The Tree by the River

An activity book that explores the impact of corporal punishment and promotes positive discipline
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**The Tree by the River**
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Lastly, we would like to dedicate this book to all the children who have called on adults and their peers to end all forms of violence against children. We hope that this book will contribute positively towards that end.

Mymoena Siers
No violence against children is justifiable; all violence against children is preventable.

A key message from the report of Paulo Sergio Pinheiro, the independent expert appointed by the United Nations Secretary General to lead the Global Study on Violence against Children (2006)
Activity 1
Listening comprehension

Positive discipline relies on effective communication. This means we need to talk and listen to one another. Use this activity to introduce learners to the story and to encourage them to listen carefully. Read through each chapter - one at a time - and complete the worksheet before moving on to the next chapter.

- Make copies of Worksheets 1, 2 and 3 for each learner.
- Hand out Worksheet 1 and read the instructions to the class. Then read Chapter 1 from The Tree by the River.
- Give the learners time to fill in the worksheet. Then read the story a second time to allow learners to review their answers.
- Ask learners to swop worksheets and mark each other’s work. Remind them to fill in their names in the space provided at the end of each worksheet.
- Write the correct answers (listed below) on the board. Once learners have filled in the score, they can return the worksheets to the owners.
- Ask learners to discuss why they think they obtained a particular score.
- Follow the same process for Chapters 2 and 3.

<table>
<thead>
<tr>
<th>Chapter 1</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. c</td>
<td>2. b/d</td>
</tr>
<tr>
<td>3. a</td>
<td>4. a</td>
</tr>
<tr>
<td>5. b</td>
<td>6. d</td>
</tr>
<tr>
<td>7. c</td>
<td>8. c</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>Chapter 2</th>
<th>Answers</th>
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</thead>
<tbody>
<tr>
<td>1. c</td>
<td>2. b</td>
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<td>3. a</td>
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</tr>
<tr>
<td>5. b</td>
<td>6. a</td>
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<tr>
<td>7. c</td>
<td>8. d</td>
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</table>

<table>
<thead>
<tr>
<th>Chapter 3</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. b</td>
<td>2. c</td>
</tr>
<tr>
<td>3. c</td>
<td>4. b</td>
</tr>
<tr>
<td>5. a</td>
<td>6. c</td>
</tr>
</tbody>
</table>

Languages LO1 Listening LO4 Writing LO5 Thinking and Reasoning
Bright ideas

**Reading aloud and dictionary work**

Reading aloud helps learners become more familiar with the story as they practice their reading skills. It also allows learners to share the story with their families.

- Photocopy the story and give each learner a copy.
- Encourage learners to underline the words they do not understand. Then ask them to use a dictionary and add these words to their vocabulary books.
- Let them take the story home to practise reading with feeling and expression. Encourage them to discuss the story with friends and family members.
- Then you could ask selected learners to read an extract from the story to the educator or class for assessment purposes.

*Languages*  LO1 Listening; LO3 Reading and Viewing
Worksheet 1
Chapter 1: Messages written on the wind

Instructions

- Listen carefully when your teacher reads Chapter 1. Then answer the following multiple-choice questions.
- Circle the letter next to the correct answer for each question.
- Your teacher will read the story for a second time so you can check your answers.

Questions

1. Why didn’t Boniswa go straight home after school?
   a) She was a lazy and disobedient girl.
   b) She lost the teacher’s note and was afraid her auntie would shout at her.
   c) She was upset and needed time alone to think and talk to her mother’s spirit.
   d) She wanted to relax by her favourite tree after a hard day at school.

2. How did Boniswa’s mother die?
   a) She died of old age.
   b) She probably died of AIDS.
   c) She drowned.
   d) The story does not say.

3. How does Boniswa usually travel to school?
   a) She travels by bus.
   b) She travels by train.
   c) She goes by car.
   d) She walks.
4. When Boniswa arrived late for school, how was she punished?
   a) She was caned on the knuckles.
   b) She had to wear a sign.
   c) She had to wash the floor of the class.
   d) She was put into detention.

5. Why did Boniswa wet her pants in front of the class?
   a) She was sick.
   b) She was not allowed to go to the toilet.
   c) She wanted attention.
   d) She could not take the cruel laughter and jeers of the class.

6. What was the most hurtful thing that happened to Boniswa that day at school?
   a) The caning of her knuckles and slaps across her back
   b) Missing her lunch break
   c) Washing the classroom floor
   d) The teacher saying Boniswa was filthy and a disgrace to her family

7. What did Boniswa need to help her face school the next day?
   a) She needed a big bowl of porridge.
   b) She needed a note from her aunt scolding the teacher.
   c) She needed the comfort of having one good friend.
   d) She wanted to walk to school and not to face the children on the bus.

8. How was Boniswa's mother different from many other adults?
   a) She was always scolding her child.
   b) She became angry quickly when her child made mistakes.
   c) She always made time to listen when her child spoke to her.
   d) She was too busy and too tired to spend time with her child.

Marked by: ........................................................................
Worksheet 2
Chapter 2: Bravery takes many forms

Learner’s Name: ..........................................................                                  Mark: ..... /8

Instructions

• Listen carefully when your teacher reads Chapter 2.
  Then answer the following multiple-choice questions.
• Circle the letter next to the correct answer for each question.
• Your teacher will read the story for a second time so you can check your answers.

Questions

1. Who saved Boniswa from drowning?
   a) Marjorie  
   b) Babedi  
   c) Funda  
   d) The story does not say.

2. How did Mr Setimela get the news of his son’s brave deed?
   a) Mrs Mfeketo phoned him.  
   b) The policewoman told him.  
   c) He heard from the neighbours.  
   d) Funda told him.

3. What did Funda’s mother do for a living before she died?
   a) She was a teacher.  
   b) She was a social worker.  
   c) She was a lawyer.  
   d) She was a nurse.
4. Why didn’t Funda feel like a hero when he was praised?
   a) He didn’t really save Boniswa’s life.
   b) He was afraid when he went to rescue Boniswa.
   c) He was not brave enough to stand up for Boniswa when the class laughed at her.
   d) Saving Boniswa wasn’t a big deal to him.

5. Why did Funda laugh at Boniswa in class when he knew that it was cruel?
   a) He wanted to be popular in class.
   b) It was easier to keep quiet and not speak against the class and the teacher.
   c) He did not like Boniswa.
   d) He wanted to fit in with the rest of the crowd.

