

# **ALTERNATIVES TO CORPORAL PUNISHMENT**

**A one day training session**



**Produced by the  
Gender Research and Advocacy Project,  
Legal Assistance Centre**



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# How this pack works

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This training pack has been produced to help trainers educate community members about alternatives to corporal punishment.

You will also receive two comics about alternatives to corporal punishment and a DVD produced by the Legal Assistance Centre called *A Betta Way*. If you have received a copy of this training pack by email or you have not received the comics and DVD for some other reason, please feel free to contact the Legal Assistance Centre. We may be able to provide you with a copy of the DVD for free. If not, the DVD costs N\$80.

## **Contact information for the Legal Assistance Centre**

**Central office** (Windhoek): 061 223356

**North office** (Ongwediva): 065 230178

The information in this pack provides a basic overview on this topic. More information can be found on the following websites:

[www.endcorporalpunishment.org/](http://www.endcorporalpunishment.org/)

[www.aap.org](http://www.aap.org) (The American Association of Pediatrics)

[www.nospank.net/cnpindex.htm](http://www.nospank.net/cnpindex.htm) (Christians for nonviolent parenting)

[www.savethechildren.org.uk/](http://www.savethechildren.org.uk/)

[www.rapcan.org.za/home/](http://www.rapcan.org.za/home/)

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# Acknowledgements

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The illustrations in this manual are by Nicky Marais.

The training pack may be reproduced so long as the source is acknowledged.

An electronic version of this training pack is available on the LAC website:  
[www.lac.org.na](http://www.lac.org.na)

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## Appendix

Questions for discussion – A Betta Way

Factsheet on alternatives to corporal punishment

Two comics on alternatives to corporal punishment

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# Tips for organising your workshop

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## *Scheduling a workshop*

Try to give enough time between inviting your participants and the date of the workshop. If you ask people on a Monday to attend a workshop the next day, they will probably not be able to come.

## *Inviting participants*

This pack contains an invitation that you can photocopy or draw and give to the people you invite. A formal invitation reminds the participants when and where the event is to be held. Try to encourage your participants to nominate another person to attend if the person you invite cannot make it. That way you don't need to postpone the workshop.

## *Handouts*

This pack also contains a fact sheet on alternatives to corporal punishment. If you have access to a photocopier you can give these fact sheets out with the invitation or at the end of the meeting. You can contact the Legal Assistance Centre to find out whether you can get more copies of the comics or the DVD.

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# Tips on how to be a good facilitator

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1. Speak clearly and slowly.
2. Learn the names of the people in your group.
3. Involve the group as much as possible – don't just speak at them.
4. Keep your teaching simple, don't use long speeches.
5. Give everyone a chance to speak.
6. Make sure that you have prepared for your workshop.

*You can make copies of the handout on the next page and give it to the participants. Leave time in your schedule to discuss the handout with them*

## **A handout on key facilitation skills**

A good facilitator combined with interesting material is the key to a successful workshop. Here are some basic skills.

### **1. Planning**

Learn about the group ahead of time to help develop clear goals and to design an appropriate program. This includes making sure that you have materials in the correct language and have adjusted the activities according to the needs of the group. For example, the way you design your training for parents will be different what you plan for social workers.

### **2. Listening**

Listen to the group to try to make sense of what is happening. Clarify and help organise information.

### **3. Flexibility and focus**

Adapt to the needs of the group, handle multiple tasks, try new things. Keep track of your overall objective and what to do next with the group.

### **4. Encourage participation**

Draw out people who are not participating, involve everyone, use humour, games and music to encourage an open, positive environment.

### **5. Manage**

Guide the group through the programme setting limits, encouraging ground rules, and checking on reactions.

### **6. Questions**

Ask questions to encourage thought and participation and advice participants not to repeat questions previously dealt with. This can save time.

### **7. Build rapport**

Demonstrate responsiveness and respect for people, be sensitive to emotions and watch body language to help construct positive relationships within the group.

### **8. Self-awareness**

Examine your own reactions and behaviour and learn from your mistakes. Be honest and open about the limits of your knowledge and show enthusiasm.

### **9. Manage conflict**

Encourage the group to handle conflict constructively and help the group come to consensus.

### **10. Broaden discussion**

Encourage different points of view and use various ways to get the group to look at things in a different way.

### **11. Present information**

Use clear concise language, give explicit instructions and be confident with visual, written, graphical and oral methods.

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# Invitation

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*Photocopy or draw the invitation below and fill in the details of your workshop.*

*Give a copy to each person invited to your workshop.*

## **Training Session on alternatives to corporal punishment**

**You/your nominee are invited to attend a training session on alternatives to corporal punishment**

**Date:** .....

**Venue:** .....

**Time:** .....

**Contact:** .....

*Materials for this training session were  
provided by the Legal Assistance Centre*



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# Attendance List

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*Ask the people who attend your workshop to fill in their name and contact details. This means you have a record of attendees and can contact them in the future if you need to.*

**Date:** ..... **Location:** .....

	Name	Contact details (telephone/address/email)
1		
2		
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# Agenda

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A sample agenda is shown below. You might like to follow it or you can make your own programme.

