

# SCHOOL SAFETY FRAMEWORK

# Positive Discipline and Classroom Management



**basic education**  
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REPUBLIC OF SOUTH AFRICA



**TRAINER'S MANUAL**

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# Introduction

Education policy in South Africa emphasises the importance of creating safe schools that encourage respect for human rights (see *School Safety Framework Book 1*). The National Education Policy Act requires schools and school authorities to create an enabling education system that supports the full personal development of each learner, and contributes to the moral, social, cultural, political and economic development of the nation at large. It emphasises the advancement of democracy, human rights and the peaceful resolution of disputes, and bans corporal punishment. Following its lead, a key goal of the Department's School Safety Policy is to develop and maintain a safe, welcoming, violence-free learning environment.

The positive discipline approach can play a key role in creating safer schools, where children's rights and dignity are respected and they are equipped to achieve their full potential. The positive discipline approach rejects the use of violence as a teaching tool. It focuses instead on guiding children's behaviour. Rather than enforcing good behaviour through fear, the teacher plays the role of mentor and guide, and the school makes a long-term investment in a child's development. In so doing the approach not only supports children's full development, but also improves the school environment by eliminating fear, teaching children self-discipline and encouraging greater pleasure and engagement in learning.

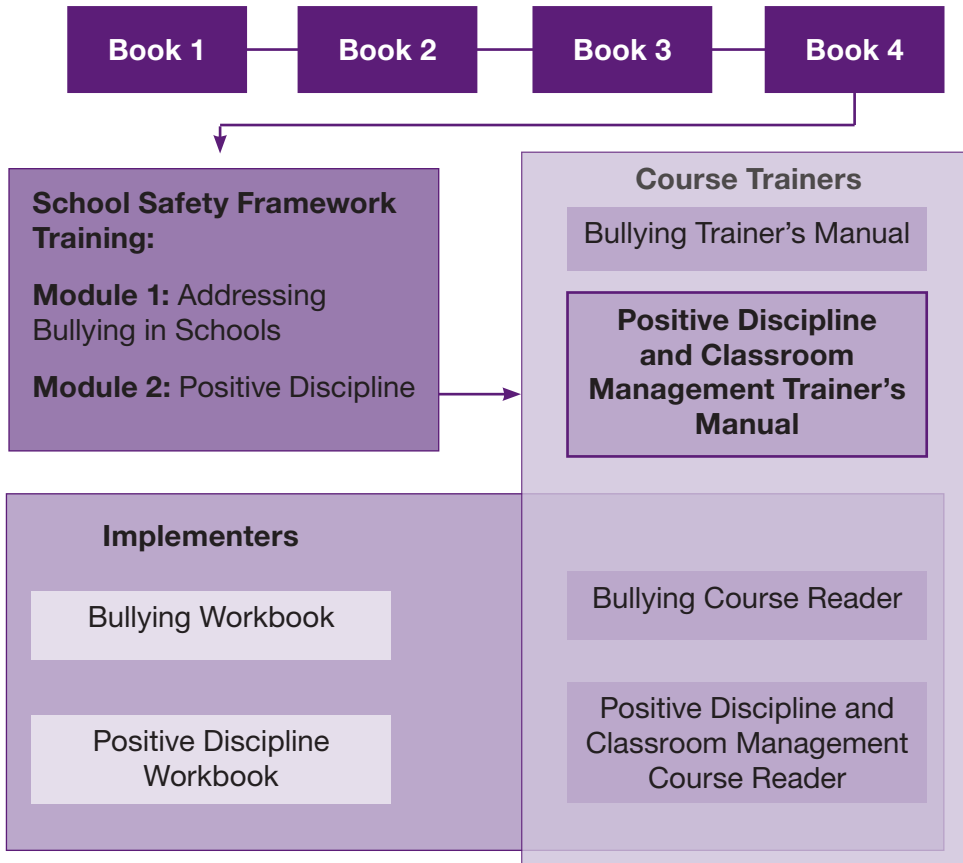
This Trainer's Manual forms part of the *School Safety Framework* training module on implementing a positive discipline approach in schools. The training module on positive discipline comprises three inter-related tools:

- **This trainer's manual:** this equips trainers to implement the training module. It covers the aims and objectives of each session, suggested timings and recommended activities to help transmit the content of the course. The manual also includes tips for talking about positive discipline.
- **The course reader:** provides detailed information on the topics covered in the training module. The Reader is designed to provide trainers with the information needed to deliver the training module. It also can also be used as a resource for those participating in the course, educators looking for information to incorporate into their teaching, or those who simply wish to learn more about positive discipline and more effective classroom management.
- **The course workbook:** provides course participants with a paired down, implementation guide that covers the essential information covered in the course.

These components provide a comprehensive toolkit designed to equip school governing bodies, school principals, educators and parents with the knowledge and tools to implement a positive discipline approach.

The Course Reader is designed to be read, inform and work alongside the other components of the *School Safety Framework*.

## School Safety Framework



The *School Safety Framework* emphasises the importance of a holistic approach to addressing school safety and discipline. The System adopts a whole-school approach that entails all members of the school community, including the school governing body (SGB), principals, educators, non-teaching staff, caregivers, learners and communities working together to improve schools. This approach forms to touchstone for all the materials included in the *School Safety Framework*, including this model. All teaching should emphasise and encourage a whole-school approach.

# Overview of the Trainer’s Manual

This manual has five components. The **first section** provides some basic guidance for course facilitators. The **second section** provides an overview of the whole-school approach adopted throughout the *School Safety Framework*. The **third section** provides a detailed overview of the training module, and includes a summary of the key course elements, broken down by session, session objectives and approximate timings. The **fourth section** details exercises that can help in delivering an interactive and stimulating course. The section includes discussion guides, case studies and other activities, along with information on the resources and time required for each, hand outs and the key ideas to be covered in each. The **last section** provides glossary of key terms.

## Guidance for trainers

The toolkit is designed for participatory learning. The idea is to get participants learning through doing—sharing feelings, concerns, and experience, discussing and analysing issues, solving problems, planning and taking action. Presentations and lectures should be kept to a minimum, and should only be used to provide a basis for sessions or to sum up key messages and points after participants have worked through the material themselves. Key tools include:

- **Discussions.** Participants should be encouraged to reflect on their own experience, share with others, analyse issues and plan for action together.
- **Small groups.** Some people feel shy to contribute in a large group but find it easier to discuss issues in small groups. Small groups also allow for everyone to participate, without allowing dominant participants to monopolise contributions. Groups should contain no more than five people.
- **Report backs.** These serve to bring ideas together following small-group discussions. Where there are multiple groups working on the same problem, a snow-ball technique can help to make report backs more efficient: rather than groups duplicating each other, get groups to report on only those points not already covered.
- **Reflective exercises.** Written exercises can also help participants to reflect on their own ideas, beliefs and approach. These can serve as a basis for discussions, or sometimes as private exercises aimed at getting participants to engage with the course material on their own.

### Ground rules for discussion

It is useful to establish ground rules to guide discussions. These can be developed with participants, or you can establish your own. Common ground rules include:

- **Confidentiality.** The confidentiality of participants will be respected. Personal opinions or stories expressed during course discussions do not leave the room.
- **One at a time.** One person at a time may speak. Participants must go through the facilitator when they want to contribute.
- **Respect.** Everyone is allowed his or her opinion, and everyone is allowed to respectfully disagree.
- **Sharing.** There is no obligation to share personal experiences or history with the group. Participants should only do this if they feel comfortable.
- **Cell phones off.** Participants should turn off their cell phones during sessions to avoid disturbing others.

## General pointers

- **Be prepared.** Plan your module carefully and know exactly what you are going to cover. To do this you will need to read the course reader and the trainer's manual, and familiarise yourself with the exercises and discussions. It would be a good idea to familiarise yourself with the other components of the *School Safety Framework*.
- **Know your audience.** Find out how many participants will attend the course. Plan any activities associated with your module accordingly. For example, pair work is more difficult with large groups and the more participants the more time you will need for report backs and discussions.
- **Bring audio-visual aids.** Make enough copies of exercises, hand outs and other materials. Check to make sure you will have any equipment you need, such as televisions, a projector, flip charts, posters, pens, etc.
- **Plan your time.** Although you can be flexible with time for active participation, you should have a broad time plan in accordance with the day's agenda. Stick to it even if that means cutting off a vibrant discussion that is running overtime.

## Tips for facilitating training

- **Be sensitive to people's varying levels of experience and backgrounds.** Participants may come from various working conditions and prior training. Encourage mutual respect among participants and between participants and facilitators.
- **Allow space for experience in the discussion.** Participants, who are comfortable sharing their experience, either in a personal capacity or from their work environment, may be able to help others grow and enrich the group's learning.
- **Encourage broad and active participation.** Notice who is quiet and who responds the most frequently, and try to solicit input from everyone.
- **Encourage constructive debate.** If participants disagree with each other or with you, facilitate an open discussion. This discussion should, however, remain grounded in the principles of the course.
- **Always take the time to:**
  - ~ Remind the group about important points. Emphasise your main ideas throughout the module.
  - ~ Summarise the discussion and link relevant ideas.
  - ~ Keep the discussion on the topic by focusing on principles rather than opinions.
- **Use open-ended questioning techniques in discussion.** Open-ended questions beginning with "How", "Why", or "What" make people think about their answer rather than simply responding yes or no.
- **Build an honest relationship with participants.** Share your views and ideas, and contextualise them in the principles of the course. If you don't know something, say so. Ask if someone else in the room can give input. This will encourage participants to talk freely and express their own ideas and opinions. If necessary, do some additional research and find a few minutes later to respond to any unanswered questions.

