

# Discipline



Discipline



# When you think of Discipline...

## What are the first thoughts the come to mind?

***Jot down a few points  
and hold onto them!  
We'll get back to it  
later!***



**Whenever you see this notepad, get your pens  
and your minds working!**



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# Teaching of Discipline

- ⚡ Good order is the classroom's *first law*.
- ⚡ The Muallim/a teaches discipline just as much as he/she teaches other subjects.
- ⚡ Number of debates on correct way to discipline learners.
- ⚡ Learners expect to learn discipline. They need/want rules by which to live in order to live harmoniously together.



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- ⚡ They learn best in a classroom in which there are rules to follow.
- ⚡ Self discipline then is our aim and, as institutions, we are expected to teach it.
- ⚡ Precisely, the same as in teaching any subject matter, mere telling/lecturing is not enough.
- ⚡ What works for one learner fails with another.



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**Discipline, like any other subject, needs creative ideas in order to be taught effectively to learners.**



**What are your thoughts on the importance of discipline?**

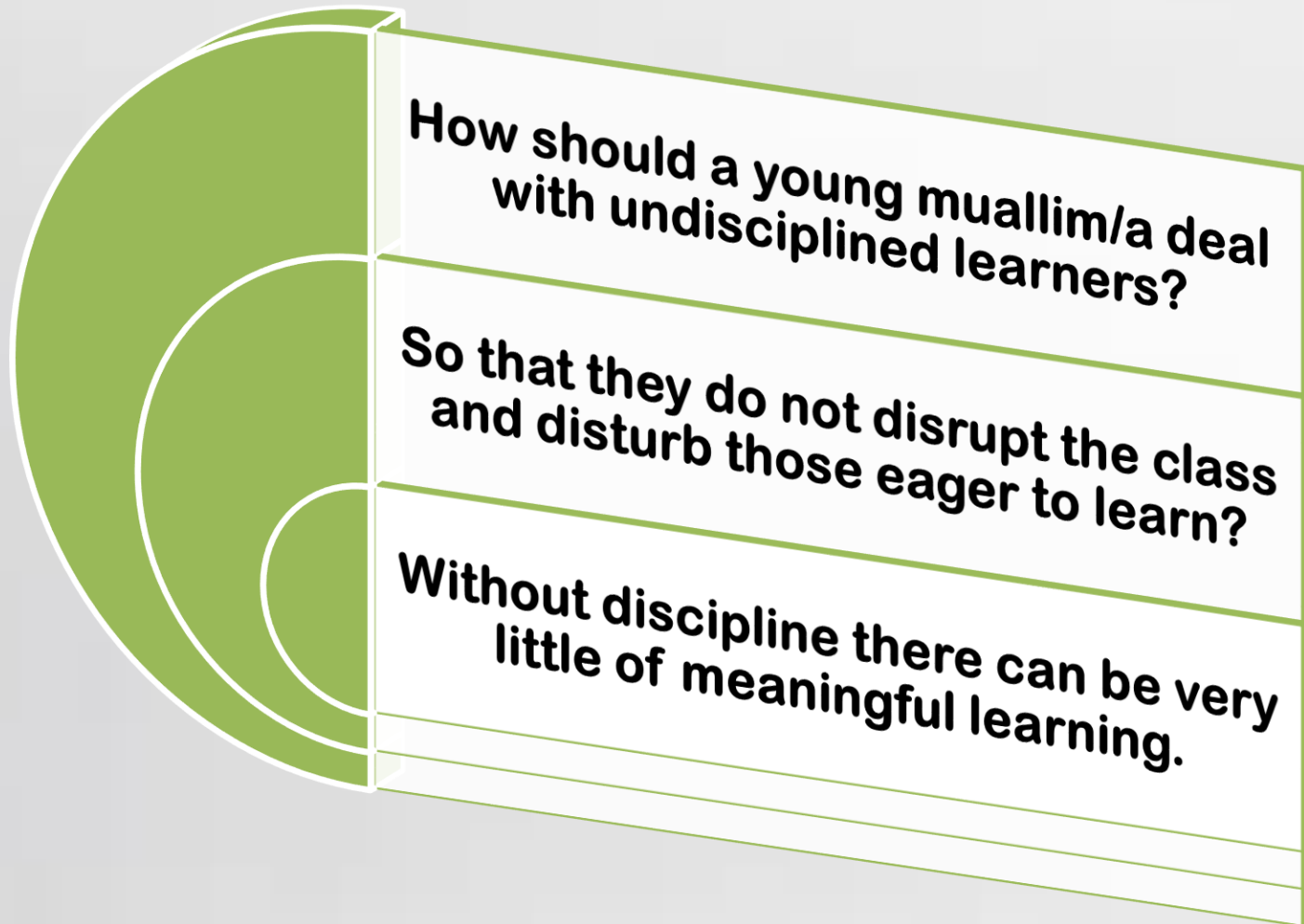
**Make some notes and let's discuss!**



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# What is the major difficulty that you have in dealing with children?



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# Contemplate over the following scenarios:

**Mohammed usually completes his work before everyone else and then disrupts the class.**

**Because Yusuf is such an energetic child he constantly needs to keep busy. When he has nothing to do, he starts misbehaving.**

