

15



Accelerated Education Introductory Teacher Training Pack

Positive Discipline

Positive Discipline

This is Session 15 out of 18 from the Accelerated Education Introductory Teacher Training Pack (AEITTP).

The AEITTP is designed specifically for teachers working in accelerated education programme (AEP) classes and teaching learners generally aged 10-18 who are overage for their grade. Many teacher training institutes or in-service training courses are focused on formal primary school classes and younger children. These courses are not always relevant for teachers of older AEP learners. Older learners bring a richer set of life experiences and skills to their learning compared to younger children. Older learners are also more cognitively mature so are able to learn at a faster pace. The AEITTP is based on the pedagogy (way we learn) that would best suit older learners' needs in an accelerated education setting. It is designed to help AEP teachers develop the skills needed to support the learning needs of AEP learners, so they are able to access certified education, further training or livelihood opportunities. The AEITTP is founded on the AEWG's [Accelerated Education 10 Principles for Effective Practice](#) and AE Teacher Competencies. It is a generic inter-agency course for use by accelerated education programmes. The training sessions, vocabulary and tools have been aligned with the The Teachers in Crisis Context (TiCC) [Training Pack for Primary School Teachers](#) to enable consistency of approach where appropriate. However, it has adapted the content for older learners and to reflect AE pedagogy.

15: Positive Discipline

TRAINER OVERVIEW

Session time	3 hours
AE teacher competency	7: Creates safe, supportive AEP learning environment 13: Manages time efficiently
Learning Outcomes	At the end of the session participants will be able to: <ol style="list-style-type: none"> 1. Recognise the impact that punishment has on learners and learning 2. Address disruptive or inappropriate behaviour using redirection techniques 3. Use the discipline steps to improve learner behaviour
Materials	<ul style="list-style-type: none"> » Handout 15.1: Poor classroom management (1 copy per pair) » Handout 15.2: Impact of corporal punishment on children (1 copy per participant) » Handout 15.3: AEP classroom (1 copy per pair) » Handout 15.4: Positive discipline (1 copy per participant) » Trainer Resource 15.1: Case studies- positive discipline (1 copy to cut up) » Flip chart paper markers

OVERVIEW

Steps	Method	Time	Materials
1. Introduction	Presentation	5	Session Outcomes
2: Punishment	Picture discussion Agree-disagree Group work Belly breathing	80	Handout 15.1: Poor classroom management Handout 15.2: Impact of corporal punishment on children

BREAK

3: Positive discipline	Picture discussion Demonstration Problem solving Roleplay Brainstorm	75	Handout 15.3: AEP classroom Handout 15.4: Positive discipline Flip chart paper, markers
4: Addressing peer to peer conflict	Think-pair-share	10	Trainer Resource 15.1: Case studies-positive discipline
Reflection		10	Session Outcomes

- We will hold a discussion about the picture afterwards.
- You have 10 minutes for this task.

3. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do?
4. Make groups of 4 sitting next to each other.
5. Distribute **Handout 15.1**.
6. After 10 minutes, hold a discussion with the participants on the picture and questions.



Trainer tip:

For question f, if participants don't want to talk about punishment in their family, move to the next point.

Questions

- a. What is happening in the picture?
- b. What caused this to happen?
- c. How does the teacher feel?
- d. How does the learner feel?
- e. Have you seen this in your classrooms?
- f. Has something similar happened to you or your family?

Definitions:

Negative discipline: the use of negative verbal reprimands and disapproval

Corporal punishment includes:

1. **Physical punishment:** the use of physical force to cause pain
2. **Emotional punishment:** the use of humiliation.

7. Say:
 - What we see in picture A is a threat or negative discipline. This is the use of negative verbal reprimands like threats, shouting and disapproval
 - Picture B is physical punishment of the learner by the teacher. We call this physical punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light
 - Picture C is humiliating the learners. We call this emotional punishment. It can include public ridicule, sarcasm, threats, name-calling, yelling, or other humiliating actions e.g. denying the learner clothes, food, play time or forcing them to stay in undignified positions for everyone to see and comment on.
 - Together physical and emotional punishment is often called corporal punishment.
 - The Committee on the Rights of the Child, General Comment No.8, para.11 defines corporal punishment as:

“...any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involves hitting (smacking, slapping, spanking) children with the hand or with an implement – whip, stick, belt, shoe, wooden spoon, etc. But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, burning, scalding, or forced ingestion (for example, washing children's mouths out with soap or forcing them to swallow hot spices).

In addition, there are other non-physical forms of punishment which are also cruel and degrading and thus incompatible with the Convention. These include, for example, punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.”



INPUT: MYTHS ABOUT CORPORAL PUNISHMENT (20 MIN)

1. Show the signs for agree and disagree and put them on opposite sides of the room.
2. Say:
 - We will now do an agree-disagree activity
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick (✓)
 - If you disagree walk to the cross (X)
3. Read the sentences in turn. Pause after each sentence to give participants time to walk.
4. Ask some participants to talk about their decision and give their opinion. Provide feedback if necessary.
 - a. **Corporal punishment teaches obedience.** (Disagree: Enforcing obedience through corporal punishment makes children afraid and stops them questioning, thinking critically and achieving personal goals. Corporal punishment prevents children being creative or taking initiative.)
 - b. **Teachers only use the stick as a last resort because they had no choice.** (Disagree: This is an excuse. It is quite common for parents and teachers to use physical punishment as a first resort.)
 - c. **Punishment is the only way a teacher can control the children in a large class.** (Disagree: This excuse is common among teachers with large classes. Usually their class has no rules or routines, so the learners do not know what is expected of them. Using threats of physical violence does not encourage children to learn from the teacher, only to fear the teacher. As a result, they do not learn well which makes a teachers job harder and reflects badly on their performance)
 - d. **My teacher punished me at school and it did me no harm.** (Disagree: People who use this argument often do it to reduce the guilt they have for using physical punishment on their children both at school and home. Using physical punishment continues the cycle of violence on children and encourages them to be violent themselves.)