## Dealing with resistance

Remember that people find change difficult, and it is natural for them to resist it. To deal with resistance and resistance, you will need to be open about your

expectations for the course. Not everyone will change his or her mind within one module or one session. Do not get drawn into arguments, but instead encourage participants to debate the issues with each other within acceptable guidelines and respect for the facts. A good facilitator should:

- Remain neutral and resist reacting strongly to participants' opinions
- Be an active listener
- Ask questions instead of making demands
- Encourage open communication
- Keep the group focused on the issue

## The whole-school approach to safety

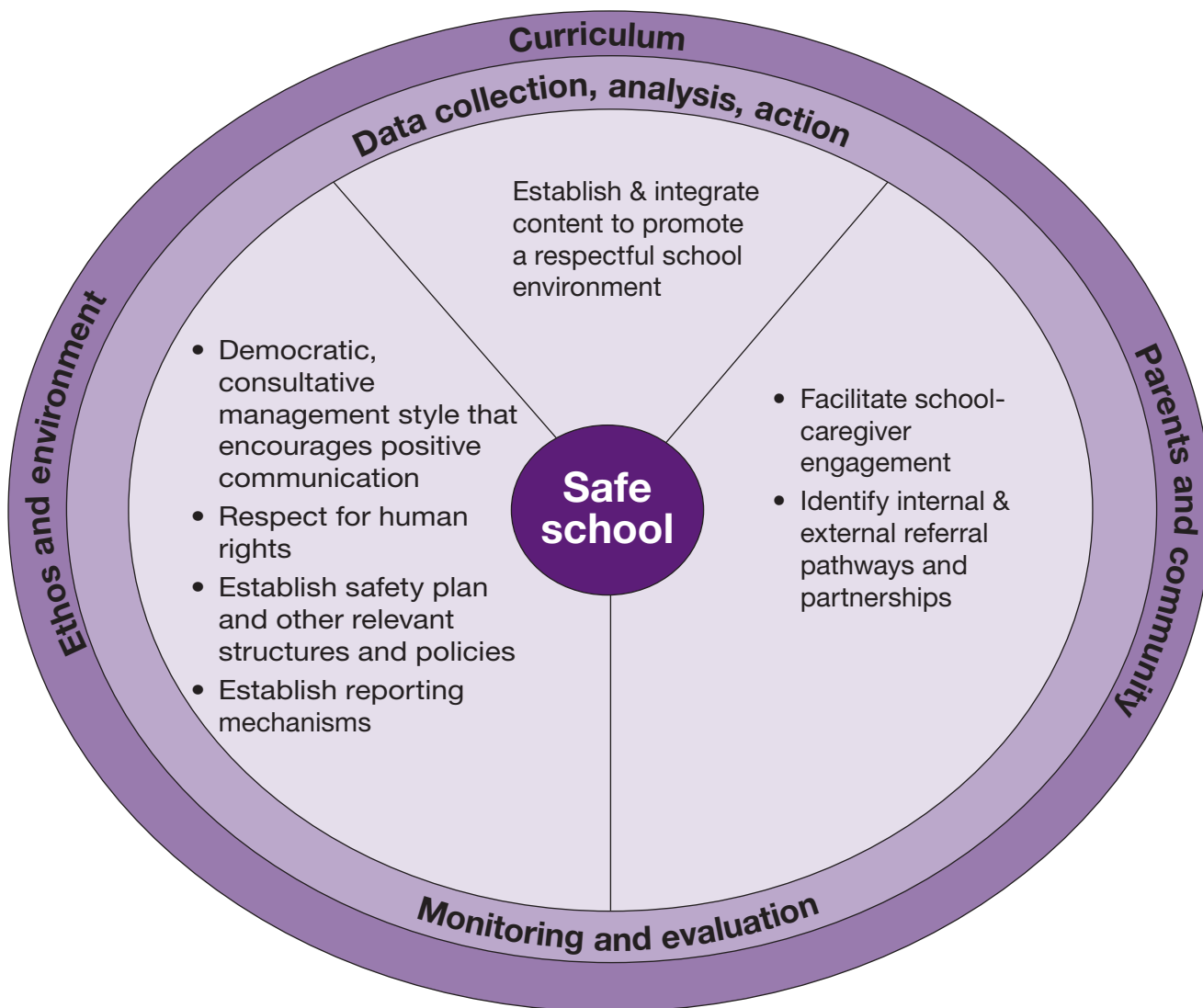
Creating safer schools requires a whole-school approach. The school is made up of several 'components', namely, learners, educators, principals, school management teams, school governing bodies (SGBs), and parents or caregivers. Together, these components interact and exist within the greater system of the home and community. Only by dealing with all aspects of the system will issues of misconduct and behaviour ultimately be reduced and eradicated. This calls for a carefully targeted, coherent system of programmes and interventions that complement rather than duplicate each other.

A whole school approach to safety involves using multiple strategies that have a unifying purpose and reflect a common set of values. It requires that all the components of the system work together to create a safe and supportive school climate where people feel they belong and where violence of any kind is not tolerated. As Figure 1 shows, there are three main components to a whole school approach:

- **Establishing a positive ethos and environment:** Schools need to create an inclusive, respectful culture that promotes and protects respect for human rights. This requires attention to the way schools are managed. School management teams need to promote democratic management and decision-making at all levels. It also requires attention to their policy framework. Schools need to take a strong position on safety and human rights. They also need to ensure that their policies and processes are in line with South Africa's constitution and legislation. The school community should work together to create a Safety Plan that addresses the particular issues within individual schools and how they will be addressed. Mechanisms should be created for people to report and record incidences of learner misconduct, linked to action.
- **Involving caregivers and communities:** Schools need to work with caregivers to understand the safety issues facing schools and how to address them. It is important to engage parents as important role-players in school life and to support greater consistency between the principles and parents' approach adopted at school and in children's homes. Schools can also tap into and support activities within the broader community. Identifying and establishing linkages with relevant community stakeholders can help schools to provide specific and specialised interventions and support. It can also help to ensure that activities within schools and communities complement one another.
- **Curriculum development:** Schools need to develop and integrate teaching materials into existing curricula to support the achievement of a safe and respectful environment. Respect for human rights needs to be incorporated into all relevant curricula and equip children with the information and skills to help create a safer school.



Underlying all three of these components is evidence-based decision-making and monitoring and evaluation. It is important that strategies are informed by high-quality information to ensure responsive interventions. The collection and analysis of data on changes in the safety of educators and learners can also help schools to assess how well interventions are working and if and where changes need to be made. A well-functioning monitoring and evaluation system can help schools to feel confident about their progress in achieving a safer school environment.



The *School Safety Framework* takes a whole-school approach to assessing and improving school safety. The materials start from the premise that well-managed schools that have clear rules and consequences, fair procedures and involve all members of the school community (educators, caregivers, principals, administrators) and other actors experience lower levels of misbehaviour and violence. They also create an environment that supports better teaching and learning. The four building blocks of the *School Safety Framework* – be prepared, be aware, take action and take care – all emphasise a clear policy framework, the creation of a human rights culture, building relationships between all members of the school community, and nurturing partnerships to support learners and build school safety (see *School Safety Framework*, Book 1).

# Module outline

The session outline described in the section are simply designed to help you deliver the course content and should be read alongside the *School Safety Framework* Reader on Positive Discipline. The sessions are flexible. You should use your discretion as to what is appropriate for your target group.

<b>Session 1: Understanding the difference between punishment and discipline</b>	
Time:	15-30 minutes
Objectives:	<ul style="list-style-type: none"> <li>To explore and clarify the purpose of punishment as opposed to discipline</li> <li>To identify the features of a punishment-oriented or discipline-oriented approach</li> </ul>
Reader material:	<ul style="list-style-type: none"> <li>The difference between punishment and discipline</li> </ul>
Relevant exercises:	<ul style="list-style-type: none"> <li>What is punishment? What is discipline?</li> </ul>
<b>Session 2: Defining corporal punishment, emotional punishment and discipline</b>	
Time:	15-30 minutes
Objectives:	<ul style="list-style-type: none"> <li>To define corporal punishment and other negative discipline methods</li> </ul>
Reader material:	<ul style="list-style-type: none"> <li>The difference between negative and positive discipline</li> </ul>
Relevant exercises:	<ul style="list-style-type: none"> <li>What are corporal punishment, emotional punishment and positive discipline?</li> </ul>
<b>Session 3: Understanding positive discipline</b>	
Time:	30-40 minutes
Objectives:	<ul style="list-style-type: none"> <li>To explore the difference between punishment and discipline</li> <li>Explore the concept of positive discipline</li> </ul>
Reader material:	<ul style="list-style-type: none"> <li>The difference between punishment and discipline</li> <li>What is positive discipline?</li> </ul>
Relevant exercises:	<ul style="list-style-type: none"> <li>Why do educators still use corporal punishment?</li> <li>How were you disciplined?</li> <li>Understanding negative and positive discipline</li> <li>What is your approach to classroom discipline?</li> </ul>
<b>Session 4: A whole-school approach to positive discipline</b>	
Time:	20 minutes
Objectives:	<ul style="list-style-type: none"> <li>To highlight the importance of a whole-school approach to implementing positive discipline</li> <li>To outline roles for the different actors within the school community</li> <li>To provide guidance on establishing the a policy framework for the positive discipline approach</li> </ul>
Reader material:	<ul style="list-style-type: none"> <li>A whole-school approach to positive discipline</li> <li>Creating a shared vision</li> <li>Ensuring that the code of conduct reflects a positive approach</li> <li>Why should schools implement positive discipline?</li> </ul>

<b>Session 5: Creating a classroom conducive to a positive discipline approach</b>	
Time:	1 hour 30 minutes
Objectives:	<ul style="list-style-type: none"> <li>• To highlight the role of effective classroom management in creating an environment conducive to the positive discipline approach</li> <li>• To introduce the components of effective classroom management</li> <li>• To identify classroom management strategies that can make it easier for educators to work and discipline effectively</li> </ul>
Relevant exercises:	<ul style="list-style-type: none"> <li>• What does a well-managed classroom look like?</li> <li>• Arranging a classroom to support different activities</li> <li>• Managing large classes</li> <li>• Creating a classroom procedures plan</li> </ul>
<b>Session 6: Implementing a positive discipline approach</b>	
Time:	3 hours
Objectives:	<ul style="list-style-type: none"> <li>• To help educators understand the principles behind the positive discipline approach</li> <li>• To help educators understand and interpret misbehaviour on the part of learners</li> <li>• To equip learner with the skills to implement positive discipline in their schools and classrooms</li> </ul>
Reader material:	<ul style="list-style-type: none"> <li>• The principles behind positive discipline</li> <li>• Understanding children's behaviour</li> <li>• The motivators behind some types of misbehaviour</li> <li>• Guidelines on implementing positive discipline in the classroom</li> <li>• Developing a classroom code of conduct</li> <li>• Disciplining constructively</li> <li>• Responding to attention-seeking, power-seeking, revenge and inadequacy</li> <li>• Handling conflict</li> <li>• Avoiding negative discipline</li> <li>• Praise versus Encouragement</li> </ul>
Relevant exercises:	<ul style="list-style-type: none"> <li>• Implementing positive discipline in the classroom</li> <li>• Understanding children's behaviour: Some case studies</li> <li>• Handling conflict</li> <li>• Practicing how to encourage</li> </ul>
<b>Session 7: Addressing misconduct</b>	
Time:	20 minutes
Objectives:	<ul style="list-style-type: none"> <li>• To provide participants with information on how to address different levels of misconduct in their school</li> <li>• To identify the different levels of misconduct</li> <li>• Provide information on formal disciplinary processes</li> </ul>
Reader material	<ul style="list-style-type: none"> <li>• Addressing misconduct</li> <li>• Formal disciplinary processes</li> </ul>

