

Discipline



Talking to Children

There is a “right way” to talk to children. Children respond best to courtesy, tact and diplomacy, just as adults do. Phrasing a sentence in the positive instead of the negative produces much better results: “Please close the door,” instead of “Don’t leave the door open.” Use few words with children; make them count when you do use them. Tell the child what to do, rather than what not to do. Avoid saying, “No, no,” “Don’t,” or threatening children. Do not tell a child he is naughty or bad or tell him “to be a good boy.” Do not use extravagant phrases such as, “I’ll just die if you do that.” The child may take you seriously and worry.

Try saying:

Instead of:

1. _____ “Sit down, Johnny!”
2. _____ “Pick up the block, hurry!”
3. _____ “Don’t mark on the table.”
4. _____ “Clean up that mess.”
5. _____ “I can’t believe you’re breaking the toys.”
6. _____ “You’d better share with her now!”
7. _____ “Don’t poke Mary with the paintbrush.”
8. _____ “Get off the table!”
9. _____ “Don’t throw blocks.”
10. _____ “Stop running!”
11. _____ “Quit yelling!”
12. _____ “You bad boy, you mustn’t hit people.”
13. _____ “You naughty boy, stop throwing sand.”

Children's Ministry - " Discipline in the Classroom"

I. Introduction

II. Why Discipline?

Why does our Heavenly Father discipline His children?

To find the answer to the question above read:
(Hebrews 12:6-13 and Proverbs 3:11-12)

III. Why do children misbehave?

1. Proverbs 22:15 - "Foolishness is bound up in the heart of a child..."
2. Ignorance of the rules
3. Frustration
4. Boredom
5. Home related problems

*Do not provoke your children to anger... lest they be discouraged...
Ephesians 6:4*

IV. List four ways that children can be provoked to anger.

1. _____
2. _____
3. _____
4. _____

The difference between discipline and punishment

	Punishment	Discipline
Purpose	To inflict penalty for an offense - (wrong deed)	To train for correction and maturity
Focus	Past misdeeds (that which has already been)	Future correct deeds
Attitude	Anger and frustration on the part of the teacher	Love and concern on the part of the teacher
Resulting Emotion	Fear and guilt, anger	Security

No teacher or helper will under any circumstances spank a child!

You may believe in spanking as a biblically-sound method of discipline, but here in the Children's Ministry we do not use this form of discipline. Other forms of discipline and classroom control are mentioned in the following pages. Don't forget, we are only a support to the family, and we should act accordingly.

V. Guidelines for Discipline

A. Preventative

1. Begin your class with prayer.
2. Purpose in your heart to love them. (1 Peter 4:8)
3. Clear rules – weekly, remind students. Have a few simple, logical, reasonable, clear rules; this will give the children boundaries which will give them a sense of security.
4. Know your curriculum/lesson. You should arrive in your classroom 20 minutes before class so everything is ready when the first child arrives. Look prepared, controlled, and sure.
5. Don't play favorites. Each child must feel that they are important and loved. God's Word is clear about this. (James 2:9)
6. Involve your students. Don't preach to the children.
7. Learning to read your group. Are they loud? Is it over their heads, etc.? Keep in mind the age group you are trying to teach.
8. Learn the names of your students. Children respond better to adults who know their names.
9. Be prepared! Don't just read your lesson verbatim from your teacher's manual. Eye contact is very important.
10. Avoid inconsistencies. Be as 100% consistent as possible. Maintain the limits. Say what you mean and mean what you say. Discipline should be consistent from week to week and child to child.
11. Get to know each child
 - a. Pray for each child during the week.
 - b. Get to know each child by name and greet each one when he arrives or departs.

12. Encourage each parent:
 - a. Thank them for their faithfulness in bringing their child.
 - b. Tell them how much you enjoy having their child in class. (Note: Getting closer to the parents tends to help in your disciplinary role with their child.)
 - c. Write periodic notes to parents giving a little of your (the teacher) background and the vision that the Lord has given you for that particular class.
 - i. Encourage them to review the take-home material with their children.
 - ii. Encourage them to help their child learn how to look up verses in the Bible.
 - iii. Encourage them to help their child memorize the Bible verses.

Keep in mind that if the children are busy, secure in your authority and love, sure of the classroom rules, and interested, you will have few discipline problems.

