

Module 5: Understanding Behaviors
Management & Discipline in the Gospel-Driven Classroom
Handout

This handout accompanies the module 4 video. You can use this handout to review information on the video and record your answers to discussion. Follow along as prompted during the video.

Section 1: Growth and Discussion

Discussion 1

Consider the following sections and verses of Scripture, answer and discuss the questions.

Read 2 Corinthians 3:5-11. What do these verses tell us about law and gospel?
What assurances to we have in applying law and gospel in a classroom setting?

Read Matthew 23:27-28, 33 and John 8:2-11. Describe the difference between the manner that Jesus addresses the Pharisees in Matthew and the woman in John. Explain this difference in terms of the application of law and gospel.

Read Galatians 3:10-14. Why can it be tempting to operate a heavily law oriented classroom? How do we instead focus on gospel motivation?

Thoughts on law and gospel for your consideration.

Martin Luther wrote: "For any person who does not do this [a good work] willingly simply in answer to kind admonitions, is not a Christian; and any person who wants to achieve this result by force applied to such as are unwilling is not a Christian preacher or ruler but a worldly jailer" (Luther's Works, St. Louis Ed.; 318).

C. F. W. Walther remarked: Let no minister think that he cannot induce the unwilling to do God's will by preaching the Gospel to them and that he must rather preach the Law and proclaim the threatenings of God to them. If that is all he can do, he will only lead his people to perdition" (Law and Gospel, p. 389).

Discussion 2

Share a time where you found out that you were telling yourself the wrong story about a student's actions. What lessons did you take away from this experience?

Discussion 3

What steps do you take to remain calm, when students misbehave? When and how do you talk to students to learn more about their behavior? Is it appropriate for this conversation to include application of law and gospel, or should that remain separate?

Discussion 4

What can you do to notice patterns of student behaviors that might have a root cause deeper than is visible from the surface?

Discussion 5

Share a situation where doing what was fair for your students led to treating students differently. How have you explained this to students or parents who had confused equal treatment with fair treatment?

Discussion 6

Recount a situation when you made an academic change for the specific benefit of one student, but that change was helpful to others or even the entire class. If you can't think of one, consider your current class, who might benefit from targeted teacher support? How could this benefit the other students in your room?

Section 2: Planning and Implementation

As a faculty, discuss and plan how you can continue to learn and grow in your understanding and application of law and gospel. Consider how your pastor and other members of the ministry team and staff could be a part of this.

As a faculty, develop a set of questions that you can use when reviewing cases of discipline and academic failure to be sure you have a clear understanding and haven't jumped to an incorrect conclusion. Also develop a questions to review these cases in terms of the application of law and gospel.

Section 3: Reflection and Revisions

Set a time to look at recent or ongoing disciplinary cases and students with great academic difficulties. How have you been seeking information to be sure you have a clear understanding and haven't jumped to an incorrect conclusion? How are you handling law and gospel in relation to these cases?

Section 4: Extension Options

Books

Benson, J. Hanging In: Strategies for Teaching Students Who Challenge Us Most. Alexandria, VA: ASCD

Cassetta, G & Sawyer, B. (2015). Classroom Management Matters. Portsmouth, NH: Heinemann

Clemons, B., & Fisher, K. (2011). Law and Order in the classroom. Milwaukee, WI: Northwestern Publishing House.

Fay, J., & Funk, D. (1995). Teaching with love & logic: Taking control of the classroom. The Love and Logic Press.

Searle, M. (2013). Causes & cures in the classroom: Getting to the root of academic and behavior problems. Alexandria, VA: ASCD.

Smith, R. (2004). Conscious classroom management: Unlocking the secrets of great teaching. San Rafael, Calif.: Conscious Teaching Publications.

Walther, C. F. W. (1986). The Proper Distinction Between Law and Gospel. St. Louis, MO: Concordia Publishing House