Trainer Tip:

Many participants may feel judged if they act honestly in this activity. Reassure them that this will not affect them as future AEP teachers. Praise people for being honest especially if they realise it is now wrong.

- e. **A teacher or parent will often tell a child they are only punishing them because they care.** (Disagree: When parents or any person held in respect uses physical punishment with children it creates a link between respect and violence. This also applies to parents who hurt their children. Children believe that their parents beat them because they love them. But punishing your child is not caring for them.)
- f. **If a parent demands that the teacher beats their child for misbehaviour, it is acceptable.** (Disagree: It is not acceptable for a head teacher or teacher to beat a child in or out of school for any reason. The teacher code of conduct states that teachers cannot use verbal or physical punishment. Instead, the teachers need to talk with parents and the child to find out what the problem is and explain other methods to change their child's behaviour.)
- g. **It is possible to discipline a learner without using violence.** (Agree)

8. Say: Please sit.

9. Ask:

- What form does punishment take in our country?

10. Listen to responses then say:

This is an example from Somalia.



Trainer tip:

Find a study on punishment from your country to replace the example from Somalia.

- The AGES baseline survey conducted by CARE in November 2019 revealed extensive use of violence in Somalia schools. The survey team observed learners being disciplined physically in 43% of formal classes.
- Girls reported being physically disciplined in 44% of formal school classes and 16% of AEP classes and of teachers shouting in 58% of formal classes and 43% in AEP classes surveyed.
- Girls from marginalized clans and ethnic minorities reported higher prevalence of the use of corporal punishment in class.
- Whilst negative discipline and punishment is lower in AEP classes many learners may not feel comfortable reporting it for fear of reprimand or reprisal or that they accept it as normal.
- However, any form of corporal punishment or negative discipline is not acceptable in AEP classes.
- The Teacher Code of conduct states:
 - The teacher shall prohibit physical, verbal, psychological, or sexual violence against a pupil in any form, coercive or consensual (in particular gender based violence)



INPUT: IMPACT OF PUNISHMENT (30MINS)

1. Say
 - In the picture activity we discussed how the learners felt.
2. Explain task
 - In the next activity we will look at how punishment affects learners.
 - I will put you in groups.
 - In your group, discuss the impact of punishment on learners. Write your ideas under two headings: physical effects and psychosocial effects.
 - One person in the group will collect a flip chart paper and markers.
 - You have 10 minutes for this task.
3. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do?
4. Make groups of 4 sitting next to each other.
5. After 10 minutes, ask groups to put their flip charts on the wall for a gallery walk.
6. Conduct a gallery walk for 5 minutes
7. Ask the participants to sit then summarise the main ideas the participants have raised.
8. Ask:
 - Which was easier to identify? The physical or psychosocial effects?
9. Explain task:
 - In the next activity you will read Handout 15.2.
 - I want you to read and reflect on the impact punishment has on learners.
 - You have 5-8 minutes for the task
10. Distribute **Handout 15.2**.
11. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do?
12. When all the participants have finished reading, ask:
 - Did anything surprise you?

Handout 15.2

Handout 15.2: Impact of corporal punishment on children

PHYSICAL EFFECTS

The consequences of physical punishment can range from physical pain, minor cuts and bruises to serious injuries resulting in chronic physical disability.

One of the main concerns is that the teacher or parents may feel the effectiveness of this kind of punishment decreases with use, so its severity must be increased over time. If people become desensitised and frustrated by the low returns, parents, teachers and other carers may move from light taps to hard blows. As a result, children may suffer injuries that need medical attention, have permanent damage, and even cause their death.

PSYCHOSOCIAL EFFECTS

Although the physical consequences are more immediate and obvious, it is the long term psychosocial aspects which give rise to most concern. The matter that their age, children's developing minds are damaged by violent treatment. There is a relationship between physical and humiliating punishment and depression, low self-esteem, negative psychological adjustment and poor relationships with parents.

The following list provides some of the better understood psychosocial effects of physical punishment of children.