## Exercises and activities

The exercises below are designed to help you deliver the training module on positive discipline. As with the session outline, you can use your discretion as to whether and which exercises you include. There is more than one exercise or activity for each section. You are free to pick and choose the tools best suited to your group, adapt the exercises or to add your own. The following icons will help you to choose activities

### Icons:

Discussion



Written exercise



Session 1: The difference punishment and discipline	
Time:	15-30 minutes
Objectives:	<ul style="list-style-type: none"> <li>To distinguish and clarify the purpose of punishment as opposed to discipline</li> <li>To identify the respective features of punishment and discipline</li> </ul>
Relevant exercises:	<ul style="list-style-type: none"> <li>What is punishment? What is discipline?</li> </ul>



### Discussion: What is punishment? What is discipline?

Time:	15 minutes
Objectives:	<ul style="list-style-type: none"> <li>To explore participants' understanding of the difference between punishment and discipline</li> <li>To identify the features that distinguish punishment from discipline</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>Flipchart paper/ blackboard</li> <li>Prestik (if using flipchart)</li> <li>Flipchart pens (if using flipchart)</li> </ul>

### Instructions:

- Write the word 'punishment' and 'discipline' on a piece of flipchart paper or on a blackboard
- Ask the participants to explain what they think of when they hear the word 'punishment' and 'discipline' respectively
- Obtain as many suggestions as possible
- Draw out of the discussion the primary purpose of punishment as opposed to the goal of discipline, and the key features of each.

### Debrief and summary:

The discussion should capture that:

- Punishment aims to control behaviour enforce behaviour by threatening or causing some kind of discomfort or pain. It is reactive. The adult polices children's behaviour without explaining why they should behaviour in a particular way, or providing examples of more appropriate behaviour. Punishment is often physically or verbally violent and does not respect children's rights. It tends to be one-sided is often disproportional to the offence. The focus on punishing mistakes discourages learning and prevents children from learning to moderate their own behaviour.
- Discipline focuses on providing children with the knowledge and skills to control and take responsibility for their behaviour. It emphasises illustrating correct behaviour so that children learn what is expected and why. It is not about policing behaviour, but providing guidance on how to behave. It is non-violent and encourages respect for human rights. It emphasises understanding and communication and views mistakes as an opportunity for children to learn how to do better next time.



### KEY MESSAGE

That discipline is not the same as punishment. Discipline is about helping children to understand and moderate their own behaviour. Punishment simply aims to control behaviour.

The purpose of discipline is for children to understand their own behaviour, take initiative, be responsible for their choices, and respect themselves and others. The focus is on educating and correcting and promoting self-discipline, rather than enforcing and punishing.



See "The difference between punishment and discipline" in the Course Reader



## The Difference between Discipline and Punishment

Discipline	Punishment
Gives children positive alternatives	Tells them what not to do without explaining why
A regular, continuous, consistent and determined process. It should be instruction-oriented	Happens only when a child is caught making mistake or having a problem. It is a premeditated action that aims at making children ashamed or humiliated
Acknowledges and rewards effort and good behaviour	Only reacts harshly to misbehaviour
Takes the child's view into account; children follow rules because they are discussed and agreed upon	Never or rarely listen to children; children follow rules because they are threatened or bribed
Consistent, firm guidance	Controlling, shaming, ridiculing
Positive, respects the child	Negative and disrespectful of the child
Physically and verbally non-violent	Physically and verbally violent and aggressive
Logical consequences that are directly related to and in proportion to the misbehaviour	Consequences that are unrelated
Teaches children to understand the reason for rules and discipline so that they internalise them and follows them subconsciously	Teaches the child to passively follow the rules for fear of being punished; there is no real understanding of why one behaviour is permitted and another is not
Understands children's capacity, needs and developmental stages	Inappropriate to the child's developmental stage of life; does not take into account the children individual capacity and needs.
Teaches children self-discipline	Requires adults to enforce discipline. Teaches children to behave well only when they risk getting caught doing otherwise
Emphasises listening and modelling	Involves constantly reprimanding children for minor infractions causing them to tune us out (ignore us; not listen to us)
Accepts mistakes as normal and uses them as learning opportunities	Mistakes viewed as unacceptable. Forces the child to be obedient because adults say so, rather than through understanding the right and wrong of the situation.
Focuses on the behaviour of the child rather than the child's personality	Criticise the child's personality rather than their behaviour

Session 2: Defining corporal punishment, emotional punishment and discipline	
Time:	15-30 minutes
Objectives:	<ul style="list-style-type: none"> <li>To define corporal punishment and other negative discipline methods</li> </ul>
Relevant exercises:	<ul style="list-style-type: none"> <li>What are corporal punishment, emotional punishment and positive discipline?</li> </ul>



### Discussion: Defining corporal punishment, emotional punishment and positive discipline

Time:	15 minutes
Objectives:	<ul style="list-style-type: none"> <li>To explore participants understanding of corporal, emotional punishment and positive discipline</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>Flipchart paper/ blackboard</li> <li>Prestik (if using flipchart)</li> <li>Flipchart pens (if using flipchart)</li> </ul>

#### Instructions:

- Write the word 'corporal punishment', 'emotional punishment' and 'positive discipline' on a piece of flipchart paper or on a blackboard
- Ask the participants to explain what they think of when they hear the term 'corporal punishment', 'emotional punishment' and 'positive discipline' respectively
- Obtain as many suggestions as possible
- Draw out of the discussion a definition of corporal punishment and emotional punishment that will be used during the course.
- Write this definition on a piece of flipchart paper and stick it on a wall, or write it on the blackboard.
- Ensure that it remains visible for the duration of the module.

#### Debrief and summary:

The definition should capture that:

- Corporal punishment involves hurting a child physically as a way of disciplining them, and includes smacking or hitting, shaking, pinching, forcing children to stay in uncomfortable positions or any other measures aim at causing discomfort or pain.
- Emotional punishment is meant to humiliate and cause psychological pain. It includes making fun of learners, sarcasm, threats, name-calling, yelling, and commanding or humiliating learners, such as denying a child clothing or food or forcing them to stay in undignified positions or wear a sign for everyone to see and comment on.



#### KEY MESSAGE

That corporal punishment and emotional punishment are both negative discipline approaches that focus on causing pain as a way of controlling children's behaviour.

Positive discipline focuses on discipline rather than punishment. It aims to teach children to understand and follow social rules, both within the classroom and outside it, without using physical or emotional violence.



See "The difference between positive and negative discipline" in the Course Reader

- Both corporal punishment and emotional punishment are problematic as they cause fear and pain that not only inhibits learning but also can have lasting psychological effects that affect both the development of children.
- Positive discipline represents an alternative to the corporal and emotional punishment. Rather than enforcing behaviour through fear, it aims to encourage good behaviour without fear, by providing children with positive models of behaviour, positive reinforcement and by helping children to understand why certain behaviours are unacceptable.



### Session 3: Understanding positive discipline

Time:	30-40 minutes
Objectives:	<ul style="list-style-type: none"> <li>• Explore the concept of positive discipline</li> <li>• To help participants to reflect on why more positive approaches to discipline are better</li> <li>• To help participants to evaluate their own approach to discipline</li> <li>• To identify the concerns that educators and others feel with respect to implementing a positive discipline approach</li> </ul>
Relevant exercises:	<ul style="list-style-type: none"> <li>• Why do educators still use corporal punishment?</li> <li>• How were you disciplined?</li> <li>• Understanding negative and positive discipline</li> <li>• What is your approach to classroom discipline?</li> </ul>



### What is your approach to discipline in the classroom?

Time:	20 minutes
Objectives:	<ul style="list-style-type: none"> <li>• For participants to reflect on how they discipline children</li> <li>• For participants to assess whether they tend towards a negative or positive discipline approach</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>• Photocopies of the 'What discipline-style do I use?' hand out</li> <li>• Flipchart paper and markers (optional)</li> </ul>

#### Preparation:

- Make photocopies of the participant-version of the 'What discipline-style do I use?' hand out.

#### Instructions:

- Hand out the quiz and ask participants to fill in the questionnaire.
- Explain that the quiz aims to help them reflect on their own discipline-style and will not be shared with you, the trainer, or others in the group.
- Give them five minutes to complete the questionnaire.

#### Debrief and summary:

- Read through, or write up on a piece of flipchart paper, how participants should score their answers and what their answers say about their disciplinary approach.
- Repeat that they do not need to share the results, but that they should bear in mind their approach in tackling the content to come.

#### How to score the quiz:

- Mostly A: You are acting on impulse, step back and think about how to use discipline in a responsible way to teach responsibility
- Mostly B: Your inclination is towards corporal punishment. See if you can find alternative ways of managing classroom behaviour that support mutual respect and responsibility
- Mostly C: You are on the road to building a constructive approach to discipline that develops a sense of responsibility and respect.



#### KEY MESSAGE

Positive discipline is not about letting learners do whatever they want. It disciplines children by giving them clear guidelines on what is acceptable and teaching them how to abide by these rules. Children who misbehave are held accountable for their behaviour, but in ways that help them to learn from their mistakes and behave more appropriately in the future.

While the positive discipline approach requires learning some new skills, it is far more effective than negative discipline approaches.

The approach is more appropriate in a South Africa that protects and respects human rights. It is also in line with education policy, which emphasises not only children's rights but also their complete development, and equipping them with the skills, confidence and resources to help build a society that respects democracy, equality, human dignity, life and social justice.



See "The difference between positive and negative discipline" in the Course Reader.

