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VOLUME II : TEACHER TRAINING
IN CRITICAL CLASSROOM BEHAVIORS

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P R E F A C E

The training materials and methods reported herein were desired from a systematic study classroom problems and teacher behaviors in the eight SEAMEO countries. Results of the study are reported in the companion volume of this report, Volume I : Critical Classroom Behaviors of Teachers.

As with other products from this regional center, the materials presented here should be considered as prototypes which are suitable for adaptation to the unique needs of SEAMEO member countries. It is our hope that the in-country training which may result from our efforts will improve teaching practices, by better preparing teachers to cope with the many problems they will face in their classrooms.

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I N T R O D U C T I O N

Volume I of this report is titled Critical Classroom Behaviors of Teachers. It describes the method by which actual classroom problem situations and teachers' behaviors in response to problems were collected in the eight SEAMEO countries. The method (critical incident technique) enabled the teachers' behaviors to be identified as either effective or ineffective.

An effective behavior was one in which the result or consequence of a teacher's action resulted in a positive solution to a classroom problem. An ineffective behavior resulted in a negative solution or a worsening of the problem.

The purpose of the materials contained in this present volume is to present a prototype training sequence so that teachers will be able to respond effectively to problems in the classroom. The word "prototype" is stressed because the materials are not designed for direct use by any of the SEAMEO countries without tryouts, revisions and adaptations to local conditions. If such adaptations are made, however, we believe that the methods outlined herein can be of real value for teacher training.

SIMULATION TRAINING

Appropriate teacher behaviors in response to classroom problems can be learned. They can be learned at a cognitive level through reading or lectures, but passive learning of this sort does not lend itself well to a change in a person's behavior. Practice is needed through active participation in resolving real problems.

Two simulation training methods have been developed to provide for participation. One is through case studies and the second is through role playing.

In the case study method, students are presented with a situation which describes a classroom problem and the behavior of a teacher in response to the problem. After having each student study the case the student is asked by the instructor what he would do if he were the teacher. Here the student is no longer a spectator, but he moves into the role of a player, he becomes the teacher. He has to imagine himself in the place of the teacher. The student playing the role of the teacher then faces a simulated situation. What kind of solution would he have, or what kind of action would he take in dealing with the problem? An opportunity arises here to discuss various possible solutions or actions. These discussions enable students to recognize several possible solutions to one problem, prevent fixations to one solution and distinguish between effective and ineffective solutions. In those discussions, which can be conducted frankly without insulting or hurting anyone's feelings, the student has the opportunity to test his solutions. He receives immediate feedback from his fellow students concerning the effectiveness of his solutions and is able to examine other possible solutions.

In role playing a problem situation is simulated. Students play different roles. The roles are previously prepared by the project staff and are based on the critical incidents. Separate roles for "teachers" and "students" are stated. The problem situation, the "teacher's" role and the "pupils'" roles are explained. Each role ends in a description of a situation before the role-playing begins. The "teacher" is given a specific classroom problems and has to make decisions concerning the action(s) he should take to solve the problem. The "teacher" acts out the role and receives immediate reaction from the "pupils". Interactions between "teacher" and "pupils" develop and continue in this simulated situation. The student who plays the role of the "teacher" will experience the

process in dealing with a classroom problem. He will experience whether his actions were effective or ineffective. By playing the role of "teachers" facing realistic classroom problems, coupled with post-role-playing discussions, students should benefit from practice in dealing with classroom problems effectively. Additionally they will gain experience in dealing with real life classroom problems that most probably will be met later on as classroom teachers.

Training Materials include a set of case studies based on the critical incidents obtained from primary school teachers, and a set of role-playing situations based on critical incidents obtained from secondary school teachers in the eight SEAMEO countries. Several case studies and role-playing situations are included for each SEAMEO member country: Indonesia, Khmer Republic, Laos, Malaysia, Philippines, Singapore, Thailand and Vietnam.

The critical incidents used as the basis for these materials concern problems that exist in all or in most of the SEAMEO member countries. Consequently, most countries may be able to use the whole set as training materials in his country by making some adjustments in the training materials not specifically prepared for his country. However, we suggest a thorough review at the country level to insure that the materials are appropriate.

The case studies cover the following problems existing in the primary schools:

- I. School attendance:
 1. Leaving (absenting from) class or school.
 2. Coming late.
- II. Teaching effect:
 1. Not learning well, based on objective evidence.
- III. Attitude towards the teacher:
 1. Not agreeing with the teacher.
- IV. Misbehavior:
 1. Disrupting class or lesson.
 2. Stealing.
 3. Being inattentive, uninterested.
 4. Not complying with order or school regulations.
 5. Showing aggressive behavior towards other students.

Role-playing situations cover the following problems existing in the secondary schools:

- I. School attendance: 1. Leaving (absenting from) class or school.
- II. Teaching effect: 1. Not learning well, based on objective evidence.
- III. Attitude towards the teacher:
 - 1. Not agreeing with the teacher.
 - 2. Being impolite to the teacher.
- IV. Personal problems: 1. Bringing personal problems to the teacher.
- V. Misbehavior:
 - 1. Disrupting class or lesson.
 - 2. Cheating.
 - 3. Stealing.
 - 4. Being inattentive, uninterested.
 - 5. Failing to do class teacher's assignments.
 - 6. Showing aggressive behavior towards other students.

Conduct of training can be varied according to training needs. For example, the materials can be used either as a supplement to a formal teacher training course, or they can be adapted to form a separate course in themselves. They also can be used in teacher training colleges or for in-service training. In whatever way they are used, however, the following guidelines should be of help in the conduct of training.

A. Conducting Case Studies

1. Orientation phase:

The instructor provides information to the students about:

- a. the meaning of the case study;
- b. the objectives of the training using the case study;
- c. the role of the students (they have to take the role of the teacher mentioned in the case study and come up with several solutions).

2. Problem solving phase:

Each student should be given one copy of the case study and one blank "problem solving" sheet containing the following three questions:

- a. What are your comments to the teacher's actions?
- b. What would you do if you were the teacher?
- c. What other kind of actions could you take that you think will solve the problem?

The students are then requested to study the case study and to write their answers to the three questions in the problem solving sheet. They should work individually without discussions with others.

3. Discussion phase:

After each student has completed answering the questions, the instructor may start the discussion by asking one of them to read his answers to the group. The full group then participates by criticising, supporting the answers, suggesting or recommending other kinds of actions. After the discussion a summary can be made of the several possible effective actions that could be taken in dealing with the problem. If necessary, the instructor could present theoretical principles underlying the several suggested actions. At the end of each session, all the problem sheets can be collected. They could serve as indicators on student's improvement during the training program.

B. Conducting Role-Playing

1. Orientation phase:

The instructor should provide the students with information about the purpose of role-playing, the objectives of the training program using this technique, and the role of the students (some of them have to play the role of the "teacher", others the role of "pupils" and others the role of "observers".)

2. Preparation phase:

The instructor explains, in a general way, the problem and the simulated role-playing situation to the group. Except for the problem and other common information known by the whole groups, each role contains specific information known only by the students who are to play the roles. After the explanation the instructor should ask for volunteers, and give each of them their roles ("teacher" and "pupil" roles). Sometimes a whole classroom may be simulated. When this is the case the whole group will play a role.

After having assigned roles, time should be given for the students to study their respective roles. Non-role-playing students can either observe the general interactions of actors, or they can be charged to watch for specific actors or for specific events. They could be given for example an observation sheet containing the following questions: a) How would you react to the teacher's action in the role playing? b) What would you do, when you have to play the role of the teacher? c) What are the weak/strong points of the teacher's actions in the role playing?

Sufficient time should be allowed for the students during the improvisation to become thoroughly immersed in the problem situation so that they can take full advantage of the situation's promise for discovering and practicing alternative ways of acting. The same role-play can be repeated several times, using other students as actors.

3. Discussion phase:

At the conclusion of the role-playing it is important to bring the class back to every day reality, to dissociate the actors clearly from the role they played. This is important so that critics and other students can concentrate on the role behavior, and not on the persons who did the acting. In the post-role-playing discussion the role players or the observers, or both, may contribute to an analysis of the role-playing process. A final important focus of this learning experience should be the student's ability to apply the examples and lessons of this new role behavior to his own interpersonal experiences.

The remainder of this volume contains actual case studies and role-playing situations for use in training. There are 21 case studies (Appendix I) and 35 role-playing situations (Appendix II). It is our hope that these materials will be adapted and used by member countries as an aid in better preparing teachers to cope effectively with classroom problems.

APPENDIX I
CASE STUDIES

No.	Problem situation	Country
<u>I School attendance</u>		
1284/AZ	Leaving (absenting from) class or school	Malaysia
1705/TE	Leaving (absenting from) class or school	Singapore
2919/SB	Leaving (absenting from) class or school	Thailand
1701/MM	Coming late	Philippines
<u>II Teaching Effect</u>		
3390/DN	Not learning well based on objective evidence	Laos
1692/MM	Not learning well based on objective evidence	Philippines
<u>III Attitude towards the teacher</u>		
1640/AZ	Disagreeing with the teacher	Malaysia
2980/RD	Being impolite to the teacher	Thailand
<u>IV Misbehavior</u>		
2350/PH	Disrupting class or lesson	Indonesia
2817/RD	Disrupting class or lesson	Thailand
1425/CT	Disrupting class or lesson	Malaysia
0301/TE	Stealing	Singapore
1285/CT	Stealing	Malaysia
2385/IB	Stealing	Indonesia
1392/TE	Being inattentive, uninterested	Singapore
1283/AZ	Being inattentive, uninterested	Malaysia
1695/AP	Not complying with order or school regulations	Philippines
0849/TE	Not complying with order or school regulations	Singapore
1693/MM	Showing aggressive behavior towards other students	Philippines
2344/IB	Showing aggressive behavior towards other students	Indonesia
1555/NT	Showing aggressive behavior towards other students	Singapore

CASE STUDY

No: 1284/AZ

Mrs. Samuel is a teacher in charge of Standard Six in a Primary Boys School. She has been teaching for the last six years and throughout those six years, she had encountered a lot of classroom problems which she had managed to solve either on her own or with the help of her colleagues. The problems she had encountered were mainly classroom discipline problems. There were times she came across students who came to school late, students not completing their assignments within the stipulated times, students not paying attention in class while she was presenting her lesson and even those who were aggressive towards their classmates. In short, in those six years, she had encountered an assortment of problems, which however had made her a better to-day.

These experiences have taught her to expect any type of problem and be ready to face and solve it. There was a student in her class by the name of Lee Teck Beng. Lee Teck Beng is an average student and with some hard work, he is sure to make the grade. Looking at his personal record, Lee Teck Beng is from a very well to do family. He is the youngest among a family of five children. Both his parents are educated and his father is a businessman who is doing very well in his business.

Of late, Lee Teck Beng has not been up to the mark with his school work. On a few occasions, he was found not completing the assignments given by the teacher. On other occasions, he was found day dreaming while the teacher was presenting her lesson. He was pulled up a few times by Mrs. Samuel and told to stay after school to complete the assignments. But this did not help solve the problem. Although he finally completed his assignments, he was still often inattentive in class. In fact, he began to develop a habit of absenting himself once a week. Although an absent student has to bring along a letter from his parent to show cause for absence, Lee Teck Beng did not bring any when he arrived at school after being absent for a day. He always gave the excuse that he never had a chance to meet his father before going to bed or before leaving for school in the morning.

So Mrs. Samuel decided that she would write to Lee Teck Beng's father whenever Teck Beng absented himself from school. The following week when Teck Beng arrived at school after absenting himself for a day, Mrs. Samuel gave him a letter to be given to his father. She waited for the reply in vain. Apparently, Teck Beng's father never received the letter. In the meantime, Lee Teck Beng continued with the habit of absenting himself from school once a week. Finally, Mrs. Samuel decided to see Teck Beng's mother and have a word with her. When Mrs. Samuel told Teck Beng's mother about

his absence from school, she was shocked because as usual Teck Beng would leave the house with his school books as though he was going to school. However, Mrs. Samuel asked for Teck Beng's mother's cooperation and told her to pretend as if she did not know what was going on. Mrs. Samuel promised her that she would investigate the matter and would try to solve it herself. She however, promised that only when she was not able to handle the situation, would she be glad to get their help.

