



Cornell University
Cooperative Extension
Orange County

Community Campus
18 Seward Avenue, Third Floor
Middletown, NY 10940
Tel: 845 344-1234
Fax: 845 343-7471
E-mail: orange@cornell.edu
www.cce.cornell.edu/orange

Positive Discipline Lesson Objective

Time: **80 minutes**

New York State Parenting Standard: **Standard 1: Roles and Responsibilities, Standard 2: Human Growth and Development**

Aim: **For students to understand the meaning and importance of discipline and gain positive discipline skills for use with young children.**

Objectives: Students Will:

- 1. Discuss the meaning of discipline and the difference between discipline and punishment.**
- 2. Review, discuss and experience the three discipline styles.**
- 3. Discuss and practice the seven principles of positive discipline using scenarios.**

Materials Needed:

Lesson outline, clothesline (rope), clothes pins (2 red, 4 yellow, 4 green), 3 large index cards with individual parenting styles written, "Discipline What is it?" hand-out, Over-heads, discipline scenarios

Positive Discipline Lesson Outline

- I. What is Discipline?
- A. Brainstorm meaning of the word “Discipline” – hint: root work is “Disciple”
1. How does this differ from punishment?
 2. What are the goals of discipline?
 3. Define the characteristics of an effective disciplinarian?
 4. Why do children need discipline
- B. Is there such a thing as “Wrong” Discipline? Yes
1. No place for verbal, emotional or physical abuse
 - a. Sticks and stones may break my bones but names will always hurt me. What does this mean to the students?
 - b. Shaken Baby Syndrome – Define and discuss the causes of it
 - c. Children who are hit become more aggressive
 2. Important to maintain dignity of all involved and learn from our mistakes
 3. What have you tried that works/ doesn’t work with younger siblings, babysitting, etc.
- II. Discipline Styles
- A. Review styles - (Baumerind) authoritarian/ democratic/ permissive OR (B. Coloroso) brickwall/backbone/jellyfish.
- B. Clothesline Activity
1. Gather red, green and yellow clothespins a clothesline (rope) and index cards with the three individual parenting styles written on them.
 2. Discuss discipline as a continuum, with styles ranging between 1 and 10.
 3. Place index cards on the clothesline with the clothespins as follows.
 - Authoritarian/brickwall style as #10 on the far left and mark it with a red clothes pin.
 - Permissive/jellyfish style as #1 on the far right and mark it with a red clothes pin.

These illustrate “Stop” and are potentially dangerous styles.

 - Next to each red pin, place two yellows; remark how you can be strict without being abusive, and lenient without being neglectful.
 - Democratic/backbone style # 5-8 in center and mark it with 4 green clothes pins.

Green indicates, “Go.” Research tells us that this style produces children who do “best” in life.
 4. Discuss each style with the benefits and drawbacks of each. Note there are times when it may be important to authoritarian or permissive. What might these be?

II. The Seven Principles of Positive Discipline

- A. #1 – Turn Don’ts into Do’s
- B. #2 – Project feelings of being lovable and capable
- C. #3 – Offer realistic choices
- D. #4 – Change the environment instead of the behavior
- E. #5 – Work with children instead of against them
- F. #6 – Provide safe and consistent limits
- G. #7 – Set a good example

1. For each of the above use scenario cards. Distribute them among participants. Each time you review one principle, have participants share the scenario on their color-coded card; the individual or group can decide several appropriate responses based on the principle. (Use handout “Discipline: What is It?” J. Birchmayer, Cornell Cooperative Extension)

III. Closure

- A. Homework suggestions – if students are living or interacting with young children on a regular basis.

Ask each participant to choose one of the seven principles to work on this week. Encourage them to affirm their intention by declaring it to the rest of the group. If time permits, they can also share why they chose this one and how they will approach it.



Discipline Defined:

The set of attitudes and behaviors that a
leader
hopes a follower will acquire.

This leads to inner control & the ability to
self-regulate one's own behavior.



