LESSON # 2
COOPERATIVE DISCIPLINE

Objectives: Participants will

- Discuss the difference between punishment and discipline.
- Consider the role of encouragement in the classroom.
- Experience a Classroom Meeting format.

Materials: Handout "Punishment Versus Discipline," (next pages)

Optional: the "Classroom Management Styles" Handout (Activity listed in Day one) also is appropriate here, if time allows a longer discussion. This activity should be utilized by individuals who have conducted a class meeting. See activity on Class Meetings earlier on Day 3.

Preparation: Prepare the room so that everybody can see everybody else. If possible, arrange chairs in a circle. Decide who will facilitate the Classroom Meeting format and what Ground Rules will be most useful. (For example, right to pass, nobody speaks twice until everybody has had a chance to speak once)

Procedure:

1. Open the meeting by reflecting on the word *discipline*. It comes from the same root as the word *teach*. We generally do not use the word in that sense, though we may think we are teaching something when we punish students.

2. Tell the group that this meeting will be an opportunity to have conversation about the difference between discipline and punishment. It's not a time to make decisions about the school's discipline policies, but it is a time to think about how our basic understandings of discipline and punishment affect our environment, our classrooms, our students, and us.

3. Distribute the handout. Give the group a couple of minutes to look it over. Explain that you will facilitate the conversation in a Classroom Meeting format. State the Ground Rules and then time allowed for the conversation. Then state the topic for the dialogue: What is the difference between *discipline* and *punishment*?

4. Allow the conversation to proceed, following the Ground Rules established at the beginning. Make sure everybody has a chance to speak. Remind gently about Ground Rules if necessary. Do not worry if feelings emerge! (It may help to re-state the purpose--dialogue, not decision.)

5. At the end of the allotted time, thank everybody for participating (even those who passed--they were listening). Sum up the main points of agreement.

Comment that Linda Albert, author of <u>Cooperative Discipline</u>, and Jane Nelson, author of <u>Positive Discipline</u>, both assert that encouragement is the most powerful tool we have for influencing behavior. Both also teach that the Classroom Meeting is a prime tool for influencing behavior and for providing what children need--encouragement, most of all.

Ask for comments on the role of encouragement in discipline and how that might relate to classroom management styles.

6. Conclude by asking participants to consider

- How can we use this information in our classrooms?

- How can we use this information in our school?

- How does this information apply to our Action Plan?

HANDOUT: Punishment Versus Discipline [1]

Punishment

- Expresses power of an authority; causes pain to the recipient; based on retribution or revenge; concerned with actions in the past.

- Arbitrary--probably applied inconsistently and unconditionally; does not accept or acknowledge exceptions or mitigating circumstances.

- Imposed by an authority with responsibility assumed by the one administering the punishment and responsibility avoided by the one receiving the punishment.

- Closes options for the punished individual, who must pay for a behavior that has already occurred.

- As a teaching strategy, usually reinforces a failure identity. Essentially negative and short-term, without sustained personal involvement of either teacher or learner.

- Characterized by open or concealed anger; easy and expedient; a poor model of expectations.

- Focuses on strategies intended to control behavior of learner; rarely results in positive changes in behavior; may increase subversiveness or result in temporary suppression of behavior; at best, produces compliance.

Discipline

- Based on logical or natural consequences that embody the reality of a social order (rules that one must learn and accept to function productively in society); concerned with actions in the present.

- Consistent; accepts that the behaving individual is doing the best he or she can do for now.

- Comes from within, with responsibility assumed by the disciplined individual who desires that responsibility; presumes that conscience is internal.

- Opens options for the individual, who can choose new behavior.

- As a teaching strategy, is active and involves close, sustained, personal involvement of both teacher and learner; emphasizes the development of more successful behavior.

- Friendly and supportive; provides a model of quality behavior.

- Usually results in a change in behavior that is more successful, acceptable, and responsible; develops capacity for self-evaluation of behavior.

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[1] Crawford, D., and R. Bodine. 1996. Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Juvenile Justice Settings. Program Report of the Office of Juvenile Justice and Delinquency Prevention, US Department of Justice and Safe and Drug-Free Schools Program, US Department of Education, p. 42.