

The Reservoir of Righteousness, The 10 Steps and Childrearing

The Doctrine Of Rearing Children
and Guidelines for Children's
Church

Introduction

- My son, if you will receive my sayings, And treasure my commandments within you, Then you will discern the fear of the Lord, And discover the knowledge of God (2:1,5).

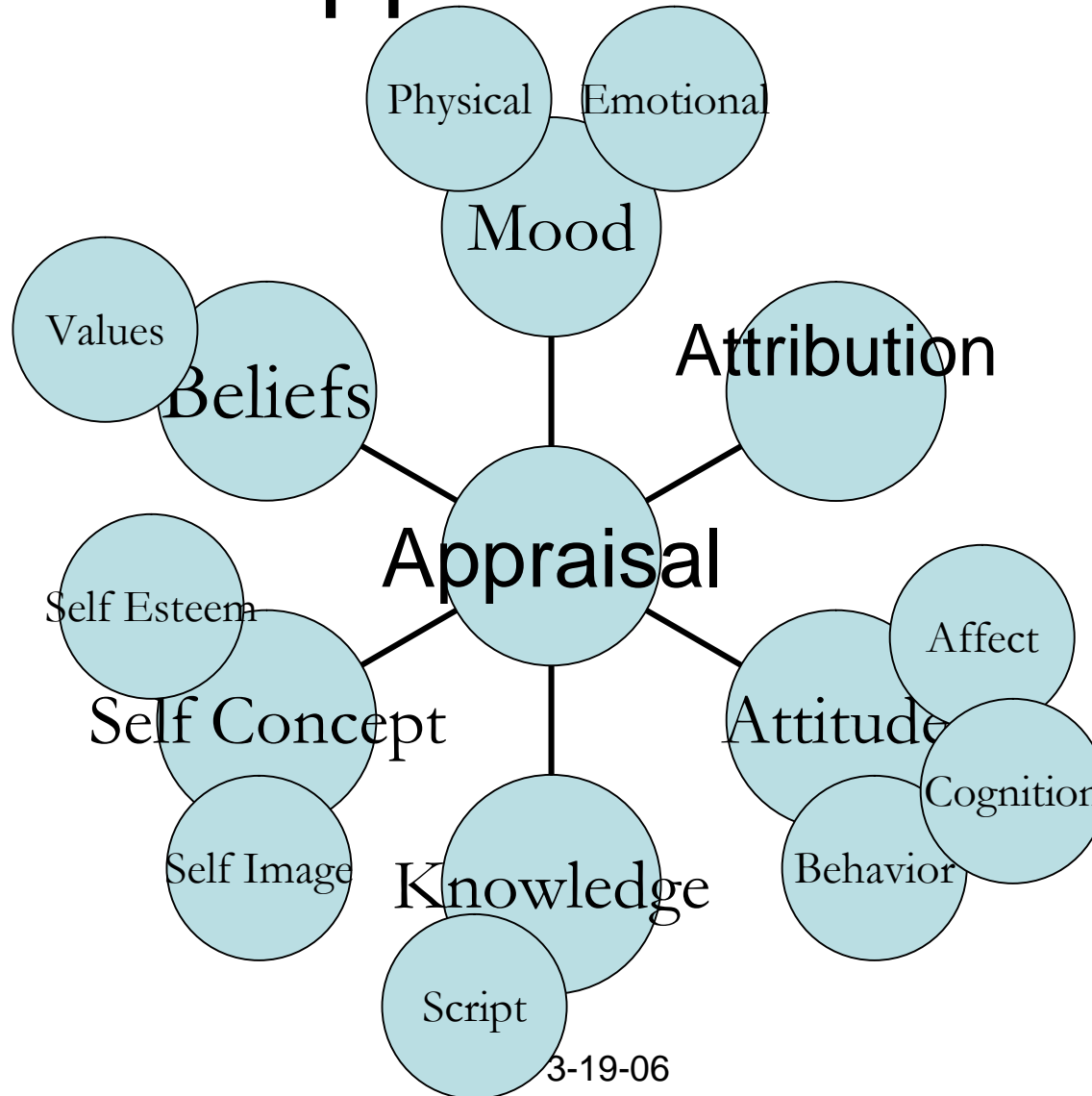
10 Steps to Temptation

- *The 10 Steps*
- *Insubordination*
- *Approximation*
- *Speculation*
- *Consideration*
- *Conversation*
- *Misquotation*
 - Omission
 - Addition
 - Substitution
 - Mitigation
- *Contradiction*
- *Misapplication*
- *Rationalization*
- *Capitulation*