6. Funda’s mother stood up for the rights of all children because:
   a) She believed that loving and valuing children would help to build a strong nation.
   b) She was beaten as a child.
   c) She was a teacher.
   d) She believed that children had too many responsibilities.

7. Funda’s mother wanted adults to stop using corporal punishment because:
   a) She was worried children might start hitting back.
   b) She wanted children to have more fun.
   c) She believed corporal punishment didn’t just hurt children’s bodies, it crushed their spirits.
   d) She believed that hitting children made them behave even more badly.

8. Which actions show that Funda had the seed of his mother’s courage?
   a) He saved Boniswa from drowning.
   b) He became the leader in his gang.
   c) He climbed high in a tree to get birds’ eggs for supper.
   d) He spoke out against cruelty to children.
Worksheet 3
Chapter 3: Reclaiming our dreams

Learner’s Name:..........................................................       Mark: ..... /6

Instructions

- Listen carefully when your teacher reads Chapter 3. Then answer the following multiple-choice questions.
- **Circle** the letter next to the correct answer for each question.
- Your teacher will read the story for a second time so you can check your answers.

Questions

1. Why did Miss Mfeketo visit her friend, Nothemba, after school?
   a) She wanted to chat, have tea and relax.
   b) She wanted to get help and support with a problem.
   c) She wanted to plan her future career when she left teaching.
   d) She wanted to comfort her friend who was very upset.

2. How did Miss Mfeketo find out about Boniswa’s despair and unhappiness?
   a) Boniswa’s aunt told her.
   b) Boniswa told her when she came to visit.
   c) Funda told her.
   d) The policewoman told her.
3. Why did Miss Mfeketo find it difficult to be a good teacher?
   a) She was lazy and did not prepare her lessons.
   b) She wanted to be a doctor not a teacher.
   c) She had large classes and too much work at school.
   d) She did not like children.

4. How did Miss Mfeketo control her class when teaching?
   a) She reminded the learners to respect their class rules and each other.
   b) She shouted and hit the learners.
   c) She sent any child who misbehaved to detention.
   d) She did not hit, but shouted and insulted the learners.

5. How did Boniswa feel when Miss Mfeketo visited her in bed?
   a) Boniswa was scared of her teacher, Miss Mfeketo.
   b) Boniswa was happy that her teacher had come to visit her.
   c) Boniswa wanted her teacher to feel the pain that she had caused.
   d) Boniswa did not want the chocolates from her teacher.

6. What advice did her friend Nothemba give to Miss Mfeketo?
   a) Miss Mfeketo must not feel too sorry for Boniswa because children must be hit.
   b) She must involve the children to find solutions that are fair and positive.
   c) Miss Mfeketo must put the past behind her and look to the future.
   d) Hitting children builds fear and respect for the cane but not the person.

Marked by: .................................................................
Activity 2
Corporal and humiliating punishment

In Chapter 1, Boniswa describes how her teacher, Miss Mfeketo, punished her at school. Her story shows how easily corporal and humiliating punishment can hurt children and break their spirits.

This activity explores what we mean by corporal and humiliating punishment and learners discuss whether it is fair that children are treated in this way.

Task 1
- Hand out copies of the Information sheet 1.
- Ask learners to look at the pictures and say what they think is happening in each one.
- Then read through the definitions of corporal and humiliating punishment. Ask learners to underline any words they don’t understand. Encourage learners to use their dictionaries and work together as a class to explain what these words mean.

Task 2
- Hand out copies of Worksheet 4.
- Read through the instructions and ask learners to work in small groups and complete the mix and match activity.
- When the learners have completed the worksheet, ask learners to share their answers with the rest of the class. Work through the examples one by one. Ask learners to give reasons for their answers.
- Use the following answers to settle any differences of opinion.
  Corporal punishment: 1, 2, 6, 7, 9, 11 and 12.
  Humiliating punishment: 3, 4, 5, 8 and 10.

Languages LO2 Speaking  LO5 Thinking and Reasoning
Life Orientation LO2 Social Development
Information sheet 1
Corporal and humiliating punishment

It violates the rights and dignity of children!

No-one has the right to treat people in a cruel, inhuman or degrading way.
This is a universal human right.
Yet adults often smack, hit, shout, insult or belittle children.

But if hitting adults is wrong, then surely it is wrong for adults to hit children!

Human rights are meant for everyone including children.

Corporal punishment is often banned in schools but not in the home.
Children, who grow up in homes where hitting takes place, may learn to accept it as a way of life. It can teach children to link love with violence. Hitting or smacking anyone is a type of violence and is a violation of children’s basic human rights.

What is corporal punishment?
“Corporal punishment is any deliberate act against a child that inflicts pain or physical discomfort. This includes spanking, slapping, pinching, paddling or hitting a child with a hand or object, denying or restricting a child’s use of the toilet; denying meals, drink, heat or shelter; pushing or pulling a child with force; forcing a child to exercise.”

From Alternatives to Corporal Punishment
Department of Education, South Africa

What is humiliating punishment?
“Humiliating punishment is any deliberate act that harms a child’s dignity and self respect and makes him or her feel stupid, small or worthless.

This includes, but is not limited to, verbal abuse, name-calling, ridicule and isolation.”

Adapted from Ending Corporal Punishment in South Africa Save the Children, Sweden
# Worksheet 4

## Mix and match

Read through the following statements and decide which ones are examples of corporal punishment and which ones are examples of humiliating punishment. Then put a tick in the correct column.

| Learner’s Name: .......................................................... | Mark:  ...... /12 |

<table>
<thead>
<tr>
<th>Number</th>
<th>Statement</th>
<th>Corporal punishment</th>
<th>Humiliating punishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hit you with a ruler</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Beat you with a cane or sjambok</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Make you stand in the corner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Make fun of you so that everyone laughs and jeers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Say things to make you feel small</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Smack you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Pinch you or pull your hair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Swear at you (You stupid idiot!)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Refuse to let you go to the toilet when you really need it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Pick on you even if you’ve done nothing wrong</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Force you to do 20 sit-ups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Refuse to let you eat lunch</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Would it be okay to do these things to your mum or dad or teacher?
Activity 3
Group discussion

Corporal punishment

The aim of this activity is to encourage learners to think about the effects of corporal punishment and to explore alternative forms of discipline.