Time	Duration	Activity
8.30-9.00	30 mins	Welcome, introductions and ground rules
9.00-9.15	15 min	Program and expectations
9.15-9.45	30 mins	Where do you stand?
9.45-10.00	15 min	Definitions
10.00-10.30	30 min	A short history of punishment
10.30-11.45	1hr 15 min	BREAK whilst watching DVD & answering questions
11.45-12.15	30 min	Key legislation and discussion
12.15-13:00	45 min	Causes of difficult behaviour
13.00-14.00	1 hr	LUNCH
14.00-14.45	45 min	How do children feel?
14.45-15.15	30 min	The long-term consequences of corporal punishment
15.15-15.45	30 min	Alternatives to corporal punishment
15.45-16.15	30 min	Children learn what they live
16.15-16.45	30 min	Skills for more effective parenting
16.45-17.00	15 min	Evaluation and close

The timings for the activities have been kept fairly short. If you have the time available, you might want to spend a bit longer on each activity and hold the workshop for 1.5 or 2 days.

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# Participation and energisers

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A good workshop is one that involves the group rather than just talking to them. Participating does not just mean joining in with activities. It also means that what everyone brings to the workshop is valued.

Sometimes you will find that your group has lost its energy. They may be tired after lunch, or it may be that you have discussed something serious and you want to lighten the mood. If you feel this is the case, use some of the activities below to energise the group.

## Energisers

- You can ask each participant to think of an animal they can compare themselves with in terms of qualities and personality. The person should then tell the rest of the group why they've chose that specific animal (i.e. an elephant because he is strong, humble but not weak, good memory and appreciates privacy).
- You can play the ABC game. Point your finger to anyone in the group to start with the alphabet and then you choose another participant randomly to continue until the alphabet is complete. If the group is less or more than 26 (which is the total number of letters in the alphabet), you can either restart or continue depending on the group present. The person(s) who says the next alphabet letter wrong, is out.
- You can tell anyone who has broken the ground rules set in the beginning of the workshop to come in front and either sing, dance or tell a joke. This is a good energiser where you include fun and at the same time emphasise that rules/laws need to be followed.

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# Welcome and introduction

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**Objective:** The aim of this activity is to welcome participants and have them meet each other

**Materials:** Sign in sheet, name tags, markers

**Time:** 15 minutes

## 1. Registration:

- Welcome participants as they arrive
- Ask them to sign in on the attendance list
- Ask them to fill in a name tag

## 2. Welcome

- Once everyone has arrived introduce yourself and thank them for coming
- Start the session with the game on the next page.

### *Teaching Point*

*It is likely that many of the participants will be parents. Remember to acknowledge the experience that parents already have on this topic. This will include the way they were raised, the ways they were disciplined by a variety of people and the ways they have discovered to discipline their own children.*



## Do like this, Do like that...

1. Stand at the front of the room where everyone can see you.
2. Ask the participants to copy your physical movements whenever you say, "Do like this." For example, you might touch your leg or pull your ear, and the participants should do the same.
3. When you say, "Do like that," the participants should not copy your movements.

*The first time someone copies you when you say "Do like that," ask the group whether it is right that they should be beaten because they got it wrong. Tell the group that it is an easy mistake, the game is designed to catch you out. It would not be right to punish someone, particularly with violence, for getting it wrong.*

*Many parents often use corporal punishment in day-to-day life when someone makes a small mistake. This is not fair.*

*Tell the group that in this session they will be learning about the different ways children can be punished. A punishment is not meant to injure a person, it is meant to teach the difference between right and wrong.*



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## Program and expectations

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**Objective:** To give participants a chance to say what they hope to gain from the workshop

**Materials:** Flipchart and markers

**Time:** 15 minutes

1. Ask the participants what they would like to learn during the day.
2. Write each answer on the flipchart.
3. Add any of the objectives from the box below that the participants have not thought of.
4. Remind the participants that there may be some expectations which may not be met in this workshop but that there are other ways to get that information (for example from the materials supplied by the Legal Assistance Centre or refer them to the website links shown at the start of this pack).
5. Discuss the agenda, including the timing of lunch and breaks. Explain where facilities such as the toilets are and tell the participants when the workshop will end.

### ***Workshop objectives***

- *To examine the reasons often given for why corporal punishment is used.*
- *To explore the effects of corporal punishment.*
- *To look at basic human and children's rights that are affected by discipline.*
- *To discuss how to begin to change one's methods of discipline*

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## Where do you stand?

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**Objective:** This exercise will help you get to know what the participants feel about corporal punishment.

**Materials:** Masking tape, signs of “strongly agree” and “strongly disagree”

**Time:** 30 minutes

- Ask the participants to listen to each of the statements below and consider how strongly they agree or disagree with the statements. Place a line on the floor with a sign “strongly agree” one end and “strongly disagree” at the other. Ask the participants to stand along the line accordingly to how they feel about the statement.
- With some of the statements the participants will be asked to think back to when they were 10 years old. They should think about to what extent they agree with the statement according to how they felt as a child, and how they feel now. For example:

*“When you were 10 years old, dessert was the best part of the meal”*

*“Dessert is the best part of the meal now”*



**To what extent to you agree with the following statements?**

1. When you were 10 years old, being hit was a common form of punishment for a child.  
Today, being hit is a common form of punishment for a child.
2. When you were 10 it was acceptable for your parents to hit you, but not for anyone else to beat you.  
Today it is acceptable for you to beat your children, but not for anyone else to beat your children.
3. If someone has had a bad day at work, they are more likely to beat their children.  
Some parents beat their children regardless of the mood they are in.
4. Parents will beat their own children less severely than they will beat other children who are living with them.
5. When you were 10 years old, teachers always used corporal punishment in class.  
Today, teachers always use corporal punishment in class.
6. When you were 10 years old, you were afraid of your parents or teachers because they used corporal punishment.  
Today children are not afraid of their parents or teachers because they don't use corporal punishment.
7. Children learn or perform best if they are scared of their parents or teachers.

