

# 1. Self-Discipline

## **Stories**

King Midas and the Golden Touch

## **Worksheets**

1. What is Self-Discipline?
2. No Self-Discipline
3. Are You Self-Disciplined?
4. What is the Problem?
5. Changing Bad Habits
6. Four Steps to Self-Discipline

## **Teaching Notes**

1. The Meaning of Self-Discipline
2. Teaching Self-Discipline
3. Teaching Children
4. Self-Discipline Exercises
5. Book list
6. Quotes
7. Words of Advice
8. Empathy and Self-Discipline
9. The Purpose and Goal of Self-discipline
10. The Process of Self-discipline
11. Laziness and Self-Discipline
12. Effective Self-Discipline
13. Teaching Guide on Controlling Anger

# King Midas and the Golden Touch

Many years ago there lived a king named Midas. He had one little daughter, whose name was Marigold. King Midas was very, very rich. It was said that he had more gold than any other king in the world. One room of his great castle was almost filled with yellow gold pieces. At last the King grew so fond of his gold that he loved it better than anything else in all the world. He even loved it better than his own little daughter, dear little rosy-cheeked Marigold. His one great wish seemed to be for more and more gold.

One day while he was in his gold room counting his money, a beautiful fairy boy stood before him. The boy's face shone with a wonderful light, and he had wings on his cap and wings on his feet. In his hand he carried a strange-looking wand, and the wand also had wings.

"Midas, you are the richest man in the world," said the fairy. "There is no King who has so much gold as you."

"That may be," said the King. "As you see, I have this room full of gold, but I should like much more; for gold is the best and the most wonderful thing in the world."

"Are you sure?" asked the fairy.

"I am very sure," answered the King.

"If I should grant you one wish," said the fairy, "would you ask for more gold?"

"If I could have but one wish," said the King, "I would ask that everything I touch should turn to beautiful yellow gold."

"Your wish shall be granted," said the fairy. "At sunrise to-morrow morning your slightest touch will turn everything into gold. But I warn you that your gift will not make you happy."

"I will take the risk," said the King.

The next day King Midas awoke very early. He was eager to see if the fairy's promise had come true. As soon as the sun arose he tried the gift by touching the bed lightly with his hand. The bed turned to gold. He touched the chair and table. Upon the instant they were turned to solid gold. The King was wild with joy. He ran around the room, touching everything he could see. His magic gift turned all to shining, yellow gold.

The King soon felt hungry and went down to eat his breakfast. Now a strange thing happened. When he raised a glass of clear cold water to drink, it became solid gold. Not a drop of water could pass his lips. The bread turned to gold under his fingers. The meat was hard, and yellow, and shiny. Not a thing could he get to eat. All was gold, gold, gold.

His little daughter came running in from the garden. Of all living creatures she was the dearest to him. He touched her with his lips. At once the little girl was changed to a golden statue. A great fear crept into the King's heart, sweeping all the joy out of his life.

In his grief he called and called upon the fairy who had given him the gift of the golden touch.

"O fairy," he begged, "take away this horrible golden gift! Take all my lands. Take all my gold. Take everything, only give me back my little daughter."

In a moment the beautiful fairy was standing before him.

"Do you still think that gold is the greatest thing in the world?" asked the fairy.

"No! no!" cried the King. "I hate the very sight of the yellow stuff."

"Are you sure that you no longer wish the golden touch?" asked the fairy.

"I have learned my lesson," said the King. "I no longer think gold the greatest thing in the world."

"Very well," said the fairy, "take this pitcher to the spring in the garden and fill it with water. Then sprinkle those things which you have touched and turned to gold."

The King took the pitcher and rushed to the spring. Running back he first sprinkled the head of his dear little girl. Instantly she became his own darling Marigold again, and gave him a kiss. The King sprinkled the golden food, and to his great joy it turned back to real bread and real butter. Then he and his little daughter sat down to breakfast. How good the cold water tasted! How eagerly the hungry King ate the bread and butter, the meat, and all the good food! The King hated his golden touch so much that he sprinkled even the chairs and the tables and everything else that the fairy's gift had turned to gold.

# 1. Self-Discipline

## **Worksheets**

1. What is Self-Discipline?
2. No Self-Discipline
3. Are You Self-Disciplined?
4. What is the Problem?
5. Changing Bad Habits
6. Four Steps to Self-Discipline

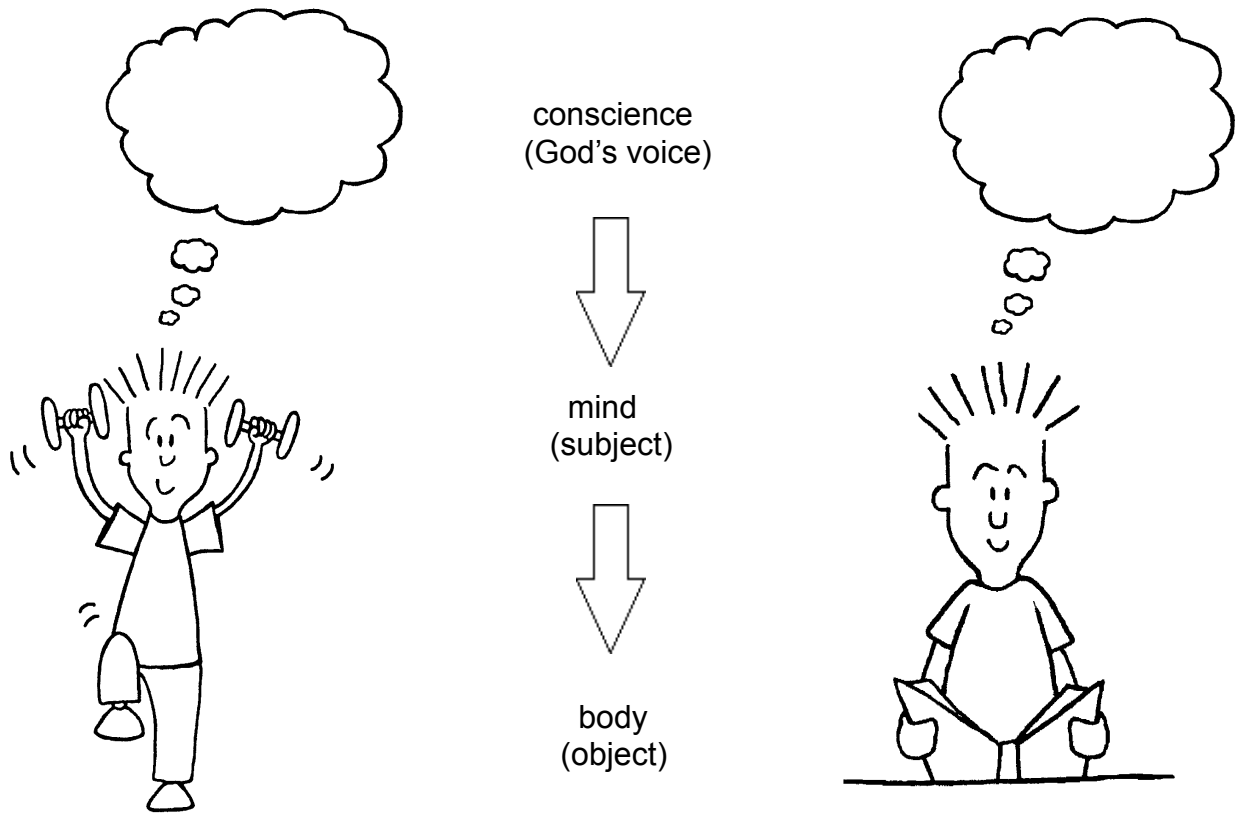
Part 1

# Self-Discipline



Self-control

# What is Self-Discipline?

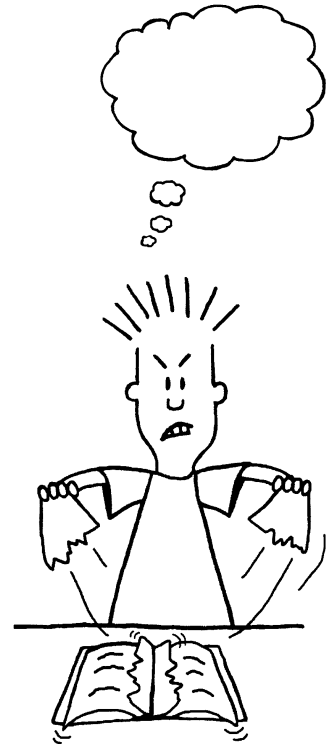
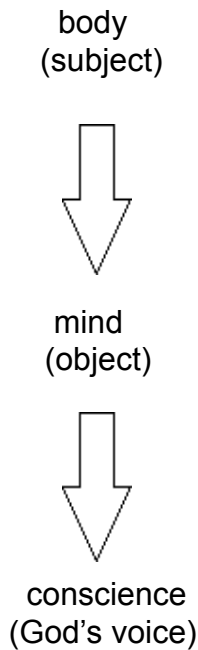


*Write the missing words in the spaces. Write inside the bubbles what you think the boy is thinking*

Discipline means control. Self-discipline means ..... It means our mind controls our ..... The mind is subject and the body is ..... First, our mind must unite with God's love and ..... This gives power to our mind. Then it is easy to control our body. How can we receive ..... love and truth? We must listen to God's voice through our ..... and unite with our .....

conscience   self-control   truth   God's   parents   body   object

# No Self-Discipline



When people lack self-discipline, they lose control over their lives. The positions of mind and body are reversed. The body dominates the mind. The mind seeks to live for a higher purpose, while the body seeks its own comfort. An undisciplined person is dominated by the self-centred body. Laziness, bad habits and losing your temper may result.