- It lowers children's self-esteem, teaching them poor self-control and promoting negative expectations of themselves. The child feels a sense of worthlessness.
- It interferes with the learning process and with their cognitive, sensory and emotional development.
- It discourages the use of reasoning. By doing away with dialogue and reflection, it hampers the capacity to understand the relationship between behaviour and its consequences.
- It makes children feel lonely, sad and abandoned, diminishing their confidence in society as a protective environment.
- It promotes a negative view of other people and of society as a threatening place.
- It can quickly lead to a loss of interest in learning.
- It creates barriers that block parent-child and/or teacher-child communication and damages the emotional links between them.
- It can stimulate anger and for some a desire to run away from class or home.
- The strongest, usually unintended, message that physical and humiliating punishment sends to the mind of the child is that violence is an acceptable behaviour, and that it is alright for a stronger person to use force to coerce a weaker one.
- Corporal punishment and violence teaches children that violence and revenge is a solution to problems. And if perpetuates itself, as children imitate what they see adults doing.
- As a result of corporal or physical punishment the child learns that the adult is superior, and the use of force – be it verbal, physical, or emotional – is acceptable, especially over younger, weaker persons. This lesson can lead to bullying and violence in school, where older children dominate younger ones and force them into giving the balloons, food, homework, or other valuable items.
- While most of us would condemn violence in general – and violence towards adults, especially – few people in the world have given any serious attention to violence against children. Why? Longstanding traditions and cultural beliefs exist that perpetuate the use of corporal punishment in many societies.

13. Say:

- In the past, corporal punishment was considered acceptable. Now we know we should not use corporal punishment, violence or harsh words
- However, if there is a crisis or the teacher has personal problems at home they may suffer from stress.
- Stress can make teachers short-tempered and violent.
- Teachers must recognise they are under stress and try to reduce it.
- A good teacher copes with stress. But in an emergency, even experienced teachers have difficulty coping with new challenges.
- Remember that there are ways to address stress that help you to teach and support your learners.



REFLECTION: REDUCING STRESS USING BREATHING (5 MINS)

1. Say:

- We are now going to practice a breathing exercise that can reduce stress and help us improve our focus and attention.
- This exercise is called 'belly breathing'.

2. Say:

- Follow my instructions:
- Sit up tall and put one hand on your belly.
- Slowly breathe in like you are smelling a flower, for four (4) seconds.
- Then hold that smell in your nose for two (2) seconds.
- Finally, breathe out of your mouth for four (4) seconds like you are blowing out a candle.

3. Ask:

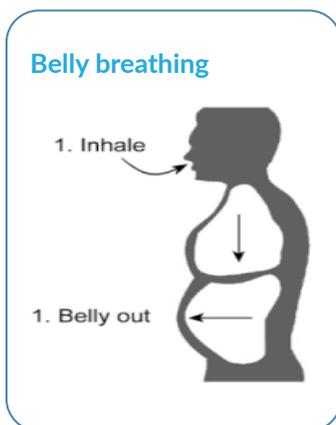
- Did you feel your belly rise?

4. Demonstrate how to do belly breathing with your hand on your belly, counting in for four seconds, holding for two, and exhaling for four. Continue until all participants are correctly belly-breathing.

5. Make groups of 2.

6. Explain task:

- Take turns breathing into your bellies: smelling the flower, holding the flower's smell, and blowing out the candle.
- Check if your partner is doing it right.



7. Walk around and check each pair of participants are belly-breathing correctly. Help learners count.
8. Ask:
 - How do you think you will use belly-breathing in your own life?
9. Say:
 - Belly-breathing is one strategy that we can use to focus our attention and to help us relax and reduce the stress.



3: Positive discipline

INTRODUCTION: POSITIVE DISCIPLINE (5 MIN)

Definition:

Positive Discipline: is a discipline model used by schools and in parenting that focuses on the positive points of behaviour. It is based on the idea that there are no bad children, just good and bad behaviours.

1. Say:
 - When it comes to managing a class and discipline we can be pro-active or reactive.
 - A pro-active approach refers to the variety of skills and techniques teachers use to create a positive environment for learning. This keeps learners organised, attentive, on task (focusing on a learning activity) and productive. It includes everything that teachers do to support and improve learners' learning. These include the 5 classroom management principles.
2. Ask:
 - Can you remember what the 5 classroom management principles are?

Answers:

- Clear expectations
- Routines
- Engagement
- Positive reinforcement,
- Positive discipline

3. Say:
 - If we want to have a safe positive learning environment in our AEP classes, we need an alternative to punishment. We can use positive discipline.
 - Positive discipline means teaching or training a person to obey rules or codes of behaviour in the short and long terms.

- Positive discipline develops children’s behaviour, self-control and confidence by focusing on what we want them to learn and what they are capable of learning.
- The goal of positive discipline for learners is to understand their own behaviour, be responsible for their choices, and respect themselves and others.
- Discipline should be directed at the behaviour, not the learner. For example, instead of saying ‘You are a bully’. Say ‘Hitting another child hurts them’.
- Discipline means:
 - ▷ Modelling good behaviour
 - ▷ Being respectful
 - ▷ Praising good behaviour
 - ▷ Ignoring attention-getting behaviours (e.g. shouting out)



INPUT: PROBLEM BEHAVIOUR IN CLASS (10 MIN)

1. Say:

- As an AEP teacher you can create a positive environment, but the learners will not always behave the way you want them to. You need strategies in place to respond to negative behaviour in an appropriate way.

2. Explain task

- For the next activity I will put you in groups of 2.
- I want you to look at Handout 15.3.
- In your pair, identify the problems in the class.
- Discuss why this behaviour might be happening.
- You have 5 minutes for the task.

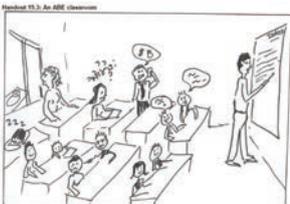
3. Check the instructions with a participant to make sure they have understood. Ask:

- What do you have to do?