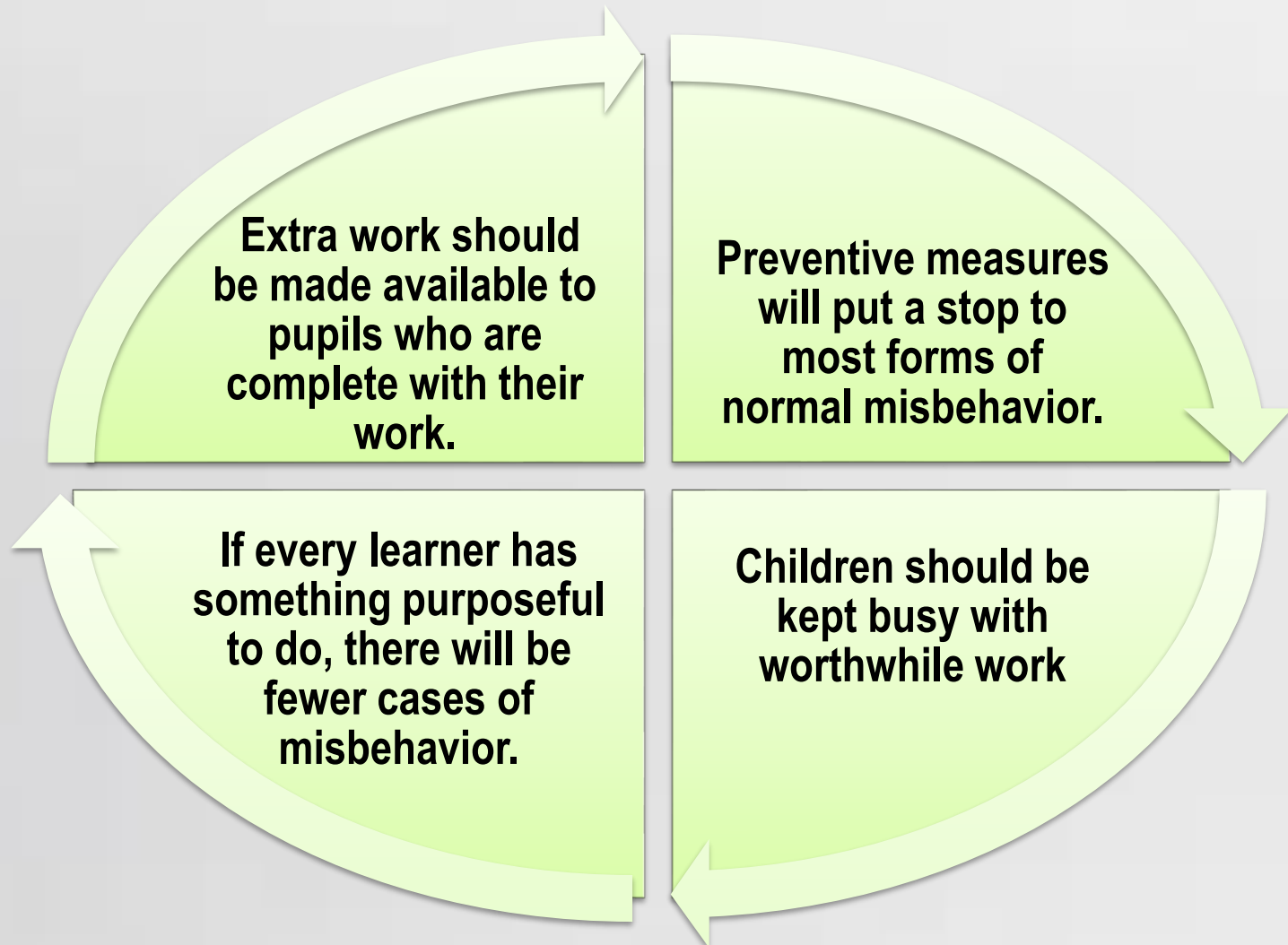
**Let's discuss these problems.  
How can they be solved?**



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# Preventive Discipline



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# Contemplate over the following scenario:

**Muallima Ayesha's classroom is cramped, stuffy and dusty. Her learners tend to get restless quickly and are unmotivated by the unwelcoming environment.**