Answer these questions:

1) *What is the difference between what the mind wants and what the body wants?*

.....

.....

2) *What is the main problem for a person who lacks self-discipline?*

.....

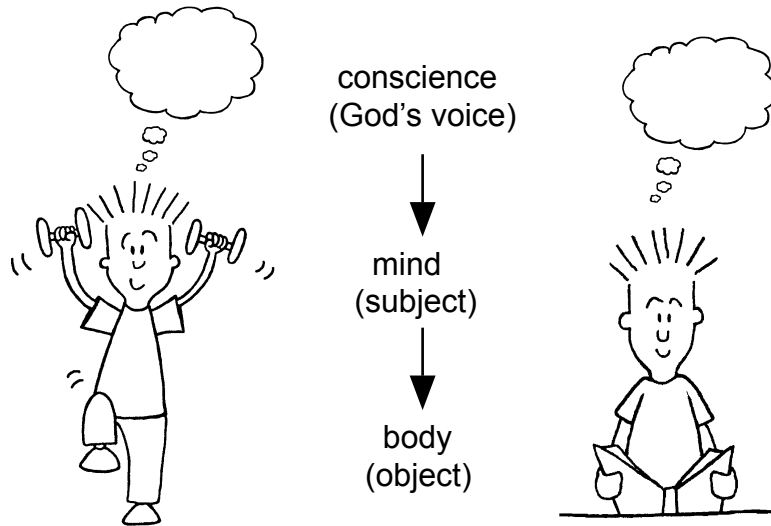
.....

3) *Name three bad habits caused by no self-discipline.*

.....

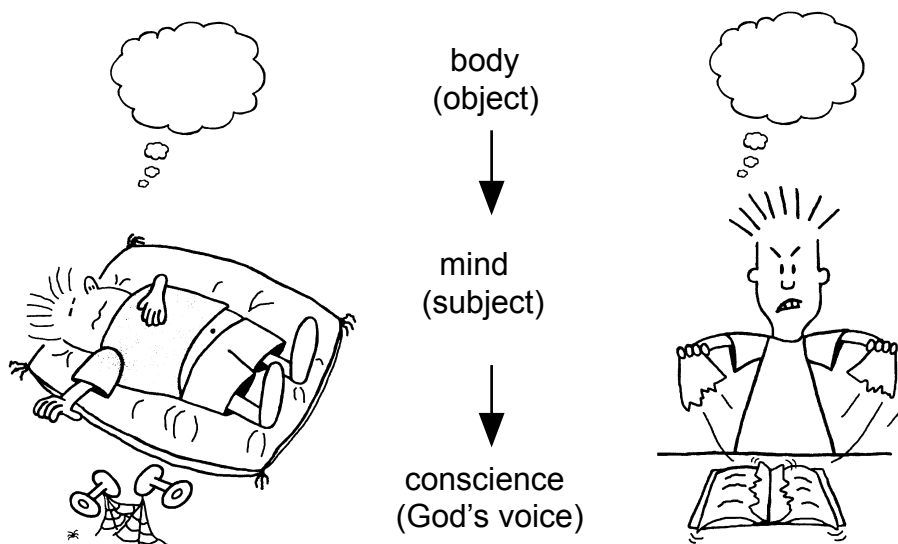
.....

# What is Self-Discipline?



*Read the text and discuss with others what it means.*

Discipline means control. Self-discipline means self-control. It means our mind controls our body. The mind is subject and the body is object. First, our mind must unite with God's love and truth. This gives power to our mind. Then it is easy to control our body. How can we receive God's love and truth? We must listen to God's voice through our conscience and unite with our parents.

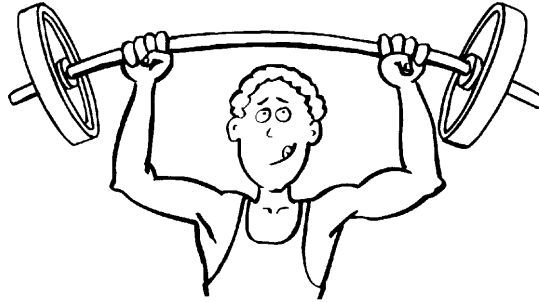


When people lack self-discipline, they lose control over their lives. The positions of mind and body are reversed. The body dominates the mind. The mind seeks to live for a higher purpose, while the body seeks its own comfort. An undisciplined person is dominated by the self-centred body. Laziness, bad habits and losing your temper may result.



# Are You Self-Disciplined?

Answer the questions below and give yourself a score for each one. Add the numbers together to find a total score. Be honest with yourself!



Always  
5

mostly  
4

quite often  
3

sometimes  
2

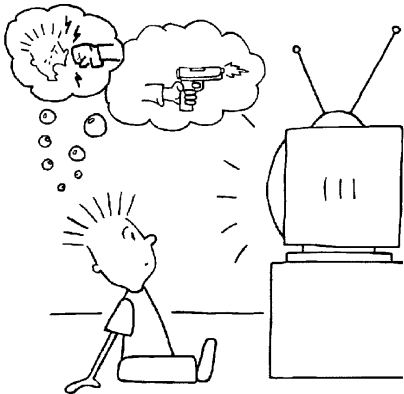
seldom  
1

- I eat healthy food
- I'm helpful at home
- I keep a promise
- I spend money wisely
- I get enough sleep
- I get up on time for school
- I brush my teeth every day
- I wait patiently
- I keep my room tidy
- I make my bed
- I do regular exercise
- I can control how much TV I watch
- I think positively
- I control my anger
- I put things back after taking them out
- I do homework on time
- I finish what I start

**Total:** \_\_\_\_\_

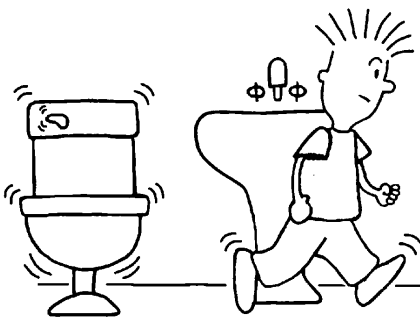
# What is the Problem?

Each picture shows an undisciplined person. Explain what each person's problem is and what they should do about it to become self-disciplined.



\* problem .....

\* solution .....



\* problem .....

\* solution .....



\* problem .....

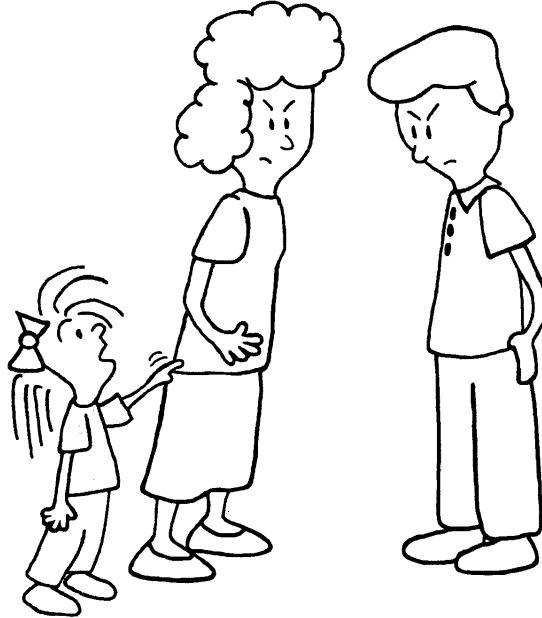
\* solution .....



\* problem .....

\* solution .....

# Changing Bad Habits



Many times our mind and body are in conflict. This conflict leads to bad habits of thinking, feeling and behaving. One way to change our bad habits is to make conditions.

What is this girl's bad habit? .....

What can she do to change her bad habit into a good habit? .....

.....

\* \* \*

Think of one bad habit you have caused by the conflict between your mind and body, What can you do to change it into a good habit? Make a condition over a certain time period, such as 3, 7, 21 days.

My Bad Habit .....

My Condition .....