4. Distribute **Handout 15.3**.

5. After 5 minutes ask each pair to identify one problem behaviour and why it might be happening.

Handout 15.3



Problem behaviour in class

- Mother listening/concerned for child/baby
- Older boy taking phone call about some work
- Sleepy learner – walked far
- Doesn't understand lesson (Second language learner)
- Sitting at back – can't see/hear
- Gossiping about another learner
- Older boy bullying younger one
- Teacher writing a long passage on board with back to learners

6. Say:

- The AEP learners are distracted or bored. They are not focusing their attention on the lesson. Instead they are disrupting the class with poor behaviour.

7. Say:

- As AEP teachers we will experience a range of behaviour issues in our classrooms. Some of these are serious but some of these are less serious. AEP learners have many other responsibilities and pressures on their time and their behaviour may be related to these. Often you can redirect learners to behave in the appropriate way. This means that you do not interrupt the flow of the lesson and that you keep a more positive atmosphere in your classroom.



INPUT: DEMONSTRATION OF MANAGEMENT TECHNIQUES (8-10 MIN)

1. Say:

- We will learn the techniques to redirect learners' behaviour.

2. Distribute **Handout 15.4**.

3. Say:

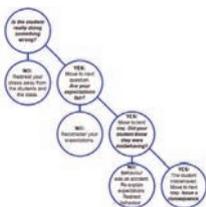
- Before I take any action to address the poor behaviour I need to stop and think and use the decision tree to know what steps to take.
- Refer to the decision tree and read out the steps.
- Is the learner doing something wrong? Yes
- Are your expectations fair? Yes
- Did the learner know they were misbehaving? Perhaps so I will use 'redirect behaviour'.

Handout 15.4

Handout 15.4: Positive discipline

Stop and Think: When a learner's actions interrupt you, ask yourself the following questions before you take action:

DECISION TREE: ACTION STEPS*



ACTION STEPS

Techniques for redirecting learner behavior:

- Re-explain expectations/rules
- Positive Narration: The teacher calls out positive behaviour to remind all learners what they should be doing.
- Tone or Volume of Voice: A teacher can change the tone or volume of their voice in order to regain the attention of the class. The teacher should never yell at learners.
- Use eye contact to look at the misbehaving learner while talking.

4. Say:

- I will demonstrate some techniques for managing small behaviour problems. We call these techniques, redirecting learning behaviour.

5. Demonstrate each technique as you read them out.

Techniques for redirecting learner behaviour

- Use eye contact to look/stare at the misbehaving learner whilst talking
- **Sudden silence** – pause in mid-sentence and stare at the misbehaving learner
- Then move to the different part of the room and start again
- **Physical cue** – touch the learner's desk or shoulder
- **Removal** – remove objects that are being disruptive if it can be done quickly and without disrupting the class e.g. take away the pencil
- **Proximity** – Move close to the misbehaving learner
- Move beside the misbehaving learner and quietly and firmly ask him/her to change their behavior.
- **Call on the learner**
 - ▷ To respond to a question.
 - ▷ Say "Excuse me..... thank you."
 - ▷ Say "Do as I ask please."
 - ▷ Say "There is plenty of discussion to do, but now it is listening time."
- **Positive reinforcement** – Thank the class when they have behaved well
- **Say** – I like the way you are listening
- **Use non** – verbal signs at the misbehaving learner e.g., shake your head, frown, hand signals
- **When a learner is:**
 - ▷ Is wasting time – Touch your watch.
 - ▷ Is not listening – Touch your ear
 - ▷ Is talking out of turn – Touch your mouth
 - ▷ Should be writing – Hold up your pencil.
 - ▷ Should be reading – Hold up a book



PRACTICE: RESOLVING ATTENTION ISSUES (5 MIN)

1. Refer to Handout 15.3.
2. Explain task:
 - For this activity you will remain in the same group of 2.
 - Look at the behaviour problems in the picture.
 - Which technique could you use to resolve the behaviour problem?
 - Is there anything else you could do for the AEP learners if they have problem outside class?
 - You have 2-3 minutes for this task.
3. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do?
4. After 2-3 minutes ask each pair to resolve the behaviour problem of one learner in the picture.

Ideas to help reduce learners' problems

- Mother: Talk with CEC about child care.
- Mobile phone: Add a rule about taking calls outside the class.
- Sleepy learner: Talk with parents about reducing chores.
- Second language learner: Move to front, have another learner translate.
- Learner sitting at back: Walk around the class
- Gossiping learner: Point out and focus on class rules
- Older boy poking younger one: Focus on class rules

5. Ask:
 - Will you feel comfortable using these techniques in an AEP class of older learners?



INPUT: RESOLVING MORE SERIOUS BEHAVIOUR PROBLEMS (30 MIN)

1. Say:
 - Sometimes you have to take action to change the unwanted behaviour.

2. Demonstrate the following as you tell the participants.

If I have 2 learners gossiping or fighting I can

- Split up disruptive partnerships
- Move a learner to sit or work elsewhere. Make sure you have a place ready.
- Move a learner closer to the teacher

3. Put up the chart and say:

- We can also use positive discipline steps

Positive Discipline Steps:

- **Step 1:** Describe the correct behaviour.
- **Step 2:** Give clear reasons.
- **Step 3:** Check that learners understand.
- **Step 4:** Reinforce correct behaviour by pointing it out.

4. Demonstrate the steps with an individual participant.

Step 1:

- Describe the correct behaviour. (Abdi, our rule is to keep our phone on silent.)

