

**BE A PROGRAMMER – NOT A POLICEMAN!
DISCIPLINE VS GROUP MANAGEMENT**

Discipline is:

What actions you take to correct the situation when a child has inappropriate behavior-

TEACH the child appropriate behavior

The **GOAL** for discipline is to create self-disciplining children

Teaching Johnny not to mess up

Individual-**LEARNING**-After the fact

Group Management is:

What you do to **avoid** inappropriate behaviors

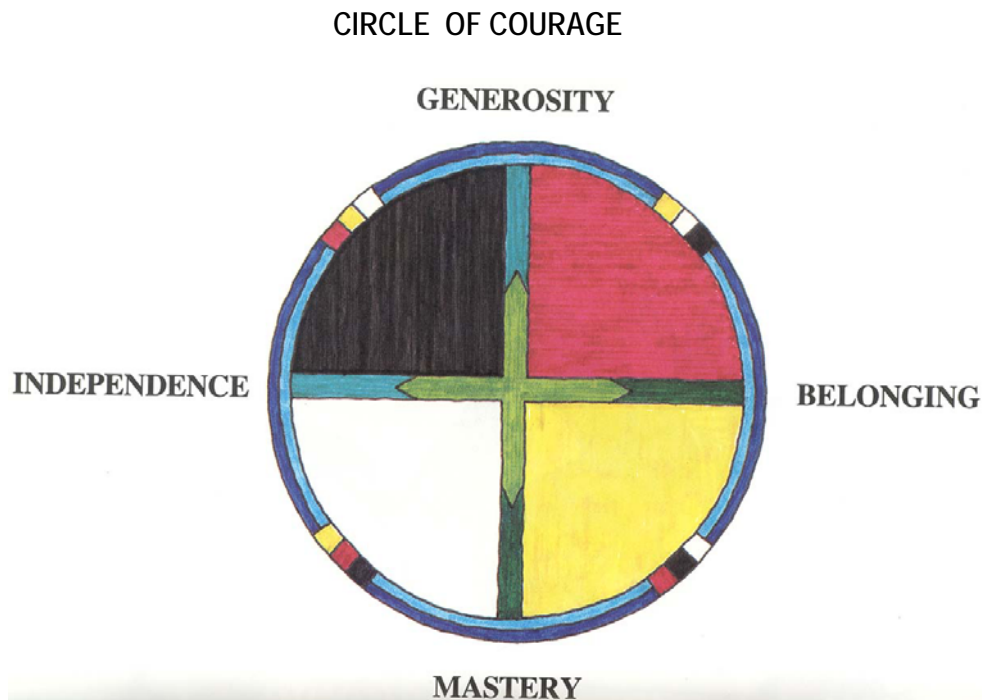
Make appropriate behavior happen by design

The **GOAL** for group management is to set up a child-friendly environment so you don't have to discipline

Setting up every activity so Johnny won't/can't mess up.

Group-Before each activity or transition

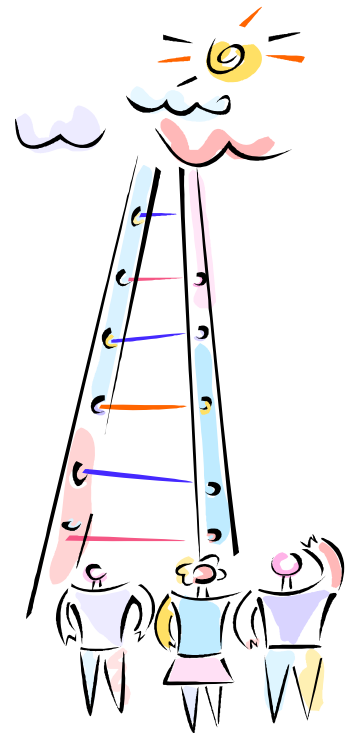
CAREGIVERS WITH GOOD GROUP MANAGEMENT PRACTICES DON'T HAVE TO DISCIPLINE AS OFTEN AS THOSE WITH POOR GROUP MANAGEMENT PRACTICES



Belonging is important for group management because it helps children feel like an important part of the group. Children who feel like they belong are more likely to help make the group successful because they see themselves as part of the group.

SET THEM UP FOR SUCCESS WHEN PROGRAMMING WITH K-6's REMEMBER TO

1. Be prepared
 - a. Written plans
 - b. Supplies ready
 - i. Keep enticing items hidden until you are ready for them
 - c. Emergency and waiting activities
2. Be comfortable with the activities
3. Have a good flow to the meeting
 - a. Combination of games and hands on activities
 - b. Combination of small and large motor activities
4. Keep things hands on
 - a. Kids should be **DOING** the activities-not watching
5. Watch the group-change activities when they aren't into them
6. Keep it entertaining
 - a. Be animated
 - b. Watch who leads activities
 - c. Stop games when they are having the most fun



SET THEM UP FOR SUCCESS 10 EASY WAYS TO KEEP CONTROL OF A K-6 GROUP

1. Have activities set up as the children come and leave the program
2. Have a cue that works for you
3. Integrate games and songs into transitions
4. Choices
5. Use your voice strategically
6. Use your presence
7. Be prepared to switch activities at a moments notice
8. Have a system for getting supplies and use it every time.
9. Make all adults participate too
10. Smooze 'em!



