

# 5 Keys to Loving Discipline

*Parenting 101 – part 2*

*Proverbs 22:15*

November 6, 2022

## **DAY 1: Parenting 101 – part 1, review**

1. This message is part 2 in our series, Parenting 101. Let's do a review of part 1.
2. There is a three-fold task in parenting.
  - a. Love.
  - b. Discipline.
  - c. Build Wisdom.
3. Our current secular culture only emphasizes "love." Their assumption is that "Love is all you need" (the Beatles). Discipline is seen as shutting down your child's personhood and creativity. And wisdom is seen as something children must discover for themselves without your input or "interference."
4. Why do secular parents see so little need for discipline and building wisdom? Because they do not see the fallenness of human nature, called "folly."

*Proverbs 22:15 Folly is bound up in the heart of a child, but the rod of discipline will drive it far from him.*

While our secular culture like to believe man is basically good,  
the reality is man is basically foolish.

*Psalms 51:5 "I was born a sinner, yes, from the moment my mother conceived me."*

5. Folly has two drivers to it:

- a. The principle of self-rule.

The working assumption in every person, and in every child is this: "I don't need someone to tell me what to do. I don't need God to tell me what to do. I don't need parents to tell me what to do. I don't need any authority to tell me what to do. I rule myself."

- b. The principle of self-gratification.

The working assumption in every person, and in every child is this: "I'll be happy if I get my desires met how I want, and when I want. I need to feel better now. My desires come first"

*Isaiah 53:6 We strayed away like sheep, we, who left God's paths to follow our own.*

*Titus 3:3 For also were once foolish ourselves, disobedient, deceived, enslaved to various lusts and pleasures, with malice and envy, hateful, hating one another...*

6. What strikes you from today's devotional?

## DAY 2: Understanding the need for discipline

1. There is a moral framework to life. Children don't just need knowledge that they can learn in school. They also need "understanding" that there is a moral framework to life.
2. The world is designed to be lived with wisdom. Wisdom brings benefits to everyone.
3. The world eventually brings consequences to foolishness and folly. The consequences may not be immediate but they are inescapable.
4. There is moral truth built into the life. God has placed His truth in every human heart. It is there whether or not we believe that.
5. When we rebel against authority, consequences follow. When we rebel against God's truth of how things are, consequences follow.
6. If a child rebels against doing homework that the teacher assigns, consequences follow. If a teenager rebels against the laws of the road, consequences follow. If a teenager rebels against what his coach is telling him to do, consequences follow. If a young adult rebels against his drill instructor, consequences follow. If an adult rebels against banking regulations, consequences follow.
7. The consequences inflicted by government, the police, the courts, the army and by prisons can be severe. A child is supposed to face the reality of consequences in the loving and wise confines of your home, first!
8. There are two great things a child must learn if they are going to do well in life. They must learn to act rightly and relate rightly.  
*Eph. 6:1 Children, **obey** your parents in the Lord, **for this is right**.*
  - a. This principle is an antidote to the principles of self-rule and self-gratification. This has to do with learning to **act** rightly. →RIGHT ACTIONS. Learning to control their actions.  
*Eph. 6:2 **Honor** your father and mother.*
  - b. This principle is also the antidote to the principles of self-rule and self-gratification. This has to do with learning to **relate** rightly. →RIGHT ATTITUDES. Learning to control their attitudes.
9. None of this comes naturally to a two-year old in the middle of the terrible twos. But they are on full display in the teenage years. It is the parent's job to give them the moral framework and structure to learn to navigate in the real world.
10. What strikes you from today's devotional?

### DAY 3: Understanding the climate in which we live

1. When I was a kid in the 1950's and 1960's, spanking was a normal way of life. I was always grateful that I was spanked, because even as a teenager, I realized that I needed spanking. It provided guardrails for me. There were many times when the fear of painful consequences kept me from doing something very foolish and harmful, to myself and others.
2. In Junior High, our assistant principle could also "paddle" us. None of us wanted that! But, it provided needed guardrails to us. Our school functioned like a school should. We were respectful of the teachers. No one acted out or was rebellious. No one wanted to be sent to the office.
3. Of course, those days are long gone.

**Before we move ahead with wisdom, please remember, spanking is not illegal.**

4. Our secular culture has done a virtual "180" on this. It is now assumed, depending on what part of the country you live in, that spanking is (A) Not needed, (B) harmful to kids, or (C) Child abuse.
5. In a noble aim of dealing with child abuse, spanking is now assumed, depending on where you live, to be child abuse. All the students in my son's class were asked at school if they had been spanked. Children raised their hands if they had been spanked. Every family whose child raised their hand was visited by Social Services to investigate.
6. Back then, Social Services was looking to see if child abuse was occurring in the home. They looked to see if there was food in the refrigerator, if there was order in the home, if the kids had healthy living conditions, if things were clean, etc.
7. The social worker who came to our home told us she was disgusted that she had to waste her time visiting a family like ours. Our home was clean, plenty of food, and our oldest daughter was both respectful of the lady, and asked her if she could get her some water. The woman could plainly see the respectfulness and kindness in our home.
8. Where it is obvious that child abuse is going on, children can be taken out of the home.

#### **9. With that said, how are parents to approach the need for discipline in this climate?**

*Proverbs 22:15 **Folly** is bound up in the heart of a child, but the rod of discipline will drive it far from him.*

10. There are two important biblical principles in this verse:
  - a. The problem of **folly** is more than an intellectual or rational problem. It is also a moral problem, and **a problem of the will**.
  - b. What can help deal with the problem of folly is **painful consequences**. We are to shape the will without breaking the spirit.
11. What options are there for painful consequences other than spanking? Depending on your child's personality and age you can (1) Remove something they like to do (their phone, screen time, a favorite toy, leaving a birthday party early, being grounded for the weekend, loss of car privileges, etc. (2) Add things they do not like: helping with chores, making restitution, timeout, being sent to their room (without toys), etc.
12. What strikes you from today's devotional?