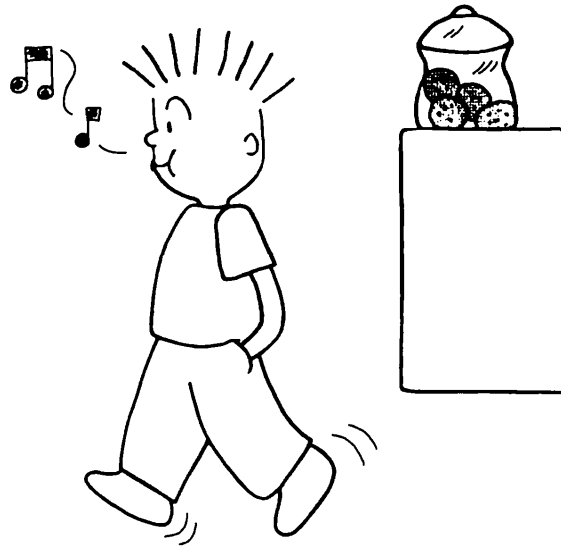
\* \* \*

When you have finished, write down some reflections. Did you change? Was it hard to change? Did you learn something? How do you feel ?

My Reflection .....

.....

# Four Steps to Self-Discipline



1. Set yourself a goal
2. Have a strong desire
3. Take one step at a time
4. Persevere

.....

**MY GOAL**

**PLAN TO ACHIEVE MY GOAL**

**TIME PERIOD**

**RESULT**

# 1. Self-Discipline

## **Teaching Notes**

1. The Meaning of Self-Discipline
2. Teaching Self-Discipline
3. Teaching Children
4. Self-Discipline Exercises
5. Book list
6. Quotes
7. Words of Advice
8. Empathy and Self-Discipline
9. The Purpose and Goal of Self-discipline
10. The Process of Self-discipline
11. Laziness and Self-Discipline
12. Effective Self-Discipline
13. Teaching Guide on Controlling Anger

# 1. The Meaning of Self-Discipline (from The Book of Virtues)

In self-discipline one makes a “disciple” of oneself. One is one’s own teacher, trainer, coach, and “disciplinarian.” It is an odd sort of relationship, paradoxical in its own way, and many of us don’t handle it very well. There is much unhappiness and personal distress in the world because of failures to control tempers, appetites, passions, and impulses. “Oh, if only I had stopped myself” is an all too familiar refrain. Rare indeed is the person who doesn’t desire more self-discipline and, with it, the control that it gives one over the course of one’s life and development. That desire is itself, as Descartes might say, a further mark of good sense. We do want to take charge of ourselves. But what does that mean?

## 2. Teaching Self -Discipline

Self discipline is the acceptance of the fact that they are responsible for themselves - their work, their health, their growth, and their relationship to the people they live with or work with - even as these things change or become unstable. As a discipline, it does not mean submission to a painful or undesirable task. Rather, it means the focus on an ultimate goal and the determination to do what it takes to reach that goal without being distracted. Self-discipline is the application of this attitude to oneself by oneself, not through the supervision of another person or authority.

We teach our charges that, to be successful in a life governed by adversity, the goal is to stimulate personal growth. It cannot be to survive or conquer, impossibilities in a world of independently generated change. That is their only focus. All others follow as a result.

Thus, because of that attitude, a challenge or task is never seen as an imposition but as an invitation to stimulate self. A different opinion is also a suggestion that another point of view is available for consideration. And finally, a feeling of discomfort, initially associated with a desire to use, is only a reminder that one's body cannot be ignored and needs consideration.

Self discipline also requires that a balance between work and fun be introduced as a planned event. Fun must not result as a forced event when all else is completed, but must be included in the design of each day's activities.

The immediate objective of abstinence is achieved, not as a primary goal, but as the action of someone who is so well occupied and satisfied that the presence of the substance or the old friends who can encourage the use of the substance are no longer temptations.

The details of how self-discipline can be practiced are presented in the third tape of the Understanding Change series.

Teaching.....Self-Discipline

\* Empowering students to Self-Monitor behavior and discipline

\* Fostering Social Responsibility

\* Helping Students become Successful Citizens

## **Overview**

The objective of this unit on Self-discipline is for you to discover how to take control of your life by setting goals and taking concrete steps to achieve them. You will be exposed to new perspectives and new ways to lead a happier, healthier and more gratifying life; a life where you know what you want, set realistic goals and work to achieve them.

*"Goal setting is the strongest force for human motivation. Set a goal and make it come true."*

## **Definitions of self-discipline**

What is self-discipline? How can you achieve it? Self-discipline is one of the hardest quality to achieve in character education. Having self-discipline means that you must have the ability to control yourself. For example, instead of going out with your friends, you must be able to control yourself, make yourself stay at home and study instead of going out. Tough isn't it? Self-discipline means that you have to be very determined to achieve the goals you have set. To be a self-disciplined person, you have to be able to control your feelings and desires and also behave with responsibility without orders. Another example is, let's say your teacher gives you 2 months to complete a project. Do you have discipline to start early, make full use of the two months to do your project? Or would you leave it to the last minute? (Like me :o)) If your answer is the first one, then you are a really self-disciplined person. ( This kind of person are really rare nowadays) or if your answer is to do it in the eleventh hour, then you should start practicing self-discipline. Finally, a self-disciplined person must have the ability to correct himself for the sake of improvement. As you can see, it is not easy to achieve self-discipline, but nothing is impossible, if you have the determination to learn to be self-discipline, then congratulations, you have already begun learning what is self-discipline.

## **Principles of Self-discipline**

The principles of self-discipline can be summarized into four steps.

- 1) Set yourself a goal
- 2) Have a strong desire to achieve the goal
- 3) Must persevere in spite of failure
- 4) Take things one step at a time.

### 1) Set yourself a goal

As mentioned earlier, goal setting is very important in achieving self-discipline. In fact, it is the first and most important step. Without any goals, it is very difficult to get far. So, before you start on a project or work, be sure to set a target, a goal.

### 2) Have a strong desire to achieve the goal

When you have a goal, make sure that you have the desire to fulfill it. What's the use of setting a goal when you don't even have the interest or determination to do it. For example, you promised yourself that you would go jogging every morning. But whenever the alarm clock rings at 6am, your first reaction is to turn it off. So, what's the use of setting a goal if this is the case?

### 3) Must persevere in spite of failure

How many times have we set ourselves a goal and did not complete it due to some difficulties we meet. Just ask any scientist in the world. Their answer would be " I can't remember." You see,

failure is part and parcel of growing up. But does it mean once you fail, once your goal fails, you would abandon it. No! You must carry on, try again, find out why you couldn't achieve the goal in the first place. Then try to achieve your goal again. You must persevere in spite of any failures. Winners never quit! Quitters never win!

#### 4) Take things one step at a time

Finally, you must not rush things, if you have set yourself a goal, plan how you are going to achieve, once you have completed the first step of your "plan", then proceed to the second step. Try not to think so far when you have not even completed any step. Slow and steady is the key here.

## **Joy comes from a sense of achievement**

### **Benefits of self-discipline**

You might ask yourself what self-discipline can give you. Firstly, **self-discipline can give you a sense of pride**. Not everyone has self-discipline. And when you accomplish a goal, you will get a **sense of achievement**. Also having self-discipline can also boost your **confidence**. When you have confidence, everything thing you do, will go smoothly. Most importantly, you can also acquire new skills and knowledge.

### **Case Studies**

Have a look at this scenario and spare a moment to think about them.

#### Case 1

Self:

Abdul has decided to come punctually for class and has succeeded for 4 days but on Friday when the alarm clock sounds, he feels tempted to sleep another 10 minutes. He thinks, "It's Friday and I stayed up late working on my assignment. Besides, my other classmates don't all come on time anyway."

#### Case 2

Family:

Hock Seng had agreed to go to his grandmother's birthday celebration on Sunday but when he gets an assignment that he must submit on Monday, he has second thoughts and thinks of staying at home to do his assignment.

#### Case 3

Work:

Geetha's boss has given her a task which she must finish by the following day. When lunch time approaches, her colleagues ask her to go to lunch with them. She knows they tend to eat and chat for a long time. If she wants to finish her work on time, she ought to eat a quick lunch and come back to the office. Yet she is very tempted to say yes as she wants to find out the latest office gossip.

In case 1, Abdul is tempted to sleep for another 10 more minutes and be late, Here Abdul is not showing self-discipline. He has already set himself a goal to come to school punctually and he should make sure that he achieve it. Abdul is tempted because his friends also comes to school late, so he thinks why can't he? But what Abdul thinks is wrong. Other people have their own thoughts, we should not follow them blindly. Just because his friends come late, it doesn't mean that Abdul should also come late. If Abdul is self-disciplined enough, he would get up and go to school punctually.



In case 2, we see Hock Seng thinking of not going to his grandmother's birthday, an event which he has already agreed to go. If Hock Seng is self-disciplined, he should go to his grandmother's birthday and still find some time to do his homework. He can stay up late on Saturday to complete his assignment or could even bring his homework to his grandmother's house. You see, the problem can be easily solved if Hock Seng is determined enough to go to his grandmother's house.

