

Responding to a Rebel
2 Samuel 13 – 19

I. Context: Biblical Principles of Parenting

- A. There are no “_____” children; they are _____ from the start (Gen. 8:21; Psa. 51:5; Rom. 3:10-12). (We may have _____ children; or they may become _____ children.)
- B. In the lives of their children, parents stand in the place of God.
1. Parents learn about _____ from God (Mat. 6:9; Psa. 103:13; Eph. 3:14-15).
 2. Children learn about _____ from their parents. And their response to their parents is indicative of their response to God – i.e. submission to authority, etc. (Eph. 6:1; Deut. 6:9-11).
- C. The deficiencies in children that parents are addressing:
1. _____: we seek to lead our children into a restored relationship with God.
 2. _____: we seek to equip our children to become responsible, independent adults.
- D. The nature of the parents’ assignment: _____ rather than an _____.
1. It is not the responsibility of parents to _____ godly, successful children. The outcome of the process is between the _____ and God.
 2. Parents should strive to become _____.
 - Parenting _____ (1 Sam 2:12-17; 3:13); but it is not ultimately _____ of the end result.
 - Parents need to concentrate on doing what is _____ rather than what “_____”
 - _____ for your goals; _____ for your desires.
- E. In the training of our children, there is a positive aspect and a negative aspect. We seek to help our children recognize the _____ of walking with God and the liabilities of _____ his authority.
1. Training in _____ (2 Tim. 3:14-17)
 2. _____ through discipline and punishment (Deut. 8:5; Prov. 3:11-12; Heb. 12:5-11)
 - a. Discipline: the purpose is to _____ the person being disciplined.
 - b. Punishment: the purpose is to satisfy _____, to rectify a wrong, to pay a debt and remove guilt. Parents should engage in punitive discipline . . .
 - 1) to communicate God’s attribute of _____.
 - 2) to relieve our children of _____ for wrong behavior.
 - 3) to communicate the nature of _____.
 - 4) to communicate the nature of _____.

- F. Stubborn _____ against God-given authority must be met with appropriate discipline – up to and including _____ (Deut. 21:18-21)
1. God resists the _____, but gives grace to the humble (James 4:6, 10; 1 Pet. 5:5-6)
 2. The person who violates the terms of the relationship is not entitled to enjoy the _____ of the relationship.
 3. _____ is our model for the discipline of expulsion – Eden, Israel, Judah, Judea (Luke 13:6-9).
- G. Parents of rebel children must convey an eagerness to extend forgiveness and reconciliation. But it must not be granted apart from genuine _____ – expressed in changed attitudes and behaviors over time.

II. Key Features of the Narrative

- A. Absalom's Rebellion
- B. Absalom's Character Traits
- C. How David contributed to his problems:

III. Lessons for Life: How to Respond to a Rebel

- A. Take _____ of anything you have done to contribute to the breakdown of the relationship. Repent, apologize, change.
- B. Be decisive and steadfast in enacting the _____ appropriate to the violation of the terms of the relationship (tough love).
- C. Do what you can to maintain open channels of _____.
- D. Do not let your desire for a happy relationship short-circuit the necessity of _____ as the basis for reconciliation (restoration to fellowship). Do not extend the benefits of a healthy relationship to one who perpetuates a _____-relationship.
- E. Be willing to bear the pain of _____ for as long as it is necessary (this is what God has done for his "spouse"/ "children").
- F. Find consolation and joy in your relationship with God and the _____ --- _____ that He provides for your well-being (John 1:11-12)
- G. _____ for the ultimate restoration of the rebel.
- H. Rely on God to meet your needs. Do not allow your desire for affection to devolve into a " _____ " that prompts illegitimate _____ (on your part) or _____ (on the part of the other person).
- I. Place your rebel in the _____.
- J. Let your experience with your rebel sensitize you to God's treatment of you as a _____.