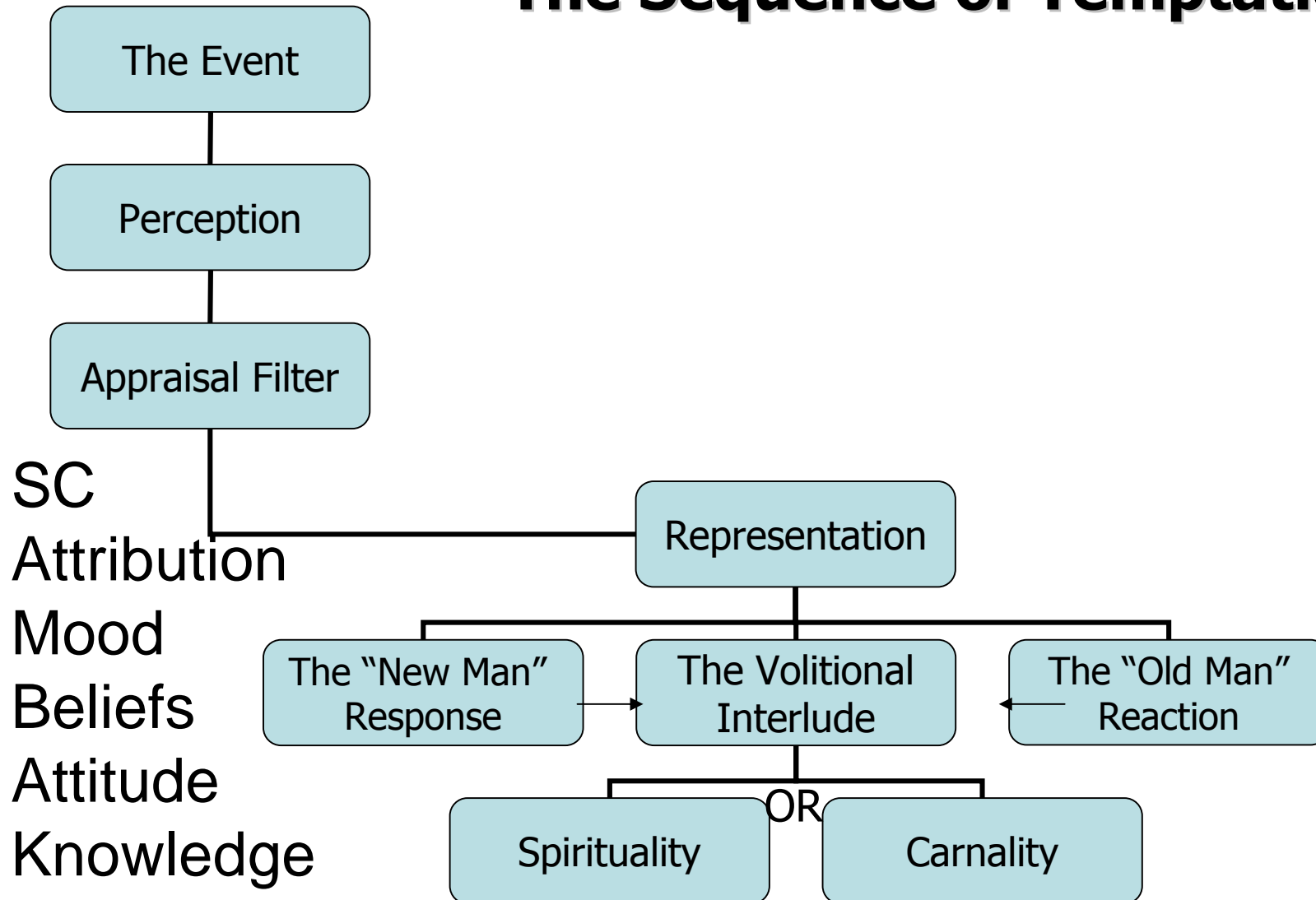
10 Steps to Temptation

- *1. Insubordination:*
- *Removing yourself from the authority and protection of Divine Establishment and Divine Assets.*
- *2. Approximation*
- *Placing yourself in a physical or mental position to be tempted.*
- *Proverbs 4:14-15 (NKJV) Do not enter the path of the wicked, and do not walk in the way of evil. Avoid it, do not travel on it: Turn away from it and pass on.*

The Appraisal Filters



The Sequence of Temptation



The Need

- “Since 1960, the U.S. population has increased 41%; the gross domestic product has nearly tripled; and total social spending by all levels of government [has experienced] more than a fivefold increase. ...
- “But during the same ... period there has been a 560% increase in violent crime; a 419% increase in illegitimate births; a quadrupling in divorce rates; a tripling of the percentage of children living in single-parent homes; more than a 200% increase in the teenage suicide rate.” (William J. Bennett,
- “Quantifying America’s Decline,” Wall Street Journal, 15 Mar. 1993).

