



KEEPING ORDER AND POSITIVE DISCIPLINE

Intended Audience:

- Adults and youth providing 4-H Club leadership

Learning Objectives:

Club leaders will:

- Understand why 4-H meetings can become difficult to control
- Learn several methods of positive discipline
- Describe a “game plan” that can be used in their 4-H club to control order

Target Essential Elements:

Engagement in learning

Time: 30 minutes

Supplies Needed:

- Character Hats (see descriptions in activity)
- Flipchart paper
- Markers

Handouts

- Mistaken Goal Chart
- Techniques that Backfire
- Evaluation

Do Ahead:

- Copy all necessary handouts and collect props.

Sources:

- Created by Jessica Jens, Sauk County 4-H Youth Development Agent, UW-Extension.

BACKGROUND

4-H meetings are unique. 4-H is an outside activity, not a school function and the youth members probably don't want it to be school. But on the other hand, members need to listen, be attentive and contribute ideas – just like school. Also, many times parents are present at 4-H meetings. Many volunteer leaders may, justifiably so, feel uncomfortable “disciplining” youth members when their parents are present.

WHAT TO DO

Activity: Character Hats

Why are 4-H meetings difficult to control? As a method to frame the discussions in this lesson, let's brainstorm reasons why controlling 4-H meetings is a difficult process. We'll write the ideas on flipchart paper and post on the wall so they can be reviewed throughout the lesson. At this point, we'll try to refrain from discussing solutions to the problems. We'll look at solutions later.

There are a couple of common behavior patterns that typically cause problems for teachers and leaders. Adults often misinterpret these behaviors. It is important to be able to recognize these behaviors and understand what the child may be trying to tell you.



For this activity we'll use four “Character Hats”:

- Straw hat with feathers/flowers with a sign that reads “Undue Attention” on one side and “Notice me; Involve me” on the other side.
- Hard hat with a sign that reads “Power” on one side and “Let me help; give me choices” on the other side.
- Baseball cap turned backwards with a sign that reads “Revenge” on one side and “Help me; I'm hurting” on the other side.
- Ski mask pulled down over the face with a sign that reads “Assumed Inadequacy” on one side and “Have faith in me; don't give up on me” on the other side.

(To four volunteers, hand out the four character hats with the child's mistaken goal side of the hat card – “Undue Attention,” “Power,” “Revenge” and “Assumed Inadequacy” – showing *forward*.)

These hats represent youth behaviors that are typically misinterpreted by others – parents, leaders and other members. The card on each hat labels the mistaken goal of the youth. Each person wearing a hat is to try to either act out or explain the typical problem behaviors of their “character.” Once that is completed, we will all share examples of when we observed these behaviors – without using names, of course.

What do these behaviors really mean? Let's see if we can interpret these behaviors for their real meaning, not the mistaken goal of each behavior. (Talk about each of the four characters. Once the group has correctly identified the real meaning, have the hat-wearing participant flip over the hat sign to reveal the correct "hat message.")

(Pass out the "Mistaken Goal Chart" handout to the participants. Review some of the important points to remember on this chart.) Will it help you if you are able to recognize these behaviors? Are there any ideas on this chart that could help bring order to our 4-H meetings?

Developing a Game Plan

Now with the ideas of positive discipline in our minds, let's develop a game plan for helping to bring order to club meetings. In addition to positive discipline ideas, there are other tactics that can help bring order to meetings.

(Break the participants into small groups of 3-4 people.) Each group is to come up with a game plan for the next 4-H meeting that will help maintain order and incorporate some of the positive discipline ideas. Refer back to the initial list of ideas on why 4-H meetings are difficult to control and try to address each issue with a section of your "game plan."