At the end of the activity discuss the following points:

- Has the extent to which corporal punishment is used changed since the participants were children? Is so, why is this? If not, why not?
- Do you think about discipline differently now that you are an adult, compared to how you were disciplined as a child?
- Do the participants agree or disagree with the following statement? "Many of us have forgotten the impact corporal punishment had on us as children." Does this affect how we discipline children?

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# Definitions

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**Objective:** To make sure that everyone has the same idea of what is meant by the term corporal punishment

**Materials:** Flipchart and markers

**Time:** 15 minutes

Ask each participant to discuss with their partner what is meant by corporal punishment.

Write the suggestions up on the flipchart.

Read the definition of corporal punishment below. Do the participants agree or disagree with this definition? *Remember you are not asking the participants to discuss whether or not corporal punishment should be used, you are just discussing what the term means.*

Corporal punishment is when a person in authority uses physical force with the intention of causing pain or discomfort for disciplinary purposes. Corporal punishment of children usually includes things like smacking, slapping, spanking or beating with the hand or with some implement (like a stick or a belt). It can also involve other things, like kicking, shaking, pinching or burning.

Discuss the following questions with the participants:

- Is there a difference between corporal punishment that is acceptable and corporal punishment that is not acceptable?
  - How do you know the difference?
  - How would you explain the difference to someone?
  - Should people be punished for using excessive force?
  - How do you describe excessive force?



### *Teaching Point*

This is your chance to assess the group so that you know how many of the group support positive discipline. Your facilitation skills may be needed here as strong feelings may surface.

Remember:

- every idea is valid
- listen carefully and explore people's viewpoint
- keep your sense of humour and be flexible

### **Additional exercise: Discussion**

Is it OK to insult children instead of hitting them?

Summarise the discussion.



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# A short history of punishment

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**Objective:** To demonstrate in a visual way how the use of corporal punishment has changed over time.

**Materials:** Masking tape, white cards showing dates, coloured cards showing events.

**Time:** 30 minutes

- Stick a long piece of masking tape to the floor. This could be done before the beginning of the workshop.
- Place previously prepared cards marking the centuries and times in ancient history along the line in order.
- Give each participant a card, which has been previously prepared (see next page).
- Ask the participants to place their cards along the line according to the date on their card.
- Ask each person to read out his/her card starting with the oldest event.



*Depending on the time available you may not be able to use all 21 cards.*

- Ask people for their reflections on the line and what it can tell us.
  - Were there any surprises?
  - Did they find the exercise interesting?

## PREPARATION FOR HISTORY OF PUNISHMENT

Prepare white cards with the following words or dates:

- Ancient Greece and Rome, 1000, 1400, 1500, 1600, 1700, 1800, 1900, 2000, 2002, 2004, 2006, 2008, 2009.

Place these cards in order of time along the time line

Give each participant an event card prepared as follows:

2009: TARGET DATE SET BY THE UNITED NATIONS FOR BANNING CORPORAL PUNISHMENT AGAINST CHILDREN WORLDWIDE

2006: UN CONVENTION OF THE RIGHTS OF PERSONS WITH DISABILITIES calls for “respect for the evolving capacity of children with disabilities” so they can enjoy full human rights

2001: THE NAMIBIAN EDUCATION ACT SIGNED banning corporal punishment in schools in Namibia

2000: PROTOCOL TO THE CONVENTION AGAINST ORGANIZED CRIME to prevent suppress and punish trafficking in persons especially women and children

1999: INTERNATIONAL LABOUR ORGANIZATION on the elimination of the worst forms of CHILD LABOUR

1990: UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD HAS 4 CORE PRINCIPLES: non-discrimination, commitment to child’s best interest, child’s right to life, survival and development and respect for views of the child

1990: AFRICAN CHARTER ON THE RIGHTS AND WELFARE OF THE CHILD: focuses on children's rights especially in the context of Africa

1990: AFRICAN CHARTER ON THE RIGHTS AND WELFARE OF THE CHILD: focuses on children's rights especially in the context of Africa

1990: NAMIBIAN CONSTITUTION SIGNED: "no person shall be subjected to cruel, inhuman or degrading treatment or punishment"

1910-2000: MOST EUROPEAN COUNTRIES BANNED CORPORAL PUNISHMENT IN SCHOOLS

1987: CANING BANNED IN STATE SCHOOLS IN THE UK

1979: SWEDEN BECAME THE FIRST COUNTRY IN THE WORLD TO BAN CORPORAL PUNISHMENT AT SCHOOL AND AT HOME

1948: BEATING WITH TREE BRANCHES BANNED IN UK SCHOOLS

1934: AUSTRALIA BANNED CORPORAL PUNISHMENT IN SCHOOL FOR GIRLS. It was not banned for boys until the 1990s

1846: A MILITARY PRIVATE DIED AFTER A FLOGGING

1860: A BOY WAS KILLED BY HIS SCHOOL MASTER

These 2 events led Britain to ban corporal punishment in many institutions

1783: POLAND BANNED CORPORAL PUNISHMENT IN SCHOOLS

1541: A SERVANT GIRL IN THE UK WAS BOILED ALIVE FOR GIVING POISON FOOD TO PERSON WHO LATER DIED. (This law was enacted in 1532 and abolished in 1547 after the death of King Henry VIII.