See "Why should schools adopt a positive discipline approach" in the Course Reader.

## What is My Discipline Style?

<b>When a learner is late for school do I ...</b>	
a) Leave them outside for the first lesson?	
b) Give them an essay to write about always being on time for class?	
c) Find out from the child and their parents if there is a problem?	
<b>When a learner keeps talking in class, do I...</b>	
a) Throw something at them like the blackboard duster and make a joke?	
b) Slap them on the head from behind?	
c) Move them to another place to remove the distraction?	
<b>When a learner does not do their homework, do I...</b>	
a) Give them a week of detention?	
b) Keep them back for homework class so that they can catch up?	
c) Cane them	
<b>When a learner in my class keeps using bad language do I...</b>	
a) Wash their mouth out with soap?	
b) Send them out after giving them a smack?	
c) Request an apology and a commitment to positive and constructive language in the classroom?	
<b>When a learner in my class punches someone, do I...</b>	
a) Encourage them to fight back and to throw the next punch?	
b) Join the fight?	
c) Call him to order and then implement the due processes stipulated in the Code of Conduct?	

Source: LEADSA, 2010.



## Discussion: Why do educators still use corporal punishment?

Time:	30 minutes
Objectives:	<ul style="list-style-type: none"><li>• To explore educators' reasons for using corporal punishment</li><li>• To examine the perceived barriers to using other disciplinary methods</li><li>• To explore the validity of these perceptions and challenges through the real-world examples of educators or schools that have adopted positive methods</li></ul>
Materials:	<ul style="list-style-type: none"><li>• None</li></ul>

### Instructions:

- Begin by noting that although corporal punishment is illegal, it continues to flourish. Some schools have stopped using corporal punishment, but have replaced it with equally negative emotional punishments.
- Ask participants why many educators still use negative discipline approaches. Ask them what the perceived obstacles to implementing alternatives are.
- Ask participants to provide examples where they or others have made the switch, and how easy or difficult this was to do. Ask them how challenges were addressed and the lessons learned.

### Summary and debrief:

- Draw out that educators have many reasons for continuing to use corporal punishment, but that the reluctance to try new methods often comes from a fear of change. Corporal punishment has become so widely accepted, that people accept it as the best way; making the change is difficult and requires a shift in attitude and approach. This will take effort and practice but the benefits are worth it.
- Highlight success stories and use them to reflect on the validity of the perceived obstacles.
- Highlight the lessons learned, particularly with respect to how educators and other staff can be supported to implement effective discipline in their school.



## Discussion: How were you disciplined?

Time:	30 minutes
Objectives:	<ul style="list-style-type: none"><li>• For educators to reflect on the efficacy of negative discipline through their experiences</li></ul>
Materials:	<ul style="list-style-type: none"><li>• Copies of the 'How were you disciplined?' hand out for course participants (optional)</li></ul>

### Preparation:

- Make photocopies of the participant-version of the 'How were you disciplined?' hand out over the page.

**Instructions:**

- Ask the participants to think back to when they were in primary school, and how they were disciplined when they misbehaved. Ask them to think about a particularly memorable incident or time and to fill in the hand out based on their experiences.
- Once everyone has finished, ask a few volunteers to share their experiences. Invite other participants to discuss the examples and reflect on their own experiences.

**Summary and debrief:**

- Draw out of the discussion that negative discipline methods, particularly corporal punishment, cause pain and fear and are usually ineffective in addressing misbehaviour in the long-term.

**How were you disciplined?**

Type of discipline	
What did you do wrong?	
How did you respond? Was the discipline effective in the long-term?	
How did the punishment make you feel?	

Adapted from UNESCO, 2006



## Discussion: Understanding the difference between negative and positive discipline

Time:	20 minutes
Objectives:	<ul style="list-style-type: none"> <li>To explore the difference between negative and positive discipline</li> <li>To identify approaches that reflect either negative or positive discipline</li> <li>To reflect on how they can better implement positive discipline techniques in their classroom</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>Copies of the 'Negative or Positive Discipline?' hand out for course participants (optional)</li> </ul>

### Preparation:

- Make photocopies of the participant-version of the 'Negative or Positive Discipline?' hand out over the page.

### Instructions:

- Distribute copies of the 'Negative or Positive Discipline?' hand out.
- Ask participants to fill in their quiz.
- Once everyone is finished, go through the statements one at a time and ask the participants to say whether they feel that the actions constitute negative or positive approaches. Invite alternative views. Have participants discuss each statement until they arrive at a consensus about each.

### Actions and answers:

Action	Answer
Explaining about the upcoming lesson and outlining clearly what you want them to do?	Positive discipline. Children will often misbehave if they do not know exactly what they are supposed to be doing or what is expected. Ensuring that children understand what the lesson is about, what is expected of them and how the lesson is planned establishes the framework for class discipline, and provides children with the information they need to take responsibility for their own behaviour
Making assumptions?	Negative discipline. It is important to talk to and listen to learners to establish what they are thinking and why they are behaving in a particular way. Children always have reasons for behaving in a particular way. Children in a particular age group often share much behaviour, but each child is different and will often behave in a certain way for different reasons.
Making accusations without proof?	Negative discipline. In line with a more considered approach to discipline, it is important to establish what has happened, and why before taking any action. It is important not to simply accuse, but to turn incidents into teachable experiences by explaining why the behaviour was problematic and how the child could do better next time.
Separating children who are talking?	Positive discipline. If children persist in talking after you have asked them to stop, calmly separating them can quickly and effectively nip the problem in the bud. It is important to be calm, but firm and to try and draw as little attention to the incident as possible and to minimise the disruption to the class activities.

Smacking a naughty child?	Negative discipline. It is never acceptable to smack or otherwise hurt a child. Doing so cannot only hurt them and their self-esteem, it can also embarrass them and create resentment, which are likely to make the behaviour worse. In cases where the child is seeking attention, smacking provides this attention and is also likely to worsen the child's behaviour.
Sending a naughty child outside or to the Principal's office?	Negative discipline. Sending a child out or to the principal's office can be embarrassing, can make the child feel bad about themselves and may lead to teasing or bullying. It is better to deal with the matter in class in a way that does not draw too much attention to the incident.
Telling children what to do without providing reasons ('because I said so')?	Negative discipline. Communication and participation are central to the positive discipline approach. It is important to explain the reasons for expecting children to behave in a particular way; discipline is more effective when children understand why they should behave, and the consequences of misbehaving, rather than simply being expected to simply behave. Wherever possible, children should have a say in class rules and the consequences of not following them. They should also be given choices that support positive behaviour.
Acting in the way you would like the learners to behave	Positive discipline. Children learn by example. Acting the way you would like children to behave is important in showing children what is expected of them, and provides an example for them to follow.
Expecting children all to act in the same way/to have the same reasons for behaving in a particular way?	Negative discipline. While children of the same age will share core behaviour, each child is an individual, with particular competencies, needs and issues. It is important to treat each child as their own person, to understand their strengths, weaknesses and needs, and adapt one's teaching accordingly.
Taking steps to make the classroom more stimulating?	Positive discipline. Children often misbehave when they feel bored or find a class and content uninteresting. Making the classroom more interesting, and one's teaching more stimulating, can both help to capture children's attention and to reduce bad behaviour.
Anticipating problems and acting to address them?	Positive discipline. Positive discipline is proactive. Anticipating problems, such as which children may be naughty, or what material learners may find boring, is a key element of the positive discipline approach. Addressing these problems through engaging methods and effective classroom management helps to prevent issues before they become problems.
Acting superior?	Negative discipline. Positive discipline emphasises engaging children positively, making them feel valued and recognising their talents and competencies. Acting superior build barriers between learners and teachers and makes them feel undervalued, incompetent and uninvolved.
Establishing and enforcing classroom rules without consulting the children?	Negative discipline. Learners must be involved in developing rules, as well as the consequences of breaking them. This will ensure that rules are understood and are relevant to the children; having a say will also encourage them to take ownership of the rules and to help ensure they are followed.

## Negative or Positive Discipline?

Action	Positive ✓	Negative ✓	Done this (Yes/No)
Getting the learners' attention before class?			
Explaining about the upcoming lesson and outlining clearly what you want them to do?			
Making assumptions?			
Making accusations without proof?			
Getting up and walking around the classroom?			
Separating children who are talking?			
Smacking a naughty child?			
Sending a naughty child outside or to the Principal's office?			
Telling children what to do without providing reasons ('because I said so')?			
Acting in the way you would like the learners to behave			
Expecting children all to act in the same way/to have the same reasons for behaving in a particular way?			
Taking steps to make the classroom more stimulating?			
Anticipating problems and acting to address them?			
Acting superior?			
Establishing and enforcing classroom rules without consulting the children?			

Adapted from UNESCO, 2006



### KEY MESSAGE

Adopting a whole-school approach to positive discipline successfully requires a coordinated approach that involves all of the actors in the school community. Principals, educators, administrative staff and other school authorities need to work together to implement a positive discipline approach. Schools also need to involve caregivers; positive discipline is unlikely to succeed if children face one set of expectations and rules school and a completely different set at home.

Each of the members of the school community has roles and responsibilities in implementing a positive discipline approach.

The first steps in implementing a positive discipline approach include creating a shared vision of the kind of school that actors want to see, ensuring that the school's code of conduct supports the approach and incorporating material aimed at developing children's social skills into the curriculum.

Session 4: A whole-school approach to positive discipline	
Time:	20 minutes
Objectives:	<ul style="list-style-type: none"> <li>• To highlight the importance of a whole-school approach to implementing positive discipline</li> <li>• To outline roles for the different actors within the school community</li> <li>• To provide guidance on establishing the a policy framework for the positive discipline approach</li> </ul>



See “Implementing a whole-school approach to positive discipline” in the Course Reader.



