

---

**UNIT: CHILD CARE**
**TOPIC: Guidance**  
**TIMELINE: Day 4**


---



---

**OBJECTIVES:**


---

1. Differentiate between positive and negative methods of disciplining children.
  2. Give examples of positive methods of dealing with behavior problems.
- 

---

**MOTIVATOR/INTRODUCTION:**


---

Discuss methods of discipline used in your school. Explain why the rules were made and how they are enforced. Are the rules effective? Do the students know what is expected of them? Just as students need rules for behavior, so do children. Guidance is a term that means discipline. It is a positive approach to establishing rules and keeping the children in control.

---



---

**TEACHER ASSISTED ACTIVITIES:**


---

1. Guiding the Child
  2. Using Positive Statements
  3. Limiting Choices
- 

---

**INDIVIDUALIZED ACTIVITIES:**


---

1. Child Guidance Worksheet
- 

---

**GROUP ACTIVITIES:**


---



---

**CHALLENGE PROJECTS:**


---



---

**SUMMARY:**


---

In all areas of life, discipline or guidance is necessary if you wish to have things run smoothly and accomplish the tasks you would like to accomplish. Positive guidance is much more effective and can easily be done with love.

---



---

**RESOURCES:**


---

## GUIDING THE CHILD

The mental and emotional needs of children are often more difficult to think of and remember than the physical needs. To get along in the world, children need some basic guidelines for behavior. We have the responsibility to teach children how to behave. The word discipline comes from the word disciple, which means student or follower. To teach guidelines successfully, begin with encouragement, love, and praise. Children repeat actions they are praised for and give up any actions that are ignored by others.

After cleaning up the soap chips that the two-year old has strewn all over the living room, after scolding the five-year old for giving the neighbor boy a black eye and bragging about it, and after listening to the twins fight with each other all afternoon, you may think--These kids are driving me crazy! What am I doing wrong?

Discipline is really a matter of teaching and limiting. The child learns discipline from your example, from your respectful acceptance of her/him, from your encouragement of her/his achievements, and from the limits you set on his/her impulsive actions.

Discipline is more than rules of behavior. It is a process of gradually imparting your values about living and your sense of the meaning and purpose of living to the child. It is your sense of showing children that, in growing up, it is often desirable to delay or give up immediate personal interests for something that will mean more later.

The heart of disciplining is trying to live what you want to teach. Children cannot be taught merely by having you constantly correcting their actions. If you do not live what you teach, children will not pay much attention to what you say.

Many discipline problems need never happen. Here are some guidelines:

1. GIVE REASONS AND EXPLANATIONS FOR RULES.  
"You need to buckle up your seat belt so if I have to stop suddenly, you will not go through the window."
2. STATE GUIDELINES POSITIVELY.  
"Keep the sand in the sandbox."
3. ALLOW CHILDREN TIME TO FOLLOW INSTRUCTIONS.  
"In five minutes it will be time to clean up the toys and get ready for bed."
4. SPEND TIME WITH THE CHILD  
"I will pick up these books while you put the crayons back on the shelf."
5. IGNORE POOR BEHAVIOR WHEN POSSIBLE  
"You're sitting so quietly."

CHILD CARE~~~~~INFORMATION continued

6. FOLLOW THROUGH.  
"You were supposed to come in the house. Now I will have to help you come in."
7. REDIRECT ACTIVITY.  
"Here is your pounding table."
8. SPEAK DIRECTLY TO THE CHILD.  
Get on the child's level when speaking. Do not call across the room.
9. DO NOT COMPARE CHILDREN WITH EACH OTHER.  
This encourages resentment and inferiority.
10. BE HONEST WITH THE CHILD.  
Do not promise anything if you cannot follow through.

## USING POSITIVE STATEMENTS

Using words in guiding children can be helpful or confusing, according to our choice of phrases. Many children develop a protective deafness against adult directions because they hear too many of them.

In helping young children learn through verbal directions, one must first get the children's attention. Then use clear, short, meaningful phrases that are expected and encouraging. Directions should be POSITIVE rather than negative in form, and always specific.

### POSITIVE STATEMENT

"You can hold your glass by yourself."

"We stay inside the fence and play"

"Let's stack the blocks on this shelf."

"We just paint on the paper. Isn't that a pretty red?"

"Hold the pitcher steady and pour slowly"

### NEGATIVE STATEMENTS

"Aren't you going to drink your milk?"

"Don't go out in the street."

"Get your blocks out of the way!"

"Don't get paint on the table. That doesn't look much like a dog."

"You're going to spill that water!"

## LIMITING CHOICES

Limited choices are used to encourage decision making in children and are excellent verbal directions when you want to correct unacceptable behavior, enlist a child's help in doing something, have a child react positively in interactions with other children.

Give limited choices--that are all acceptable--when directing a child instead of open-ended choices. Give some of the following examples.

### LIMITED CHOICE

"Suzy, which would you like to pick up first, your blocks or your beads?"

"Johnny, do you want to play with the blue tractor or the orange truck?"

"Linda, do you want to wear the blue top or the red top with your jeans?"

"Brad, do you want to stand on a chair up at the sink and pour your punch or you want me to do it for you?"

### UNLIMITED CHOICE

"Suzy, pick up your toys right now!"

"Johnny, let go of that car and come here."

"Linda, hurry up and get dressed."

"You bad boy. You're making a terrible mess."