GROUP MANAGEMENT STRATEGIES THAT WORK

(But you have to PLAN AND WORK AT IT!)

STRATEGY 1: WORK AS A TEAM

When you work as a team with the other Clover Kids Leaders, you send the message to the youth that what you are doing is important to everyone. Working together is more fun and decreases stress. Include parents in your activities – as participants in games and with other activities.

Strategy	Group Management-WHY	When that isn't working right...
All adults participate	Keeps the group involved and active	Invite the other leaders to "play" with you while you are playing.
One adult set up the next activity while the others lead an activity	No waiting & keeps the flow of the meeting going.	Use your fingertip activities to keep the group entertained while the next activity is being set up.
All adults know their roles for the activities.	Divide the activities up so everyone has a role	Group discussion right before the meeting to review group management strategies

STRATEGY 2: NEVER MAKE THEM WAIT!

Waiting encourages inappropriate behavior. When groups of youth are un-entertained, they will find ways to entertain themselves.

Waiting often occurs when...	Group Management-How	When that isn't working
Cleaning	Give a 5 minute warning	Have those who finished early play a game
	Have "Messy" children start cleaning first and let everyone know	Make a game out of cleaning – this group vs that group or everyone before you count to 20
	Have a system for getting and putting away supplies	Have everyone who finished early help the rest of the group
	Have something waiting for those who finish early to do	Play a quick game to get control and resume
Activity is not ready – you are not prepared	Give complete directions...when you have finished this...do this.	Quiet reminders work better than yelling – they will only get louder!
	Be prepared!	Fingertip Activities
	Use other leaders to your advantage – plan the activities so you lead every other one - so you set up while they lead	All leaders should watch and help where needed – preferably with the group – but if the next activity isn't ready - set up a quick game
	Use WRITTEN PLANS	Index card of games and songs
	OVER PLAN	Index card of games and songs
	Don't get ready for activities you don't control too early or have an alternate activity waiting...	– play a quiet game while waiting

STRATEGY 3: USE WRITTEN PLANS

Written plans helps you stay on task, minimize wait time, and lets others know what is going on. Meetings and activities will flow better when you use written plans and when things do get out of control, you will be better prepared to bring them back where they belong. If you OVERPLAN you will never run out of things to do.

Strategy	Group Management-WHY	When things fall apart
Have a set of games written down to use at a moments notice	Keeps the group involved and active	Use fingertip activities to get them "back with you" and then go on to the next activity.
Everyone who is involved in "running the show" should have the plan	Keeps the group from waiting & keeps the flow of the meeting going.	Stop and do a quick relaxation technique or a quick "quiet" game

STRATEGY 4: USE YOUR VOICE STRATEGICALLY

There are several ways to use your voice strategically so you don't get stressed and have to resort to yelling.

Strategy	Group Management-How	When things fall apart
Never talk above their noise	Start loud and immediately quiet down to a whisper	Have a "cue" that gets their attention in fun ways
	Use your cues	"If you can hear me, clap once, If you can hear me clap twice...etc.. (loud whisper)
Give complete and clear directions	Give directions BEFORE you pass distracting things out (water balloons-pretty much everything!)	Call the group away from the area and explain what they will do
	All directions must end with ACTION on the youth's part	
	Repeat directions over and over until everyone is done	
	Provide written and verbal directions when possible	
	Look them in the eye when you are talking to them	
Give messages in different ways	Written, verbal, picture instructions	
	Use the right tone of voice for the activity-(not crazy for a quiet game)	

STRATEGY 5: BE A GOOD ROLE MODEL

Being a good role model will make you and the youth feel good about working together.

Strategy	Group Management-How	When that doesn't seem to work...
Be a good role model	All leaders must know their jobs-everyone participates	Keep your cool-the calmer you are the calmer they will be
	Use positive language – both verbal and body	Use humor
	When it is time to clean up – you do it too	Make clean up enjoyable by talking and making it a game
	Listen to all sides – to help the children solve their own issues	Really listen
	Choose your "battles" wisely	Don't nit-pick!
	Show true team work with everyone – working toward the common goal of fun and learning	Relaxation (time out for the leader)... Get out some markers and paper and let them go while you re-group

COURAGE and SELF DISCIPLINE

CHILDREN LEARN TO HAVE THE COURAGE TO DO WHAT IS RIGHT EVEN WHEN THEY COULD GET AWAY WITH THE WRONG THING BY BEING ENCOURAGED:

DISCOURAGING

Overprotecting
Focusing on mistakes
Expecting too little
Expecting too much (perfection)

ENCOURAGING

Stimulating Independence
Building on strengths
Showing confidence
Valuing the child as is

People who are encouraged:

are allowed to make choices and decisions
and are allowed to experience the consequences
of those decisions.