Step 2:

- Give clear reasons. (E.g., We keep our phone on silent, so it doesn't disrupt the class).

Step 3:

- Check that learners understand. (Can you tell me what you should do?)

Step 4:

- At the end of the lessons say "Well done Abdi, you have kept your phone on silent"

5. Say:

- This process is effective for individuals. It can also be effective for large groups of children. The "trick" is to make the children feel they are on a "winning team" (the class as a whole) and to praise each child's efforts in being a good team member.

6. Demonstrate the steps used with a whole class.

Step 1:

- Describe the correct behaviour. (E.g., Can everyone be quiet, please)

Step 2:

- Give clear reasons. (E.g., We are going to start our lesson, and everyone needs to listen carefully to show others respect.)

Step 3:

- Check that learners understand. (E.g., Do you understand why being quiet is so important? – Ask some learners to explain)

Step 4:

- When all the class is quiet say “Thank you for being so quiet in the lesson today.”

7. Explain task:

- For the next activity I will put you in groups.
- Each group will have a case study of some bad behaviour.
- Discuss what actions you will take – if any.
- Prepare a role play of 1-2 minutes to demonstrate the actions you will take.
- You will have 10 minutes to prepare your role play.

8. Check the instructions with a participant to make sure they have understood. Ask:

- What do you have to do?

9. Distribute one **Trainer Resource 15.1** case study to each group.

10. After 10 minutes ask each group in turn to perform their role play.

11. Comment and give positive feedback on the techniques used to resolve the behaviour problem.

12. Say:

- Recognise good behaviour by pointing it out. For example: I am really pleased at how quiet this class is. Or use eye contact, a nod, a smile, an extra five minutes of play time at the end of the day.
- Having a learner’s success mentioned in front of the class or school as social recognition is the greatest reward. When rewards are used, they should always be immediate and small, yet gratifying.

Trainer Resource 15.1

Trainer Resource 15.1: Case studies for positive discipline

->
- A. The learner comes to school late every day and is always out of breath from running when they arrive. What would you do?
.....>
- B. A male learner teases and offends a female learner in class. What would you do?
.....>
- C. There’s a fight between learners on the football pitch. What would you do?
.....>
- D. A learner is telling funny stories in the lesson, and everyone is laughing. What would you do?
.....>
- E. A learner is quietly and secretly eating in class and distracting the others. What would you do?

- Other methods include:
 - ▷ Use humour to de-escalate a problem or manage behaviour
 - ▷ Use a Yellow Card / Red Card option to help remind learners
- Remember:
 - Act fairly and equitably with all learners
 - Deal with disruptions calmly and as soon as possible
 - Avoid confrontations in front of learners – take them outside
 - Speak privately to the learner as they will often feel the need to “Save face”
 - Don’t get angry or raise your voice – this reduces respect in front of learners (and might increase their fear)
 - Do not get other learners involved
 - Don’t focus just on the confrontational or challenging learners – also be aware of learners who are withdrawn, unresponsive, depressed, uncommunicative etc



INPUT: CONSEQUENCES (10 MIN)

1. Say:

- Sometimes it is necessary to use other methods to discipline a learner and to issue a consequence.
- We will do a brainstorm: What are other methods of discipline that do not involve physical punishment or verbal abuse?

Possible answers

- Losing break time
- Remaining in school after lessons have finished (if it is still safe for learners to walk home)
- Cleaning up the mess
- Apologising to those affected
- Changing seats
- Being sent to see the head teacher for more serious problems
- Performing chores in the classroom i.e. activities that make them stop, think
- Replace or repair any damage caused by the poor behaviour

2. Say:

- Make sure that whatever action is taken:
 - ▷ It focuses on the learner's behaviour, not on the learner;
 - ▷ Is a logical consequence of the misbehaviour;
 - ▷ Does not humiliate the learner
 - ▷ Is never done in haste or with anger.



REFLECTION (2 MIN)

1. Say:

- In AEP classes we have much older learners, many who are adolescents. Using consequences that have not been agreed with them in the class rules can lead to further problems.
- During adolescence the last part of the brain to develop is the frontal lobe responsible for decision making and emotional and impulse control. So, as adolescents are more impulsive and more emotional, they take risks without thinking of the future consequences.
- Also, adolescent AEP learners do not want to be shown up in front of their peers.
- They may respond with threats and violence or walk out of class never to return.
- To avoid humiliating AEP learners, we should ask them to step outside the class and talk to them quietly but firmly, and impose a suitable consequence. This will be less humiliating than disciplining them in front of the class.



4: Addressing peer to peer conflicts

INPUT: ISSUES AND RESOURCES IN AEP CLASSES (10 MIN)

1. Say:

- An AEP classroom has many different aged learners, with different backgrounds and experiences. In this situation it is easy for an argument to get out of control.

2. Ask:

- What sort of learners may end up involved in conflicts in the class?

Possible answers¹

- Some classrooms will have learners of different ages and there is a risk that older learners will bully younger learners.
- Some AEP learners might have experienced violent conflict in the past, or have actively participated in conflict, which might make them more likely to create conflict in the classroom.
- AEP learners might come from different backgrounds or cultures, which can make it more difficult for learners to understand or empathise with each other.
- AEP learners might have intellectual or physical disabilities, which can make them a target for bullying.
- AEP learners might speak different languages. Difficulty communicating might lead to conflict and might make it more difficult for learners to resolve conflicts themselves.
- Some classrooms will have learners of different ages and there is a risk that older learners will bully younger learners.