The Need

- “Some may define success as accumulating wealth or material things; others may say fame is the definition of success. I personally believe that success is rearing law-abiding children who have a love for God and other people, and who have internalized universal values such as responsibility, honesty, obedience, respect, fidelity, and a strong work ethic.
- Truly a successful family is what will bring us the most peace and happiness in this life.”
- Positive Parenting Using The G.O.L.D. Standard - Developing Discipline without yelling, spanking, nagging, or time-outs! Copyright 2006 Wendy Jensen – all rights reserved 9

The Need

- “Whatever the era, whatever the times, one thing will never change: Fathers and mothers, if you have children, they must come first. You must read to your children, and you must hug your children, and you must love your children. Your success as a family, our success as a society, depends not on what happens in the White House but on what happens inside your house.”
- (Barbara Bush’s Speech, *Washington Post*, June 2, 1990, sec. C, p. 4.)

Why discipline is necessary

- *God commands it, Prov. 3:11-12, 19:18, 23:13-14, 29:17, Heb. 12:6-10.*
- *Prov. 1:4-5; Children are naive and need knowledge and discretion.*
- *Prov. 7:7; They lack sense.*
- *Prov. 22:15; Foolishness is bound up in their hearts.*
- *Prov. 29:15; An untrained child becomes a source of humiliation and embarrassment.*
- *Punishment brings an end to the child's guilt. Psa. 23:4 - Thy rod and Thy staff, they comfort me.*

The Balance

- He who spares his rod hates his son, But he who loves him disciplines him diligently (Prov. 13:24).
- And, fathers, do not provoke your children to anger; but bring them up in the discipline and instruction of the Lord (Eph. 6:4).

Introduction

- We have had a great opportunity in our congregation to see a number of small children develop from their very first days.
- The thing that we have been struck with, second only to how cute they are, is that they all are born with a very active Sin Nature.
- It has been interesting to watch the inherited sin nature of Adam develop as they develop.

Introduction

- No one has to teach them how to be arrogant or how to misbehave.
- They all want to have things their own way all the time and will do anything they can to get what they want.
- They want to be in charge.

Introduction

- And the Lord smelled the soothing aroma; and the Lord said to Himself, “I will never again curse the ground on account of man, **for the intent of man’s heart is evil from his youth**; and I will never again destroy every living thing, as I have done (Gen. 8:21, emphasis mine).
- Even from birth the wicked go astray; From the womb they are wayward and speak lies (Ps. 58:3, NIV).

Introduction

- The problem with a child is not his environment, but within his own heart. It, like the hearts of all men (20:9), is evil. What a child needs is not merely correction, but conversion. A child must come to the point where he recognizes the sinfulness of his own heart, ceases to trust in himself, and submits himself to the fear of the Lord.
- Watch over your heart with all diligence, For from it flow the springs of life (4:23).
- And you say, “How I have hated instruction And my heart spurned reproof! And I have not listened to the voice of my teachers, Nor inclined my ear to my instructors” (5:12-13)
- Foolishness is bound up in the heart of a child (22:15).

Introduction

- Parents and those who teach them in children's church must realize this so that they can fulfill their responsibilities.
- What is that responsibility?
- It is to teach their children to respect authority and to develop genuine Self Motivated Subordination in preparation for the ultimate volitional subordination, faith in the Lord Jesus Christ.

Introduction

- The importance of parents fulfilling this job cannot be overstated.
- The fate of the child, the family and the nation depends on how well parents do their job, 1 Sam. 2:12, 23-25, 3:13.

The Importance of Discipline

- Deuteronomy 21:18-21 - If any man has a stubborn and rebellious son who will not obey his father or his mother, and when they chastise him, he will not even listen to them, ¹⁹ then his father and mother shall seize him, and bring him out to the elders of his city at the gateway of his home town. ²⁰ "And they shall say to the elders of his city, 'This son of ours is stubborn and rebellious, he will not obey us, he is a glutton and a drunkard.' ²¹ "Then all the men of his city shall stone him to death; so you shall remove the evil from your midst, and all Israel shall hear of it and fear.