B. Corrective

1. Pray and ask the Lord for direction.
2. Discipline the action, not the child.
3. Try to be aware of as much as possible. (It's easy to miss the cause and see the effect.)
4. Reinforce love after discipline. The child will have a certain amount of fear that you don't love them anymore. You need to reassure the child that you do, throughout the whole process, and especially after the discipline measure is done.
5. Discipline privately; compliment publicly. Don't let the discipline ever publicly embarrass the child. Always deal with the child privately. Don't make an example out of the child.
6. Never yell at a child.
7. Know all the facts. Before disciplining, calmly and objectively gather all the relevant facts. Listen to the child. Don't jump to conclusions; you might punish the wrong child.

8. Don't overreact. (Psalm 6:1)
9. A time of silence with heads on desks.
10. Minimize class disruptions.
 - a. Continue to talk and conduct class while moving among the students.
 - b. Pause at the desk or place one's hand at the desk of a disrupting student.
 - c. Remove the object of disruption (e.g., pencil tapping, paper wrinkling) silently while continuing with class.
 - d. Ask the child to put the toy (e.g. stuffed animal, doll, toy car or plane) away so that others are not distracted. If the child does not, volunteer to hold on to it until the end of class.
 - e. Try a pause during class or a gentle "shhhh."
 - f. Call the child by name and shake your head.
 - g. Warn the child that if you need to speak to him/her again, you will separate him/her from their friends.
 - h. Separate child to another desk/table/chair.
 - i. Ask child to sit in a chair in the back.
 - j. Child should always be assured that the teacher loves and cares for him/her but that the disruptive behavior is not fair to the other children or to the teacher.
 - k. Assure the child that you (the teacher) enjoys having him/her in class but that you need his/her cooperation.
 - l. Ask the child if he/she is ready to rejoin the class.
 - m. If the child cries, ask them to give you a hug and reassure him/her.
 - n. Take care of the little things and the big things rarely happen.

Steps to Discipline

If a child exhibits inappropriate behavior, the following procedure will be used:

Step 1 – The Children’s Minister will talk to the child in private. Be sure to explain what he has done and why his behavior was wrong, and pray with the child.

Step 2 – Use appropriate disciplinary action (as discussed).

Step 3 – If steps 1 or 2 do not alleviate the problem, the Children’s Minister should call the Children’s Ministry office (dial 2206) and inform the Family Leader of the situation. If needed, the Family Leader will come to your class, remove the child, and talk with the child outside.

Step 4 – If further action is necessary, the Director/Family Leader will take appropriate measures. (This may include a conference with the parent.)

Never talk to parent(s) alone. Make sure your Family Leader is present. This is for your protection. It will help to prevent an unpleasant scene. Should you find yourself in direct conflict with a parent, make sure your class is supervised and call for a Family Leader. When approached by a parent concerning his child’s behavior, remember to use discernment and godly wisdom. Keep in mind that a parent is very protective and sensitive to comments (especially negative) directed towards his parenting or about his child.

Rules on Rules

1. Keep the list short.

List some rules. The fewer rules, the better.

2. Make the rules relevant.

A wise teacher doesn't get caught up in establishing regulations or classroom prohibitions that are attempts to counter temporary conditions. Usually, the rules will go on when the need for them is over.