Discipline is NOT a Dirty Word!

- 1) Tell Children What They Can Do
- 2) Help Children Feel Lovable & Capable
- 3) Offer Choices (& Abide by Decisions)
- 4) Change Environment, Instead of
Behavior
- 5) Work With Children, Not Against Them
- 6) Give Children Safe Limits They
Understand

7) Set a Good Example

Slide - 3

Characteristics of a Good Disciplinarian

- A person children find interesting and full of good ideas.
 - A person who is loving and helpful.
 - A person who makes developmentally appropriate rules & help children understand and abide by them.
- A person who demonstrates appropriate behavior through speech and actions.





Guidelines for Setting Limits

1. Show the child you understand their need/want/desire.
2. Acknowledge their feelings
3. Make the decision or state the rule clearly and simply
4. Provide alternatives that are acceptable.

* Repeat steps 3 & 4 as needed



Discipline Hint...

- Say what you mean
- Mean what you say
- Do what you say you are going to do
- Insanity is...continuing to do the same thing and expecting to get different results!!!

Discipline Defined:

The set of attitudes and behaviors that a leader hopes a follower will acquire.

This leads to inner control & the ability to self-regulate one's own behavior.

Discipline is NOT a Dirty Word!

- 8) Tell Children What They Can Do
- 9) Help Children Feel Lovable & Capable
- 10) Offer Choices (& Abide by Decisions)
- 11) Change Environment, Instead of Behavior
- 12) Work With Children, Not Against Them
- 13) Give Children Safe Limits They Understand
- 14) Set a Good Example

Characteristics of a Good Disciplinarian

- A person children find interesting and full of good ideas.
 - A person who is loving and helpful.
- A person who makes developmentally appropriate rules & help children understand and abide by them.
- A person who demonstrates appropriate behavior through speech and actions.

Guidelines for Setting Limits

5. Show the child you understand their need/want/desire.
6. Acknowledge their feelings
7. Make the decision or state the rule clearly and simply
8. Provide alternatives that are acceptable.

* Repeat steps 3 & 4 as needed

Discipline Hint...

- Say what you mean
 - Mean what you say
 - Do what you say you are going to do
- Insanity is...continuing to do the same thing and expecting to get different results!!!

Scenarios for Positive Discipline

1

Mother and two- year old Susie are out a walk, Susie has taken off her new jacket and is dragging it through the mud puddles with her new umbrella.

#1

Philip has come to visit you for the first time. He loves your cat and proceeds to it by clutching two hands around the cat's neck.

#2

Joshua loves to feed himself, but he can't seem to get the food into his mouth. You say....

#2

Katie cries in frustration because she can't unscrew the lid on the peanut butter jar.

#3

Your daughter has a friend over and she refuses to share her favorite doll.

#3

You are going to grandmother's for Sunday dinner. Grandma likes to see little girls in dresses.

#4

Martha is always getting into the baby wipes, she loves
To pull them out of the box, one by one and makes a trail of
wipes where ever she goes.

#4

Debra forgets to take her muddy boots off before she comes inside.

#4

It has been raining all week and the kids keep running, jumping and hopping around the house.

#5

During story hour at the library Jeff suddenly turns shy and clings to you. He wants to sit on your lap to hear the stories and refuses to join the other children.

#5

Timmy was given the assignment to help you with your next grocery-shopping trip, but he runs around the grocery store whenever he is taken out of the cart. You.....

#5

Tommy announces that he will only eat three foods: hamburgers, apples and ice cream.

#6

Timmy is happily putting his bowl full of spaghetti on his head.

#6

Jan (six) has “borrowed” the carving knife to try soap carving, which she read about in a magazine.

#6

Erin has pushed her chair close to the stove so she can see what’s bubbling in the pots.

#7

What is wrong with this? I hate cabbage but I make my kids eat it.

#7

If you bite your brother, I will bite you.

#7

Sarah’s mother yells up the stairs “If you two don’t stop yelling at each other your going to get it