In case 3, Geetha is tempted to go to lunch with her colleagues even though she knows that they take a long time and she wouldn't be able to complete her work on time if she went. A self-disciplined person would have stayed behind and not go for lunch with her colleagues. If you have a schedule to meet, you should make sure you meet the deadline. **This is what self-discipline is all about, being able to control your desires and feelings for something more important.**

## 3. Teaching Children Self-Discipline

By Kathleen Belanger

My seventh grade math teacher was Mrs. Strauss. She was a large German woman with a large frown in whose class you could hear a pin drop, a mosquito's wings flutter. She demanded good work—no, she demanded excellence, precision. I was a good math student with consistently high grades, but I often made careless errors. One day Mrs. Strauss decided that she would subtract 10 points for each careless error I made on my work, telling me that I could do better. I was horrified. Four careless mistakes, and I would fail the assignment, while four careless mistakes from others would only cost them four points. But no one argued with Mrs. Strauss. My grades immediately plummeted, but soon rose again as my habits improved. Finally, after learning attention to detail, learning to check my work for errors, my work was perfect. I'll never forget the day she looked over her glasses and, with a hint of a hope of a smile, said, "Now your work is good." I was so proud to meet her standard and have loved her ever since.

### **The First Step: Self-Respect**

The word "discipline" comes from the Latin word "disciplina" meaning instruction or training and "discipulus" meaning learner. Self-discipline then is to instruct oneself, to be both teacher and learner. But teaching and learning do not occur in a void. Mrs. Strauss valued my abilities; she valued me and wanted the best for me, even if we both had to make sacrifices to achieve it. What do you want for yourself? Do you really and truly want the best, or are you willing to settle for something less? Do you really think you're worth making sacrifices for?

The children in your care may not respect themselves, value themselves and their own potential. Without this value, are they willing to sacrifice and work to discipline themselves? They have to see themselves as worth fighting for before we can teach self-discipline.

"Self-respect is the root of discipline: the sense of dignity grows with the ability to say no to oneself." Abraham J. Heschel

### **The Second Step: Have A Goal**

All teachers have a goal, something to be taught and learned, some skill to acquire. Self-discipline is no different. Why teach oneself if you have nothing you want to learn? If I really don't care whether or not I'm out-of-shape, I probably will never have the self-discipline required to exercise. Our children may not be able to conceptualize a goal worth pursuing. **Before encouraging self-discipline, we may have to help the child (and ourselves!) envision something they would like to achieve that's within their grasp, for example making the bed every day, cleaning out the dishwasher, doing homework without being reminded.** It is tempting to choose goals for someone else; however, self-discipline relies on the individual taking ownership of the goal.

It must be something I want to achieve, or I won't have the discipline, especially to teach myself! We may also need to enhance our motivation, particularly with rewards. The deduction of 10 points for each careless mistake was an enormous initial motivator, but the praise Mrs. Strauss gave me with her hint of a smile and few words were more precious to me than gold. Help your children determine ways to motivate themselves toward their goals. Help your children see the pleasure in achievement, particularly the pleasure in making oneself better than before.

"There is nothing noble about being superior to another person. The true nobility is in being superior to your previous self." Hindu proverb

### **The Third Step: Choose Ways To Meet The Goal**

Even the simplest of goals can be overwhelming. It's important to partialize, to break the goal down to simple steps that are achievable one at a time, and to take ownership of that achievement. Take pride in your consistency. Applaud each little achievement. But above all, stick with it.

“All rising to great places is by a winding stair.” Francis Bacon

“The secret to success is constancy to purpose.” Disraeli

### **The Fourth Step: Rejoice Or Redirect**

It is so important to rejoice when you meet a goal, particularly one set by oneself. Self-discipline requires a real acknowledgement that we've succeeded, a congratulations, a closure. Rejoice, not just alone, but with others, with the whole family. Success is cause for a community celebration. And, if we find we haven't quite met the mark, it's also important to recognize it, regroup, try again with the same self-respect that we used when we first began the journey. The great scientists recognize mistakes as mere stepping stones to achievement.

“You always pass failure on the way to success.” Mickey Rooney

### **Summary**

Mrs. Strauss was a great teacher who changed my life. I now have attitudes and skills I'm proud of. But the real achievement is not discipline, but developing self-discipline, the ability to teach oneself when there's no one else around. Benjamin Franklin is a wonderful model for us, deliberately choosing one character trait at a time to work on, determining specific goals for herself/himself, choosing steps to achieve them, and recognizing his achievements. The lives of each and every child and each and every adult are precious, too precious to waste. Let's help each other respect ourselves and teach ourselves how to be better, how to live purposefully and in harmony.

## 4. Self-Discipline Exercises

### What is self-discipline?

- \* Self-discipline is self-control and self-restraint.
- \* Self-discipline is self-reliance and independence.

### Students who exercise self-discipline:

- \* Complete their assignments
- \* Stay on task
- \* Wait to be called on
- \* Work toward personal and community goals
- \* Try again and again
- \* Ignore peer pressure
- \* Choose productive rather than destructive activities
- \* Control their tempers

### Eight ways to strengthen your self-discipline

1. Decide that you really want to be someone who's self-disciplined. Your desire will motivate you to make good choices.
2. Make a personal commitment to develop and strengthen these traits. Write down specific things to do.
3. Learn the rules that determine what you can and cannot do.
4. Be accountable. Accept responsibility for your own behavior. Don't blame others for your actions and decisions.
5. Practice. Self-discipline is something you can teach yourself. For example, set aside time to read more or to clean up.
6. Do activities that enhance your self-discipline like yoga, walking, rock-climbing, practicing a musical instrument.
7. Eliminate harmful habits. For example, if you spend several hours each week watching violent videos or tv programs, make a conscious decision to spend your time in healthier, more productive ways.
8. Start a self-discipline group to plan and carry out activities.

### Activities

- \* Brainstorm a list of problems that might result from a lack of self-discipline: personal appearance, physical-mental-emotional health, school success, life success, friendships, job performance, talents, participation in family-clubs-community-faith, marriage, parenting.
- \* Do silly exercises to strengthen your self-discipline like not scratching.

- \*Role-play how you might talk with a younger brother or sister who is demonstrating a lack of self-discipline.
- \*Write or tell a chain story about a make-believe prince or princess who has no self-discipline.
- \*Interview scientists, engineers, doctors, and other people to learn the role of self-discipline in training for their careers and in working.
- \*Investigate different animal species to learn if they use discipline. Is misbehavior punished in young or in a group situation?
- \*Examine nature to find examples of discipline and order such as patterns.
- \*Explore tessellations (repeating geometric patterns).
- \*Research discipline in history.
- \*Draw cartoons showing examples of self-discipline vs. no discipline.
- \*Write new lyrics to a popular song that encourage self-discipline, self-restraint, and self-reliance.
- \*Explore musical dynamics and control.
- \*Learn about self-discipline in sports.
- \*Play a "stop-wait-go" game thinking of different situations.

## 5. Booklist for Self-Discipline

### For Grades K-3

Hank and Oogie - Weiss  
Ronald Morgan Goes to Bat - Giff  
Arthur's Teacher Trouble - Brown  
Babushka's Doll - Polacco  
Baby Rattlesnake - Ata  
Franklin and the Tooth Fairy - Bourgeois  
Galimoto - Williams  
Lilly's Purple Plastic Purse - Henkes  
Tops and Bottoms - Stevens  
The Dancing Granny - Bryan  
Max and Ruby's Midas: Another Greek Myth - Wells  
Squawk to the Moon, Little Goose - Preston  
The Tale of Peter Rabbit - Potter  
Anne Frank - McDonough  
Yes I Can! Struggle from Childhood to the NFL - Smith  
D.W., Go to Your Room! - Brown  
It's Taking Too Long: a Book about Patience - Wagner  
The Good Little Girl - David  
Little Red Riding Hood - various versions  
The Child's World of Self-Control - Gambill  
D.W. Flips - Brown  
Feelings - Alike  
Sometimes I Feel Like a Mouse - Modesitt  
Little Monster Did It! - Cooper  
On Monday When It Rained - Kachenmeister

### For Grades 3-6

The Book of Virtues - Bennett  
Eddie, Incorporated - Naylor  
Millie Willenheimer and the Chestnut Corporation - Hughes  
Sign of the Beaver - Speare  
From the Mixed-Up Files of Mrs. Basil E. Frankweiler - Konigsburg  
Island of the Blue Dolphins - O'Dell  
A Likely Place - Fox  
My Side of the Mountain - George  
Back to Values Education

## 6. Self-Discipline Quotes

"Sure I am a religious man who is also passionate about conserving the environment. But I am also a CEO, with all the bad habits and attitudes that are natural to the species. . . . I am still naturally self-interested, overconfident, full of pride, and eager to control a meeting as any CEO in America. Every day, I struggle with my ego."

