
UNIT: Decisions that Affect Children**LESSON:** Positive Guidance**TIME:** 5-6 days

COMPETENCIES:

1. Identify basic behavioral needs of children. (Options 2, 6, and 14)
 - a. List various reasons for misbehavior. (Options 2, 3, and 6)
 - b. Define the terms "discipline," "guidance," and "punishment." (Options 4 and 6)
2. Identify positive and negative methods of guidance.
 - a. Compare the effects of positive versus negative methods on the physical, emotional, social, and intellectual well-being of the child. (Options 5, 6, 7, and 9)
 - b. Identify positive guidance methods that foster self-esteem in children. (Options 5, 6, and 12)
 - c. Define guidelines for setting limits (age-appropriate, consistent, etc.). (Options 6 and 8)
 - d. Debate the advantages and disadvantages of spanking. (Options 6 and 13)
 - e. Identify guidance and discipline methods that reduce the risk of child abuse. (Options 6 and 10)
3. Role play the three styles of discipline (i.e., authoritarian, democratic, permissive). (Options 6, 11, and 14)

SUMMARY/OVERVIEW:

Teaching and guiding children in their growth and development is of primary concern to parents and caregivers. The decisions related to providing adequate and appropriate discipline in effectively guiding children is sometimes fearful and often overwhelming to parents and caregivers alike. A caregiver who spends time understanding the development of the child, the cause of misbehavior, and positive methods of guidance, along with natural and logical consequences, will ultimately feel more secure in the guidance role and experience more success in guiding the child's behavior. The goal of discipline is for children to learn to govern themselves. We should reduce the opportunities for children to misbehave.

MOTIVATOR:

Have students identify the most common type of discipline that was used in their homes as they were growing up. Share the ideas with the class. Write the ideas on the chalkboard. Circle the positive methods of discipline. Ask the students which methods they think would be most effective.

LESSON OPTIONS/SUPPLIES:

OPTION 1

BOOK: N-O Spells No!, or The Wild Christmas Reindeer

OPTION 2--Competency 1

BEHAVIORAL NEEDS: Discuss the basic behavioral needs children have with the class. Use the transparency "BEHAVIORAL NEEDS OF CHILDREN" as a reference for students.

OPTION 3--Competency 1A

BEHAVIORAL NEEDS SITUATIONS: Have students identify the various behavioral needs represented on the worksheet, using the transparency, "BEHAVIORAL NEEDS OF CHILDREN."

OPTION 4--Competency 1B

GUIDANCE DEFINITIONS: Discuss guidance terms with the class using the teacher information.

OPTION 5--Competency 2

POSITIVE GUIDANCE: We all respond more positively if we are told what we are expected to do rather than what not to do. Positive guidance tells the child what he/she should do or is expected to do. It gives reasons and explanations and simple but specific directions. Have the students practice positive guidance skills in each situation listed on the worksheet.

Examples:

NEGATIVE: Don't throw snowballs at the window.

POSITIVE: If you want to throw snowballs, please aim at the tree.

NEGATIVE: Don't leave your room so messy!

POSITIVE: Let's clean up your room. You can pick up the toys and I'll fold the clothes.

OPTION 6--Could be any competency depending on the article

ASSIGNED READING: Assign students to read a current article on positive guidance from a magazine such as "Parents," "American Baby," or "Working Mother" and report to the class what they learned.

OPTION 7--Competency 2

NEGATIVE GUIDANCE: Have two volunteers come to the front of the classroom to play with various toys you have assembled. As the volunteers play, respond to them with negative statements. Be sure to use "don't" several times. As a class, discuss the effect on the volunteers. Discuss the long-term effects on the physical, emotional, social, and intellectual well-being of a child who is continuously subjected to this type of discipline.

OPTION 8--Competency 2C

SETTING LIMITS: Using the transparency "BOXES" to discuss the importance of setting appropriate limits with children/students.

OPTION 9--Competency 2

GUIDANCE OBSERVATION: Using the "GUIDANCE OBSERVATION" worksheet, observe parents interacting with children (or observe in the preschool) for at least 30 minutes. Count how often negative or "don't" statements are used and how often positive or "do" statements are used. If students can observe at different times of the day, they will see different guidance techniques. Using the observation sheet, note both positive and negative guidance methods that you observe. Choose three negative guidance methods observed and analyze what could have been done differently to make it a positive experience. (A different twist to this assignment would be to work in partners and observe each other interacting with children. Complete the same form.)

OPTION 10--Competency 2E

CONSEQUENCES: Present the information to the class, then complete the activity sheet "NATURAL OR LOGICAL CONSEQUENCES."

OPTION 11--Competency 3

DISCIPLINE ROLE PLAYS: Present information, then role play the given situations.

OPTION 12--Competency 2B

POSITIVE GUIDANCE CASE STUDIES: Discuss as a class, in small groups, or individually, the case studies on the worksheet. For each situation, the student(s) should identify an appropriate positive guidance technique, using any of the discipline and guidance techniques learned in this unit. Teacher note: This could also be done in a role-play situation.

OPTION 13--Competency 2D

SPANKING: As a class, list the advantages and disadvantages of spanking. (There should be very few, if any, advantages.) Discuss why we spank and who benefits from spanking. As a class, define the term "spanking." It should be emphasized that spanking is just hitting.

As a class, discuss at what point spanking become child abuse. Ask the class which types of guidance methods reduce the risks of child abuse. Show the video "A Lesson They'll Never Forget," July 23, 1993, "20/20."

As a class, identify what resources are available in your community for parent and/or child assistance. Be sure to include any parent education centers or classes available, hospital programs, family support services and groups, law enforcement agencies, and Citizens Against Physical and Sexual Abuse (CAPSA).

OPTION 14--Competencies 1 and 3

VIDEO: Show the video "Parenting Preschoolers with Anna Ramey—Practical Approaches to Providing Balance and Self-Esteem."

RESOURCES:

"A Lesson They'll Never Forget" (You must tell them this show aired July 23, 1993.)
ABC News, Attention 20/20
P.O. Box 2284
South Berlington, Vermont 05407
1-800-913-3434, FAX, 802-864-9846, \$34.95 plus \$3.95 shipping and handling

"The Ten Worst Discipline Mistakes"
Reader's Digest, Reprint Department-R
Box 406, Pleasantville, NY 10570 (1-800-289-6457/914-244-5374)

A Practical Guide to Solving Preschool Behavior Problems, Second Edition, by Eva L. Essa, Ph.D., Delmar Publishers Inc., 1990, ISBN 0-8273-3965-8.

Good Behavior Made Easy, Stephen W. Garber, Ph.D., Marianne Daniels Garber, Ph.D., Robyn Freedman Spizman, Second Edition, 1993, Great Pond Publishing, Glastonbury, CT., 06033

Child Development roles, responsibilities, resources, Text, Prentice Hall, Englewood, N. J., 1990, ISBN 0-13-131111-5.

Positive Child Guidance, Darla Ferris Miller, Delmar Publishers Inc., 1990, ISBN 08273-3383-8, Instructor's Guide, 0-8273-3384-6.

The Wild Christmas Reindeer, Jan Brett, ISBN 0-399-22192-1

N-O Spells No!, by Teddy Slater, Illustrated by Meredith Johnson, ISBN 0-590 44186-8.

"Parenting Preschoolers with Anna Ramey—Practical Approaches to Providing Balance and Self-Esteem," Family Experiences Productions, Inc. 1509 Old West 38th Street, Suite 4, Austin, TX 78731, 512-451-TAPE, 58 minutes.