



Nurturing Harmony, Peace, and Cooperation Must Do's

- 1. Invite your group to help set the rules.**

“If we want to be caring and respectful of each other, what would be some good rules to follow?”

List what children say on newsprint, discuss, and agree to group rules.

 - Good listening and following directions first time
 - Care, Share, Bear
- 2. Establish a climate of mutual respect and trust.**

Be consistent and fair.

Try to see that everyone is included and valued.

Be sure everyone's needs are met.

Know the children's names and always address them by their name.

Use please and thank you's when addressing the children.

Use your voice positively. Yelling is not a respectful way to address children.
- 3. Praise often - catch children doing something right**

Train yourself to look for positive; we naturally look for negative

 - You believe in them
 - God believes in them
 - They can believe in themselves

**A child's spirit is moldable:
Shape it! Don't break it!**

**Ultimate goal of discipline =
Build self-discipline**

Keys to a Peaceful, Cooperative Group (warmth, love, and understanding)

- **Come well-prepared**
If you arrive half-prepared, children may feel that halfhearted attention is also acceptable. Structure and routine help create a more positive learning environment. Pray daily before class. Meet as a team at 9:30am to pray together – if you have children of your own, include them in prayer time.
- **Know your group:**
Discover their abilities, interests and learning styles
- **Offer choices whenever possible**
Young people are more apt to be fully attentive to an activity in which they have some choice.
- **Reminders**
Remind children about the limits.
- **Use presence to affect behavior.**
Sometimes simply moving to stand beside the disrupter is enough of a reminder. Waiting in silence may help the disrupter to recognize that they have interrupted the activity. When their attention has returned, nod in a friendly way or say thanks, and continue with the activity.
- **Take time to get to know the child with unacceptable behavior.**
Building relationships may make a huge difference. Understanding the child's background and feelings may help you find solutions. Check with DCE (Deb) if you are struggling with a particular child.
- **Use Positive reinforcement:**
Praise is always more effective than condemnation.
- **Never embarrass someone publicly.**
If a child is continually expressing unacceptable behavior, speak to them in private. Get at the child's level, look the child in the eye, and say how you feel the behavior is affecting the group.
- **Team work**
There are multiple adult leaders assigned to each group of children. It is imperative that no adult is alone with a child. Talk with each other about managing unacceptable behavior. The adult who is not leading the activity could sit near the disrupter, or if need be, ask the child to come for a little walk or talk apart from the group.
- **Be a cheerleader for your kids: pay attention to their needs.**
Turning negative words and attitudes into positive ones will change the atmosphere of your class.
- **Use humor frequently**
Sometimes laughter can help dissipate tension and discord.
- **Get the wiggles out often**
- **Use external rewards wisely and sparingly**
Motivation from within the child is our real desire
- **When transitioning between activities, involve the kids**
They love to help. Involving them builds ownership and their desire to cooperate. Let them pass out papers or help you set up the next activity.
- **Announce change beforehand**
Give a warning that there is 5 minutes left in an activity.

- **Accept a certain amount of noise**

Noise doesn't indicate lack of control; it can mean active learning is taking place.

- **If the whole group is restless, add more variety.**

What to Do When a Child Acts Out

You need to have a plan you can put into motion, just in case a child grows so disruptive that you'll have to call him or her aside.

- Invite the child to speak with you out of earshot of the other children. Speak quietly. Your calm demeanor will help the disruptive child gain control.
- As you state the problem, be firm, fair, and state the specific behavior. Avoid the words, "ALWAYS," "NEVER," and "YOU." Use statements like
"Anyone I see throwing markers. . ."
"I need to keep all the children safe; put the scissors down. . ."
"We all sit at group time."
- Give choices. Explain that the options are to cooperate or take a time out. A time out involves sitting quietly in a designated space until the child feels he or she can rejoin the class with a positive attitude.
 - one minute per year of age
 - not to exceed 5 minutes
 - after 3 repeated time outs for the same behavior in the same day, can remove a class privilege
 - remember to speak with Deb or Tina if repeated time outs prove necessary
- Have the child state his or her choice. Every child needs the freedom to make choices, then live with the consequences. Eventually children will see that their behavior is the problem, not you or their group.
- Return to the other children and continue your activity with lots of enthusiasm. The child who's sitting out will want to rejoin the fun.
- At the end of class time, be sure the child knows his or her slate is clean and you're looking forward to a good time together the next week.
- In exceptional situations a child may need to be removed from the room. Arrange with your team leaders how to handle this in advance. Discuss this before a crisis occurs.
 - this includes physical assault (hit, bite, kick, punch, etc) on another person
 - this situation **requires** intervention by Deb or Tina.