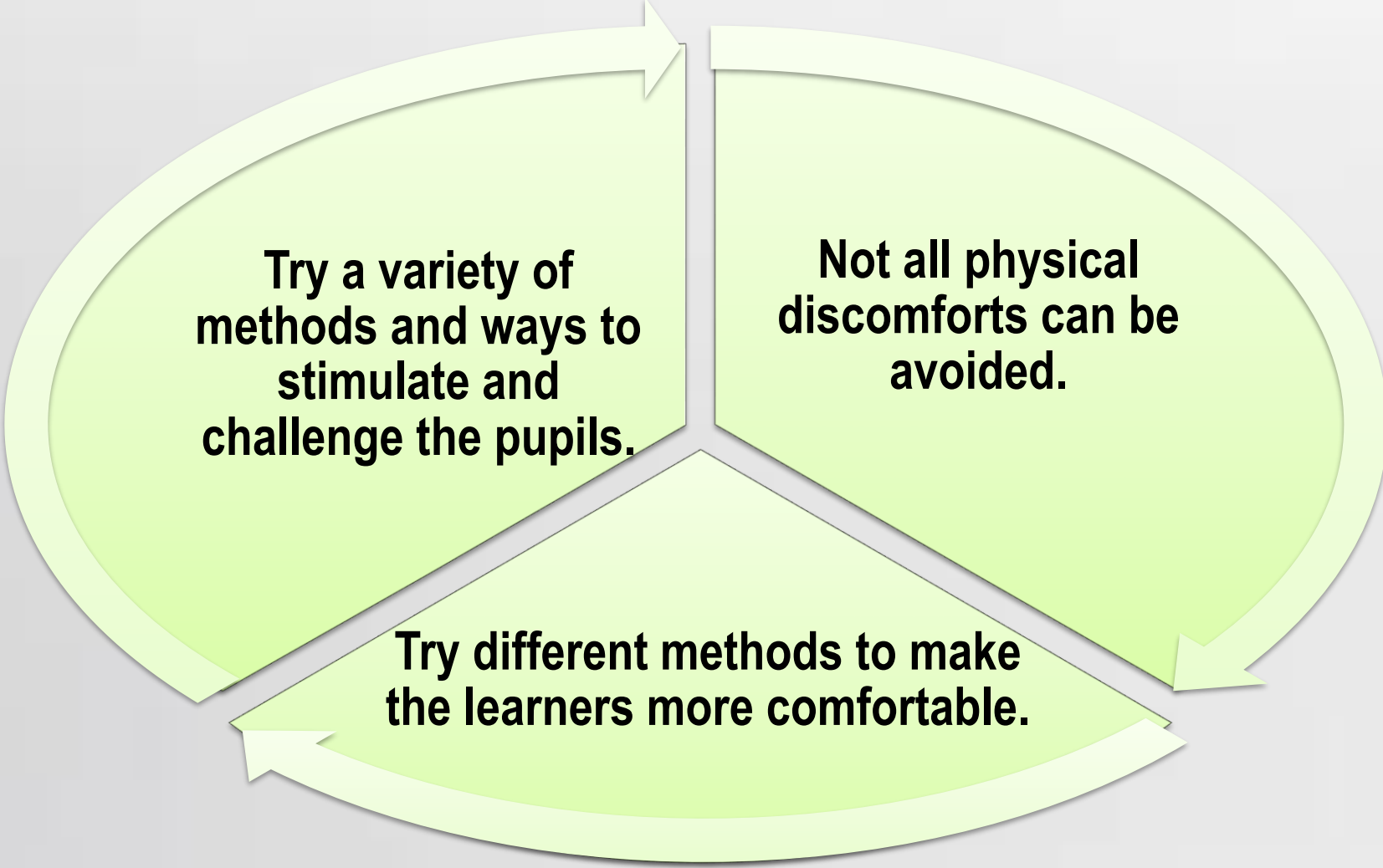
*What suggestions can we give?*

*How important is the learning environment?*



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**Try a variety of  
methods and ways to  
stimulate and  
challenge the pupils.**

**Not all physical  
discomforts can be  
avoided.**

**Try different methods to make  
the learners more comfortable.**

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# Contemplate over the following scenario:

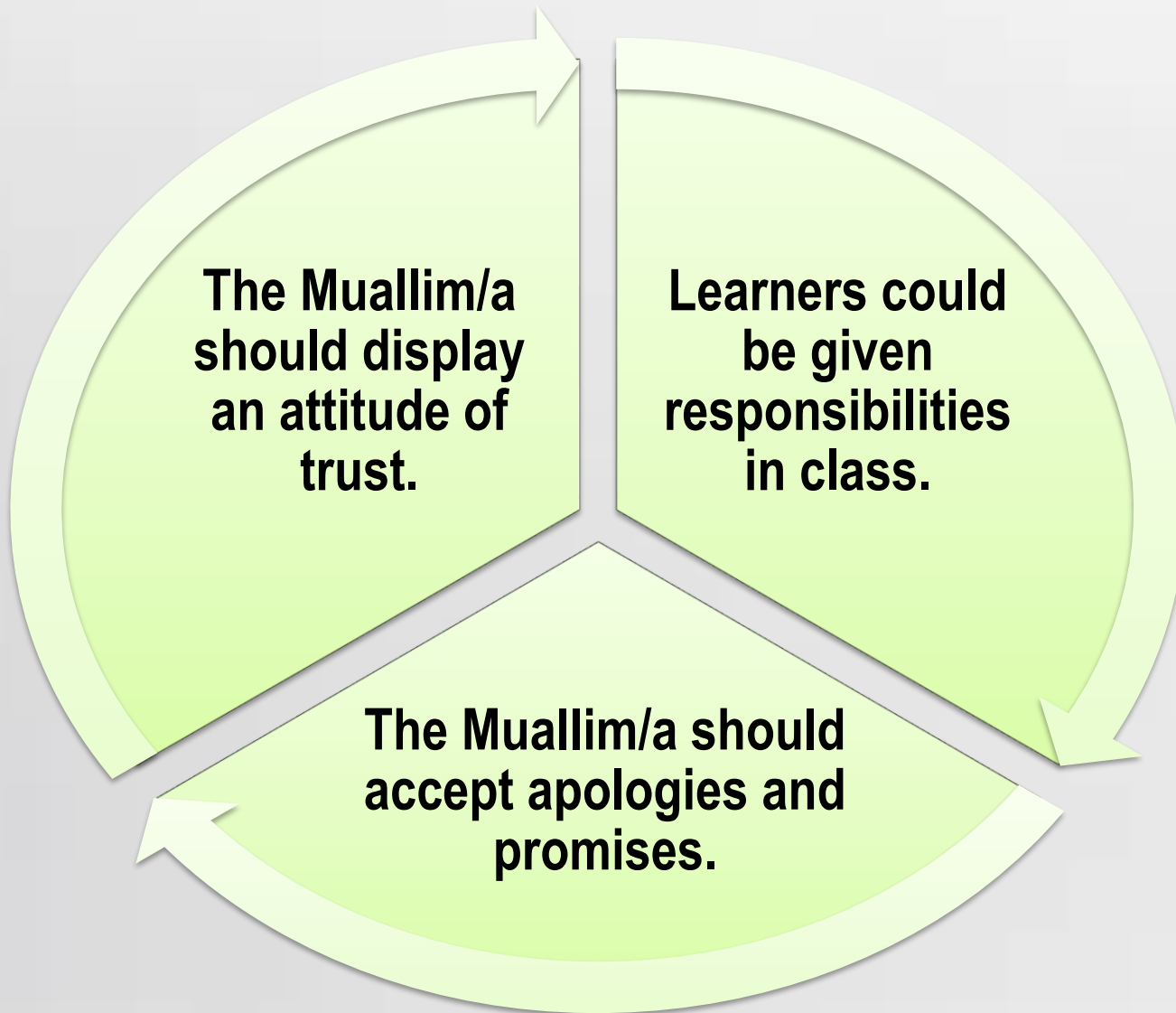
**Zaheer would often interrupt the classroom and lacked motivation to excel. Muallim Yaseen, instead of scolding him, began giving Zaheer some responsibilities in class. He also began forging a relationship of mutual trust.**

***Do you think Muallim Yaseen succeeded in changing Zaheer's attitude? What do you think the results were, and why?***



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# **Setting up a good learning environment**

- ➔ **In this section we hope to provide tools to improve the learning environment .**
- ➔ **It will be advantageous to all if the Madrassah/School sets the correct tone and sets up healthy relationships between all parties.**
- ➔ **Remember that disruptive behavior from a learner can be a cry for help.**



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# Setting up a good learning environment

## Seating Arrangements



Which seating arrangement do you employ  
in your classroom?



