



educational  
**CARE**

Module 2:

# Preventive and Corrective Discipline for Discipleship



Produced by:

**Raise Up Global Ministries**

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## Introduction

Through the power of God's Spirit, this course is designed to help you bring good changes to your living and learning communities. It is different from other courses. It provides a series of key questions geared toward facilitating reflection and discussion. This discussion should be relevant to your local community. It is not meant to be worked through alone. It should be used in a group. One person will facilitate the learning process, but each participant should have a copy of the lesson and should actively participate. The course is divided into five modules, each with lessons addressing a particular question.

The program is for those who are prepared to make plans, **to put their plans into action before the following manual**, and then report on them during the next learning session.

## The Lessons

Three things happen during each lesson:

- 1. Discover and Discuss:** Participants read the Bible and discuss the questions together. Group discussion teaches participants to listen carefully to each other and to present their ideas clearly.
- 2. Apply:** Next, participants apply what they have learned to actual situations. Using a variety of activities, participants consider ways to use what they have learned in practical ways relevant to their local contexts.
- 3. Reflect and Pray:** At the end of each lesson, participants personally and prayerfully consider how God is prompting change in and through their lives and service as they put into practice what they have learned. These reflections are brought before God for his guidance and blessing.

**Training:** An interactive learning process that develops leaders with Christ-like character, biblical understanding, and practical skills to join in the work of God in his world.

## Learning Sessions

Each learning session (one to two modules) needs four to five days or approximately forty hours. The entire course takes four to five learning sessions. Educational Care facilitators, school administrators, or hosts work together to identify the best way to present the course—the number of learning sessions, the days required, the dates, time, and the venue.

Educational Care (EC) was prepared by John DeJager, Muniyiva Wa Kitavi, Albert A. Hamstra, Tim Steenstra and Stephanie Sytsema and was produced by the Promoting Christian Education Globally Project of Christian Reformed World Missions. Revised by Diana Boot, Mwikali Wambua, Gillian Ferwerda with input from Kathy Bosscher, Sosthene Maletongou, Shreen Samuel, Mark Wiersma, and Paul Yu.

The Educational Care materials were inspired by and modeled upon the Timothy Leadership Training Program's training program for pastors and church leaders. We thank TLT for their generosity and support in the development of this EC program for educators.

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## Course Requirements

Welcome to Educational Care (EC)! Before we begin the course, we would like to review the basic expectations of this program.

### **To complete this module you must:**

- Attend every session on time and participate in all the learning activities.
- Complete all assignments and homework as presented.
- Write an Action Plan and carry out the Action Plan in the following term.
- Present an oral and written report on your Action Plan.

### **To graduate from EC you must:**

- Complete EC Modules 1-5 as outlined above.
- Successfully complete final evaluations where required.

### **Criteria to become an EC Facilitator, you must:**

- Understand educational theory and practice.
- Show willingness to grow and develop as a facilitator, utilizing adult dialogue learning and its principles.
- Successfully complete the EC program.
- Be curious, teachable, and an ongoing learner.
- Show sensitivity to contextualize based on understanding of local culture.
- Have experience with diverse classrooms and realities.
- Show a coaching posture and servant leadership.
- Have good interpersonal skills and connectivity.
- Walk in authentic Christian faith and life.
- Demonstrate a passion for the church and Christian school in its community.
- Be a self-starter, and able to work with a team and complete tasks.
- Be endorsed by an Educational Specialist and/or Partner Organization.
- Have related certification and experience background.

### **Recommended Steps toward Becoming an EC Facilitator**

- Apprentice with a certified EC Facilitator through a full EC process of five manuals, with evaluation and recommendations at the end.
- The apprentice will complete the Facilitator Development Guide under the guidance of the Coordinator.

### **Ongoing Facilitator Development**

- EC Facilitators will meet regularly with other EC Facilitators for shared learning, encouragement and ongoing skill development. The meetings will take place in either one-to-one, small group, or virtual meetings.
- EC Facilitators will monitor work and effectiveness through reports, evaluations and feedback from partner schools.



