

Teacher Manual

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# Disciplining Students in the Teen Challenge Program

Dave Batty & Dan Batty

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3<sup>rd</sup> Edition

# Disciplining Students in the Teen Challenge Program

By Dave Batty & Dan Batty

## Teacher's Manual 3rd Edition

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## Schedule of Assignments

### Date Due

Project 1 Before chapter 1

Project 2 Before chapter 2

Project 3 Before chapter 2

Project 4 Before chapter 3

Project 5 Before chapter 4

Project 6 Page 1 before chapter 5, page 2 after class session on chapter 5

Project 7 Page 1 before chapter 6, page 2 after class session on chapter 6

Project 8 Before chapter 7

Project 9 Before chapter 8

Project 10 Before chapter 10

Project 11 Before chapter 9

### Tests

Mid-term \_\_\_\_\_

Final \_\_\_\_\_

# Lesson 1

## Teacher Lesson Plans

### Discipline in your life

**Key Truth:** Your present view of discipline has been greatly influenced by your past experiences.

**Key Verse:** Proverbs 22:6 (NIV)  
Start children off on the way they should go, and even when they are old they will not turn from it.

#### 1. Advance Preparation

- A. If possible, hand out the **Student Manual** for this course in advance of this first lesson. Have your students read chapter one in preparation for the first class session.
- B. **Study Guide Project One:** This first lesson has a very full agenda of activities. If at all possible, have your students complete Project One before they come for your first class session. This will allow more time for discussion during the class session.
- C. **Homework Assignment—Study Guide Project 2:**  
The assignment given at the end of this lesson requires your students to interview a student in the Teen Challenge Center. (For more details on this assignment, see instructions on Project 2 and on pages 21-22 of this teacher’s manual.)

You will need to make advance arrangements with the appropriate staff at the Teen Challenge residential program to set up these interviews. If at all possible, do not have one Teen Challenge student interviewed by more than one of the staff participating in this training.

- D. Review the PowerPoint for this course and verify if any changes are needed.

## 2. Overview of syllabus (2-3 min.)

If you have not already done so, hand out the Student Manual and the Study Guide for this course. Have them turn to the “Schedule of Assignments” at the front of the Study Guide. Give them the dates to fill in on when they need to have each project completed and when they will have the tests for this course.

We highly recommend that you divide your class into small groups of 2-4 students and assign each group to prepare a drama skit to act out one of the case studies in the Projects of the Study Guide. These case studies are included in Projects 3-7 and 9 and 11. Give them the dates when each group will perform their skit for the class.

Hand out the syllabus and quickly review the syllabus and point out the major issues to be covered in this course. The lesson titles give a pretty good indication of the focus of this course.

Explain that beginning with lesson two, at least one case study will be used with each lesson. The purpose of these case studies is not to find the perfect solution to each situation. When disciplining students in real life—perfection is rarely the best way to describe the situation. We hope that each case study will help the staff understand some of the critical issues that impact each discipline situation.

## 3. Discuss challenges facing staff today in area of disciplining students (6-8 minutes)

Have the students turn to page 8 in their student manual and locate the question:

**What are the most difficult challenges facing Teen Challenge staff today in the area of disciplining students?**

Divide the class into small groups of 3-4 students per group and have them discuss this question and write down their answers in their student manual. Give them about 3 minutes for their small group discussion.

At the end of the small group discussions, have each group report one issue their group discussed. After each group has shared, invite anyone to share any additional challenges that have not yet been shared with the whole class.

Limit this large group discussion to 3 minutes, and then move into the next part of the lesson.

#### 4. Give an introduction to this course

The next points in this Teacher Lesson Plan (Points 5-10) serve as an introduction to this whole course. Gauge your time carefully for this part of the lesson. It probably should not take more than 10 minutes.

#### 5. Give basic boundaries for this course (2-3 minutes Student Manual page 5)

In this course we will study the role of discipline in the Teen Challenge residential program. Clearly this is a broad subject that cannot be completely mastered in 10 hours of training. Not all Teen Challenge ministries have the same approach to discipline. Unfortunately in some settings, discipline is poorly understood by staff and ineffective in helping students move toward godly living.

First, let's understand what this course is not going to focus on.

- We are not going to train staff on how to go to a Teen Challenge center and completely throw out the rules and discipline procedures currently in use and then put something new in its place.
- We will not study how to start a new Teen Challenge and set up the entire discipline structure.

This course is designed to train staff to work at a Teen Challenge ministry where a discipline procedure is already in place. The purpose of this course is to teach how a new staff can fit in effectively and implement the discipline procedures already in place.

There is much more to being an effective staff than disciplining students. However, this area of responsibility is a difficult challenge even for staff who have worked at Teen Challenge for many years. How a staff handles discipline will quickly show the depth of character in his/her life. It will also expose your weaknesses.

Discipline gets personal—it involves conflict and confrontation. This will not be a class on theory—it will take a practical focus. This class will ask each person to take a personal look at their past and present. They will be challenged to assess their own beliefs and attitudes and see how closely they match what Jesus calls us to live.

**6. Discuss “Getting the big picture” Why do you discipline students? (3-4 minutes Student Manual pages 5-6)**

In posing this question to the class, **“Why do you discipline students?”** point out that you are not wanting them to give you a verbal answer right now, but to think deeply about this issue as we go through this whole course.

Use the PPT to discuss the illustration given in the student manual regarding the three men who were laying brick. Point out that even though all three brick layers were doing the same work, they had very different attitudes toward their work. The first one had a very narrow point of view. The third one had a very broad point of view that envisioned the long range goal—building a cathedral.

Repeat the question, **“Why do you discipline students?”** and challenge them to consider their point of view in relationship to these three bricklayers.

Are they simply seeing a student who needs to be disciplined because a Teen Challenge rule has been broken?

Or do they, like the third brick layer, have a point of view that sees a bigger goal: growth in the life of each student so they can experience the full potential in life that God has planned for them.

This will be one of the major themes as we go through this entire course.

**7. Discuss “What kind of ministry are we?” (2-3 minutes Student Manual page 6)**

In presenting this question to the class, **“What kind of ministry are we?”** we want them to back up and take a look at the big picture of what is the primary mission of Teen Challenge.



Three possible options are presented in the student manual in response to this question.

**1. To help people become free of their addiction?**

This is too small a goal. Why? Because you can go to hell drug free. If all we do is help them get of drugs as they head to hell, we have not really done that much for them.

This is like the first brick layer who simply saw his work as laying one brick at a time.

**2. To introduce people to Jesus?**

As honorable as this goal sounds it falls short. This was Dave Wilkerson's goal when he first started Teen Challenge. His passion was evangelism—period! But he soon realized that it was not enough when those who prayed to receive Christ into their lives were soon back to using drugs. When asked why they went back to using drugs, they said, "We don't know how to live for Jesus."

**3. To make disciples—followers of Jesus?**

This goal provides the big picture—like the third bricklayer who saw his work as building a cathedral. When we think about what kind of ministry we are, we need to see the big picture of what God wants us to accomplish with His help in the lives of those in our program.

**8. Discuss "How does disciplining students fit into our ministry?" (2-3 minutes Student Manual pages 6-7)**

As you discuss this question with the class, "**How does disciplining students fit into our ministry?**" make sure they see how disciplining students fits into the big picture of our ministry.

**1. We are a Christian discipleship ministry**

Our primary goal is to fulfill the Great Commission. Discipline is an important part of Christian discipleship, but there is much more to discipleship than disciplining students. First and foremost we need staff to be experts at Christian discipleship.

The *Group Studies for New Life* classes and the *Personal Studies for New Life* classes are also an important part of our Christian discipleship ministry at Teen Challenge. We need to see how each part of the program contributes to this process in their lives. Each part needs to be in balance so they can experience all that God has for them.

## 2. How can we help this student follow Jesus?

In discussing this point, you may want to take time to briefly point out the story of Jesus talking to the rich young ruler (Mark 10:17-22) who came with a question on how he could be sure that he would experience eternal life. Jesus first responds by pointing him to some of the 10 commandments.

When the young man explains that he has already been doing that, Jesus explains in more detail what it means to be a disciple, and challenges him to sell all he has and give to the poor and then come follow Jesus—the call to be a disciple.

It is not just a matter of obeying the laws of God in the Bible. It is about making a choice to follow Jesus, to be his disciple. All the discipline we assign should be done with this bigger goal in mind.

## 3. How can we help this student develop godly character?

This question brings us to see the big picture of discipline—the cathedral point of view. We are not simply trying to correct disobedient behavior. We want the student to develop Godly character such as self-discipline, and so much more.

Point out that character development is beneficial for more than battling disobedient attitudes and behaviors. These character qualities enable us to live an obedient lifestyle and achieve the full potential God has for our life.

## 9. Discuss “What is our main focus in this training?” (2-3 minutes Student Manual page 7)

As you discuss this question with the class, “**What is our main focus in this training?**” make sure they see that our primary focus in this training course is not the students who need discipline but the staff who are administering the discipline.

Stress the point that their role in this discipline process as a staff person is more critical than the actual method of discipline selected for the student.

**10. Explain the Personal Application Ideas page (1-2 minutes Student Manual page 4)**

Have your students turn to page 4 in their student manual and challenge them to use this page to write down ideas that they can take back to their place of work and begin to apply. Writing them down as soon as they think of them provides a helpful way of following up on them once they have completed this course.

**11. Introduce Lesson One by presenting the Key Truth and the Key Verse for this lesson. (2-3 minutes Student Manual page 7)**

Explain that the Key Truth summarizes the main point we want to explore in today's lesson.

**Key Truth: Your present view of discipline has been greatly influenced by your past experiences.**

The Key Verse provides a biblical foundation for today's lesson.

**Key Verse: Proverbs 22:61 (NIV)**

**Train a child in the way he should go, and when he is old he will not turn from it.**

Point out that this verse has a positive side and a dark side. It works both ways. If the parents raise their child with ungodly and abusive methods of discipline, their child will learn negative lessons from this.

If the parents train up their child with godly principles, their child will learn godly living patterns that will serve them well for the rest of their life.

**12. Discuss Point A, Your past experiences with discipline.**  
**(Use Project 1 in the Study Guide)**  
 (12-15 minutes for teacher points #13-18)

Have those in your class refer to their answers to Part One of Project One for this part of the lesson. If they were not given Project One in advance of this class session, give them 3-4 minutes right now to write their answers to these questions.

When you begin the discussion time, first bring their attention back to the Key Truth for today's class session. Their past experiences—good or bad—are likely having a major impact on their present attitudes toward discipline.

Explain that with Part One of Project One, our focus is on their childhood experiences before they were a teenager. We will look at their teen year experiences later in this class session.

You need to be sensitive to the potential for questions 5-7 to surface painful memories from their past. If they came from an abusive background, then they may have a difficult time talking much here. Don't force people to share beyond their level of comfort.

Discussion time on questions 1-7 can easily fill the whole class period. You will have to keep a careful eye on the clock to stay on track.

**13. Discussion on Project 1, Questions 1 & 2 (2-3 min.)**

Ask for a show of hands on their responses to Questions 1 and 2 from Project One.

**Question 1: Were you raised and disciplined by Christian parents?**

\_\_\_\_\_Yes    \_\_\_\_\_No

**Question 2: What was your home setting during your first twelve years?**

\_\_\_\_\_I was raised by both my biological father and mother.

\_\_\_\_\_I was raised in a home with a step parent.

\_\_\_\_\_I was raised in a single parent home.

\_\_\_\_\_I was raised with someone other than my biological parents.

On Question 2, with the first selection—**I was raised by both my biological father and mother**—ask for a show of hands of those who lived their **entire first 12 years** with both biological parents.

For the remaining 3 choices on question 2, some may have more than one answer that describes their childhood years.

One of the key points you want to make briefly as you discuss questions 1-7 is how different are the backgrounds of those in your class.

Point out that in some cities today a large percentage of children are growing up without a father. Those children who have been raised by both their biological parents are becoming a minority in many urban communities.

#### 14. Discussion on Question 3 (1 minute)

You may want to skip over this question if you are short on time.

Ask for volunteers to share their response to Question 3 from their Project One:

#### **Question 3: Which child are you in your family? (your birth order)**

(For example, first child of 3, 2nd of 4 children, etc.)

You may want to ask for a show of hands on how many are the oldest child in the family, the youngest, the 2nd born, the 3rd, etc.

**Briefly** point out that where a child fits in the family tree can have a significant effect on how s/he was disciplined. In many families, the oldest child is disciplined more strictly than the last child, especially if there are several children in the family.

**15. Discussion on Questions 4 & 5 (3-6 min.)**

Using the marking board or a large sheet of paper, quickly record their responses to Question 4 from Project 1. Explain that you want them to assign their answer a number based on the following: 0 for “Rarely” up to 100 for “Very Often”.

**Question 4: Rate how often you were disciplined.**

0 \_\_\_\_\_ 100  
Rarely \_\_\_\_\_ Very often

Draw a horizontal line on the board that represents the same range as on Question 4. Ask them to tell you where they marked their line, and put a mark on your line to represent each one in your class. When the results of the entire class are recorded, you will probably see quite a variety of responses.

If you are teaching a large group of over 20 people, you may want to use a different way of tabulating their scores. Ask for a show of hands and then record on the line you have drawn the total number that goes with each group.

0  
1-25  
26-50  
51-75  
76-99  
100

Follow the same procedure for Question 5 from Project One.

**Question 5: How often were the persons angry at the time they were disciplining you?**

0 \_\_\_\_\_ 100  
Rarely \_\_\_\_\_ Very often

On a new line representing anger, ask them to tell you where they marked their line. Put a mark on your line to represent each one in your class. When the results of the entire class are recorded, you will probably see quite a variety of responses.

If you are teaching a large group of over 20 people, you may want to use a different way of tabulating their scores. Ask for a show of hands and then record the total number that goes with each group.

0

1-25

26-50

51-75

76-99

100

We don't have time for long discussions here. However, with Question 5, anger is a powerful indicator of the potential negative influence discipline had on their lives.

The important observation we want them to see is that we have all come from different backgrounds. For those who have high scores for Question 5, this could potentially still have a major influence on their current attitudes toward discipline.

Encourage those in your class today to use this same set of questions with the students in their program. These questions can give them great insights into the past of each student. These past experiences may still be having a huge impact on their students today, even though these experiences may have happened many years ago.

**16. Discussion on Question 6 from Project 1 (2-4 min.)**

Ask for volunteers to share their responses to Question 6 from Project 1. Remind them we are talking about the methods of discipline used on them when they were 1-12 years of age. Watch your time carefully here.

**Question 6: What methods of discipline were used on you?**

There isn't time for a lot of long stories here, but hopefully their responses will show quite a variety of methods used for discipline. You may want to have a volunteer write their responses on the board or on a large sheet of paper.

Don't be surprised if you hear examples shared that clearly describe abuse.

Others may have come from home situations that were very godly, where loving parents used appropriate methods of discipline. Some students may have come from radically different backgrounds and basically have negative memories of this part of their past.

**17. Discussion on Question 7 from Project 1 (3-5 min.)****Small Group Discussion**

You may want to have them pair off with the person sitting next to them and share their answer to Question 7. Give them 3-4 minutes for this activity.

**Question 7: How would you evaluate the results of the discipline you were given as a child?**

The key point here is not to criticize parents who were less than perfect. We want to have them evaluate their past and realize that their childhood experiences can have a profound effect on the way they handle discipline as they serve as a Teen Challenge staff today—or in raising their own children. Unfortunately, we often find ourselves using the same poor methods that were used on us when we were children.

Another point to address here is that many students may have experienced discipline that damaged them. Abusive



discipline can leave them with much more than physical scars—the emotional damage can be deep. Point out that discipline must be done with Godly methods if it is to produce positive results.

**18. Discipline during your teenage years (Part 2)**  
(8-10 minutes)

Part Two of Project One deals with discipline during their teenage years. Ask for volunteers to share their answers to Questions 8 and 9.

**Question 8: How were you disciplined as a teenager?**

(You may include comments on discipline at home, school, or by the police or other community officials—judges, social workers, etc.)

**Question 9: How did you respond to the discipline given you during your teenage years?**

After several have shared their personal experiences, remind them again of our key truth for today’s lesson—their past experiences may have a major influence on how they will respond when required to discipline others.

Don’t allow the discussion to turn into a negative conversation of criticizing all the adults who treated them poorly. Our purpose is not so much to point out the flaws of others, but to see how each of us responded in the discipline situations of the past. Soon the members of this class will be in the position of staff giving out discipline. We can learn from our past mistakes, or ignore our past and repeat the same mistakes ourselves.

**19. What God says about your past experiences**  
(3-5 minutes)

Discussing their past experiences during this class session may have surfaced some tragic stories of discipline not done in a loving Biblical way.

In the next two sessions we will take a close look at what the Bible says about discipline, but today we want to look at two verses that deal with discipline as it relates to parents

raising their children. Again the point of reference is our Key Truth for this lesson.

**A. Have a volunteer read Proverbs 22:6.**

**Proverbs 22:6 (NIV)**

**Train a child in the way he should go, and when he is old he will not turn from it.**

Ask for volunteers to share their responses from Part Three of Project One.

**How does your life compare to the main truth of this verse?**

**Can you see the influence of your parents' training and discipline—positive or negative—and how this influenced you as you grew up?**

One person responded to this verse, "I'm an exact duplicate of my mother. I have her character traits—both good and bad."

Some of those in your class may have come from homes where their parents did all within their power to raise their children right. Others may have parents that trained them how to be a sinner—and raised them without godly influence.

Point out after several have shared their responses that many of the students in the Teen Challenge program are here as a result of parents that failed to provide godly discipline. Other students are here because they rebelled against what their parents wanted them to do, and now they see the consequences of their disobedience.

**B. Discuss their life experiences related to the main point in Hebrews 12:11.**

**Hebrews 12:11 (NIV)**

**No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it.**

**Option 1: Small Group discussion**

Depending on time available, you may want to have your class break up into small groups and answer this question:

**Take a look at your own personal history related to Hebrews 12:11. How have your life experiences in the area of discipline matched up with the main point in this verse?**

After they have discussed this in their small group you may want to take time and ask for a few volunteers to share their observations with the whole class.

**Option 2: Large Group discussion**

After you have a volunteer read this verse, have the class reflect on their past life and how this verse relates to their own experiences. Give several volunteers the opportunity to share their response.

Point out that one of the main *long range* purposes of discipline is to help us experience the positive results in our lives that are promised by these two verses.

**20. Conclusion: Who are the people you will be required to discipline in Teen Challenge? (2-5 minutes)**

Point out that many of the students in Teen Challenge are still teenagers biologically, and many who are in their twenties or older, are still emotionally acting more like a teenager than an adult. Simply stated—when those in your class serve as staff in Teen Challenge, they will be called on to discipline teenagers and/or adults.

In God's plan for the family, parents start with a baby, and learn how to discipline beginning with this young child. They have twelve years of experience before they have to deal with the difficulties of disciplining a teenager. Even in the best of family settings, disciplining a teenager can be very difficult. It will often be much more difficult in the TC setting because of all the life-controlling problems the students have in their lives right now.

One of the key principles they must understand—discipline can be much more effective when you have a meaningful relationship with the person you are disciplining.

The same method of discipline given to two different students can have completely different results. How can you offer the right kind of discipline to each student? *Get to know them!*

Our parents, with all their past mistakes and flaws, probably knew us better than anyone else when we were growing up. If those in your class today are going to be effective as a staff in Teen Challenge they need to learn how a student's background can dramatically affect their attitudes and behaviors today.

Use the PPT illustration of checkers and chess to point out that all students are not the same. We need to be attentive to each student as we seek to discipline them appropriately.

In wrapping up today's lesson, emphasize two key points. The first one was covered in the introduction today. Each of these will be covered in greater depth in future lessons, but it will be good to challenge their thinking now.

First,

Why are you disciplining students in Teen Challenge?

- Do you discipline the students just because they break the rules while they are in Teen Challenge?
- Is your goal to get them to obey the rules?
- Our long range goal for each student should be that they will learn to live a lifestyle of obedience to both God and human leaders. (We need the broad perspective of the bricklayer building a cathedral.)