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# Contemplate over the following scenarios:


**Muallima Asma finds that some learners sit on their own and do not get involved in classroom discussions. How can she change her classroom setup in order to solve these problems?**

**Muallim Mohammed can not keep his eyes on all of his learners at all times. Due to this certain children are becoming disruptive and the classroom is becoming unruly. How can he arrange his classroom in order to try and solve this problem?**


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Let us look at these pictures and consider the various options.



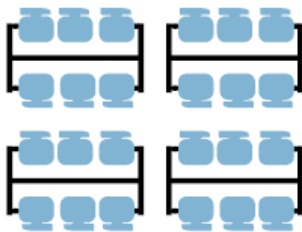
(a) U-shape



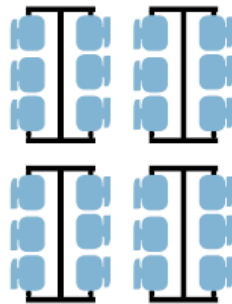
(b) Square

How engaged is the class?  
Check the:

- Noise level
- Graffiti on the reading benches
- Number of pupils at the start of the class
- How many put their hands up when asked questions



(c) Groups/Clusters – Type 1  
(some pupils facing backwards)



(d) Groups/Clusters – Type 2  
(pupils have their side towards the teachers)

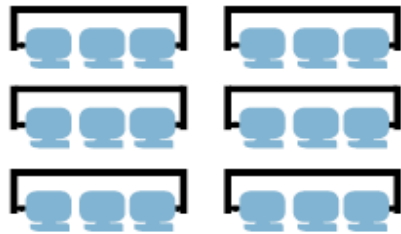


In your own experiences, what seating plan do you prefer?

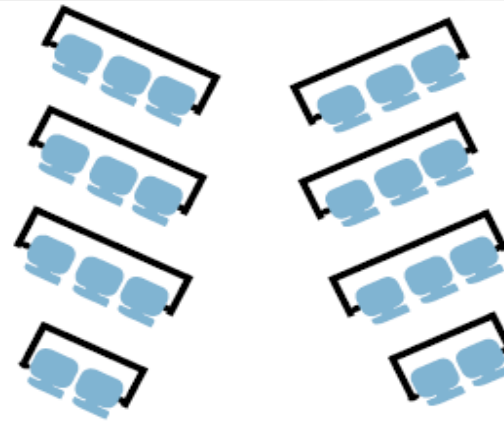


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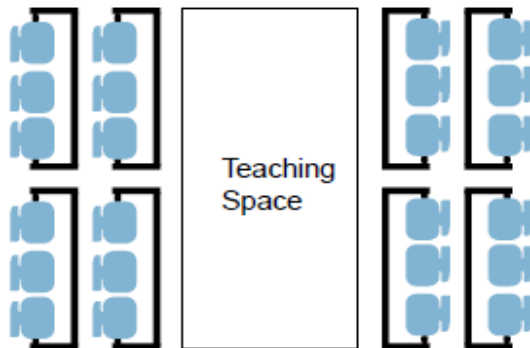
(e) Rows



(f) Fish Bone seating



Teachers must be able to walk around each pupil to be able to show active listening of Quran



(g) Runaway seating



(h) Semi-circle

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Now lets go through each different seating plan.



In your own notes, draw a simple table like the one below:

	U shape	Rows	Group/clusters	Square
Advantages				
Disadvantages				

Lets fill it in together by discussing the various points.



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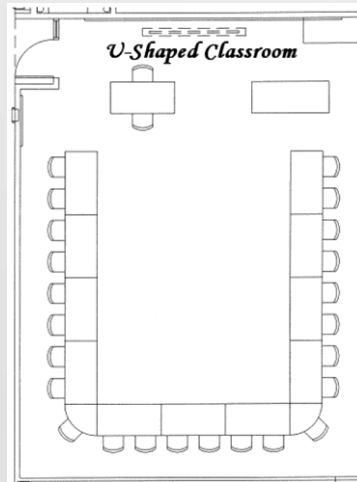
# Classroom Setup: U Shape

## Advantages

Eye contact with teacher

Teacher can see all pupils

Teacher can get around classroom and all pupils.



## Disadvantages

Not good for team/ group work

Pupils sitting in front ends will be facing the board at an angle.

Can be disruptive as pupils will try to talk to others across the room.

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# Classroom Setup: Rows

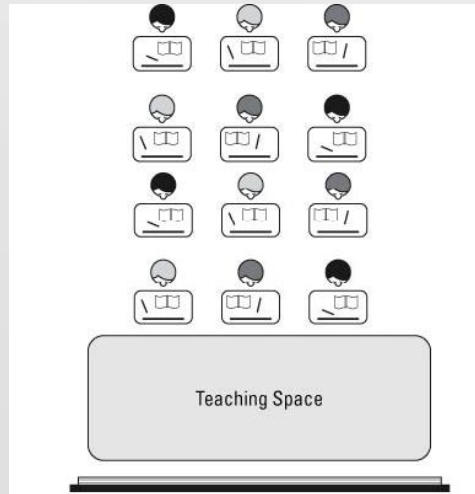
## Advantages

Eye contact with teacher

Teacher can see all pupils

Teacher can get around classroom and all pupils.

Less distraction.  
Improves their attention to work when working on their own.



## Disadvantages

Not good for teamwork or discussion because pupils have their back to others.

Easy for pupils at the back to lose concentration and not participate in lessons.

Whole class discussions are difficult because some pupils will have their back to others.

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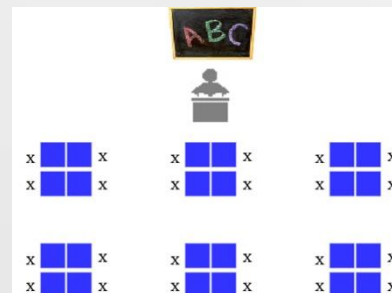


# Classroom Setup: Groups/ Clusters

## Advantages

Good for teamwork requiring collaboration as pupils can see each other.

Teacher can get around classroom and amongst all pupils.



