

COURSE # 4 Positive Class Discipline (Lectures Notes)

I. Definitions of Discipline

A. **Word Associations:** What words do you associate with **discipline**?

To debrief: Is *discipline* a positive or a negative word for you?

B. Discipline as punishment (Slide 2)

1. Heb 12:5-6 associates discipline with **rebuke & punishment** (#1).
2. Paul refers to this association as **encouragement**. (v. 5)
3. Is encouragement negative for you?

C. Discipline in Heb. 12 and EGW (Slide 3)

1. Read v. 7-12
2. In v 6, "**endure hardship**" (eg. "**poverty**") = discipline.
3. Hardship is not punishment but **self-discipline** (#2). It lasts a while.

D. Trust Walk

1. Ask for a volunteer to do a trust walk. Ask the volunteer to choose someone she trusts to give oral directions that will guide her through the walk.
2. While you are blindfolding the volunteer, everyone else rearranges the furniture to challenge the volunteer.
3. After they get started, quietly encourage the others to call out their own directions and frustrate the guide's efforts.
4. After the walk is completed, affirm the participants and call everyone into a huddle to debrief.

To debrief, ask the volunteer to tell what she experienced. Ask the same of the guide.

Refer to Heb. 12:12. How might this verse relate to the trust walk?

If we submit to discipline, what do we make for our feet? **Level paths** (#3)

QUOTE (Slide 4-6)

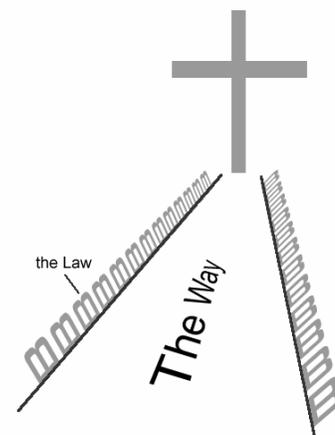
"The object of discipline is the training of the child for **self-government** (#4) "They should be taught **self-reliance** (#5) and **self-control** (#6)
(*Education*, 287.)

Heb. 12:15 applies to the discipline process as to all of life; we should temper discipline with **grace** (#7).

II. Discipline and Grace (slide 8)

A. Draw the diagram of self-discipline with Grace, showing:

1. **Grace**--the Cross "Lift up Jesus and with Him all humanity will be lifted up." EGW
2. **The Way**--Illumination from cross to self. "But I,



when I am lifted up from the earth, will draw all (persons) to myself” (Jn. 12:32).

3. **The Law**--a wall of safety either side of the way.
“Direct me in the path of your commands” (Ps. 119:35). “I have not departed from your laws, for You yourself have taught me” (v. 102).
 4. **The Voice**--God’s guidance. “Your ears will hear a voice behind you, saying, ‘This is the way; walk in it’” (Isa. 30:21).
- B. Teaching self-discipline means teaching kids to mind--with grace. We encouraging them to listen to God’s guiding voice and submit to His will.
- C. For the young, God’s voice sounds much like that of the persons in authority over them. (Again, God’s law helps them discern from competing voices.

III. Managing a Classroom with Grace

- A. Common discipline problems at church (Slide 9)
Get everyone to list discipline problems they have encountered at church, that bother them. Compare with master list. (Slide 10)
- B. Yarn Push & Pull (Slide 11)
1. Pass around a ball of yarn and ask everyone to break off a piece while you continue to talk.
 2. While the yarn continues to go around, participants list at the top of the handout, p. 2, common behavior problems that disrupt learning in the classroom. For instance, tapping a pencil, chewing loudly.
 3. After 1 minute, they form groups and make a list of behaviors. Take reports from groups.
 4. Ask everyone to take their yarn and put it on their handout page. They are then to try to push the yarn across the page, keeping it in a straight line. (This will prove impossible.)
 5. Then ask them to pull the yard in a straight line.
 6. To debrief, ask them what they learned about classroom discipline from this activity. (That is easier to get the kids to follow you than to push them ahead of you, etc.)