1400s: AZTEC CULTURE IN MEXICO PUNISHED CHILDREN BY FORCING CACTUS NEEDLES INTO THEIR SKIN

ABOUT 1090: ST. ANSLEM, ARCHBISHOP OF CANTERBURY WAS SPEAKING OUT AGAINST EXCESSIVE CORPORAL PUNISHMENT

ABOUT YEAR 0: JESUS' TEACHINGS AND GOSPEL TEACHINGS CALL FOR LOVE AND MERCY, NOT VIOLENCE

1000BC: KING SOLOMON BEGAN WRITING THE BOOK WHICH WOULD BECOME PROVERBS. IN IT HE FAVOURS CORPORAL PUNISHMENT. He was known to be a cruel leader and his son, Rehoboam became a cruel leader also. He survived a few assassination attempts

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# National and international legislation

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**Objective:** To learn about what international agreements and the law in Namibia say about corporal punishment

**Materials:** Flipchart, paper and pens

**Time:** 30 minutes

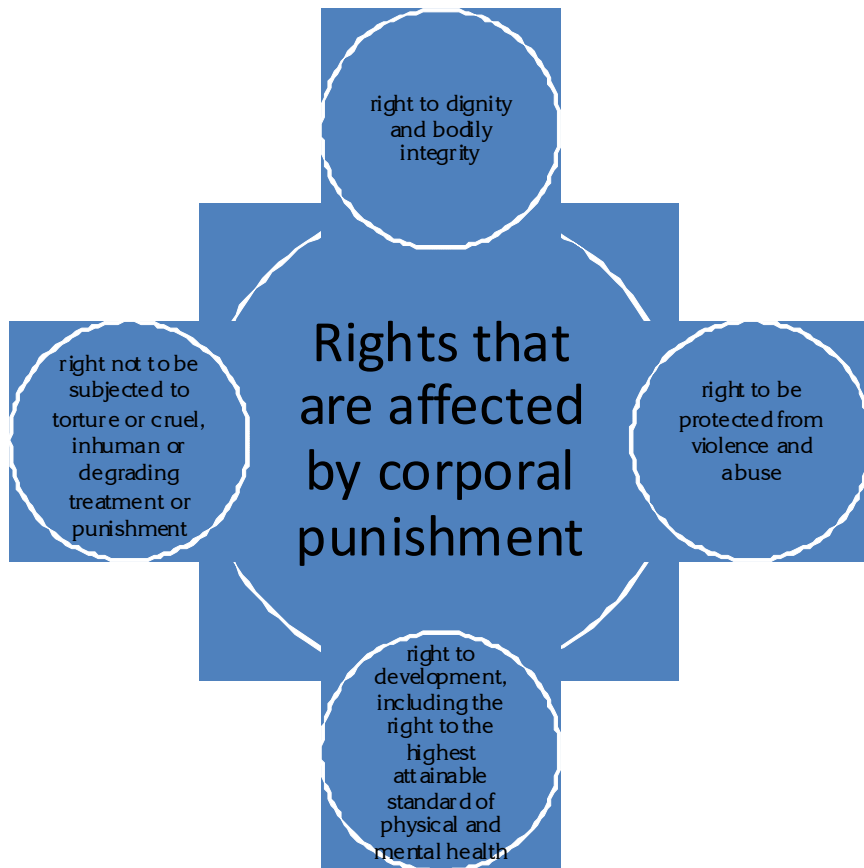
Many international and regional agreements to which Namibia is a party guarantee respect for human dignity and prohibit the use of degrading treatment or punishment:

- Universal Declaration of Human Rights
- Convention on the Rights of the Child
- African Charter on Human and Peoples Rights and the African Charter on the Rights and Welfare of the Child
- International Covenant on Civil and Political Rights
- International Covenant on Economic and Social Rights

Article 144 of the Namibian Constitution says international agreements signed by Namibia become binding under Namibian law.

The following rights are affected by corporal punishment:

1. right to dignity and bodily integrity
2. right not to be subjected to torture or cruel, inhuman or degrading treatment or punishment
3. right to be protected from violence and abuse
4. right to development, including the right to the highest attainable standard of physical and mental health.



### Convention on the Rights of the Child

The clearest statement on corporal punishment of children is contained in Article 19 of the Convention on the Rights of the Child:

*States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.*

### African Charter on the Rights and Welfare of the Child

The African Charter on the Rights and Welfare of the Child requires that states take legislative measures to protect children from all forms of torture and inhuman or degrading treatment (Articles 16 and 17) and ensure that discipline of children, whether at home or in schools, respects their human dignity (Articles 11 and 20).

## **Current Namibian law**

### **The Namibian Constitution**

Article 8 of the Namibian Constitution, which protects human dignity and prohibits “cruel, inhuman or degrading treatment or punishment”.

*1) The dignity of all persons shall be inviolable*

*(2) (a) In any judicial proceedings or in other proceedings before any organ of the State, and during the enforcement of a penalty, respect for human dignity shall be guaranteed.*

*(b) No persons shall be subject to torture or to cruel, inhuman or degrading treatment or punishment*

### **Corporal punishment in schools**

Section 56(1) Education Act of 2001 states that:

*A teacher or any other person employed at a state school or hostel or private school or hostel commits misconduct, if such teacher or person, in the performance of his or her official duties imposes or administers corporal punishment upon a learner, or causes corporal punishment to be imposed or administered upon a learner.*

### **Corporal punishment in the home**

The Children’s Act 33 of 1960, inherited from South Africa, gives parents the “right to punish and to exercise discipline”. The draft Child Care and Protection Bill is intended to replace the Children’s Act 33 of 1960 and it is anticipated that the Act will contain provisions on child discipline.



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# Causes of difficult behaviour

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**Objective:** To identify causes of difficult behaviour at home and to explore the impact of home, school, community and broader society on a child's behaviour.