## Disadvantages

Some pupils will have their backs to teachers making it difficult to take notes.

Harder to concentrate for individuals.

Waste time on frivolous chatting.

Whole class discussions are difficult as pupils are sitting in small groups.

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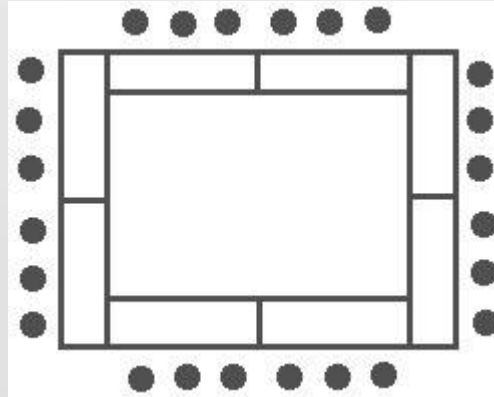


# Classroom Setup: Square

## Advantages

Good for holding discussions and debates.

Encourages everyone to get involved  
Eye contact between all pupils can be maintained



## Disadvantages

Some pupils will have their backs to teachers making it difficult to take notes.

Harder to concentrate for individuals.

Waste time on frivolous chatting.

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**Let us stop, take a breather and consider the following:**

Do you agree/ disagree with any of the points discussed this far? Jot them down for discussion.



Now lets continue by discussing what you can do to create a good learning environment.



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# Creating an environment that is conducive to good learning

**Model the learner's behaviour- some learners don't know the difference.**



**Do not allow deviant behaviour to creep into the classroom- bullying, teasing, etc...**



**Give them responsibilities.**



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# **Creating an environment that is conducive to good learning**



**Do not be stern and serious all the time.  
Remember these are young people.**



**Let them all have an opportunity of achieving  
success.**

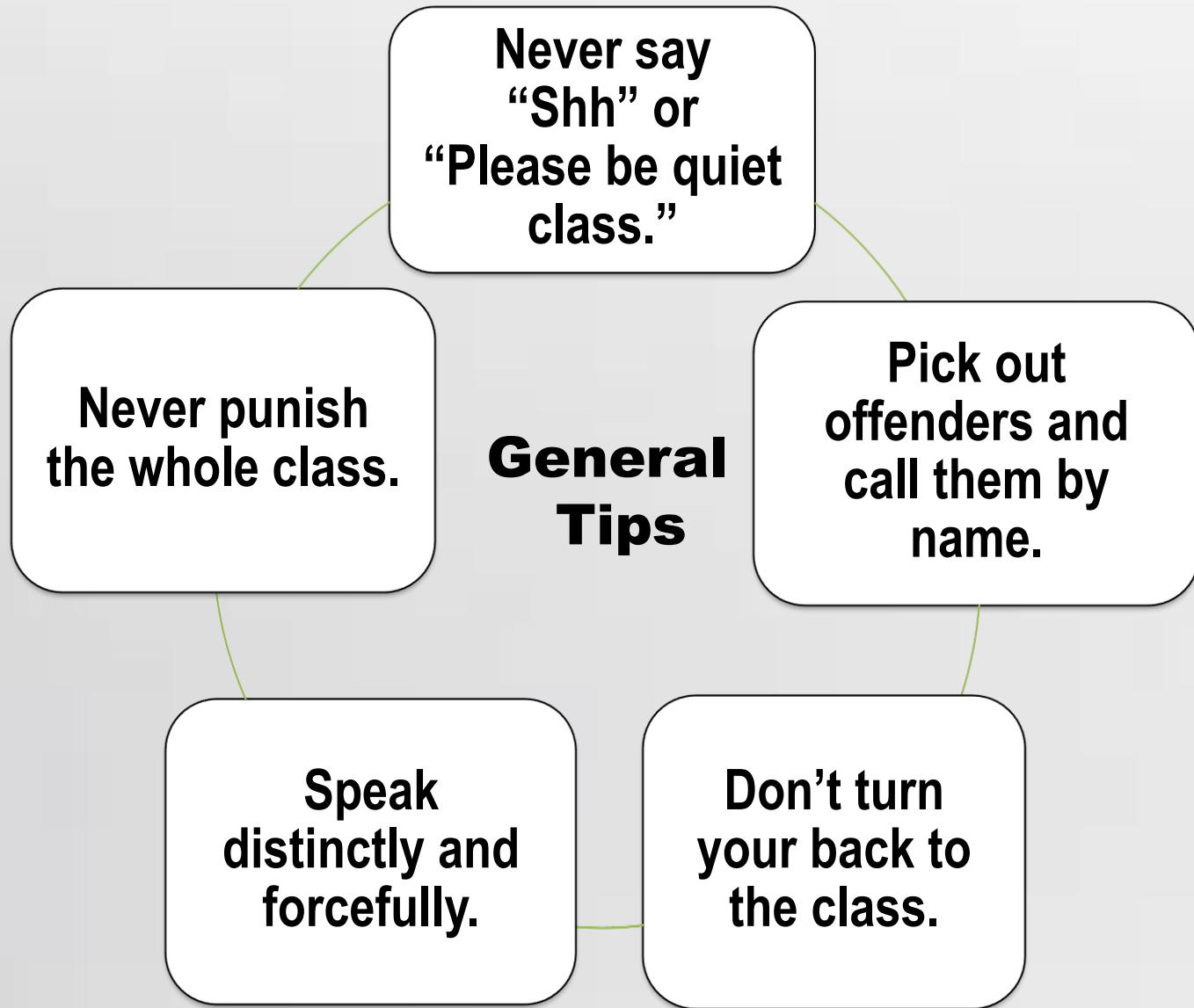
**A classroom that is well managed will yield positive results in terms of  
discipline.**