(Allow the small groups 5-10 minutes to work on their plan. Bring the group back together and have each subgroup report on their game plan.) We'll write down your ideas on flipchart paper. Here are some ideas that we might include in a game plan:

1. Review the purpose of the 4-H meetings.
2. Once a year, work with the 4-H members to create "ground rules" for the meetings. Hang a sign with the ground rules at each meeting.
3. Either pass out agendas to each member or post on a large sign at each meeting. This enables the members to follow along, know what is coming up and share ideas about additional agenda items.
4. If space and numbers allow, meet in a circle or half circle so that there is not a "back row."
5. Start the meeting with a recreation activity. This allows the members a chance to talk and use some of their energy prior to the business section of the meeting.
6. Ask for parent help or at least permission to positively discipline the members who are misbehaving. A parent meeting would be a good place to discuss this.

(Pass out the "Techniques that Backfire" handout to participants. You do not need to dwell on this list, but it's a good reminder concerning disciplining methods that typically do not work effectively.)

Closing

(If time is remaining, facilitate the group in a round table discussion regarding the topic of keeping control at meetings. Allow the participants to further expand on methods that have worked and have not worked at their meetings. Ask them to share ideas among each other. Finally, distribute the program evaluation!)

TALK IT OVER

Reflect:

- What are some youth behaviors that may be interpreted incorrectly by adults?
- Why can a 4-H meeting be challenging to control?

Apply:

- Who can you recruit to help bring order to the 4-H meetings?
- What new strategies can you use to help keep control of 4-H meetings?

ENHANCE/SIMPLIFY

Enhance:

- Before you get into the teaching of the lesson, it's a good idea to start out with a "mixer" activity. Even if group members know each other, these types of activities are good for getting people talking and more receptive to the upcoming discussion. If you decide to add this activity, your lesson will be over 30 minutes long. Here's one idea: "Commonalties." Ask the group to arrange themselves into clusters of 2's or 3's. Give each group a piece of paper. The task is to generate a list of things that are common to all the people in the cluster but which you could not identify by looking at them. Ask people to come up with a specific number of commonalties or as many as they can in a couple of minutes. Some examples include: speak a foreign language; are vegetarians; ride motor cycles; wear contact lenses, etc. Some examples you can see and hence don't count: wears glasses, has brown hair, has blue eyes, etc. At the end, have each group share their results. If you wish, give a small prize to the group who came up with the most commonalties.

EVALUATION

It is important to use an evaluation that is consistent with your teaching objectives. The short evaluation in the handouts can be modified to meet your needs. An alternative to a written evaluation is to record the Reflection discussion under "Talk It Over." Recruit someone ahead of time to take notes while you are leading the discussion. Remember to share the evaluation results with 4-H Youth Development Extension staff in your county.

ADDITIONAL WEB LINKS

- New Jersey 4-H Leader Training Series "Positive Discipline for Children" at www.rcrc.rutgers.edu/pubs/pdfs/4h/e148/437-440.pdf.

ADDITIONAL REFERENCES

- *Alternative to Kicking the Soda Machine* by A. Workman, Lesson plan, 2000.
- *Positive Discipline: A Teacher's A-Z Guide* by Duffy Nelson, Ortolano Escobar and Sohocki Owen.
- *Quicksilver Adventure Games, Initiative Problems, Trust Activities and A Guide to Effective Leadership* by K. Rohnke and S. Butler, Kendall/Hunt Publishing Company, Dubuque, IA, 1995.
- *Teacher's Guide to Cooperative Discipline* by L. Albert, American Guidance Service, 1989.

Finalized by the Strengthening 4-H Club Leadership Work Team on September 2005.

Techniques that Backfire

Linda Albert surveyed dozens of teachers, asking them what methods have backfired for them. They may work a few times, but not over the long haul. Here they are as she has presented them in her book, *A Teacher's Guide to Cooperative Discipline*.