**Materials:** Flipchart, markers

**Time:** 45 minutes

1. Draw a picture of a child and a parent on the flipchart. Around the child draw circles called HOME, SCHOOL, COMMUNITY, BROADER SOCIETY

2. Tell a short story: A child comes home from school, slams the door, and throws his/her bag across the room. The bag hits a cup which was on the floor and breaks it. Ask the participants the following questions:

- Why is the child behaving this way?
- How do school, home, community and broader society shape a child's behaviour?
  - i. Ask the participants to give one example for each of the circles that could explain why the child is behaving in this manner.
- How could you find out why the child is throwing his/her bag across the room?
- Is it important to find out?



### Group work:

1. Divide the participants into 4 groups. Each group will focus on one of the following: home, school, community and society. Each group will discuss what things could happen in their area which could contribute to difficult behaviour and perhaps write their answers on stickers.
2. Ask each group to report back on their discussions. Other groups can contribute their ideas.

### *Teaching Points*

Examples of factors that may lead to difficult behaviour

1. Problems at school
2. Violence in the home or in the community
3. High expectations from parents or family members
4. Death, divorce, trauma in the family
5. Bullying or peer pressure
6. Frustration at not being able to do well at school
7. Illness or sickness
8. An argument with a good friend or sibling

*Some parents may need time to see that they have a role in contributing to their children's difficult behaviour. Such things as:*

- *Jumping too quickly to conclusions*
- *Not being clear and consistent*
- *Being angry about something else*
- *Having a bad day at work*
- *Having a headache*
- *Being reminded about something in his/her own childhood*

*Often it is more about the parent than it is about the child*

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# How do children feel?

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**Objective:** To discuss how children in Namibia feel about corporal punishment

**Materials:** Printed comments to put on the wall; comments cut up for file sorting

**Time:** 45 minutes

## Gallery walk

The comments below were made by children in Namibia. Stick the comments on the wall and ask the participants to walk around the room and read them.

## Pile sorting

Also print out the comments and cut them into separate pieces. Ask the participants to categorise the comments into the following themes:

1. How children are beaten
2. Who beats the child
3. Reason for beating
4. Responses to beating
5. The long-term impact of corporal punishment
6. Alternatives to corporal punishment



### Wall poster 1

“When I do something wrong I get beaten on my hands or legs. I don’t like to get beaten because it makes me feel bad and I would prefer another type of punishment. Even my mother must not beat me because when she does I think of running away from home. I am beaten but I know it’s wrong to beat someone.”

“I get beaten a lot all over my body. Sometimes I get scars which later become sores. I feel bad that I get beaten because I get serious physical injuries. My mom uses a stick to beat me and it hurts a lot.”

“I want to be punished by words, because I am mature enough to understand the correct actions. I am told what to do, and I want to be encouraged.”

“We are beaten at school when we don’t do our homework. I feel hurt by this because I get angry. My parents never laid a hand on me but I’m just experiencing beating at school. I get angry and don’t want corporal punishment to be continued.”

“Once in a private school, there was a teacher used to beat the class, whenever they whispered. One day a newcomer came to this school. She asked where the dustbin is in the class. Suddenly the teacher came and slapped the girl at the back of her chest. She fell from the chair and the teacher kicked her all over. The next day the parents came to shout and the teacher was fired. From there on teachers were not allowed to beat kids, they must punish but not harsh punishment.”

“Last Friday, I went swimming in my clothes and my mother sjamboked until the blood came out.”

“One day I was home alone because my parents went to Swakopmund for a week. I had a party for four days, but my parents phoned me because a neighbour told them we were partying. When they arrived home, my father beat the hell out of me with the big stick.”

“When I refused to get water, my mother beat me with a big stick she took from the stove. Then my father also started to beat me until I became sick.”

“One day I was beaten by my father. I did not do anything, my father was drunk. My father just came at home and starting beating me. I feel very bad and I thought that better to kill myself. Later on decided that I will not kill myself.”

“I’m 19 years old and my father use to beat me up each and every single day if I make a simple mistake he used to beat me until neighbour come and stop him. I was in hospital 3 times every year. The problem is now in school those memories used to come back and in order to realise them I have to bear or bully another learner. Believe it or not I used to beat them up and I used to have bad dreams about my father beating me. Maybe I’m going to beat my children. Just as my father the like father like son.”

“One time my grandmother beat me very badly for a week. I had to go to the hospital and the doctor asked me to go fetch a paper for the police, and then I told them that I fell down when I was up getting fruit and I fell down on the soil. I did not tell anyone that I was beaten until I have just written it here.”

“Corporal punishment is bad because it might hurt your body so much so blood comes out. One time, my teacher punished me by taking a stick and beating me on the heart and blood starts to run, I don't like it.”

“I experienced many problems in my life. One day I was beaten by my grandmother, because I was fail many school activities especially maths. Now I am repeating a grade which is a problem because life after school is difficult.”

“One day my parents told me to take the cattle in the bush but I refused. They begged me to go but I said I don't want to do it. My father grabbed me and started beating me. I felt so bad I decided to run away; I thought my parents didn't love me. I cried for that whole day until my eyes were red and my voice was gone.”

“I remember a lady who burnt her step kids with hot coals in their mouths, because they ate chicken meat from the pot. Put yourself in the kids' shoes and imagine how painful that could be. If I was the mother, I would rather not give them meat for at least a month, rather than burning them.”

“My grandfather beat me because I am steling money. He take a big stick and beat me in my head.”

“I used to look after the cattle every Monday but one Monday I was hungry and I refused to go. My mom said she'll beat me, if I don't go but I just sat there. She took a big stick and hit me on the head, it was so painful I started crying. I ran far away and my mom started screaming that she'll come beat me when I get back. I didn't return that night and went to sleep at my aunt's house.”

