

# *Developing the Wild Kids*

## Teaching Plan

*“And we proclaim Him, admonishing every man and teaching every man with all wisdom, that we may present everyman complete in Christ. And for this purpose also I labor according to His power which mightily works within me.”*

Colossians 1:28-29

## **PART I**

Rude, rowdy and wild kids have been out there forever.

“It seems that my group as a whole is affected by a few and I’m lost as to how and remedy the problem.”

Distribute list of *“That ticks me off!”* and “3 disciplinarians”  
Briefly review the list and then go over the disciplinary types.

**Break into groups.**

**ASK:**

Which of these discipline problems are the ones most closely associated with your youth group members? (Give time for discussion)

**SAY:**

Discuss honestly which disciplinarian you most closely resemble.

## **PART II**

### Positive Discipline vs. Negative Discipline

(Distribute worksheet on Positive Discipline vs. Negative Discipline and work through each area)

Break into groups.

**SAY:**

Describe what you want your young people to look like when they leave your youth group.

**ASK:**

If discipline were like a fence (very restrictive or very permissive), which would you choose? (Have them use the list on their worksheet)

## **PART III**

How to Become a Positive Disciplinarian

(Have them work through the *How To Become A Positive Disciplinarian* Worksheet)

# THAT ticks ME Off!

- Bickering among group members
- Apathy
- Waiting to be entertained
- Lack of commitment or not taking God seriously
- Lack of respect for adults or others
- Arrogance
- Self-centeredness, cliques
- Unwillingness to listen
- Disrespect for rules and authority
- Complaining, negative attitude
- Lying
- Vandalism
- Put downs
- Acting too cool
- Know-it-alls
- Not listening
- Not cleaning up after a mess
- Horseplay
- Stubbornness
- Talking when someone else is talking
- Rudeness
- Belches
- Listening constantly to Walkmans and portable CD players
- Kids pushing the limit
- Coming to meetings late
- Spilling food and stomping it into the carpet
- Spitting
- Expressions made in a whiny voice, such as:
  - “who cares”
  - “stupid”
  - “whatever”
  - “I’m not doing that”
  - “I didn’t know”
  - “all my friends do/don’t”
  - “make me”

# 3 disciplinarians



**Buddy** — Permissive. Buddy avoids absolutes and places no demands on his kids. His philosophy is that kids are basically good, and he refuses to be negative with them. He likes to let group members find their own way and feels his role is not to control or correct, but to support and encourage.



**Ben** — Benevolent. Ben shows deep respect for and sensitivity to each individual in his group. He feels discipline is for the good of the students, not himself. He looks for long-range results and not temporary solutions. He remains aware of his own sinfulness and shortcomings.



**Rocky** — Authoritarian. Rocky believes he has the final word in all disputes. His authority cannot be questioned. He places unrealistic demands on students and makes no allowances or exceptions. He feels his duty is to control, and he is not above using sarcasm and put-downs. He sees fear and pain as the best way to achieve discipline results.

## How to become a positive disciplinarian

1 Have vision

6 Show Patience

11 Love your young people

2 Accent the positive

7 Use Teamwork

3 Practice what you teach

8 Be Consistent

4 Be Honest

9 Know what to overlook

5 Use Wisdom

10 Learn to laugh

***The goal of all discipline should be maturity.***

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## How to become a positive disciplinarian

- |         |          |          |
|---------|----------|----------|
| 1 _____ | 6 _____  | 11 _____ |
| 2 _____ | 7 _____  |          |
| 3 _____ | 8 _____  |          |
| 4 _____ | 9 _____  |          |
| 5 _____ | 10 _____ |          |

***The goal of all discipline should be maturity.***

# Positive Discipline vs. Negative Discipline

Dr. Bruce Narramore, in his book *Help, I'm a Parent*, differentiates between negative discipline and positive discipline in the chart which follows.

<b>Outlook</b>	<b>Negative Discipline</b>	<b>Positive Discipline</b>
<b>Purpose</b>	eye for an eye to inflict penalty for an offense	done for kid, not to kid to train for correction or maturity
<b>Focus</b>	past misdeed behavior	future correct deeds
<b>Attitude</b>	hostility and frustration	love and concern
<b>Resulting Emotion</b>	fear and guilt	security

## KEYS to Positive Discipline



Consistency

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Fairness

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High Expectations

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The need for discipline...2 Timothy 3:1-5

The nature of that discipline...Hebrews 12:5-9, 11

Am I a part of the problem?

“And, fathers, do not provoke your children to anger; but bring them up in the discipline and instruction of the Lord.”

*Ephesians 6:4*

I may be a part of the problem if I routinely exhibit one or more of the following characteristics or reactions.

- Compare or show favoritism
- Accept conditionally
- Embarrass or ridicule
- Ignore
- Be inconsistent
- Show lack of sensitivity
- Fail to forgive
- Have too few rules
- Overreact
- Use sarcasm
- Assign too difficult a task
- Use putdowns
- Condescend
- Discipline in front of others
- Accuse falsely
- Be impatient
- Interrupt
- Use name-calling
- Fail to respect privacy
- Have too many rules
- Punish unjustly
- Shout or yell

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If discipline were like a fence (very restrictive or very permissive), which would you choose?

Picket

Chain Link

Barbed Wire

Brick Wall

Moat

Electric Fence

Portable Fence

Net

Other \_\_\_\_\_