Introduction

- To foster Self-Motivated Subordination, there are ONLY 2 Rules:
 - 1. Be Obedient
 - 2. Be Respectful

Introduction

- 1. Be Obedient
 - *Be obedient because it is the training to learn to subordinate the will.*
 - *Be obedient because it is the training to learn that “I” am not the center of the Universe.*
 - *Be obedient because it may save their life.*

Introduction

- 2. Be Respectful
 - *Use honorifics.*
 - *Use good manners.*
 - *Be courteous.*
 - *Be thoughtful.*

Introduction

- Parents can be intelligent and well-educated yet have no clue about the proper way to train their children.
- It is amazing that a person can graduate from high school, college, and even graduate school without learning a thing about rearing children.
- In fact, it is often the highly educated who are the worst at rearing children

Introduction

- **What of the Promise of Proverbs 22:6?**
- Wanting desperately to believe that parents who are diligent in training their children to be godly are guaranteed good results, many turn to Proverbs 22:6 for biblical support.
- Proverbs is DESCRIPTIVE, not PRESCRIPTIVE; it is no guarantee that the faithful efforts of godly parents *always* produce godly children, IT IS JUST MORE LIKELY.
- However, no matter how hard a Christian Parent may try, the child has the last say on their Subordination.

Introduction

- **Godly Parents May Raise Children Who are Foolish and Shameful**
- While it is not what we want to hear, Proverbs teaches the painful possibility of raising a son or daughter who is foolish and shameful.
- The proverbs of Solomon. A wise son makes a father glad, But a foolish son is a grief to his mother (10:1).
- A wise son accepts his father's discipline, But a scoffer does not listen to rebuke (13:1).
- A wise son makes a father glad, But a foolish man despises, his mother (15:20).

Introduction

- A foolish son is a grief to his father, And bitterness to her who bore him (17:25).
- There is a kind of man who curses his father, And does not bless his mother. There is a kind who is pure in his own eyes, Yet is not washed from his filthiness. There is a kind--oh how lofty are his eyes! And his eyelids are raised in arrogance (30:11-13).

Introduction

- So we find in Proverbs that the foolishness of a man is not the fault of his parents, but the result of his own decision, the reflection of his own heart.
- While parents may suffer grief at the foolishness of a son, they are not said to suffer from guilt, for he alone must bear the consequences of his decision to walk in the way of folly.

Self Motivated Subordination: Humility

- Arrogance is the enemy; Self Motivated Subordination is the goal that can only be reached through Enforced Subordination.
- There is no other way to overcome arrogance and become genuinely humble.
- What is Self Motivated Subordination? Self-control, self-discipline.
- It is obeying rules and submitting to authority, not because you are forced into it, but because you want to do it.
- Parents are failures if their children have not acquired this humility by the time they leave the nest.

Enforced Subordination

- What is Enforced Subordination ?
- It is humility forced upon the child by measures taken by the parents to remove arrogance.
- Notice the word “force” found in Enforced Subordination .
- This force should be used only when necessary and employed in love, never in anger.
- Some may think that force and love do not go together, but they do, Prov. 13:24

Enforced Subordination

- There are three facets to utilizing Enforced Subordination .
 - 1. *Instruction.*
 - 2. *Warning.*
 - 3. *Punishment.*
- All three must be present, or it is not Enforced Subordination, it is Abuse; and results in frustration or anger on the part of the child.

Enforced Subordination

- 1. Instruction
- Instruction is not an announcement.
 - *Learning must take place.*
 - *It is imperative that the child learn exactly what is being taught and be able to express it in terms that he understands.*
 - *This may require repetition and teaching when and illustrative event takes place.*

Enforced Subordination

- 1. Instruction
- If learning has not taken place, warning and punishment will not be proper discipline, but will be abuse!
- Therefore, instruction must be taken very seriously.
- Be certain, before you ever apply the warning and punishment stages, that the child has learned.
- I cannot overemphasize this enough!