“One day I was beaten while I was asleep, I got a big fright and cried hard. I don't like getting beaten at all. I hate it from the bottom of my heart.

“When my parents beat me, it makes me so sad and I used to think that they are not really my parents and they died long time ago and they do not like me and I am just scared.”



“We have a serious problem in our school. Teachers beat us and even give names to the sticks they beat us with. If you fail a test you get beaten and if you start crying you get an extra beating. Some of us even want to drop out of school because of this beating. Sometimes we get scars due to the beatings.”

“There was a time when my mom just beat me up because of the simple mistakes humans make. She likes beating, and I even sometimes feel she does not love me. But that's something I have to get used to.”

“My friend took her mum's money when her mother did not see and the mother thought that I took it. So she beat me up with the pan and I was bleeding. When I come out of the hospital, she was very sorry because she beat me up for something I have not done.”

“I don't want anyone to beat me because I don't like it. When I get beaten I'm filled with so much anger. The other reason is that corporal punishment causes us physical harm.”

“One day me and my little brother went to basketball training at the court. My mum told us to come back before the sun sets, but the basketball was so nice and we came late that day so my mum beat us up. I felt so useless and lonely and my little brother cried so much and we wanted to kill ourselves. Since that day I started beating my little brother if he did something wrong but one day I thought that it was useless to beat someone so I stopped.”

“Parents should not beat us but should discipline us in other ways, because beating only hurts us. They could use the following civil ways of discipline: milking cows, cooking, cleaning the yard, or running rounds.”

“After being beaten, I feel so bad that I plan to go and commit suicide or throw myself in the river. Therefore, I don't like corporal punishment. You can get punished again and you start crying before being beaten because your heart feels so bad or you go in the field away from people.”

“If kids are beaten by parents, it is a huge problem because then the kid will think of committing suicide or murdering his parents because of the pain they cause him or her.”

“One day my teacher beat me for something I didn’t do he said. I made a noise in class while all my class mates said I didn’t. He beat me anyway and it hurt me a lot. It was pure injustice and I still hold a grudge against him. One day he will pay for beating me for something I didn’t do, because I will never forget him.”

“If we do something wrong our teachers and parents must tell us to stop this thing. We must also know to respect and learn, what is wrong and right. Be honest with our parents and teachers. One thing we want is that the parents should talk to us when we do something wrong.”

“Girls in my school are beaten on hands and boys on buttocks. I don’t like it because it makes me feel bad and I sometimes think of committing suicide. If I do something wrong I should be punished by cleaning the school yard. I feel hurt when I get beaten and my heart breaks. My body is left with pain and so I feel really bad.”

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# The long term consequences of corporal punishment

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**Objective:** To discuss the long-term impact of corporal punishment  
**Materials:** 3 signs around the room: Agree, Disagree, Don't know  
**Time:** 30 minutes

## Do you agree or disagree?

Place 3 signs around the room: Agree, Disagree, Don't know

Read the following statements and ask the participants to go to whichever sign they think says what they think about the statement. Discuss each statement with the children

- **Physical punishment teaches children that violence is OK**

***Agree.** Anecdotal evidence shows that a significant number of violent criminals and murderers experienced excessive corporal punishment as children. Many studies have found a link between corporal punishment and antisocial or criminal behaviour. A recent Namibian study of imprisoned perpetrators of gender-based violence found that significant numbers of these perpetrators had observed or experienced parental violence in the home during their childhoods.<sup>1</sup>*



- **Physical punishment does not teach children the reasons for behaving.**

***Agree.** Researchers generally agree that there is one positive outcome of corporal punishment, which is immediate compliance by the child. However the use of corporal punishment does not explain why what the child did wrong was a problem.*

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<sup>1</sup> Women's Action for Development (WAD), the University of Namibia (UNAM) and the Namibia Prison Service (NPS), *Understanding the Perpetrators of Violent Crimes Against Women and Girls in Namibia: Implications for Prevention and Treatment*, Windhoek: WAD/UNAM/NPS, undated

- **It is OK for parents to punish their children by beating them until they bleed**

*Disagree. This is violence.*

- **Physical punishment can turn into physical abuse**

*Agree. Physical punishment carries an in-built risk of escalation as although spanking may immediately reduce or stop an undesired behaviour, its effectiveness decreases with subsequent use. Research confirms that where corporal punishment is administered too severely or too frequently, the result can be child abuse. Parents who admit to having abused their children reveal that as many as two-thirds of abusive incidents began as attempts to change children's behaviour or to "teach them a lesson". When the child does not comply, the parents increase the severity of the punishment.*



- **Physical punishment makes children less likely to hit other children**

*Disagree. Studies have shown that physical punishment often makes children more likely to be aggressive to other children. The link between the use of corporal punishment and aggressive behaviour in children is well documented.*



- **Children deserve respect. This includes a right not to be beaten when they do something wrong**

*Agree. The Namibian Constitution, the highest law of the land says this.*

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# Alternatives to corporal punishment

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**Objective:** To discuss alternative options to corporal punishment

**Materials:** NA

**Time:** 30 minutes

Discuss the methods of discipline shown in the table below.

Divide the participants into at least 5 groups. Give each group one of the methods of discipline and ask them to create a role play to show how this method of discipline can be used.

Method of discipline	Explanation
Verbal reprimand	The parent explains what the child has done wrong.
Time out	Ask the child to stop doing whatever he/she is doing and calm down. ( <i>This is what Sam's mother asked him to do.</i> ) This might involve sitting in a specified place for a period of time. The specified place is sometimes called the naughty step.
Removal of rewards/pleasures	As a punishment, the child is prevented from making a visit to his/her friends or has to go to bed early.
Solve the problem	If something has been damaged, the child could be asked to mend it.
Take responsibility for their action	Sometimes, making a child own up to an action can be punishment enough (i.e. if a child stole something from a shop, make the child visit the manager, return the item and apologise).