Second, with all the careful attention we give to learning about a student's background, none of this will replace the need to depend on the Holy Spirit to give us wisdom to minister to each student God's way.

**21. Homework assignments**

- A. Have your students read **Chapter 2** in the **Student Manual** in preparation for the next class session.
- B. Have your students complete **Project 3** in the **Study Guide** before the next class session.
- C. **Project 2 *Interviewing a TC student on discipline***

All those participating in this training will need to interview a student in a Teen Challenge program before the next class session. Project 2 provides the instructions for the interview. You will need to make the arrangements with the appropriate staff so that those who participate in this class can do these interviews.

Depending on where this class is being taught, you may not have immediate access to Teen Challenge students. If that is your situation, encourage them to do this project when they get back home and are able to interview a Teen Challenge student.

Some of those in your class may not have conducted an interview before. If that is the case, give them some basic rules on what to do, and what to avoid.

The use of a recording device can make the interview a lot easier. However, if you allow those you are training to use a recording device, it is essential that you deal with the issue of confidentiality regarding the contents of that taped interview. Unless you give other instructions, this recorded interview should not be made available to anyone else, and should be erased after they have completed this assignment.

Many of the questions they will be using in their interview are similar to issues we discussed in class today. Tell them not to share their own personal life background answers with the students while conducting this interview. Their answers could influence the responses the student will give them.

**Question #11 on Project 2** asks how difficult it is to receive discipline in Teen Challenge. Instruct those in your class not to get into discussions with the student on whether or not a staff disciplined them properly.

At the end of Project 2 is a section entitled **After the Interview is completed**. Once their interview is completed, they need to write up the responses of the student they interviewed. If at all possible, they should do this immediately after the interview is complete, while the answers are still fresh in their mind.

Activity #5 of the evaluation of the interview in Project 2, page 3, asks them to draw some conclusions.

**Activity 5. Based on your interview and the issues discussed in our first class session, what insights can you draw on discipline—what to do and what to avoid.**

Hopefully they will begin to gain an appreciation for how difficult is the challenge they face in attempting to provide appropriate discipline to the students in the Teen Challenge program.

Their answers here may give you some insights into how they are grasping the issues we have addressed so far in this course.

As you teach the next few sessions, make a point to refer back to their experiences in interviewing the Teen Challenge student and what they learned from that experience.

## 22. Lesson Evaluation

Please list your ideas for improving this lesson.

What parts worked best?

What parts were hardest for the students to understand?

What seemed most helpful to your students?

## Lesson 2

### Teacher Lesson Plans

### Principles of Discipline

**Key Truth:** Understanding God’s view of discipline will help me live a godly lifestyle.

**Key Verse:** Hebrews 12:11 NIV  
No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it.

#### 1. Advance Preparation

In points 8 & 9 of this lesson plan, Level Two of obedience is discussed. (See pages 27-28 of this lesson plan.) Read the entire section on Level Two of obedience before following through on your advance preparation for the recommended activity. Select two or three of the Teen Challenge program rules and ask the program director and staff to give you their reasons on why these rules are used in the program. Prepare their responses on your PowerPoint to use during that part of the lesson.

#### 2. Student materials reference

Chapter 2 in the Student Manual goes along with this lesson.

Study Guide Project 2, “*Interviewing a TC student on discipline,*” and Project 3, “*Case Study 1: The Smell of Smoke*”, will be used in this lesson.

#### 3. Student reports on Project 2 (4-7 minutes)

Begin the class session by asking volunteers to share the results of their student interview. What were the interesting things they observed and the key things they learned? You may want to have them respond to some of the questions in the last part of Project 2—the 5 points under the title “*After the interview is completed.*”

Summarize their comments by re-emphasizing the purpose of Project 2—to help the staff understand how the background of a Teen Challenge student can have a dramatic impact on how s/he will respond to discipline in the Teen Challenge program.

In a very general sense it is true that all Teen Challenge students are in need of discipline. Lack of properly responding to discipline created a need in their lives for a program like Teen Challenge.

#### 4. Review key points of Lesson One (2-3 minutes)

Do a brief review of Lesson One.

1. We must be attentive to our own personal background of discipline and how that can be affecting our present attitudes toward discipline.
2. Why do you discipline students?
  - a) How does your response to this question relate to the attitudes of the 3 bricklayers?
  - b) Are you handing out a discipline because the student broke a rule?
  - c) Or do you have the big perspective of the bricklayer who was building a cathedral?
  - d) Our attitude toward disciplining students should be to raise up mature disciples—students who are passionate about following Jesus in every area of their lives.
3. With all the careful attention we give to learning about a student's background, none of this will replace the need to depend on the Holy Spirit to give us wisdom to minister to each student God's way.

#### 5. Introduce today's lesson (2-3 minutes Student Manual page 12)

Introduce the **key truth** and **key verse** for this lesson.

Today and in the next two class sessions we will look at basic biblical principles of discipline. These principles will provide a foundation for the specific methods of discipline that will be covered in later lessons.

Remind your students of what you said in the introduction to this course in the first session. Our primary



focus in this course is not the students in the program—it is the staff and how we respond during the process of disciplining a student.

As we look at these principles, our goal is to consider how Jesus can serve as our role model as we seek to apply these principles in our work at Teen Challenge.

Make a clear point that the principles we will explore in this course are Biblical principles, not American principles of discipline (or whatever culture where this course is being taught).

**6. Discuss Point A. The need for discipline  
(3-5 minutes Student Manual page 12)**

Ask the students to give you Biblical reasons for having discipline. In other words, why is discipline needed? Use the marking board or large poster size sheet of paper to list their answers.

Don't spend a lot of time on this—introduce it quickly because there is a lot to cover in today's class session.

Their responses should give you some idea of their understanding of discipline from a Biblical perspective. You may want to have them read some scripture verses listed in their student manual on page 12 and identify reasons from these verses.

Proverbs 22:6

Hebrews 12:11

2 Timothy 3:16

Romans 2:5-8

Genesis 2:15-17, 3:1-24

Summarize this discussion by pointing out the simple reason why discipline is needed—people have disobeyed. Point out this is a negative reason.

A positive reason why discipline is needed is so people can receive help in correcting areas of their life which are preventing them from experiencing the full life of freedom God has for them.

Another key point to make here is that God has ordained people to be in positions of authority. God has put in place His laws. He has also put leaders in authority over us. Here are two examples:

Parents Exodus 20:12

Government leaders — Romans 13:1-5

## 7. Introduce Point B. Three levels of obedience (2-3 minutes Student Manual pages 13-14)

When introducing this part of the lesson, point out that if we are going to be effective staff in Teen Challenge, we do not need to be experts at disobedience. However, we do need to be experts at obedience.

Use the illustration of how new employees are trained to be bank tellers. Their training does not focus on counterfeit money, but on genuine money. They are trained to be experts on genuine money so that when they come in contact with any counterfeit money, they will recognize it as not genuine.

As staff members, we need to be experts at obedience. We also want to raise up students who become experts at obedience.

Looking at the big picture in life, God wants us to follow Him and live in His truth. When we obey Him, we experience the blessings that follow obedience. When we disobey God's laws and/or human laws, painful consequences are often the result.

This next part of the lesson dealing with the three levels of obedience is taken from the course *Obedience to Man*, part of the *Group Studies for New Life*. Chapter 2 in the Student Manual presents the three levels of obedience.

Ask for a show of hands on how many in your class today have taught the course *Obedience to Man*.

Then ask for a show of hands on how many took this course *Obedience to Man* as a student in Teen Challenge.

If you have any who raise their hands, then tell them this will be a quick review of these points. As we go over these three levels of obedience, encourage them to look at this material from two points of view.

1. How do these three levels relate to the staff in TC?
2. How do these three levels relate to the students in the program?

Developing a lifestyle of obedience is the key to a close relationship with God. The first main principle of disciplining students is to look at the issue of obedience (not disobedience). We want our students (and our staff) to become experts at obedience, not experts at disobedience.

**8. Discuss Level One: Obey because you were told to do it.**  
(3-5 minutes Student manual page 13)

This is the basic starting point for obedience. Most of us can remember our parents saying, “Obey because I said so!!!” Another way of describing this step is “Simple Obedience”.

Another way of phrasing this level is “Just do it!”

This level carries with it the understanding that I accept my leaders as having authority. With that authority comes their responsibility to govern—to lead. One part of leadership involves the power to establish rules and enforce them.

Hebrews 13:17 directs us to submit to those in authority. We are not looking at the abuses of authority here, but the general principle of authority being put in place by God.

Romans 13:1-5 makes this same point—authority has been established by God. I have a God-given responsibility to submit to those in authority.

This Biblical principle of submitting to authority is at the heart of the greatest conflict of all time—beginning in the Garden of Eden. Satan tells every one of us the same thing

he told Eve—you don't have to obey God. Rebelling against authority is at the heart of the reason for this course.

Some might say that Level One here calls for blind obedience, but that is not what God is looking for. Make this point very clear.

Use the PPT slide to make sure they understand the difference between **blind obedience** and **careful obedience**. What God is looking for is **careful obedience**. With eyes wide open, we choose to obey.

In the GSNL course *Obedience to Man* it also addresses the issue of **blind obedience**. Encourage those in your class to review that material.

God's simple first step for all of us is —obey—just do it. Simple obedience is a good place to start, but this is not where God wants you to spend the rest of your life. **Level One of obedience is like being in kindergarten.** We need to immediately move on to Level Two.

**9. Discuss Level Two: Obey and discover the main reason why you were told to do it.**

(3-4 minutes Student manual page 14)

This does not state, “Obey **after** you have discovered the main reason why you were told to do it.”

While you are obeying—think about it. Blind obedience is not the goal—we are looking for intelligent obedience—careful obedience.

Try to understand the main reasons why you were told to do it. Our motive in understanding the main reason why is not to challenge the leadership of the person in authority, but to move us to Level Three—to be able to obey on our own.

Level Two is not easily understood by many. People often miss the major reasons for a rule and assume that the rule is there to simply make life miserable for those who have to obey it.

**10. Activity on discovering the main reason why we have each Teen Challenge rule. (4-8 min.)**

A simple test can help to reveal whether or not a person is effectively functioning at Level 2 of obedience. Give the person the list of rules they have to obey, and have them write down the answer to this question: **What are the main reasons why we have this rule?**

You may want to take two or three rules from the Teen Challenge program and ask those in your class today to give you the main reasons for that rule.

In preparation for this activity, you may want to have some of the staff from that TC program submit their reasons for having these rules. Share the answers given by the program staff after your students have given their ideas.

Here are two rules that lend themselves well to identifying the main reason why TC has this rule:

1. Students are not allowed to leave the Teen Challenge property alone.
2. Students are not allowed to smoke.

One option is to have the whole class identify the main reasons why TC has a particular rule.

Another option is to have them form small groups of 2-4 people. Give them the first TC rule and have them list the main reasons why we have that rule. Give them 2-3 minutes in their small group.

Ask for volunteers to give their answers for the main reasons why we have that rule.

Repeat the same small group process and follow-up discussion for the second rule—"students are not allowed to smoke".

Encourage them to take this activity back to their place of employment in Teen Challenge and have a staff meeting and go through the whole list of TC rules at their center. With each rule determine what are the main reasons why your center has each rule. It would be good to do that about one week before teaching the GSNL course, *Obedience to Man*,

so the staff are prepared when students start asking why their program has certain rules.

Encourage them to have the same discussion with the students in their program. In a group meeting, go through each rule and have the students give their answers on what they think is the main reason why we have each rule. It would be good to hear the students' ideas before the staff give their reasons.

The key point at Level Two of obedience is to grow in understanding and wisdom so we can see these rules as helping us live for God each day. Learning how to obey at Level Two prepares us for Level Three.

**11. Discuss Level Three: Obey on your own.**  
(3-5 minutes Student manual page 14)

An expanded version of this level is—**obey on your own because you know it is the right thing to do.**

Another version is—obey on your own because you want to—out of a heart of love for God and respect for your leaders.

If Level One of obedience is like being in kindergarten, then Level Three is like being in a university.

It is extremely important that leaders function at Level Three. This point cannot be over-emphasized! Just look at the chaos that results when leaders fail—especially Christian leaders.

Level Three is where God wants all of us to function. Our goal for each student in Teen Challenge is to come to this level of obedience—not just once in a while, but consistently. Even when we don't like the rule.

Ask those in your class today to consider why they obey the rules. What motivates them to obey?

**12. Discuss Point C. The need for appropriate rules**  
(1-2 minutes only Student manual page 15)

*Very briefly* point out the need for leaders to make sure the rules they create and enforce accurately reflect God's priorities in life. The Pharisees in Jesus' day had created a long list of rules for "Godly living" that were dramatically different from God's idea of Godly living.

It is not the purpose of this course to address the issue of designing rules for a Teen Challenge program. However, it is worthy to note that this is a significant issue, and one that they may face in the future.

When they go to work at a Teen Challenge ministry, they need to carefully study the rules and make sure they are using these rules to guide students to live the Christ-like lifestyle.

**13. Introduce Point D. The three levels of discipline**  
(10-15 minutes for points 14-16,  
Student Manual pages 15-17)

The main purpose of this section is to look at discipline from the broad biblical perspective. Refer back to the Key Verse for this lesson (Hebrews 12:11) to make the point that God's view of discipline is redemptive, not an angry expression of frustration.

**14. Discuss Level One: Self-discipline**  
(3-5 minutes Student Manual page 15-16)

This is the best type of discipline.

We are not talking about self-punishment here.

Self-discipline is a healthy, mature way of facing life. Self-discipline is functioning at Level Three of obedience—obeying on your own.

Self-control is another way of describing self-discipline. This is not gritting your teeth and just grinding your way through each daily experience. It is willingly choosing to live within the rules that God and human authorities have placed over you. It is "walking in the Spirit." Nothing mystical or super-spiritual—just plain ordinary obedience, out of a heart of love for God.

Fear of discipline or punishment is not a very good motivator for consistent self-discipline. Fear can motivate temporarily, but it is a very poor foundation on which to build a godly lifestyle.

You may want to take time to discuss the three scriptures listed in their student manual on pages 15-16.

**John 14:15 (NLT)**

**If you love me, obey my commandments.**

Exercising self-discipline is possible with God's help. However, on many occasions it may not be easy. Paul talks about the battle to discipline his thoughts and actions.

**2 Corinthians 10:5 NIV**

**We demolish arguments and every pretension that sets itself up against the knowledge of God, and we take captive every thought to make it obedient to Christ.**

**Philippians 3:12-14 NIV**

**(12) Not that I have already obtained all this, or have already been made perfect, but I press on to take hold of that for which Christ Jesus took hold of me.**

**(13) Brothers, I do not consider myself yet to have taken hold of it. But one thing I do: Forgetting what is behind and straining toward what is ahead,**

**(14) I press on toward the goal to win the prize for which God has called me heavenward in Christ Jesus.**

Self-discipline, when consistent, eliminates the need to experience discipline from the other two levels. However, human nature what it is—we all have experienced discipline at these other two levels.



**15. Discuss Level Two: Discipline by others**  
(3-5 minutes Student Manual page 16)

We have all experienced discipline by others. Most of us were disciplined by our parents. When at school, the teachers disciplined us, or sent us to the principal's office. In society we have laws. The police and the judicial system enforce those laws, and punish those who break the laws.

Briefly refer back to lesson one and Project Two interviews to make the point that many in this class and many TC students have been disciplined by parents or others in authority in ways that clearly violate God's view of discipline. Past negative experiences with abusive discipline need to be distinguished from godly methods of discipline.

In future lessons we will deal with godly methods of discipline.

Romans 13:1-5 makes the point that God has placed people in authority over us, and as a follower of Jesus, we have the responsibility to obey those leaders. However, this scripture should not be used to draw the conclusion that all laws are approved by God, nor do all leaders enforce the laws in a just or godly way.

Hebrews 13:17 makes the point that leaders will have to give an account to God for their leadership. If you as a leader fail to discipline those under your care, God may begin to discipline you.

**16. Discuss Level Three: Discipline by God**  
(3-5 minutes Student Manual pages 16-17)

One staff shared, "I don't know if it is God that is disciplining me. How do you know if it is God?" Are problems in our lives a sign that we are being disciplined by God?

Ask your class to make a list of the ways God disciplines us. List their answers on the marking board or large sheet of paper. Their answers should give you an indication of how clearly they understand God's methods of discipline.

After they have given their ideas, add whatever comments you feel are appropriate. One issue you may want

to raise is the role of our conscience, and how a guilty conscience can be one way that God disciplines us.

Hebrews 12:5-11 gives a powerful description of God's view of disciplining us. Verse 6 makes the point that the Lord disciplines those He loves. Verse 10 states that "God disciplines us for our good, that we may share in his holiness." (NIV)

God's Word is described as a tool to help us. See 2 Timothy 3:16 and Hebrews 4:12

### **Hebrews 4:12 NIV**

**For the word of God is living and active. Sharper than any double-edged sword, it penetrates even to dividing soul and spirit, joints and marrow; it judges the thoughts and attitudes of the heart.**

Point out that many times God does not immediately discipline us when we disobey His laws. Some people interpret silence from God as an indication that their behavior is OK. Point out that God is patient, long-suffering, wanting us to repent before His judgment comes. If we do not confess our sins, then after death we will face the judgment.

### **17. Discuss Project 3: Case study #1 "The Smell of Smoke"** (5-10 minutes)

Each class session will include a case study for discussion of real life issues related to discipline in the Teen Challenge program. Each case study provides a variety of issues for discussion.

Have the small group assigned this case study to present their skit. After the skit is completed, ask for feedback from your class on what they saw in this skit.

Have them turn to Project 3 in the Study Guide and ask them to confirm that they have written down their answers to all the questions in this project.

**Case Study: “The Smell of Smoke”**

**One day while at the gym, Bill slips out unnoticed and gets a cigarette. He slips back in the gym and starts playing basketball. As the staff gathers the group together to go back to the center, he smells smoke on Bill’s breath.**

Ask for volunteers to share their responses to Question 1.

**Question 1. If you were the staff, what would you do?**

Encourage them to share their responses without the fear of being labeled wrong. One of the issues to raise here is the need to rely on facts versus suspicions.

Move on to question 2 and ask for their responses. Hopefully they will share several different possible responses that Bill might give in this situation.

**Question 2. If you were Bill, how would you respond when the staff confronted you about his suspicions?****Questions 3-6**

Based on how much time you have left in this class session, discuss their answers to questions 3-6.

As a way of wrapping up your discussion on this project, you may want to share with your students what actually happened to this student in this case study.

Point out that the staff at this center had much more information on Bill than just this one event. The staff also have the policies of the center on dealing with this issue. Here is the way the staff dealt with this situation.

**Case Study #1 Actual Follow-up**

As told by the staff—”Once I reached the center, I took Bill into my office and confronted him. He admitted he had been smoking. I asked if he brought any cigarettes back with him into the center.

“For Bill’s discipline, I had him write a behavior report, which involved writing a two page report on smoking. Bill was also put on probation, and all his privileges were restricted (removed) for one week.

“Bill’s response to the discipline was positive and he worked through this problem in his life.”

### 18. Conclusion (3-5 minutes)

- A. Encourage them to review chapter 2 in the Student Manual and reflect on how well they are doing at obeying their leaders today—in all areas of their life.
- B. When they are faced with obeying a rule, or instructions given by one of their leaders, encourage them to assess what is the main reason why they have that law or rule.
- C. Encourage them to look for Biblical examples of people who illustrate responding at one of the three levels of obedience or the three levels of discipline. Encourage them to do this as they have their personal devotions and attend church services, classes, etc.

Explain that in our next class session we will continue to look at basic Biblical principles of discipline.

### 19. Assignments

- A. They are to complete Study Guide **Project 4, “Just a little respect, please!”** in preparation for the next class session.
- B. Read **chapter 3** in the Student Manual in preparation for the next class session.

### 20. Lesson Evaluation

Please list your ideas for improving this lesson.

What parts worked best?

What parts were hardest for the students to understand?