— Tom Chappell

*Managing Upside Down*

"The first and best victory is to conquer self."

— Plato

*Greek Philosopher*

"You can never conquer the mountain. You can only conquer yourself."

— Jim Whittaker

"Talent without discipline is like an octopus on roller skates. There's plenty of movement, but you never know if it's going to be forward, backwards, or sideways."

— H. Jackson Brown, Jr.

*Author*

"It is not enough to have great qualities; We should also have the management of them."

— La Rochefoucauld

"A man without decision of character can never be said to belong to himself . . . . He belongs to whatever can make captive of him."

— John Foster

*Author*

"Control is not leadership; management is not leadership; leadership is leadership is leadership. If you seek to lead, invest at least 50% of your time leading yourself—your own purpose, ethics, principles, motivation, conduct. Invest at least 20% leading those with authority over you and 15% leading your peers. If you don't understand that you work for your mislabeled 'subordinates,' then you know nothing of leadership. You know only tyranny."

— Dee Hock

*Founder and CEO Emeritus*

*VISA International*

"It is necessary to try to surpass one's self always: this occupation ought to last as long as life."

— Queen Christina of Sweden

"Beware of endeavoring to become a great man in a hurry. One such attempt in ten thousand may succeed. These are fearful odds."

— Benjamin Disraeli

"Let me . . . ; remind you that it is only by working with an energy which is almost superhuman and which looks to uninterested spectators like insanity that we can accomplish anything worth the achievement. Work is the keystone of a perfect life. Work and trust in God."

— Woodrow Wilson

"We are what we repeatedly do, excellence then is not an act, but a habit."

— Aristotle

"Men are anxious to improve their circumstances, but are unwilling to improve themselves; they therefore remain bound. The man who does not shrink from self-crucifixion can never fail to accomplish the object upon which his heart is set. This is true of earthly as of heavenly things. Even the man whose object is to acquire wealth must be prepared to make great personal sacrifices before he can accomplish his object; and how much more so he who would realize a strong and well-poised life."

— James Allen

"Nothing is more harmful to the service, than the neglect of discipline; for that discipline, more than numbers, gives one army superiority over another."

— George Washington

"Mental toughness is many things and rather difficult to explain. Its qualities are sacrifice and self-denial. Also, most importantly, it is combined with a perfectly disciplined will that refuses to give in. It's a state of mind-you could call it character in action."

— Vince Lombardi

"There are no short cuts to any place worth going."

— Beverly Sills

"Hold yourself responsible for a higher standard than anybody else expects of you. Never excuse yourself. Never pity yourself. Be a hard master to yourself-and be lenient to everybody else."

— Henry Ward Beecher

"Keep away from people who belittle your ambitions. Small people always do that, but the really great make you feel that you, too, can become great."

— Mark Twain

"If we don't discipline ourselves, the world will do it for us."

— William Feather

"Mastering others is strength. Mastering yourself is true power."

— Lao Tzu

"Never suffer your courage to exert itself in fierceness, your resolution in obstinacy, your wisdom in cunning, nor your patience in sullenness and despair. "

— Charles Palmer

"Be swift to hear, slow to speak, slow to wrath."

— James 1:19

"Well begun is half done."

— Aristotle

"This quality of self-denial in pursuit of a longer-term goal and, indeed, the willpower to maintain the denial, is excellent training for the boardroom."

— John Viney



*Drive*

"Rule your mind or it will rule you."

— Horace

"Be not angry that you cannot make others as you wish them to be, since you cannot make yourself as you wish to be."

— Thomas á Kempis

"Leaders aren't born they are made. And they are made just like anything else, through hard work. And that's the price we'll have to pay to achieve that goal, or any goal."

— Vince Lombardi

"You must never be satisfied with losing. You must get angry, terribly angry, about losing. But the mark of the good loser is that he *takes his anger out on himself* and not his victorious opponents or on his teammates."

— Richard Nixon

"It was high counsel that I once heard given to a young person, 'always do what you are afraid to do.'"

— Ralph Waldo Emerson

"Nobody's a natural. You work hard to get good and then work to get better. It's hard to stay on top."

— Paul Coffey

*NHL star*

"A successful career will no longer be about promotion. It will be about mastery."

— Michael Hammer

"The good Lord gave you a body that can stand most anything. It's your mind you have to convince."

— Vince Lombardi

'Yuk', many people say, or, 'I am disciplined!!!' But are you? In order to be great, the first person you have to be victorious over is yourself. Self discipline are words that describes people who are willing to get a grip on their lives and take control of areas that will bring them success or failure. Your number one responsibility is for your own discipline and personal growth. How can you expect to lead others if you cannot lead yourself.

Edwin Markham wrote:

We are blind until we see

That in the human plan

Nothing is worth the making

If it does not make the man.

Why build these cities cities glorious

If man unbuilded goes?

In vain we build the world

Unless the builder also grows.

## 7. Words of Advice on Self-Discipline

When I was twelve years old I learned a powerful lesson about discipline that has lasted my entire lifetime. Up 'til then I had regarded discipline as some kind of punishment. "You must discipline yourself!" meant to me, "You must punish yourself." I knew that discipline was important to learn because my parents told me so and because it was such a serious subject to them. I had never considered until that incredible moment when I was twelve that discipline could bring me joy ... pure joy. I was taking ballet lessons. Ballet is a very disciplined art. It requires years of practice to master the effect of effortless movement. I had already advanced to toe shoes where I was allowed to dance on the tips of my toes in those lovely pink satin slippers. I was practicing pirouettes where I was attempting to spin around on one toe four times without losing balance or control and complete the step ending in a perfect fifth position. I had already learned how to complete one, two, and even three turns, but four had eluded me for some time. I worked and worked without much success. I really worked hard. Then one day I experienced the bliss of discipline. I completed four pirouettes "on toe" and finished in fifth position. As I whirled around I knew that I had it. I was in control. I was master of my mind, emotions, and body. I was free. In those few seconds I experienced a joy I remember to this moment. I was filled with a feeling that lifted me up out of the ordinary into the extraordinary, into the realm of bliss. And I knew that this experience came as a result of my willingness to discipline myself. From this and other similar experiences I learned to endure the drudgery, monotony, and discomfort often associated with self-discipline. In my mind behind the "work" of self-discipline was always the possibility of joy.

The achievement of anything of value requires discipline. Consider the process of constructing a building. Not only must the site be buildable and the foundation have integrity, so must the framing, the roofing, the electrical, the plumbing, etc. If even one phase of building is compromised, it is possible for some or all of the project to fail. The same is true for human beings. Our thoughts and actions must be backed by the integrity of self-discipline.

When I see a client for therapy I ask them to tell me their goals, what they want to achieve from their therapy. I might ask, "If you had a magic wand and could wave it and you could have anything you wanted, what would it be?" Frequently I hear the response, "I just want to be happy." It is often said as though happiness were something outside of the self that can somehow magically be achieved without effort or contribution. They might just as well have said, "I'll do therapy if you just make all the pain and discomfort go away. You do the work. Just wake me when it's over." Happiness is the result of responsible thoughts and behaviors which often require work to achieve. Without self-discipline not much of value can be achieved.

We cannot expect to be happy unless we build each aspect of our lives with discipline and integrity. No one can have anything of lasting value without self discipline. Discipline is the backbone of a happy, healthy life. Discipline is where you find your freedom, your joy.

As a child you may have been exposed to discipline in a negative light. Discipline is often associated with punishment, sometimes unfair punishment. A child who has been unjustly punished may react by refusing to develop self-discipline. A child who has been pampered or over indulged may not develop self-discipline. A child who experiences undisciplined adults around him may not develop self-discipline. Such children grow to be unhappy adults. If this has happened to you, you are not alone. All of us have been compromised in our childhood regarding discipline in some way or other, perhaps by over discipline, under discipline, unbalanced discipline, or the wrong kind of discipline. It is up to us to identify the problem within ourselves and correct it.

Learning correct self-discipline can set you free. You have probably already experienced the freedom that comes from self-discipline. Think of something of value that you have completed in your life. That it was completed, how well it was completed, and how long it took to complete were all determined by your own self discipline. Remember how good you felt when you were done. That feeling of satisfaction justified all your effort and sacrifice. **A person who disciplines himself with wisdom is a person who experiences freedom.**

How do you develop self-discipline? Reflect on your childhood experience regarding discipline. Identify what decisions you made about discipline. Notice the patterns that developed from these decisions and how you may be acting out these patterns today. You can choose to make new decisions about how you want to be. You can choose to think and act differently.

