers and homeschooled graduates.

**5. Low Cost.** In an effort to sustain some little bit of generational faith amidst the pressure of the powerful, humanist zeitgeist which dominates practically every institution worldwide, we offer a low-cost access to Christian curriculum for God's people around the globe.

**6. Cross-cultural and Kingdom-Oriented.** In an age of pessimism in which the kingdoms of men are cracking and crumbling, there has never been a better time to produce a Christ-centered curriculum. After 2,000 years of Jesus' influence around the world, the church enjoys a great heritage in countries across the globe. This is not the time for a western-centric or Ameri-centric curriculum. This is the time to give our children a 2,000-year, worldwide view of the kingdom of God in history. There is nothing more cross-cultural than the kingdom of Christ, the Bible, and Christian authors. We live in an increasingly internationalized church today. It's time for an international, Christ-oriented curriculum.

The worldwide church, missions, and the kingdom of God remain central in our view of history. This is why a half-page is given to godless Napoleon while page after page records the advance of our Lord Jesus Christ's kingdom and His work in history.

*And [Christ] is before all things, and in Him all things consist. And He is the head of the body, the church, who is the beginning, the firstborn from the dead, that in all things He may have the preeminence. (Col. 1:17-18)*

**7. God-centered and Christ-centered.** This approach to education must never be thought of as child-centered, parent-centered, man-centered, or empire-centered, but primarily God-centered.

**8. Sacred.** We dispense with the sacred-secular distinction. We must never study history as if two separate sto-

ries existed within it—the secular and the sacred or the extra-biblical and the biblical accounts. We should never present the story of Augustus Caesar apart from the story of Jesus Christ. History is utterly meaningless without Christ, and He will always appear as the main event. The story of history is one story, all of it engagingly interwoven, intensely meaningful, and supremely thrilling. Thus, for example, the history of Augustus Caesar must be well familiar to us only because he represents the world into which the Son of God was born.

**9. Core.** The Bible is at the core of our reading and literature curriculum. “Bible” should never be considered a separate subject but should instead be applied to every area of learning. This helps to dispense with the age-old sacred-secular distinction that has relegated the Christian worldview to irrelevance in education.

In each of the first five grades, our curriculum covers the whole story of the Bible, offering the student age-appropriate Biblical studies from the entirety of Scripture. In this way our children receive the full picture, the full redemptive story, five times. Vocabulary, grammar, and reading comprehension are developed around Scripture (as the most cross-cultural book in the world).

Biblical vocabulary becomes the preeminent basis for this pedagogy. A Christian worldview must form the vocabulary and the thought categories of the Christian student, though children will still learn common words used in their various cultural contexts.

**10. Whole Books.** Best Books. Some books survive the test of time. The world calls them “great books.” But there are greater books than these. There are the best books. The first of these is the Bible. Then come the Christian books that have survived the test of time, republished a thousand times over a thousand years. These are far and above the priorities when it comes to our children’s reading program.

When studying such works, we recommend that children read the whole book, not just snippets from “classic” stories. We want them to follow the entire story all the way through. This is the most effective form of education.

If these are truly the best books, they are worth reading multiple times. That is why we are not hesitant to tell the stories five times over. We encourage parents to read the classics aloud even before children are able to read them by themselves.

**11. Frontlet.** History, Literature, and Science must be taught according to the Deuteronomy 6:7 principle. The Word of God is to be as a “frontlet” or a constant presence throughout the study. The Word must be preeminent. Therefore, our students will find hundreds of Scripture references relevantly and intimately tied into the content of their history and science texts.

**12. Worship and Life.** Students often lose a sense of purpose and meaning in their learning and school life. This is endemic in a humanist, materialist world lacking a strong theocentric goal. The goal is to glorify God in all of life. School is boring when there is no sense of purpose in the history lesson, the exercises in factoring trinomials, and the examination of a duck’s feet. We utterly repudiate this form of education. Every page of the curriculum, every minute of the process must set purpose before the student’s eyes. Our purpose is primarily to glorify God and to thank Him. We acknowledge God’s hand in history constantly. We stand in awe of His creation throughout the science book. Prayers and hymns of worship are part and parcel of our curriculum—very odd in a secular world, but not so in a Christian world. Science is presented for two purposes—worship and life application (dominion), to know God and to obey Him. We work hard to interweave real-life application, whether it be dominion work, thanksgiving, or spiritual growth, throughout every page of our curriculum. Constant focus on the practical,



character orientation, and the parental discipleship element is maintained throughout.

**13. Trinitarian Worldview.** Given that the Trinitarian conception of reality is foundational to the Christian worldview, our writers maintain a constant awareness of this all-consuming, basic element. The one and the many is respected, and therefore our history is presented in more story form than as isolated, disconnected facts.