- Make copies of Worksheet 5 and cut out the questions.
- Divide the class into groups of four or five and give each group TWO questions and a copy of the story.
- Each group must appoint a scribe (to write up their group’s answers), and a reporter (to present their group’s answers to the class).
- Ask the groups to read the story and then discuss each question.
- Once the group has decided on their answer for each question, the scribe must write it down in note form. If the group cannot reach agreement, more than one answer should be written down.
- Ask each group to report back on their questions.
- Encourage the rest of the class to comment after each group reports back, particularly if they have a different answer. Give them time to debate the issues.

Languages  LO1 Listening  LO2 Speaking  LO4 Writing  LO5 Thinking and Reasoning

Life Orientation  LO2 Social Development  LO3 Personal Development
Worksheet 5
Group discussion — Corporal Punishment

Instructions
- Discuss the questions in groups and give your honest opinions.
- Be sure to give everyone a turn to share their ideas.
- Listen when others are speaking.
- Be prepared to share your opinions with the rest of the class.

Questions

1. Boniswa was punished for coming to school late.
   a) How was she punished?
   b) Do you think the punishment was fair? Give reasons for your answer.

2. Boniswa was punished for wetting her pants and the floor.
   a) How was she punished?
   b) Do you think that the punishments were fair? Give reasons for your answer.

3. a) What kinds of things have you been punished for at home and at school?
   b) How were you punished?
   c) Have you ever been punished in ways you thought were unfair? Explain.
4. Boniswa said words and humiliation hurt more than physical punishment.
   a) Which do you think is worse?
   b) What do you think would have been a better punishment for coming late?
   c) What should Miss Mfeketo have done when Boniswa wet her pants?

5. The class was very cruel when Boniswa was punished. They laughed and jeered.
   a) Why do you think they behaved like this?
   b) How does your class react when someone is punished?
   c) How should teachers handle this kind of response from a class?

6. Funda and Miss Mfeketo felt guilty for the way they had treated Boniswa.
   a) Why did Funda feel guilty?
   b) What did he do about it?
   c) Why did Miss Mfeketo feel guilty?
   d) What did she do about it?

7. When she was alive, Funda’s mother spoke out strongly against corporal punishment.
   a) Why did she think it was wrong?
   b) What do you think she would have thought if she had been in Funda’s class that day?

8. Miss Mfeketo gave a few reasons to explain why she sometimes uses corporal punishment.
   a) What were her reasons?
   b) How could the class make her job easier?
   c) Do you think she owes Boniswa an apology for the way she treated her?
   d) What would you think of a teacher who came to apologise for the way he or she had treated you?

9. What can teachers and learners do to stop corporal and humiliating punishment at school and in the home?
Activity 4
Writing poems

In the story, Boniswa says that words sometimes hurt like stones. In this activity, learners share their personal experiences of words that have hurt them and use these words to write a class poem.

Preparation

- For this activity you will need:
  - as many small stones as you have learners in your class
  - the same number of blank pieces of paper to wrap around the stones
  - a bucket big enough to hold all the stones.

Task 1

- Give each learner a stone, a sheet of blank paper and a pencil.
- Handout copies of Worksheet 6 and ask learners to complete Task 1: Hurting words.

Task 2

- When learners have completed Task 1 and have thrown their stones in the bucket, divide the class into groups of FIVE.
- Explain that each group will write one verse of a class poem called Words that hurt like stones that will be narrated by the class and displayed on completion.
- Take the covered stones out of the bucket and divide them among the groups. Each learner should get one stone.
- Ask the learners to unwrap the stones and read what is written on the sheet of paper.
- Explain that each learner must use these words to write one line of the poem.
- Read out the verse at the bottom of the worksheet to give learners an idea of what a verse might look and sound like.
- Tell learners to use the same basic structure. This will give the final class poem some consistency because each verse will follow the same basic pattern.
  
  Line 1  Your words hurt like stones
  Line 2  when....................................(complete)
  Line 3  when....................................(complete)   Continue to line 6.

Task 3 - Homework

- Ask learners to write a verse for a class Praise Poem.
- Encourage them to think about comments that made them feel good about themselves and to use the structure suggested below:

  Line 1  Your words made me feel good and strong
  Line 2  when....................................(complete)
  Line 3  when....................................(complete)   Continue to Line 6

Languages   LO1 Listening   LO2 Speaking   LO4 Writing   LO5 Thinking and Reasoning,
LO6 Language Structure and Use
Worksheet 6
Words that hurt like stones

Task 1: Hurting words
- Think of a time when someone said something hurtful to you.
- Write what was said on a sheet of paper.
- Then wrap the paper around your stone and throw it into the bucket.

Task 2: Writing poetry
- Work in groups of FIVE.
- Each group will write one verse of a poem called *Words that hurt like stones*.
- Take the covered stones out of the bucket and divide them so each learner gets one stone.
- Unwrap your stone and read what is written on the sheet of paper.
- Use these words to write ONE line of the poem.
- Use the example at the bottom of the page to help you get started.
- Use the following structure to put your poem together.

<table>
<thead>
<tr>
<th>Line 1</th>
<th>Your words hurt like stones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line 2</td>
<td>When..................................(complete)</td>
</tr>
<tr>
<td>Line 3</td>
<td>When..................................(complete)</td>
</tr>
<tr>
<td>Line 4</td>
<td>When..................................(complete)</td>
</tr>
<tr>
<td>Line 5</td>
<td>When..................................(complete)</td>
</tr>
<tr>
<td>Line 6</td>
<td>When..................................(complete)</td>
</tr>
</tbody>
</table>

Your words hurt like stones...
when you called me a baby because I wet my pants
when you said I was stupid because I got a sum wrong
when you said my English was rotten and I wouldn’t pass
when you laughed at my accent when I read in front of the class
when you told lies about me and betrayed my trust.
Activity 5
Human rights and positive discipline

In Chapter 2, Funda remembers how his mother always stood up for the rights of children. In this activity we are going to take a look at learners’ rights and positive discipline.

A. Children's Rights

- Hand out copies of Information sheet 2.
- Read through the section on children’s rights and ask the learners if they have any comments or questions.
- Make sure learners recognise that with rights come responsibilities. Learners have the right to be protected from harm, but they also have the responsibility not to hurt others.

B. Positive discipline

- Read through the definition of positive discipline and ask learners if they have any questions.
- Make sure learners understand that positive discipline involves respect for human rights, but also holds learners responsible for their actions when necessary. We all need to follow the same basic rules (or code of conduct), in order to live and work together in harmony.