Learn delayed gratification. Wait for what you really want. If you don't you will be dissatisfied and unconsciously attempt to fill your need or desire again and again. Evaluate priorities and create a vision for your own personal goals. Keep your inner eye constantly on your vision and do not compromise for anything less. Look at the company you keep. Notice what you are learning from the people around you. If you don't like what you see, take action and develop some new friends that model wise and loving self-discipline. You can change yourself for the better. It does not matter what you've experienced in the past. It does not matter who you have been in the past. You can change yourself now.

## 8. Empathy and Self-Discipline, the Soul Builders

by Joy Morrow

(from *Raising Children of Peace* (page 145) Edited by Farley and Betsy Jones)

I am a school principal and as such, I obviously am concerned with academic success, but I think it must be recognized that a child who is academically gifted may or may not be successful as a person. **Far more important to their overall success in life is their ability to exercise self-control over their emotions and their actions.** This begins with the understanding that everyone has a choice in matters of emotions and actions.

There's a great deal of interest and discussion these days about character education. There are core values that are universal to people of all faiths such as honesty, integrity, kindness, and fairness. But undergirding the development of all these positive character traits are two social skills that are prerequisites for character development: empathy and self-discipline. Amatai Etzioni, a sociologist at Georgetown University and a leader in character education, views these two attributes as the infrastructure upon which character development is built.

Empathy allows a child to appreciate the perspective and feelings of others, to sense violations of justice and care and to distinguish right from wrong. Self-discipline provides the ability to delay or even forego gratification in order to remain committed to a set of values or goals.

Empathy and self discipline are complementary skills, each resting on a form of perspective taking. Empathy involves taking the perspective of another and responding accordingly. Self-discipline involves taking the perspective of the future, or of the social context of rules, mores, social ethics, and consequences. Research has shown that both can be nurtured.'

Empathy can be developed by helping children become sensitive observers of others. Thomas Likona, in his book *Educating for Character*, states that "much of our creative moral thinking arises out of emotionally laden experiences. 1 2 The deepest memories of childhood spring from emotionally rich or intense moments. One never forgets the tears in the eyes of the senior citizens when they watch the little children singing Christmas carols, especially if you are one of those little children. A very deep personal satisfaction and feeling of "rightness" comes upon a child when they spend their time and energy helping others. Whether it's with Special Olympics, teaching swimming lessons to handicapped youngsters, or helping to clean up an elderly neighbor's yard, they can appreciate their own lives, gifts, health, and capacities more by serving and working with those who are less fortunate.

It's important for the parent to model such behavior for the child. Many parents do so without even thinking about it, when they shovel the neighbor's snowy walk, help a friend who is moving, take someone who is sick a meal, or invite a lonely single to share a holiday. As the children get older they too can help shovel the walk or carry the boxes. It's important to provide them with such opportunities when they are young and eager to help. If at a young age they have the opportunity to experience this feeling of "rightness" they will be more open to giving of themselves. If you wait until they are teenagers to expose them to these experiences, they are more likely to be resistant and less embracing of giving up their time and personal agenda.

To develop empathy, children need first hand, face-to-face helping relationships. Children can participate in special service projects with churches, clubs, Scouts, or programs serving the handicapped, elderly, or the homeless. These can provide very memorable experiences that will expand their consciousness and deepen their empathetic hearts. But equally important are the

common, day-to-day chances to practice empathy in the family; to serve a sibling who has the flu, make a get well card for Grandma, or help Dad carry in the groceries. By helping our children to notice when others could use their help or support, we open their eyes and hearts. With a little encouragement, God and their conscience will lead them the rest of the way.

Empathy is taught through modeling. Listen to your child's heart and let him know that you hear him and understand his feelings. When a parent acknowledges the child's feelings, it models becoming a sensitive observer for the child, and teaches him how to respond to others in similar situations.

When seeing someone else's pain or suffering, it's important to make the time to talk about it with your child. "Jamie is really sad over her Grandpa passing away. Has she said anything to you about it?" or "It's hard for Aaron to have to spend the summer with a broken leg. What do you think we might do to make him feel better?" Sometimes even a movie or TV show provides such an opportunity to discuss what the character was feeling.

It's especially important to allow your children to share the experiences you are going through. Some parents think they are doing their children a favor to shield them from life's pain. But loss of a parent's job, a miscarriage, or the illness of a loved one are all important parts of life that children must learn to face. They are also opportunities to deepen love relationships and for the development of empathy.

For example, when a parent loses a job, the children feel the undercurrent or increased pressure within the family. If they don't know what is causing this they may worry unnecessarily, thinking they are at fault, or frightened that Mom and Dad might be heading for that scary unknown of divorce. They need to have it explained to them on a level they can understand. They can handle it once they are reassured that the family is going to be all right, that Mom and Dad love each other and love them, and that together we will get through this. They can also learn a great deal about empathy through these experiences.

For example, when my husband lost his job, I talked with our children and told them, "I know it's hard not to ask for McDonald's and treats, but Mom and Dad simply do not have the money to do these things right now. It hurts our hearts to have to say no, so please help us out by not asking for things you know we can't afford. This can be your way of helping Mom and Dad through this hard time." It was actually a very good lesson in self-discipline and empathy for them. I could see them starting to ask for something, thinking about it and stopping themselves. I am actually grateful for having gone through this. Though it was a painful time for our couple, it was a very valuable experience for our family.

The promoters of an organization known as *Community Service Learning* cite as a critical factor in the development of empathy what they refer to as "debriefing." Debriefing involves reflecting on and sharing about the service experience. It can be as simple as sitting under a tree sharing a soda with the parent after cutting the neighbor's grass and talking about how it feels good inside to help others. Or it might be sharing around the dinner table what it felt like to sing at the senior citizens center. But it is the reflection and sharing about the emotions and the experience that cements the heartistic learning.

## **Empathy through Conflict Resolution**

Another way that empathy is learned is through successful conflict resolution. The parent or teacher must be vigilant to notice what the children are talking about, and who seems to be angry or hurt or upset. It's important for the adult to encourage the children to resolve their own conflicts. But when they are unable to do so, the adult can model fairness by hearing both sides and then guiding the children through a scenario like the following:

Sean threatens to beat up Cory.

Adult: "I'd like both of you to look at one another. Sean, look at your friend's face. How do you think he is feeling?"

Sean: "Mad and hurt."

Adult: "How would you feel if I threatened to hit you? You'd think I was a really mean person, a bully, wouldn't you?"

Sean: "Yes."

Adult: "Well, I wouldn't do that to you. But Sean, do you want other people to think that you are mean? Is that how you want others to see you, as a mean person, a bully?"

Sean: "No."

Adult: "I want you to apologize, explaining what you did, and ask Cory if he can find it in his heart to forgive you."

"And then Cory, if you can find it in your heart to forgive Sean, tell him so. But also tell him how you feel about what he did and let him know how it made you feel. Also explain to him what you'd like to see change in the relationship. Also, please look each other in the eyes when you're doing this."

Sean: "Cory, I'm sorry I said I'd beat you up when we were on the playground. Will you forgive me?"

Cory: "Yes, I'll forgive you. But you have to promise to stop picking on me and trying to boss me around. It really hurts my feelings when you do that."

Through such an experience of conflict resolution the child who had hurt another begins to put himself in the other child's shoes. For a brief instant they feel the fear and uncertainty of wondering if the adult would really follow through. After being reassured that they are indeed safe, they can relate to the fact that they wouldn't like a person who would do that, nor do they want to be thought of as being that kind of person. The child who has hurt another physically or emotionally, needs to humble himself and ask forgiveness of the one wronged. The child who has been hurt can thus go beyond being a victim, since being able to offer forgiveness is very empowering. This process also provides the child with an opportunity to stand up for himself and express what he feels needs to change in the relationship.

Through this simple formula, we can lay the foundation for very valuable communication skills, as well as provide an opportunity to develop empathy.

### **Encouraging Self-Discipline through Positive Language**

When interacting with children, we have many opportunities for helping them to become self aware. Instead of yelling, "No; or "Stop that!" try saying, "Are you making a good choice right now?" Get the child to stop and think about what he is doing. Mom and Dad (or teacher) are not always going to be there to tell him to stop doing inappropriate things. A child needs to develop the ability to think for himself about his actions and then to develop the habit of making a "good choice."

The use of the word "bad" is discouraged, since children, upon hearing this word, tend to take it to heart that we are saying *they* are bad. This affects how they see themselves and can end up as a self-fulfilling prophecy... 'As long as everyone sees me as a bad boy, I guess I must be one.' Instead we speak of "sad choices:" Sad choices are ones that keep us from growing and being the best person we can be. Sad choices hurt us and others and our God that lives within us. Again sad connects to the heart and the emotions, which then helps the child to internalize his experience and contributes to his moral development.

Children need to understand that their true value is that each is God's son or daughter. We have to have that dignity and honor always, and see how valuable we are to God and humanity. The beauty of our position is that God as the Creator has given us the power to be a co-creator with Him. And what we have to create is ourselves. Each person has the responsibility to make the best choices he can in life so that he can grow to be a true reflection of God, a true man or woman, and a true parent to his children.