Session 5: Creating a classroom conducive to learning	
Time:	1 hour 30 minutes
Objectives:	<ul style="list-style-type: none"> <li>To highlight the role of effective classroom management in creating an environment conducive to the positive discipline approach</li> <li>To introduce the components of effective classroom management</li> <li>To identify classroom management strategies that can make it easier for educators to work and discipline effectively</li> </ul>
Relevant exercises:	<ul style="list-style-type: none"> <li>What does a well-managed classroom look like?</li> <li>Arranging a classroom to support different activities</li> <li>Managing large classes</li> <li>Creating a classroom procedures plan</li> </ul>



### Exercise: What does a well-managed classroom look like?

Time:	30 minutes
Objectives:	<ul style="list-style-type: none"> <li>To explore how participants understand the concept of classroom management</li> <li>To identify the components of a well managed classroom</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>Flipchart paper/ blackboard</li> <li>Prestik (if using flipchart)</li> <li>Flipchart pens (if using flipchart)</li> </ul>

### Instructions:

- Write the words 'creating a well-managed classroom' on a piece of flipchart paper or on a blackboard
- Hand out copies of the exercise questions.
- Ask the participants to think about think about all the classes and classrooms they have been in, as learner, educator, or observer.
- With these thoughts in mind, ask them to identify the components of what they consider to be a well-managed classroom. Ask them to close their eyes and try to imagine the scene:
  - ~ What does the room look like?
  - ~ What is in it?
  - ~ What are the learners doing?
  - ~ What is the educator doing?
- Ask them to use this picture to fill in the hand out.
- Once everyone has finished, ask for volunteers to read their answers. Draw out the key elements of a well-managed classroom. Write these up on a piece of flipchart paper and stick it somewhere visible for the remainder of the session.



### KEY MESSAGE

Effective classroom management can help to create an environment and space that is conducive to a positive discipline approach. It also makes teaching easier and less stressful.

To manage a classroom effectively, educators must be prepared, organised and pay attention to the needs and requirements of learners. They must also create a space that is organised, safe and that supports the particular activities planned for each lesson.



See "Creating a classroom conducive to a positive discipline approach" in the Course Reader

## Summary and debrief:

What does it look like?	Learners are deeply involved with their work. The climate of the classroom is work-oriented, but relaxed and pleasant. The educator is calm and in control of what happens in the classroom. The classroom is neat and organised. The educator and learners can move freely around the classroom and can easily access the materials and resources they need for the lesson. The desks are arranged in a way that supports class activities.
What is in it?	The classroom has children's drawings on the walls, as well as examples of good work, posters and other media for enhancing learning. There are classroom rules posted where everyone can see them. There is a cupboard and/or space for storing materials needed for lessons.
What are the learners doing?	Learners are working productively; they are working quietly on their own, or in pairs or groups. They ask and answer work-related questions.
What is the educator doing?	The educator is interested and involved. They move around the classroom, asking children questions, answering questions and providing instruction. The educator makes an effort to involve all the learners and encourages tries by children to answer, even where the answers are incorrect. They encourage mutual respect between them and the children and between the children.

## The components of a well-managed classroom

What does the room look like? \_\_\_\_\_

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What is in it? \_\_\_\_\_

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What are the learners doing? \_\_\_\_\_

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What is the educator doing? \_\_\_\_\_

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## Exercise: Arranging classrooms to support different activities

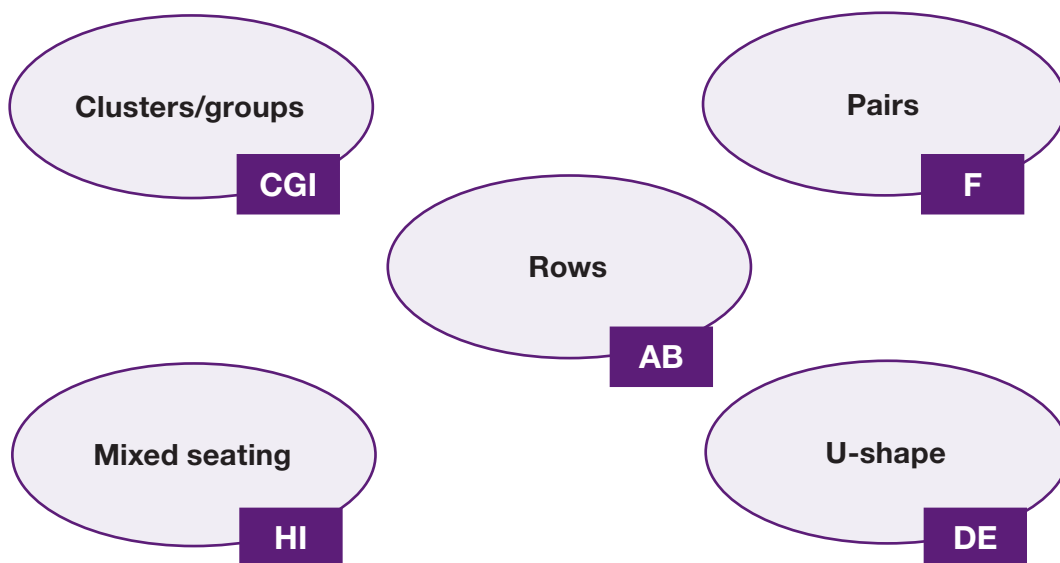
Time:	20 minutes
Objectives:	<ul style="list-style-type: none"><li>To present different types of seating arrangements</li><li>To explore how seating arrangements can support different types of learning activity</li></ul>
Materials:	<ul style="list-style-type: none"><li>Photocopies of the 'Arranging Classrooms for Different Activities' hand out</li></ul>

### Preparation:

- Make photocopies of the participant-version of the 'Arranging Classrooms for Different Activities' hand out.

### Instructions:

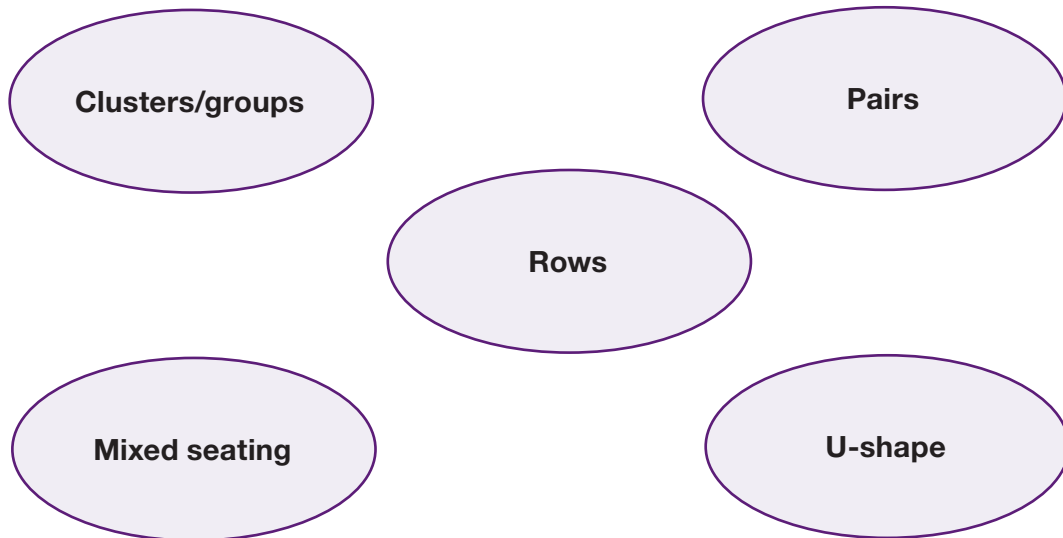
- Distribute the copies of the 'Arranging Classrooms for Different Activities' hand out. Ask participants to match the activities to the seating arrangements by writing the letter before each activity in the oval belonging to each grouping, as shown below. It is possible to have more than one seating arrangement for each activity. Give them a few minutes to complete the form.
- Once they have finished, ask volunteers to share their answers for each question. Invite discussion on the answers.



### Summary and debrief:

- There are many different ways of organising a classroom. Some arrangements support particular activities better than others.
- Seating arrangements can help educators to deliver content more effectively and manage their classroom more effectively.

## Arranging classrooms for different activities



Match the best desk arrangements to the following activities. There can be more than one arrangement for each activity:

- Making notes on a video on Lions.
- Writing a poem on memories of early childhood.
- Working with the educator on the floor, improving their skills in measuring objects with rulers.
- Planning an outing to Konkelberg National Park.
- Debating and deciding on rules for the classroom.
- John has been ill and has missed the class activity on the reproduction of frogs. Siphon is helping him.
- Practising for a group presentation to the class.
- Some learners answered every single question in a written test correctly. They are now collecting further information on this topic.
- A few learners have difficulty in understanding the concept of division. Their teacher is working with them again.

Adapted from Department of Basic Education, 2001



### Exercise: Managing large classes

Time:	45 minutes
Objectives:	<ul style="list-style-type: none"> <li>To explore the challenges of managing effectively large classes</li> <li>To identify practical ways of overcoming these challenges</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>Strips of coloured cardboard or paper</li> <li>Presstick</li> <li>Flipchart paper and markers</li> </ul>

### Preparation:

Cut two sets of coloured cardboard or paper strips.

### Instructions:

- Divide participants into groups into small groups.
- Provide each group with five-ten cardboard strips in each colour.
- Ask each group to think about and discuss the five-ten key challenges educators face in managing large classes effectively. Ask them to write each challenge on its own piece of paper or cardboard and to stick them on the wall. They should use strips of the same colour.
- Once they have finished, ask the groups to propose practical strategies that educators can apply in their everyday teaching to better manage large classes. Ask them to write these up on the strips of the other colour and to stick these alongside the corresponding challenge.
- Ask each group to report back their discussions to the larger group. Focus on the different ways that educators can deal with the same problems.
- Invite participants to discuss the suggestions.

### Debrief and summary:

- Sum up the discussions by drawing out the key challenges educators face, and the consensus on the most effective way to deal with them. a consensus position on each.



### Exercise: Creating a classroom procedures plan

Time:	40 minutes
Objectives:	<ul style="list-style-type: none"><li>• To identify the types of issues that educators must consider in managing classrooms effectively</li><li>• To equip educators with the knowledge to develop plans for managing their own classes</li></ul>
Materials:	<ul style="list-style-type: none"><li>• Photocopies of the 'Developing a Classroom Procedures Plan' hand out</li><li>• Flipchart or a blackboard</li><li>• Markers and Prestik (if using a flipchart)</li></ul>

### Preparation:

- Make photocopies of the 'Developing a Classroom Procedures Plan' hand out

### Instructions:

- Hand out copies of the 'Developing a Classroom Procedures Plan'.
- Divide participants into small groups. Ask each group to discuss how they would deal with the issues in the hand out. Ask them to write their answers onto a piece of flip chart paper. Give them 15 minutes to complete this task.
- When the groups have finished, ask each group to present their ideas on one of the five sets of issues to the larger group. Invite discussion from the larger group.
- Draw out of the discussions consensus on strategies to deal with the issues.

