

## Discipline scenarios (Training Rotation)

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### Scenario 1: Disruptive Behavior During a Lesson

- **Situation:** A child keeps talking, moving around, or distracting others while the leader is trying to share a Bible story.
- **Planning to Avoid It:**
  - Engage the children with an interactive lesson (e.g., asking questions, role-playing Bible characters).
  - Set clear rules and expectations at the beginning of the session (e.g., "We listen when someone is talking").
  - Get to the point
- **Dealing With It:**
  - Gently redirect the child and remind them what is expected of them. Valuable to have the leader who is not teaching address the child quietly
  - Move closer to the child without disrupting the flow.
  - Use their name in what you are saying (Can you believe it Sammy, Peter climbed out of the boat? Let's listen to what happened next)
  - Speak to the child later if the behavior continues and involve parents only if necessary.

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### Scenario 2: A Child Refuses to Participate

- **Situation:** Child doesn't want to join in a craft or group activity.
  - **Planning to Avoid It:**
    - Know your children's interests and abilities.
    - Don't always offer the same type of activity rather multiple types (Paint, cut, fold, games)
  - **Dealing With It:**
    - Invite the child gently without forcing them.
    - Pair them with a friend to do it with.
    - Allow the child to observe if they prefer, ensuring they know they are welcome when ready.
    - Take care that they do not disrupt or discourage others.
    - While we do not force them we also do not allow them to do whatever they feel like whenever they want.
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### Scenario 3: Conflict Between Children

- **Situation:** Two children argue over a toy or disagree during a group game.
  - **Planning to Avoid It:**
    - Have clear rules for sharing and for games.
    - Limit the number of children per activity or provide duplicates of popular items.
    - Choose items you set out and games you play carefully.
  - **Dealing With It:**
    - Calmly intervene and ask each child to explain their perspective.
    - Remind them of the rules and guide them to a resolution (e.g., taking turns, choosing a new activity).
    - Praise reconciliation and encourage teamwork (e.g., "Great job working that out together!").
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### Scenario 4: A Child Becomes Overstimulated or Emotional

- **Situation:** A child begins crying, acting out, or shutting down due to feeling overwhelmed.
  - **Planning to Avoid It:**
    - Keep activities age-appropriate and ensure a balance of active and quiet times.
    - Have a quiet area or "calm-down corner" for children who need a break.
  - **Dealing With It:**
    - Take the child aside to a quiet area and offer comfort (e.g., "It's okay, let's take a moment together").
    - Identify the cause of their distress and address it (e.g., too loud, too much activity).
    - Give them time and invite them to rejoin when they're ready.
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### Scenario 5: A Child Exhibits Aggressive Behavior

- **Situation:** A child hits another child or destroys property.
- **Planning to Avoid It:**
  - Include lessons about kindness and respect for others during storytime.
  - Maintain proper adult-to-child ratios to ensure supervision.
  - Monitor children closely during high-energy activities.
- **Dealing With It:**
  - Remove the child from the group calmly and firmly: "We don't hurt others."
  - Address the victim first, ensuring their safety and comfort.
  - Speak privately with the aggressive child, helping them understand why their behavior is unacceptable and encouraging an apology.

- Notify parents if the behavior is severe or repeated, and work together to find a solution.

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## Scenario 6: A Child Doesn't Want to Participate in Worship

- **Situation:** Some children refuse to sing, clap, or participate during worship time, sitting quietly or distracting others.
- **Planning to Avoid It:**
  - Choose age-appropriate, energetic, and fun worship songs with motions to engage children.
  - Explain the purpose of worship in simple terms (e.g., "We sing to show God how much we love Him").
  - Encourage leaders to model enthusiasm—children often mimic the energy around them.
- **Dealing With It:**
  - Gently encourage but don't force participation (e.g., "You can clap along or just listen!").
  - Celebrate small steps (e.g., smiling, clapping, or standing up) and remind them worship is about the heart, not performance.
  - Make sure they do not stop others from worshipping. "Please can you move here so you don't get hurt or in the way of others trying to worship"

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## Scenario 7: Messy Activities Create Chaos

- **Situation:** A craft involving paint, glue, or glitter gets out of hand, with children spilling, fighting over supplies, or making a mess.
- **Planning to Avoid It:**
  - Set up stations with limited supplies and clear instructions for each group. E.g. Only those wearing the apron or old T-shirt can be at the station.
  - Assign leaders specific areas and duties to oversee during the activity.
- **Dealing With It:**
  - Make the children that are fighting step slightly away from the activity. Calmly explain that their behaviour is unacceptable and remind them what is expected of them.
  - Have a clean-up plan ready with wet wipes, paper towels, and garbage bags. Encourage children to help clean up as part of the activity.

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## Scenario 8: Children making a noise

- **Situation:** You are trying to start the lesson but the children keep talking and making a noise.

- **Planning to Avoid It:**
    - Be well prepared
    - Start the lesson on time and let one activity flow well into the other so you do not lose their attention
    - Get them to face different directions. E.g. finger on their head and turn.
  - **Dealing With It:**
    - Use attention grabbing techniques like Clap once if you can hear me, whistle, key phrase they have to reply to I say waterfall you say shhh, 5,4,3,2 1, turn to your friend and ask them to be quiet)
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### **Scenario 9: Children make silly or rude comments**

- **Situation:** While you are teaching the lesson a child is acting silly and saying all the wrong answers.
  - **Planning to Avoid It:**
    - Make sure you can make eye-contact and be able to come close to the children. Children that cannot be seen are more likely to act silly.
    - Know your children well and address those who are likely to act silly before you start the lesson.
    - Choose your volunteers well.
    - Before you start, remind the children that we are all here to learn some very important things from the Bible and so it is important that the way we behave helps others rather than stops others from learning.
  - **Dealing With It:**
    - Pause the lesson and kindly ask the child to not call out or behave that way.
    - Using their name helps
    - Involve them in a way that gets them to engage positively in the lesson. E.g. Pass you the props as you need them. Turn the page.
    - Move them closer to you
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### **Scenario 10: Child disrupting a game**

- **Situation:** Child continuously disrupts group game. E.g. Keeps taking the soccer ball and running away with it. Cheating to win or refusing to follow the rules.
- **Planning to Avoid It:**
  - Ensure all children understand the rules before starting as well as the consequences such as a short break from playing the game
  - Have a variety of games for children to be involved in can
  - Enough leaders so that play can continue while another leader addresses the children one-on-one.
- **Dealing With It:**

- Sometimes children act out because they want attention or don't understand the rules. Pull the child aside and talk to them one-on-one: *"I noticed you're holding onto the ball and not sharing. Can you tell me what's going on?"*
- Give the child options: *"You can play by the rules, or you can take a short break and rejoin when you're ready to follow them."* This empowers the child to take responsibility for their actions.
- If the behavior continues, implement a fair consequence, such as sitting out for one turn: *"I am going to need you to sit this round out, but you can jump back in next time if you follow the rules."*