After that meeting, Mrs. Samuel began to make enquiries from Teck Beng's classmates about Teck Beng's associates outside the school. She was told that Teck Beng used to mix with a lot of bad hats. They told her further where Teck Beng used to meet his friends. So Mrs. Samuel informed the Headmaster about it and asked for his permission to allow her to go out during her free periods and investigate the next time Teck Beng absented himself from school. This opportunity came the following week and Mrs. Samuel with the help of another man teacher, went in her car to the place where Teck Beng used to meet his friends. Of course they did not park their car near the place. There, in an old unused shack, they saw Teck Beng gambling with his friends. Mrs. Samuel and her friend did not take any action and decided to deal with the matter when Teck Beng would be back in school the next day.

The next day, during her free periods, Mrs. Samuel called for Teck Beng. She asked Teck Beng to explain why he was absent the previous day. Of course as usual, Teck Beng was ready with his excuses. Mrs. Samuel held her temper and told Teck Beng that she knew he was gambling in the old unused shack. On hearing this, Teck Beng was rather shocked. However, Mrs. Samuel explained to Teck Beng that what he had been doing was wrong. She further said that surely he would not like his parents to know the bad things he had been doing. After all his parents had full faith in him to be responsible and make the best use of all the facilities they had given him. Teck Beng lowered his head and was almost in tears. Finally, Mrs. Samuel patted Teck Beng on the back and said, "Well, let's be friends, and surely you can cooperate and prove to your parents that you are someone that they can be proud of. If you cooperate, then I can promise you that your parents will never know what had happened."

CASE STUDY

No: 1705/TE

This is Mr. Donald Ho's first year of teaching as a qualified teacher and he is put in charge of a Primary VI A class. His school has a proud record of P.S.L.E.* passes, maintaining well over 80% as a whole and 100% in the Pr. 6 A class during the last 10 years. It has more or less become a tradition to achieve this mark and it is already in the culture of the school. It has also become a natural expectation of the Principal, teachers and even parents. Mr. Ho knows that he carries a heavy weight of tradition on his shoulders.

The classes in the school have been streamed so that the children in the "A" stream are the best from each level. The streaming, of course, is based on class examinations. In the natural course of things, Mr. Ho does not have to worry too much about the output of the children in this Primary VI A class, as they are up to the mark.

However, it looks as if there is going to be an exception this year. Mr. Ho has a personal problem with one of the pupils, Harcharan Singh, who is 12 years old. The first term is already half way through but Harcharan Singh seldom attends school. Even on those occasions when he does attend, he frequently cuts classes. It is a rare occasion, indeed, when he really attends school from 7.35 a.m. through to 12.55 p.m. On those very few occasions when he comes to school, he appears very lethargic, and comes to class without any scrap of paper, let alone text-books. All too frequently, he slumps on his desk and sleeps right through, lesson after lesson, without a care in the world.

Being aware of this problem, Mr. Ho from time to time has made several attempts to communicate with Harcharan's parents through the usual channel of sending absentee cards. All his attempts have been ignored and there has not been one acknowledgement to date.

* Primary School Leaving Examination - a qualifying and selection Examination for Secondary School entrance.

One day in the staff room, Mr. Ho's colleagues remark to one another that he appears to be showing anxiety conditions. Of late, they notice also that he has been keeping very much to himself, appearing to be moody and irritable. The usual cordiality of expression has left him, they observe. In the circumstances, no one dares to approach him and talk about the matter. Mrs. Beatrice Kwek, a teacher in the same form, finally plucks up enough courage to break the ice by asking Mr. Ho about his problem. After listening to Mr. Ho's brief account of his problem, Mrs. Kwek suggests that Mr. Ho should perhaps talk to the other teachers, who have previously taught Harcharan Singh.

Mr. Ho ponders over this suggestion on his own, at home but acting against proffered advice, he decides not to take it up. He feels that he will be embarrassed, if he were to talk to the other teachers, as this will be admission of his failure to deal with a classroom behavioural problem, which is essentially his own. Furthermore, this action will be analogous to washing dirty linen in public. Mr. Ho has his pride and being fresh from College, is determined to prove his competence. He decides not to get any help and to do it alone. He contends that as this is a problem concerning a pupil in his class, it is his duty to solve it himself.

However, the idea of finding more about Harcharan Singh's background still nags him. Suddenly, he has a brain wave. He thinks aloud: "Why not go through Harcharan Singh's report card. May be I can find some interesting information about him." At the first available opportunity, Mr. Ho gleans over Harcharan Singh's past records. To his surprise, he finds that Harcharan Singh's attendance at school in the previous classes has been most regular. As he browses through, he gets another shock. He discovers that Harcharan Singh has been very consistent in his academic achievements, maintaining a position within the first ten places in the final examinations right through from Primary I to Primary V.

Mr. Ho finds himself in an untenable position between ignoring the existence of the problem of Harcharan Singh, which is actually bugging him and not knowing how to effectively solve Harcharan Singh's problem.

He muses to himself: "I am really in a quandary. What am I going to do?"

CASE STUDY

No: 2919/SB

I was a teacher of grade 6 in a primary school, in Bangkok, Thailand. There were 40 students in the class, 30 of them were boys, the others were girls. Kai was my student. He was a boy, age 11. I have observed his behavior for a long time. His actions showed that he had some problems which I would like to solve.

He was healthy. In class, he was inattentive. He was not interested in the lessons. He looked bored about the lessons and often he looked sleepy, even fell asleep. He seemed to be a lazy student. Often he did not finish his homework. It happened several times that he was absent from the class for a week. His exams showed average results.

I found out that he often liked to play outside his home during the night. Maybe this is why he felt sleepy in the class and was never able to finish his homework. He had many friends outside the school. His friends were like him in the sense that they were not interested in studying.

He had no problems about money because his guardians supported him well. He had a complete set of books and other materials he needed in school.

He was an aggressive boy, particularly with younger ones. Sometimes he destroyed a pencil, tore a book of other students in the class. His behavior has really disturbed the class. One day he kicked a small boy.

I tried to explain to him privately that what he did was not right and gave him some advice on how to behave properly towards his classmates and for himself. But none of these advices seemed to affect Kai.

I found out that his guardians were not his parents, they just took care of him and supported his studies. They were not related to his parents. His guardians were rich. The husband was a business man. He often came home late, after 8 p.m. The wife was also busy in social work. They did not have enough time to look after and educate Kai, but they still needed Kai to be their son because they had no child.

Kai's parents abandoned him when he was six years old and denied that Kai was their son. Kai knew about his parents and his parents' attitude towards him. His parents were very poor, they had five children. Kai was the oldest son. His father was a labourer in a building company, while the mother just stayed at home to take care of the children.

Maybe this was the main cause behind Kai's unruly behavior. Maybe he wanted someone to give him affection, a warm acceptance. I went to see his guardians, asked them to take better care of Kai and make him feel that he was loved at home. At school, I told all the teachers about Kai's problem and asked them to be more sympathetic towards Kai and to help him win some friends in school.

Kai's behavior improved for a while, but later his behavior became worse. One day he escaped from his guardian's home and left school. His guardian asked him to return home, but he refused and just stayed with his friend.

CASE STUDY

No: 1701/MM

The fourth grade class of Mrs. Santos was having the usual opening exercises which were held daily before the children start their lessons on the different subject areas. It was the practice in the class to appoint a pupil as leader in these socialized activities. After the usual class song and sharing of local and national news and an occasional short dramatization portraying a desirable character trait, the pupil leader called on the monitors of the different pupil groups to report on class attendance and health inspection. At this point, Jose, a 10-year old pupil in the class, has come in unobtrusively and has gone to his seat. A little later, the monitor of the group, in his oral report before the class, remarked, "Jose is late again," and "His clothes, feet and hands are dirty."

Mrs. Santos look up from her desk where she was entering the reported absences and latecomers in her school register. She noted that Jose looked tired and was sweating all over. He looked as if he has just come from a long walk or from playing a very vigorous game. Apparently, he had no school things with him when he came in. Mrs. Santos has previously been aware too, that he has been often late in coming to school and that he always wore those untidy and bedraggled clothes. She called Jose quietly to her desk and asked him in a low voice why he was late again. The boy told her that he sells newspapers every morning before coming to school. At times, when he wakes up a little late, he had to run here and there along the busy streets of a thickly-populated district of Manila, weaving in and out of the slow-moving traffic, selling newspapers to jeepney-and bus-riding office workers during the rush-hours of the morning. He said he had no more time to go home and change his clothes because, otherwise, he will be too late for school. He admitted, too, when questioned, that he did occasionally miss his breakfast. Yes, the boy had to sell newspapers to help his mother earn a living. His father was dead and there were five other children in the family. Jose was second to the eldest, a girl who had to stop schooling to help her mother earn a living by washing clothes. Mrs. Santos felt that she had no right to censure the boy and indeed, she felt sorry for him for being burdened with the rigours of life at such a tender age. She let the boy go back to his seat after making him promise to come to school on time and in proper attire. She was almost resigned to the fact that all she could do was to make the most to help the boy learn whatever he can in the light of his deprivations. She became more concerned about Jose in subsequent days, however, because the boy not only came very late several times but it was quite often that he came totally unprepared for his lessons the whole day for the simple reason that he had no books and other materials like pencil and paper.

So, one afternoon, Mrs. Santos asked Jose to deliver her letter to his mother. In this letter, Mrs. Santos requested the boy's mother to drop by the school at the earliest time she could make, so that they, Mrs. Santos and Jose's mother, could have a talk about the boy's schooling.

Jose's mother managed to catch Mrs. Santos in school the following afternoon, after coming from her laundering chores. Mrs. Santos told Jose's mother that it was about time for her to do something to resolve the situation if she was really concerned with having him properly educated in school.

The boy's mother agreed to take the matter to heart and for a couple of weeks after that, Jose managed to be in school on time. His clothes looked clean and fresh and he had at least the essential things he needed in his schoolwork.

Mrs. Santos' hopes that the problem was already solved began to rise. One day during the third week after her talk with the boy's mother, the boy again came to school very late. In the weeks that followed, the matter became worse, which means that Jose was once more in the same situation as described in the beginning of this case study.

CASE STUDY

No: 3390/DN

This was a Primary IV class with an enrolment of 40 students. In this class, I noticed there was one boy who did not quite pay attention when I was teaching. His name was Kham Deng. He was nine years old. There were five members in the family. He was the oldest child among the three children. His father was a first class soldier. He did not come home frequently, because of the situation in the country. Most of the time he spent in his camp. His mother was a housewife. Kham Deng came from a poor family.

He was a small child with brown eyes. During my lesson, he seemed busy with his drawing. When I called him, he stopped and paid some attention to me for a while, then went back to his own work again. It happened very often.

I looked at his previous record, the time when he was in the second and third grade. He did very well. However, his results seemed to deteriorate from the beginning of the second term this year. Most of the homework I assigned him was never finished, and for several days he had not shown up. His study was getting worse every day.

One day I tried to find out his problems by calling him to my office. I said to him "if you do not behave yourself I will send you out of the school." But it still did not work. So the next day I paid a visit to his parents and talked to them about Kham Deng's problems.

I advised his mother to pay more attention to Kham Deng. At school I tried to encourage him as much as possible by praising him when he made good grades.

A week later to my great pleasure, I noticed that he had improved, his homework was done promptly and his attendance was regular, and also his marks were getting better. He seemed to lead a much happier life now.

CASE STUDY

No: 1692/MM

A new pupil had just started attending the third grade class of Miss Cruz in Santa Maria Primary School. He was Ramon, a 9-year old boy who was the youngest son, in a family of farmers who lived on their small farm on the outskirts of the barrio.* When Ramon reported for attendance in school at the first time, classes were already going on for a month. Ramon was enrolled in Miss Cruz' class during the regular enrolment period but his parents requested Miss Cruz to allow him to start attending his classes a week or two later because his help was badly needed in the farm, it being the rice planting season. Ramon's mother had explained to Miss Cruz why it was decided that the boy should be enrolled in his own barrio even if it was farther from their farm by 3 kilometers than was the primary school in Santa Lucia, the neighbouring barrio where Ramon attended school for the past two years. The reason for transferring him was that even if the school in Santa Lucia was nearer their farm, Ramon had to cross a big river to get to school. There were times when the boy had to swim across even if the river was high because no boats were available around 7.00 a.m. when he had to go to school. As a result, his mother explained, Ramon used to miss his classes in Santa Lucia especially during the typhoon season. His mother finally admitted that because of irregular schooling, the boy had not learned much in the first two grades.

