

## **Discipline that Disciples**

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### **SMILE**

**S-**\_\_\_\_\_

Instead of telling the child what they are NOT allowed to do, describe for him the action you want him to take. Instead of saying, “Stop jumping off of the tables,” say, “Please sit in your chair with all four feet on the floor. Instead of saying “Stop talking!” say, “Listen up carefully.” That way you remain his friend. Affirm children and never make them feel like they are bad. Choices are bad not people. Remember that we are teaching the love of Jesus and grace. “Rachel is showing me she’s ready to listen, George is showing me he’s ready to listen...”

**M-**\_\_\_\_\_

1. Never let it become you vs. the child. Stay on the same team. Agree as much as you can.  
(I know you can do it! Let’s see if our whole class can make it through today with a clean record. I know everyone wants to hear the story so can we help our friends do that by listening and holding comments until the end please?)
2. Kneel down and look in their eyes, compliment them, admit weakness, put your arm around them.
3. Don’t bribe them but reward for good behavior. (If you can make it through the whole lesson without a strike we can sing your favorite song at the end)
4. Often ignoring something works.
  - a. Sometimes just stopping your lesson, staring right at them and shaking your head is enough.

For example: You have a child who won’t stop talking. You want to call him out exasperated and tell him to be quiet. If you must pull him aside try, “I know you have so many exciting things you want to share. Sometimes they just come bubbling out and it’s hard to keep them inside isn’t it?! I understand! I love talking to my friends too. I actually used to get in trouble for talking all the time when I was in school. When we do crafts, snack time, and when we are outside on the playground are three times when you can talk to your friends. When I’m teaching the lessons I need you to keep those things you want to say inside and save them for one of those times ok? I know you can do it! Let’s go back in and try again.”

**I-**\_\_\_\_\_

- Say yes absolutely as much as possible. If it’s safe and doesn’t derail the lesson too much or take too much time, let them do it.

Example: Kids wanted to be silly in their pronunciation of a Spanish word. They kept purposefully saying it wrong and trying to get the other kids to laugh. I let them all say it wrong together to get it out and then say it properly.

**L-**\_\_\_\_\_. Keep it interesting and fun.

Have a fortnite dance off to worship music, let them act out the story with silly props, do your best accent and impressions even if they are terrible.  
Don't feel pressure to be a standup comedian, but know that children are very easily impressed.  
Tell dumb jokes, self-effacing jokes are the best.  
Never tease a child or make fun of them.

**E-**\_\_\_\_\_ If you like it, praise it and you will see it repeated.

**1. Leader sword**

- a. In ancient days, the captain leading an army would have a raised sword leading into battle and everyone follows him. The child exhibiting good behavior is given the leader sword under his or her seat and is recognized as the captain.

**2. Leader baton**

- a. The person with the baton in a race is carrying on the mission. Once another child is selected, the baton is passed to him who continues to lead by example.

**3. Charts/Rewards**

Individual and group. Children will work on filling up their own charts with checkmarks or stickers, while corporately working towards a group goal. Children will learn that while they are responsible for their own behavior, their actions impact others as a whole. They can help contribute towards a common goal or detract from it. When they fill up their whole chart they get a prize from the treasure chest. When the group as a whole reaches a goal, the whole class gets doughnuts and a movie.

**4. Writing their name on the board**

- b. Tell children that you will be looking for someone setting a good example throughout the lesson time. When you notice someone being a leader, write their name on the board. This publicly praises the child and encourages others to try to get their name on the board.

## **Classroom Expectations**

### **Set Yourself Up For Success**

Seat children boy-girl-boy-girl to avoid excessive playing.

Proximity.

Seat problem children next to an adult or simply walk over to them and continue your lesson as you stand right next to them.

Go over rules EVERY TIME. Children want to please you, but unclear expectations make it difficult.

### **Rules**

#### **1. Fingers**

- 1- Sit up straight like a soldier
- 2- Stop talking, stop giggling, stop wiggling but please don't stop breathing
- 3- Smile with at least three teeth

#### **2. Put Up-Sit Up-Look Up-Zip Up**

- a. \_\_\_\_\_  
Everything needs to go under child's chair and have nothing in their hands. You can have a put up corner and give them their things back at the end of the class.
- b. \_\_\_\_\_  
Sit up with all six legs on the floor. (Four from the chair and two from the body) Keep your hands to yourself and don't bother your neighbor.
- c. \_\_\_\_\_  
Look up at the teacher who is speaking.
- d. \_\_\_\_\_  
If you have a good idea that you want to come out of your mouth it has to go through your hand. Talking out and saying "excuse me" with your hand raised is not an acceptable way of getting attention. You may not always take questions in the middle of a story, but acknowledge the raised hand by saying, "I'll take questions at the end so go ahead and put your hand down for now."

### **Clear Expectations**

Have a symbol that lets children know they are all welcome to answer out loud simultaneously. (Outstretched hands to the class) If you want them to raise their hand, remind them at the beginning of each question. "Who can raise their hand and tell me the name of the giant that David fought?" If you want them to all answer at once say, "Who fought Goliath?" and hold hands out to group so that they can all answer at once.

Make sure they know, “I don’t call on people who are screaming “me.” I’m looking for people who are sitting in their chairs with their hands raised. Do this every class, every time.

Children can get very upset if they get in trouble for something they did unintentionally. Often after I explain the rules and expectations I ask, “Does everyone understand?” If they do understand and choose to ignore the expectations, then a strike is given.

## **Consequences**

Strike one-warning

Strike two- no game, pray with teacher

Strike three- call their parents

### **1. Strikes**

- a. Don’t get power hungry
- b. The teacher who saw the action should be the one administering the strike
- c. If you are the assistant, do your best to keep order so that the teacher doesn’t have to interrupt the teaching to deal with discipline.
- d. Don’t be a pushover
- e. Warn a child that he is about to get a strike if his behavior does not change.
- f. Usually one strike is all that is needed. Merely attaching a name to the reproof shows the children you are serious.
- g. If strike thee is necessary, they will not be sent home, but instead someone will be designated to stay with them the rest of the day.
- h. Don’t threaten or play your big card in the beginning. Do not make idle threats or children will know that you are not serious.
- i. Set clear boundaries in the beginning. I know you want to be their friend, but if you come in strong in the beginning, it will set you up for a great year as opposed to trying to regain control.
- j. Sometimes you have to set an example of a child to prove to the other children you follow through on what you say.