What seemed most helpful to your students?

## Lesson 3

### Teacher Lesson Plans

### Relationships in Discipline

**Key Truth:** Discipline carries the greatest potential for positive growth in the context of meaningful relationships.

**Key Verse:** Hebrews 12:10 NIV  
Our fathers disciplined us for a little while as they thought best; but God disciplines us for our good, that we may share in his holiness.

#### 1. Student materials reference

Chapter 3 in the Student Manual goes along with this lesson.

Study Guide Project 4, “*Just a little respect, please!*”, will be used in this lesson.

#### 2. Introduce today’s lesson (2-3 minutes)

Introduce the key truth and key verse for this lesson. In the last class session and today’s class session we are looking at basic biblical principles of discipline. These principles will provide a foundation for the specific methods of discipline that will be covered in later lessons.

#### 3. Review of previous lessons (2-4 minutes)

Quickly highlight the main points of previous lessons. In Lesson One we looked at the importance of being aware of our own background of discipline and how that can be affecting our present view of disciplining students.

In Lesson Two we discussed the principle of obedience. Have them recount what are the three levels of obedience and the three levels of discipline.

**4. Setting of discipline**  
(1-3 minutes Student Manual page 18)

Point out that discipline usually occurs in a setting of relationships. One of the difficulties we had in deciding what to do with the student suspected of smoking (Case Study #1 in Project 3) is the lack of any background information.

- How long has this student been in the program?
- Is this the first time he has done this, or has it happened before?
- What is his attitude toward resolving this problem in his life?

Understanding the background of the student and bringing the knowledge gained from a personal relationship with the student creates the setting for meaningful discipline.

**5. Introduce Point A. Discipline in the context of meaningful relationships** (2-4 minutes Student Manual pages 18-20)

We do not discipline people walking by Teen Challenge on the street who are smoking, cursing, lying, or using drugs. The TC rules only apply to those in the TC program. Discipline is applied only to those who are part of Teen Challenge.

So what kind of relationship do you as a staff member have with each student in your program? Do you feel you have a good relationship with the student? How does the student see you? Does he or she feel you are a total stranger? If so, what impact will that have when you try to discipline this student?

Disciplining total strangers carries a high risk of failure. What motivates total strangers to obey the rules?

A much more powerful context for obeying rules is a meaningful relationship. The best is a relationship based on love and commitment.

Let's take a quick look at some of the main relationships that make up the history of each of our students. How does discipline fit into each of these relationships?

**6. Cover Point A-1: Meaningful relationships — Family**  
(2-3 minutes Student Manual page 19)

The application of this principle is clear in the Bible. God placed the responsibility of disciplining children first with the parents. (Proverbs 19:18, 23:13, 29:17) In this context of meaningful relationships, discipline has the potential to accomplish its intended purpose—righteous living.

**7. Cover Point A-2: Meaningful relationships — Society**  
(3-7 minutes Student Manual page 19)

Ask your class to share different examples of relationships in the context of society.

Here are a few examples—church, school, sports activities, community center, job, government leaders, courts, police.

What enables a society to function? Only when people agree to live together under a mutually agreed upon set of rules (laws) can that society live in peace. Meaningful relationships provide the context for a peaceful society. These relationships provide the “glue” that holds people together.

The fear of discipline—a fine, a jail or prison term—motivates some to obey the laws. However, if a society is to continue to function effectively, something far more powerful and positive than fear of punishment must motivate people to obey the laws.

Teen Challenge is one aspect of society in the life of the student. For some this may be viewed as a substitute “family.”

**8. Cover Point A-3: Meaningful relationships — God**  
(3-5 minutes Student Manual page 19)

God disciplines people because He loves them, and He wants to have a close personal relationship with us. This principle runs through the whole Bible. Discipline administered as an expression of concern is best modeled by God Himself. Because we care about you, we discipline you.

The power of love motivates people to care about maintaining that relationship. Obeying the rules is an expression of love, commitment, and submission to the rules and the makers of the rules.

**9. Cover Point A-4: Meaningful relationships — Teen Challenge** (3-5 minutes Student Manual pages 19-20)

Each new student coming into the program must make a commitment to obey the rules. They also agree to accept the consequences of discipline when they break the rules. Use the PPT to illustrate the agreement that the student signs when entering the program where they agree to obey the rules of the program.

In reality, every new student is asked to make a commitment to establish meaningful relationships with the staff and other students.

These commitments as conditions for entering the program are extremely important later on when confronting a student about breaking a rule. The staff can go back to the agreement the student signed when s/he came into the program and use this as a basis for dealing with the situation. It is not simply that the student has broken a rule, s/he has gone back on his/her word—the commitment to obey the rules of TC.

In the development of this course, a survey was conducted of graduates of TC. One prominent issue raised by the graduates was the importance of staff showing love to the students. If the discipline is to be effective, love must be clearly communicated to the students.

Refer back to the Key Truth and Key Verse for this lesson to summarize this part of the lesson.



**10. Cover Point B, “Discipline in the context of damaged relationships”**

(3-7 minutes Student Manual page 20)

The students coming into the Teen Challenge program bring with them a history of broken relationships—often in all three of the major areas we just looked at—family, society, and God.

Disobedience has damaged their relationships with those in authority. But this is nothing new.

Look at the very first example of damaged relationships in the Bible—Adam and Eve sinning against God. When God comes to talk with them, the consequences of their disobedience are clearly evident. You may want to take a couple minutes and have your students identify the consequences of their disobedience. Make sure they understand how Adam and Eve’s personal relationship with God was damaged.

In the Teen Challenge program, damaged relationships are a major problem. Most of the students have damaged or destroyed their relationships with family members. Disobedience typically played a major part in this damaged relationship.

Many have damaged their relationship with the police—they have a criminal record.

Another element of damage common among Teen Challenge students is related to issues discussed in Lesson One and Project 2—damage because of abusive discipline administered to them by people in authority—beatings, burns, choking, etc. Even when you as a staff administer discipline in a godly way, the very act of discipline can bring back a flood of memories in the mind of the student, and cause a very hostile reaction.

Simply put—we are working with damaged people. As they react with disobedience, they bring more damage into their lives.

We will deal with this more later, but what is your reaction to the damage that disobedience causes? If you react with anger, you may not be responding in a godly way. Godly sorrow is much more the response that characterizes God’s response to disobedience.

**11. Cover Point B-1: Delusion**

(5-8 minutes Student Manual page 21)

The context of disobedience often involves delusion, denial, or rebellion. The temptation to disobey is often beautifully camouflaged as a simple way to have a good time and to get your needs met. Many times disobedience is not so much an intentional act of rebellion as it is ignoring the rules to get something I want right now.

**Delusion is not seeing, not understanding, or not acting in truth.** Satan is a master at deception; he wants us to live with delusion at all levels of our life. His goal is to destroy us, and particularly to destroy our relationship with God.

**Activity:** Ask the class to give examples of some of the delusion students bring to Teen Challenge.

After they have listed several examples of delusion in the lives of TC students, bring the conversation to how delusion relates to disobedience.

When a student who has disobeyed a rule, it is very likely that delusion is or was involved. Another way of looking at this issue is to pose this question to the student—what was the main reason why you did what you did? Was your main reason for doing this to break the rule?

There are many ways to rationalize disobedient behavior. It is common for the person to be more concerned about meeting his own needs and desires than to obey the rules. Many times at the moment of temptation, the person was misled—either by his own thoughts, or by the persuasive speech of another person.

One example of how delusion goes along with disobedience is the perception that their actions didn't hurt anyone else. They are often in delusion about the consequences of their actions.

When a student was smoking out of his bedroom window, he later said, "I did it alone. No one else was involved."

But what he failed to realize is that the smell of smoke in the bedrooms became a trigger for temptation for other

students still struggling with giving up smoking. The consequences of his actions were far greater than he realized.

Another example of delusion is David's sin with Bathsheba. There are so many examples of delusion in David's life related to this sin and all the followed. The biggest delusion was thinking that he could do all this, including killing Uriah, and God not know about it or hold him accountable for his actions.

In this case David's disobedient actions also show his broken relationships with God, Uriah, Bathsheba, and the rest of his family, as well as the whole nation that he was leading.

One more example of delusion that may come up in your discussion of this point is students asking a staff—Have you ever used drugs? If the staff has not, then the student may say, “What qualifies you to teach us since you never used drugs?”

One response to this is to point out that if this staff were here to teach the students how to be good drug addicts, then he or she would not be qualified to do that, since they never used drugs.

But at Teen Challenge the teacher is here to teach the students how to follow Jesus, how to live a drug free life. And on both of these issues, this staff has lots of experience, and is well qualified to teach them.

## 12. Cover Point B-2: Denial

(4-6 minutes Student Manual page 21)

Start by asking your class to give you examples of how Teen Challenge students express denial—this characteristic of damaged relationships. How is denial expressed in their daily interactions at Teen Challenge?

After your class has shared several examples, point out that many acts of disobedience are accompanied by words of denial. Why would this person lie when confronted about his/her disobedient behavior? Denial is a defense mechanism designed to hide one from the painful consequences of facing the truth.

**Ask your class to respond to this question:** Why did Peter deny that he knew Jesus on the night of Jesus' arrest?

Because Peter was afraid that if he told the truth, his own life would be in danger. In his mind, he believed that it was safer to tell a lie than to admit the truth.

But this denial is really an expression of delusion. Satan has deceived the person into believing that breaking the rule is more helpful to meeting his/her needs than in obeying the rule. Now Satan continues to deceive the person into believing that denying the truth will do more good than confessing his disobedience.

What can break through the delusion and denial to bring this person to an opportunity for change? The truth is powerful in breaking down walls of delusion. Make sure you have facts. The Bible describes the truth as light. The light illuminates the situation, bringing clarity to what is really true.

### 13. Cover Point B-3: Rebellion

(4-6 minutes Student Manual page 21-22)

Ask your class to provide examples of how Teen Challenge students express rebellion in their daily interactions at TC.

Many of those coming to Teen Challenge have a major problem with rebellion. They don't want someone else telling them how to run their lives. Rebellion is basically saying, "I don't want to submit to your authority." I want to be in charge of my own life. I will decide what my own rules are. I don't have to listen to you or obey you.

Rebellion is a sign of broken and damaged relationships.

Satan is the father of rebellion. It fits his purpose for every student in Teen Challenge when that student chooses to rebel.

However, we need to be careful that we do not assume that rebellion is the primary reason why every student breaks the rules. For example, some children never got the attention or affection from their parents that they needed as they grew up. Some of these children learned that if they disobeyed the teacher at school, they would get special attention from the teacher, or another person in authority. We could look at that child and say, "That's not the right way to get attention." But

the affection-starved child is simply looking at the immediate result of getting attention.

This same behavior is common in Teen Challenge today. If a student is starved for attention, and they see that when they disobey they get lots of personal attention from the staff, they may choose this route. Their disobedience is not so much a sign of rebellion as it is a cry for attention.

This does not mean it is OK to disobey. What it does point out is the need for staff to be sensitive to the needs within that person's life, and attempt to meet those needs in a Biblical way. On more than one occasion, Jesus ignored the obnoxious behavior of people who came to him, and treated them as though they were genuine seekers of the truth. (Luke 10:25-37)

Proverbs contains many insights on rebellion, and the damage it causes in the life of that person.

When a staff is confronted with disobedient behavior, s/he must respond with care to bring the truth to the surface with love. Responding in anger at rebellion rarely helps to resolve the situation.

**14. Discuss Project 4: Case Study #2 “Just a little respect, please!” (5-10 minutes)**

Have the small group assigned this case study to present their skit. After the skit is completed, ask for feedback from your class on what they saw in this skit.

Have your class turn to Project 4 in their Study Guide.

Have them pair off or meet in small groups of no more than four and discuss their answers to these questions. Give them about 5 minutes.

Follow up their small groups by asking for feedback on how this case study illustrates the issues of damaged relationships that we have been discussing in this lesson.

**15. Lesson Conclusion** (2-3 minutes)

- A. Encourage them to continue looking for Biblical examples of discipline as they have their personal devotions and attend church services, classes, etc. How are broken relationships expressed in these examples?
- B. Explain that our next class session will look more closely at the main goals of the discipline we give to students.
- C. Encourage them to look at situations they face in the next few days and consider the need for meaningful relationships as the setting for discipline.
- D. If they are currently working in a TC program, ask them to think about which student(s) they need to work on getting to know better so they can have a more meaningful relationship with them.
- E. Another option is to assess which student in their program has the most damage when it comes to relationships. How can they reach out in a very intentional way to encourage this person and invest love and kindness in that person?

**16. Homework assignment**

- A. Ask the students to complete Study Guide **Project 5, "The Heavy Metal Music"** before the next class session.
- B. Have them read **Chapter 4** in the Student Manual in preparation for the next class session.

**17. Lesson Evaluation**

Please list your ideas for improving this lesson.

What parts worked best?

What parts were hardest for the students to understand?

What seemed most helpful to your students?

## Lesson 4

### Teacher Lesson Plans

### Main Goals of Discipline

**Key Truth:** Change within and in our behavior are the main goals of discipline.

**Key Verse:** 2 Peter 3:9b NIV  
He is patient with you, not wanting anyone to perish, but everyone to come to repentance.

#### 1. Student materials reference

Chapter 4 in the Student Manual goes along with this lesson.

Study Guide Project 5, “*The Heavy Metal Music*”, will be used in this lesson.

#### 2. The main goals of discipline — student ideas (2-4 minutes)

To begin your coverage of this basic biblical principle of discipline, have your class answer the question,

“What are the main goals of discipline?”

**When you are disciplining a student, what is your main goal?**

After they have shared their ideas, focus in on the following issues.

#### 3. Introduce the key truth and key verse for this lesson (2-3 minutes)

Introduce the key truth and key verse for this lesson. In the last two class sessions and today’s class session we are looking at basic—biblical principles of discipline. These principles will provide a foundation for the specific methods of discipline that will be covered in later lessons.

**4. Cover Point A. What is the main goal of discipline?  
(2-3 minutes Student Manual page 23)**

The simplest explanation for why we discipline someone is so they will change.

**Caution on external change only**

Challenge them to be careful about simply pushing for external change. Stress that we can easily focus only on looking for external change in our students, and miss the kind of change that we are calling for in our Key Truth Statement for today's class session –"Change within."

One story that easily illustrates this is the mother who told her child to sit down. He refused and said, "No, I don't want to sit down."

The mother spoke more firmly and said, "Sit down!"

Again the child refused.

Then the mother said, "If you don't sit down, then I will have to discipline you."

The child reluctantly sat down and then looked up at his mother and said, "I may be sitting down on the outside, but on the inside, I am standing up!"

At Teen Challenge we may become too focused on external obedience and ignore the inner issues students are dealing with.

**What kind of changes are the students making?**

Some changes are not acceptable—because one can simply change one disobedient behavior for another disobedient behavior. Overt disobedient behavior can change to deceitful, lying behavior—not a good change!

**Are you trying to force students to change?**

Warning—as a staff, you cannot **force** the disobedient student change. To a certain degree, you can force external change.

Using fear to try to get them to obey will not produce positive long-term change.



You may want to ask any Teen Challenge graduates participating in this training if they can think of an example where staff tried to force students to change when they were in the program.

### **Change from a willing heart**

The kind of change that biblical discipline is designed to accomplish is change that comes from a willing heart. This is best accomplished when one has a meaningful relationship with the person in authority. (Refer back to the issues covered in lesson 3.)

This is why at Teen Challenge one's personal relationship with Jesus Christ is seen as the most important step to beginning to overcome addictions and develop a new way of living.

## **5. Introduce Point B. So what motivates a person to want to change? and cover Subpoint 1. Change motivated by love (2-3 minutes Student Manual pages 23-24)**

Love is the highest motive for change. However, real life points out that most of us don't change simply by the power of love.

Discuss with the students their attitudes toward a leader that they feel does not love them or care about them. Do they feel less motivated to obey that leader? Stress the importance of them demonstrating love to their students whether or not the student is obedient.

Discuss the significance of what Jesus said in John 14:15, "If you love me, obey my commandments."

You may want to have some the students share their responses which they wrote on page 24 in their Student Manual in response to this question:

### **Can you think of a personal example from your life when love has motivated you to obey?**

If your students have not yet written an answer on page 24 in their Student Manual, you may want to give them two minutes to do it right now, and then have volunteers share their story with the class.

Two other major motivators for change are learning and pain. A careful understanding of all three of these motivators is essential as we look at appropriate methods of discipline for TC students.

**6. Discuss Subpoint 2. Change resulting from learning  
(2-3 minutes Student Manual pages 24-25)**

Many TC centers use study projects as a method of discipline. For example, a student is required to write a 500 word essay on lying, using at least 5 scriptures.

The assumption behind this method of discipline is that the major need in the life of this student is new information. If they learn what God expects of them, they will be willing to change their behavior.

Throughout the Bible this theme is stated in many ways.

**Psalm 119:105** “Your word is a lamp to my feet and a light for my path.”

**Psalm 119:11** “I have hidden your word in my heart that I might not sin against you.”

**John 8:32** “Then you will know the truth, and the truth will set you free.”

Point out that education by itself does not guarantee change. Nor does it automatically lead to obedient behavior.

Discipline that focuses on education can be effective if the student wants to change. What will motivate that desire to change? Having a personal relationship with Jesus and wanting to please Him is certainly a key issue here. Some want to change because they are tired of their old way of living.

**7. Cover Subpoint 3. Change resulting from pain  
(5-7 minutes Student Manual pages 25-27)**

You may want to list quickly all three types of pain and then discuss each one in detail.

- a. Physical pain
- b. Emotional pain
- c. Spiritual pain

**a. Physical pain (Student Manual, page 25)**

Physical pain is the easiest to understand. Ask your class for some examples of how physical pain can be used in discipline.

Children are spanked by their parents. The physical pain of the spanking is designed to break through the delusion, and to send the message to the brain that it is time to change. The disobedient behavior is unacceptable, and discipline in the form of physical pain is designed to help convince the child that it is in his/her best interests to change—or more pain will come with the next act of disobedience.

As you discuss this approach to disciplining, it would be wise to point out that likely some of those coming to Teen Challenge have experienced abusive punishment—slapping, beating, and other inappropriate methods of discipline. Without getting into a long discussion here, it would be good to clarify what appropriate discipline of a child looks like.

In the TC setting, methods of discipline that include physical pain are rarely appropriate. Corporal punishment is not allowed in Teen Challenge.

However, some methods of discipline do require physical labor which can cause the “pain” of tired muscles. One method of discipline requires the student to move a pile of bricks or wood from one place to another. Many centers assign extra work duties as a method of discipline. These may cause both physical pain and emotional pain.

**Emotional pain (Student Manual pages 25-26)**

Discipline can bring emotional pain in a variety of ways. This aspect of discipline can easily be abused, as many TC students can affirm, based on the responses given in Project 2 for this course.

Emotional pain—embarrassment, shame, guilt, or sadness—can motivate a person to change. For a person to be subjected to discipline can cause embarrassment to the point that the student determines to change his/her behavior so s/he doesn't have to experience this emotional pain again.

The emotional pain that comes from a broken or damaged relationship can motivate that person to change.

When disciplining a student, we need to be sensitive to the emotional pain they are experiencing. This does not mean we want to protect them from experiencing emotional pain. But we need to make sure that our methods of discipline are fostering sorrow that leads to repentance, not anger that leads to more rebellion.

Also point out that we need to be careful that our methods and our communication in disciplining students does not try to shame the student. Public or private shaming does not foster the development of Godly responses to discipline.

The loss of freedoms by being locked up in jail is designed to bring emotional pain to bear on that disobedient person.

**Spiritual pain (Student Manual pages 26-27)**

As you introduce this topic, ask them for examples of spiritual pain.

Their answers may be descriptions of emotions. If so, ask them how spiritual pain is different from emotional pain.

One of the issues we want to stress here is how God speaks to us when we disobey him. God's Spirit speaks to our spirit, to convict us of sin. This conviction of the Holy Spirit is designed to motivate us to change. A guilty conscience is one way that God uses to communicate the need for change.