C. Corporal punishment and positive discipline

- Explain that the words punishment and discipline mean two very different things:
  - The word punishment comes from the Latin word punier which means pain.
  - The word discipline comes from the Latin word disciplinare which means to teach.
- Use the table to highlight the differences between corporal punishment and positive discipline.

D. Harmful effects

- Read through the Information sheet 3 and engage the learners in a discussion on the children’s comments and whether they agree or disagree with the statements. Let them motivate their answers.

E. Problem solving

- Handout Worksheet 7 and ask learners to work in small groups.
- Assign different case studies to different groups for discussion. They must give suggestions on how the behaviour could be managed using positive discipline.
- You could use this discussion as a basis for developing a code of conduct for your class and your school.

E. Rewards and consequences

- Hand out Worksheet 8 and ask learners to work in small groups.
- Make a note of any new ideas that you could use for your learners.
Information sheet 2
Human rights and positive discipline

Know your rights!

Our country has signed the Convention on the Rights of the Child (CRC) and it now has a duty to pass laws to protect children from all forms of violence in all settings.

Children have the right to equal protection under the law and to be protected from corporal and humiliating punishment including in the home.

“All human rights for all”
In 1948 the United Nations adopted the Universal Declaration of Human Rights. These rights apply to all members of the human family regardless of our colour, religion, gender or age. The Declaration upholds our right to human dignity, physical integrity and equal protection under the law.

“All children all rights”
The CRC was created to address the special needs of children and to ensure that all countries promote and protect the human rights of children. Article 19 requires countries to “take all appropriate legislative... measures to protect the child from all forms of physical or mental violence, injury or abuse…”

What is positive discipline?
Positive discipline aims to build a culture of respect for human rights where parents and teachers work together with learners to develop self control and mutual respect within a caring and non-violent environment.

Positive discipline also involves: child participation, problem solving, praising and rewarding desired behaviour as well as role-modelling of desired behaviours by adults.

What are the differences between corporal punishment and positive discipline?

<table>
<thead>
<tr>
<th>Corporal punishment...</th>
<th>Positive discipline...</th>
</tr>
</thead>
<tbody>
<tr>
<td>involves the principal and teachers making the rules</td>
<td>involves the principal, teachers and learners making the rules together</td>
</tr>
<tr>
<td>insists on obedience</td>
<td>encourages learners to develop self control</td>
</tr>
<tr>
<td>uses physical pain to correct bad behaviour</td>
<td>uses rewards to motivate good behaviour</td>
</tr>
<tr>
<td>punishes learners for making mistakes</td>
<td>teaches learners how to get it right</td>
</tr>
<tr>
<td>criticises learners’ weaknesses</td>
<td>builds on learners’ strengths</td>
</tr>
</tbody>
</table>
| - makes learners feel small | - makes learners feel tall.
### Information sheet 3

**Harmful effects of corporal and humiliating punishment in the home**

A recent *global study* on Violence against Children completed by the United Nations in 2006 found that physical and humiliating punishment was seen as an acceptable practice by many parents all over the world. Yet this is a violation of children’s human rights. Thousands of children interviewed across the world spoke of the physical and emotional pain they felt when treated in this way. This is what some children had to say about physical punishment:

<table>
<thead>
<tr>
<th>Quote</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>“So when my mom hit me, it feels like she doesn’t love me.” - girl</td>
<td>“I want her to talk to me, but nicely, not shouting.” - boy</td>
</tr>
<tr>
<td>“I felt like grabbing the sweep from her and beating her back.” - boy</td>
<td>“A big person should not hit a small person.” - girl</td>
</tr>
<tr>
<td>“There are other ways to solve problems other than hitting and it doesn’t do parents or children any good.” - girl</td>
<td>“If its against the law, they are going to think twice BEFORE hitting a child.” - girl</td>
</tr>
<tr>
<td>“I was feeling sad. Why? Because he hit me with the belt and it was painful.” - boy</td>
<td>“They beat me many times... I felt the pain where they hit me. I felt like running away.” - boy</td>
</tr>
<tr>
<td>“Parents, they should stop beating children. They must learn a better way of dealing with children.” - girl</td>
<td>“No violence against children is justifiable. All violence against children is preventable.”</td>
</tr>
</tbody>
</table>

Here are some of the harmful effects that physical and humiliating punishment can have on children:

- Children can suffer severe *injuries*.
- It can *lower* children’s *self esteem*.
- Children can *perform poorly* at school.
- It can make children feel *lonely and sad*.
- It can *break down* the *trust* between parent and child.
- Children can *run away from home* to live on the street.
- Children who are frequently beaten are more likely to become bullies and *beat others*.
- It can promote *negative messages*, for example:
  - It is okay to solve problems with violence.
  - It is okay to be hurt by someone who says that they love you.

The United Nations has called on all members of society to become involved to ensure that children are protected from all forms of violence.

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Ending Corporal Punishment of Children, Save the Children Sweden, 2005
Worksheet 7
Solving problems in the classroom

All schools need some rules to function effectively. Positive discipline involves treating learners with respect, solving problems and helping to restore relationships while also holding learners responsible for their actions when needed. It is important to find out why a rule was broken and the reasons for the behaviour BEFORE deciding on whether a learner should be disciplined or not.

You be the teacher

Read through each of the following case studies carefully so you understand what problems the teacher faces. Working in groups, discuss how you think each problem should be managed. You must find positive forms of discipline and present your ideas to the class for further discussion.

1. Late coming

Three learners come late on a regular basis and disrupt lessons. Here are their explanations:

Belinda: My mother has been very sick lately and she is often too weak to go to work or to take my brother to school. On those days I must take my brother to school and that makes me late.

Melusi: I get a lift to school with my father. If I try to get him to hurry, he gets bad tempered and angry. I am helpless in this situation.

Siya: I did not hear the alarm clock so I woke up late and missed my train.

- Are the reasons given understandable? Should they be disciplined/ helped/ excused?
- What would you recommend? Why?

2. Talking in class

Calvin and Sally are two learners at the back of the class who keep talking to each other while you are trying to explain something to your class. You have warned them twice to stop talking and to listen, but as soon as you turn your back they go on talking.

- How did you feel after giving the warnings? What is the best way to manage this?

3. Fighting

You are in the middle of a lesson when a fight breaks out. You hear Sandle swear at Bonga who then punches him. The class is in an uproar.