Enforced Subordination

- 1. Instruction
- Instruction must take place in a very serious and important tone, with the understanding that this is the most important aspect of the most important thing you do in the child's life.
 - *Therefore, there must be a clear break between playing and instruction.*
 - *This must be done with a change of voice tone and activity.*

Enforced Subordination

- 1. Instruction
 - *If, in the midst of playing, it becomes necessary to instruct, playing must stop, you must get the child's attention, and be certain that the child understands that this is no longer playing but instruction time.*
 - *Instruction should be very clear and in language that the child can understand, with a recent example, if possible.*
 - *Ask the child for feedback to determine if learning has taken place.*

Enforced Subordination

- Instruction (Make Rules):
- The first thing parents need to do is to make rules for their children, what each child is to do and what they will not be allowed to do.
- These rules are best made over reinforced prior to a situation in which they are likely to be tested.
- In other words, when going in to a supermarket, restaurant, or department store, it is important to review the expected behavior.

Enforced Subordination

- Instruction (Make Rules):
- Discuss with them whether or not you are going in to the store to buy them something, to look at toys or clothing for them, or not look at all
- These rules must be communicated to the children so that they are clear.
- Make sure they have no questions about them.
- They must know where the boundaries are, what is permissible, and what is not.

Enforced Subordination

- Instruction (Make Rules):
- Remember the child's age and their mental development.
 - *A child of eight years of age has a much longer memory and should not be expected to need reminding again while in the store, while a 2-3-4-year-old may require reminders.*
 - *It is usually easy to determine if their request is disobedience or forgetfulness.*

Enforced Subordination

- Instruction (Make Rules):
- Remember the child's age and their mental development.
 - *This also applies to children in children's church, and is a great opportunity to use the older children as role models by asking them to help remind the younger children of the rules.*
 - *This not only helps develop respect between the children, but helps to encourage them and to show confidence in the older children, which gives them greater motivation to self motivated subordination*

Enforced Subordination

- Instruction (Make Rules):
- This brings to mind the most important aspect of child rearing, the development, in the child, of a desire to please you by obedience and respect, which is the development of Self-Motivated Subordination, the goal of our instruction.

Enforced Subordination

- Each parent may have his own ideas about what should be on the “rules list,” but it is imperative that a list be made.
- Why? Proverbs 22:6 - Train up a child in the way he should go: and when he is old, he will not depart from it.
- How can training occur without information, rules, and boundaries?

Enforced Subordination

- *The rules:*
- *What The Child Is To Do:*
- *Always obey your parents! Eph. 6:1 - Children, obey your parents in the Lord, for this is right.*
- Col. 3:20 - Children, be obedient to your parents in all things, for this is well-pleasing to the Lord.

Be Obedient

- *Children will always ask, “why?”*
- *The answer, usually, should not be, “Because I said so!”, but, “God has told me to make these rules and make you obey them so that you will be safe, and learn to love him and obey him.”*
- *The parents word is the Law, because it is a delegated authority from God himself!*

Be Respectful

- *What the child is to do:*
- *Show proper respect when speaking to adults by using honorifics like “Yes sir, ”Mr. Smith. . . .”*
- *“Yeah,” and “Nah” are words that should not be tolerated, ever.*
- *Say “thank you”, “please”, and “please excuse me.”*
- *Use proper table manners, eating without smacking, talking without food in the mouth, sitting up straight, etc.*

Be Respectful

- **5th Commandment:** Ex. 20:12, Eph. 6:2-3 - Honor your father and mother (which is the first commandment with a promise), ³ that it may be well with you, and that you may live long on the earth.

Break Time



Break Time



Break Time



Break Time



Break Time



Break Time



Break Time



Be Respectful

- Be courteous.
- Look people in the eye when you greet them, and give them a firm handshake.
- Adults are drawn to children who are courteous, and they avoid children who are not.
- Be thoughtful. Always use the “Golden Rule,” Matt. 7:12. Use unconditional love towards all people, no matter how they treat you.

Be Respectful

- When the child is wrong, they must admit it.
- They're not allowed to make excuses.
- They are to apologize to those they have hurt, disobeyed, disrespected or wronged.
- They are to apologize by this formula:
- “I was wrong when I disobeyed/disrespected you when I [blank]. Will you forgive me?”

Be Respectful

- *What The Child Is Not To Do:*
- *Do not talk back or sass* (to talk impudently or disrespectfully).
- *Tone and volume must be respectful.*
- *Do not roll the eyes* (non-verbal way of showing disrespect):
- Proverbs 30:17 - The eye that mocks a father, and scorns a mother, the ravens of the valley will pick it out, and the young eagles will eat it.
- *Do not murmur or mock under the breath!*

Be Respectful

- *Don't interrupt others, especially when adults are talking.*
- *Don't argue with adults or tell them that they are wrong about something.*
 - When they have reached an age where they can be expected to do this properly, they may respond with the appropriate obedience and then ask if they may explain.
- *Do NOT contradict what an adult is saying to another child.*

Be Respectful

- *Don't lie* (children must learn the importance of earning trust by always telling the truth).
- *Don't cheat others or steal from them.*
- *Don't use foul language* (children who curse are not cute).