3. Make the rules meaningful.

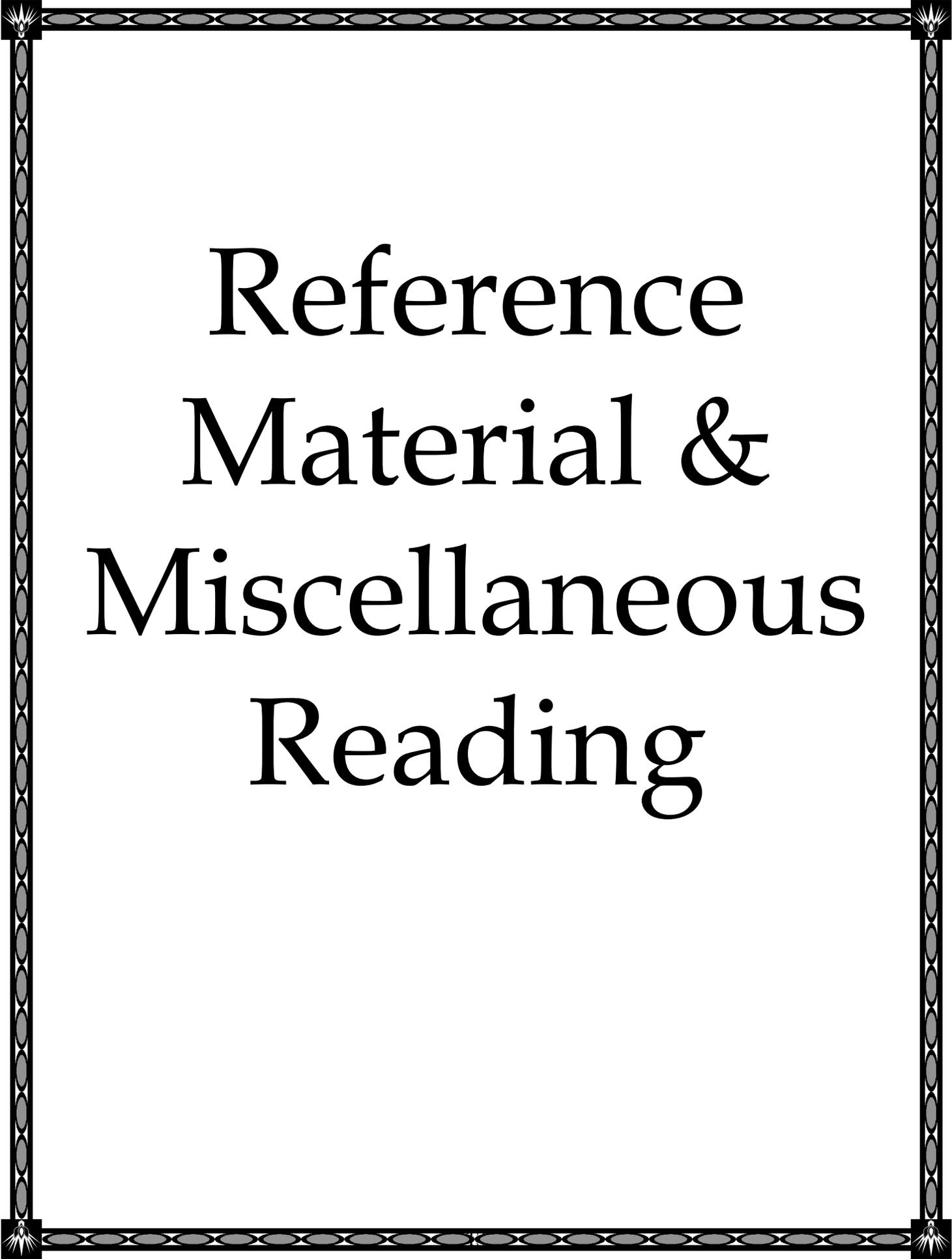
Try to think like a student in your class. What would he/she say was the logical reason for each rule? Try to capture the reasoning for each rule in a sentence. Sometimes, it can help to ask your students which rules they think are needed.

4. Make the list positive.

Try to state the rules in terms of objectives to work toward, rather than transgressions to be avoided. Look over your list again. Could any of the rules be stated in a more positive way? "Study voice".

Rules

1. Jesus said to him, "You shall love the Lord your God with all your heart, with all your soul, and with all you mind. This is the first and great commandment."
2. "And the second is like it: "You shall love your neighbor as yourself.'" (Matthew 22:37-39)
- 3.
- 4.
- 5.



Reference
Material &
Miscellaneous
Reading

A Word About Discipline by James W. Braley

Teacher causes of misbehavior:

- Dull teaching situation.
- Moving too fast through material.
- Lack of organization.
- Your relationship with the Child.

Pupil cause of misbehavior:

- Feelings of inadequacy.
- Feelings of contrariness, deceit or open rebellion against rules and authority.
- Frustration.

Developing good discipline:

- Children need to be given standards to follow.
- Children are ready for different types of learning or activities at various stages of development.
- Children learn best and behave best when their trust and affection make them want to please.
- Each child must be treated as an individual and not only as part of a group.
- No method of discipline is equally effective with all children.
- Children do not learn good behavior chiefly by being punished.

Influencing behavior:

- Wise and sparing use of the voice.
- Probationary isolation.
- Knowledgeable ignorance.
- Positive verses negative.
- Recognize the ripple effect.
- Wise and infrequent use of punishment.

Techniques of discipline:

- Use simple analogies or parables.
- Use humor to win the class.
- Remove the cause for poor behavior.
- Discuss problems with the class.