Ramon was a healthy and sturdy-looking boy with a face deeply tanned due to spending much of his time atop the family's carabao in the pasture. He managed to look clean and neat in his simple and inexpensive school clothes, though, He always seemed well-behaved in class, too. During his first days in Miss Cruz' class, he just stood quietly on the sidelines watching when some of his classmates played. He did join the group games, however, when some of his classmates asked him to. At the start, therefore, it appeared that Ramon had no problem adjusting to his new school and Miss Cruz didn't rush him either. In fact, Ramon's teacher was beginning to feel that he would be no trouble to her at all.

But something cropped up in a matter of time which turned out to be the beginning of a problem with the boy. Miss Cruz noted that Ramon wasn't doing well in spelling. She always gave a pre-test in her spelling lessons and Ramon got zero in his first one. After 3 spelling lessons, 2 pre-tests and a

* village in the Philippines. Ramon's family live in the barrio of Santa Maria, somewhere in Central Plain of Luzon, Philippines.

posttest on the same list of words, however, the boy still scored zero! This bothered Miss Cruz so much because it was the first case of this kind in her class. This was again repeated in the following week, so Miss Cruz, thinking that it was the boy's responsibility to catch up with the rest of the class inasmuch as he started attending classes later than the others did, scolded him for his inability to cope up with the school work. She was inclined to believe that because Ramon was the only one who got such poor marks even after she had taught the class the spelling of certain words, surely the shortcoming didn't lie in her method of teaching.

Ramon, who was by nature a quiet boy became more withdrawn and passive after each talk with his teacher. Finally, Miss Cruz lost patience and continually reprimanded the boy instead. This further pushed the boy into being more withdrawn than before. He even refused to answer questions and to mingle with his classmates in their activities. He was alone by himself most of the time and avoided playing with the other children during recess* and after classes in the afternoon.

Beginning with the second month, Ramon started being absent from class at least two days a week. Miss Cruz, in one of her attempts to help the boy, found out that he could hardly read any material that was presented to him for the first time. She got more worried after this because it would mean Ramon's further lagging behind the rest of the class. Her worries rose from the fact that she felt that she was neglecting him in her effort to give what the majority of her pupils needed in their lessons, which understandably occupied most of her time. The problem was probably aggravated too, by the fact that Ramon has not yet adjusted himself fully to his new school environment when he started to "crawl back into his shell", even before Miss Cruz could really reach him. After two months of irregular attendance, Ramon quitted going to Santa Maria Primary School. Before the end of the first semester, Ramon's mother came to see Miss Cruz to tell her that the family had decided to transfer Ramon back to the school across the big river where he had his schooling for the last two years.

* mid-morning break

CASE STUDY

No: 1640/AZ

Mr. Samy is a teacher in charge of Standard Six in a Primary Boys School. He has been teaching for the last ten years and the first eight years of his teaching career were spent on teaching the Lower Primary Classes, which were Standards One, Two and Three. Being a teacher of the Lower Primary Classes, he had to teach almost all the subjects in the curriculum. This was so due to the school system in the country. Being a teacher of the Lower Primary Classes, he did not have much to prepare as far as content was concerned. This made him rather careless in his preparation and on quite a few occasions, he made mistakes in the presentation of the content. But this went on without being noticed by the children. Thus, he was never caught in an embarrassing situation where the student had to correct his mistakes.

During the last two years things had changed. Mr. Samy was to take charge of Standard Six and was asked to teach Mathematics and Science in the Upper Primary Classes, which were Standards Four, Five and Six. Children in these classes, especially in Standard Six, were alert and critical. They were always assessing the teacher and would go to the extent of correcting the teacher should he make a mistake in the presentation of the content. On quite a few occasions Mr. Samy was caught in such situations which of course he did not like. However, he always maintained his dignity and pride by insisting that what he said was right. At first only a few students pulled him up for making mistakes. But due to his arrogance, more and more students began to join forces to correct his mistakes. There was a student however, who was constantly pointing out his mistakes. He was Tan Ah Kow, a student of Standard Six. His father is a teacher in a Secondary Boys School.

Tan Ah Kow is an above average student. He is conscientious and always alert in class. He is helpful and cooperative towards his classmates. This makes him a popular figure in his class. He is polite towards his teachers and whatever questions he asks he has no intention of testing or belittling the teacher. He has the advantage of having all the facilities at home. At home he discusses his lesson with his father who takes a keen interest in Ah Kow's progress. This being so, he is always ahead of the other children in the class.

One day, Mr. Samy was teaching Science in Standard Six. The topic of the lesson was "Light". In the lesson, Mr. Samy had to present to the class all the details about "Light" in which was in-

cluded the "Speed of Light." Mr. Samy told the class that light travels at a speed of 18,600 miles per second. This of course was a wrong fact. Mr. Samy may have made a slip when he gave that statement. Ah Kow raised his hand to ask a question. On seeing Ah Kow raising his hand, Mr. Samy gave him permission to ask questions. So Ah Kow said, "Sir, isn't the speed of light 186,000 miles per second, not 18,600 miles per second as you mentioned? I remember that my father once said to me that the speed of light is 186,000 miles per second." On hearing this remark, Mr. Samy was rather annoyed. In reply to Ah Kow's question, Mr. Samy said, "I see that you are trying to be too smart. If you think that your father is that smart I suggest that you should stay at home and learn your Science from your father." Mr. Samy's remark hurt Ah Kow a great deal. He was almost in tears when Mr. Samy told him to sit down. Ah Kow's classmates realised how hurt Ah Kow was. They knew that Ah Kow was right and resented the way Mr. Samy dealt with the situation. So they rallied round Ah Kow. Some of the students raised their hands and told Mr. Samy that Ah Kow's statement was right. They insisted that they have read about the speed of light in a magazine some time back.

This annoyed Mr. Samy even more. He realised that he had made a mistake. But to admit his mistake, he thought then would amount to admitting that the students were cleverer than he was. So he lost his temper and said, "I see that there are others who try to be smart too. Are you trying to tell me what I am supposed to teach you?" The students ignored Mr. Samy's remark and insisted that Ah Kow's statement was right. There was commotion in the class. Finally, Mr. Samy ordered those students who supported Ah Kow to leave the class. He told them that he was not prepared to teach those who thought that they were too smart. The students concerned left the class mumbling and grumbling, Thus a tense atmosphere was created.

CASE STUDY

No: 2980/RD

I was an assistant principal in a primary school in a town not far from Bangkok. I had 20 years of teaching experience. I was given a teaching load while carrying out administrative work. I taught Thai in Primary VII which was the only class in this school.

One day, while I was teaching Thai language, after training the students some reading and speaking skills. I asked my students to write difficult words neatly and legibly. I gave them an example on the black board and showed them how to write nicely and neatly. I emphasized on the example and told them to try to do as I did it. Suddenly, one of my students, Pornchai, said, "Nice hand writing like yours is only supposedly good for clerks, mine is suitable for ministers."

I was shocked and very angry. I never thought that the child would dare say what he said. But I considered that being a teacher I must be patient. I tried to control my temper and said slowly, "what you said is partially right, but most ministers have a nice hand writing." Fortunately I had an example of the Prime minister's hand writing on my desk, I showed it to him. But Pornchai only laughed. Again I tried to explain to him calmly and told him that I would bring many important persons' hand writing for him to see next time.

Pornchai came from a rich family. His father was a general in the Thai Army. Normally he was not a bad student but he was not good either. It might be due to the fact that he was proud of his family. He often insulted other students, even his teacher. I tried to gather hand writing samples of many important Thai persons who were still alive and of those who had passed away, including handwritings of some Princes and princess to show him in class. But later on, Pornchai wished to out-wit me by collecting bad writings of important persons including that of his father's. For some time I tried to explain to him the necessity of writing nicely and its effect on his present and future life. I gave as an example the hand writing of his classmate in the class who had good hand writing and did good work in order to change his attitude. Pornchai, nevertheless insisted he was right. He never changed as I wanted him to.

CASE STUDY

No: 2350/PH

Transferring from a rural school to a school in a city like Djakarta is the dream of many teachers. Most of them hope to gain more experiences and opportunities by studying further, which in some ways help them get promotion. Promotion means higher pay and better living.

Surono, a teacher from Magelang, a small town in Central Java was transferred to Djakarta. Being a young and enthusiastic man he was well recommended by his principal. He came from a small remote town in Central Java. Most of his pupils are children of farmers. The land around the area is fertile and people tend to take life in a leisurely manner. He was already well adjusted with his surroundings and the people he was living with. But as a young man he had many ideas and aspirations and anxious for realization. That was why he was very glad to receive the order from his superior about his transfer to Djakarta.

He was shocked when he arrived in Djakarta. He realized that it was not easy to settle down immediately. The differences were so great. Djakarta is too crowded and its life goes very fast.

He was assigned in a primary school near a military camp. Most of the pupils came from the camp. The school was an old building, not very large. It had 12 classes altogether. Two classes for each grade, not airy, gloomy.

When the principal told him that the school needed more dedication and patience, he knew that the school was not very well organized. He had to teach 2 Grade IV classes interchangeably in the same school hours because of the shortage of teachers. He was hoping that his patience and enthusiasm would help him to deal with the situation.

He passed his 8 months in the school. Those were very tiring months. Too much work, low salary and naughty children made him frustrated.

One of the boys in Grade IV who was the son of an Army Sergeant was really troublesome. He never paid attention to the lessons, always teased the teacher by asking irrelevant questions. One day he screamed very loudly and disrupted the class when the teacher was still teaching and giving an assignment in another class.

The teacher really lost his temper and expelled the boy and said: "I will not allow you to join the class unless you bring a letter from your parents saying that you will be good!"

A few days later the parent of the child came to the class and scolded the teacher and beat him several times. The teacher from another class rushed to the class and separated them. Then the principal took over the problem.

CASE STUDY

No: 2817/RD

I was a class teacher of primary IV with an enrolment of 40 students. My students came from families of different socio-economic backgrounds, but mostly they came from poor families. I happened to pay attention to a particular boy who I observed showed some characteristics different from the other children in my class. His name was Charlie. He was 12 years old. His family was poor. His father was a labourer in a government factory while his mother worked at home. Charlie was the youngest son of a family of five children.

In the classroom, very often he disturbed the class by asking irrelevant questions while I was teaching. Sometimes he made some strange noise just so his classmates would pay attention to him. It seemed to make him happy when every body showed interest in him, even to his impolite behavior. When I asked some one to answer my question before anyone could. His answer was very loud and incorrect. I had to waste time for him very often and the lesson could not go on.

From his cumulative record, I learned that he was not good in most of the subjects. The examination results showed that he almost failed for the past three years from Primary I to III. He was good only in one subject, physical education. Physically he looked normal enough and healthy.

To deal with this problem I tried to use several ways. Sometimes I scolded him for his irrelevant questions or his making strange noise in the class. I told to the class about good etiquette in listening, answering and questioning. But it was no use, he never showed any changes in his behavior.

From my observation, Charlie was pleased everytime he was accepted by others and his behavior would change for the better a little bit. I thought that he had an inferiority complex owing to the fact that he was not learning well. So he tried to alleviate his inferiority complex by courting the attention of other students. To this point, I changed my strategy. I tried to ask him easy questions that I expected he could answer. I gave him individual assignments. He showed willingness to do the jobs assigned and did them very well. I talked with him about some topics that were relevant to the previous lessons. After using this procedure Charlie's behavior changed for the better. Often times he used to come to my room to ask me if I had something for him to do. He would not do anything that would disrupt the class further and he was learning better.

CASE STUDY

No: 1425/CT

Lim Soo was a Primary Six pupil in a class with an enrolment of 40 pupils. He was 10 years and 8 months old. His cumulative record card showed that he came from a middle class family: his father was a Primary School headmaster and his mother a teacher. Lim was the second child in a family of five.

I also gathered from other teachers in the school that Lim's parents paid much attention to his education. They drew up a time-table for Lim - when to study and when to play. The home was a very stimulating environment, with stacks and stacks of books, periodicals and magazines. Besides these, there were also the T.V., the radio and a piano. During leisure hours, Lim's mother, being a gifted musician, used to teach Lim piano. Lim's mother also saw to it that Lim Soo mixed with the right company during play time, as she was firmly convinced that for a child of this tender age, exposure to the right peer-group influence was of utmost importance.