## Examples of answers:

Talk?	
<ul style="list-style-type: none"> <li>• What should learners do when they want to ask a question or contribute?</li> <li>• When can learners talk and to whom?</li> <li>• When I need to leave the classroom?</li> </ul>	<ul style="list-style-type: none"> <li>• Learners should raise their hand when they want to speak.</li> <li>• They should not interrupt others.</li> <li>• Learners can ask me questions to clarify issues at any time</li> <li>• Learners can talk to others when they are working in pairs or groups, but should work quietly when working alone at their desk.</li> <li>• Learners must carry on with their work when I leave the classroom. I will nominate one learner to ensure that everyone behaves. The whole class will receive points if they are good and loose points if they misbehave.</li> </ul>
Movement?	
<ul style="list-style-type: none"> <li>• When can learners get out of their seats?</li> <li>• When children arrive at the beginning of the class?</li> <li>• Leaving the room during class and at the end of class?</li> <li>• Seating arrangements?</li> <li>• Group activities</li> </ul>	<ul style="list-style-type: none"> <li>• Learners must remain in their seats unless instructed otherwise.</li> <li>• Learners must take out their books and sit quietly at their desks until I begin the lesson</li> <li>• Children can leave the classroom to go to the bathroom, but must ask for permission to go. They must be back within five minutes.</li> <li>• They must wait until the lesson is over to fetch a drink.</li> <li>• They must file quietly out of the classroom when I dismiss them at the end of the lesson</li> <li>• Desks will normally be grouped, but I will arrange them according to the needs of the lesson.</li> <li>• Learners will have five minutes to move in to the required arrangements. I will get each row to move their desks at a time.</li> </ul>
Time?	
<ul style="list-style-type: none"> <li>• Learner tardiness and absences?</li> <li>• Starting the class?</li> <li>• Incomplete homework or poor preparation?</li> <li>• Learners who are slower to understand?</li> <li>• Learners who finish early?</li> </ul>	<ul style="list-style-type: none"> <li>• I will tell learners what materials that need for the next lesson so that they can be prepared when the lesson starts.</li> <li>• I will put out any additional materials on learners' desks so that they do not have to spend time collecting them.</li> <li>• Children who arrive late will remain behind to explain why they were late. I will deal with the issue accordingly.</li> <li>• Learners must take out their homework and place it on the desk in front of them before the lesson starts.</li> <li>• Children who have not completed their homework must remain after class to explain why. I will deal appropriately with the issue then. The same applies for children who have come unprepared.</li> <li>• For each lesson I will prepare one or two extra exercises in case children finish early.</li> <li>• I will also create a list of things learners can do if they finish early, such as independent reading, starting with homework etc.</li> <li>• I will create a break away space where I can work with slower children while the others carry on with their assigned tasks.</li> <li>• When I dismiss the class, I will count to four. On one, children put all their supplies away and clean up their desk and the floor around their desk. On two, they must stand behind their desk with their belongings. On three, they must line up by the door, and on four, exit the classroom.</li> </ul>

Teacher/student relationships?	
<ul style="list-style-type: none"> <li>• How should learners address me?</li> <li>• What are your rewards and consequences and for what?</li> <li>• How will you teach learners the processes and procedures you want in the class?</li> <li>• How will you give instructions?</li> </ul>	<ul style="list-style-type: none"> <li>• I will ask learners in my first lesson with them to address me as 'Miss Jones'.</li> <li>• Learners can earn points for showing noticeable improvements in their work, and acting kindly or responsibly to others. They will receive a chocolate for every ten points they receive.</li> <li>• They will lose points for poor behaviour, repeatedly not completing tasks or coming poorly prepared, or poor treatment of others.</li> <li>• In addition to the classroom rules we develop, I will explain my procedures to class as they arise at the beginning of the year. I will make a poster with the procedures to put on the wall.</li> </ul>
Student/student relationships?	
<ul style="list-style-type: none"> <li>• How are learners expected to behave towards each other?</li> <li>• What kinds of group work will you use?</li> <li>• Can learners help each other?</li> </ul>	<ul style="list-style-type: none"> <li>• Learners must behave respectfully towards others. They must respect other children's views and opinions. There will be no name calling in my classroom.</li> <li>• I will generally get children to work in pairs or groups. I will try as much as possible to pair or mix children with different abilities. I will create additional group activities for children who consistently work at a higher level.</li> <li>• Learners can help each other when they work in pairs or groups.</li> </ul>

## Developing a Classroom Procedures Plan

Planning your approach in the classroom establishes a framework for more effective classroom management. Think about how you will handle these issues in your classroom:

Talk?	<ul style="list-style-type: none"> <li>• What should learners do when they want to ask a question or contribute?</li> <li>• When can learners talk and to whom?</li> <li>• When I need to leave the classroom?</li> </ul>	
Movement?	<ul style="list-style-type: none"> <li>• When can learners get out of their seats?</li> <li>• When children arrive at the beginning of the class?</li> <li>• Leaving the room during class and at the end of class?</li> <li>• Seating arrangements?</li> <li>• Group activities?</li> </ul>	
Time?	<ul style="list-style-type: none"> <li>• Learner tardiness and absences?</li> <li>• Starting the class?</li> <li>• Incomplete homework or poor preparation?</li> <li>• Learners who are slower to understand?</li> <li>• Learners who finish early?</li> </ul>	
Teacher/ student relationships?	<ul style="list-style-type: none"> <li>• How do learners speak to me and when?</li> <li>• Rewards and consequences and for what?</li> <li>• Teaching learners the processes and procedures I want in the class?</li> </ul>	
Student/student relationships	<ul style="list-style-type: none"> <li>• How are learners expected to behave towards each other?</li> <li>• Group work?</li> <li>• Whether learners help each other?</li> </ul>	



**Session 6:  
Implementing a positive discipline approach**

Time:	3 hours
Objectives:	<ul style="list-style-type: none"> <li>• To help educators understand the principles behind the positive discipline approach</li> <li>• To help educators understand and interpret misbehaviour on the part of learners</li> <li>• To equip learner with the skills to implement positive discipline in their schools and classrooms</li> </ul>
Relevant exercises:	<ul style="list-style-type: none"> <li>• Implementing positive discipline in the classroom</li> <li>• Understanding children’s behaviour: Some case studies</li> <li>• Practicing how to encourage</li> </ul>



**KEY MESSAGE**

At its core, the positive discipline approach respects children’s rights and seeks to develop the whole child to their full individual potential. It aims to shape children’s development and behaviour in the long-term. It is holistic in how it understands the influences on children’s behaviour; works with children as individuals, build’s on children’s strengths; is constructive rather than destructive, and involves children in teaching, learning and classroom discipline.



See “The principles behind positive discipline” in the Course Reader



**KEY MESSAGE**

Children have reasons for the way they behave. It is important to understand why children are acting in a particular way. It is important to explore the range of factors both in and outside of school that could affect their behaviour, as well as personal and medical issues, and the content and presentation of lessons.

It is also important to consider the motivations behind some kinds of behaviour and adapt one’s approach accordingly.



See “Understanding children’s behaviour” in the Course Reader

See “Understanding the motivations behind some kinds of misbehaviour” and “Responding to attention-seeking, power-seeking, revenge and inadequacy” in the Course Reader



**KEY MESSAGE**

Establish clear rules, guidelines and models of appropriate behaviour that children can follow. Model the behaviour that you would like to see. Be consistent. Focus on the positives. Provide children with information and explain what is expected of them and why. Acknowledge and reinforce positive behaviour.



See “Guidelines for implementing positive discipline in the classroom”, “Developing a classroom code of conduct” and “Disciplining constructively” in the Course Reader



**KEY MESSAGE**

Focus on consistently encouraging children’s improvements relative to their own strengths and weaknesses on an on going basis rather than praising them occasionally for successes relative to others.



See “Praise versus encouragement” in the Course Reader



## Implementing positive discipline in the classroom

Time:	30 minutes
Objectives:	<ul style="list-style-type: none"><li>• To help participants identify the components of the physical discipline approach through real-world examples</li><li>• For participants to reflect on the benefits of constructive discipline</li><li>• For participants to explore how to apply positive discipline in their classrooms</li></ul>
Materials:	<ul style="list-style-type: none"><li>• Photocopies of the 'Positive Discipline in Action' hand out</li><li>• Flipchart paper and markers (optional)</li></ul>

### Preparation:

- Make photocopies of the participant-version of the 'Positive Discipline in Action' hand out.

### Instructions:

- Distribute the copies of the 'Positive Discipline in Action' hand out.
- Ask participants to reflect on their experiences in the classroom, specifically incidents when they and a learner or learners related well to one another.
- Ask them to describe the incident in the hand out and to think about how they can apply this example to other individuals, groups or situations.
- Once everyone has finished, ask a few volunteers to report back on their experiences. Invite the group to discuss them, particularly what they felt valuable and how they could apply the examples in their teaching.

### Summary and debrief:

- Draw out how incidents reflect a more positive approach to positive discipline, with particular reference to the principles behind positive discipline, as well as the tips on responding to attention seeking, power-seeking, revenge and inadequacy.
- Emphasise the importance of understanding why young people are behaving in a particular way and using this in deciding to respond, as well as the importance of listening to children, involving them in decision-making and treating them with dignity and respect.

## Implementing positive discipline principles

What did your student do?
What did you say or do?
How did your child respond?
How did you feel?
How can you use this experience with other children?

Source: UNESCO, 2006



## Understanding and responding to children's behaviour: Some case studies

Time:	1 hour 30 minutes
Objectives:	<ul style="list-style-type: none"><li>• For participants to explore why children misbehave</li><li>• To identify ways disciplining positively</li></ul>
Materials:	<ul style="list-style-type: none"><li>• Photocopies of the case studies</li><li>• Flipchart paper and markers</li><li>• Prestik</li></ul>

### Preparation:

- Photocopy adequate copies of the case studies.