RESPONSIBILITY = CHOICES + CONSEQUENCES

Children learn responsibility when they are allowed to make choices and experience the consequences of those choices.

Lack of meaningful choices leads to rebellion because youth feel a lack of control

Lack of consequences leads to reckless behavior because the connection between their choices and result of their choices is lacking.

DISCIPLINE - WHAT DOESN'T WORK IN GROUPS

Time Out

Counting to 3

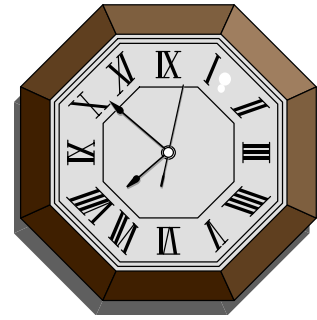
Silent Treatment

Yelling to get attention

Punishment

TIME OUT FOR TIME OUT!

Time out is a practice in which a child is separated from the activity or group. Time out AS IT WAS INTENDED gives the child the opportunity to cool off, gain control, and reflect on the incident-or preferably BEFORE an incident occurs. Time out is a wonderful discipline (teaching!) tool when used correctly. It is NEVER to be used as a punishment.



PROPER TIME OUT PROCEDURE IS:

- Child and adult discuss need for child to cool off
- Child determines when he/she is finished with time out
- Child is allowed to do quiet activities to keep occupied
- Child is in control of returning to the group
- Child and adult discuss options for future behavior

WHAT ACTUALLY HAPPENS IN GROUP SETTINGS?

- Adult is annoyed with child's behavior
- Adult makes child leave the group and sit down
- Child is placed where he/she has to watch the group/activity
- Child is told to stay there until adult returns for him/her (Or until a bell rings)
- Adult returns after one minute for each year of child's age (if they remember!)
- Child returns back to the group with a warning not to behave that way again.

BENEFITS:

- Child learns to recognize when a break is needed
- Child learns when he/she is ready to return to the group
- Child keeps busy
- Child keeps responsibility for her/his actions
- Child explores options

- Child feels adult frustration and rejection
- Adult is in charge of child's behavior
- Child feels powerless, angry, hurt, etc.
- Adult is in charge of child's behavior
- Child isn't allowed to be responsible for his/her own behavior
- Adult is in charge of child's behavior AND child is threatened and set up for failure again b/c the adult doesn't think the child can behave

DISCIPLINE IN A NUTSHELL

CHOICES

Eliminates power struggles
Keeps the kids involved in the program
Helps them make good decisions and consider their options

You can sit in the red chair or the blue chair. You decide
You can play the game or you can cheer. You decide.

QUESTIONS

Keeps them thinking and they can't be naughty.
Keeps them working on the problem
Let's them experience the consequences of their choices

Why do you think that happened?
I wonder how you are going to handle that?
What do you think would happen if I did that to....

INSTANT EMPATHY

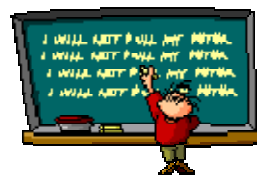
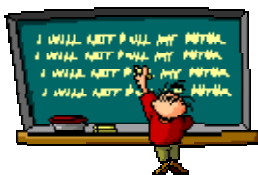
Hands the problem back to the child
Let's the child know you think she can handle it
Let's the child speak her mind
Always get your say-not your way.

That is so sad!
Oh man!

WHAT I AM GOING TO DO

Keeps the focus on you.
Keeps the focus OFF their negative behavior.
You can only control what you are going to do.

I am going to take anyone who has their coat with me.
I am going to serve supper to those who have washed their hands.



COMMON ISSUES IN A CHILD CARE PROGRAM

BACK TALK

WHAT I WILL DO:

- I will listen to anyone who speaks respectfully
- Rewind?
- Hmmmm....I'm not ready to listen to that...try again later.

CHOICE:

- You can EITHER speak respectfully now, OR talk to me later when you are ready. You decide
- WHEN you can speak respectfully, THEN I will listen.

I WONDER:

- I wonder what would happen to me if I talked to my boss that way.
- I wonder if you would listen to me talk like that.

FIGHTING/NOT GETTING ALONG

WHAT I WILL DO:

- I would be happy to help when you have decided what I can do.
- I will listen when you are ready to tell me who is going to go first.

CHOICE:

- WHEN you have decided what to do about this THEN I would love to hear it.
- EITHER figure out how to work this out OR find another activity to do. You decide

I WONDER:

- Hmmmm...I'm wondering how you are going to handle this.

REFUSES TO COOPERATE

WHAT I WILL DO:

- I will take anyone outside who has their coat on
- I will get snack out for those who are sitting down.

CHOICE:

- WHEN you are sitting down, THEN you may have snack.
- You can sit in EITHER the blue chair OR the red chair. You decide.
- You can play the game or you can cheer-You decide.

I WONDER:

- Hmmmm...I wonder what types of cheers you will do from the sidelines.