- Role-play this situation and get Bonga and Sandle to explain their actions and talk about their feelings. On the basis of what they say, decide what action should be taken and how they can heal their relationship. Discuss what Bonga could have done instead of fighting.
Worksheet 8
Rewarding good behaviour

Positive discipline uses rewards to motivate good behaviour and to encourage learners to be the best they can.

You be the teacher

Read through the following examples of good behaviour and then decide what YOU would do to reward this behaviour. You can write down your own ideas or choose ones from the box at the bottom of the page.

a. Helping other learners
b. Completing homework on time for one month
c. Arriving on time for one month
d. Improvement in learning
e. Improvement in general behaviour
f. Sharing with others

Rewards

certificate of praise
an extra art period for the whole class
an extra 10 minutes during break
a letter of praise or phone call to the parent about their child

a fun outing for the whole class
a surprise treat
choosing music for assembly
the whole class gets a sweet/apple
Activity 6
Talking and listening

The Listening Ears

In the story, Boniswa says that most adults do not listen to children. But some adults do listen and her mother was one of them. The aim of this activity is to pay tribute to the people who listen to us when we need support and to encourage learners to develop their own listening skills.

During the first part of this activity learners will explore the characteristics of a good listener as they identify and draw their listening ears. This process provides a springboard for the group discussion which follows.

1. **Art activity**
   Give each learner a copy of Worksheet 9 and read through the instructions at the top of the worksheet.

2. **Group discussion**
   - Divide your learners into groups of three to five.
   - Each learner has a turn to introduce his or her special person to the group and say what makes that person a good listener.
   - Ask the groups to discuss the characteristics of a good listener and decide on the 5 most important characteristics and write these on a separate sheet of paper. For example: not interrupting, making eye contact, smiling, giving words of encouragement, etc.
   - Give each group a chance to present their list to the class.
   - Provide a space in the classroom to pin up the drawings and lists under a heading, The Listening Ears.

3. **Homework**
   Ask learners to complete the drawings at home. Encourage them to ask their parents about the characteristics of a good listener.

**Bright idea**

The class could also discuss and decide on characteristics of a bad listener. Put this list up as well. You can refer learners to these lists during lessons or oral presentations to encourage learners to improve their listening skills.

**Languages**

LO2 Speaking LO4 Writing LO5 Thinking and Reasoning
Worksheet 9
The listening ears

- Discuss the characteristics of a good listener.
- Think of someone that really listened to you when it mattered most. This special person could be a friend, family member, teacher or a relative stranger.
- Draw the outline of a large ear in the block below. Then draw this special person inside the ear and write their name under the picture.

Here are some examples:

Ruth (10)  Julia (9)  Nina (10)
Activity 7
Creative writing
Letters of criticism and praise

The aim of this activity is to encourage learners to think about the differences between positive and negative criticism and to encourage a culture of positive discipline in the classroom.

This activity starts with a group discussion followed by a creative writing exercise.

Group discussion
- Divide learners into pairs.
- Handout copies of Worksheet 10.
- Read through the section: How does it feel?
- Give learners 10 minutes to discuss the questions about their own experiences of positive and negative feedback.
- Ask selected learners to share their experiences with the rest of the class.

Creative writing
- Explain to learners that they need to write two letters: a letter of criticism and a letter of praise.
- Read through the instructions for both letters on Worksheet 10.
- Discuss the differences between formal and friendly letters, especially in terms of format and tone.
- Give learners 20 minutes to complete the letter of criticism and 20 minutes to complete the letter of praise. Alternatively, let the learners complete one letter in class and one for homework.

Bright ideas

After the learners have finished writing, ask for volunteers to read the letter they received to the class OR ask learners to return the letters to you the next day so you can put them up in the classroom.

The feedback you get from the class will give you valuable insight into the kinds of things which your learners have found hurtful and the praise they would like to receive.

You might consider writing a few real praise notes of your own. They can be powerful tools for motivating learners and creating an atmosphere in which positive discipline will flourish.
Worksheet 10

Letters of criticism and letters of praise

Work in pairs.

How does it feel?

- Discuss your past experiences of positive and negative feedback from a teacher.
- Use the following questions to guide your discussion and make notes of what is said:
  - Has a teacher ever called you in for a talk, sent you to the principal, or given you a note to take home to your parent or caregiver?
  - Was it to praise or criticise you?
  - What did he or she say and how did it make you feel?
  - How do you feel when you are criticised?
  - How do you feel when you are praised?

1. Letters of criticism

   - Write the letter which Miss Mfeketo wrote to Boniswa’s aunt, Mrs Mayosi, on the day Boniswa was punished. Remember that Boniswa was afraid to give this letter to her aunt, because she guessed it was a letter of criticism.

   - This is a formal letter. It must be addressed to Boniswa’s aunt, Mrs Mayosi, and be signed by Miss Mfeketo. Remember to write the date in the top right-hand corner.

   - You will need to hand in this letter for assessment purposes.

2. Letters of praise

   - Write a letter of praise to your partner. Describe what you think makes him or her special.

   - This is a friendly letter addressed to your partner. You will give this letter to your partner to take home. So make sure this is a letter he or she will feel proud to share with his or her family.
Activity 8
Role-plays

In this activity, learners use their imaginations to get in touch with other people’s feelings and explore how best to tackle difficult or sensitive situations. The role-plays also encourage group co-operation and creative expression.

- There are three different situations for learners to role-play:
  A: Funda visits Boniswa
  B: Funda speaks to Miss Mfeketo
  C: Miss Mfeketo apologises to Boniswa.

- Work in groups of 5 or 6.
- Make copies of Worksheet 11 and cut them up into individual strips. Give each group one role-play to work with.
- Then read through the following instructions:
  - Decide who will play the different roles and discuss what you think the various characters will say and do in this situation.
  - Rehearse your role-play to build up your confidence.
  - Present your role-play to the class.

- Give groups at least 20 minutes to prepare their role-play.
- Ask for volunteers to present their role-plays to the class.
- Be sure to give positive and constructive feedback.

Languages LO1 Listening  LO2 Speaking  LO5 Thinking and Reasoning
Life Orientation  LO3 Personal Development
Worksheet 11
Role-plays

- Work in pairs.
- Discuss what you think the various characters will say and do in this situation.
- Rehearse your role-play to build up your confidence.
- Present your role-play to the class.

Role-play 1: Funda visits Boniswa

Funda goes to visit Boniswa the day after he rescues her from drowning. He goes to apologise and to ask her to be his friend. What is her reaction? Remember, he jeered at her but also saved her life. Does she accept his apologies and agree to be friends?