Lim has been growing up in an enlightened atmosphere - with a firm but kind father and an understanding mother. After dinner, the Lim family used to sit together to discuss the children's progress in school, some of the happenings in their environment, or help the children in their school work in general. It is to be expected that in such a family, the spirit of enquiry and a sense of curiosity have been inculcated in the children's mind.

Lim's school record book also revealed that he had been topping the class since Primary One. Many of the general comments of the teachers had been that Lim was intelligent, industrious and well-behaved. One experienced lady teacher observed that Lim's mental age was far ahead of his chronological age. According to her, Lim should be in Secondary One instead of being in Primary Six. However, she did perceive that on one or two occasions in Primary Five, Lim was so enthusiastic about what he had learnt from his parents and from reference books about certain topics that during lesson, he was talking to another pupil, thus unwittingly and unknowingly causing some distraction to the class. The lady teacher however regarded this as the outward manifestation of a throbbing and an enquiring mind - far from taking the matter as a disciplinary problem.

I was fascinated to read this part of the report concerning what the lady teacher had said about Lim's curiosity and enquiring mind, since a similar situation arose in the course of my teaching this year.

One day, while I was teaching Geography lesson on "How the Venetians live", I noticed that Lim Soo was telling his friend, Ah Chong, who was sitting next to him, something. This distracted the attention of other pupils in the class. I asked Lim Soo what he had told Ah Chong. He replied in a polite way that he was trying to relate something connected with the topic in the lesson.

I then asked Lim Soo to relate what he knew to the whole class. He stood up, advanced to the front of the class and told in a vivid way how the Venetians moved about in gondolas in the canal city of Venice - how they earned their living - how they celebrated their festivals - and how they enjoyed themselves on such festive occasions.

Lim Soo informed the class that his father had been to Venice in the course of his European tour last year and he had heard such stories from his father. He also invited me and the whole class to his house to view some of the colour slides his father had taken.

CASE STUDY

No: 0301/TE

Mr. C.K.Tang, a second year trainee teacher, was having his second teaching practice in a Government Primary School. The school was situated close to a middle-class neighbourhood.

The pupils in his Primary IV B class were a mixed lot, ranging from a few social welfare cases to those who came to school in chauffeur-driven cars. Academically, since streaming was practised by the school, the pupils were second best at that level, being in a "B" class.

In Mr. Tang's first teaching practice, a year ago, he had to be given considerable help and guidance in class management by his College supervisors and participating school's Senior Assistant. His main area of weakness was in class control. However, towards the end of the teaching practice, Mr. Tang managed to weather the storm and show a slight improvement.

At the time of the case study, Mr. Tang was in the second week of his teaching practice. The first week passed by quite uneventfully. The critical incident could actually be traced to the beginning of the second week. Complaints had been trickling in throughout the week from several students about the loss of personal possessions such as pens, watches, pencil cases and money. These complaints were usually made after the class returned from their Physical Education lessons.

Mr. Tang did not take any firm measures to deal with the matter effectively because of his pre-occupation with his preparation of teaching materials and marking of pupils' exercises. He didn't pay much attention to the problem. Very casually, each time a complaint was made about the loss of personal property, he would announce a simple statement of facts and just inquire whether any pupil had taken it. Of course, nobody ever owned up and there the matter rested. It went without saying that the pupils who lost their personal possessions, were not satisfied with this course of action taken by the teacher

On their own, these pupils got together and decided to catch their culprit red-handed. From the personal observations of a few members in this group, it was pointed out that Rajoo, Yew Chong and Abu their classmates, on a number of occasions, had stayed away from their P.E. lessons. It was the usual practice for those, who were given exemptions from attending the P.E. lesson, to remain behind in the class. But of the three who were logically suspected, the strongest finger of suspicion was pointed at Rajoo. This was because Rajoo had skipped all the P.E. lessons during

the period, when the articles were claimed to have been lost.

The strategy formulated by the group after their own private meeting and deliberation was, indeed, a simple one. The boys suggested that one of them should, unknowing to the class and the teacher, except those in the group, stay away from the next P.E. lesson, while the children were being marched to the field and sneak back to the vicinity of the class to keep an eye on any suspicious movements. This scheme would only be implemented, if any of the suspect were to stay away from the next P.E. lesson.

As luck would have it, the opportunity to put the plan into effect, came with the next P.E. lesson. The moment the teacher announced that it was time for the children to get ready for their P.E. lesson, Rajoo asked the teacher for exemption on the ground of being unwell. As the children were marching down to the playing field, Rodney Sng, slipped away from the rest of the crowd, on a given signal, at a convenient juncture. This, he was able to do unobtrusively by slipping away from the rear of the column and standing behind a pillar in the corridor. As soon as the coast was clear, Rodney back-tracked to the classroom. He peeped through the end window and sure enough, there was Rajoo rummaging through the personal belongings of some children.

Rodney, had the presence of mind, to seek help from another teacher, who was teaching in the neighbouring class. He explained what happened and asked the teacher to come out to have a look and be a witness. When they came back to peek through the end window, they saw Rajoo was in the act of putting a pen into his trouser pocket. At this stage, the teacher intervened but when confronted, Rajoo was, as cool as a cucumber, denying that he stole the pen. The teacher did not want to argue with Rajoo. So he took the pen away and said that he would check up with Mr. Tang.

When Mr. Tang returned, the other teacher briefed him as to what happened and returned the pen, in the presence of Rodney Sng. Mr. Tang thanked his colleague. Then, later in class, he scolded Rodney for staying away from his P.E. lesson without his permission and for reporting the matter first to another teacher. As for Rajoo, he was simply told that if the pen did not belong to him, then he should return it to the rightful owner. With that as the closing remark, Mr. Tang regarded the matter as closed. But the boys were not satisfied with the teacher's action and were muttering audibly among themselves. Mr. Tang, however, carried on with his teaching as if nothing happened.

CASE STUDY

No: 1285/CT

Tan Poh Cheng and Ramasamy were two pupils in a Primary 4 class with an enrolment of 38 pupils. Tan was 9 years and 3 months old and Rama 9 years and 6 months. Tan was the only child in the family while Rama was the second child in a family of six. Tan's father was successful businessman and owing to his business commitments in various parts of South-east Asia, he was most of the time away travelling. Tan's mother was a secretary in a business firm. She spent most of her time in the office; and after office hours she used to indulge in mahjong, saying that the game was essential for her mental relaxation, without which, she claimed, she would soon be on the verge of a mental breakdown. Rama grew up as an orphan, having lost his parents six years ago. Since then, he had been brought up by his uncle who himself had five children in the family.

I was new to the class. I became the form-teacher only four months ago, taking over from another lady-teacher who had been transferred to another school. In spite of this, however, I had heard of adverse comments of Tan and Rama. Tan was said to be rude, restless, indifferent and even arrogant. Rama gave a picture of despondency, irritating and being "couldn't care less". Both pupils' record books revealed that they had been getting below-average marks, and their conduct was stated as poor.

One day, after a physical education lesson, I made the class wash up before going back to their classroom. I noticed that a few pupils went back to the class first. When I entered the classroom, I heard complaints that certain pupils who had gone back to the classroom earlier had taken the drinks belonging to some other pupils. Those who lost their drinks were in tears as they could not afford to buy drinks. They also felt that some justice must be done.

I immediately asked those who had robbed their friends of their drinks to own up, after explaining how wrong it was to steal other people's drinks. Nobody stood up; instead there was funeral silence.

I was very unhappy. I told the class that I viewed this matter with great concern and warned the class that I would send the whole class to the principal for serious punishment if no one owned up. There was a pause. Then, sheepishly, Tan and Rama stood up.

I asked them the reason for stealing other drinks. They looked at me in a defiant way. Instead of apologising, they arrogantly stated that they would buy the 10 victims a drink each. There was not the slightest sign of repentance. I felt very displeased. To make the culprits feel the pinch, I made them pay up not a 5 cts drink but for a full bottle which was 25 cts out of their pocket money. Tan paid \$1.25 immediately for 5 of the 10 victims. Rama requested that he be allowed to pay in five instalments: 25 cents a day.

CASE STUDY

No: 2385/IB

I was a primary 4 teacher with 2 years teaching experience. My class comprised 35 pupils, 50% of which came from middle class families. Only 15% of pupils came from rich families, and the other 35% were those belonging to lower class families. Out of those 35 pupils, 20 were boys.

One day, while I was teaching geography, one of my pupils asked permission to go to the toilette. When he came back, he found out that his pen was stolen. Crying he told the matter to me. Then I told the class that there was a thief in the class. The students became noisy, they all said that they did not take the pen.

Then during the recess, some pupils told me that they suspected Amir, a 10-year old boy, as the culprit. Most of them knew his family background and according to them, Amir was often seen as a black marketeer in front of the cinema. Moreover, Amir was sitting just behind the boy whose pen was stolen. However, none of them could prove it.

After that, I started to think about Amir. As a teacher I noticed that Amir did not show his eagerness to learn. He often came late and seldom did his homework. Sometimes he was absent from school for a few days. When asked he just said that he had been sick. During the lesson he looked sleepy especially at the end of the school hour. Yet his achievement in school was not bad. He was an average pupil.

As far as I knew, he came from a poor family. He was the eldest son in the family. He had 3 brothers and 2 sisters. His father died several years ago. His mother worked as a servant in a rich family. She took her youngest boy with her to her work everyday.

From my colleague I got the information that Amir was helping his mother to earn money. Sometimes he sold cigarettes or even practise black marketeering in front of the cinema. Being the eldest son, he aware of his responsibility toward his younger brothers and sisters.

Knowing that sometimes Amir practised black marketeering, I had asked myself a question in mind, whether his sense of responsibility had also forced him to do such things like stealing? Based on all the information above, logically I had sufficient ground for suspecting Amir, but I did not have any actual evidence and I did not know how to prove it.

CASE STUDY

No. 1392/TE

The Government Primary school in this case study is situated in a city area, drawing its children mainly from the immediate surroundings. People living in this neighbourhood are mostly from the lower socio-economic levels. They live in over-crowded conditions but soon will get over-taken by the economic progress of the country. In the very near future, due to urban renewal projects, the inhabitants in this area will be re-housed in low-cost, high-rise HDB flats.

Bespectacled Miss Stella Fernandez, aged 17½ years, was a first year trainee teacher at the Teachers' Training College. She stood at 5' 1" even on high heels. Physically, she was on the small side and rather frail-looking. In her first-ever block teaching practice, she was posted to the above-mentioned co-educational school. She was assigned to Primary III B.

At the end of the first day of teaching, Miss Fernandez was very pleased with herself because everything went smoothly and she was able to handle her children without difficulty. The children appeared well-behaved, obedient and generally attentive. Little did she know that this was going to be a lull before a storm, and it happened sooner than expected. On the very next day, the anticipated serene and tranquil learning atmosphere did not prevail any more. As the day wore on, it rapidly deteriorated and degenerated into a noisy, boisterous situation.

Some children were talking loudly to one another as in a market place. A few were idling, daydreaming or slumping and snoozing on their desks, throughout the conduct of Miss Fernandez' lessons. For a moment, she was stunned, as she could not understand what had gone wrong. This about-turn in the children's behaviour was like a bolt in the blue for her. At any rate, she tried to salvage the situation by trying to recall what she had learnt from her Principles of Education lectures.

Unfortunately, no matter what she did, very few children were paying attention to her teaching. She tried to shout down the noise, raise her voice and carry on with the lesson, stop the lesson and rebuke the children, attract the attention of the class by knocking

the teacher's table with a ruler and just remain silent. She went through the whole gamut of her experience and exhausted her repertoire. But sad to say, none of these techniques brought the desired outcomes. Some of the methods had only a temporary effect on the children e.g. knocking the table with a ruler, but soon after the effect wore out, children reverted to their own pre-occupations. The few, who were attentive, were the ones, who sat in front of the class. Slowly but surely, even these attentive few were beginning to be distracted and restless. It was as if pandemonium had broken loose. There wasn't anything that she could do that would help regain control of the class. She had no alternative but just to carry on what she had to do, though most of the time, children seemed to have ignored her presence.