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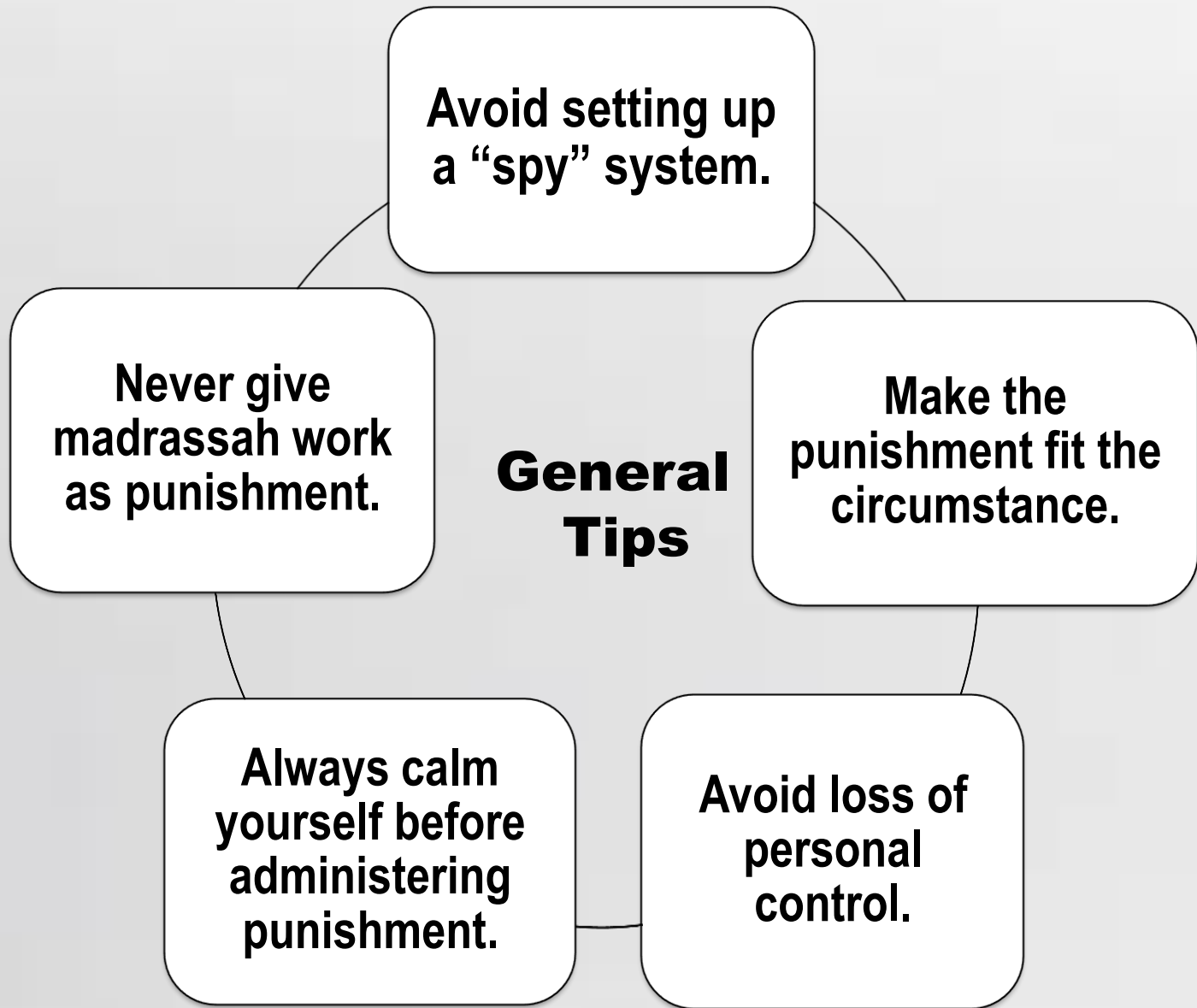




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➔ Do you do any of the above?

➔ If so, consider what effect it may have had in the past.



Can you, in your own experience, think of any other tips to avoid in the future?



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# Discipline doesn't need to be boring!



**If you think about it, you can come up with creative ways to discipline your learners!**



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# Methods of Discipline

- What are some of the ways in which you usually enforce discipline?
- How effective are they? Are there any negative effects cause by your method of discipline?

Let us look at different ways in which discipline can be carried out.



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# Methods of Discipline



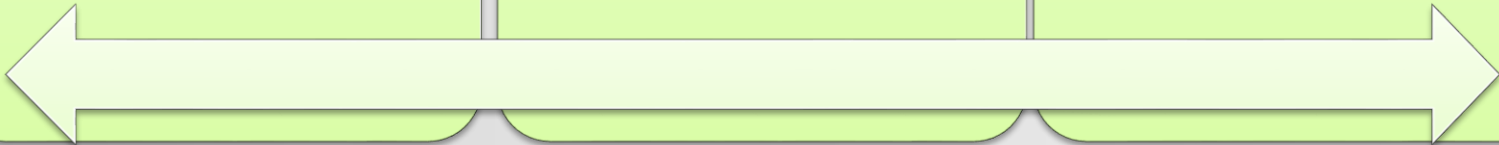
**1. Use actions to show disapproval of the learner's behaviour.**



**2. Indicate what learner should do as a replacement for the disapproved activity.**



**3. Give a learner work which changes his lack of attention to active participation.**



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# Methods of Discipline

*Zubair was disrupting the classroom. When his Muallim called him to help him write on the board, he could no longer instigate his friends and disrupt the class.*



**4. While demonstrating or making notes on the chalkboard, enlist the assistance of an inattentive or misbehaving learner.**

*Luqmaan and Zakariyya would often chat and play, thereby disrupting the whole class. When Muallima Ayesha separated the two, they were each much better behaved.*



**5. Re-seat the offender, move his friend to the opposite side or somehow isolate him so that he cannot further distract his classmates.**



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# Methods of Discipline



**6. Remove the privilege which the learner has abused.**



**7. Let the learner remain after madrasah.**



**8. Don't give the "show-off" additional attention.**



**9. Let them know you're watching before misbehavior begins.**



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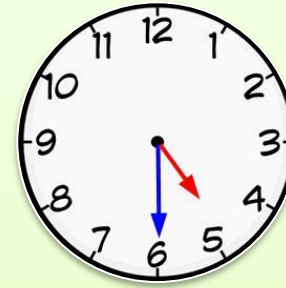
# Methods of Discipline