But a biblical truth with powerful implications is important here. God will not force us to change. He gives us the choice on how to respond to “spiritual pain.” Sometimes God will go to extreme measures to get our attention, as He did with Saul on the road to Damascus (Acts 9:1-9). However, the common biblical description of God’s way of dealing with man is His “still small voice” speaking to our spirit.

Even when Christians know God’s truth and have lived with it for years, they can still ignore that voice within, as David did regarding his sin with Bathsheba. Psalm 51 describes this time in David’s life, and shows how God attempted to get David’s attention. However, David was living in a delusion of his own making, and it took the confrontation of the prophet Nathan before David was willing to confess his sin, and change.

Certainly it is important for us to explain to TC students that the Holy Spirit will convict them when they break the rules. They need to learn to listen to their heart, and hear God speaking to them with His “still small voice.”

Summarize this point by reviewing the key issues discussed.

What is the main goal of discipline?

—change

What makes a person want to change?

—learning (education)

—pain

What kind of pain motivates change?

—physical pain

—emotional pain

—spiritual pain

What kind of change are we looking for?

—change that comes from the heart

—change to want to obey God and those in authority over us.

**8. Punishment versus Correction**  
(5-10 minutes Student Manual page 27)

What is the purpose of discipline—punishment or correction? This issue is clearly an important one in the Teen Challenge setting.

Ask for volunteers to describe the difference between these two concepts.

They may begin with general comments from the world at large. After some discussion, narrow the focus by asking how these two concepts relate to discipline in the Teen Challenge setting.

Punishment focuses on making the person feel pain for their disobedience. Correction does not focus on pain but on seeing change in their life to bring them into a pattern of obedience.

The old “prison guard” mindset of “make them feel pain” is in clear conflict with a biblical view of discipline. Discipline can easily be abused in the Teen Challenge setting when staff use it as a power play. The attitude, “I’m going to make him/her pay for it” is more an expression of revenge than discipline.

**9. Redemptive discipline**  
(3-5 minutes Student Manual page 27)

We must understand the role of discipline in Teen Challenge is redemptive—to bring healing, not just punishment. Ask for your class to give their ideas of what redemptive discipline is, and how it can be accomplished in the Teen Challenge program.

2 Timothy 3:16 offers one example of how the scripture serves this role.

**2 Timothy 3:16 (NIV)**

**“All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness,”**

This verse identifies four different uses for all scripture—teaching, rebuking, correcting and training in righteousness.

This provides an excellent summary of what discipline looks like from God’s point of view.

Redemptive discipline brings meaningful change. Redemptive discipline deals with the cause of the disobedient behavior.

You may want to use the case study below to illustrate redemptive discipline.

A student had been acting rudely toward other students and was assigned a discipline. On Saturday she had to mow the lawn all by herself and also wash the inside and outside of the van.

On Monday the staff came to the director and expressed her concern about the discipline this student had been given. The staff reported that this student seemed to really enjoy herself on Saturday as she mowed the lawn and washed the van. She was singing and seeming to have a great time. The staff was questioning the appropriateness of the discipline because of how the student had reacted.

The director first asked if the student had completed all the discipline assigned her. She had. Then the director explained the appropriateness of the discipline assigned the student.

The student’s inappropriate behavior that triggered the discipline was after several rainy days. The student had become moody and took out her frustrations on the other students.

The discipline assigned this student enabled her to work on something physically beneficial to the ministry—mowing the lawn and cleaning the van.

It also enabled this student to get outside and work off some of her energy.

The fact that the student enjoyed doing the work does not mean the wrong discipline was assigned. This shows the student made a choice to respond with a pleasant attitude as she did her assigned work.

The question staff need to be asking in every discipline situation is: “What are we doing to prepare this to be a redemptive experience?”

At a TC center, a student was assigned to clean out the trash dumpster. Her bad attitude was the cause of receiving this discipline.

She had to unload and repackage all the trash in the dumpster and then wash out the inside of the dumpster. She was instructed to think about her attitude as she did this work.

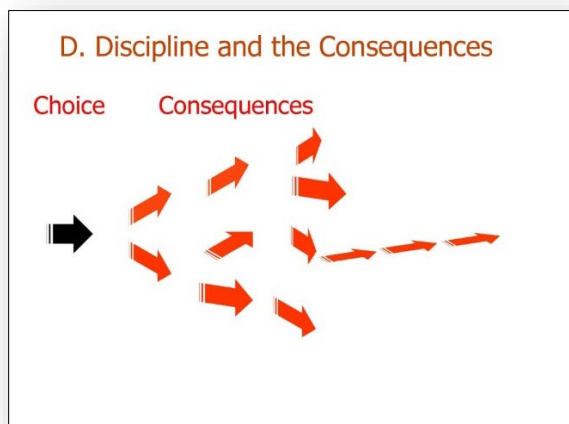
As a follow-up to this discipline, this student did show real change in her attitude toward others. It was redemptive because it led to genuine positive change in the life of the student.

**10. Cover Point E. Discipline and the consequences of actions (3-5 minutes Student Manual pages 27-29)**

Many students in Teen Challenge misunderstand the difference between *consequences* of their disobedient actions and *discipline* given them by the person in authority.

Students need to realize that when they disobey, they immediately set in action a series of consequences that affect not only themselves, but others around them. Often they completely miss this point. These consequences begin even before their disobedient behavior is discovered by the person in authority.

Ask your class what are some of the consequences of disobedience that affect not only the disobedient person, but also others.





Here are a few consequences that could be listed:

- Broken relationships
- Delusion—false beliefs (they believe that it is OK to disobey)
- Takes the person down a path away from God & His plan for that person
- Hardens our hearts
- Reinforces a rebellious attitude
- Makes it easier to disobey the next time

Point out that Satan will try to deceive the disobedient person into believing that no negative consequences will result from this behavior. In fact, if no one mentioned the **positive benefits of disobedience**, add that to the discussion right now. Proverbs chapter 1 gives examples of the positive results of sinful behavior. Satan in the Garden of Eden also talked about the benefits of disobedient behavior.

Discuss the role that getting caught and then disciplined have in this situation. Point out that being disciplined is only **one** of the results of disobedience.

### **Small Group Activity**

You may want to have your students break up into small groups and make a list of the consequences of a disobedient choice, using an example from the Bible, such as Eve, David's sin with Bathsheba, Jonah's running away from God.

When you look at King David's adultery with Bathsheba, you see a series of consequences, some which led David to even more sin. But the punishment from God is also specific and separate from the consequences of his sin.

One of the first consequences is that Bathsheba became pregnant through David's sins. David's decision to kill Uriah, the husband of Bathsheba is a tragic example of how one sin leads to another.

When Nathan the prophet finally confronts David with his sins, God makes it clear what his punishment will be.

1. The sword will never depart from David's family—  
conflict will never depart from his family.  
2 Samuel 13:9-10
2. God will bring calamity on David from within his  
own household. (His son Absalom tried to overthrow  
David as king.) 2 Samuel 13:11
3. David's wives will be raped in broad daylight.  
2 Samuel 12:11-12
4. The baby born from this adultery was struck with  
illness by God and died. 2 Samuel 12:15-18

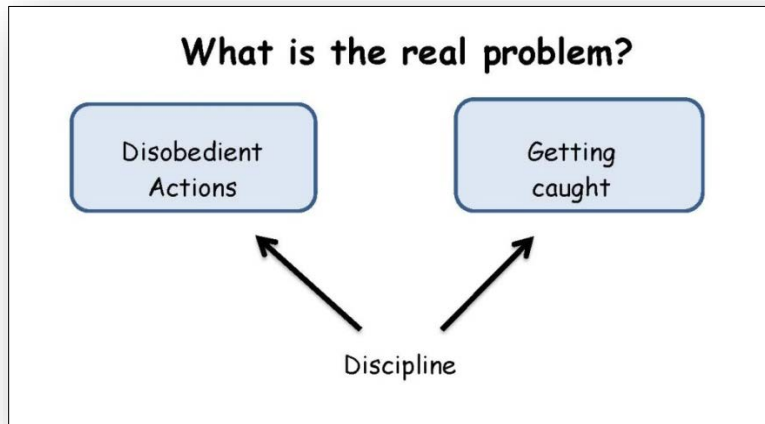
You could also have your students share an example of disobedience from their own life and describe some of the consequences that followed. Or they could share an example of one of their students and the consequences of their disobedience of one of the TC rules.

Some consequences have permanent results which cannot be taken back—such as David arranging for Bathsheba's husband to be killed.

You could use the same PPT graphic of consequences to point out the different set of consequences one experiences when they choose to obey.

**11. The issue of “getting caught”**  
(2-5 minutes Student Manual page 29)

Some students view discipline as what happens when they *get caught* breaking a rule. Discipline needs to be seen as the result of *disobedience*, not getting caught. The difference between these two issues is highly important.



These two perspectives see “the problem” quite differently. If the person sees “**getting caught**” is the problem, then as they look to the future, they are thinking of what they must do to make sure they don’t get caught next time.

But the second perspective sees the **disobedient behavior** as the problem. What needs to change is not the method of escaping detection, but a change of behavior that includes obedience and abstaining from the disobedient actions.

The focus must be on the disobedient behavior. One tool that can help at this point is to ask the person, “What did you do?” If their response is, “I got caught!” they have missed the key issue. Getting the person to admit and accept responsibility for their disobedient behavior is vital. Then the connection must be made to see the discipline as the consequence of their disobedient behavior.

**12. Cover Point F. The attitudes of the staff  
(3-5 minutes Student Manual pages 30-31)**

The next principle of biblically based discipline listed below deals with the attitudes of the staff. We will deal with related issues in more detail in the next lesson. These three issues provide a biblical basis for the staff administering discipline.

You may want to have a brief discussion with the students on the statement below. If you have the time, you could have them break into small groups and discuss this first and then have them share their responses with the whole class.

**Make it clear that the attitudes of the staff are more important than the specific discipline assigned to the student.**

If they have the wrong attitudes as they discipline students, then the discipline will lose much of its positive potential.

It would be good to give specific examples of real situations of disciplining a student that illustrate the staff using the following three attitudes.

**1. Firm love**

Firm love challenges the student to take responsibility for their actions. Firm love holds people accountable to the rules, because that is what is best for the student, not for the convenience of the staff. Discuss how Hebrews 12:5-6 relates to this issue.

Firm love is consistent love, but it is not legalistic love. Firm love is patient. Firm love means that as a staff, I care enough about the student that I will make the investment of time and energy to discipline this person properly.

*Firmness without love* is not the Jesus style of discipline. This kind of discipline can be cold and uncaring. At the other extreme, love with no firmness is “sloppy agape.”

Firm love is required to respond appropriately when the disobedient person attempts to manipulate you with their emotional responses or their verbal arguments.

## **2. Tender heart**

One of the great dangers for TC staff is becoming calloused or hard hearted toward disobedient students. When you become a staff, keep a caring heart for the hurting. Having a tender heart does not mean that you allow the students to take advantage of your compassion and walk all over you.

It is very easy for new staff to get tough on the inside and the outside after “getting burned” by a few students’ manipulative actions. Having a tender heart means that we take the time to be moved with compassion when we see the damage their disobedience has caused.

## **3. Attentive ears**

Learning how to listen carefully as a staff is a powerful skill when it comes to dealing with disobedience. Hearing what the student says, as well as what is not said is important. Being careful to sift through the messages and sort out the facts from the opinions. Also separate the emotions from the facts.

Attentive ears also involves listening to the Holy Spirit. Here is how one staff accomplishes this at TC. She first talks with the student to get the facts. Before handing out discipline, she dismisses the student from her office, and then prays specifically about how to deal with this student. This staff member did not use this method simply because she was a new staff. She used this approach even after she had been working at the ministry for many years.

Learning to be attentive to the Holy Spirit enables us to see what God is attempting to do in the life of that student. This is how we get in step with God’s process of transforming this student.

**13. Discuss Project 5: Case Study #3 The Heavy Metal Music (5-10 minutes)**

Have the small group assigned this case study to present their skit. After the skit is completed, ask for feedback from your class on what they saw in this skit.

Have your class turn to Project 5 in their Study Guide.

**Case Study – The Heavy Metal Music**

On visitation Sunday, Mike's family came to visit him for the first time in two months. Mike's older brother, Steve, who came to visit is not a Christian. Steve had some heavy metal music in his car which Mike liked a lot. Mike asked his brother if he could have a copy, and Steve gave him one. Mike hid it in his pocket as he walked by a staff member. After two weeks, other students became jealous that Mike had this music, and they couldn't have any, so they told the staff.

Ask students to share their responses to question 1.

**Question 1: If you were the staff, what would you do?**

Encourage the students to share their responses without the fear of being labeled wrong. One of the issues to raise here is the need to rely on facts versus suspicions.

Move on to question 2 and ask for their responses.

**Question 2: If Mike denied having the tape, what would you do?**

Based on how much time you have remaining in this class session, you may want to have students share their responses to **questions 3-6 on this project**.

After they have shared their responses, give them the following description of how the staff responded in this real life situation. Point out that the staff at this center had much more information on Mike than just this one event. The staff also have the policies of the center on dealing with this issue. Here is the way the staff dealt with this situation.

**Case Study #3 Actual Follow-up**

*How the staff responded*—The staff member on duty asked Mike if he had the Heavy Metal Music in his possession. Mike denied having it. We then did a room search and found the music.

We gave Mike an opportunity to confess, but since he didn't, we took away one visit from his family and he lost all of his privileges for a few days.

*How the student responded*—He accepted his discipline well and completed the discipline. However, he told us he felt students should be able to listen to music of their choice while they are in the program.

Point out that the response of the student after the discipline illustrates the need for more education so Mike can understand the reason why TC does not allow students to listen to heavy metal music. Taking away more privileges will not change those attitudes.

**14. Lesson Conclusion  
(2-3 minutes Student Manual page 31)**

Encourage them to continue looking for Biblical examples of discipline as they have their personal devotions and attend church services, classes, etc.

We covered quite a few different issues in this lesson. Have them pick one or two areas where they know they need to improve and look for opportunities to grow in that area.

Explain that in our next class session we will look more closely at the role of the staff in the discipline situation.

Encourage the students to look at situations they face in the next few days that involve discipline and consider what changes are needed in the lives of those involved in that situation.

**15. Homework assignment**

- A. Have those in your class read Chapter 5 in the Student Manual in preparation for the next class session.
- B. Ask the students to complete **only page one** of Study Guide **Project 6, “The Kitchen Crew Chief”** before the next class session. Explain that during the next class session you will give them more information on the case study before they answer the remaining questions on this project.

**16. Lesson Evaluation**

Please list your ideas for improving this lesson.

What parts worked best?

What parts were hardest for the students to understand?

What seemed most helpful to your students?



## Lesson 5

### Teacher Lesson Plans

### Role of Staff in Discipline

**Key Truth:** Teen Challenge staff must demonstrate God's character in the context of discipline.

**Key Verse:** Ephesians 4:15 (NIV)  
Instead, speaking the truth in love, we will in all things grow up into him who is the Head, that is, Christ.

1 Corinthians 11:1 (NIV)  
Follow my example, as I follow the example of Christ.

#### 1. Advance Preparation

One of the issues covered in today's lesson is the significance of cultural differences in the context of discipline. (See point 7 of this lesson plan.) Try to arrange for a graduate of TC to speak for about 5 minutes on his/her own experiences of being disciplined in TC by staff of a different racial background. Try to find an Afro-American or a Hispanic or a Caucasian that once viewed other racial groups with prejudice.

If you cannot find a graduate of TC to participate in this class session, you may want to use a current student in TC who came to the program with these prejudiced ideas. Another option is to use a person who once held these views, but never went through TC.

You may want to interview this person during the class session, to make sure the issues are covered that you want to address in this lesson.

#### 2. Student materials reference

Chapter 5 in the Student Manual goes along with this lesson.

Study Guide Project 6, "*The Kitchen Crew Chief*", will be used in this lesson.

**3. Introduce today's lesson  
(2-3 minutes Student Manual page 32)**

Introduce the key truth and key verse for this lesson. In the last three class sessions we looked at basic biblical principles of discipline. These principles will provide a foundation for the specific methods of discipline that will be covered in later lessons.

Every discipline situation will involve a staff member. Before we look at the methods of discipline and focus on the student, we need to first look at the staff and how prepared they are to handle discipline in a godly manner.

Before we look at the *methods* of discipline, we need to look at the *messengers* of discipline. One can use an appropriate method of discipline, but apply it in a very ungodly way—which will result in more damage.

The surveys conducted in Project 2 probably gave examples of students that had been disciplined in anger—some were abused. Some have been “beaten”. This is not appropriate discipline—it is abuse.

What messages are you communicating when you discipline a Teen Challenge student?

If discipline in Teen Challenge is to be redemptive and move the student to a closer walk with God, the messengers of that discipline—the staff—must evidence God's character in the context of that discipline. The staff must also evidence God's character all the rest of the time, too, or their effectiveness in communicating Christ's love will be ineffective at the time of discipline.

In today's lesson we will look at five key areas in the life of the staff:

- A. Understanding authority
- B. The self image of the staff
- C. Avoiding the wrong kind of help
- D. Understanding cultural differences
- E. Communicating with Godly love

**4. Cover Point A. Understanding authority  
(7-10 minutes Student Manual pages 33-34)**

Effective discipline begins with a staff that clearly understands authority.

**1. The Jesus style of authority**

The Jesus style of authority builds on the principle that all legitimate authority comes from God. Romans 13:1-7 points out that everyone must submit to the governing authorities. The TC staff are not only in a position of authority over the students, but they are also under authority.

It is more important that the staff understand this and be obedient to his/her leaders than for the student to obey. If the leaders are disobedient and corrupt, how can the students be properly disciplined?

The disciples of Jesus had a real problem understanding authority. They equated power with authority. But Jesus talked about being servant leaders—he spoke out sharply against the world’s concept of authority—lording their power over others. See Matthew 20:20-28.

New TC staff that are graduates of the TC program often have major problems in this area. Frequently they allow their new position of authority to “go to their head.” Power can be easily abused, and must be handled with care.

Frequently new staff treat students harshly. On the other extreme, some new staff want to be liked by the students and so they are too lenient on the students. Finding that healthy balance is directly related to having a solid personal relationship with Jesus and His view of authority.

If any of those in your class are currently working with students in a TC center, you may want to ask them to share their experiences on this issue regarding their first few months as staff.

**2. God commands parents to discipline their children**

A biblical view of authority includes an understanding that God has commanded leaders to discipline those under their authority.

Parents are directed to discipline their children. See Proverbs 19:18.

Governing authorities are God's servants to punish the disobedient. See Romans 13:1-5, especially verses 4 & 5.

Hebrews 13:17 points out that leaders will have to give an account to God for their leadership. TC staff need to recognize that one day they will stand before God at the judgment. God will require an accounting of what kind of a leader they were—and how they disciplined students is one of the areas for which they will have to give an account.

### 3. Leadership by example

What do TC students see when they look at the staff? Paul said in **1 Corinthians 11:1**, "Follow my example, as I follow the example of Christ." The staff at TC need to set the example of obedience and godly attitudes toward leadership so that we too can say to our students, "Follow my example as I follow Christ."

One part of setting the right example is being willing to admit our mistakes to the students. When staff show a willingness to be honest, and admit mistakes in public, they set a powerful example.

### 4. Walk in truth

The priority of being a TC staff is not to be in a position of power and show others who is really in charge at TC. Our priority must be to focus on walking in God's truth. In lesson three we discussed how often delusion is involved in acts of disobedience.

Staff must live out a firm commitment to walk in God's truth, whether students respect them or not.

### 5. Obey at levels two and three

In lesson two we discussed the three levels of obedience. TC staff need to set clear examples of functioning at **Level Two**—"Obey and discover the main reason why you were told to do it," and **Level Three**—"Obey on your own because it is the right thing to do."

Students are watching the staff. What they see will probably have a greater impact on disciplining them, than what the staff say.

**5. Cover Point B. The Self image of the staff (7-10 minutes Student Manual pages 34-35)**

The topic of developing a biblical self image is covered in depth in another staff training course.