She felt so very miserable that during the break in the staff room, she broke down in the presence of her colleagues. As if to assure her, some of the teachers told her briefly about the class. They said that the class had been without a form teacher for the last few months. During this period, the class was manned by the availability of relief teachers. This didn't help. It made Miss Fernandez feel worse. By the end of the day, she was really a spent force.

When she went home that afternoon, she just flopped into a chair and simply gazed into nothingness. She was really tired and very much disillusioned. The more she thought about the matter, the more she cried. Her parents noticed her unusual behaviour and asked her for the reason. She explained what happened at school that morning and told her parents that she was fed up with the whole thing and that she made up her mind to resign from her training course.

CASE STUDY

No: 1283/Az

Miss Siti had been teaching for the last six years. This year was her seventh year as a teacher. The first five years of her teaching career she was teaching in a Girls School. Teaching in a Girls School did not give her much problem since most of the Girls Schools in the country did not seem to have discipline problems among the students especially in a Primary School. She was transferred to this Co-educational School during her sixth year of teaching career. When she was transferred here, she was asked to teach Standard Two. At this stage, she still did not encounter any discipline problem.

The seventh year of her career seemed to be a historic year. For the first time in her teaching career she began to encounter many discipline problems among her students. That year she was asked to teach English Language to the Upper Primary classes which were Standards Four, Five and Six. The bulk of her teaching periods were in Standard Six. In Standard Six, she had encountered problems such as, students coming to school late, students not completing their assignments. So far she had been able to solve such problems.

Among all these problems, one was a constant bother to her. There was an eleven-year-old boy by the name of Terry in Standard Six. This boy's father is a teacher of Form 3 of the Secondary Section of the school. The Primary and Secondary Sections have separate administrations each one having its own Headmaster. Terry became big headed and was often rude to the teachers in the school. In class, Terry was often inattentive, reading comics or writing something while the teacher was teaching. This irritated the teacher and finally disrupted the lesson.

Many of the teachers were at a loss as to how to handle Terry. They were afraid to scold him or punish him for fear that his father might react negatively towards the actions of the teachers. But this could not be let to go on, or else the other children might follow his bad examples. Since Miss Siti had the bulk of her teaching periods in Standard Six, she thought that she shared the major part of the problems of the other teachers teaching in the class. Every day Miss Siti observed Terry's behavior in class and tried to find ways on how to react to such situations. At first she pretended not to notice what Terry did, in the hope that he would abandon his behavior since he did not get any attention from the teacher. But this did not seem to work.

One day, Miss Siti decided to approach the situation in a very subtle way. She waited for a chance to encounter a situation whereby

she could carry out her experiment. At last her wish was granted. It was during an Oral English lesson in Standard Six. Every student was actively taking part in the lesson. But Terry was doing something else. He was busy scribbling something on a piece of paper. Miss Siti thought that perhaps this was the time for her to approach Terry and take his pencil and paper away nicely without attracting attention from the whole class. Suddenly Terry noticed that Miss Siti was walking towards him. He quickly hid the paper and pencil and pretended to pay attention.

However, a boy who was in sympathy with Miss Siti, snatched the paper from Terry and handed it over to Miss Siti the next time she passed by him. Miss Siti took the paper and continued with her lesson. When the lesson was over, Miss Siti went to the Staff Room and checked the paper that was given to her. She was shocked to see a caricature of her on the paper. At first she did not know what to do. Finally, she consulted her colleagues regarding the matter. Her colleagues, were sympathetic towards her. Fortunately, one of her colleagues, a close friend of Terry's father volunteered to help her. He decided to bring this matter to the attention of Terry's father. So during recess time, he talked the matter over with Terry's father.

All along Terry's father did not know that his son had been up to a lot of mischief. He was rather shocked and disappointed when he heard about it. He immediately called for Terry and had Terry approached Miss Siti and apologised. Miss Siti pretended not to know what it was all about. Terry explained to her everything including his encounter with his father.

Miss Siti decided to do something immediately so that whatever action had been taken would be effective. She immediately gave some written assignment to the whole class, then invited Terry to her room. She had a long talk with Terry and in the course of the conversation she told Terry that she did not tell his father about what happened in class. She explained that since his father knew, she hoped that Terry would not do such a thing again. She further explained that whatever good he did his father would be proud of him and whatever bad he did would disgrace and embarrass his father. Of course Miss Siti was very sympathetic and offered Terry her help whenever he required it. Terry was rather touched by the way Miss Siti handled the situation.

After the talk, Miss Siti took Terry back to class and as they entered the classroom everybody was wondering what had happened to Terry looking so sad and almost in tears.

CASE STUDY

No: 1695/AP

Miss Joseph was the new Primary 3 teacher of Pilar Primary School. She just graduated from the teacher training college that year. Her class of 40 pupils consisted of pupils coming from remote areas and sons and daughters of poor families.

One of her pupils that year was Rudy. Rudy was 11 years old and the oldest son of a family of 7. Rudy's family lived in a place where the nearest neighbors' houses were 2 miles away. Rudy was very shy but he was a conscientious student. He was getting good grades ever since he was in primary 1. That year Rudy was getting better grades than most of the other students. He managed to get good tests results but Miss Joseph observed that as much as possible Rudy did not want to participate in class recitations. Miss Joseph could never remember a time when Rudy raised his hands or volunteered to recite although Miss Joseph was quite sure that Rudy knew the answers to some of the questions asked. This behaviour of Rudy was irritating to Miss Joseph but Miss Joseph refrained from calling Rudy's attention. She just ignored this behavior.

A number of times Rudy's parents would come to school and asked permission from Miss Joseph for Rudy to be absent for several days because he was needed at home to take care of the other children while his parents were busy at their farm. At first Miss Joseph tolerated all this but she noticed that it went on and on. Sometimes Rudy would be absent for more than a week thus missing his lessons. Finally, Miss Joseph told Rudy's parents that his constant absences was putting Rudy at a disadvantage and had got to stop. The parents agreed to send Rudy to school more often if they could spare him from work at home. Miss Joseph insisted that Rudy should be spared from work and sent to school everyday. Rudy's parents resented Miss Joseph's insistence. Since that time on Rudy's parents never again bothered to ask permission for Rudy to be absent. Rudy's absences were becoming more frequent and lasted longer than the previous absences.

That month Rudy had been absent for 12 days without permission. Miss Joseph was so fed-up that she finally confronted in front of the class when he reported back to class. Rudy resentfully told the teacher that it was not his fault. His parents just did not send him to school because it was harvest time and he had to mind the house and the children while his parents were harvesting in the farm. From that time on Rudy's attitude towards his teacher changed. He appeared or came to class without bringing his books and sometimes he would not even submit his homework.

At first Miss Joseph ignored this, thinking that it would pass. As days went by Rudy's resentment towards his teacher became more apparent. Whenever Miss Joseph would tell them to copy or do something in the classroom Rudy would not do as told. During vacant periods Rudy could be seen sitting all alone staring in empty space while the other children played.

In class Rudy was not only inattentive but he became moody and sensitive. He got mad at the slightest provocation. Whenever the teacher asked him to recite he either refused to say something or just said plainly, "I don't know." During tests Rudy would not participate in the test. Instead he just passed his answer sheets with just his name on it and nothing else.

One day during the reading class, the teacher wrote down some questions to be answered by the pupils after they had read the story. As was always the case Rudy did not bring his book, so Miss Joseph lent him her book. After everybody had read the story Miss Joseph started asking the children to answer the prepared questions. Rudy was asked to answer questions three times but he just sat and stared at the teacher without saying anything. Miss Joseph asked him what the matter was with him but still he just went on staring at the teacher insolently. Miss Joseph's temper got the better of her, so she got the bamboo stick which she was using for her posters and struck Rudy 3 times. Rudy uttered a piercing scream which caused some of the students to stand up abruptly ready to scamper out of the room. All of a sudden Miss Joseph after a moment of panic investigated the cause and found out that Rudy had a big boil on his buttock. She treated Rudy and sent him home. The rest of the children lost interest in what they were doing and kept staring at the teacher saying nothing, following her movements.

CASE STUDY

No. 0849/TE

Sim Mun Sun was a repeat student in a Primary 6 class. He was tall for his age, standing at 5' 3", when he was only 13 years old. Though he had a smiling disposition, he had a cheeky look about him. His voice was already breaking and this made him very self-conscious.

Coming from a middle-class background and being the only child in the family, Mun Sun had been well provided for by his parents. Being spoilt and extremely pampered, his emotional development was somewhat under-developed. He was used to getting things his own way. He tended to be unreasonable and selfish. Whenever he could not get what he wanted, he would make trouble for everyone or he would just sulk.

Mun Sun's teacher, Mr. Douglas Ong became a qualified teacher only two years ago. This was the first time that he was put to teach in a repeat class. The class consisted of 44 boys who had failed their Primary School Leaving Examinations previously. Some even failed twice but because they were under-aged, they were allowed to repeat for the last time. Discipline-wise, generally, such a class would be difficult to handle, as most of the children had already lost their interest in their studies. On several occasions, the Principal and the Senior Assistant had to go in and control the children, as they were too noisy.

In class, though Mun Sun was neatly dressed, his manner of dressing left much to be desired and was often after the style of a fashionable teenager. He would wear very short shorts and his long shirt sleeve would be just very slightly rolled or unbuttoned and hanging loose. He would wear the latest in belts — very broad and with a big buckle in the middle. The shirt collar was allowed to stand up, slightly folded almost touching the ears and the first button was never buttoned. He would wear a kind of medallion on a chain round his neck. His hair was thick, long and scruffy at the end, almost covering the nape with long side-burns. He parted his hair down the middle, very often unkempt. He was not in the habit of wearing regulation white rubber shoes.

At best, his work bordered on the average. He was, however,

inclined to be lazy and lackadaisical. He also worked in fits and starts. As a result, his work deteriorated. He was very elusive and deceptive, whenever confronted with reminders about his negligence and lack of interest. He proved to be a baneful influence to some of the boys in class. They copied his manner of dress and behaviour, to some extent. He seemed to have won the confidence of a small group of boys in class and they always looked to him for leadership. This was probably due to his athletic prowess and trend setting in clothes. He was the school "A" Division Champion for two years running, besides being the School Captain.

At the time of this case, it was fashionable and considered to be with the "in" group for young people to keep long hair with long sideburns. This fashion was actually imported into the country by visiting foreign hippies. At first, the influence on the local populace was thought to be negligible but soon it spread far and wide. The influence was so great that even young children of impressionable age started to imitate the imported hair style. The influence was so widespread that the Government decided to put a stop to this untidy, personal habit by various means e.g. by not allowing tourists with such hair styles to remain in the country, by making it publicly known that people who are pre-disposed to such a habit would not be served at any public counters and by Ministers making public speeches to condemn this unclean and alien habit. This discouragement even went down the grass root level to the schools.

A circular from the Ministry of Education was sent to all the schools informing the student body that any student found with long hair after a certain period of grace would be dismissed from school. A diagrammatic representation about how long a student should keep his hair was also attached with the circular for the information of the students. When the circular was received by Mun Sun's school, teachers were briefed by the Principal about its implications. Later Mun Sun's teacher read out the circular to the class and explained the implications. He even singled out several culprits including Mun Sun to warn them about the consequences of not abiding by the Ministry's regulation. After a few days, he noticed that Mun Sun was still reluctant to have his hair shown. So he called him up after class was dismissed one day and talked to him.

Mr. Douglas Ong:- "You know the other day I already explained to you the Ministry's ruling about keeping long hair. Yet I see that you still have not cut your hair as required and you have only 5 days more before action will be taken."

Sim Mun Sun:- "I don't see anything wrong by keeping my hair long. It is my personal wish. My parents also have not said anything about it."

Mr. Douglas Ong:- "Yes but rules are rules. This is a Government ruling for all school children and even the public. Anyway, it is not a very desirable habit to have long hair. If any pupil continues to wear long hair after the 15th of this month, he will be immediately dismissed from school. I've already explained to you about the matter. I am afraid it is final."

Sim Mun Sun:- "I don't know. Let my parents worry about that."

Mr. Douglas Ong:- "I see. So you don't care if you are dismissed from school. Your parents should certainly know about this."

Sim Mun Sun:-

Silence

The interview ended on that note of silence.