Be Respectful

- *Don't tattletale on someone* (this allows children to derive +H out of someone else's -H), unless the activity is dangerous or destructive.
- *Don't bully, push, hit, shove, spit or throw a fit to get your way.*
- *Don't snoop, meddle with someone else's property, or invade their privacy.*
- *Don't whine, pout, sulk, or mope.*

Warning

- *The second stage of the discipline process is called the Warning Stage.*
- *The warning consists of a review of the instruction pertinent to the offense in question.*
- *This review is to determine that the child understands the instruction and realizes what it is that they have done which has violated the rule.*

Warning

- *If they do not understand, the instruction must be repeated with this incident explained as an example.*
- *If they do understand, then they are warned that if another disobedience/disrespect occurs, they will receive punishment.*
- *Have them repeat back to you what the offense is like and what they did to receive this warning.*

Warning

- *After they have repeated this information, reinforce the fact that they will be punished upon the next offense.*
- *Clearly state what the punishment will be, with cognizance that the Lord uses three levels of discipline in dealing with believers.*
- *Warning discipline, punitive discipline, and ultimate discipline.*

Warning

- *Warning discipline, punitive discipline, and ultimate discipline.*
- *Warning discipline would be appropriate for childishness/forgetfulness, and would consist of a non-corporal punishment, such as restriction of privileges or activities related to the offense.*
- *Punitive discipline would be for offenses which occur with cognizance, but with extenuating circumstances, such as excitement or distraction.*
- *Severe discipline, usually spanking, is reserved for outright rebellious disobedience/disrespect.*

Guilt Must Be Certain

- *Make absolutely sure that the child is guilty before you discipline him.*
- *Consider the mitigating circumstances; is the excitement of the event causing them to lose concentration, or are there other children who are misbehaving and leading them astray.*
- *If you are not positive that the child is guilty of disobedience or disrespect, do not punish the child or you will move them to anger and frustration.*

Punishment

- *Punishment, as already delineated, varies with the intent of the perpetrator.*
- *It is inappropriate to allow outright rebelliousness to receive less than the severest of punishments; likewise it is inappropriate to punish disobedience/disrespect with extenuating circumstances by the severe punishment of spanking.*

Praise/Encouragement

- *Children need encouragement when genuine self motivated subordination is demonstrated.*
- *They need to hear assuring words like, “Good Job, that was very respectful!”*
- *Praise for children is a reward for their obedience and develops a proper sense of self worth; it is desperately needed.*
- *“Great job! That was great! Way to go!” is music to their ears.*
- *Your confidence in them will help them develop their own self-esteem and confidence in themselves.*

Praise/Encouragement

- *Always be on the lookout for something to praise. God is our example, Matt. 17:5.*
- *Acknowledge good behavior and the effort your child made to obey/respect.*
- *Children may not do things perfectly, but it is their effort to please that is to be rewarded.*
- *Their desire and effort to obey/respect needs to be noticed and commended.*

Praise/Encouragement

- *The goal is for your child to desire to please God and you more than he desires to please himself.*
- *The pain of disappointing you must be more powerful than the lure of succumbing to temptation and peer pressure.*
- *Discipline is then achieved without the parents having to overtly enforce it.*
- *When this occurs, Self Motivated Subordination becomes a reality and the parent has realized their goal in child rearing.*

Praise/Encouragement

- *However, praise and rewards should only be given when deserved, otherwise they will become meaningless.*
- *Find out what they really want to do and what they would really like to have and use them in your arsenal of rewards.*
- *Give incentives! Incentives incite, move, and motivate proper action (candy, allowance).*

Positive Parenting Using The G.O.L.D. Standard
Developing Discipline without yelling, spanking, nagging, or time-outs!

POSITIVE PARENTING USING THE

G.O.L.D.

STANDARD



DEVELOPING DISCIPLINE WITHOUT
YELLING, SPANKING, NAGGING, OR TIME-OUTS!