3. Say:

- As well as potential risky situations in the AEP class, we also have AEP learners that bring skills and experience that can help the teacher to resolve difficult situations.

4. Make groups of 2 for think-pair-share:

- What sort of skills can AEP learners bring?
- What positive behaviours can they role model in class? Think about the AEP learners we saw in the picture in the previous activities? What skills may they have?

Possible answers

- Young mothers and fathers who model good behaviour for their children can model positive behaviour in class.
- Learners with younger brothers and sisters may already be resolving conflicts at home so have strong conflict resolution skills.
- Working AEP learners may have work that involves resolving conflict with customers or co-workers.
- AEP learners may be youth leaders already and are positive role models.
- AEP learners who had attended school in the past may have learnt conflict resolution skills.
- AEP learners may have observed/learnt skills from their parents who are leaders, CEC members or professional that use conflict resolution in their work.

5. Say:

- We may have an AEP learner in our class who is very good at stopping conflict, but they may be using threats or violence to do it. So, it is important that we teach conflict resolution skills in the AEP class so they can be modelled by the learners in other areas of their lives.



Reflection

1. Refer to the learning outcomes on the board/wall.
2. Ask:
 - Have the learning outcomes been achieved?
3. Make groups of 2 for think-pair-share.
4. Ask groups to answer the following questions:
 - What did you learn in this session?
 - What did you enjoy in this session?
 - What will you try in your classroom?
5. Ask some groups to share their answers.

----- **END OF SESSION** -----

End Notes

^{1,2} Adapted from Save the Children and Enabling Education Network (EENET). (n.d). The Foundations of Teaching: Training for educators in core teaching competencies. https://www.eenet.org.uk/resources/docs/The_Foundations_of_Teaching.pdf.

Ideas for coaching

The trainer or AEP Head teacher can follow up with the teacher on a wide range of classroom management techniques. They can:

- Observe the use of classroom management techniques
- Encourage progressive development and use of new strategies over an agreed period of time
- Offer regular feedback and suggestions for improvement
- Pay particular attention to gender sensitivity and non-violent disciplinary procedures.
- Conduct the optional video activities in the trainer notes section: Dealing with misbehaviour.
- Show the IRC video Healing Classrooms (2.2) – Co-creating Class Rules on using consequences in the classroom. Ask the teacher to note down the steps used by the teacher then discuss them. https://www.youtube.com/watch?v=9qPkin2DO_Y&list=PLA93F450F41857EC9&index=4.

Ideas for collaborative learning/self-study

- Teachers can re-read the handouts.
- Teachers can practice techniques for behaviour change with each other.
- Teacher can observe each other's lessons and provide feedback on the effectiveness of behaviour management techniques.
- Teachers can discuss any persistent learner issues with the AEP Head teacher and Community Education Committee so that they can provide support to resolve the problem.
- Provide the links for videos in the optional activities for teacher to watch in their own time.

Session Outcomes

By the end of the session you will be able to:

1. Recognise the impact that punishment has on learners and learning
2. Address disruptive or inappropriate behaviour using redirection techniques
3. Use the discipline steps to improve learner behaviour

Trainer Resource 15.1: Case studies for positive discipline

..... ✂

A. The learner comes to school late every day and is always out of breath from running when they arrive. What would you do?

..... ✂

B. A male learner teases and offends a female learner in class. What would you do?

..... ✂

C. There's a fight between learners on the football pitch. What would you do?

..... ✂

D. A learner is telling funny stories in the lesson, and everyone is laughing. What would you do?

..... ✂

E. A learner is quietly and secretly eating in class and distracting the others. What would you do?

..... ✂

..... 

F. The class is excited and is shouting out the answers to the questions. What would you do?

..... 

G. A learner with learning difficulties is making unnecessary movement in class. What would you do?

..... 

H. A learner from a different area with a different mother tongue, speaks with a heavy accent. The class laughs when they answer a question. What would you do?

..... 

I. An older learner is threatening to break a younger learners' pencils if he doesn't give him money. What would you do?

..... 

J. A learner walking to the front on the class to give a presentation, trips over a bag and damages it. What would you do?

..... 

Handout 15.1: Poor classroom management

1:



2:



3:



4:



DISCUSS THE QUESTIONS BELOW

- What is happening in the picture?
- What caused this to happen?
- How does the teacher feel?
- How does the learner feel?
- Have you seen this in classrooms in your country?
- Has something similar happened to you or your family?

1. <https://mg.co.za/article/2017-11-09-discipline-in-schools-what-the-law-says-you-can-and-cant-do/>
Mail and Guardian, Africa's best read

2. <https://www.lawenforcementtoday.com/school-district-bringing-back-corporal-punishment-and-its-entirely-legal/>

Handout 15.2: Impact of corporal punishment on children

PHYSICAL EFFECTS

The consequences of physical punishment can range from physical pain, minor cuts and bruises to serious injuries resulting in chronic physical disability.

One of the main concerns is that the teacher or parents may find the effectiveness of this kind of punishment decreases with use, so its severity must be increased over time. If people become desensitised and frustrated by the low returns, parents, teachers and other carers may move from light slaps to hard blows. As a result, children may suffer injuries that need medical attention, leave permanent damage, and even cause their death.