CASE STUDY

No: 1693/MM

Miss Ramirez was one of the teachers in Grade II in the Central Primary School in the town of Maligaya. One morning, as usual, her class was having its language period. They had just finished discussing and dramatizing the events in the reading lesson and the children were writing some seatwork about the story they had just taken up, Miss Ramirez, was going around supervising the children's work when suddenly, from the opposite corner of the room, Pedro, a typical 8-year old boy in the class shouted, "Ma'am! I cannot do my work! Rodolfo keeps grabbing my pencil whenever he wants to borrow my eraser!" As Miss Ramirez approached the two boys who were seatmates, Rodolfo threw Pedro's pencil out of the window. This made Miss Ramirez so angry that she couldn't say a word, and before she knew what she was doing, she pulled up Rodolfo jerkily to a standing position. "Why did you do that?" she asked the boy angrily. Rodolfo just stood there in stony silence and wore an insolent look on his face. Fearing that she might hit the defiant boy, she told him to go out of the room and that she would not accept him to the class again unless he brought along his parents to school. Rodolfo gathered his school things and went out of the room.

As the class resumed its work, Miss Ramirez thought about the incident. She started to get a little worried too because she was afraid that the boy might not go home, but instead, fall into further mischief outside the classroom. She was aware too that she could be held responsible for whatever happened to the boy because she sent him out during class hours. But she brushed aside these worries because she felt that today's incident was the last straw and she simply had more than enough of Rodolfo's trouble-making. The boy was proving to be quite a handful and was easily the most trouble-some pupil in the class. There was seldom a day when he had not upset or fought with at least one of his classmates. He seemed always brimming with nervous energy and had a very restless nature. He could hardly keep still in his seat and somehow, he always managed to get attention in many situations, which, unfortunately were sources of annoyance for his teacher and classmates. As far as his studies were concerned, test results showed that he could cope with the work. Miss Ramirez thinks too that the boy could do much better than that if he sets his heart to doing it. But the trouble was it seemed that nobody and nothing could really hold his attention long enough to keep him quiet and busy.

The following day, Rodolfo didn't come to school and eventually was absent for a week. Miss Ramirez, having heard nothing from Rodolfo or his parents during the period, sent word to them through a pupil who lived in the same neighbourhood. She mentioned in a letter addressed to Rodolfo's parents the problem about their son as well as his absence from her class. She also injected a warning note to the effect that she might have to drop the boy's name from her school register if he continued to be absent.

The following day, Rodolfo's parents went directly to the office of the school head. They complained to Mr. Montero, the principal, about what they believed were drastic actions of Miss Ramirez. This was obvious because when the Principal called for Miss Ramirez, he seemed to be in an unpleasant mood. Miss Ramirez was taken aback when she found out that the parents of Rodolfo went directly to higher authorities. She felt apprehensive while she was on her way to the office. Once more she had to explain her side of the matter to the Principal in the presence of Rodolfo's parents. The boy's parents in turn explained that they were not aware that their son had not been attending his classes these past few days. Apparently, he left for school at the usual time in the morning and came home in the afternoon, which could mean that the boy had been out in the streets or somewhere the whole day. It became clear to everybody in the office that the parents didn't know much about their son's activities. Both parents go to their hardware store in the market place at 7:00 in the morning and go home at 7:00 in the evening. The store is open 7 days a week. Business was thriving and they needed several hands in the store. They do have plans to expand the store soon. Rodolfo who was 8 years old was the eldest of their four children and the household was properly left to the care of two girl servants and a grandmother.

Miss Ramirez pointed out that Rodolfo had become so unruly and that he seemed incapable of understanding what self-discipline or imposed discipline meant. Was it because he always managed to get away with all his whims and demands at home considering the fact that the only elder person in the house were the servants and a doting grandmother.

After listening to both sides, Mr. Montero told the boy's parents that they did have a great responsibility for their children's behavior and that not Miss Ramirez alone was to blame. Rodolfo's father was insistent on saying that Miss Ramirez was too strict with the boy and that they, his parents always guided their children with love and patience. Towards the end of the interview, Miss Ramirez said that she didn't want to handle

Rodolfo in her class anymore and that to avoid further trouble, she requested his parents to transfer the boy to another second class in the same school, that is, if the principal would allow it. Rodolfo's parents, fearing that Miss Ramirez will try to make things more difficult for their son, agreed and the principal was given the option to decide as to what class the boy would be transferred to.

CASE STUDY

No: 2344

I had been teaching for 8 months in the fifth grade of primary school in a small town at the coastal region. I taught 30 pupils, 20 of whom were boys. Among those 20 boys, there was one that commanded my attention in the last few weeks. He was a tall boy whose name was Eddy.

Before, I knew him as a less talkative boy. He made friends only with certain pupils of the same sex, yet he never had any trouble with his other classmates. In spite of his being less talkative, he always looked happy in school. He came to school in time and paid attention to what I was saying during the lesson. He did all the homework assigned to him. Academically, he was an average pupil and his school achievement corresponded to his result in the intelligent test. His previous results in the primary school showed that he had been maintaining his average result so far. He was not so interested in sports and music, yet he was always present in these two lessons. He had no trouble with his health.

He lived with his uncle not very far away from the school. Formerly he lived with his parents, but since his father had just resigned from his job in town, the whole family returned to their own village except Eddy. His father wanted him to stay and complete his primary school, so he lived with his uncle in town. In fact Eddy had an elder brother working in town. His brother was not married yet but since his house was relatively far from the school compared to his uncle's, his father had decided to place Eddy in his uncle's house. His uncle's family had four children, all of whom were studying in the secondary school and college. His uncle was a businessman who spent most of the day-time in his office.

The changes in Eddy's behavior appeared about two months after his parents returned to their village. At the beginning, I noticed that Eddy looked unhappy and became more and more quiet. He was seldom seen together even with his close friends. Then I received a report from some pupils about Eddy's quarrel with a pupil from the fourth grade. Since that time, he often quarrelled with his classmates and even two or three fightings happened outside the classroom. His close friends started to avoid him and left him alone. All of them told me that during the last few weeks Eddy gradually became irritable. He often scolded them and even sometimes challenged them to fight. But

at certain times, he looked gloomy and unhappy, yet none of them dared to ask him about his strange behavior.

One day, when I was writing an example of a lesson on the blackboard, I heard the pupils shout: "there is a fight". I quickly turned my head and I saw Eddy hitting one of his friends with a ruler. I called both Eddy and the boy and asked them why they fought with each other. The boy said that Eddy wanted to borrow a book he was using. The boy told Eddy that he was using the book, but Eddy looked angry and insisted to take the book. When the boy held his book firmly, suddenly Eddy took a ruler and hit the boy several times. The boy was about to stand up to defend himself when other pupils shouted, as mentioned above. When I asked Eddy whether the boy was true in explaining the matter, he reluctantly said "yes". Then I let them shake hands and asked them to promise not to fight anymore. This was especially meant for Eddy.

But one thing that still annoyed me was that Eddy's strange behavior had not changed. Still I receive reports from his friends about Eddy's quarrels and fights with other pupils.

CASE STUDY

No: 1555/NT

I was sent to a new school to take over a class in the middle of the year. It was a primary six class, consisting mainly of failures and over-aged children. The school itself was generally considered weak as it had very high rates of failure in the Primary School Leaving Examination in the previous years. Besides the school drew its population from the neighbourhood which was mainly lower-middle class and had a reputation for gangster activities.

I was a young teacher with about two years teaching experience. The teacher who had been in charge of the class earlier was transferred to another school and I was asked to take over his class. I was not too happy at the prospect of taking over this class which had already earned its name for rowdiness. However, I had no choice.

Within a few hours of my contact with the class, I sensed that nearly all the children were boisterous and not interested in their studies. However, it was easy to single out among them one student who was exceptionally quiet and mindful of his work. He was sitting in front reading or writing and showing no concern whatever in the less desirable preoccupations of his colleagues. So I was not surprised to find out later in the day that he had been appointed monitor of the class by the previous teacher. I had no hesitation whatever in asking him to continue as the monitor with a few good words about him in front of the class.

I was however surprised to find this boy come and see me privately the next morning requesting me to relieve him of the post of monitor. Apparently his rowdy colleagues had threatened him if he reported any of their misbehavior to me that they would bash him up. I was a little taken aback. However, I managed to persuade him to tell me the names of the boys and managed to persuade him to continue as monitor of the class. I went to the class and first gave a shelling to the whole class for their undesirable attitudes. I then called out the names of the boys the monitor had given me and threatened them in front of the class that if they should continue with such practices, I would take more severe action by reporting them to the headmaster.

Things apparently quietened and the monitor was back at his duties. I liked him as he would do all I asked him to, faithfully. However, I could feel an undercurrent of silent demonstration

against the monitor by the rest of the boys. I felt that there were naughty smiles and boos whenever I asked the monitor to do anything.

My feelings were confirmed when the monitor came to me after a week renewing his request to be relieved of the monitorship. He told me of the silent rebellion which was making his life miserable.

ROLE-PLAYS

No.	Problem situation	Country
	I. School attendance	
0196/TE	Leaving (absenting from) class or school	Singapore
0218/AZ	Leaving (absenting from) class or school	Malaysia
0917/AZ	Leaving (absenting from) class or school	Malaysia
2197/IB	Leaving (absenting from) class or school	Indonesia
0759/TE	Leaving (absenting from) class or school	Singapore
	II. Teaching effect	
3314/DN	Not learning well based on objective evidence	Laos
2552/RD	Not learning well based on objective evidence	Thailand
	III. Personal problems	
2627/RD	Bringing problems to the teacher	Thailand
	IV. Attitude towards the teacher	
0098/TE	Disagreeing with the teacher	Singapore
0797/TE	Disagreeing with the teacher	Singapore
0265/MM	Disagreeing with the teacher	Philippines
0122/TE	Being impolite to teacher	Singapore
0095/TE	Being impolite to teacher	Singapore
0997/AP	Being impolite to teacher	Philippines
0200/AZ	Being impolite to teacher	Malaysia
	V. Misbehaviour	
0065/TE	Disrupting class or lesson	Singapore
0256/TE	Disrupting class or lesson	Singapore
0910/AZ	Disrupting class or lesson	Malaysia
3900/KA	Disrupting class or lesson	Khmer Republic
3715/KA	Cheating	Khmer Republic
0325/AP	Cheating	Philippines
0591/SB	Stealing	Thailand
2497/RD	Being inattentive, uninterested	Thailand
2063/PH	Being inattentive, uninterested	Indonesia
2125/PH	Failing to do class teacher's assignments	Indonesia
3737/KA	Failing to do class teacher's assignments	Khmer Republic
2159/IB	Failing to do class teacher's assignments	Indonesia
0123/TE	Failing to do class teacher's assignments	Singapore
0096/TE	Failing to do class teacher's assignments	Singapore
0323/CT	Showing aggressive behaviour towards other students	Malaysia
2055/IB	Showing aggressive behaviour towards other students	Indonesia
0324/AZ	Showing aggressive behaviour towards other students	Malaysia
0596/TE	Showing aggressive behaviour towards other students	Singapore
0257/TE	Showing aggressive behaviour towards other students	Singapore
0927/TE	Showing aggressive behaviour towards other students	Philippines

ROLE PLAY

No. 0196/TE

Teacher's Role

At the beginning, you observed that without fail, out of a week of 5 days, Ridzwan was absent for at least 2 days. As the weeks passed by, the period of absence increased to 3 or even 4 days in a week. At times, even on those days, when he was present, he would cut classes by disappearing after recess.

Furthermore, despite, constant reminders, he has also not paid his supplementary fees. You found through experience that writing absentee cards to his family was a futile exercise. So you decided to take a more drastic action -- direct confrontation with him in private.

Ridzwan is in your Sec. I C class and his mother is on public dole.

ROLE PLAY

No: 0196/TE

Student's Role

Ridzwan bin Khalid:

Your father left the family several years ago and your mother was left to look after you and five other children. More often than not, she is not at home. You are left very much to fend for yourself. You have to find some errand jobs to earn some money for your schooling and personal expenses.

You are at present studying in a Secondary Academic School and you are in Sec. I C. In addition to your frequent absence, you have failed to pay your supplementary fees. Your teacher, in fact, has given you several reminders.

He has called you up to talk to you in private. You are afraid that he might take you to see the Principal.