Role-play 2: Funda speaks to Miss Mfeketo

It is the day after Boniswa was punished in class and the day after she almost drowned. Funda tells Miss Mfeketo how he saved Boniswa from drowning and found out how unhappy she was. He also says that he feels they are all partly responsible for the girl's unhappiness and despair. How does he do this and what is the educator's reaction?

Role-play 3: Miss Mfeketo apologises to Boniswa

Imagine Miss Mfeketo goes to visit Boniswa at the hospital and apologises for her behaviour. What would Miss Mfeketo say? How would Boniswa react? What does Miss Mfeketo need to say to make it up to Boniswa? Will Boniswa accept her apologies?
Activity 9
Creative writing

My diary

This activity provides an opportunity for learners to think about what it feels like to be in someone else’s shoes and to express these feelings creatively. This creative writing activity can also be used for assessment purposes.

- Explain that learners will be writing a diary entry for one of the characters in the story.
- Discuss how a diary provides us with a place to write about our personal experiences and express our deepest thoughts and feelings.
- Read the learners some extracts from other diaries before they begin, for example, *The diary of Anne Frank* by Anne Frank or *The diary of Adrian Mole* by Sue Townsend. Show them possible formats for diary entries. Point out that diaries are written in the first person (using “I” and “me”).
- Hand out Worksheet 12
- Ask the learners to choose ONE of the two characters from the story and then to write the diary entry as if they were that person.
- Collect the diary entries for assessment.
- Give positive feedback and constructive criticism when you return them.

Languages LO1 Listening  LO4 Writing  LO5 Thinking and Reasoning  LO6 Language Structure and Use
Worksheet 12
My diary

A diary is a place where you can reveal your deepest thoughts and feelings. Read about what happened to Funda and Boniswa and choose which ONE you want to write about.

Imagine you are Funda or Boniswa and then write an entry in your diary.
Write about 100 words and remember to write in the first person (using “I” and “me”).

1. Funda’s diary

The day after he rescues Boniswa, Funda decides to talk to his teacher at break. He tells Miss Mfeketo that he thinks she treated the girl unfairly and how he feels ashamed for laughing at her with the rest of the class. He also tells her what he heard Boniswa say to her dead mother that day at the river. How does his teacher react to this? What is the result of the discussion?

Pretend you are Funda. Write an entry in your diary about your discussion with Miss Mfeketo and describe how you feel now.

2. Boniswa’s diary

The day after Funda rescues Boniswa from the river, he comes to visit her at the hospital. Pretend you are Boniswa. What do you think of Funda’s apology and his offer of friendship? How do you feel about going back to school? How will you behave?

Pretend you are Boniswa. Write about your thoughts and feelings after Funda’s visit.

20 July 2006
Dear Diary
Today was the saddest day of my life……………………………
..................................................................................
..................................................................................
..................................................................................
..................................................................................
Boniswa
Activity 10
An interview with a teacher

In Chapter 3 of the story, we learn that Miss Mfeketo’s dream was to become a good teacher, but that the conditions she faced made it difficult for her to live up to that dream. The purpose of this activity is to make learners aware of some of the difficulties teachers face and why teachers sometimes seem unreasonable.

In this activity learners interview teachers to find out what their dreams were when they first started teaching. They ask about the difficulties teachers face on a daily basis and find out what teachers think about corporal punishment and positive discipline. This activity also gives learners the opportunity to practice their speaking and listening skills.

Preparation
- The aim of this activity is to build learners’ confidence, so make the interview a positive experience for the learners by planning it in advance.
- Inform other teachers in advance about the interviews and ask for their cooperation when approached by learners.
- Accept that some teachers may not want to participate.
- It may be easiest to work in groups and allocate groups of learners to specific teachers. Help learners to set up appointments with the teachers.

Instructions
- Hand out copies of Worksheet 13.
- Read through the worksheet with your learners so they know what is expected of them.
- Make sure that they are clear about what is meant by corporal punishment and positive discipline (see Activity 5).
- If you have a large class, learners could work in groups of three to four. Emphasise that all group members must play an active role in the interview. So they will need to decide who will ask which question, fill in the answers, etc.
- Each group could hand in a single interview questionnaire, or you could ask each learner to fill in their own for assessment purposes. Make these requirements clear before they do the interview.

Group discussion
After the interview, work together as a class to make a list of the problems faced by teachers in your school. Then discuss the following questions:
- What do you think can be done to solve these problems?
- How can you promote the use of positive discipline at your school?

Languages  LO1 Listening  LO2 Speaking  LO4 Writing  LO5 Thinking and Reasoning  LO6 Language Structure and Use
Life Orientation  LO2 Social Development  LO3 Personal Development
Worksheet 13
An interview with a teacher

Name: .............................................

1. Personal information about the teacher

a) How long have you been teaching? ........................................

b) What grade do you teach? .............

c) Why did you decide to become a teacher?

........................................

........................................

........................................

d) Do you regret your decision? Yes ☐ No ☐

Explain why.

........................................

........................................

........................................

........................................
2. Teaching as a job

a) Name three things you like about your job.
   1. ........
   2. ........
   3. ........

b) Name three things that make your job difficult.
   1. ........
   2. ........
   3. ........

3. Positive discipline

a) What do you think is the best way to make learners feel confident and good about themselves?
   ...........
   ...........
   ...........

b) What do you think is the best way to encourage positive discipline in school?
   ...........
   ...........
   ...........

   c) What changes would you like to see in our school environment so learners progress and teachers have job satisfaction?
   ...........
   ...........
   ...........

Activity 7: An interview with a teacher
Activity 11
The tree of hope

The purpose of this class project is to encourage learners to:
- cooperate and work together in a group
- recognise and share their strengths
- recognise that rights come with responsibilities
- set goals and monitor their progress.

Preparation
- Prepare an outline of a tree for each group. The learners will need space to write words and sentences inside the trunk and roots, so make sure you allow enough space for this.
- You can draw the trees on large sheets of brown paper or newsprint or draw them on the wall with chalk.
- Make sure that the trees have a root for each learner in the group.
- Put up all the trees along one wall of the classroom.
- Make a canopy of leaves and branches so that the treetops join together to make a forest.

Instructions
- Divide the class into groups of four to six learners.
- Explain the task and its purpose to the class.