- Raising my voice
- Yelling
- Saying "I'm the boss here"
- Insisting on having the last word
- Using tense body language, such as rigid posture or clenched hands
- Using degrading, insulting, humiliating or embarrassing put-downs
- Using sarcasm
- Attacking the student's character
- Acting superior
- Using physical force
- Drawing an unrelated person into the conflict
- Having a double standard – making students do what I say, not what I do
- Insisting that I am right
- Preaching
- Making assumptions
- Backing the student into a corner
- Pleading or bribing
- Bringing up unrelated events
- Generalizing about students by making remarks such as "all you kids are the same"
- Making unsubstantiated accusations
- Holding a grudge
- Nagging
- Throwing a temper tantrum
- Mimicking the student
- Making comparisons to siblings or other students
- Commanding, demanding, dominating
- Rewarding the student



| The child's goal is: | If the adult feels: | And tends to reach by: | And if the child's response is to: | The belief behind the child's behavior is: | What the child needs (hat messages) and what adults can offer for encouragement: |
|--|---|--|---|--|---|
| Undue attention (to keep others busy with him/her, or to get special service) | Annoyed Irritated Worried Guilty | Reminding Coaxing Doing things for the child he/she could do for him/herself | Stop temporarily, but later resume the same or another disturbing behavior | I belong only when I'm being noticed or getting special service. I'm important only when I'm keeping you busy with me. | Notice me - involve me. Redirect by involving child in a useful task. "I love you and ____." (I.e., "I care about you and I will spend time with you later.") Avoid special service. Say it only once, and then act. Plan special time. Set up routines. Take time for training. Use family/class meetings. Touch without words. Set up nonverbal signs. |
| Power (to be the boss) | Provoked Challenged Threatened Defeated | Fighting Giving in Thinking, "You can't get away with it" or "I'll make you behave" Wanting to be right | Intensify behavior Comply defiantly Feel he/she's won when the parent or teacher is upset Exercise passive power | I belong only when I'm in control. I need to prove that no one can boss me. "You can't make me." | Let me help - give me choices. Acknowledge that you can't make him, and ask for her help. Offer a limited choice. Withdraw from conflict and calm down. Be firm and kind. Act, don't talk. Decide what you will do. Let routines be the boss. Get help from child to set a few reasonable limits. Follow through on agreement. Redirect to positive power. Use family/class meetings. |
| Revenge (to get even) | Hurt Disappointed Disbelieving Disgusted | Retaliating Getting even Thinking, "How could you do this to me?" | Retaliate Hurt others Damage property Get even Escalate the behavior or choose another weapon | I don't think I belong so I'll make others hurt like I do. I can't be liked or loved. | Help me - I'm hurting. Deal with the hurt feelings: "Your behavior tells me you must feel hurt. Can we talk about it?" Use reflective listening. Don't take behavior personally. Share your feelings. Apologize. Avoid punishment and retaliation. Show you care. Encourage strengths. Use family/class meetings. |
| Assumed inadequacy (to give up and be left alone) | Despair Hopeless Helpless Inadequate | Giving up Doing the child's tasks Over helping Showing discouragement | Retreat further Be passive No improvement No response | I don't believe I can belong, so I'll convince others not to expect anything of me. I am helpless and incapable; it's no use trying because I won't do it right. | Have faith in me - don't give up on me. Take time for training. Take small steps. Make the task easier until the child experiences success. Show faith. Encourage any positive attempt, no matter how small. Don't give up. Enjoy the child. Build on his interests. Encourage, encourage, encourage. Use family/class meetings. |

Adapted from *Positive Discipline: A Teacher's A-Z Guide* by Duffy Nelson, Ortolano Escobar and Owen-Sohocki.

Keeping Order and Positive Discipline

Evaluation

Please rate the following:

How useful will the presented information be in helping you increase adult involvement in your 4-H club?

Not very A little Not sure Some A lot

How many new ideas did you learn?

0 1-2 3-4 5 5 +

How valuable was this program to you in regards to your role as an organizational leader?

Not very A little Not sure Some A lot

What will you do as a result of this program?