Children from an early age need to see that the choices they make each day will grow and shape them into the persons they will become. To be a wonderful mom or dad someday, to become a person who can be a true and trusted friend, or a person who will do great things for God and humankind, all these things start with the choices we learn to make as children.

This framework provides an overall sense of the purpose of life and from an early age helps to support children in clearly understanding why making good choices is important. They can see their value in relationship to God, others and the universe. Through this they begin to find intrinsic value in choosing to do good, with "goodness being its own reward." This is the foundation for becoming a self-disciplined person.

Of course children learn by modeling. Therefore, it matters far more what you do than simply what you say. If you want your children to have control over their bodies and emotions, it means you must be able to demonstrate that for them. Parents who argue and scream at each other in front of their children model disharmony and the inability to resolve conflicts with words. Parents who contradict one another's attempts at discipline cannot model unity, which then leaves the children confused and insecure.

You can teach only what you yourself are truly able to live. Of course we all fall short at times and make mistakes. This is not all bad. It's important that the child also see modeled for him the ability to make a mistake and the way to take responsibility for that. If you lose control, it's important that you restore that relationship. If your child can see that mistakes can be restored, this too is a valuable lesson, especially if you make the time to talk about it and address his concerns. Taking

responsibility for your mistakes, and for their emotional impact on others is one of the more profound acts of empathy and self-discipline. Modeling this for our child is a gift of high proportion.

***Notes***

1. Sheldon Berman and Diane Berreth, *Schools as Moral Communities: Methods for Building Empathy and Self Discipline* Communitarian Network's Task Force paper, 1996.
2. Thomas Lickona, *Educating for Character*, New York, NY: Bantam, 1991.



# 9. The Purpose and Goal of Self Discipline

*THEME: Being disciplined for the purpose of godliness. 1 Tim. 4:6-8*

## INTRODUCTION

A. In the first lesson we looked at the concept of "discipline" as it pertains to God's word.

1. We noted that this word, as used in the scriptures, is a positive term.
2. It was also noted that discipline is an integral part of having fellowship with God. (cp. Heb. 12:5-11)

B. When talking about discipline, however, the first place to begin is with self. (cp. Matt. 7:1-5)

1. The purpose for self-discipline: godliness. 1 Tim. 4:7
2. The goal of self-discipline: the fruits of this life and the life to come (eternal fellowship with God). 1 Tim. 4:8

## I. THE PURPOSE OF SELF DISCIPLINE: GODLINESS

### A. The beginning of discipline: education (instruction).

1. Primarily, God disciplines (instructs) us through His word. Dt. 4:36; Heb. 12:5-11 (Rev. 3:19)
2. While God is the one who disciplines us, we must be willing to receive it. Prov. 3:11-12
  - a. Those who do are wise. Prov. 19:20; Prov. 13:1
  - b. Those who do not are regarded as fools. Prov. 19:27; Prov. 13:18
3. Through this form of discipline we are able to grow (mature) in the Lord. 2 Pet. 3:18

### B. Interwoven with instruction are times of chastisement (correction).

1. It includes the idea of correction with gentleness. 2 Tim. 2:25
2. Or, as a manner of restoration. 2 Tim. 3:16

NOTE: please remember once again

- a. God (through the fulfillment of His word) does the chastening.
- b. We must receive it for it to fulfill its purpose: godliness in our lives.

### C. Godliness will only be achieved (as mentioned above) if we accept the discipline of the Lord.

1. We exercise (train ourselves) for the purpose of godliness. 1 Tim. 4:7-8
2. We bring our bodies into subjection (to God's will). 1 Cor. 9:24-27
3. As we are strengthened, we will be better able to endure the trials of this world. cp. Jas. 1:2
4. The result of the discipline process brings about godliness that brings glory to the Lord. cp. 1 Pet. 1:6-7

## II. THE GOAL OF SELF DISCIPLINE: FELLOWSHIP WITH GOD

### A. God's discipline is done out of love that we may be a godly creature before Him.

Heb. 12:6-11

1. He created us to be godly (unto good works). Eph. 2:10
  - a. He instructs us that we may, by faith, be made righteous.
  - b. Likewise, He corrects us that we may avoid His righteous and eternal judgment. cp. 1 Cor. 11:32 (context. vs. 17-34)

2. Those who fail to be disciplined by the Lord fails to be the man God created for good works.  
Prov. 5:23

**B. It is to bring and keep us in fellowship with Him.** 2 Jn. 2:9

**C. It is also to save us from His eternal judgment that results in an eternal loss of fellowship with Him** (not to mention eternal torment!). cp. 1 Cor. 11:31 (context vs. 17-34)

1. If we would judge ourselves (cp. vs. 28-31) we would not be judged by the Lord.

2. But, while we live, if we are judged by the Lord (cp. vs. 32) it is for our benefit that we may not be eternally condemned.

a. While there is hope for us (there is always hope for us while we're alive to repent) He has ordained certain individuals within certain realms to execute His chastisement.

1) In the realm of government: judges, officers, etc. Romans 13:1-7; Titus 3:1; 1 Pet. 2:13-17

2) In the realm of the home: parents (lesson 3).

3) In the realm of the church: saints (lesson 4 & lesson 5).

b. If we refuse the Lord's discipline and die in our sins, we have only ourselves to blame and must face His righteous wrath.

**CONCLUSION:**

A. Individually, we all have the responsibility of being disciplined by the Lord.

B. The question is, are we willing to receive His discipline and be "self" disciplined?

[info@fayettechurch.com](mailto:info@fayettechurch.com)

## 10. The Process of Self Discipline:

(from John Maxwell, developing the leader within you)

### **Start with yourself:**

D.L Moody was asked which people gave him the most trouble. This is how he replied. "I've had more trouble with D.L Moody than any man alive". This is the only place you can start. You cannot take anyone where you have not gone before.

### **Start early**

The most valuable thing to educate yourself with is to do the thing you have to do, when it ought to be done, whether you like it or not; it is the first lesson that ought to be learned and however early a mans training begins, it is probably the last lesson he learns thoroughly. The day will come when you will do the things you want to do when you want to do them. Hard things is the accumulation of the easy things you didn't do when you should have.

### **Start small**

A small plan makes a big difference.

List five areas in your life that lack discipline.

Place them in order of priority.

Take them on one at a time.

Secure resource, such as tapes etc. to conquer this area.

Ask someone who models this area well for input.

Spend fifteen minutes each morning getting focused.

Do a five minute check-up at midday.

Take five minutes in the evening to evaluate.

All sixty days to work on one area before you go to the next.

Celebrate with the one who holds you accountable.

### **Start now**

To many times the disciplines have not been developed and an opportunity missed.

I dare you to try the above and give me some feedback in two months time with what happened. I am in the middle of trying it now. Sixty days!!!. Big deal what is sixty days in a life time to make some real change.

## 11. Laziness & Self-Discipline (Two huge differences)

It's no secret that laziness carries a high price - it can mess up our personal relationships, our career and even our spiritual life. Today, we'll discover how to recognize and respond to it (not only in others, but also ourselves). Then we'll explore what it takes to develop the most powerful antidote to laziness: self-discipline.

When we get **started** & how long we **stick with it** .  
Proverbs 6:6-11 & 20:4/ Proverbs 10:4, 13:4 & 21:5

**Laziness seeks short - term pleasure.**

*Don't confuse laziness with **Rest - Contentment - Immaturity***  
Exodus 34:21 & Matthew 11:28-30/ Philippians 4:11-13

**Self-discipline seeks long - term results.**

*Don't confuse self-discipline with **High Drive - High Energy - Perfectionism** .*  
Proverbs 23:4

### **A Candid Look At Laziness**

**1] It always has a good excuse .**

Proverbs 22:13 & 26:13-14/ Proverbs 12:11/ Proverbs 26:16

**2] It's surrounded by bad luck and poverty .**

Proverbs 15:19 & 20:4/ Proverbs 10:4 & 28:19/ Proverbs 12:27 & Ecclesiastes 10:18

**3] It should not be bailed out by misguided love .**

Proverbs 16:26/ Proverbs 10:26 & 18:9/ II Thessalonians 3:7-12/ Philippians 1:9-10

**4] It hurts us personally and professionally, but it devastates us spiritually.**

### **Self-discipline: Why It's So Important Spiritually**

**1] Applied to the Bible, it will make us wise .**

Proverbs 2:3-5, 9-10/ Psalm 119:9-11

**2] Applied to prayer, it will make us powerful .**

Colossians 4:2 & 12-13/ Luke 18:1-8

**3] Applied to our character, it will make us better .**

Philippians 3:12-17/ II Peter 1:5-9/ Philippians 2:13

## 12. Effective Discipline: A healthy approach

Disciplining a child is one of the most important roles of a parent, and perhaps one of the most difficult. But healthy discipline is part of a comforting family environment. Effective discipline at home provides a foundation for self-discipline throughout life. It helps your child grow up to be happy and well-adjusted. Effective and positive discipline teaches and guides children. It doesn't just force them to obey. How children are disciplined depends on their age, stage of development, personality, and many other factors. But there are some basic principles to help guide parents.