<table>
<thead>
<tr>
<th>The roots</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working in groups, each learner is allocated a root in which to write his or her name together with one thing they like about themselves and one thing they can do well. (identity)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The trunk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each learner must describe one incident in their lives that made them feel good about themselves. This could be something someone said about them or did for them. It could also be something they did for another person or an achievement they are proud of. (self-esteem)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The leaves</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give each learner a piece of paper in the shape of a leaf (or ask them to make one). In their leaves, they write one or two suggestions for making the class and school a place where they feel safe and motivated. The teacher should make his or her own leaves to put on the tree. (goals)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The fruit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare various fruit shapes and keep them in a box. At the end of each week, allow the groups to meet to decide whether they have achieved any of the goals they wrote on their leaves. When a goal is achieved, the group can choose a fruit shape, write down their success story and stick it on their tree. (success)</td>
</tr>
</tbody>
</table>

Life Orientation LO2 Social Development LO3 Personal Development
Activity 12
Written comprehension

The aim of this activity is to assess how much of the story learners have understood.

- Divide the learners into 3 groups, and allocate each group one chapter of the story.
- Hand out copies of Worksheet 14, 15 and 16.
- Tell learners to read through their chapter and complete the comprehension questions.
- At the end of the lesson, go through all the questions with the class. Ask learners to read out their answers to the questions and deal with any disagreement or debate that arises.
- Take in the written work for formal assessment.

Languages LO3 Reading and Viewing LO4 Writing LO5 Thinking and Reasoning LO6 Language Structure and Use
Worksheet 14
Written comprehension

Read through the questions below and answer them as fully as you can.
You must refer to Chapter 1 of the story, The Tree by the River, and use a dictionary.

Chapter 1: Messages written on the wind

1. How old was Boniswa when her mother died? (1)
2. Where was her mother's special place for singing and telling stories? (1)
3. Who did Boniswa live with when her mother died? (1)
4. Quote from the story to show that Boniswa was hungry after school. (2)
5. Why did Boniswa consider tearing up the note her teacher had written to Auntie? (2)
6. What kind of person do you think Miss Mfeketo was?
   Give a reason for your answer. (3)
7. List 5 ways in which Boniswa was punished. (5)
8. What made Boniswa think that her mother had heard her call for help? (2)
9. Write down the meanings of the words below:
   a) scold
   b) scorn. (2)
10. Write down one example of a figure of speech (a simile or a metaphor) from this chapter. (1)

Total: 20
Worksheet 15

Written comprehension

Read through the questions below and answer them as fully as you can.
You must refer to Chapter 2 of the story, *The Tree by the River*, and use a dictionary.

Chapter 2 : Bravery takes many forms

1. Why did Boniswa not know that Funda was there when she went down to the river after school? (2)
2. What was it that made Funda’s ‘blood run cold’? (2)
3. What was Funda’s relationship like with his father? (2)
4. What was Funda’s relationship like with his mother? (2)
5. Where was Funda’s mother when she said the things that he remembers? (1)
6. Why was Funda’s mother so against corporal punishment? (2)
7. Why does Mr Setimela think that his wife would have been proud of her son? (2)
8. Why does Funda feel like a coward? (2)
9. When Funda goes to sleep, his mother speaks to him in his dreams. What does she mean when she says; ‘...I see you realise that heroism takes many forms’? (2)
10. List three things that Funda plans to do to make things right at school. (3)

Total: 20
Worksheet 16
Written comprehension

Read through the questions below and answer them as fully as you can.
You must refer to Chapter 3 of the story, *The Tree by the River*, and use a dictionary.

Chapter 3: Reclaiming our dreams

1. Put the following events in the order in which they happened.
   Write down the letters to show the correct sequence.
   
   A: Funda rescued Boniswa from drowning.
   B: Boniswa was punished for arriving late.
   C: Mrs Mfeketo visited Boniswa and brought her some chocolate.
   D: Funda had a dream about his mother.
   E: Mrs Mfeketo went to get advice from her friend, Nothemba.
   F: Funda went to speak to Miss Mfeketo.

2. What made Miss Mfeketo realise that she had not lived up to her dreams of being a good teacher? (3)

3. When Boniswa wet her pants, Miss Mfeketo said, ‘it was the last straw’.
   What does she mean by this? (2)

4. Did Miss Mfeketo drive home before midnight after visiting Nothemba?
   Give a reason for your answer. (2)

5. How do you feel about Marjorie Mfeketo after reading this chapter?
   Give a reason for your answer. (3)

6. What does Marjorie resolve to do in future? (Give three points.) (3)

7. How do we know that Marjorie regretted the way she had treated Boniswa? (2)

Total: 20
Note to the teacher:
The following answers are only a guide. Please use your discretion when marking the more open-ended questions, and accept any other reasonable motivations from learners.

1. Boniswa was nine-years-old. (1)
2. Her mother’s special place was the tree by the river. (1)
3. Boniswa lived with her Auntie. (1)
4. “The smell was maddening. She stopped at the communal tap and swallowed water to fill her stomach, growling now like a mad dog.” (2)
5. She thought it was a letter of criticism and that reading the letter would make her Aunt very angry with her. (2)
6. She was a mean and angry woman. She didn’t care about Boniswa’s feelings or ask Boniswa why she was late. She kept on punishing Boniswa all day long. (3)
7. Miss Mfeketo i) hit Boniswa’s hands with a cane, ii) made her stand with her face to the board, iii) refused to let her go to the toilet, iv) shouted at her for wetting her pants, v) forced her to miss lunch, vi) forced her to clean the floor, vii) hung a sign around her neck for the rest of the day. (5) (Choose any FIVE answers from the list.)
8. Boniswa felt strong arms pulling her out of the river. (2)
9. a) scold = tell someone off, lecture or reprimand them (1)
   b) scorn = make fun of someone or make them feel small (1)
10. i) “like a mad dog”, ii) “burnt by their scorn”, iii) “plug the sobs in her throat”, iv) “pool of shade”, v) “proud trunk”. (1) (Choose ONE answer from the list.)
Answers for Worksheet 15

Note to the teacher:
The following answers are only a guide. Please use your discretion when marking the more open-ended questions, and accept any other reasonable motivations from learners.