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**Your facilitator is:**

**Phone:**

**WhatsApp:**

**Email:**



## Reflection Log

|          | Reflection Question   | My Reflection Response |
|----------|---|------------------------|
| Lesson 1 | Reflect on your top reason for disciplining your students. Does how you discipline bring the change you want to see? How might the student(s) experience love from your discipline methods? What is one thing you can do to root your discipline in love? |                        |
| Lesson 2 | Think of the discipline strategies to develop an inner moral center from the apply section. What is one thing you can do to implement one of these strategies in your classroom.  |                        |
| Lesson 3 | Think about the most common area of discipline challenge in your classroom. Reflect on how you have been responding. Name one way you can show grace in this situation.   |                        |
| Lesson 4 | Think of the one student who gives you the greatest challenges in your classroom or find the most difficult to discipline. What are two things you will do differently with that student to validate their dignity?                                       |                        |
| Lesson 5 | Choose one of the ideas we discussed for improving our practice from question #3. What is one thing you can implement so that a change in behavior is inspired by grace, rather than fear?  |                        |
| Lesson 6 | Reflect on the chart. Which element in the punishment column speaks to you? How can you adjust your practices to align to the discipline column? List two to three specific changes that you can do with God's power.                                     |                        |
| Lesson 7 | Consider your responsibility to guide and develop your students with preventive and supportive discipline. Look back at the list of ten strategies. What are one or two strategies that you could use? Choose one you have not done before.               |                        |



|           |   |  |
|-----------|---|--|
| Lesson 8  | Read Philippians 4:8. Think back on a specific way you disciplined a child that did not reflect the spirit of Philippians 4:8. Pray for forgiveness for that situation, and that God will give you greater wisdom as you move forward. Write one action you can take by God's wisdom and grace to reflect Philippians 4:8 in your discipline. |  |
| Lesson 9  | Consider how you can cooperate with God for Kingdom Change. In silence, reflect honestly about your hopes and fears as you step out to act on behalf of God's Kingdom. Write down one of your hopes and one of your fears about changing your methods of discipline.  |  |
| Lesson 10 | Reflect on the list of difficult situations you had discussed. What is a specific way you can show grace for the student and justice for the community in one of these situations that is present in your classroom?  |  |
| Lesson 11 | What is one area of involving parents that you have been neglecting or avoiding. What specifically will you do to change this?<br>OR<br>Think of a parent who you find difficult to work with in relation to their child. What one thing will you do to open lines of communication?  |  |
| Lesson 12 | Consider the chart from the "Apply" section. Choose one thing you can do to involve the community around you in school discipline.  |  |
| Lesson 13 | Choose one area where you need to develop more self-discipline so that you can be a better teacher and role model. Write three steps you will take towards improvement.   |  |



## LESSON 1

# What Is Discipline and Why Do We Discipline Students?

### DISCOVER

1. Read **Hebrews 12:5-11**.
  - A. Why does the Lord discipline?
  - B. What is discipline rooted in?
  - C. What does discipline produce?
2. Write down an initial definition of discipline based on Hebrews 12:5-11. Save this definition. We will keep looking at it as we go through this module.

### APPLY

3. Break up into groups of 4 or 5 people. Each group should complete the chart below:

|                         | When a child is WELL-DISCIPLINED, what is the impact on the following? | When a child is NOT WELL DISCIPLINED, what is the impact on the following? |
|-------------------------|--|--|
| Classroom and school    |  |  |
| Family and community    |  |  |
| The life of the student |  |  |



A. What, in your opinion, are the three most important reasons for disciplining children in the classroom?

4. Return to the large group. Have one group share their responses to one of the columns in the chart, and then other groups should share any answer they gave that has not already been mentioned. Have another group share their answers to the second column. Again, other groups can share any answer that is not already written.

Make a master list of all the answers to A, and then vote on which ones the whole group thinks are the three most important. Discuss together: *Why these are important reasons for disciplining.*

**[Discipline]  
produces a harvest of  
righteousness and  
peace for those who  
have been trained by it.**

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Hebrews 12:11, NIV

#### REFLECT AND PRAY

In silence, reflect on your top reason for disciplining your students. Does how you discipline bring the change you want to see? How might the student(s) experience love from your discipline methods? What is one thing you can do to **root your discipline in love**? Use the Reflection Log to record your thoughts.

Share this insight with the person next to you and pray for the Holy Spirit's empowerment to show you how to apply that truth for Kingdom Change.





## LESSON 2

# What Is the Purpose of Bible-Based Discipline?

### DISCOVER

1. Divide into small groups. Read **Genesis 39:8-9**.
  - A. *What qualities in Joseph's character reflect a life of discipline?*
  - B. *From the Scripture what inspired Joseph to honor God and maintain his integrity to resist the temptation by Potiphar's wife?*
  - C. *What does it take to resist a temptation? To develop good character?*
  - D. *How are we preparing our children to stay disciplined in the absence of external supervision and restrictions?*
2. Discipline helps a child develop an **inner moral center**. The child does not behave only because of fear of punishment. Good decisions become a joyful lifestyle before God. (You can read **1 John 4:18** on your own. This tells us that good actions come from love, not fear.)
3. Discipline overcomes temptations. Read **James 4:1-10**. Discuss the following in groups.
  - A. *Discipline requires self-control. The Holy Spirit gives us power to control our desires that lead us to temptations. What can we learn about self-control from this passage?*

An inner moral center helps a person make good choices because they know it is the right thing to do, not because of fear of punishment. The internal locus of control in a Christian is influenced by the Holy Spirit. They make behavioral choices as a joyful response to God's love and grace.