How a person functions in leadership often reveals the self image of that person. If that leader has a weak self image, it will usually show up in the context of relating to the students, especially in situations that involve discipline.

**1. Do you need to be needed?**

Do you need people to affirm your worth? Is your inner security based on what the students think of you? If so, you are likely headed for trouble. Some new staff come to this ministry with a need to be needed. This easily creates an unhealthy atmosphere for staff-student relationships.

Our self image must be rooted in our relationship with Jesus. It is essential that we look to Jesus and see ourselves as He sees us.

**2. Power and a weak self image**

Power is addictive, and staff with a weak self image will seek more power as a means of supporting their weak self image. Jesus was not obsessed with power. Insecure leaders are often obsessed with power.

**3. The right to be respected**

In the *Group Studies for New Life* course **Anger and Personal Rights**, we cover the issue of personal rights, and what happens when someone violates one of your rights.

Do you live with the belief, “As a TC staff, I deserve to be respected”? When persons in authority believe they have a **right** to be respected, you can be sure that students will challenge that right.

Receiving respect needs to be viewed by the staff as a privilege. Jesus showed genuine respect to others even if they were disrespectful toward Him. Demand of yourself the responsibility to be consistently respectful to your students and others around you. True respect from others is earned by your genuine expressions of love and concern.

It will be very common for TC staff to discipline a student that does not have a biblical self concept. The student may have a proud spirit. If the staff is insecure, s/he may react to that student's attitude in a way that does not focus on helping the student.

If TC staff are going to be effective in relating to students, they must have a clear understanding of their self image and not allow themselves to be drawn into power struggles with students or other staff.

## **6. Cover Point C. Avoiding the wrong kind of help (7-10 minutes Student Manual pages 35-36)**

In the Living Free ministry, part of the training focuses on the negative concept of “enabling.” If your students have already been through this Living Free training, then you can refer back to that training and give several examples of how this concept relates to discipline in the TC setting.

There are also resources on this topic of “enabling” available on [www.iTeenChallenge.org](http://www.iTeenChallenge.org)

If your students have not been through this training, then take time to introduce this issue.

### **1. Enabling**

Enabling is defined as

1. Anything that stands in the way of persons experiencing the natural consequences of their own behavior. Galatians 6:7-8
2. When helping harms the one you love.
3. Rescuing people from their responsibilities and/or consequences.

4. Giving the person permission to stay sick, and continue with their inappropriate behavior.

The concept of enabling needs to be illustrated for your students. Galatians 6:7-8 is a powerful example of this point. God says that a person will reap what they sow. But the “enabler” can’t stand to see that happen, so they rush in to put good things where the destructive consequences would have resulted.

A proper understanding of enabling is often difficult for new staff to understand. Distinguishing the difference between offering the wrong kind of help versus the right kind of help is not a simple task.

What is the goal of the staff when disciplining a student? The staff can often miss their proper role in discipline.

## 2. Confronting conflict

The Living Free ministries have another workshop that deals with confronting conflict. A powerful truth starts that section of the training.

**We are most useful in confronting conflict when we are not so much trying to change another person as we are trying to help him/her see himself/herself more accurately.**

Often in the context of discipline, the staff is functioning from a mindset of “I’ve got to make this student change.” But that is not the most effective way to help that student. The staff must respect the student’s responsibility to think through the situation and choose his/her response. The staff will be most effective by focusing on helping the student see the truth as it relates to the situation at hand.

The staff must see discipline as redemptive, not just punitive. The role of the staff is to demonstrate firm love.

How to handle conflict is covered in depth in another staff training course. Encourage them to go over their notes from that class and reflect on those principles and their relationship to discipline in the TC setting.

Additional resources are at: [www.iTeenChallenge.org](http://www.iTeenChallenge.org)

**7. Cover Point D. Understanding cultural differences  
(7-10 minutes Student Manual pages 36-37)**

Teen Challenge brings together staff and students from a variety of cultural backgrounds. Many students were raised in another part of the nation. Racial and ethnic backgrounds can dramatically affect ones beliefs about discipline.

Ones family background also has a powerful influence on the attitudes and behavior patterns of the student. Was the student raised without a father in the home, or by abusive parents?

Culture does have a major influence on TC's effectiveness in helping people with needs. Over the past 35 years in the USA, very few American Indians or Asians have gone through TC. One simple explanation is to look at the staff. Potential students often consider the racial mix of the staff. Are there staff of the same background? Very few TC centers in the USA have any American Indians or Asians on staff. TCs which consistently minister to Afro-Americans usually have at least one Afro-American staff.

**Guest Speaker**

One way to cover this section of the lesson is to invite a guest to speak for about 5-7 minutes on this issue. Try to arrange for a graduate of TC to share his/her experiences of being disciplined in TC by a staff of a different racial background. Try to find a person that once viewed people from a different ethnic group with prejudice.

If you cannot find a graduate of TC to participate in this class session, you may want to use a current student in TC who came to the program with these prejudiced ideas. Another option is to use a person who once held these views, but never went through TC.

You may want to interview this person during the class session, to make sure the issues are covered that you want to address in this lesson.

Ask this person to explain what it was like to be disciplined by a person of a different ethnic background. Have the guest explain what is going through the mind of the person who is prejudiced against "those kind of people."



What can new TC staff do to avoid problems in this area?  
What kinds of words communicate negative messages?

Cultural barriers can be overcome and cross-cultural ministry is a realistic possibility. However, it takes careful attention to cultural issues.

**8. Cover Point E. Communicating with Godly love  
(7-10 minutes Student Manual page 37)**

How the staff communicate to the students is most important. Does the student see love in action?

One director commented that often he cringes when he hears a staff disciplining a student, because the speech is harsh. Finding appropriate ways to communicate firm love is an ever present challenge to TC staff.

In the survey of graduates of TC, this issue was at the top of their list—the staff must show love if they hope to be effective in disciplining a student.

The message of **1 Peter 4:8** is certainly true for TC staff: “Above all, love each other deeply, because love covers over a multitude of sins.” (NIV)

**Colossians 4:6** Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone. (NIV)

**Ephesians 4:15** Instead, speaking the truth in love, we will in all things grow up into him who is the Head, that is, Christ. (NIV)

**1 John 2:5A** But if anyone obeys his word, God’s love is truly made complete in him. (NIV)

There are lots of other scriptures that could be included in your discussion of this issue. The two greatest commandments are also relevant to this discussion.

**9. Discuss Project 6: The Kitchen Crew Chief  
(5-10 minutes)**

Have the small group assigned this case study to present their skit. After the skit is completed, ask for feedback from your class on what they saw in this skit as it relates to the issues we covered in class today.

Have your class turn to Project 6 in their Study Guide.

**Case Study Description**

David has been in Teen Challenge for two months. He has been having a difficult week. He had an argument with his roommates and now the responsibility of being a kitchen crew chief is making him irritable.

A staff member walks into the kitchen and notices David is running behind schedule. He asks David to finish cleaning the kitchen after church services because there is not enough time to finish the job now. David disagrees and starts to argue with the staff about his decision. David then begins to tell this staff how none of the students like him and they say he is an incompetent staff

**Class Discussion**

Ask students to share their answers to question 1.

**Question 1: If you were the staff, what would you do?**

Encourage your students to share their answers without the fear of being labeled wrong.

Question two poses a deeper assessment of the issues involved in this case study.

**Question 2: What are the two issues that face the staff as a result of the student's actions and words?**

Allow the students to share their ideas. You may want to list their answers on the board. When they give their answers, you may want to ask them to justify their decision.

Suggested answers:

1. The immediate situation of finishing the work at the time specified by the staff—after church.
2. The attitude of disrespect communicated by student to the staff—by calling him incompetent.

Your students may come up with other issues that are just as valid. Point out the need to deal with the facts, and not read into the situation more than what the student is saying.

**Question 3: In lesson five, we discussed the importance of the staff having a clear understanding of their self image—rooted in their relationship with Christ. How would you feel if David made these accusations against you as a staff?**

This question asks for a personal answer. Ask for volunteers to share their answer to this question.

You may want to watch for areas that signal a potential problem with the staff who are participating in your training today.

- (1) Do they demand respect and use their position of power to get it?
- (2) Do they brush this off this issue without any thought?

Question - Is this person being honest with you? Have they recently faced disrespect by others? If they say “No”, then counter with “can you recall anytime in your life when others treated you with disrespect?” If they still say “No”, then they might find the world of TC very different.

TC students often are hurting people with deep needs. Many show disrespect—sometimes unintentionally, whereas others blatantly do so.

A healthy response to question #3 is that your students would be hurt or saddened by the lack of respect. But a mature person is able to receive disrespect without blowing up at the person. Living out the character of Christ enables us to see past the disrespect to the real needs in the life of that person.

After they have shared their responses, give them the following description of how the staff responded in this real life situation. Point out that the staff at this center had much more information on David than just this one event. The staff also have the policies of the center on dealing with this issue. Here is the way the staff dealt with this situation.

#### **Case Study #4 Actual Follow-up**

***How the staff responded***—The staff sat down with David one-on-one to discuss the problem. The staff explained to the student how our daily schedule at Teen Challenge changes a lot. Sometimes it changes on the spur of the moment. Therefore, we all need to be flexible and understanding.

The staff told David that it's not a problem to clean the kitchen after church. The bigger issue is the need for Dave to show respect to the staff. David was then counseled in the area of respect and was asked to please watch his temper.

***How the student responded***—David was glad that the staff didn't give him any written discipline. He agreed with what the staff said and apologized for his behavior.

Perhaps the situation in this case study was handled differently than what some of your students may have expected. However, it points out that heavy discipline is not always needed to help students grow. Sometimes students make comments at a moment of frustration. Staff can make a mountain out of every disrespectful comment, or they can do what 1 Peter 4:8 tells us—love covers a multitude of sin.

#### **10. Additional Teacher Notes for Project 6 Case Study 4 The Kitchen Crew Chief**

The following notes relate to questions 4-7 on Project 6. You may be able to schedule some time to discuss these other questions after they have completed the project.

**Question 4: At the staff meeting the following day, David's behavior was described by the staff involved. Another staff suggested that we cannot force students to respect us. He suggested that when and how David evaluated the staff was not appropriate, but perhaps David's comments can be a help to that staff. Do you agree or disagree? Explain your answer.**

An important issue here is do we believe God speaks to us through others? Can we learn from those under our authority. It is true that how the student confronted the staff was inappropriate. But remember how in 2 Samuel 16:5-14, King David responded when Shimei cursed him and threw stones at him as David fled from Absalom. In verses 9-12 David stops his general from killing Shimei and states that God may have told Shimei to curse David.

James 1:2-4 makes the same point that when trials and tests come our way we need to welcome them as friends and not resent them as intruder realizing that God wants to use these situations to produce in us the quality of endurance. When we receive these experiences as gifts from God we realize the opportunity to develop character with integrity.

This scripture is particularly insightful in the Phillips New Testament. “When all kinds of trials and temptations crowd into your lives, my brothers, don’t resent them as intruders, but welcome them as friends! Realize that they come to test your faith and to produce in you the quality of endurance. But let the process go on until that endurance is fully developed, and you will find you have become men of mature character with the right sort of independence.”

**Question 5. How do you think David’s comments could help this staff?**

We all live with a certain amount of delusion. God may use this student to help the staff see his/her need to grow.

Another fact is that TC requires staff to have “thick skin.” Many students are quick to spot a tender part in your ego. If they know you will over-react when shown disrespect, they can control you. TC staff need thick skin, but a tender heart.

**Question 6. In class, your teacher explained the discipline that was given David. Do you agree with this discipline? Do you think it was too harsh or too lenient? Explain your answer.**

Since the focus of this class is on disciplining students, your class may have assumed that David should be disciplined. Your students need to understand that personal counseling is often appropriate without additional discipline. Mercy does have a legitimate place in TC ministry.

### 11. Lesson conclusion (Student Manual pages 37-38)

Encourage your students to consider the importance of how the staff responds in a discipline situation. Do they really demonstrate the character of Christ? How would Jesus discipline this student if He were in your place?

### 12. Assignments

Give your students their assignment for the next class session.

- A. They are to complete Study Guide **Project 6 .”The Kitchen Crew Chief.”**
- B. They are to complete **page one** of Study Guide **Project 7, “The Laundry Lie”**.
- C. Have the students read **chapter 6** in the Student Manual before the next class session.
- D. Depending on how you want to teach the next class session, you may want to have your students also read the three Appendices at the end of their Student Manual which go along with Lesson 6.
  1. Selected parts of Teen Challenge National Accreditation Standards
  2. Selected parts of the Teen Challenge Policy and Procedures Manual
  3. Selected parts of the Teen Challenge Student Rules & Agreements

Your students may not understand all they read, but it will greatly help in preparing them for the next class session.

### 13. Lesson evaluation

Please list your ideas for improving this lesson.

What parts worked best?

What parts were hardest for students to understand?

What seemed most helpful to your students?

## Lesson 6

### Teacher Lesson Plans

### Teen Challenge Standards and Policies for Discipline

**Key Truth:** Discipline in the TC program is only done within the context of approved policies and procedures.

**Key Verse:** 2 Timothy 4:5 NIV  
But you, keep your head in all situations, endure hardship, . . . discharge all the duties of your ministry.

#### 1. Advance Preparation

As you teach this chapter, the country in which you are teaching may have a major impact on how you cover this material.

Depending on your students and the issues you want to cover in this class, you may want to have your students read Appendices 1-3 in the back of their Student Manual before this class session starts. This would be in addition to reading chapter 6 in the Student Manual.

Appendix 1. Selected parts of Teen Challenge National Accreditation Standards

Appendix 2. Selected parts of the Teen Challenge Policy and Procedures Manual

Appendix 3. Selected parts of the Teen Challenge Student Rules & Agreements

If you have a different set of materials for your center related to these three listed above, you may want to use those materials instead of the three articles in the Appendix at the end of the Student Manual.

Your students may not understand all they read, but it will greatly help today's class session if they are familiar with this information.

## 2. Student materials reference

Chapter 6 in the Student Manual goes along with this lesson. Also Appendices 1, 2, & 3 in the back of the Student Manual will be used in this lesson.

Study Guide Project 7, “*The Laundry Lie*”, will be used in this lesson.

## 3. Introduce today's lesson (2-3 minutes)

Briefly discuss the Key Truth for this lesson.

The staff must understand that discipline of TC students is not a personal issue where each staff does what they think is best.

Discipline in TC is carefully structured by national standards and local policies and procedures approved by the Board of Directors. It is essential that new staff thoroughly understand these policies and procedures.

Failure to properly understand and use these policies and procedures may result in the staff being disciplined or terminated. Abuse or neglect in this area of work in TC can result in criminal charges being brought against that staff and the ministry leadership—specifically the local board of directors. Failure of the staff to function with the highest degree of integrity can bring devastating damage to the reputation of the TC ministry—both locally and nationally.

Our discussion of the methods of discipline used in TC will be a three stage discussion today.

Step 1: We will begin with the national Accreditation Standards for Teen Challenge.

Step 2: We will look at the local TC policies and procedures that relate to the national TC Standards. Most of those will be written in the center's policies and procedures staff manual.

Step 3: We will examine how staff implement these policies and procedures on a daily basis in the program. The student rules provide the basis for this discussion.



An analogy may be helpful at this point:

1. The TC Accreditation Standards are the skeleton which provide the overall framework for biblically based discipline in the TC setting.
  2. The local center's policies and procedures provide the meat and ligaments to put substance to the standards.
  3. The implementation of these policies and procedures on a daily basis is what brings "life" to these rules and regulations. However "legalism" is not our goal. We need the indwelling presence of the Holy Spirit to use the discipline procedures as a redemptive work of growth in the life of each new Christian.
- 4. Cover Step 1: National Accreditation Standards related to discipline** (3-4 minutes, Student Manual page 40 and Appendix 1: Selected parts of the Teen Challenge USA National Accreditation Standards)

Very briefly explain the history and purpose of TC Accreditation. See pages 86-87 in Appendix 1 in the Student Manual for additional information on TC accreditation.

You may want to give this part of the lesson (and the whole discussion of Step 1) a broad big-picture presentation without going into a lot of details here.

Accreditation Standards are designed to primarily benefit the local center. They provide a minimum level of structure and quality of ministry required for TC centers. Local TC centers are accountable to the TC National office for implementing policies and procedures to address all the issues covered in these standards.

Briefly explain the 4 sections of TC accreditation Standards which address issues related to disciplining students in the TC setting. Refer your students to Appendix 1 for examples and more information on these standards.

Four sections of the TC Accreditation Standards address issues related to disciplining students in Teen Challenge.

1. Student Rights
2. Student Records
3. Staff Training
4. Confidentiality laws

In this class session, you may want to have them turn to their Appendix 1 and have a brief discussion of what are some of the standards that relate to disciplining students.

You may want to explain the importance of the Accreditation standards that deal with Student Rights (Student Manual, page 89). One important purpose of these standards is to prevent abuse.

The Standards on page 90 of Appendix 1 explain the grievance procedure that students are allowed to use. Explain what this means and how it would work in a local center.

Some TC staff see a conflict between these standards and the teaching in the *Group Studies for New Life* course “**Anger and Personal Rights**” which teaches that as Christians we are to give up all our personal rights to God.

Broadly speaking, there is a difference between personal rights and legal rights. When we teach students to give up their personal rights, this does not mean it’s OK if someone sexually or physically abuses them. To do nothing to stop that kind of abuse is negligence on the part of the staff—which is clearly not the godly way to respond.

These standards simply put into writing basic human rights—which when honored provide staff and student alike with an understanding that they will be treated with dignity and respect. These standards provide for a clearly stated mechanism by which abuses will be documented and dealt with by proper authorities.

This section of the standards in no way undermines the authority of the staff. It only guarantees to the student that Teen Challenge is a ministry of integrity that operates with biblical principles of discipline, respect, and authority. It guarantees to the student that we will not allow staff or students to abuse anyone.

We are simply acknowledging our responsibility as staff to treat students with dignity, respect, and honesty and provide a safe environment for their personal growth.

5. **Introduce Step 2: The Teen Challenge Policies and Procedures Manual (2-3 minutes Student Manual page 41 and Appendix 2)**

If at all possible, have a copy of the entire Teen Challenge Policies and Procedures Manual for your center in class today. If those you are training come from more than one TC center, you can simply use the one you have as an example.

If you are teaching this outside the USA, and you do not have a copy of the local ministry's Policies and Procedures Manual, you can use the sample one provided by Global TC.

You can also download a sample of an entire Teen Challenge Policies and Procedures manual at the website: [www.iTeenChallenge.org](http://www.iTeenChallenge.org) The name of the file is "Policies and Procedures Manual" and it is part of the staff training course "Teen Challenge Administration".

Appendix 2 in the Student Manual contains selected parts of a TC Policies & Procedures Manual which you can use in this discussion today.

Briefly explain that this manual is designed to provide specific instructions to the staff on all areas of the ministry. It must cover all issues addressed in the TC Accreditation Standards (what we talked about in Step 1)

These policies provide a standard procedure for all staff to follow in the daily operation of the ministry. These policies should provide enough detail to clearly communicate what is expected of each staff.

It is not enough to simply have a policy and procedures manual for the staff. The ministry must be able to demonstrate that **staff are informed** of the policies and procedures and that **staff are consistently implementing them** as required by their job descriptions.

What we are saying is that the TC Policies and Procedures Manual is the "rule book" for staff. Just as the students in TC have rules they must obey, so also the staff have rules that they must obey.

Come back to the illustration used at the beginning of this class session:

1. The **accreditation standards** are the skeleton.
2. The **policies and procedures for the staff** provide the meat and ligaments that tie all this together and create a positive setting in which to do our ministry.

**6. Cover Subpoint 1. List of rules given to students (3-5 minutes Student Manual pages 41-42)**

In order to fully understand the staff policies for disciplining students we need to first take a look at the rules for the students. Usually these are included in the Student Manual or Student Handbook given to each student when they enter the TC program.