Most secular history and science is presented as a collection of fragmented facts. There is no central thread. For us, the central thread is Christ—His works, His kingdom, and His glory. The central purpose of all study is the worship of God.

History should also be presented in both breadth and depth. We want to include texture in history. That's why we take time to press into the life of a missionary or a great Christian leader while also touching on the significant dates, elections, and wars going on in the world during the same time.

**14. Consistency.** Although many Christian schooling approaches will claim to be “Christ-centered,” “God-glorifying,” or “Bible-based,” the actual content of their material does not substantiate these claims. In the end, the curriculum itself may not reflect the stated mission of the educational system. By intentional design, our curriculum weaves the sovereignty of God, the supremacy of Christ, Scripture, prayer, praise and hymns into practically every page of the curriculum.

## SUMMARY

To briefly summarize, the philosophy of this reformation in education, this Christian Discipleship approach, is laid out in four pillars.

### Pillar #1. Family Discipleship

*And you, fathers, do not provoke your children to wrath, but bring them up in the training and admonition of the Lord. (Eph. 6:4)*

*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. You shall bind them as a sign on your hand, and they shall be as frontlets between your eyes. You shall write them on the doorposts of your house and on your gates. (Deut. 6:7-9)*

- The Ephesians 6:4 and Deuteronomy 6:7-9 component: Fathers and mothers are responsible for raising children in the atmosphere of the Lord's nurture.
- The father's involvement is called for at key, strategic points.
- The conscientious use of God's recommended curriculum (Proverbs, Psalms, etc.) is essential and basic to any education.
- Maintaining a careful eye on the child's spiritual condition, faith, and character is crucial.
- The development of faith and character is absolutely essential, even when addressing difficult academic subjects.

## **Pillar #2. A Biblical Worldview**

*The fear of the Lord is the beginning of knowledge, but fools despise wisdom and instruction.  
(Prov. 1:7)*

- The Deuteronomy 6:8 component: The Word of God must be a frontlet before our children's eyes, on the posts and on the gates.
- The Colossians 1:18 component: Jesus Christ must be preeminent in history, literature, and science.
- The Proverbs 1:7 component: The fear of God is the most essential building block of knowledge (above and beyond every other component).
- The 2 Corinthians 10:4-6 component: Our children must be prepared with strong biblical foundations and robust apologetics methodology.
- The materialism and anti-supernaturalism assumed in modern science and evolution cannot be tolerated by any Christian family.
- Our God's providential hand must be assumed and taught in the history class.
- Our God's creative hand in origins must be assumed and taught in the science class.
- Our God's view of ethics and redemption is to govern the literature class.
- Christ's kingdom and His church must become more important in the student's mind than the humanist work seen in the empire building of the ages (in the history class).

## **Pillar #3. Best Teachers, Best Books Method**

*A disciple is not above his teacher, but everyone who is perfectly trained will be like his teacher.  
(Luke 6:40)*

- The Luke 6:40 component: The best teachers write the best books, but we must always prefer Christian teachers (because our children will become like their teachers).
- The Ephesians 4:11 component: The great Christian writings are the compendium of the pastors and teachers God has given the church over the past 2000 years.
- Abiding and enduring books are worth reading a thousand times more than the books that come and go through the centuries.
- Pagan teachers and writers through the centuries have become the most influential tool of the devil to cause our Christian students to stumble. These teachers must be avoided. The church fathers called their writings a "torrent from hell."

## **Pillar #4. Worship and Life Application**

*But be doers of the word, and not hearers only, deceiving yourselves. For if anyone is a hearer of the word and not a doer, he is like a man observing his natural face in a mirror; for he observes himself, goes away, and immediately forgets what kind of man he was. (Jas. 1:22-24)*

*Therefore, whether you eat or drink, or whatever you do, do all to the glory of God. (1 Cor. 10:31)*

- The James 1:22 component: Without life application, knowledge is fleeting and reduces to pride.
- Mentorship and discipleship must include a life application, a walk-along element as Christ patterned for us.
- The 1 Corinthians 10:31 component: The fear of God is the beginning of wisdom, and true reverence will result in worship. Our children must be trained to praise and worship God in the chemistry laboratory, for example. This is the great purpose and end of all of life for the Christian.

## **THE MISSING PIECE**

In order for this curriculum to be effective in the discipleship of a child, there are more essential components that must play a part. The work of the Holy Spirit, prayer, the faith and love of a parent for God, and the heart of a child turning towards God are the most needed components of all. These our curriculum cannot provide. Therefore, these resources only play a small part in the overall training, discipleship, and education of the child. We pray that the outpouring of God's Spirit on families all over the world will supply the rest!

For more information about the Christian Discipleship Curriculum and additional resources for parents, visit [generations.org/curriculum](http://generations.org/curriculum).