BY WENDY JENSEN

Positive Parenting Using the GOLD Standard

- *A little motivation, a little praise, a little encouragement, and a little guidance can go a long way in helping our children learn the values that we hold dear. Let me begin by sharing the inspiration behind the system introduced in this book. One evening I arrived home from teaching a class to find my husband and children already seated at the table eating dinner. This wasn't a huge surprise. My husband is a good cook and often takes the initiative to fix a nice meal for the family.*

Positive Parenting Using the GOLD Standard

- *What did surprise me, however, was that our four-year-old son (who usually won't even touch his dinner) was actually eating his vegetables! I noticed that by each child's plate there were two or three long skinny wire twists that are used to close bread bags. My son asked, "Dad, can I have another piece of bread? I have a ticket!"*

Positive Parenting Using the GOLD Standard

- *He had apparently received a “ticket” (a wire twist) for eating his vegetables and now was using this to “buy” another piece of bread. “What’s this?” I asked, now extremely curious and intrigued. My four year old then piped up, “We earned these tickets by eating our corn and beans!” Then he exclaimed again, “Hey Dad, I have a ticket, can I have some more bread?” Now this may not seem like a big deal to many of you, but if you have ever experienced a child like mine who would rather starve for two days straight than eat his vegetables, then this “ticket method,” whatever it was, was something definitely worth looking into!*

Positive Parenting Using the GOLD Standard

- *Now, this isn't a book about eating habits, in fact, we don't even use tickets at mealtime any more. However, I share this story to mark the beginning of our journey in a new program which reduced whining and fighting, increased willingness to do chores, and improved overall love, harmony and obedience in our home.*
- *Positive Parenting Using The G.O.L.D. Standard Developing Discipline without yelling, spanking, nagging, or time-outs! Copyright 2006 Wendy Jensen – all rights reserved 14*

Praise/Encouragement

- *Take care not to overdo rewards. You are not paying or bribing them to be good (“If I do it, what will I get?”).*
- *A hug, a kiss, a pat on the back, clapping, or “WOW! What a sweet girl you are!” is usually all that is necessary.*
- *This will help to engender a sense of pride, self-worth, and a healthy self-esteem like nothing else will.*

Punishment

- *NEVER discipline in anger!*
- *Stay calm, keep your voice very calm, and don't lose control.*
- *You cannot teach your children to control themselves if you can't control yourself.*
- *Never shout or scream. Remember, you are training your child, not taking revenge.*
- *Take time off to cool down if necessary before administering discipline.*

Punishment

- *If discipline is to be effective, it must be consistent!*
- *Never, never, never issue a command or a warning without carrying it through.*
- *Instant obedience is to be expected.*
- *By following these steps of instruction, warning and punishment, you can be certain that the child will learn instant obedience, and it is your anticipation of such obedience that motivates the child to develop their own Self-Motivated Subordination.*

Turning Discipline into Power Lust

- *Don't fall into the following traps:*
- *Repeating commands to your children two, three, or four times before they finally give in and obey.*
- *repeating your child's name over and over before taking disciplinary action.*
- *Raising your voice in order to force their compliance with your commands.*
- *Saying, "You better mind me by the time I count to three!"*

Consistency is the KEY

- *The child must know without a doubt that he will be disciplined when he breaks the rules.*
- *He must learn that it would be foolish for him to risk being disobedient.*
- *Don't discipline your child for something today and let him get by with it tomorrow.*
- *This will cause him to become frustrated and confused.*

Consistency is the KEY

- *Don't get discouraged if your attempts at disciplining don't seem to be working.*
- *Don't give up! Our job as parents is to continue to do what God says and to leave the results to him, Prov. 3:5.*
- *Both parents must be consistent and active in disciplining their children, and they must be in agreement.*
- *A child should learn that if he gets a "No" from his mother, he better not try to get a "Yes" from his father.*

Consistency is the KEY

- *“Wait till your father gets home and then see what happens!”*
- *Making Dad the only disciplinarian in the home undermines Mom’s authority and makes Dad into a terrible monster.*

Consistency is the KEY

- *Discipline must be consistent regardless of whether the child is tired or ill.*
- *“Oh, he’s just misbehaving because he’s had a long day and is tired.” That is no excuse.*
- *Extra attention must be given to instruction, since a tired or sick child cannot concentrate as well as usual.*

Consistency is the KEY

- *Discipline must be carried out outside of the home also, in public, in social settings, and at church.*
- *Excuse yourself, then take the child somewhere private so that others will not be disturbed.*
- *Explain to him why he is being punished. Ask him if he understands why, and have him explain it to you.*
- *For young children, get down on their eye-level, make them look at you while you speak to them, and change your tone to one that is slow, low, and intensely SERIOUS.*
- *The purpose of discipline is to humble the child so that he will admit his wrongdoing.*

Punishment

- *The discipline must match the infraction.*
- *It should be creative: stand him in the corner, have him write, “I will not talk back to my mother” one hundred times, wash out his mouth with soap.*
- (One illustration is a picture that was on the internet of a black mom who made her son stand on the side of a street and hold up a sign that said, “Hi, I’m 13 yrs. old. I STEAL. I want to go to prison to be with my dad.” She was sitting in a lawn chair nearby overseeing his punishment.)