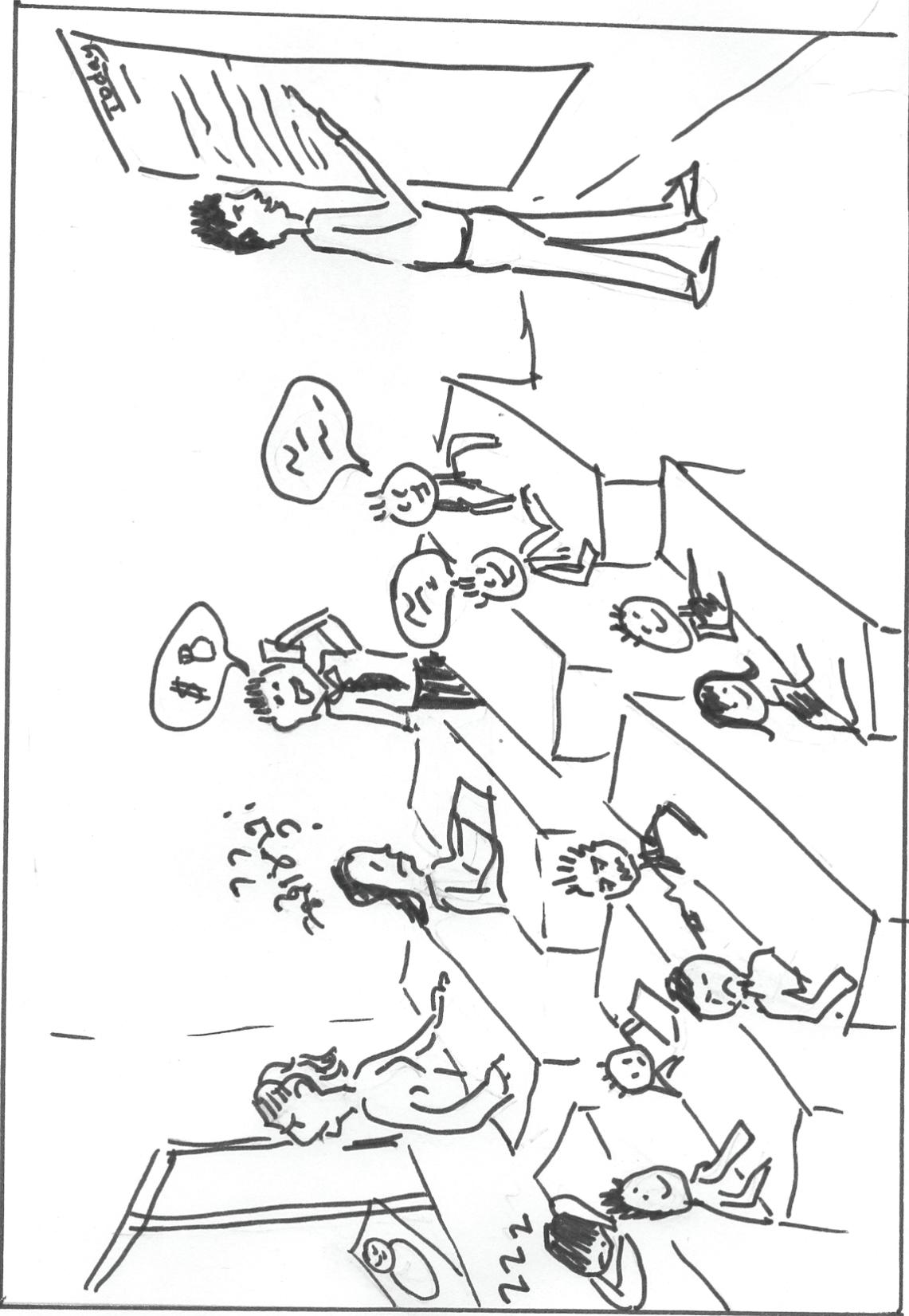
PSYCHOSOCIAL EFFECTS

Although the physical consequences are more immediate and obvious, it is the long term psychosocial aspects which give raise to most concern. No matter what their age, children's developing minds are damaged by violent treatment. There is a relationship between physical and humiliating punishment and depression, low self-esteem, negative psychological adjustment and poor relationship with parents.

The following list provides some of the better understood psychosocial effects of physical punishment of children.

- It lowers children's self-esteem, teaching them poor self-control and promoting negative expectation of themselves. The child feels a sense of worthlessness.
- It interferes with the learning process and with their cognitive, sensory and emotional development.
- It discourages the use of reasoning. By doing away with dialogue and reflection, it hampers the capacity to understand the relationship between behaviour and its consequences.
- It makes children feel lonely, sad and abandoned, diminishing their confidence in society as a protective environment.
- It promotes a negative view of other people and of society as a threatening place.
- It can quickly lead to a loss of interest in learning.
- It creates barriers that block parent-child and/or teacher-child communication and damages the emotional links between them.
- It can stimulate anger and for some a desire to run away from class or home.
- The strongest, usually unintended, message that physical and humiliating punishment sends to the mind of the child is that violence is acceptable behaviour, and that it is alright for a stronger person to use force to coerce a weaker one.
- Corporal punishment and violence teaches children that violence and revenge is a solution to problems. And it perpetuates itself, as children imitate what they see adults doing.
- As a result of corporal or physical punishment the child learns that the adult is superior, and the use of force – be it verbal, physical, or emotional – is acceptable, especially over younger, weaker persons. This lesson can lead to bullying and violence in school, where older children dominate younger ones and force them into giving the bullies money, food, homework, or other valuable items.
- While most of us would condemn violence in general – and violence towards adults, especially – few people in the world have given any serious attention to violence against children. Why? Longstanding traditions and cultural beliefs exist that perpetuate the use of corporal punishment in many societies.

