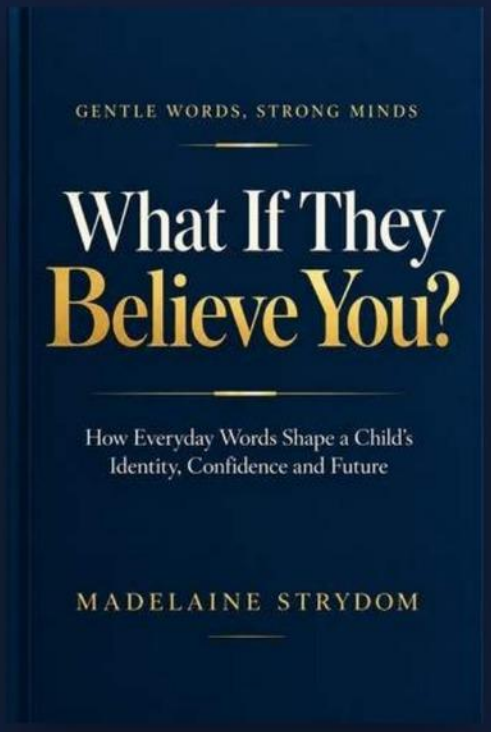
FREE SAMPLE



A short introduction to the book, with selected passages from Chapter Seven, “Discipline That Builds Rather Than Breaks”.

FROM "WHY THIS BOOK FOUND ME"

Less fear. More understanding.

As a child, I remember the feelings of punishment far more than the lesson I was meant to learn. Years later, I became a parent. Without consciously planning to, I realised I was raising my son differently. When problems arose, we talked. I listened to his point of view. We discussed what had happened, why it mattered, and what we could learn. If a consequence was needed, it was tied to the behaviour, not to fear. When the conversation ended, the moment did too. Today, my son is a kind, thoughtful, emotionally aware young man.

Watching him grow strengthened something I had begun wondering about many years earlier: perhaps children need less fear and more understanding. Less control and more connection. Less punishment and more guidance.

I realised this book is not really about parenting. Parenting is the doorway. The deeper conversation is about how human beings come to believe who they are.

Children are not born questioning their worth. They learn it, through words, through relationships, through encouragement, through correction, through emotional safety, through the messages they receive, both spoken and unspoken. Those messages become beliefs. Beliefs shape behaviour. Behaviour shapes relationships. Relationships shape families. Families shape generations.

This book is my invitation to explore that journey with me, not as an expert with all the answers, but as someone who has spent a lifetime asking questions, reflecting, learning, and growing.

How do children become the adults they believe themselves to be? That is the question that has quietly followed me through my life.

FROM CHAPTER SEVEN

Discipline That Builds Rather Than Breaks

"The purpose of discipline is not to control a child. It is to teach a child."

Few words create stronger emotions than the word discipline. For some people it brings memories of love, guidance and security. For others it brings fear, humiliation or punishment. Many parents today feel caught between two extremes: on one side, harsh discipline, where obedience is achieved through fear; on the other, permissive parenting, where boundaries become unclear and children are left to guide themselves. Neither extreme helps children flourish. Children need something much healthier: firm boundaries wrapped in unconditional love.

Discipline should never ask, "How can I make my child obey?" It should ask, "What am I trying to teach my child?" That one question changes everything.

Discipline means "to teach"

The word discipline comes from the same root as the word disciple. It means to teach, to guide and to develop. Its purpose has never been to embarrass or intimidate. Its purpose is to prepare children for life. Every correction should move a child one step closer to wisdom, not one step further away from themselves.

Behaviour is not identity

Children will make poor choices. They will lie, argue, forget, disobey, speak disrespectfully, break things. Every child does. Poor behaviour is part of learning. It is not proof of poor character. A child who lies is not "a liar." A child who hits is not "violent." A child who struggles at school is not "stupid." Our responsibility is to correct the behaviour while protecting the child's dignity.

FROM CHAPTER SEVEN

Consequences teach

Children need consequences. Without consequences they never learn that choices have results. But consequences are most effective when they are connected to the behaviour itself. If a child throws toys, the toys are put away for a while. If a child damages something, helping repair or replace it teaches responsibility. The goal is not revenge. The goal is responsibility.

Fear creates compliance; understanding creates character

Fear can produce quick obedience, but it rarely produces wisdom. Fear asks, "How do I avoid punishment?" Wisdom asks, "Why is this the right thing to do?" Children who only obey because they fear adults often struggle when adults are no longer watching. Our goal is not merely obedient children. Our goal is children who develop integrity.

Every correction is an opportunity

Imagine a little boy who spills juice across the kitchen table. His mother immediately shouts, "You're always so careless!" The juice is finished. But another lesson has also been learned: "I'm careless." Now imagine another response: "Let's clean this up together. Next time let's carry the cup with both hands." The behaviour is corrected. The child's dignity remains intact. Correction changes behaviour for a moment. Protecting identity changes behaviour for a lifetime.

TRY IT THIS WEEK

Words that build

Pause and reflect. Think about the last time you corrected a child. What lesson did you want them to learn? Did your words teach that lesson, or did the emotion of the moment teach something else?

Try this week. Before one correction, silently complete this sentence: "The lesson I want to teach is..." Then choose words and a consequence that actually teach that lesson.

Words that build

"I won't let you do that, and I'm here to help you make it right."

"That choice needs correcting; you are still deeply loved."

Discipline is teaching, not domination. The aim is not merely to stop behaviour in the moment, but to help a child understand, repair, grow in self-control and remain secure in their worth.

GENTLE WORDS, STRONG MINDS

Read the whole book

Eleven chapters on how everyday words, discipline and relationships shape a child's identity, confidence and future, with practical words you can use from today.

Ebook: 11 November 2026

Paperback: January 2027

Pre-order the ebook: payhip.com/b/CMp5r

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