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# Children learn what they live

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**Objective:** To discuss with the participants the consequences of negative forms of discipline

**Materials:** Flipchart paper and pen, handouts of the poem

**Time:** 30 minutes

Write the poem below on a piece of flipchart paper (do this in advance).

If a child lives with criticism  
S/he learns to \_\_\_\_\_

If a child lives with hostility,  
S/he learns to \_\_\_\_\_

If a child lives with ridicule,  
S/he learns to \_\_\_\_\_

Ask the participants to complete the blank words.

Ask them to make up similar lines for the following:

- If a child is smacked, s/he learns to.....
- If a child is praised, s/he learns to.....
- If a child is constantly shouted at, s/he learns to.....



If a child lives with criticism  
S/he learns to condemn.

If a child lives with hostility,  
S/he learns to fight.

If a child lives with ridicule,  
S/he learns to be shy.



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# Skills for more effective parenting

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**Objective:** To give participants some skills/techniques with which to begin to use positive discipline techniques  
**Materials:** Cards, modelling clay  
**Time:** 30 minutes

Divide participants into groups of 3 people in each group

Give each group three cards and some modelling clay

Each group should make a model of the parenting tip shown on one of the cards. To make it more competitive two groups can share same topic.

The participants have 20 minutes to create their model.

At the end of the time, one person should stay with their creation whilst everyone else circulates the room as though they were at an expo or a show. The person who stays with the model should tell the other people about it. Participants can take it in turns to discuss their model and to walk around the group.

Possible questions to ask:

- ✓ Did you get any good ideas as you circulated around the displays?
- ✓ Did you get any ideas that you feel you could try tomorrow?
- ✓ Did you like this way of doing an exercise?
- ✓ Which display was the most creative?



### **Card 1: Nurture your child's self esteem**

- Praise your children's accomplishments to make them feel proud.
- Let them do things on their own to make them feel capable.
- When your child does something wrong, let him/her know that everyone makes mistakes and that you still love them even though you don't love their behaviour.
- Avoid making belittling comments to make them feel worthless. For example, avoid phrases such as "What a stupid thing to do" or "You are even stupider than your brother".
- Avoid comparing them unfavourably to other children.

### **Card 2: Catch children being good**

Have you ever stopped to think how often you react negatively to your children in just one day? Do you criticise far more than you give out compliments? How would you feel if your boss did that to you?

It is important to take time to notice the good things that children are doing and to compliment those things.

For example:

- Good for you! You tidied up your homework books without being asked.
- I was watching how you played so nicely with your sister! That's great!

Try to find something to praise every day. Be generous with rewards like hugs, love and compliments.

### **Card 3: Be consistent and set limits**

Discipline is necessary in any household. The goal is to help children to learn and use acceptable behaviour and self-control. Children will test the limits that you set but you need to be patient. Children need to learn boundaries to help them grow into responsible adults.

Establishing house rules (limits) helps children to understand what you expect of them and to develop self control. Think about making rules for watching the television, keeping the house tidy and for how the children talk to each other (e.g. no name calling). You could have a system for what happens when your children follow all the rules (e.g. a gold star system) and for when your children break the rules (e.g. more chores). It is important to show your children that there are consequences if they do things that are wrong and as parents, you have to follow through on the consequences.

#### **Card 4: Make time for your children**

There are few things that children like better than spending time with their parents. But how can you make time for this in your busy schedule? Remember that if you do not make time for your children, your schedule may become even busier because children who don't get the attention they need behave badly so you will *have* to pay attention to them.

Think about how you can make small windows of time for your children.

- Can you get up 10 minutes early so that you have time to sit down at the table to have breakfast with your children?
- Can you go for a walk after dinner?
- Even doing chores with your children can be fun. Children like learning new skills so take these opportunities to spend time with your children.
- Read your children a good night story.

Teenagers can seem like they need less time but they still need attention from parents. Don't be put off by their changing moods. And don't worry if you are a working parent. It's the special little things you do and words you say that really count

#### **Card 5: Be a good role model**

Your children learn a lot from watching you, and the younger they are the more they watch you. Just before you lose your temper with your children, stop and ask yourself, "Is this the way I want my child to behave when he/she is angry?"

Be a model of the character traits you want your children to have when they grow up. Here are some examples – friendly, honest, kind, tolerant.

Treat your children as you would like them to treat other people. Communicate

#### **Card 6: Explain things to your children**

Children need to know why you do things in a certain way. That's part of developing an *understanding* of values. Make your expectations clear. If there is a problem, describe the problem, talk about your feelings, make suggestions about solutions, and offer choices. Listen to what your child has to say and be open to his/her suggestions too. Work out a solution together

#### **Card 7: Show that your love is unconditional**

Children need to know that you love them "no matter what". They need to know that even though they have done something wrong, you still love them. When you have to correct them, try to be kind and encouraging at the same time and avoid blaming and criticising.

But also let them know you want better next time!

### **Card 8: Be flexible in your style**

Try not to compare your child with other children. They develop at their own rate and in their own ways. Look at your parenting style as an outsider and try to adjust what you do so there are fewer frustrations. For example if you are always saying “Don’t touch this or that” to your 2-year-old, try putting some of the things away so you don’t have to say it so often.