## **DAY 4: A 5-step approach to discipline**

(Discipline does NOT need to be done in anger. We will address this in DAY 5).

Whatever method you use in any given situation, there are five things to remember and do.

### **1. Love with your attitude.**

To a child, love is felt by a parent's attitude. When we resort to being harsh, angry, snappy, etc., we are neither loving our child nor disciplining our child.

*James 1:20 The anger of man does not accomplish the righteousness of God.*

Angry words and attitudes do NOT discipline a child.

*Zephaniah 3:17 The Lord your God is with you, He is mighty to save. He will take great delight in you; He will quiet you with his love. He will rejoice over you with singing.*

Your non-verbals tell your child whether you really love them or whether you're blowing smoke.

### **2. Tell why you will discipline.**

*Hebrews 12:5-6 My son, do not make light of the Lord's discipline, and do not lose heart when he rebukes you, because the Lord disciplines those he loves, and he punishes everyone he accepts as a son.*

Tie discipline to a child's chosen behavior.

“\_\_\_\_\_, you've chosen a spanking. Daddy doesn't want to give you a spanking, but daddy said that if you (disobeyed, rebelled, were disrespectful, lied, etc.), you'll be choosing a spanking.”

### **3. Discipline with action.**

*Proverbs 22:15 Folly is bound up in the heart of a child, but the rod of discipline will drive it far from him.*

Discipline does not occur without painful consequences.

### **4. Reassure with your attitude.**

*Zephaniah 3:17 The Lord your God is with you, ... He will quiet you with his love.*

When we try to discipline with our attitude we neither love nor discipline our child.

### **5. Prayer and perspective.**

*Romans 11:22 Consider the kindness and sternness of God...*

Let the discipline of action wear the black hat. You are to wear the white attitude of your attitude.

6. What strikes you from today's devotional?

## DAY 5: Getting control of parental anger

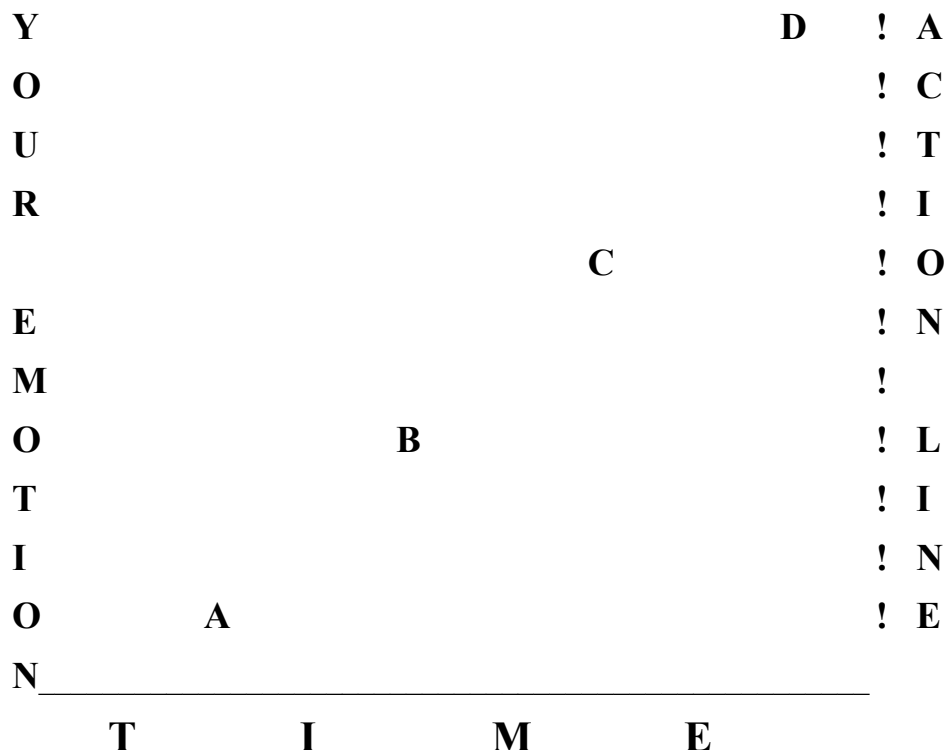
*James 1:19-20 Be slow to speak and slow to anger, for the anger of man does not bring about the righteous life that God desires.*

Summary: Discipline with action, love with attitude.

1. The graph below has an X and Y axis. The X axis is time during an encounter when your child is acting up. The Y axis is your attitude. The higher you are on the Y axis, the angrier you are.
2. When your child first disobeys you are at "A", below. Your attitude is not angry. You are just beginning up the Y axis. You are also just beginning to go to the right on the X axis of time.
3. If your child does not respond to your corrective words at "A", they have moved to "B", and usually so will you. Your annoyance will become frustration. If your child does not respond to corrective words at B, they will move to C, and your frustration will turn to mild anger, also at C. If your child does not respond to your corrective words, they will move to D, and so will you. You are likely to say, "Why do you keep doing things like this that I just get so angry at you???" Why do you finally do what you're supposed to do with me so angry?!?"

Children moving up from A→D do not respond because of your anger!

They respond because they know you are finally ready to take action they won't like!!



4. In this case a parent mistakes their anger at D for children's obedience. Instead, children finally obey because they intuitively and historically know *your action line!*

(Continued)

Take note, parents: YOU DETERMINE WHERE YOUR ACTION LINE IS!

5. You can make the action line at any point between A and D!!

6. What strikes you from today's devotional?