ROLE PLAY

No: 0218/AZ

Teacher's Role

You are Mr. Sandhu, a Woodwork Teacher in a Secondary Vocational School. You have always been sympathetic towards your students' problems, as such students like to confide in you. One day, after a Woodwork lesson, Ali, one of your good students approached you and told you that he wanted to leave school. You were taken aback by this and asked Ali to see you in the Workshop after school. You have decided to persuade Ali not to leave school and give him alternative solutions for whatever reason Ali had for wanting to leave school.

ROLE PLAY

No: 0218/AZ

Student's Role

You are Ali, a student of Form 2 in a Secondary Vocational School. You are from a poor family of eight children. You are the eldest boy in the family and your father worked as a town council labourer. You have been doing quite well in your study but your father had told you to stop schooling and find a job since he could no longer afford to pay for your schooling. You were very upset about this and one day after a Woodwork lesson, you approached your Woodwork Teacher, Mr. Sandhu, and told him sadly that you wanted to leave school. Mr. Sandhu told you to come and see him in his Workshop after school that day. There, you told him all your problems that led to your wanting to leave school.

ROLE PLAY

No: 0917/AZ

Teacher's Role

You are the Form Teacher of Form I in a Secondary Boys School. As a Form Teacher, you are responsible for collecting school fees and money to buy books. Maniam, a student of your class, did not have all the books that he should have. Every time you collected school fees from your class, Maniam was always late in paying his school fees and sometimes one or two months in arrears. You were often irritated by this.

One day, you lost your temper during fee collection day and Maniam became the target of your anger because Maniam could not pay his school fees. During the confrontation, Maniam's friends chipped in and explained to you why Maniam was unable to pay the school fees in time.

ROLE PLAY

No: 0917/AZ

Student's Role

You are Maniam, a student of Form I in a Secondary Boys School. Your father is poor and at the same time not paying attention to your welfare in school. He was often drunk and beat you up whenever you asked him money for school expenses. Because of this, you did not have all the books that you should have and you were often late in paying school fees and sometimes in arrears. One day, your Form Teacher asked for your school fees during a fee collection day. You did not have your school fees and you became the target of his anger even though you tried to explain to him. Fortunately, your friends helped you by explaining to the teacher why you were unable to pay the school fees in time.

ROLE PLAY

No: 0917/AZ

Other Students' Role

You are three of Maniam's close friends in class. You know Maniam's home background very well and you are very sympathetic towards him. You understand why Maniam has not been able to pay his school fees in time. You know that Maniam's father is always drunk and beats up Maniam whenever he asks for money for his school expenses. One day, during fee collection day, Maniam was unable to pay his school fees. The Form Teacher became very angry and confronted Maniam on the spot. You felt sorry for Maniam and chipped in to explain to the teacher why Maniam was unable to pay his school fees in time.

ROLE PLAY

No: 2197/IB

Teacher's Role

You are a secondary 1 teacher having 3 years teaching experience. your class consists of 25 students some of which come from rich families. One of these rich students is Herman, 12 years old. His father owns a number of factories and plantations and he is certainly busy with his business. Herman is spoiled by his parents since he is the only child. They provide him with everything for the success of his study. But he seldom attends the class and none of his friends knows where he is. This situation happens several times.

One day when Herman had been absent from school for 3 days, you sent a letter to his parents asking about their son. According to them Herman always leaves home at 07.00 a.m. and comes back at 01.00 p.m. with his books in his hand. Then you told them that Herman seldom attended the lessons. When they heard this his parents were quite unhappy. You asked them to pay more attention to their son, but at the same time they asked you to approach their son when he happened to be at school. After talking to the principal, you decided to talk to Herman. You call him in your office.

ROLE PLAY

No: 2197/IB

Student's role,

You are Herman, a secondary 1 student, age 12 years. Your father is very rich. He has a number of factories and plantations. Since you are the only child, you are spoiled by your parents. They provide you with everything for the success of your study, but they do not have enough time to talk to you about your study.

According to you, people go to school and learn hard for the purpose of being able to earn money for their future life. In your case, this future life does not bother you. You realize that your parents have a lot of properties and all of these will be given to you later, since you are their only child. So going to school and learning hard are not necessary for you. As far as you are able to read and write, and solve simple arithmetical problems, it will be enough. Based on this viewpoint, you seldom attend the class. In order not to disappoint your parents, you do as if you go to school every day, but actually you go somewhere else.

One day, after your being absent from school for several days, your teacher sent a letter to your parents and talked to the principal about you. Now your class teacher calls you in his office to talk to you.

ROLE PLAY

No: 0759/TE

Teacher's Role

Right from the beginning of the term, when attendance was taken for E.C.A.*, you found Arthur Nunis absent. You tolerated this for two weeks. Each time you asked him about the matter in class, he was able to concoct an excuse, e.g. " I was not well, yesterday ", or "My father asked me to go to town with him. " etc., to explain his absence. You made allowances and gave him the benefit of the doubt.

But now you have reached the end of your patience and you want to put an end to this malpractice once and for all.

You call him up during recess to talk to him.

* Extra-curricular activities

ROLE PLAY

No: 0759/TE

Student's Role

Arthur Nunis:

You are studying in a Secondary Technical School and you are in Sec. I A.

The distance of the school from your house is approximately 8 miles. You are in the afternoon session and that means you have to go twice a week in the morning for your extra-curricular activities.

You come from a poor family. You cannot afford the extra bus fare for your ECA. Besides, in the morning, you have to help your mother to tend to her small stall at the market.

You are too ashamed to tell your teacher of the real reason why you are not able to attend. You are afraid if you tell the reason to your teacher, this news will eventually be broadcast to everyone in the class. So you keep giving excuses, one after another such as "I was not well, yesterday."; "My father asked me to go to town with him." etc.

After some time, your teacher is not satisfied with your explanations. Now, he has called you up, during recess, to get to the bottom of the matter.

ROLE PLAY

No: 3314/DN

Teacher's Role

You are the history teacher of Secondary I. You have 6 years teaching experience .

There are 30 students in your class. Most of them study and behave well. But Dam(the name of a student) is a little bit different from the others. Most of the students are aged 12 and 13, but Dam is 17 years old. You do not feel happy about this boy in class. He is the laziest among the students. During the lesson, he never pays any attention to you. He looks bored or he sometimes draws pictures. When you ask him about the lesson, his response is " I do not know." If he does give a reply, his answer is usually incorrect. He never follows the lesson you teach. So in every exam, his marks are very low.

This happened several times in your class. You feel very annoyed with his behavior. You have scolded him several times without any result. One day you called Dam to your office to talk to him about his behaviour.

ROLE PLAY

No: 3314/DN

Student's Role

You are Dam a secondary student, grade I aged 17 years. There are 30 students in the class. Most of them are aged 12 and 13. You are bigger than the other students in the class. You do not feel like studying. Most of the time, when the teacher is teaching, you do not pay any attention to him. Instead, you do something else like drawing pictures. When the teacher asks you questions, you never answer correctly. You never follow what the teacher is talking about. Consequently you always receive low marks for you exams. Mainly because you are older and less intelligent, you feel embarrassed and bored. The teacher has scolded you several times, because of your low marks, but this did not help you at all. One day the teacher called you to see him in his office.

ROLE PLAY

No: 2552/RD

Teacher's role,

You are a teacher in a secondary school. You have 12 years of teaching experience in social studies. The subject you are teaching is Thai History. Your students are in grade IV and V. Most of your students are interested in your subject. You are very happy with them.

From your observation you find that one student, whose name is Somsak does not pay attention to your lesson. Furthermore, he does not submit what you assign him to do and very often he does not bring his text book to class. He dislikes to participate in any class discussion on your subject. You feel annoyed with this behavior. You want to solve this problem. So you ask him to meet you after class.

ROLE PLAY

No: 2552/RD

Student's role,

Somsak is your name. You are a secondary school student in grade IV. You are 16 years old. You belong to a family of middle-income level. Normally, you are popular and well-known among your classmate.

You are good in Mathematics and Science. You like these two subjects very much. That is the reason why you top for the Science Section. But you do not like social studies, especially History. Your talent lies in Mathematics. You do not consider History useful because it is mostly memory work and it is not a practical work. Because you are not interested in History, very often you do not do the teacher's assignment and you do not carry your History book to class. You just do not like to participate in any discussion on this subject. Your class teacher tells you to stay after class to talk with you.

ROLE PLAY

No: 2627/RD

Teacher's role,

You are a female teacher in a secondary school for girls. You have been teaching in this school for 2 years and you are in charge of grade IV class. You know how most of your students behave because you have been observing them regularly. For some time you have noticed that one of your students, a girl named Somsri looks so sad the whole day, and often seems unwilling to go home after class. Sometimes you see her wandering aimlessly in the street and at other times she would stand at the bus stop for a long time, as buses come and go. You pity the girl and you sense that she has a problem. So you wish to help her as much as possible. You let her stay after class so that you can talk to her.

ROLE PLAY

No: 2627/RD

Student's role,

Your name is Somsri. You are 17 years old and you are now studying in a secondary school which is rather far from your house. You come from a broken family. Your mother had divorced your father two years ago. Now you are living with your poor mother who got married again, while your brother and sister are living with your father in better comfort. You do not like your step father and you find it difficult to get along with him. Very often, you have financial problems. Sometimes you do not have enough money to pay for your lunch at school. This makes you unhappy and look sad. You think that your home is not pleasant place to live in and you are often unwilling to go home after class. Sometimes you wander aimlessly in the street, and just stand at the bus stop for a long time before you go home. Your class teacher wants to talk with you after class.

ROLE PLAY

No: 0098/TE

Teacher's Role

You just finished writing on the board the summary of the lesson you gave. Quite unexpectedly, Chee Fong, the monitor of the class, stood up and excitedly in a loud voice, pointed out your mistake, almost in a challenging tone.

You were flabbergasted to discover that you had actually made the grammatical error of the type which you had just taught, eg. "In one of the classroom....."

This situation called for your presence of mind and you had no alternative but to explain the error to the class first. Then, you called Chee Fong up to have a word with him.

This incident occurred in your Sec. I A class. The boys were up to the mark, alert and intelligent.

ROLE PLAY

No: 0098/TE

Student's Role

Lai Chee Fong:

You are the monitor of this Sec. I A class.

Your teacher just finished giving a grammar lesson. She was, in fact, putting the summary on the board, and the class was faithfully copying it. At first, you could not believe your eyes. You spotted a grammatical error of the type which your teacher just taught, in one of the sentences, eg. "In one of the class-room....." In your eagerness to let the teacher know, you stood up and pointed out the mistake openly. Of course, you did not have the intention of embarrassing her.

She appeared startled by your correction, at the beginning. But then after checking it herself, she started to explain the mistake to the class. Then, she asked you to go to the front because she wanted to talk to you.

ROLE PLAY

No: 0098/TE

Other student's role

You, all, are students in Secondary I A class.

One day, while copying the chalkboard summary, you were startled by Chee Fong's loud and open correction of the teacher's mistake. This drew your attention to the trouble spot on the board. Some of you discovered the mistake -- eg. "In one of the classroom....." It was the same grammatical error of the type that you just learned.

The teacher, after checking, immediately, explained the error to the class. Then she asked Chee Fong to go to the front for a talk.

ROLE PLAY

No: 0794/TE

Teacher's Role

In delegating responsibilities to your girls to keep their classroom clean (Sec. I A) you asked two girls to sweep the floor at the end of the day.

While one of the girls willingly agreed to carry out your assignment, the other girl, Lilian, seemed displeased with your action and appeared resentful in silent defiance.

You decided to straighten things out with her by talking to her in private. You considered this important in order to know what the matter was with her.

ROLE PLAY

No: 0794/TE

Student's Role

Lilian Wee:- You are in Sec. I A. You come from a wealthy family where you have never been asked to do any menial jobs such as sweeping the floor. In your home, such tasks are performed by servants.

You resent the fact that your teacher has asked you to sweep the classroom floor. Your resentment is based on the following two reasons:-

Firstly, why should your teacher ask you instead of the other girls? You think this is deliberate and it is done to humiliate you.

Secondly, surely part of the school servant job is to sweep the classrooms. That is why you think it is not fair for you to sweep the floor, and you decide not to carry out your teacher's instruction.