### **Card 9: Remember yourself**

Parents are people first and foremost. Remember that you have strengths and weaknesses. Think about what those are and make a resolution to work on your weaknesses while using your strengths. For example, you may know that you are a very loving parent but that you are not very consistent with discipline. Accept those things and work on ways to improve your consistency. For example do you need to allow more time for activities so that if problems arise there is time for discipline? And don’t forget to do some things just for yourself. That’s not selfish; it makes you happier to continue with your other duties. And it is good for your children to see that you value yourself even as you care for them

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# Evaluation

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It is important to evaluate a workshop because the feedback you receive can help you to improve your workshop the next time you do it.

In this pack we suggest 2 options for collecting feedback. The first option is to read out questions and ask the group to write down their answers or to say their answers out loud while you write them down on a flip chart. The second option is to use the sample evaluation form on the next page.

## **Questions to ask the group:**

- Write down one thing that you learnt today.
- Write down one thing that surprised you today.
- Write down one thing that you would have changed about today.
- Do you have any comments to make about the workshop?

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## Alternatives to corporal punishment training session

### Evaluation Form

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**Date:**

1. Overall, did the workshop meet your expectations?

☐ Yes    ☐ Partly    ☐ Not at all (tick 1 box)

Comments:

.....

.....

.....

2. What did you learn?

.....

.....

.....

3. How was the facilitator?

☐ Good    ☐ OK    ☐ Poor (tick 1 box)

4. How could the workshop have been improved?

.....

.....

.....

5. Any other comments?

.....

# Appendix

## QUESTIONS FOR DISCUSSION

# A Betta Way



- (a) In the film Paulus is beaten by his teacher, by the headmaster and by his mother. Beating is one form of corporal punishment. What other forms of corporal punishment are there?
- Corporal punishment is when a person in authority uses physical force with the intention of causing pain for disciplinary purposes. Corporal punishment of children usually includes things like smacking, slapping, spanking or beating with the hand or with some implement (like a stick or a belt). It can also involve other things, like kicking, shaking, pinching or burning.
- (b) What is discipline? Is there a difference between corporal punishment and discipline? What example of discipline does the teacher use at the end of the film? Do you think the punishment the teacher uses in the film is effective? (If discussing with children, ask how they would feel about receiving this punishment)
- Discipline is meant to teach a person the difference between right and wrong, not to cause injury. There is no need to inflict pain to discipline a child. There are many other forms of discipline which are much more effective.



**(c) Is corporal punishment still applied in many schools and homes?**

- *Participants to provide information.*
- *The use of corporal punishment is not permitted in Namibian schools, although some instances of it are still reported. The Namibian Supreme Court ruled in 1991 that corporal punishment in schools is a violation of children's constitutional right to human dignity.*
- *Corporal punishment is used in many homes. There have been cases in Namibia where excessive physical force has been used against children in the home. There are cases where children have been seriously injured or burned. Some children have even been beaten to death. The Child Care and Protection Bill includes stronger provisions that are designed to prevent the use of corporal punishment in the home.*

**(d) Do you agree that excessive physical force can easily result in serious injuries or abuse? If so, what type of abuse can you identify?**

- *Participants to respond*

**(e) What are some of the problems with using corporal punishment?**

- *Corporal punishment can turn into serious physical abuse.*
- *Corporal punishment teaches children that violence is an acceptable way of dealing with issues.*
- *Corporal punishment teaches children that it is okay to use violence against someone you love.*
- *Corporal punishment makes children more aggressive towards other children.*
- *Children who are exposed to violence are more likely to be violent as adults.*
- *Corporal punishment does not teach children the reason why their behaviour was wrong.*
- *Corporal punishment can affect self-esteem by making the victim feel scared, sad, ashamed or worthless.*
- *Corporal punishment can destroy the relationship between a child and the child's parents or caregiver.*

- (f) In the film Paulus is beaten by the Corporal and his mother. How do you think all this beating makes him feel?**
- *Possible responses: Angry, unhappy, scared, unloved, confused, resentful, suicidal?*
- (g) What negative behaviour can corporal punishment teach children like Paulus?**
- *Increased aggression*
  - *Abuse to peers*
  - *Abuse to adults in later life*
  - *Antisocial behaviour*
  - *Poor relationship with parents*
- (h) In the film, Paulus refers to the Constitution and says that corporal punishment affects people's rights. What human rights are affected when corporal punishment is used?**
- *right not to be subjected to torture or cruel, inhuman or degrading treatment or punishment*
  - *right to be protected from violence and abuse*
  - *right to development, including the right to the highest attainable standard of physical and mental health*
  - *right to dignity and bodily integrity.*
- (i) What are the benefits of using corporal punishment?**
- *Immediate compliance*
  - *Fast*
- (j) Do the problems outweigh the benefits, or are the benefits greater than the problems?**
- *Participants to provide information.*
- (k) What other ways can you think of to discipline a child?**
- (1) Explain the problem.*
  - (2) Make children take responsibility for their actions: For example, if the child breaks something, he or she must fix it.*
  - (3) "Time out": Sometimes children become overexcited and this can lead to bad behaviour. It can be effective to take the child out of the room - to calm down, sit quietly and think about what he or she has done wrong.*

*(4) Take away privileges: The punishment could be not watching television, not being allowed to visit friends or not receiving pocket money.*

**(l) What can a child or parent do in situations where corporal punishment is being used in a school, or a child is being abused in the home?**

*In school*

- *Meet with the Principal. If the Principal is not helpful/supporting the use of corporal punishment, report it to a Regional School Counsellor and/or Ministry of Education Head Office.*

*In the home*

- *Tell a trusted adult*
- *Seek help from a social worker or the police*
- *Phone ChildLine/LifeLine: 061 232221 / 0811 400 222 / 116*