1. Boniswa did not see Funda because he was high up in the tree raiding a bird’s nest. (2)
2. Boniswa’s cries sounded like an animal in terrible pain. (2)
3. Funda’s father loves his son very much. He showered Funda with praise, made him hot chocolate and kissed him goodnight. They have a warm, loving relationship. (2)
4. Funda’s mother is dead, but he loves her very much. He wants her to be proud of him and tries to follow her good example. (2)
5. She was addressing a PTA meeting. (1)
6. Funda’s mother believed corporal punishment was a crime because it broke children’s spirits. She believed that children need to know that they are loved and appreciated so that they can grow up feeling strong and confident. (2)
7. Mr Setimela thought his wife would have been proud of Funda because he had saved Boniswa’s life. (2)
8. Funda felt like a coward because he had laughed and jeered at Boniswa even though he knew it was wrong. (2)
9. Funda realised that being a hero wasn’t just about saving Boniswa’s life. It was also about standing up for Boniswa and telling Miss Mfeketo that what she did was wrong. (2)
10. He plans to i) apologise to Boniswa, ii) ask if she will be his friend, and iii) tell Miss Mfeketo what he knows. (3)
Answers for Worksheet 16

Note to the teacher:
The following answers are only a guide. Please use your discretion when marking the more open-ended questions, and accept any other reasonable motivations from learners.

1. B A D F C E  (5)

2. Miss Mfeketo realised this when i) she heard that Boniswa had nearly drowned, ii) saw how much she frightened Boniswa at the hospital, and iii) listened to Funda describe how Boniswa felt about being treated so badly. (3)

3. This English idiom comes from an old Arabic story that describes how a camel was loaded up with straw until finally one last piece of straw was enough to break the camel’s back. In the story, Miss Mfeketo was already struggling to cope with the stress of being a teacher. Boniswa wetting her pants wasn’t a big thing in itself but when it was added to all these other problems, it was just too much for Miss Mfeketo to cope with. **It was the final problem** that made her lose her temper. (2)

4. No. It was after midnight because she drove home at 2 am. (2)

5. I feel sorry for her now because she had so many problems to deal with. She realised what she did was wrong and she really wants to make up for her mistakes. (3)

6. Miss Mfeketo wants to i) apologise to Boniswa, ii) win her trust, and iii) discipline in a way that builds learners' confidence and spirits. (3)

7. i) Miss Mfeketo felt ashamed when Funda told her about Boniswa’s despair. ii) She also knew that she owed Boniswa an apology. iii) She was reminded of the ideals that she used to have. iv) She had turned into the kind of teacher she hated as a child. (2)
(Choose TWO answers from the list.)
Resources

A. For teachers

- Ending legalised violence against children: All Africa Special Report – a report, endorsed by numerous non-government organisations across Africa, that offers a contribution to the UN Secretary-General’s Study on Violence against Children. Produced by The Global Initiative to End All Corporal Punishment of Children and Save the Children Sweden, 2007

- Article 19 – a quarterly journal that promotes positive forms of discipline and the abolishment of corporal and humiliating punishment throughout Southern Africa

- Ending Corporal Punishment of Children – A series of books written for countries in Southern Africa to provide information on corporal and humiliating punishment with regard to: definitions, negative effects, prevalence, children’s views, international obligations, national laws and recommendations for creating positive non-violent forms of discipline. Produced by Save the Children Sweden, 2005

- Our Right to be Protected from Violence – the book provides information about the UN Secretary-General’s Study on Violence against Children, activities that can be used to help others learn about these issues, and ideas for taking action against violence. Produced for the United Nations - with the involvement and support from International Save the Children Alliance, UNICEF and the World Organisation of the Scout Movement, 2006

B. For children


- Tree by the River – a story book for young children (8 – 12 years) on the impact of corporal and humiliating punishment and the need for positive discipline. Produced by RAPCAN, 2007

- Safe You and Safe Me – a book written for girls and boys (7 – 12 years) to help them learn about the types of violence faced by children and to share ideas on how they can protect themselves from violence. Produced by Save the Children Sweden, 2006.

- Soul Buddyz: Tomorrow is ours – the resource book is designed for children at a grade 7 level with a wide range of activities on issues related to children’s rights, bullies, HIV/AIDS, disabilities and solving problems without violence. Produced by Soul City, 2000.


- These are your rights – a book written for children on their Rights in a way that children can understand based on the Convention on the Rights of the Child. Produced by the Department of Justice and Constitutional Development, South Africa.

- What Save the Children thinks about physical and humiliating punishment – An information booklet written for young people involving children in getting the message across about Children’s Rights. Produced by Save the Children Sweden.

Useful websites:

- www.savethechildren.org
- www.unicef.org/crc/crc.htm
- www.endcorporalpunishment.org
Learning Areas and Learning Outcomes
(South Africa only)

LANGUAGES

LO1 Listening
- The teacher can read the story to the learners and there are comprehension and discussion questions that test their listening skills.
- There are group and paired listening activities in which the learners listen actively to each other and the teachers they interview.
- There is a group discussion where learners identify the characteristics of good and bad listeners.

LO2 Speaking
There are opportunities for learners to:
- communicate and share ideas and to justify their opinions
- express their feelings about themselves and a range of issues
- role-play different scenarios that require them to use the appropriate tone and register

LO3 Reading and Viewing
- There is a story to read and activities which require learners to comment on the central themes and characters.
- Learners are encouraged to build their vocabulary and look up words they do not know in a dictionary.

LO4 Writing
There are activities that require learners to:
- take notes and give report-backs
- write a diary entry and formal letter
- answer comprehension tests

LO5 Thinking and Reasoning
There are opportunities for learners to:
- identify cause and effect
- investigate issues (conduct interviews with teachers and fill in a questionnaire)
- organise information into categories

LO6 Language Structure and Use
There are opportunities to teach and examine:
- use and effectiveness of figures of speech
- direct speech and use of dialogue
- questions and answers

LIFE ORIENTATION

LO2 Social Development
The story and activities strengthen learners’ understanding of childrens rights and responsibilities (especially their right to safety, security and human dignity), and examine ways in which learners can apply these in the school environment.

LO3 Personal Development
These activities are designed to:
- develop learners’ self esteem
- explore different ways to implement positive and self discipline
- encourage learners to work cooperatively to reach definable goals
The Tree by the River was commissioned by RAPCAN as part of their initiative to promote positive discipline at schools.

An exciting blend of art, drama and creative writing is used to deepen learners’ understanding of corporal punishment and to actively promote a culture of human rights in the classroom. There are also a number of worksheets that teachers can photocopy for use in the classroom.

This activity book is designed for teachers working with learners in grades 4, 5 and 6. It should be used in conjunction with the storybook which introduces learners to dangers of corporal punishment and tells the story of what happened to Boniswa at The Tree by the River.