- Stop the problem at its inception.
- Don't let the child get the upper hand.
- Don't encourage tattling.
- Concentrate on improvement, not perfection.
- Show the child how to do better.
- Speak to the individual.
- Allow the child to use all the judgment he is capable of using.
- Avoid the "obey me or else" approach.
- Expect the best of each child.
- Encourage each child.
- Be aware of children's feelings.
- Listen more.
- Be consistent.
- Be firm and not apologetic about reasonable demands.
- Personal contacts pay off.
- Be aware of cliques in the group.
- Have fun with your group occasionally.
- Develop a good group spirit.

Approaches to Avoid:

- Don't make consistent use of rigid, regimented control.
- Don't permit yourself to become preoccupied with a child's limitations.
- Don't punish a child when you are angry.
- Don't love your composure.
- Don't punish the entire group for the actions of just one or a small group.
- Don't shame a child before other members of the group.
- Don't talk down to children.
- Don't use sarcasm or ridicule.
- Don't stand with your back to the group for any great length of time.
- Don't make threats unless you intend to carry them out.
- Don't depend on loud methods of discipline.

From Evangelizing Today's Child, Volume 5, No. 5, 1978

Discipline and Children

Be firm and consistent with a young child and respect his rights. He will respect adults who are fair and reasonable with him.

Be sincere with the child and polite to him. Be patient, understanding, and reasonable; expect neither too much or too little of the child.

Try to gain the child's cooperation instead of trying to dominate him. Give the child the feeling that you believe he is going to cooperate. Allow him to make decisions even if they are sometimes wrong.

Strive for cooperation on methods of controlling the child. Misunderstanding or antagonism between teachers confuses the child.

See that the child has a definite schedule that meets his needs. Try to understand and meet his individual needs and concerns.

Encourage desirable behavior by approval of things well done. Praise is more effective than blame.

Disapprove of undesirable behavior rather than the child.

Use suggestions rather than strong direct commands. Positive, unhurried, specific and encouraging suggestions are most effective. Save the strong, emphatic commands for emergencies or special situations.

Use do's instead of don'ts. The child should be shown or told what to do instead of what not to do. Tell him what he can do.

Give as few commands as possible. Too many commands confuse and irritate the child. When giving a command, be sure it is reasonable and important; then see that it is carried out.

Get the child's attention before giving a request or a command, and be sure that he understands what is meant. Use his name; look at him. Give abrupt commands in an emergency only.

Whenever possible, give a reasonable explanation to a child for doing a thing. But remember not to give them all at once or so many that the child can become confused by all your talking. Speak in a pleasant tone of voice.

If it is necessary to reverse a decision or command given to the child, then explain to the child why you have changed your mind. Or, tell him you were not aware of facts, if it is necessary.

Children also need to realize that teachers are human too. They can make mistakes; they have needs, like respect, and can become angry because they have feelings too.

Scriptures on Discipline

Purpose of Discipline:

Hebrews 12:10-11 *"For they indeed for a few days chastened us as seemed best to them, but He for our profit, that we may be partakers of His holiness.*

Now no chastening seems to be joyful for the present, but painful; nevertheless, afterward it yields the peaceable fruit of righteousness to those who have been trained by it."

Psalms 119:67, 71 *"Before I was afflicted I went astray, But now I keep Your word. It is good for me that I have been afflicted, That I may learn Your statutes."*

True Love:

Hebrews 12:6-9 *"For whom the LORD loves He chastens, And scourges every son whom He receives."*

If you endure chastening, God deals with you as with sons; for what son is there whom a father does not chasten?

But if you are without chastening, of which all have become partakers, then you are illegitimate and not sons.

Furthermore, we have had human fathers who corrected us, and we paid them respect. Shall we not much more readily be in subjection to the Father of spirits and live?"

Proverbs 3:11-12 *"My son, do not despise the chastening of the LORD, Nor detest His correction;*

For whom the LORD loves He corrects, Just as a father the son in whom he delights."

Proverbs 13:24 *"He who spares his rod hates his son, But he who loves him disciplines him promptly."*

Benefits of Discipline: (Some only apply to parents)

Proverbs 15:5 *"A fool despises his father's instruction, But he who receives correction is prudent."*

Proverbs 19:18 *"Chasten your son while there is hope, And do not set your heart on his destruction."*

Proverbs 22:25 *"Lest you learn his ways And set a snare for your soul."*

Proverbs 29:15 *"The rod and rebuke give wisdom, But a child left to himself brings shame to his mother."*

Proverbs 19:17 *"He who has pity on the poor lends to the LORD, And He will pay back what he has given."*