### Instructions:

- Break participants into small groups, with no more than five people in each group.
- Hand out the case studies. Depending on the number of participants, give each group a unique case study, or have two or three groups work on the same study while other groups work on others.
- Ask each group to discuss their case study and to answer the questions that follow. Ask one person from each group to write down each group's answers on a piece of flipchart paper. Allow 20 minutes for discussion.
- Ask one person from each group to feed back the group's discussion to the larger group. Where there are multiple groups doing examining the same study, ask all the groups to provide their answers before moving on to the next case study.

### Debrief and summary:

- Sum up the discussions by drawing out a consensus position on each of the questions, and/or draw the most appropriate answers and responses. Use this to draw out participants' experiences from their own schools and what these can teach us about implementing positive discipline techniques. Illustrative content for each case study includes:

### Case study A:

Possible reasons:	The child's family may be unable to afford the materials, or their caregivers may be too busy to go with them to buy the materials. It is also possible that the child is being bullied and the materials taken from them.
Suggested response:	Call the child aside after the lesson, or during break, when there are no other children around. Summarise the problem and ask them if they are having trouble obtaining the materials, and why they are having problems.
Steps or actions to address:	Work with the child to identify how the problem can be solved. The school could, for example, help with some of the materials.
Role-players involved:	If necessary, discuss the problem with the child's parents and work with them address it. If the school is going to help, speak to the Principal and/or other educators. Keep the discussions and interventions low-key to avoid unnecessarily embarrassing the child or their parents.

## Case study B

Possible reasons:	The child could be bored, either because the topic is uninteresting or because he finds the content too easy. He could also be avoiding engaging because he finds the topic too difficult and has given up. The child could also be testing you, trying to exert their power, or could be retaliating for a perceived injustice.
Possible response:	<p>Rather than scolding or embarrassing the learner, do a group activity that gets all the children up out of their seats and moving around. Use this as an opportunity to redirect the learner's attention to the topic. Provide encouragement and support actions that show the learner is engaged with the lesson.</p> <p>Evaluate your own feelings about recent interactions with the learner to identify whether they may be trying to stamp their authority or are retaliating in response to an earlier incident.</p> <p>Call the learner aside after the lesson, explain the issue and ask them if they were having trouble with the lesson. Where the motive is power or revenge, respond accordingly.</p> <p>Use humour to diffuse tensions.</p>
Steps or actions to address:	<p>Teaching the material in a more participatory way would help to make it more interesting. For example, you could use a treasure hunt to help children 'find' the material themselves, get them to act out short plays or work in groups.</p> <p>Identify whether the learner was just bored, or whether they found the material too easy or too difficult. Work with the learner to find solutions. If the material is too hard, for example, you could arrange for extra lessons or support and/or break the work down in a way that makes it more accessible. Monitor the situation afterwards to ensure that the interventions helped.</p>
Role-players involved:	It should not be necessary to involve other actors, although it might be useful to canvas other educators to find out how the learner behaves in their class, and what they do about it. This could help to identify whether it is something about your teaching or content that is putting the learner off, as well as possible solutions.

### Case study C:

Possible reasons:	He may have issues with transport. He may struggle with time-management. He could also be seeking attention, testing you by either exerting his power, or be seeking to make you angry and frustrated in retaliation for a perceived wrong.
Possible response:	Evaluate your own feelings recent interactions with the learner to identify whether they may be seeking attention, trying to stamp their authority or are retaliating in response to an earlier incident. Act accordingly.  If there seem to be other reasons, take the learner aside at the end of the lesson, or at some other time when the other learners are not around, and ask them why they are having trouble getting to class on time.
Steps or actions to address:	If it seems that they are seeking attention ignore the problem; do not acknowledge the act in anyway – he will stop if he sees he is having no effect. If it is about showing power, try to understand the child’s feelings and show that you understand them; try to direct the child’s energies into something more productive by, for example, making them responsible for handing out books or stationary. If the issue is revenge, be patient. Keep a friendly attitude while waiting for the child to cool off. Do not punish the child as this will encourage revenge. Encourage the child and make them feel respected and valued.  If the problem lies elsewhere, work with the learner to find a solution, such as arranging for the child to get lifts to school.  Remind the class regularly about the class rules, particularly the importance of being on time. Explain why this is important and what the consequences are of starting late.
Role-players involved:	It should not be necessary to involve others at this stage, although as in the previous example, it might be useful to canvas other educators to find out how the learner behaves in their class. If the learner’s behaviour continues to be problematic you may need to speak to the parents about it and work with them to find solutions.

## Case study D:

Possible reasons:	There could be issues at home that may have prevented the child from doing the work, such as a lot of responsibility, or a lack space, quiet or electricity. They may not have the resources to make the poster. There is a good chance, though that they felt intimidated by the task, or did not understand properly what was expected of them.
Possible response:	Do not scold the child, embarrass them or make them feel ashamed in front of the other members of the class. Proceed with the lesson. Call the learner aside after the lesson, explain the issue and ask them if they did not understand what they had to do or whether they had problems completing the assignment.
Steps or actions to address:	Make sure that you always ask questions to establish whether children understand future tasks; asking them to explain in their own words what they must do can help to establish how they understood your instructions. Encourage children to ask questions and make yourself available to them after class if they need any assistance or clarification. If the learner understood the task but could not complete it due to issues at home or because they did not have the materials, set aside time for them to complete the assignment at school and provide assist with materials. It is important that the child understands that the extra time is not a punishment but is aimed at providing the time, space and resources for them to do the work. Work with the learner to find durable solutions.
Role-players involved:	If there are issues at home, speak to the child's caregivers and work with them to find solutions to the problem.



## Handling conflict

Time:	40 minutes
Objectives:	<ul style="list-style-type: none"> <li>To explore different ways of dealing with conflict</li> <li>To practice different ways of dealing with conflict</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>Photocopies of the of the 'Handling Conflict' hand out</li> </ul>

### Preparation:

- Make sufficient photocopies of the 'Handling Conflict' hand out.

### Instructions:

- Break participants into small groups, with no more than five people in each group.
- Hand out the case studies. Depending on the number of participants, give each group a unique case study, or have two or three groups work on the same study while other groups work on others.
- Ask each group to discuss their case study and to answer the questions the questions. Ask one person from each group to write down each group's answers on a piece of flipchart paper. Allow 20 minutes for discussion.
- Ask one person from each group to feed back the group's discussion to the larger group. Where there are multiple groups doing examining the same

study, ask all the groups to provide their answers before moving on to the next case study. You could also ask participants to act out their group's approach in the form of a role-play.

- Invite discussion from the larger group.

### Debrief and summary:

- Sum up the discussions by drawing out a consensus position on each of the questions, and/or draw the most appropriate answers and responses. Use this to draw out participants' experiences from their own schools and what these can teach us about dealing with conflict between learners and educators and between learners. Illustrative content for each case study includes:

#### Case study A:

How would you deal with this?	Do not ignore the issue. Note in a friendly way that the boy seems unhappy and ask him to explain what the problem is (e.g. "I can see that you are not happy, do you want to talk about how I allocated the marks for this assignment?"). Acknowledge that you may not have explained the marking system properly when you allocated the assignment. Explain how you allocated the marks.
How would you prevent a repeat?	Make sure that you explain how you will allocate marks in your future assignments. Explain the kinds of information and content you would like to see coming through the assignment. Try and develop a stable marking approach so that children know what is expected of them.

#### Case study B:

How would you deal with this?	Go over to the girls. Ask them to explain what the problem is. Listen to both sides. Put aside the magazine that is causing the conflict. Pick out a few other magazines and ask the girls to each pick one. Check that they are happy with their choices. Clarify with the rest of the class that they are happy and have everything they need.
How would you prevent a repeat?	Put a magazine on each child's desk prior to the lesson or allocate the magazines a numbers and allocate each child a number for the magazine that they must use.

#### Case study C:

How would you deal with this?	Intervene. Remain calm. Separate the children. Ask them each to explain what the problem is. Give each a turn. Remain neutral. Ask each to propose solutions to the argument. Help them to agree on how to resolve the issue. Get them to apologise and to reconcile. Follow up with the children to ensure that the problem has been resolved.
How would you prevent a repeat?	Teach children conflict management skills. Encourage children to discuss and find solutions to problems as you teach your class. Practicing these skills will help them to better respond to conflicts both within and outside of the classroom.



## Case study D:

How would you deal with this?	Do not ignore the issue. Ask a few children to explain why they think that the time is too short. Ask the others if they agree. Negotiate a solution, such as giving a few more days to complete the task or cutting down the size of assignment.
How would you prevent a repeat?	Set realistic timelines. Allow children a degree of choice or negotiation – allow them to input into the time appropriate for the task.

## Handling conflict

Please read your allocated case study and answer the following questions:

- How would you deal with this situation?
- What phrases would you use?
- What steps or actions could you take to prevent the incident from happening again?

### Case Study A:

You have just handed out marked homework to the children in a grade seven class. One boy has received low marks. He becomes angry. He does not yell or get aggressive, but you can see he is angry and he is complaining to the classmates next to him about how unfair your marks are.

### Case study B:

You have asked the learners in your class to collect materials from the store cupboard for use in the lesson. They must each get a magazine, some scissors and some glue. Two girls both want the same magazine. One tries to pull the magazine out of the other one's hands.

### Case study C:

You see two learners fighting during break. They are pushing and threatening each other and look as though they are about to start hitting each other. Many other learners have noticed what is happening and have stopped to watch the fight.

### Case study D:

You hand out an assignment. You explain the assignment and note that you want it handed in exactly one week. Several of the children in the class start complaining that the time allocated is too short, as they also have several other pieces of homework to complete this week. They complain that you are being unfair and that there is no way they are going to be able to complete the assignment well in the given time.

## Understanding Children's Behaviour

Read your allocated case study and answer the questions that follow:

### Case Study A:

Every day, your learners are expected to bring particular materials with them from home. Each of them is supposed to have books, pencils and other supplies that they will need at school each day. One boy in your class often comes to school without his learning materials. You are becoming frustrated with this situation.

### Case Study B:

You have given your learners a paragraph to read, telling them that you will be asking questions about it in a few minutes. As the class is reading, you notice that one boy has a comic book under his desk, and he is reading that instead of the assigned paragraph.

### Case Study C:

School begins at the same time each morning. Learners are expected to arrive ten minutes before the school bell rings so that they have time to organise their supplies and get settled before class begins. Most of your learners arrive on time, but one boy has been late three times this week. He walks into class after you.