If at all possible, have a copy of the Teen Challenge Student Manual (Handbook) for your center in class today. If those you are training come from more than one TC center, you can simply use the one you have as an example.

If you are teaching this outside the USA, and you do not have a copy of the local ministry's student rule book, you can use the sample one provided by Global TC.

You can also download a sample of a Teen Challenge Student Manual or Handbook (book of rules) at the website: [www.iTeenChallenge.org](http://www.iTeenChallenge.org) The name of the file is "Student Manual" in the staff training course named "Teen Challenge Administration".

Appendix 3 in the Student Manual for this course contains selected parts of a TC Student Manual which you can use in this discussion today.

For your discussion in class today, you may want to use the samples given on page 42 in the Student Manual for this discipline course.

Be sure to stress the last issue raised in the Student Manual on page 42:

**With each rule, we need to ask ourselves, "How will this rule help the student become a mature disciple of Jesus Christ?"**

The student rules are not for the convenience of the staff. Every student rule needs to have a redemptive purpose—helping this student grow closer to God.

Explain to your class that in our session today we are not focusing on writing or revising the student rules for their center. That is a topic for another training workshop. Our primary goal here is to become aware of what are the written rules that students are expected to obey at your center.

**7. Cover Subpoint 2. Policies on discipline and Subpoint 3. Documenting discipline given to students (5-7 minutes Student Manual pages 42-48)**

The Staff Policies and Procedures Manual needs to give instructions to the staff on the process to be used when disciplining a student who has broken a rule.

Based on the amount of time you have for this class, and the background of your students, you will have to determine how much time you want to spend discussing each of these 6 questions below.

If you don't have time to give detailed discussions of these, you can at least let them know the importance of learning the answers to these when they work at a local Teen Challenge center. Every center needs to have policies that address each of these questions.

**1. Who is allowed to administer discipline to a student?**

It is very common in many TC centers that new staff, especially those who are recent graduates of the program, are not immediately given the responsibility of disciplining students.

Stress the importance of new staff to be given careful training on how discipline is to be administered at their center.

The point we want to make here is that every center needs to have a written policy on who and who may not discipline students.

## 2. What is the normal procedure to use when disciplining a student?

In discussing this part of the lesson, you may want to use the illustration given on pages 42-43 of their Student Manual which describes the discipline process which can be used in a local TC center.

Your TC center may have a different process, especially when it comes to documenting the discipline. In the Student Manual, we have included a sample **Student Discipline Report** which can be used to document the discipline process (See pages 45-48 of their Student Manual).

Stress the importance of having process to document discipline. The main point here is not to discuss which methods of discipline should be used. Rather the main point is that there needs to be a clearly defined process that is used when enforcing the rules and disciplining students.

Make clear the importance of the staff having a private meeting with the student to discuss a discipline issue.

There are many different ways that discipline is assigned in different TC centers. Rather than getting into a detailed discussion now of all the different disciplines that could be assigned, explain that we are simply discussing now the process to use. We will have a more detailed discussion of the specific methods of discipline in Chapter 8.

Here are some additional comments on presenting the sample of a TC discipline process using the Student Discipline Report shown on pages 45-46 in the Student Manual.

We recommend that you have the **student** fill in the answers to questions 1 and 2 on the Student Discipline Report.

The discipline will be assigned to the student by the staff, and both the staff and the student will sign the Student Discipline Report.

After the student has completed the discipline, the staff will sign the form to confirm that the discipline has been completed, and then the **student** will answer questions 5 and

6 on this Report. The staff will then have a conversation with the student on the answers the student wrote down.

The use of this Student Discipline Report is different from what many centers use. In this example, the student is very actively involved in documenting the discipline process.

After the staff has discussed the discipline with the student, the Student Discipline Report will be filed in that student's folder or given to the student's counselor for additional follow-up.

Many centers also have a Chronological Report that is filled out each day. An entry would be made in this Report documenting the violation and the discipline assigned. (See the sample of this in Appendix 2, pages 96-97 in the Student Manual.)

In discussing the following 4 questions, our purpose at this point is to simply determine whether or not their TC center has written policies that address these questions.

- 3. What are the accepted methods of discipline?**
  
- 4. What methods of discipline are prohibited?**
  
- 5. How should the discipline be documented?**
  
- 6. What emergency procedures should be used for serious situations?**

**8. Discuss Step 3: Implementing discipline policies  
(3-5 minutes, Student Manual pages 49-50)**

Introduce this part of the lesson by coming back to the illustration used earlier in this session comparing these major topics covered in this class session today.

1. The **accreditation standards** are the skeleton.
2. The **policies and procedures for the staff** provide the meat and ligaments that tie all this together and create a positive setting in which to do our ministry.
3. The **implementation** of these policies and procedures on a daily basis is what brings **“life”** to these rules and regulations.

However “legalism” is not our goal. We need the indwelling presence of the Holy Spirit to use the discipline procedures as a redemptive work of growth in the life of each new Christian.

In the next class session we will have take a much closer look at how discipline is implemented in the local center. So right now the main point you want to stress is the need for each staff to be careful to implement these discipline policies in a way that honors the Lord.

The 3<sup>rd</sup> component of the TC Standards and policies that relate to discipline are the rules given to the students. The first two parts of this process focused primarily on the staff. Now we focus on what the students are given.

You may want to refer to Appendix #3 which has selected parts of the Teen Challenge Student Rules and Agreements. You may want to discuss why Teen Challenge has some of these rules for the students. Point out that the TC Accreditation Standards require that these rules be communicated to the students. These rules provide the foundation for implementing discipline.

You may want to give two or three examples of how discipline can be implemented properly and what the results of this were in the lives of students.

Explain that our next class session will be devoted entirely to a closer look at how discipline is implemented at the local level. Let them know who will be present as a guest



speaker. They need to write down questions they would like to ask the guest speaker.

### 9. Grievance procedure (2-4 minutes)

If time allows you may want to have your students look at the policies in Appendix #2 (page 104) which explain the grievance procedure that TC students are allowed to use if they have a complaint.

See also Appendix #1, page 90, which has the sample accreditation Standards which cover this issue. It will be interesting in the next class session with your guest speaker to find out if any students from that TC center have used this grievance procedure.

### 10. Discuss Project 7 The Laundry Lie (5-10 minutes)

Have the small group assigned this case study to present their skit. After the skit is completed, ask for feedback from your class on what they saw in this skit as it relates to the issues we covered in class today.

Have your class turn to Project 7 in their Study Guide.

#### Case Study Description

Jill came to the program director on Friday and asked permission to do a load of personal laundry over the weekend. The program director told Jill she could only use the laundry washer and dryer on her assigned day to do laundry. If she wanted to wash clothes on any other day, she would have to wash them by hand.

On Saturday Jill asked another staff if she could do a load of laundry. This staff also turned down her request.

Early Sunday morning Jill put a load of laundry in the washing machine. The staff on duty discovered what she was doing and asked Jill, "Don't you know that you are not allowed to do laundry on Sunday morning?" Jill said she didn't know this was prohibited on Sunday.

### Class Discussion

Ask students to share their answers to question 1.

**Question 1:** If you were the staff who caught Jill doing her laundry, what would you do?

Question two poses a more complex inter-relationship of the issues involved in this case study.

**Question 2:** If you were the program director, what would you do once you found out from the other two staff what Jill had done?

**Question 3:** The TC accreditation standards and TC policies and procedures require the staff to discuss with the student the issues related to the discipline. What are the different issues and/or areas of attitude and behavior that Jill needs to understand and address?

If you do not have time to discuss Question 3, make sure you cover Question 4 and give them the following information to write on their project. They will need this information to complete Project 7.

**Question 4:** Discipline assigned Jill

1. She was assigned 3 hours of extra work detail—one hour for each staff involved in this case. She had to wash the van inside and out and do yard work for the rest of the time.
2. She had to memorize several verses related to lying and manipulation.
3. On her next scheduled day to do her laundry, she was not allowed to use the washer or dryer, but had to do her laundry by hand.

**Case Study #5 Actual Follow-up*****How the staff responded***

Three staff were involved in this situation, even though just one caught Jill in the act of doing her laundry. This case illustrates the need for all discipline to be documented. If the Sunday morning staff had not said anything about this “minor misunderstanding” by this student, the staff would have missed the much bigger problem Jill was guilty of— involving the other two staff.

When the program director discussed this situation with Jill, she first had Jill fill out a discipline report. *[Refer your students to the copy of the Student Discipline Report Jill was required to fill out. It is on pages 45-46 in their student manual.]*

The program director assigned Jill the discipline. (See the list on Question 4 above.)

***How the student responded--***Jill’s response at first was anger. In the next day or two she stopped talking to the three staff involved in this case. Since this was a small center with only 5 staff, this problem behavior was soon evident to everyone. (See Question 6 on Project 7.)

The program director called Jill in and discussed with Jill the issue of communicating with the staff. More discipline was not threatened at this point. *(This issue is an important one for new staff to understand.)*

**11. Homework assignments**

- A. Have the students complete their work on **Project 7**. Make sure you give them the information for question #4 on page 2 of this project. (See the note to the teacher on the previous page of this lesson plan.)

- B. Have your students read **chapter 7** in their Student Manual. Encourage your students to write down the questions they want to ask the guest speaker at the next class session. They can do this in Part 4 on page 55.
- C. Have the students complete their work on **Project 8, Assigning Discipline**, before the next class session. You may want to briefly go over the instructions, since this is a little different than past projects.

**Special note:** We recommend that you have your students pair off and work together on this project. The reason for this is that in the real work of Teen Challenge, new staff usually will not be assigning discipline on their own. By having two students work together on this, they come closer to the kind of staff interaction that often is involved with determining the discipline to be given a student.

We would recommend that you have single sex pairs, and have them complete this assignment from the perspective of working in a program of their sex. Whether they choose to do this project based on adults or adolescents, is up to you—or your students.

The project asks them to select 4 different rules in the Teen Challenge program Student Orientation and Rules Handbook. You can have your students use the rules in Appendix 3 in their student manual for this course. If your students are currently working at a TC center, you could have them use the rules from their own center.

When discussing or grading these projects, one issue you may want to watch for is how they would bring other staff into the discipline process. The TC staff policies and procedures manual should be followed as well as any additional information provided by the guest speakers on how discipline is implemented in the local programs.

For example, if any of your students say they would dismiss this student from the program, did they follow TC procedures for this? Can any staff dismiss a student, or does that require the approval of the program director?

**12. Lesson evaluation**

Please list your ideas for improving this lesson.

What parts worked best?

What parts were hardest for students to understand?

What seemed most helpful to your students?

## Lesson 7

### Teacher Lesson Plans

### Interview with Teen Challenge Program Director

#### 1. Advance Preparation

Make arrangements with the guest speaker(s) who will participate in today's class session. Try to arrange to have the program director from the men's center and the program director from the women's center. If someone other than the program director is in charge of all student discipline, it would be appropriate for that person to be the guest speaker.

The guest speaker needs to be given a brief overview of what we have already covered in this course. Also give them a clear understanding of the general nature of the questions they will be asked during this class session.

The format of the class session will be interview. They should bring to the class a list of the methods of discipline they use in their program. They should also bring one or two student files so they can illustrate how discipline is documented in their files.

They also need to be prepared to explain how new staff are trained to discipline students.

#### 2. Advance Preparation for Project 10

Study Guide **Project 10, "Report on Student Discipline"** (instructions are on pages 99-100) is a long range assignment that may require some significant advance planning for your students to complete it. Discuss the logistics of this with the appropriate leaders before introducing it to your students. This assignment calls on your students to sit in on an actual student discipline meeting.

#### 3. Student materials reference

Chapter 7 in the Student Manual goes along with this lesson.

**4. Introduce today's lesson format (2-3 minutes)**

Explain to the students the special format for today's class session. Explain that you will interview the guest speaker(s) for the first 30 minutes of the class session. You will address three major areas:

1. How is discipline implemented in the program?
2. How is discipline documented in the student files?
3. How are new staff trained to discipline students?

After the first 30 minutes are complete, the class will have the opportunity to ask any questions they have.

You will have to decide whether or not to allow students to ask questions during the first 30 minutes of the interview. One option is to restrict them to only asking questions of clarification—where they do not understand what the speaker has said.

**5. Interview: Part 1 How is discipline implemented in the TC program? (15-18 minutes)****Question 1:**

**Let's assume a new student is entering the program today. What orientation and training do you give him/her about the rules of the program and discipline procedures?**

**Question 2:**

**What kind of commitment do you have new students sign regarding the rules of the program?**

**Question 3:**

**What are the rules that new students most frequently violate?**

**Question 4:**

**When a staff discovers that a student has broken a rule, what are the standard procedures the staff must follow?**

The speaker needs to be prepared to discuss several different kinds of discipline situations.

For example, are all infractions treated the same?

Or are different methods of dealing with students dependent on:

1. minor infractions
2. major infractions
3. infractions that can lead to dismissal from program

**Question 5:**

**How do you make the punishment fit the crime?**

**Question 6:**

**How do you gather evidence if the person is not caught in the act of breaking the rule, but you suspect that s/he has broken a rule?**

**What credibility do you place on the testimony of other students?**



**Question 7:**

**What is the most difficult part of disciplining students?**

**6. Interview: Part 2 How is discipline documented in the student files?**  
(4-6 minutes)

**Question 8:**

**What are the steps that staff must take in documenting infractions and discipline given to a student?**

Some of this may have already been covered in the past questions. If so, have the staff summarize this part again, and discuss some of the problems they have with staff doing this properly. (See question 9.)

What the guest speaker should do is show what the policies and procedures manual requires of staff at his or her center. Then s/he should read a couple examples of student files where discipline has been documented. Make sure names are not used to violate confidentiality of students still in the program.

**Question 9:**

**What are the biggest problems you have with staff documenting discipline?**

The director may want to comment on how well the staff has done in documenting the discipline. For example, the staff may have left significant issues out of the documentation. We are not necessarily looking for perfect examples to be shared here. This might be a good time for the speaker to point out the problems with staff not following through on the policies if that is the case.

**7. Interview: Part 3 How are new staff trained to discipline students?**  
(5-7 minutes)

**Question 10:**

**How are new staff trained to discipline students?**

**Question 11:**

**What are the major problems you have with new staff disciplining students?**

## 8. Interview: Part 4 Your Student questions for guest speaker(s) (15-20 minutes)

Allow questions from the students on whatever issues they want to address.

## 9. Homework assignments

- A. Have your students read **chapter 8** in their Student Manual in preparation for the next class session.
- B. They are to complete Study Guide **Project 9, “The Confession”** before the next class session. The issue of student confessions will be dealt with in greater detail later in this course. This case study will get them to begin to think through the issues involved.
- C. Assign Study Guide **Project 10 “Report on Student Discipline.”** This is a **long range assignment**: Have your students make arrangements with the program director to sit in on an actual discipline situation where a TC student is being counseled and then assigned discipline.

Your student should be a silent participant in this process. S/he should take notes on what is happening. After the meeting with the TC student is over, the your student may want to interview the staff involved in this situation and seek clarification on what transpired in the meeting and the reasons for the discipline being assigned.

You may also want to consider having your student interview the TC student after the discipline has been completed to get his/her perspective on the situation and what s/he learned from this experience.

Your student needs to write up the entire experience, and provide his/her assessment of the experience based on the teachings of this class.

Your students need to have Project 10 completed before Class session #10.

## 10. Lesson evaluation

Please list your ideas for improving this lesson.

What parts worked best?

What parts were hardest for students to understand?

What seemed most helpful to your students?

## Lesson 8

### Teacher Lesson Plans

### Methods of Discipline

**Key Truth:** With the Lord's help, we need to find the most appropriate discipline for each student.

**Key Verse:** Hebrews 12:11 (NIV)  
No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it.

#### 1. Student materials reference

Chapter 8 in the Student Manual goes along with this lesson.

Study Guide **Project 8, "Assigning Discipline"**, and **Project 9, "The Confession"**, will be used in this lesson.

#### 2. Introduce today's lesson (2-3 minutes)

Briefly discuss the Key Truth for this lesson. This is the third lesson on methods of discipline, and we will attempt to pull together some of the different issues that have been discussed in the last two lessons.

Some of the issues addressed in this lesson may have been covered in depth by your guest speakers in lesson 7. If so, briefly mention them, and go on to other issues that may not have been covered yet.

Our purpose today is to take a systematic look at the different types of discipline used in Teen Challenge centers. Point out that each local center may not use all of these methods.

A major concern directors have for new staff is that they understand the **intent** behind discipline. Discipline is not used as a means of power or revenge. Discipline from a biblical perspective is designed to bring positive growth.

In looking at each method of discipline we need to ask the question, "How will this discipline help this student develop the godly attitudes and behaviors that mark a growing Christian?"

### 3. Project 8: Situation #1 (3-5 minutes)

Your students should already have completed Project 8, “Assigning Discipline”, in their Study Guide. Select one of your students (or the team of 2 students) and have them share with the class one example they used in Project 8. Have them share the method(s) of discipline they would have given this student.

You may want to have your students **briefly** explain why they chose the methods of discipline for this student. Be careful about turning this into a contest of who designed the one best way to discipline the student in this situation. Hopefully this discussion will surface a variety of possible ways to discipline the same situation. Avoid long discussions at this point, because more analysis of their methods of discipline will take place later in this class session.

### 4. Introduce Point A: Methods of discipline (2-3 minutes Student Manual page 57)

One issue that should be emphasized is that discipline is not conducted in a local center the way we are doing it here in class. Here in class we are only discussing a specific event and a suggested discipline with no conversation with the student.

However, in the local center, the staff are working with these students on a daily basis. They get to know the students, see their progress, and base much of their decisions on what they feel is best for each student at this time in their life.

As the staff work through this discipline process, they are engaging the student in meaningful conversations. This interaction is a very significant part of the decision process on what discipline will be given a student.

As you prepare to begin the discussion of each of the different methods of discipline in this class session, point out that many centers may not use all of these methods. They may have other discipline methods that are not covered here.

Our purpose in this class session is to expose them to a variety of methods of discipline and help them begin to see how each can be used effectively with their students.

It would also be good to explain that some methods of discipline work better with some students than with others. Parents know this from raising their own children.

Briefly go through each category of discipline below and describe the method. Then give one or two examples of each as well as what is the main reason why this method would be used.

**5. Cover Point A-1: Counseling  
(3-5 minutes Student Manual pages 57-58)**

Many times staff will not give specific discipline for an infraction, but will counsel the student. This might be a very brief discussion at the moment the student is caught doing this. Or it could be handled in a later counseling session where a more in-depth conversation can address the issues.

Typically this might be done with a new student—where the staff gives the new student the benefit of the doubt that perhaps s/he is not familiar with the rule and does not realize that what s/he did is against the rules.

There are also times when the staff sees that the behavior of the student is not simply a mean streak of rebellion. Many times disobedient behavior is simply frustration being acted on. The immediate rule that was broken is not the root of the problem. The staff may see a greater need to counsel the student regarding the deeper issue and ignore the immediate rule that was broken.

You may want to highlight the example given in the student manual on page 58.

One day a student came into the program director's office and threw an ink pen on the desk and said, "I stole this pen. I can't believe what a wimp I am becoming. I used to steal from my own grandmother, and not think anything about that. But this stupid little pen is not mine."

The program director responded, "This is a good sign! This shows that you are really growing. What you feel on the inside is the conviction of the Holy Spirit. This shows you are listening to the Holy Spirit and making good choices. You are making real progress!"

No punishment was needed. Remember why we discipline our students. Because we want to help them grow closer to God and become the person He wants them to be.

Counseling is often used with many other methods of discipline as well. Even if we have already determined what method of discipline will be used, it is important that we cultivate the personal relationship with the student being disciplined.

Stress this point: Balance is the key here. Students don't need a 15 minute fiery sermon on the evils of their disobedience. Jesus kept His descriptions of sin to a minimum with many that He dealt with. For example, when He rebuked Peter on the mount of Transfiguration (Matthew 16:23) and when He spoke to the woman caught in adultery (John 8:11).

Saying too little means that we miss the opportunity to bring God's truth to this situation. Saying too much drowns out the still small voice of the Holy Spirit.