C. Preventive Measures

“Prevention is the best cure.”
(Slides 12-15)

Goal	Method	Benefits
1. Winning them over	Smiles and hugs Call by name Touch Affirm Terms of endearment Liking the kids Listening to them Room decor	You develop friendships. Kids feel comfortable Kids know they are wanted_ Mutual trust develops Loyalty to the teacher follows.
2. Cohesiveness	Doing stuff together Working as a team 2-way communication Involving them in planning Getting next to key leaders Team challenges--not competition Being huggable Being teachable	Everyone feels like they belong. Team spirit Kids accept you as coach. Kids see themselves as being on your side. They don't criticize their own efforts You get hugs and smiles.
3. Inclusiveness	Cooperative learning Modeling cohesiveness. Valuing differences & cultures Leaving nobody out Teaching for learning styles	Everyone feels included in the group, Nobody treated as if invisible Kids want to be around you.
4. Safe environment	No wrong answers Positive emotional climate Nobody left out Show respect for kids Teach kids to respect each other. “In our room we don't put anybody down.” Tone of voice. Establish rules and routines	Kids want to be in your room. Learning increases Kids have increased confidence in themselves. Kids develop social skills. Kids are motivated to learn.

Giving Clear Directions

Clear directions tell...

So give students...

Why	A REASON
When	A SIGNAL
Who	A NAME
How	AN ADVERB
What they will do	A VERB

Managing Transitions

When the kids will move from one place to another, or from one activity to another, give good directions, as above, plus

Give signal to begin

Go.....

Affirm the transition

Thank you.

E. Interpersonal Dynamics

1. The Teacher Discipline Continuum

Reactive teacher _____ Proactive teacher

Visible discipline _____ Invisible discipline

Assumes all kids must _____ Assumes most kids
always behave
sometimes misbehave

2. The Student Misbehavior Continuum

“Just because a student misbehaves does not mean she has a goal of misbehavior.”

Least disruptive _____ Most disruptive

Attention seeking _____ Power and revenge

IV. Controlling Misbehavior by Bumps

“Each increased level of aggression bumps up the ante.” --*Bennett and Smilanich*

Bump 1

Low-key response (Deals with the problem *not the student*)

Proximity

Touch (light, quick)

Student's name (quick, quiet)

Gesture (Finger on mouth), The look (eye contact, quick)

The pause (active pause--Scan the class, wait for compliance)

Ignore (Turns it back on student.), Signal (to begin)

Apply bump 1 response to slow responder, saying, “Thank you” when student complies.

Bump 2

Minimal request--when a student doesn't respond to bump-1 and bumps again?

1. Pause
2. Turn toward the student (*square off*)
3. Give a minimal verbal request (*Are you finished?*)
4. Give a polite thank you and keep going with the lesson.

Bump 3

The choice—a technique for presenting options.

1. Stop teaching, turn to the student (or approach privately)
2. Offer an appropriate choice, or just say “*Decision please.*”
3. Wait for an answer, *verbal or non-verbal.*
4. Finish with “*Thank you.*”
5. Move to bump 4 if it doesn’t work.

In between bumps, try to win them over with a little humor.

Bump 4

Following through—This bump has two dimensions:

1. Following through on the choice you gave earlier
2. Implied choice--A choice you gave one student applies to all students if they heard the choice.

Managing allies: Allies are other kids who respond to the offender before you can. for the purpose of derailing the teacher.

Bump 5

Steps to defuse a crisis or power struggle—to show that you mean what you say

After a choice has been given without effect, standing as close to the student as possible:

1. Stop teaching; square off to them.
2. Make eye contact; take your time.
3. Deal with allies; stand between them and the offender.
4. Shift the focus of control to the student.
5. Pause and allow the student to save face.
6. Bring closure: *Thank you. I appreciate that.*

V. The Role of a Group Teacher

The leader up front is the class teacher who gives directions.

The group teacher is a volunteer who sits with a group of five children.

The group teacher is the leader’s ally and the groups coach.

Teaching this way makes it easy to recruit volunteers because they do not prepare a lesson. They:

- Get to know the children in their group
- Help the children carry out the instructions of the teacher.
- Take responsibility for only 5 students
- Sit with their group throughout
- Are responsible to the teacher up front
- Have a chance to lead children to Jesus

VI. Conclusion

Give everyone a chance to raise questions about specific discipline problems that were not already answered.

Resources

Barrie Bennett and Peter Smilanich, *Classroom Management: A Thinking & Caring Approach*, (Bookation, Toronto, Canada), 1994, 340 pp; ISBN 0-9695388-1-2

Ellen G. White, *True Education*. Chapter 34, "Discipline." (Review and Herald), 2000, 192 pp.