### **What are the goals of discipline?**

- \* Discipline protects your child from danger.
- \* Discipline helps your child learn self-control and self-discipline.
- \* Discipline helps your child develop a sense of responsibility.
- \* Discipline helps instill values.

### **What makes discipline "effective"?**

- \* **Respect.** Children should be able to respect their parents' authority and also the rights of other people. Discipline that's harsh name-calling, shouting and humiliating will make it difficult for a child to respect and trust a mother or father.
- \* **Consistency.** Discipline that's not consistent is confusing to children, no matter how old they are. If parents are inconsistent in the way they discipline their children, children will find it hard to respect them.
- \* **Fairness.** Children need to see discipline as fair. The consequences of their actions should be related to their bad behaviour. If your child throws food on the floor, make sure he helps you clean up the mess. Make sure it is cleaned up before he does something else. When the mess is cleaned up, the consequence is over.
- \* **You.** As a parent, you have a unique bond with your child. If you teach your child discipline with respect, and make sure that it's consistent and fair, you'll have lasting positive effects on your child.

### **How can parents prevent behaviour problems?**

- \* Give your child many opportunities for physical activity and exercise. Some children need to run off some of their energy.
- \* Instead of saying "NO," give her something more interesting to do. This is called distraction or redirection. For example, if she is climbing a fence, you can say "Come and play on the swings."
- \* Make sure your child has toys that are right for his age. Toys for young children should be simple. Don't give them too many at once.
- \* Children two years of age and younger have trouble remembering and understanding rules. Keep medicines and dangerous items out of their reach.
- \* If your child is tired and cranky, be understanding and calm to help her settle down. This is especially important before naps or bedtime. Having a short, quiet time (with no activity) can prevent bad and irritating behaviour.
- \* Ignore little things. Before you raise your voice, ask yourself, "Is this important?"

### **What can parents do to promote good behaviour?**

- \* Spend time alone with your child each day.
- \* Be comforting. Give your child hugs, cuddles, a gentle pat on the back.
- \* If children are sad or angry, respect their feelings. Try to understand why they are sad or angry.

\* Do things that are fun. Laugh together.

\* If you make a promise, do your best to keep it. It is important that children trust their parents. And they will want you to trust them, too.

\* Always look for opportunities to praise your child for good behaviour.

# 13. Teaching Guide on Controlling Anger

(goodcharacter.com - for grades K-5)

This page is from the teaching guide for the video "Groark Learns to Control Anger" in the video series Getting Along with Groark featuring the Popcorn Park Puppets™. Even if you aren't showing this video there is a lot of useful material here you can use to create a lesson. Feel free to modify it to suit your needs.

## HOW TO HANDLE YOUR ANGER

### 1. STOP. . .

Count to ten. Take a deep breath. Or walk away until you have calmed down.

### 2. SAY. . .

what's wrong. Use your words to say what you don't like.

### 3. TELL. . .

what you would like to have happen.

## EDUCATIONAL GOALS

### CHILDREN LEARN:

- How anger can cause us to lose control of our behavior.
- How anger can lead to violence, even when we don't intend it.
- How we can calm our anger and stay in control.

## THE VIDEO STORY

Groark becomes so angry at his own silly mistakes that he accidentally damages his best friend's (Nubbs') model airplane. This leads to a heated exchange, and the two nearly come to blows. When the fight is interrupted by the school bell, Groark turns to a group of real elementary school children for a lesson in managing anger. He learns how to tell when his anger is getting out of control, how that can lead to fighting, and how to calm his anger. He uses his newfound skill to calm his friend's anger, and the two make up.

## DISCUSSION QUESTIONS

If you are using the video, ask the first three questions before viewing.

1. What are some things that make you angry? (Make a list.)
2. Is it okay to get angry sometimes? When?
3. How do people act when they are angry?
4. Why was Groark so angry at the beginning of the video? Who was he angry at?
5. How did Groark behave when he became angry? What did Nubbs do when he became angry? Was that a good way for them to deal with their anger? Why, why not?
6. Did they lose control of their anger? How can you tell?

7. Does losing control of our anger make things better or worse? What happens when we lose control of our anger?
8. How can you tell when you are losing control of your anger? What can you do to calm down?
9. What are some good ways to get rid of anger?
10. How can you tell when someone else is getting angry? What are some of the warning signs? Does everyone have the same warning signs?
11. What are some good ways to handle someone else's anger?
12. Did the kids in the discussion part of the program say anything that you strongly agree or disagree with?
13. What did you learn from this video?

(If you wish to copy or use any material from this website, please click here for Terms of Use.)

## **STUDENT ACTIVITIES**

1. Teach children how to relax and calm down with relaxation exercises.

**Breathing Deeply:** Have the kids take a deep breath while counting to five. Then as you count back to one, have them slowly release the air.

**Muscle Relaxing:** Have the kids pretend to become frozen by slowly tightening each part of their bodies until they are "frozen solid". Then, let them "thaw" by relaxing each part of their bodies and allowing their anger to melt away.

**Combined Breathing and Muscle Relaxing:** Have the kids pretend they are balloons filling up with air. As you count to five, they slowly breath in and fill up their balloons, stretching and tightening their muscles. Have them hold it a few seconds. Then, as you count back to one again, have them release the air and relax their muscles as though their balloon is deflating.

2. Have students identify ways in which they handle their anger in positive ways. List these on a chart. Post the chart in the classroom and refer to it when situations arise.

3. Role play situations that create anger. Younger children may use puppets. Have students show how they would react in each situation. Discuss how controlling their anger can change the situation and role play it again. Examples of some situations are:

- a) Your friend teases you about your hairstyle.
- b) You find out that your best friend has gone roller skating with someone else and didn't invite you.
- c) Your sister or brother borrows your favorite sweater without asking.



## **WRITING ASSIGNMENTS**

1. **HANDLING ANGER BOOKS.** For younger children this can be done as a group activity. For older children it can be done in smaller groups or individually. Have children cut out pictures from magazines, draw pictures, and use words and phrases to show all the things that help people relax and get rid of anger. These books can be bound and kept in the classroom for students to look at or read.
2. **CARTOON STRIP.** Have students create cartoon strips showing situations where characters deal with anger. Have them show the positive solutions as well as the negative.  
For younger children, have them find comic strips from the newspaper that show the characters dealing with anger. Share them with the class and discuss how the characters might be able to handle the situation better. Make the strips into a book with children drawing pictures to show the situations in a positive way.
3. **ANGER IN THE NEWS.** Have students bring in news articles that show how anger affects communities and world events. Discuss the various situations and how calming down, thinking things through and talking things out might have affected the result. Have students write a news article showing how events could be different if people controlled their anger. Create a bulletin board with articles and pictures showing the positive and negative results of anger in the community or world.

For younger children, have them find pictures from the newspaper or create pictures for the bulletin board showing situations where anger affects people.

(If you wish to copy or use any material from this website, please click here for Terms of Use.)

## **HOME ASSIGNMENTS**

To enlist the involvement of parents, make copies of the "For Parents" block (see below) and send them home with the children. Tell the children to discuss the video with their parents, and to perform the following activities.

1. Draw a poster or a picture that can remind you how to deal with your anger. Put it up in a place where you can see it.
2. Read a story or find a picture that shows anger. Share with someone more positive ways in which the anger could be handled and how it would change the situation.
3. Watch a television show where the characters deal with anger. Discuss with your family how television might affect how people deal with their anger. Does it affect you or your family?

Note to the teacher or group leader: It might be a good idea to think of some way for the children to share the outcomes of these activities with each other. Perhaps they could give written or oral reports or discuss their experiences in small groups.

(Copy this block and send it home to the parents.)

## **FOR PARENTS**

Dear Parent,

Your child is learning some valuable skills which will help him or her get along well with others, solve conflicts peacefully, and avoid violent situations.

The current lesson is about controlling anger. We have shown your child a video entitled "Groark Learns to Control Anger", which presents a puppet show and discussion about how to deal with angry feelings

Here are some things you can do to help your child learn to handle angry feelings peacefully.

- Ask your child to tell you about the video program and what he or she learned from it.
  
- Discuss with your child the steps he or she learned for controlling anger.
  
- Affirm to your child that anger is normal, that we all get angry at times and must learn how to deal with these feelings. This is part of growing up.
  
- Tell your child about times when you or other family members made things worse by losing control of anger. Discuss how keeping control could have made things better.
  
- When your child becomes angry, help him or her calm down and stay in control.
  
- Don't lose control of your own anger in your child's presence. Remember, you are your child's most influential teacher.