Punishment

- *Corporal punishment* “TO SPANK OR NOT TO SPANK?”, THAT IS THE QUESTION.
- *First, a few facts:*
- *Spanking and violence are not the same.* Def. VIOLENCE is exertion of physical force so as to injure or abuse; intense, turbulent, or furious, often destructive action or force.

Corporal Punishment

- *SPANKING*
- *The Act* A few swats to the bottom.
- *The Intent* Training, to correct bad behavior
- *The Attitude* Love and concern
- *The Effects:* Behavioral correction
- *VIOLENCE*
- To punch, kick, strike, or choke
- To injure, hurt, abuse
- Anger, malice, cruelty
- Emotional or physical injury

Corporal Punishment

- *According to a recent Voter/Consumer Research poll commissioned by the Family Research Council, 76% of the more than 1,000 Americans surveyed said that spanking was an effective form of discipline in their homes when they were children.*

Corporal Punishment

- *When effective spanking is removed from a parent's disciplinary repertoire and the primary disciplinary measures have failed, he or she is left with nagging, begging, belittling, or yelling.*

Corporal Punishment

- Proverbs 26:3 - A whip is for the horse, a bridle for the donkey, and a rod for the back of fools.
- 2 Samuel 7:14 - I will be his father, and he shall be my son. When he does wrong, I will punish him with the rod of men, with floggings inflicted by men.

Corporal Punishment

- *Spanking is not necessary for every act of disobedience, but certainly, it should be used when there is open defiance.*
- *For very compliant children, milder forms of correction will suffice and spanking may never be needed.*
- *The discipline must match the infraction.*

Corporal Punishment

- The rod: *SHEBET (jb,ve) rod, staff, branch, offshoot, club, scepter; notice that the hand is not to be the instrument of discipline.*
- *The rod could be a switch, a ping-pong paddle, a ruler, a belt, a serving spoon, etc.*
- *The target must always be the child's bottom, never the face.*
- *Slapping is not permissible because it is usually done impulsively, done in anger, is insulting, and can easily injure the child.*

Corporal Punishment

- *The idea is to inflict pain but not to injure.*
- *Temporary redness or whelps are OK but not bruises.*
- *Children will cry and sometimes scream to make you think that you are killing them so that you will stop.*
- *The time to stop is as soon as the child is humble.*
- *Not too hard and not too easy.*
- *Don't overdo it or underdo it.*

Corporal Punishment

- *It is best to train the child to bend over; hence came the warning, “I’ll bend you over my knee!” The child may need to be restrained if he tries to wiggle away, but he must understand that his discipline will be worse if he resists.*

Corporal Punishment

- *Some parents say that they could never spank their children because they love them too much to hurt them. These parents need to understand:*
- *Spanking is not an option; it is a command, Prov. 23:14 - You shall beat him with the rod.*

Affection / Reassurance

- *When the discipline is over, get on the child's eye-level, make eye contact, make him acknowledge that he did wrong, and have him apologize to anyone he wronged or harmed.*
- *Then dry his tears, give him a hug, and tell him that you love him.*
- *Pray with the child, thanking God that he cares enough for the child to command us to discipline the child and to bless our family and the child because of it.*

Affection / Reassurance

- *Children must realize that punishment is not retaliation or revenge.*
- *They have to understand that their parents are not getting even with them but are training them.*
- *Tell them that you didn't want to discipline them but that you have no choice.*
- *If you didn't discipline them, then God would discipline you.*

Affection / Reassurance

- *When the punishment is over, it's over.*
- *Tell them it's over and then show them that it's over by not harboring a grudge or a bad attitude against them.*
- *It's time to move on and for the incident to become ancient history.*

Affection / Reassurance

- *Don't allow your children to pout, sulk, or mope after their punishment.*
- *If they see that you have put it behind you and are moving on, it will help them to do the same.*
- *They will not be prone to mope and brood if you follow the correct steps and have told them that you still love them and that everything is fine now.*