### Case Study D:

You give your learners an assignment that is due the following week. You want them to complete it on their own to learn independent work skills. They must choose an historical event, learn as much as they can about it, and make a poster describing it. When the due date arrives, one of your learners has not made a poster. You are frustrated that he did not complete the assignment when he had so much time to do so.

For each case study, please consider:

- **What could be the reasons for the child to behave in this way?**
- **How would you respond? Why would you respond this way?**
- **What steps or actions could you take to prevent the incident from happening again?**
- **Who would you involve?**

Adapted from Durrant, 2010



## Practicing how to encourage: Some case studies

Time:	40 minutes
Objectives:	<ul style="list-style-type: none"><li>• To help understand the nature of encouragement</li><li>• To provide participants with an opportunity to practice how to encourage a child</li></ul>
Materials:	<ul style="list-style-type: none"><li>• Photocopies of the of the 'Practicing Encouragement' hand out</li></ul>

### Preparation:

Photocopy adequate copies of the case studies.

### Instructions:

- Hand out copies of the 'Practicing Encouragement' hand out.
- Divide participants into small groups, with no more than five participants in a group.
- Ask each group to look at one case study. Ask them to discuss the example and then answer the questions that follow. Allow 10 minutes for discussion.
- Ask a representative from each group to report back on their answer. Repeat for all the case studies. Invite the other participants to ask questions, comment and add to the suggested answers.

### Summary and debrief:

#### Scenario 1:

	Examples of statements
Discouraging:	<ul style="list-style-type: none"><li>• Don't give up; you need to study more otherwise you will get low marks again.</li><li>• What happened? You usually do better than this. You must try harder next time.</li></ul>
Encouraging:	<ul style="list-style-type: none"><li>• I know that you tried hard; I believe that you can do better next time.</li><li>• I know it was a very difficult exam; I am happy you studied hard and tried your best</li></ul>
Take-home points:	<ul style="list-style-type: none"><li>• Always acknowledge what the child has achieved. Express your confidence in their abilities.</li><li>• Avoid comparing child with their peers. If the child is not an outstanding student, this comparison may make him or her feel discouraged. This comparison also reduces the child's confidence because it devaluates their own efforts and progress.</li></ul>

### Scenario 2:

	<b>Examples of statements</b>
Discouraging:	<ul style="list-style-type: none"><li>• You are so naughty. You are always getting into trouble.</li><li>• You never think first! You should be ashamed of yourself, shouldn't you?</li></ul>
Encouraging:	<ul style="list-style-type: none"><li>• I know it was an accident, I am proud that you came forward. Just be more careful next time.</li></ul>
Take-home points	<ul style="list-style-type: none"><li>• Everyone makes mistakes. It is important not only to focus on the positives in a situation. In this case, the child should be commended for taking responsibility for the accident and apologising when he could just have tried to hide what he had done.</li></ul>

### Scenario 3:

	<b>Examples of statements</b>
Discouraging:	<ul style="list-style-type: none"><li>• Why are your marks so low? I know that you have been trying harder.</li><li>• Never-mind, you can try harder next time.</li></ul>
Encouraging:	<ul style="list-style-type: none"><li>• Your marks are better than last time. It looks like you are getting there. Keep up the good work!</li></ul>
Take-home points	<ul style="list-style-type: none"><li>• It is easy to recognise and praise high achievement and high-achievers, but every day improvements are equally important. If educators only encourage children when they do well, children may seldom or ever receive praise.</li><li>• Children's gradual improvements and efforts should be regularly encouraged in order to achieve the final objective</li></ul>

### Scenario 4:

	<b>Examples of statements</b>
Discouraging:	<ul style="list-style-type: none"><li>• Open your eyes! Can't you see what you are doing?</li><li>• If you keep behaving like this you are going to be expelled and probably end up in jail.</li></ul>
Encouraging:	<ul style="list-style-type: none"><li>• I think that you can see why hanging out with these friends is damaging?</li><li>• You can achieve anything you want to achieve. Don't you think that it would be better if you made some other friends?</li></ul>
Take-home points	<ul style="list-style-type: none"><li>• When children make poor judgments, it is important to stress the positive points and assess their mistakes as an opportunity for learning and change.</li></ul>

## Skills for Encouraging Learners

**Scenario 1: Raj, a nine-year-old boy, studies hard but received a very low mark in the mid-term examination.**

Give some reactions that are discouraging:

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Give some reactions that are encouraging (showing understanding, empathy, acceptance):

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**Scenario 2: Ashwin, a 12-year-old boy, accidentally broke a classroom window during break. He owns up to his teacher and apologises.**

Give some reactions that are discouraging:

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Give some reactions that are encouraging (focusing on acknowledgement, avoiding future accidents and effort):

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**Scenario 3: Amy, a 14-year-old girl, has tried to improve her school result this term but the results are not good as she hoped.**

Give some reactions that are discouraging:

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Give some reactions that are encouraging (focusing on her improvement and effort):

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**Scenario 4: Lucas, a 16-year-old boy, smokes and drinks alcohol with close friends, then causes trouble.**

Give some reactions that are discouraging:

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Give some reactions that are encouraging (focusing on her improvement and effort):

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.....

Adapted from Plan Vietnam, 2009



## Hand out

### Understanding children's behaviour

Behaviour is understandable and purposeful. Learners do what they do for a reason, even if we don't understand what it is. We need to ask ourselves why they are behaving the way they are. It helps to ask questions such as:

- **Is there a problem with the subject material or approach?** For example, children sometimes misbehave because the work is too hard or too easy for them, or because the teaching method does not fit the learner's learning style.
- **Is the child emotionally motivated?** Children often act out in to achieve specific goals, such as getting attention, feeling powerful and in-control, or in reaction to a real or perceived hurt or injustice. Children also sometimes misbehave as a way of avoiding tasks at which they fear they will fail, or to cover-up when they feel inadequate.
- **Does the behaviour reflect problems at school?** For example, children who are bullied or experience some kind of victimisation or trauma at school may become fearful, anxious and withdrawn. Some may act out, bully or hurt others as a way of dealing with their emotions or making themselves feel better.
- **Does the behaviour reflect personal problems or problems at home?** Children sometimes act out as a way of dealing with problems at home. Many children who bully, for example, are bullied at home or attack others as a way of dealing with the negative emotions created by family problems. Children may also become quiet or withdrawn, have trouble getting on with others or find it difficult to concentrate and engage with lessons.
- **Does the behaviour reflect socio-economic issues?** Hungry children, for example, find it difficult to concentrate and tend to perform at a lower level than children who are well fed. Similarly, overcrowding, noise and a lack of electricity at home can also prevent children from completing homework.
- **Could it reflect medical or biological issues?** Feeling unwell or **depressed**, for example, influences how children behave. In some cases, children might also have underlying conditions such as **attention deficit disorder (ADD)**, learning disabilities or Hearing and vision than can also contribute to poor behaviour.

It is important that educators talk to learners to understand their backgrounds and the issues and challenges they face; it is important to get to the bottom of what is behind the behaviour rather than focusing on only what someone has done wrong. Understanding the context and circumstances that shape learners' behaviour will not only point to solutions, it can also prevent unfair punishments, which often feeds an on going cycle of anger, resentment and disruptive behaviour.



## Hand out

### Understanding the motivation behind some behaviours

Motivation	Examples of behaviour
Seeking attention	<b>Active:</b> Playing tricks and jokes on adults or peers, dressing abnormally, crying, making noise  <b>Passive:</b> Forgetting or neglecting to do things.
Showing power	<b>Active:</b> Displaying aggression, fighting, challenging, teasing, being disobedient and uncooperative  <b>Passive:</b> Being stubborn, resistant
Revenge	<b>Active:</b> Harm or hurt others, become rude, violent, destroy things  <b>Passive:</b> Look at other people with resentment and/or disdain
Inadequacy	Gives up on tasks easily, does not make any effort, does not participate Skips or drops out of school Escapes through alcohol, drugs or other self-destructive behaviour



Session 7: Addressing misconduct	
Time:	20 minutes
Objectives:	<ul style="list-style-type: none"> <li>• To provide participants with information on how to address different levels of misconduct in their school</li> <li>• To identify the different levels of misconduct</li> <li>• Provide information on formal disciplinary processes</li> </ul>



**KEY MESSAGE**

The Department of Education has published guidelines outlining five different levels of misconduct in schools and how to deal with them. These support a positive discipline approach. Schools' responses to misconduct must be in line with the South African Schools Act.



**See “Dealing with misconduct” in the Course Reader**



**KEY MESSAGE**

The emphasis should always be on rehabilitation; formal disciplinary processes should not be undertaken lightly and suspension and expulsion should always be a last resort.



**See “Formal disciplinary processes” in the Course Reader**

# Glossary

Attention deficit disorder	Attention deficit disorder is a biological condition that makes it difficult for people to contain their spontaneous responses—responses that can involve everything from movement to speech to attentiveness. ADD in children usually appears in early childhood.
Competency	Abilities; things one is good at.
Depression	Depression can be described as feeling sad, unhappy, miserable, or down in the dumps. It is normal for people to feel this way every now and then, for short periods or in response to trauma. A person is described as clinically depressed where these feelings continue for weeks or longer and start to interfere with a person's everyday life.
Disdain	To consider or reject as beneath oneself
Empathy	Empathy involves identifying with and understanding another person's situation, feelings, and motives. It implies understanding and entering into another's feelings.
Humane	Characterised by kindness, mercy, or compassion
Humiliate	To cause someone a painful loss of pride, self-respect or dignity; or to seriously embarrass them.
Internalise	To incorporate into yourself; to understand an idea and incorporate it into the way one thinks, acts and treats others.
Modelling	Acting in the way that you want children to act.
Obedience	The act of following instructions; doing what one is told to do.
Peers	Other of the same age, group or status.
Permissiveness	Involves yielding completely to another person's wishes; allowing people to do whatever they want.
Resentment	Anger, bitterness, or ill will
Self-destructive	Refers to behaviour that harms or oneself physically or emotionally.
Self-discipline	Involves disciplining or developing the power to discipline one's own acts, feelings and desires, usually with the intention of improving oneself.
Self-esteem	A feeling of pride in yourself.
Self-efficacy	Feeling in control of your life; that you can influence the events that affect your life. It also refers to a sense that one is capable and can achieve what you are asked or want to do.
Stifle	To keep in, hold back or limit.

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