B. Share a time when you exercised self-control to overcome temptations and then were “lifted up by the Lord” (verse 10).

4. How does self-control contribute to achieving the purpose of discipline?

### APPLY

5. The following exercise will help you think about developing an **inner moral center** in your students. Self-discipline is age-appropriate. Divide into five groups according to age level of the students.

*What behavior expectations/self-discipline or self-control can we expect of our students? In what areas of behavior should they be independent and responsible? In what areas of behavior will they need adult assistance? If a student/class does not have age-appropriate self-control, how can we teach it?*

- Group 1: 3 to 5 years old
- Group 2: 6 to 8 years old
- Group 3: 9 to 12 years old
- Group 4: 13 to 15 years old
- Group 5: 16 to 18 years old

6. Think of a recent behavioral problem you faced in your classroom. How did you deal with it? Did your response help the child develop an inner moral center?

7. Look at the definition of discipline that you wrote in Lesson 1. Would you make any changes to this definition after reflecting on what the Bible teaches about the purpose of discipline?

### REFLECT AND PRAY

Think of the discipline strategies to develop an inner moral center from the apply section. What is one thing you can do to implement one of these strategies in your classroom.

Share your idea with the person next to you and pray for the Holy Spirit’s empowerment for his fruit in your classroom.



## LESSON 14

### Make an EC Action Plan

1. **Congratulations!** We are now at a time to put into practice what we have learned. We will write an Action Plan in this lesson.
2. Review **SMART goals and activities** again from lesson 9.
3. Reflect silently on the phrase of our Lord's Prayer that says, "May your kingdom come."

Reminder:  
**SMART** plans are:

Specific  
Measurable  
Appropriate  
Realistic  
Time Bound

Think about the question: *What Kingdom Change can come in my school and community through God's power in the next three months because of what I will do and how I will carry out my responsibilities as a teacher?*

Review your **Reflection Log** and consider the following:

*What do you believe is the area God is calling you to take ACTION in the next three months? What changes would you like to see? What activities will you do so that these changes happen?*

4. Answer this question about **Kingdom Change**.

Remember: Kingdom Change describes what you expect to see God do in the school or community because of your SMART goal.

*What **Kingdom Change** do I expect to happen in three months, by God's grace, because of how I carry out my responsibilities as a teacher?*

5. Write your Action Plan:
  - 1) Your **SMART** goal for Kingdom Change; and,
  - 2) The **SMART** activity or activities you will do to accomplish your goal.

Each activity statement tells what? with/for whom? and when? Most activity statements begin with the words I will...



## SMART Goal Worksheet

**Specific:** What Kingdom Change will happen?

**Measurable:** How will you know the Kingdom Change has happened?

**Appropriate:** Is it in line with God's will and Word, your context, and the students' age and abilities?

**Realistic:** Does it take into account your time and limitations, and the limitations of your community?

**Timely:** When will you see that this Kingdom Change has taken place?

This goal is important because:

The benefits of achieving this goal will be:

| The potential obstacles to this goal: | The potential solutions to the obstacles: |
|---------------------------------------|---|
|                                       |   |



Who are the people you will ask to help you?

Who will be affected by your goal or activities?

What will you need to carry this out? Think of the cost, or resources you will need to begin to carry out your Action Plan.

**Specific Action Steps:** What steps do you need to take to achieve your goal?

| What will I do? | When will I start? | When will I finish? |
|-----------------|--------------------|---------------------|
|                 |                    |                     |

6. Share your Action Plan and pray.
7. Hang your Action Plan in an appropriate place in your home or school where you will be reminded of it regularly.
8. Throughout the term, participants are encouraged to form Action Plan accountability teams to share their progress and pray for each other.
9. When we meet next, bring your completed Action Plan report form (on the next page) to your facilitator. You will have an opportunity to share your report with the group.
10. **Go in peace and serve the Lord! The Lord goes with you!**  
“With this in mind, we constantly pray for you, that our God may make you worthy of his calling, and that by his power he may bring to fruition your every desire for goodness and your every deed prompted by faith. We pray this so that the name of our Lord Jesus may be glorified in you, and you in him, according to the grace of our God and the Lord Jesus Christ.” 2 Thessalonians 1:11-12, NIV