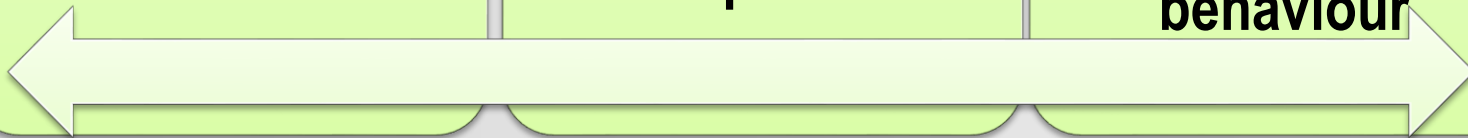
**10. Be firm. Say “no” or “stop”!**



**11. Show your annoyance or disgust without losing emotional composure.**



**12. Let the learner report after madrasah to mildly reprimand their behaviour**



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# 5 Mistakes to avoid when disciplining

## 1. Avoid getting angry

- "Don't get angry, don't get angry, don't get angry." This is the sensible advice the Prophet (saw) gave one of his companions.

## 2. Avoid being unfair

- The Prophet (saw) said, "Be mindful of your obligation to Allah, and do justice in respect of your children." (Bukhari and Muslim)

## 3. Avoid comparing



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# 5 Mistakes to avoid when disciplining

## 4. Avoid calling names

- Allah says in Quran( 49:11) "O you who have believed, let not a people ridicule people; perhaps they may be better than them; nor let women ridicule women; perhaps they may be better than them. And do not insult one another and do not call each other by nicknames . . . then it is those who are the wrongdoers."

## 5. Avoid impatience

- Allah says in Quran Surah (13:22) "And those who endured patiently, looking for the Countenance of their Lord . . . and they drive off the evil deed with benevolence—those, for them is the Ultimate Abode."



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# Name the reason for the misbehaviour

Psychological	Personal	Social	Educational
Learning problems	Family Problems	Poverty	Bored
Immaturity	Dislike of school	Influence by Peers	Dislike of school
Attention seeking	Aggressive	Values	Muallim not focused
		Acceptance	

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# Methods of Discipline

What steps do you carry out in order to instil discipline in your classroom?

How do you get your class to settle and behave?

Lets jot down some points and discuss!

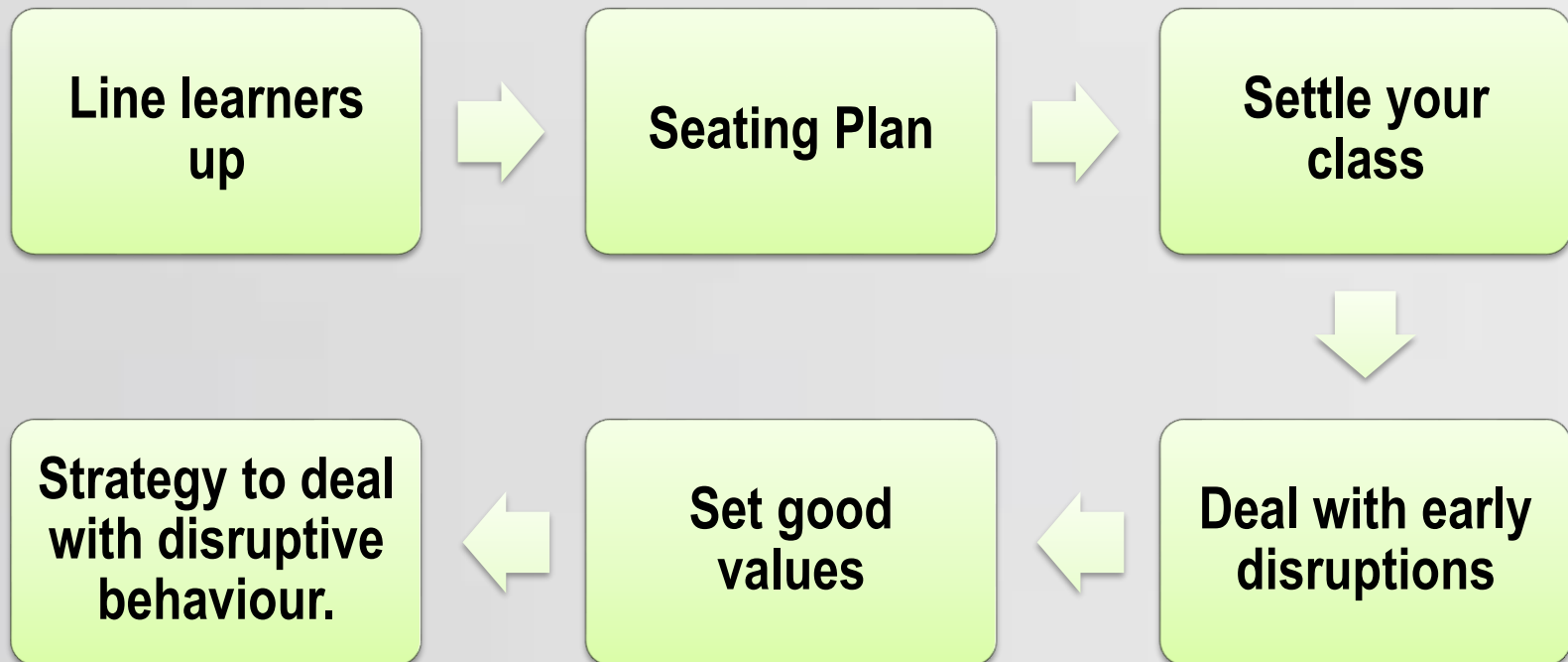


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# Instilling Discipline

In order to effectively instil discipline in the classroom, certain steps need to be carried out before the lesson begins.



