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## **Positive Discipline – Alternative Lesson 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 brick, jelly/gummy candy or airheads stretchy candy, “Discipline What is it?” hand-out, Over-heads, discipline scenarios.**

## **Positive Discipline – Alternative 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. Brickwall/backbone/jellyfish Activity
    - 1. Introduce the activity by explaining that all people have their own beliefs about the best way to provide discipline. While there is no one “right” way, research has helped us to understand that there is one style that is best for most children (and makes the parent’s job much easier too!).
    - 2. Pass around a brick, and ask students to list words to describe it – note on the board.
    - 3. Pass around a “Jelly worm” or airhead candy per student. Let them know they can eat the candy after they describe it - note on the board.
    - 4. Last, ask for a volunteer to come to the front and demonstrate a good, long stretch – reach to the sky, slowly bend and touch their toes, back to the center – describe it and note on the board.
    - 5. Ask for a volunteer to read each list aloud, and discuss why these traits may or may not be helpful in disciplining young children.
      - a. Bricks are strong, but are also heavy and unyielding – they can hurt.
      - b. Jellyfish are stretch, but they can be stretched too thin, and might snap.
      - c. Backbones are strong AND Flexible, they give and take and change as needed.
    - 6. 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?
    - 7. You can ask the class to give a response from each style to a common parenting question like: “Dad, can you help me with my homework?” or “Mom, can I borrow the car?” Which answer felt the best, why?

### **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 at the start of the workshop. 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

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.

# **Jellyfish   Backbone   Brick-wall**



## 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

## 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!!!

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## 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