If you have graduates of Teen Challenge in your training class, you may want to ask them how this method was used when they were a student and how effective it was at that time in their life.

## **6. Cover Point A-2: Educational projects (3-5 minutes Student Manual pages 58-59)**

Educational projects for discipline can involve a wide variety of choices. The important thing to stress again is explaining to the student why we are giving this kind of a discipline.

Don't just dump a writing assignment on them. For example: "Here is your discipline. Write the book of Proverbs." or "Do this character quality."

Instead, explain that instead of assigning some punishment or manual labor, you are assigning this educational project because you hope it will help the student learn more about how they can serve the Lord in a positive way.



You may want to quickly go over all the different types of educational disciplines that can be used and then give specific examples of how these can help students.

- a. Scripture study
- b. Character qualities study
- c. Study projects from the book, *The Bible in Counseling* (Waylon Ward) or *Homework Manual for Biblical Counseling-Volumes 1 & 2* (Wayne Mack)
- d. Special written projects

Give some time to discussing how these educational disciplines can be very ineffective. This is discussed in the student manual under **scripture study**. Is their assignment just busy work, or are they truly learning something that is going to help them?

Stress the importance of using counseling as a part of these educational disciplines as well.

**7. Cover Point A-3: Loss of privileges  
(2-4 minutes Student Manual pages 59-60)**

Loss of privileges is probably one of the most common forms of discipline used in Teen Challenge. It is all too common for this discipline to be used with no counseling. The discipline is assigned in 10 seconds and then the staff is done and moving on to the next issue.

Challenge them to be very careful in using this method of discipline. We need to look carefully at the consequences of this approach to discipline.

When assessing the intent or purpose of this type of discipline, we have moved from the **instructional style** of discipline to the **restriction style** of discipline. The intention of this method of discipline is to get them to see the unpleasant consequences of disobedience. This same issue holds true for the next categories of discipline also.

The issue of “pain” in the consequences of the discipline is intentional with this method. The pain is related to the loss of privileges, not physically inflicted pain.

Loss of privileges could include

phone calls

visits from family

mail

recreation

shopping trips

passes

free time

Loss of privileges cannot involve loss of meals, nor can it include being locked in a room. However, it can involve being restricted to certain rooms in the building, or not being allowed to enter certain areas, for example, the recreation room.

Care needs to be taken in assigning this discipline in view of the impact it can have on other family members of your student. If your student is a parent, and the children are expecting a call, this discipline can do more that affect the student—it can affect the whole family.

Instead of using this method as a first discipline, you may want to consider it for repeat offenders who are not responding to other methods of discipline.

#### **8. Cover Point A-4: Work detail assignments (3-5 minutes Student Manual pages 60-61)**

Another very common method of discipline is being assigned extra work. Many centers assign a certain number of hours of work for the discipline.

The work assignments vary greatly, from washing the Teen Challenge vehicles, to washing pots after meal time, cleaning the stove, or under the stove, mowing the lawn, digging a ditch, picking up rocks.

In some cases these discipline work assignments are done while the other students are scheduled for free time or on the weekend.

A real danger here is to use the prison guard mindset in handing out this kind of discipline. It is easy to slip into the “doing time” mindset by both the staff and the student. Care needs to be taken to make sure the punishment fits the crime.

Challenge your students with this question: “How is this discipline helping the student grow, especially in relationship to the area of his/her life involved with the disobedience?”

Or is this work simply punishment?

Assigning hours of work can be the easy way out for the staff rather than finding a discipline that more closely relates to the violation.

You may want to get your students’ reaction to the example of this kind of discipline described on page 60 of their student manual.

One TC center uses a work assignment when two students are not choosing to get along with each other. They must move a pile of tree stumps from one place to another. They are provided a wheel barrow to use. Each student must hold one handle of the wheel barrow as they move these stumps. They also have a pile of cement blocks to move. A pole is provided to slide through the holes in the cement blocks. Each student must hold one end of the pole as they move these blocks. This method requires the students to communicate and work together to accomplish the project.

You may want to ask any former TC students in your class to share other work assignments they were given when they were a student in TC. How effective did they feel this method of discipline was?

### **Academic discipline**

Another variation of a work detail assignment relates to academic discipline. If a student has failed to complete class assignments, or failed a test, then s/he is assigned an extra study hall time. Typically this is done while other students have free time, or perhaps during recreation time or instead of going on a shopping trip.

**9. Cover Point A-5: Discipline for major violations  
(3-5 minutes Student Manual pages 61-63)**

In covering this part of the lesson, you may want to focus more on a brief overview rather than going into a detailed discussion of all the issues related to this area of discipline.

At this point, one of our main goals is to get them thinking about different kinds of violations—which ones are minor and which ones are major. The big issue here is that they do not make these decisions on their own. These decisions are made by the leaders of the ministry. All the staff need to be in agreement and implement this according to the policies of that local center.

Many times the student rule book at each local TC center identifies violations of a more serious nature which can lead to major discipline including dismissal from the program. All centers do not use all of the methods below, especially the first three listed.

Some of the violations that can lead to serious discipline would include smoking, using drugs, violence or threats of violence against another person (student or staff), refusal to accept a discipline, refusal to participate in a scheduled activity for TC students, or lack of personal progress.

Typically violations of this nature require more than one staff to determine the discipline for the student.

- A. Probation
- B. Extend time in the program
- C. Start the program over again
- D. Suspension from the program
- E. Dismissal from the program
- F. Transfer to another program

Stress the importance for new staff to learn the policies related to these serious offenses. Most likely they will not be handing out these disciplines on their own, but will see other leaders in the program have a role in making these kinds of decisions.

Caution them against threatening a student with these serious forms of discipline.

We really need wisdom from the Lord in making decisions on these kinds of serious disciplines.

**10. Cover Point B: Prohibited disciplinary procedures (2-5 minutes Student Manual pages 63-64)**

In lesson one we discussed how our personal background in discipline can greatly affect our present views on this issue. Certain forms of discipline are prohibited, but equally important, certain types of behavior by the staff during times of discipline are also prohibited.

As you go through each of these issues, make sure they understand why each is prohibited.

- A. No demeaning language**
- B. No physical contact**
- C. Students may not be locked in a room**
- D. Do not discipline students in public**
- E. No food deprivation**
- F. No excessive discipline**

It would be good to mention here that if any of these methods are being used at their center, they should seek help in addressing these. To do nothing is not the Godly thing for them to do. Discuss how they could take steps to help address these issues.

**11. Cover Point C: Process for dismissing a student from the program (2-5 minutes Student Manual pages 64-65)**

Many programs prohibit one staff from being able to dismiss a student from the program. Typically dismissal requires the approval of the discipline committee or the program director. Many times the student's situation will be discussed in a staff meeting before any decision is reached.

The final decision for dismissal often is made by the program director.

It is very important to have written documentation of the process that led up to dismissal from the program.

**12. More discussion on Project 8  
(5-7 minutes)**

If you have time, you may want to have your students present another case study from their Project 8.

Have your students describe the discipline they assigned in this situation.

Challenge your students to think in terms of how this discipline addresses the needs in the lives of the students. How will this discipline help them grow?

Depending on time available, you may want to discuss more cases from their work on Project 8.

**13. Discuss Project 9: Case study #6: The Confession  
(5-10 minutes)**

Have the small group assigned this case study to present their skit. After the skit is completed, ask for feedback from your class on what they saw in this skit as it relates to the issues we covered in class today.

**Case Study Description**

Jill was back in the office of the program director again. This is the same person who just two weeks earlier had done her laundry on Sunday morning and lied to the staff on duty when confronted with her behavior. She had completed all the discipline required.

Now she sits very quietly; reluctantly she confesses to the program director that she made a telephone call without permission. When the program director responds with silence, Jill looks up apprehensively and asks, "Are you upset with me?"

**Class Discussion**

Have the students turn to Project 9 in their study guide.

Have them pair off or meet in small groups of no more than four and discuss their answers to these questions. Give them about 5 minutes.

Follow up their small groups by asking for feedback on how this case study illustrates the issues we have been discussing in this class session.

**Question 1:** If you were the program director, how would you respond to Jill?

**Question 2:** Do you feel that students who confess to violating a rule should be disciplined differently than those who are proven guilty, but did not confess their wrong actions? Explain your position.

**Question 3:** What do you feel would be an appropriate discipline for Jill in this situation? Explain why you would assign this discipline?

**Question 4.** If Jill also used this opportunity to tell you that other students were breaking a particular rule, what would you (as the program director) do with this evidence? Explain your position.

Questions 5 A & B and 6 provide the opportunity to address the issue of conflict.

**Question 5.**

*(For questions 5 & 6, assume that you are a staff, not the program director.)*

Later that same day, word gets back to the students what Jill reported to the program director. One of these students comes to you and says that Jill is lying, and reminds you this is not the first time Jill has been caught lying.

**A. What would you say to this student?  
Explain your position.**

**B. What would you say to the program director about your new evidence? Explain your position.**

**Question 6.**

Jill became very upset when she heard that this student came to you and said she was lying. What would you say to Jill? Explain your position.

**Case Study #6 Actual Follow-up**

*How the staff responded—Question 1)*

When asked if she was upset at Jill, the program director responded, “No.” She stated that she was very pleased that Jill had come to her. She asked Jill if she understood what was happening in her life.

She pointed out to Jill that this showed that she was beginning to listen to the Holy Spirit. It also provided proof for Jill that the Holy Spirit was living in her. The program director expressed positive feedback to Jill for coming to her about this.

In the counseling conversation that followed, the program director encouraged Jill to see that the Holy Spirit will teach us more when we are obedient. Discipline can be bitter-sweet. There is a sweet aspect to it because we are growing in the Lord and becoming who He wants us to be. It is bitter, because we don't enjoy doing the discipline.

*(Question 2)—Should students who confess get a different discipline than those who do not confess?*

The program director said that if Jill had not confessed this violation, but some other means was the way her violation was revealed, this would have presented an entirely different situation to deal with.

If Jill had not confessed, this would have shown that the earlier discipline had not worked very well in bringing about a change in Jill's behavior.



The program director said that she would also want to question why Jill did not feel comfortable in asking permission to make the phone call.

*(Question 3)—Discipline for Jill*

Even though Jill had tried to make it right by coming and confessing what she had done wrong, the director still felt it was important to discipline her—Jill needs to realize that there are still consequences for disobedience.

After careful prayer about this situation, the program director then assigned Jill this discipline. She was given one hour of work detail and she was required to write down the phone number she called.

The program director also give Jill a hug as she left the office.

*How the student responded*—Jill’s response at first was silence. She did her discipline. However, in the days that followed, the program director saw a real change in Jill’s attitude. She was volunteering to do things when given the opportunity. The program director also made a point to compliment Jill on her positive growth.

#### 14. Homework assignments

- A. Have your students read **chapter 9** in their Student Manual in preparation for the next class session.
- B. Have the students complete their work on Study Guide **Project 11, “The Telephone Call”**, before the next class session.

#### 15. Lesson evaluation

Please list your ideas for improving this lesson.

What parts worked best?

What parts were hardest for students to understand?

What seemed most helpful to your students?

## Lesson 9

### Teacher Lesson Plans

### Making Discipline Effective

**Key Truth:** Staff must respond in discipline with godly attitudes to help make the discipline effective.

**Key Verse:** 1 Peter 3:9 NIV  
Do not repay evil with evil or insult with insult, but with blessing, because to this you were called so that you may inherit a blessing.

#### 1. Advance Preparation

You may want to talk with the program directors of your area and ask them what they believe are the keys to making discipline effective. Another way to phrase this question is, "What do new staff do which makes discipline ineffective?"

#### 2. Student materials reference

Chapter 10 in the Student Manual goes along with this lesson.

Study Guide Project 11, "*The Telephone Call*", will be used in this lesson.

#### 3. Introduce today's lesson (2-3 minutes, Student Manual page 66)

Discuss the Key Truth for this lesson. Today's lesson will focus on both the character of the staff and the wisdom and knowledge they gain as they work in Teen Challenge.

The 8 major issues addressed in this lesson cover some, not all, of the issues that help make discipline effective. One of the dilemmas your students are faced with is the difficulty of learning some of these lessons when they are not actually using them at the present time. But hopefully as they study these issues it will help them avoid some major problems in the days ahead when they do start working in a Teen Challenge center.

**4. Cover Point A: How to assign appropriate discipline  
(5-7 minutes Student Manual pages 66-70)**

No 3-5 minute discussion in class can adequately prepare a new staff to appropriately handle discipline in the Teen Challenge setting. However, certain basic issues are going to be the same in TC centers. There are 8 issues covered in their student manual addressing this issue. Focus your discussion on those which you think will benefit your students the most.

First, the local center's policy and procedures manual will usually give some specific instructions on how discipline is to be handled in the center. Some infractions automatically result in certain disciplines.

- 1. Follow the policies and procedures of the TC center where you work.**
- 2. Ask God for guidance before assigning the discipline.**
- 3. Take time to get to know the student personally.**
- 4. Do not threaten students.**
- 5. Seek to find balance in your discipline.**
- 6. Offer your student a choice between two disciplines. (Student Manual pages 67-68)**

This strategy may be the least used and least understood strategy for disciplining students in TC. You may want to spend some time making sure they understand both this strategy and the potential benefits of using it.

The more ownership the students have in the discipline process, the more likely they are to take it seriously and benefit from it.

You may want to ask if any of your students had this option provided for them when they were a student in the program.

### **7. Tie your discipline to personal character development (Student Manual pages 68-69)**

The policy used by this center in Indiana would be a great one for every Teen Challenge to adopt. Tying discipline to personal character development is more than just words.

If this is going to be effective in a local center the staff will have to be very intentional in their conversations.

Sad to say, in many situations the staff seem only concerned about obedient behavior. But this approach used in Indiana says, "We care about a much deeper change than simple obedience."

### **8. Follow through on the assigned discipline**

## **5. Cover Point B: Showing love and concern (5-7 minutes Student Manual page 70)**

Part of the research done in creating this course was to interview graduates of Teen Challenge and ask them what made discipline effective when they went through the program. One of the biggest issues they raised was the need for staff to show students that they genuinely love them and have concern for them.

Disciplining strangers often carries very little positive influence for change.

#### ***Questions for discussion:***

The following questions are in the student manual and could be the focus for your discussion here. It will be interesting to see how practical their answers are to these issues.

Another way to address these questions is to ask for those who were students in a TC program to answer this based on their experiences when they were in the program as a student.

**How can staff show they love the students?**

**How can staff show they care about the students?**

After your students share their different answers, point out that this love and concern is not simply shown at the time we discipline students. Stress the need to find simple ways each day to communicate this love, whether or not students are obeying all the rules and have a positive attitude toward the staff.

In the Student Manual there is a note that we recommend they read the book, **The Five Love Languages**, by Gary Chapman. This is an excellent book which points out that not everyone values expressions of love the same way. You may want to go over this briefly to challenge them to learn different ways that they can express love to students, and the importance of knowing how the students are receiving these expressions of love.

It would be very appropriate to have your students turn to 1 Corinthians 13 and look at the practical expressions of love called for in this passage. A key point to make here is that “agape” love is not based on the other person loving me, or responding in a positive way to my expression of love.

*Questions for discussion:*

**How did staff show love or fail to show love?**

**How did that impact their relationship with that staff, especially when it came time to discipline?**

Even in the best of circumstances, handing out discipline is difficult. However, if a staff does not care for a particular student and has a bad attitude toward that person, it will result in even more strained relationships with that student in the context of discipline.

Genuine expressions of concern—really caring about a student—shows up in the actions of the staff.

If you care:

- you are willing to confront disobedience.
- you are willing to assign meaningful discipline.
- you are willing to hold the student accountable and follow through on the discipline.

- you do not view discipline as a hassle with a lot of red tape.
- you do not presume the student has a bad attitude and is unwilling to change.
- you see hope in every student, even in the middle of a discipline situation.

**6. Cover Point C: Avoid Favoritism  
(4-7 minutes Student Manual page 70)**

Student morale is easily affected by how the staff treat the students. If staff have an attitude of enthusiasm, joy, love, and concern, the students will see this. Many will respond in a positive way.

As you discuss these questions below, it would be good to get feedback from any in your class who were students in TC and hear their experiences with these issues.

*Questions for discussion:*

**How do staff show favoritism to students?**

**How does the perception of favoritism affect the student's response to discipline?**

After the students have shared their responses to these questions, point out how appropriate discipline can create the perception of favoritism.

One issue we need to clarify is that all students should not be disciplined exactly the same. However, balance is needed here.

If one student breaks a rule and gets no discipline, and the next student breaks the same rule and gets dismissed, then you can create an atmosphere of uncertainty and anarchy. We need to watch our attitudes as staff that we are not using discipline as a means of releasing our own frustration toward a particular student.

The favoritism staff develop toward students can be based on the primary responsibilities of that staff. For example, if the staff in charge of work detail sees that a particular student is a good worker, then this student may always get the best jobs and the other students with poor work habits get all the worst jobs. The best working students may get extra “grace” shown them at the point of discipline, because they are such good workers.

You may want to discuss the point the Apostle Paul makes on this issue in talking to Timothy in 1 Timothy 5:21.

Sometimes favoritism is directly related to racial issues. We discussed the issue of cultural differences in lesson 5. If staff are to make discipline effective, careful consideration must be taken regarding racial issues when a staff is disciplining a student of a different racial background. In fact, the student may accuse the staff of being a racist simply because of the different racial backgrounds of the two involved.

**7. Cover Point D: Stay calm during a problem  
(4-7 minutes, Student Manual pages 71-72)**

Stress the importance of staff demonstrating proper attitudes no matter how the student is reacting.

Disobedient students make for a stressful situation for the staff. These troubled times during the day can easily be interpreted by the staff as “interruptions.” Sometimes students will use times of disobedience as an occasion to lash out at the staff with harsh criticism or other disrespectful comments. How will you as a new staff respond to such criticism?

***Question for discussion:***

**How easy is it for you right now in life to take disrespectful comments or unjustified criticism?**

As they respond, ask them: What makes it hard for them to receive such comments? or, How are they able to receive these comments in a positive way?

Proverbs 15:1 speaks to this issue in a powerful way.

**Proverbs 15:1 (NIV)**

**A gentle answer turns away wrath, but a harsh word stirs up anger.**

Ask for their comments on how this verse speaks to the issue of disrespectful students.

Point out that one of the key issues staff must deal with is not taking comments of students in a personal way. Many times students will lash out at the staff and say hurtful things. Staff can get “in the flesh” just as easily as the students. If a student can get a staff to react this way, it provides that student with the satisfaction that s/he can control the emotional response of that staff. However, when the staff respond in a quiet respectful way, this gives the Holy Spirit the opportunity to convict that student.

Staff must learn to stay calm when disciplining students and keep focused on the real issues in this case, and not let their “personal rights” get in the way of dealing with this problem in a Christ-like way. On many occasions Jesus was subjected to harassment and people showed disrespectful attitudes toward him. Quite often He would ignore their attitudes and treat them with genuine respect as though they were sincere seekers of the truth. (See Luke 10:25-37 for one example.)

Stress again the need to remain calm in dealing with a disobedient student in the context of discipline if they want that discipline to be effective.

**8. Cover Point E. Be aware that you are dealing with difficult people (5-7 minutes Student Manual pages 72-73)**

A lot of new staff are naive when it comes to understanding how to discipline teenagers or young adults.

New staff need to realize that they are dealing with difficult people. That sounds like an obvious statement, but just look at how we expect our students to act in Teen Challenge.



- We discipline a student for a particular behavior, and then get really upset when the student does the same thing again next week.
- We get frustrated because the student doesn't seem to want to change.
- We react when we see the manipulative behavior in the life of this student.
- Our frustration shows when we know the student is lying, but we can't prove it.

We must understand that those who come to Teen Challenge for help are here because they have serious **life-controlling** problems. These problems are expressed in a variety of ways (or symptoms). We need to be careful that we do not let the irritating symptoms distract us from dealing with the real root problems.