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## **Dealing with Poor Behaviour**

**Immediate Intervention**

**Avoid raising your voice**

**Don't become emotional**

**Let punishment be immediate.**

**Don't use force.**

**Don't humiliate.**

## **Rewarding Good Behaviour**

**Set up system of reward. E.g. a star chart**

**Write individual note of encouragement**

**Reward with Privileges.**

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# Praising Effectively

**Be Sincere**



**Use simple direct language**



**Be clear**



**Vary what and how you say it**



**Use appropriate body language (get down to young learners height)**



**At times offer praise in private, at times in public**

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# Defusing a hot situation in the classroom



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# **Defusing a hot situation in the classroom**

## **Meet your child's eyes**

- This shows that you are paying attention.
- But don't stare or glare.

## **Get some privacy**

- You may be embarrassed to back down if there are people watching.
- Try getting privacy in order to deal better with the situation.

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# **Defusing a hot situation in the classroom**

**Listen to your child**

**Don't be mean**

- **Don't say mean things to the child.**

**Encourage**

- **Encourage thinking of solutions to the problem at hand.**
- **Ask questions to encourage thinking. (e.g. How would you feel?)**

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# Discipline for normal misbehaviour

- ➔ Sometimes damaging issues, that call for punishment, will arise.
- ➔ Punishment is necessary to supplement constructive guidance.
- ➔ Sometimes commit serious offences without wilful intent.
- ➔ Sometimes they are experimenting to see what the boundaries are.



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# Forms of Punishment

## Dismissal from the classroom:

Used for persistent repetition of disorderly conduct



## Sending a learner to the principal:

Reserved for serious incidents in which order of the entire madressah is involved



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# Forms of Punishment

## Scolding:

Used rarely  
Shouldn't be done in front of the whole class.



## Depriving child of playtime.



## Expulsion:

Only extreme cases.  
Only used when no other alternative is found.



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# ***When dealing with children, we must always look at the loving example of the prophet (s.a.w)***

**Teach Allah's quality of forgiveness before His qualities of punishment and retribution.**

**This creates confidence in the child, not humiliation.**

**He (s.a.w) said "He is not one of us who does not show mercy to our little ones".**

**He (s.a.w) never once beat a child.**

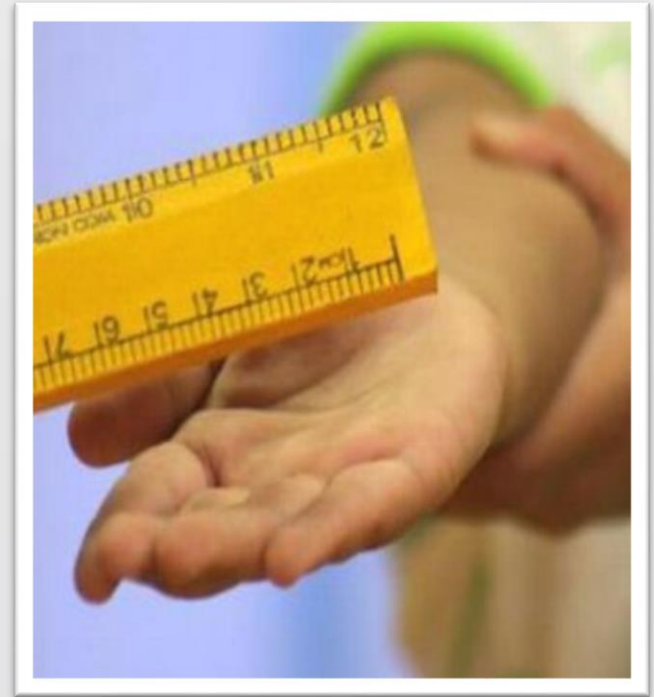
***He (s.a.w) taught that the first thing to build in the child is love for Allah and his messenger, not fear.***

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# Corporal Punishment

- Against the Law.
- They gain status amongst peers. Marks shown as a sign of pride.
- Creates resentment.
- No link between punishment and “the supposed” wayward behavior.
- It leads to “dropping out”



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# How to manage tantrums

- These are usually displayed by very young learners.
- At the beginning of each academic year it is advisable to draw up guidelines governing discipline. The idea is to:
  - Make them aware
  - Responsibilities
  - Rules
  - Punishment /Disciplinary action



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# Expulsion

Most extreme measure!

Isolation for disruptive learning is uncomfortable - it's meant to be.

Remember that learners may live up to the label of being disruptive and they become more defiant because they are rejected. This could later lead on to criminal behaviour.

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# Expulsion

Remember that  
20% of unruly  
learners disrupt  
education for 80%  
that want to learn.

20% takes up 80%  
of the teachers  
energy giving very  
little time to do  
what the teacher  
wants to do.

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# **The Responsibility of the Educator is:**

**To be punctual and reliable**

**To create routine regularity in the classroom**

**To prevent problems by proper planning and preparation**

**To provide high levels of supervision**

**To set clear limits to behaviour**

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**To be firm and  
manage the  
behaviour of his/her  
class**

**To be fair and just  
and with rules that  
can be enforced**

**To be respectful of  
the learners**

**Not to use learners  
to run personal  
errands**

**Not to humiliate  
learners**

**To make an effort to  
know and  
understand the  
learners**

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# When you think of Discipline...

## What are the first thoughts the come to mind?

*Remember we  
asked you this in  
the beginning?*

*Well now, think  
about this...*

## Look through your notes now to determine how much you've learnt?

## Is your outlook the same? If not, how has it changed?



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# Some good reasons to remain patient

## 1. You will have hope in entering Paradise

According to hadith, The Prophet (saw) states that Allah has said: "O son of Adam! If you remain patient restraining yourself and expecting my reward at the initial shock, I will not be happy without rewarding you with Jannah."

## 2. It can be an indicator that you are among the righteous:

According to hadith, The Prophet (saw) said: "Wondrous are the believer's affairs. For him there is good in all his affairs, and this is true only for a believer. If he encounters something troubling, he remains steadfast with patience, and that is good for him. If he experiences something pleasing, he thanks Allah, and that is good for him." (Muslim)

## 3. It is one of the greatest gifts you can be given:

According to hadith, the Prophet (saw) said "Whoever practices patience, Allah, Glory be to Him the Most High, gives him patience. And no one can be given anything better or more far-reaching (comprehensive) than patience." (Bukhari, Muslim)



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