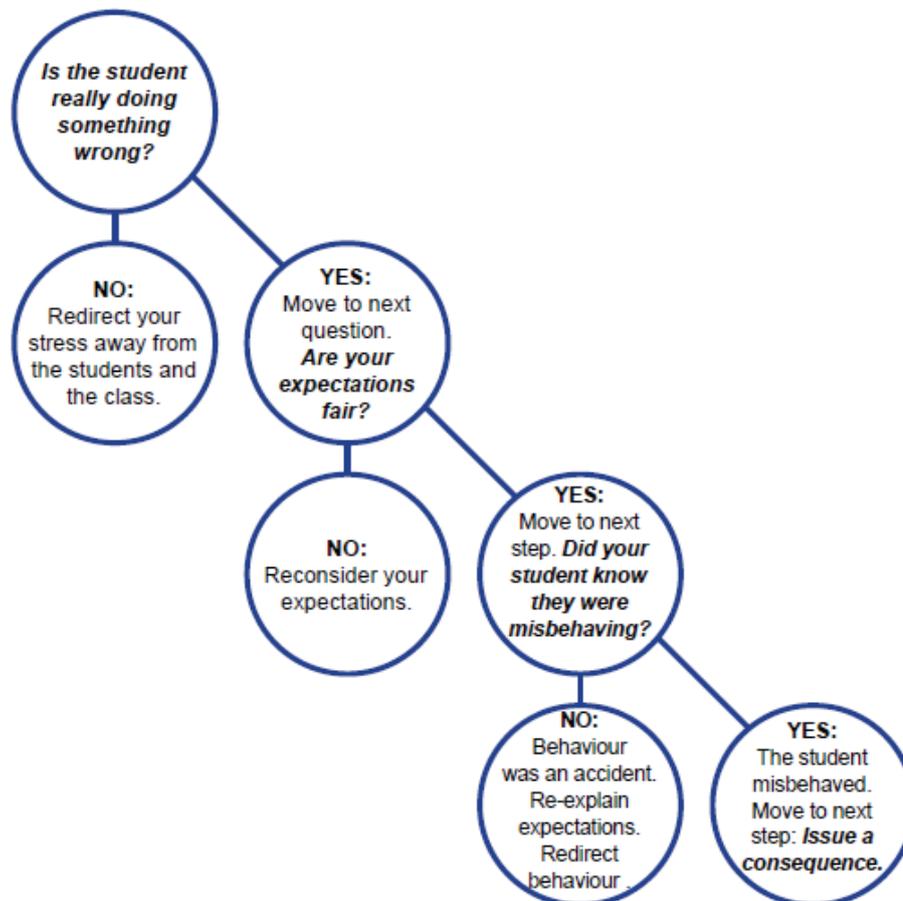
Handout 15.3: An AEP classroom



Handout 15.4: Positive discipline

Stop and think: When a learner's actions interrupt you, ask yourself the following questions before you take action:

DECISION TREE: ACTION STEPS²



ACTION STEPS

Techniques for redirecting learner behavior:

- **Re-explain expectations/rules**
- **Positive Narration:** The teacher calls out positive behaviour to remind all learners what they should be doing.
- **Tone or Volume of Voice:** A teacher can change the tone or volume of their voice in order to regain the attention of the class. The teacher should never yell at learners.
- **Use eye contact** to look/stare at the misbehaving learner whilst talking.

- **Sudden silence:**
 - ▷ Pause in mid-sentence and stare at the misbehaving learner.
 - ▷ Pause in mid-sentence and move to the different part of the room then start again
- **Physical cue:**
 - ▷ Touch the learner's desk or shoulder
 - ▷ Remove objects that are being disruptive if it can be done quickly and without disrupting the class e.g. take away the pencil
- **Proximity:**
 - ▷ Move close to the misbehaving learner
 - ▷ Move beside the misbehaving learner and quietly and firmly ask him/her to change their behavior.
- **Call on the learner to**
 - ▷ Respond to a question.
 - ▷ Say "Excuse me... thank you."
 - ▷ Say "Do as I ask, please."
 - ▷ Say "There is plenty of practical work to do, but now it is listening time."
- **Positive reinforcement** – Thank the class when they have behaved well
- **Use non-verbal signs** at the misbehaving learner e.g., shake your head, frown, hand signals
- **When a learner is:**
 - ▷ Is wasting time – Touch your watch.
 - ▷ Is not listening – Touch your ear
 - ▷ Is talking out of turn – Touch your mouth
 - ▷ Should be writing – Hold up your pencil.
 - ▷ Should be reading – Hold up a book

If the learner continues to misbehave after you have attempted to re-direct the unwanted behaviour, move to next step.

Issuing a Consequence:

- Be private where possible.
- Explain to learner why their behaviour is unacceptable.
- Issue a consequence. Make sure the consequence is appropriate for the misbehaviour.
- If learner argues, restate the consequence in a calm voice