Another blunt way of stating this is to say—We will see a lot of garbage in the lives of the students we deal with. We need to be careful that we don't let the garbage distract us from the top priority work that God wants to see accomplished in the life of each student.

We need to look for small steps of progress and compliment them. We must also find a balance in the discipline we administer. If we look hard enough, we will always be able to find some failure worthy of discipline. However, we must find that balance between mercy and justice.

It is also important to remember that discipline will not automatically produce righteous behavior. But discipline provides the student with the opportunity to develop righteous behavior. See Hebrews 12:11.

**9. Cover Point F. Patience vs. frustration  
(4-7 minutes Student Manual pages 73-74)**

*Questions for discussion:*

**What situations related to discipline do you think would be most frustrating to you?**

**In your current situation, what do you find frustrating when others break the rules?**

The point they need to see here is that we are not simply talking about frustrations in the context of discipline. In the wide variety of other responsibilities that staff face every day, many potential frustrations can arise. If they are frustrated about something else, and a student violates a rule, they may find it easy to take out their frustration on that student.

However, if discipline is to be effective, the staff must be inwardly powerful enough to control their frustrations and learn how to deal with the many stressful situations in Teen Challenge without letting these things get them frustrated.

The character quality of patience is vital if we are to make a positive contribution to the spiritual battles for the lives of our students. Patience does not mean we smile and ignore all the disobedient actions of the students. True love holds students accountable for their actions. Patience is the first quality used to describe love in 1 Corinthians 13.

*Question for discussion:*

**What are some appropriate or inappropriate ways to express patience in the context of disciplining students in the Teen Challenge program?**

It would be good to point out that God is not just interested in helping our students grow. God also uses the challenging situations we face in our daily work at TC to help us grow too. These difficult discipline situations are opportunities for us as staff to develop Godly character, just as much as it is an opportunity for the student to grow.

**10. Cover Point G: Confronting conflict  
(3-5 minutes Student Manual page 74)**

This issue could be a whole course all by itself. So here we will only draw attention to the reality that disobedience can easily involve conflict. As a staff attempts to address the disobedient student, it can easily turn into a conflict situation.

The point needs to be made here that conflict is not always evil. Jesus faced conflict frequently; rarely did He seem angry just because He became involved in a conflict situation.

We need to see conflict as a tool that God can use to help us teach those involved the lessons that God wants us to learn.

How we handle the conflict will show how much of Jesus we have in our lives at that time. As staff we would do well to ask these questions:

- What would Jesus do if He were in my shoes?
- How would He respond to this student who has violated a rule?
- What would be His approach to moving this student toward understanding the truth and then committing to walk in the truth?

**11. Cover Point H: Making mercy (grace) an important part of your program (3-5 minutes Student Manual page 74)**

Challenge those you are teaching to make mercy their first option whenever possible in dealing with disobedience. However, this issue must be done within the policies of the local TC.

For example, a staff cannot make a private deal with a student who has been caught breaking a serious rule that could lead to his dismissal from the program. In many cases, even if mercy is extended to a student, this should be documented so that future behavior of the student can be measured in terms of how the student responded to mercy.

Discuss the idea of how the Old Testament practice of the Year of Jubilee could be used in Teen Challenge. (See Leviticus 25.) This was a great example of God showing mercy to people who had debts.

Encourage those in your class to talk to their Teen Challenge leaders about having a certain day once or twice a year when all discipline is cancelled. Have a chapel service and explain to the students why you are doing this. Point out

that everyone is being given a new opportunity to start with a clean slate today.

There is no guarantee this will transform their attitude toward obedience. However, it is a good picture of the mercy God shows to them every day.

**12. Discuss Project 11: Case study #7: The Telephone Call (5-10 minutes Study Guide)**

Have your students turn to Project 11 in their Study Guide.

**Case Study Description**

Gary was alone in the kitchen, quietly talking on the phone. When a new staff heard voices and laughter in the kitchen, he tried to open the door to check and see who was in there after hours. The door was locked so he quickly found the staff who had a key to the door. When the two staff caught Gary talking on the phone, he said he was calling the bank to find out what time it was.

This was the second time Gary had been caught using the phone without permission. The staff was quite skeptical of Gary's explanation. When they asked if he was calling his girlfriend, Gary denied this and stuck to his story of calling the bank.

Gary's mother is good friends with his girlfriend, and has invited her over to their house to talk with Gary when the mom calls Gary at Teen Challenge.

**Class Discussion**

Have them pair off or meet in small groups of no more than four and discuss their answers to these questions. Give them about 5 minutes.

Follow up their small groups by asking for feedback on how this case study illustrates the issues of damaged relationships that we have been discussing in this lesson.

**Question 1: If you were the staff, how would you respond to Gary?**

**Question 2 A:**

Would you call the girlfriend to ask her if she has talked with Gary recently? How would you know if she is telling the truth? Explain your position.

**Question 2 B:**

How could you get her to cooperate with the rules of the program? Explain your position.

**Question 3:** What do you feel would be an appropriate discipline for Gary in this situation? Explain why you would assign this discipline.

**Case Study #7 Actual Follow-up***How the staff responded—(Questions 1 & 2)***Day 1**

The case study description in Project 11 tells the very first thing the new staff did. Once he suspected that something was going on in the kitchen, he quickly found a staff that had a key and opened the kitchen. Quick action on his part enabled them to catch the student in the act of using the phone.

**First staff meeting with Gary—Day 2**

The next day the student's counselor and the staff who caught Gary met with him to discuss his violation. They encouraged Gary to be honest and tell the whole truth. Gary stuck by his story that he had called the bank to get the time.

Even though the staff did not believe Gary's story about who he was calling, they had nothing to prove that he was lying. They believe Gary is living in denial and delusion.

*(Question 3)—Discipline assigned to Gary*

Gary was assigned the following discipline because of two violations. (1) using the telephone without permission

from staff, and (2) being in the kitchen after hours without permission.

1. He was put on mail and telephone restriction for two weeks. He could not send or receive either mail or phone calls. (He was told if he violates this rule again, the penalty next time will be more severe.)
2. He was assigned the Character Quality of truthfulness, primarily because the staff did not believe Gary was telling the truth.
3. He was given a self-examination project. This project required Gary to write:
  - A. An evaluation of what he did wrong.
  - B. How did his behavior disrupt the center?
  - C. What problem areas of his life does he need to deal with?
  - D. What scriptures can help him learn how to work on these issues?
  - E. For the last part of this project he must answer this question: “Why should I be allowed to stay in Teen Challenge?”
4. No snacks or TV for one week.
5. Building restriction for one week. This means he was restricted to only being in certain rooms throughout the day—especially during free time.

### ***How the student responded—Day 2 and following***

Gary did not confess to any level of open honesty to his improper use of the phone. At first he was upset because the staff did not believe his story. He accused the new staff of lying when he reported that he heard Gary talking and laughing on the phone in the kitchen. Gary said he was laughing at what the recorded message said at the bank.

Gary did complete the discipline given to him. However, the staff still were not convinced that Gary was being fully honest. Within the next few weeks Gary was involved in

another illegal use of the telephone—which was also exposed, and led to more severe discipline.

### **Second meeting with Gary—Day 11**

The staff arranged for a special meeting that included Gary, his staff counselor, the staff who serves as discipline coordinator, and several students. The students were members of the kitchen crew. These students were asked to come because the staff felt their presence and testimony might help Gary to be more honest.

The students were asked to report whether or not they had seen Gary use the telephone in the kitchen on any other occasion. They reported seeing Gary use the phone several times, but stated that they thought he had permission to use it.

In the presence of this testimony Gary admitted to using the phone without permission 3 or 4 other times.

### **Incident #2—The Sunday cellular phone**

Just a few days later, Gary's roommate, John, brought back to Teen Challenge a cellular phone that his wife gave him in church that morning. Both John and Gary used the phone that afternoon. They invited the third man in their room—Alfred—to also use the phone, but he refused. John returned the phone to his wife that night at church.

### **The Monday confession**

On Monday, Alfred went to one of the staff and told them that John and Gary had used the cellular phone the day before. The staff asked Alfred to go back and personally confront John and Gary about their violation. He was given 24 hours to do this. However, Alfred was reluctant to do this because he was black and the other two students were white.

### **The Tuesday Confrontation**

When it became apparent to the staff that Alfred was not going to privately confront his roommates, a meeting was called—all three students were asked to come. John's counselor, Gary's counselor and the staff coordinator of discipline were also present.

The staff confronted Gary and John about their use of the cellular phone. They reluctantly admitted their use of the telephone.

### **Discipline given Gary**

Gary was placed on indefinite probation—which means that one more violation can lead to his dismissal from the program. Gary faces serious consequences if that happens. He came to Teen Challenge with three DUIs (driving under the influence of alcohol). He is currently on probation and has fines to pay related to these offenses.

### **Gary's family complications**

About the time Gary was first caught using the phone in the kitchen, he learned that his mother had cancer. His parents are separated. The staff felt that it was important for Gary to maintain and build better relationships with his parents, so his discipline did not include a suspension of family visits.

This case study shows how complicated things can get in working with students. We truly need wisdom from the Lord to make wise decisions that will help move each student in the right kind of personal and spiritual growth.

## **13. Homework assignments**

- A. Have your students read **chapter 10** in their Student Manual in preparation for the next class session.
- B. Check on the progress your students are making in completing Study Guide **Project 10, “Report on Student Discipline”**. We will use their experiences in our discussions in our next class session.

## **14. Lesson evaluation**

Please list your ideas for improving this lesson.

What parts worked best?

What parts were hardest for students to understand?

What seemed most helpful to your students?



## Lesson 10

### Teacher Lesson Plans

### Special Situations in Discipline

**Key Truth:** Staff need to learn how to rely on the Holy Spirit to direct you when handling discipline situations.

**Key Verse:** James 1:5 NLT  
If you need wisdom, ask our generous God, and he will give it to you.  
He will not rebuke you for asking.

#### 1. Student materials reference

**Chapter 10** in the Student Manual goes along with this lesson.

Study Guide **Project 9, “The Confession”**, and **Project 10, “Report on Student Discipline”**, will be used in this lesson.

#### 2. Introduce today’s lesson (2-3 minutes)

Discuss the Key Truth and Key Verse for this lesson. Today’s lesson will attempt to wrap up this course with a look at several difficult issues that staff will likely encounter in the Teen Challenge ministry.

The first issue we will cover today is distinct from the other issues (Point A: Training for new staff). The special challenges that face a new staff will impact that person no matter where s/he goes to work.

All the other issues covered in this lesson focus on some of the difficult complications that face every staff in Teen Challenge. Each one of these issues could easily fill an entire class session. So our goal today is expose them of some of the factors related to these difficult issues.

#### 3. Student reports on Project 10, “Report on Student Discipline.” (4-7 minutes)

You may want to have 2 or 3 students share their experience of sitting in on a meeting at a local Teen Challenge where a student was assigned discipline. Ask them to summarize this quickly and share what they learned from that experience.

**4. Cover Point A: Training for new staff  
(2-4 minutes Student Manual, pages 75-76)**

If those you are teaching are not currently working as a staff member in a Teen Challenge program, then stress the importance of them taking responsibility to learn about the discipline policies and procedures used in the center where they go to work in the future.

Stress the importance of them coming back to this course after they have started working at a local center and reviewing the different issues covered here, with a greater focus on “How can I apply these teachings this week in my current ministry position?”

If those you are teaching are already working as staff in a residential program, you may want to have them describe the training process that was used when they first started working at this program. You may want to have them assess how effective that training was, or the problems they encountered because of the lack of effective training in this area.

Then have them assess the current training procedures that are used with new staff at their center today.

Encourage them to establish a systematic training process that includes mentoring the new staff on how to effectively administer discipline. These staff training materials are available on the website: [www.iTeenChallenge.org](http://www.iTeenChallenge.org)

It would be good to reinforce the issues raised in the Student Manual on page 75 regarding the fact that they likely will see inconsistencies in the way older staff implement discipline. Caution them on adopting the bad practices of other staff, and instead strive for the highest standards of integrity and godliness as they administer discipline.

Also stress the importance of looking to God for wisdom in all these discipline situations.

**5. Cover Point B: Confession vs. denial  
(4-6 minutes Student Manual, pages 76-77)**

One of the most difficult challenges staff face is how to handle confessions and denials.

Above all, we need to use God's wisdom as we address these two issues. When a student comes and confesses what they have done wrong, that is a good sign. We need to be ready to encourage the student, but at the same time realize that only God knows if they are telling the whole truth.

The first illustration given in the Student Manual on page 76 was also given in chapter 8 when we talked about using counseling as one approach to handling discipline.

The student came into the office of the staff and confessed to stealing an ink pen.

In this illustration the staff was not aware of this infraction. The confession was not a sign of manipulation, but a genuine sign that the student was responding to the conviction of the Holy Spirit, even though the student did not realize this.

A key issue to discuss here is how will you as a staff member handle confessions? Every situation is different. Confessing to other actions could result in very serious discipline, including dismissal from the program. Just because someone confesses their disobedience does not mean that discipline is off the table.

However, the key here is to respond the way God wants us to respond to confessions. 2 Chronicles 7:14 is one of the verses that shows us God's response. He promises to forgive and heal us.

It is safe to say that confession goes a long way in healing the relationship between the staff and the student. It gives us reason to hope for a deeper level of trust as we look to the future.

The second illustration on page 76 is also a good pattern for all your students to adopt when they work with students in a program.

This director calls the person into their office, and says, “You probably know why you are in my office today. Why don’t you tell me your side of the story.” This director does not reveal anything to the student, but gives the student freedom to say whatever s/he wants to.

Stress the importance for the staff to be genuinely open to hearing what the student has to say. In fact, it may be wise to say to the student, “Tell me more.”

### **Study Guide Project 9, “The Confession”**

You may want to use Study Guide Project 9 at this point in your discussion and have students share their answers to some of the questions from that project.

You may want to check back to pages 110-113 in this Teacher’s Manual to get additional information on how the staff actually handled the discipline situation described in this project.

### **True Confession vs. Admitting what you know**

On page 77 in the Student Manual it raises this issue of the difference between admitting what you know vs. true confession. If the staff says, “Did you do this xxx (specifying a particular action)?” and the student responds, “Yes.” That is not true confession.

The student is simply agreeing with what you already know is true.

True confession is for this student to tell you what they did without any knowledge of whether you know what they did.

If a student admits to what you confront them with, and they shed tears, and tell you how sorry they are—you have no way of knowing if they are sincerely repentant or if they are simply putting on a good act.

When a student confesses to their disobedient actions, many times staff are willing to be more lenient in the discipline they assign.

## Denial

Denial is also a complicated issue for staff to handle. Sometimes staff set the student up to deny what happened because of the confrontational way in which the staff addresses the student.

Stress the importance for them to be very careful in addressing the student. They need to be a seeker of the truth, and not quick to jump to conclusions.

You may want to start with very general questions, not revealing to the student what you already know. As you go farther into the conversation, you may want to bring up more evidence that has been given to you.

In some centers, if another student is the one who has made the accusation, the staff may bring the two students together and have both give their side of the story in an attempt to get to the truth.

In reflecting on these two issues—confession and denial—two questions would be good to consider.

1. What motivates confession?
2. What motivates denial?

Often people use denial as a defense mechanism, as did Peter when he denied knowing Jesus just before his crucifixion. We also need to be careful not to demand that a student confess. We need to offer them the opportunity to confess.

### **6. Cover Point C: Evidence gathering and assessment (4-6 minutes Student Manual, page 78)**

Stress the point made in paragraph one of the Student Manual—Gathering evidence needs to be kept in balance. Your job as a TC staff is not to be a fulltime detective, constantly on the lookout for evidence of students breaking the rules. If that is your focus, you will always be able to find someone who is falling short of perfection.

Our first priority is to be an expert at discipleship—helping our students learn how to follow Jesus in every area of their life.

Stress the importance of catching students who are obeying the rules and affirming their positive behavior. This should be a higher priority than catching students who are being disobedient.

In the Student Manual we raise the issue of using evidence that comes from another student. We need to use caution here. You may want to ask for those in your class who have been students in the program or worked at a TC program to share their stories here.

It would be good to also stress the importance of not assuming we have the whole truth. We need to learn how to receive information, but hold off on drawing conclusions until we have more information.

There have been times when the Holy Spirit has revealed to staff that something is going on in the life of another person.

**7. Cover Point D: Confidentiality  
(4-6 minutes Student Manual, pages 78-79)**

There is additional training that many TC centers give their staff dealing with confidentiality. Each staff needs to make sure they understand what are the policies of their local ministry as it relates to these issues. Discuss these questions:

- What information should you keep confidential when it comes to a student breaking a rule?
- Should other staff be informed of what you know, or should you keep it private?

The illustration in Student Manual on pages 78-79 shows the danger of staff making private arrangements with a student and not communicating this to the other staff. This student who seemed to be doing excellent, was in reality doing a great job of hiding his problems.

Stress that the big issue here on confidentiality is that staff not give out information to other students about another student being disciplined.

**8. Cover Point E: When do you call the police?  
(4-6 minutes Student Manual, page 79)**

This issue may need to be handled very differently depending on what country you are teaching this course. But from a general point of view, we need to view the police as our friends who are able to help us with difficult situations.

The staff need to consider how they can make sure their ministry is a safe place for everyone.

You may want to discuss what situations are appropriate to call the police. If the police are called, the staff need to make sure that a written record is made to document what led up to this decision to call the police and how the situation was resolved.

Stress the importance of learning how to spot problems when they are small before they become a huge crisis.

**9. Cover Point F: When do you discipline the whole program? (4-6 minutes Student Manual, pages 79-80)**

Some TC centers try to force everyone to obey the rules by putting all the students on discipline when a certain rule has been broken. Sometimes this is done when the staff know a “crime” has been committed but they do not know who did it. They will bring all the students together and confront the whole group and demand that the guilty person confess.

There are several problems with this approach. First, it is very difficult for someone to admit they have done something wrong. But to do this in front of all the other students and staff is even more difficult. If the student was not repentant in the first place, there is little chance that this method will convince them to admit their guilt.

This approach demonstrates that the staff believes they can force students to admit their guilt. Another problem is that many of the students may have no knowledge of the “crime” and so they are forced to go through this process even though they are innocent.

You may want to ask if any of those in your class have seen this approach used when they were a student or a staff in a residential program. Ask them to assess the results.

A better approach is to pray that God will bring to light the truth about who is the guilty one.

One option is to bring all the students together and announce the problem that has come to light, but that we do not know who did this. Encourage everyone to examine themselves and if they are willing to confess it, ask them to come to one of the staff and let them know they did it.

Encourage other students to come to the staff if they know anything about this. In many programs this is very difficult for students to do because of their culture saying, “Don’t say anything about what someone else has done wrong.”

Tell the students you are praying that the Holy Spirit will reveal who has been disobedient and bring them to a place of repentance and change.

Let’s depend on the Holy Spirit to reveal sin rather than us trying to force students to admit that they were wrong.

**10. Cover Point G: Disciplining a student with a background of abuse (4-6 minutes Student Manual, page 80)**

One of the difficult challenges staff face is when they have a student who has a background of being abused—especially if they were abused when they were being disciplined. Many students in Teen Challenge have come from very dysfunctional backgrounds. Their parents or others may have been very abusive in their disciplining.

Stress the importance of getting to know their students well enough so they are aware of these background complications.

Even when the staff is disciplining this student in a proper way, the student may perceive of it through their past experiences, and see it just as one more example of being abused.

Especially in dealing with these individuals, we need to use a soft voice and gentle conversation, even as the student may be reacting in a very hostile way.



**Proverbs 15:1 NIV**

**A gentle answer turns away wrath,  
but a harsh word stirs up anger.**

Wrap up this part of the lesson by bringing them back to our key verse for today:

**James 1: 5 NLT**

**If you need wisdom, ask our generous God, and he will give it to you. He will not rebuke you for asking.**

**11. Homework assignments**

You may want to provide some kind of review to assist them in preparing for their final exam on this course.

**12. Lesson evaluation**

Please list your ideas for improving this lesson.

What parts worked best?

What parts were hardest for students to understand?

What seemed most helpful to your students?