But now she has called you to give an explanation. She appears angry and hurt.

ROLE PLAY
No: 0265/MM

Teacher's Role

You are Mrs. Fernandez, a teacher in the evening vocational classes in a secondary school. You have been handling the dress-making and design classes for 8 years. You have enough teaching experience to enable you to determine the sequence of projects as far as difficulty is concerned. For instance, the first project is a must as it teaches the skills and information basic to the accomplishment of the succeeding projects. Or, lessons on the skirt pattern should precede those that have to do with the cul-lote pattern, a basic cut needed in making the very popular pantsuit and other unisex fashions.

This is your first meeting with you 7:30 P.M. of 25 girls ranging from the ages of 14 to 16. You have just finished describing the different projects in the course and you have told the class of how you have scheduled such projects during the semester. You notice that the students were discussing the matter among themselves, with Elena, a 15-year old student, emerging as the most outspoken in the group.

You ask the class if they have any comments or suggestions to make about the projects of the course. Elena who has apparently become the spokesman of the group expressed her opinion that because unisex fashions are now in style, the class should work on this first. She emphasized, too, that she would be very much interested to learn to sew a pantsuit now. The other students in the class have supported Elena's views. After listening to this, an alternative comes up in your mind. You consider the possibility of blocking the cullote pattern on the skirt pattern instead of drafting it, thus enabling the girls to design their pantsuits in a shorter time than was originally intended. You are afraid

however, that the students might not be able to master the skills and might instead master this short-cut but inappropriate method. In fact, you have doubts as to whether they can make a proper design of pantsuits. You decide to talk to the students about the matter.

ROLE PLAY
No: 0265/MM

Student's Role:

You are Elena, a 15-year old student enrolled in the evening vocational classes in a secondary school. Your teacher in the dress-making and design class is Mrs. Fernandez. Your 7:30 P.M. class is meeting for the first time and Mrs. Fernandez has just finished describing the sequence of the required projects in your course.

You think that the current unisex fashion makes the pantsuit a popular attire for all occasions. You are very much interested in learning to sew the pantsuit now, so when you noticed that the project on cullote patterns which is needed in making pantsuits comes last in the course, you want the sequence of the projects changed.

You discuss this with your classmates and you find out that they have the same opinion as yours. You agreed to be the spokesman of the group, so when Mrs. Fernandez asks for comments and suggestions, you speak emphatically of your desire and you give your reason for suggesting the rearrangement of the sequence of projects in the course, Your teacher starts to give a talk about the matter.

ROLE PLAY
No: 0265/MM

Other Student's Role:

There are 25 of you enrolled in the evening vocational classes in a secondary school. Your teacher in dressmaking and design is Mrs. Fernandez, and your class which is scheduled at 7:30 P.M. is meeting for the first time. Your teacher has just finished describing the sequence of projects required in your course.

You discuss among yourselves and find out that you share the same opinion that the culotte pattern which was placed last in the sequence of projects should come first because you all are interested to learn to sew pantsuits, these being the current fashion.

Your group has chosen Elena, a 15-year old, active and articulate girl to be your spokesman in proposing the change of sequence of projects. When Mrs. Fernandez asks for comments and suggestions you voice your support for Elena who has vigorously argued the point. Your teacher starts to talk to the class about the matter.

ROLE PLAY
No: 0122/TE

Teacher's Role:

It was an English lesson in a Secondary I class. After the oral work, the class was given a written exercise for consolidation. While the children were doing their work, suddenly Amin stood up and pointing to the board, said loudly: "Teacher, the word 'benefitted' in sentence no. 6 is wrongly spelt."

On checking, you realised that you weren't sure whether the word was spelt with one 't' or two 't's. But you did not like the implication of being tested, especially in front of the class. A loss of face, you thought to yourself. You decided to maintain your prestige at all costs. So you had no alternative but to say: "No. It is not a mistake. It is correct."

Later, however, you called him up during recess to talk to him.

ROLE PLAY
No: 0122/TE

Student's Role:

Amin bin Modh.:

You are 14 years old, studying in a Secondary I class.

Your teacher had just given the class a lesson on English Grammar. Accordingly, the class was given some written exercises to do, as a follow-up activity. As you were doing the exercises, suddenly, you spotted a spelling mistake in one of the words written on the board. The word was 'benefitted'.

You knew that the spelling for the past participle of 'benefit' was 'benefited'. All at once, you saw in this an opportunity to test your teacher. So you stood up and said:- "Teacher, the word 'benefitted' in sentence no. 6 is wrongly spelt."

The teacher looked at the board for awhile. Then turning round, he said firmly that you were wrong.

Later, however, during recess, he called you up to talk to you, in private.

ROLE PLAY
No:0095/TE

Teacher's Role:

In the course of conducting a Geography lesson in a Secondary I class, you were at the stage where you were asking questions for recapitulation of the lesson.

Among the questions asked, you posed this question:-

"Why is Singapore called the gateway to the East?" to the whole class.

You paused for awhile and then you asked Rama to answer. He just remained silent and refused to answer your question, even after attempts at explanation and elaboration were made. His face was expressionless and he seemed petrified.

You decided to deal with the situation promptly. So you called him up, to the front of the class.

ROLE PLAY

No: 0095/TE

Student's Role:

G.D.Ramaswamy:

You are 13 years old and you are in a Secondary I D class.

Geography has never been your strong subject. As a matter of fact, you have lost interest in it long ago. You used to dread the Geography period.

One day, after conducting a lesson in Geography, your teacher asked the class a series of questions. Of course, you were not paying attention. Your thoughts were very far away. Suddenly, you heard your name called and you were shocked to find that you had to answer a question which you had not even heard.

You were so startled that all you could do was to remain silent. After the teacher had explained the question for your benefit, you still could not answer and you were, therefore, too embarrassed to say anything.

Now that your teacher has called you up, you are even more afraid to say or do anything.

ROLE PLAY
No: G095/TE

Other Student's Role:

All of you including Ramaswamy are students in the same Secondary I class.

During the recapitulation of a Geography lesson, suddenly, the teacher asked Rama to answer this question:- "Why is Singapore called the gateway to the East?"

Rama was startled, as if he just got up from a dream. He furrowed his eye-brow but remained silent. The teacher, then, repeated the question for his benefit and even explained it. Rama still remained silent but this time feeling very uneasy.

The teacher, appearing angry, promptly summoned him up to the front of the class and demanded an explanation.

ROLE PLAY
No: 0997/AP

Teacher's role:

Ruth is a 14 year old secondary 2 student of Faura Secondary School. She is the daughter of a well-to-do family. She is quiet and unassuming and an intelligent student. Her permanent record showed that she had very good grades when she was in primary school. In fact, she graduated with honours from primary school. While she was in secondary 1, she was one of the top ten students in an enrollment of 1,000 students.

During her sophomore year, Ruth was noticed by some of her teachers to have greatly changed. She was becoming quieter and quieter everyday. Whenever you called on her to recite in class she would answer in a most inaudible way which sometimes irritates you. Her test results showed that she was neglecting her studies.

You elected to ignore this unusual behavior of Ruth at first, in spite of the complaints of her other teachers. After several months you noticed that Ruth was more and more hiding behind a shell. She was already failing in almost all of her subjects. She refused to join in any class or school activities. In class she just absolutely refused to stand to recite or answer any questions posed to her.

One day, in your Mathematics class you called on Ruth to recite 5 times but she refused to recite. The fifth time you called on her and refused to do what you wanted her to do you noticed that other students started whispering to each other and looked at you and Ruth alternately with unasked questions in their eyes.

ROLE PLAY
No: 0997/AP

Student's role:

You are Ruth. You are 14 years old and the only daughter of a well-to-do family. Your father is a bank manager and your mother is a well-known figure among the elites in your community.

You are a very intelligent secondary 2 student of Faura Secondary School. You are by nature quiet and unassuming even if you belong to a well-to-do family. You graduated with honours from primary school. When you were in secondary 1 you were one of the top ten students of approximately 1,000 secondary 1 students in the school.

When you were in secondary II, trouble came to your family. Your father resented the fact that your mother who was one of the most popular figures in the social circle your family mixed with had no time to look after you and your father. Every night your parents used to quarrel even in your presence. Sometimes, in the middle of the night you are suddenly awakened by the raised voices of your parents. Suddenly, things came to its final pitch. Your father went away without telling you or your mother where he was going. In fact his parting words to your mother which you overheard without his knowing were that his intention was never to come back again. His words seemed so final to you that you felt very unhappy about it. Because you felt that the whole thing was the fault of your mother, you started resenting your mother. And then you hated her. You refused to talk with her no matter how she tried.

Your neighbors and classmates got wind of the matter. They started teasing you. You were ashamed of what happened. You started losing interest in your studies. You thought of leaving school but you decided otherwise thinking that going to school would be your means of escaping from your mother. You started

refusing to school in all class or school activities. In class you irritate your teachers by refusing to recite whenever you are called to do so.

One day, in your mathematics class, your teacher called on you to recite five times but again you refused to do so. The fifth time you refused to stand up to recite the other students started whispering to each other while looking at you and your teacher alternately.

ROLE PLAY
No: 0997/AP

Other Student's Role:

You belonged to a secondary 2 class of 40 students taking Mathematics. Ruth was one of the students who were taking Mathematics that year. To some of you Ruth has been your friend and classmate ever since you were in primary school.

Ruth was a likeable person to some of you, though she belonged to a rich family, being quiet and unassuming besides being intelligent. A handful of you also felt jealous and resented and resented everything that Ruth was. When you learnt what happened to Ruth's parents, (her father leaving the family) some of you pitied her and some started teasing her in front of other students embarrassing her. She became quieter and quieter everyday and even went to the extent of refusing to join any class or school activities while losing interest in her studies.

One day, during your Mathematics class, your teacher called Ruth 5 times to recite but Ruth refused to do so 5 times also. The fifth time she was called on to recite and refused all of you started whispering to each other, while looking alternately at the teacher and Ruth, tensely waiting for something to happen with unasked questions in your eyes.

ROLE PLAY
No: 0208/AZ

Teacher's Role:

You are a Mathematics Teacher of Form 3 in a Secondary Boy's School. There was one student by the name of Ah Kow who was a show-off and always tried to find fault with your teaching. He would even go to the extent of telling you that you were wrong even though you were not. For instance, one day he told you that the answer to the sum you worked on the blackboard was wrong. You decided to teach him a lesson and put him in his proper place. One day during a Mathematics lesson Ah Kow tried to embarrass you while you were explaining something on the blackboard. So you decided to deal with him on the spot.

ROLE PLAY
No: 0208/AZ

Student's Role:

You are Ah Kow, a Form 3 student in a Secondary Boys School. You are conceited and always try to belittle your teacher. You wait for a chance for your teacher to make a slip and you would jump on him to disgrace him, even though quite a few times your teacher was right. For instance, you told your teacher one day that the answer to the sum he worked on the blackboard was wrong, which in fact was right. One day, during a Mathematics lesson, you tried to embarrass your teacher while he was explaining something on the blackboard. This angered him and he confronted you on the spot.

ROLE PLAY

No: 0065/TE

Teacher's Role

This is your first month of teaching in a Secondary II A class. One day, while you are giving a Geography lesson, you notice that two girls - Celine Lim and Jacinta Tay, at the back of the class, are busily engaged in their own private conversation instead of being attentive to the lesson.

You know you cannot tolerate this type of behaviour, as it will undermine your authority.

So you decide to take action. You immediately stop the lesson and call the two girls up to the front of the class.

ROLE PLAY

No: 0065/TE

Students' Roles

Celine Lim:- You are Celine Lim, aged 14+ and your classmate, Jacinta sits next to you. You have been the best of pals to one another. On the day in question, while the teacher is teaching, you notice blood stain on Jacinta's dress. Considering the personal situation that Jacinta is in, you are prompted to talk to her immediately about it, while you have no intention to be disrespectful or to be inattentive. So you talk to Jacinta about the personal matter. In the midst of your conversation, you hear your name being called by the teacher. Further, you are asked to go to the front of the class to explain to the teacher.

Jacinta Tay:- You are Jacinta Tay. Celine is your best friend and classmate. One day while a lesson is in progress, you are suddenly called by your neighbour, Celine. So you lean over and she begins telling you about the blood stain on your dress. While you are still discussing what is to be done, you become aware that the teacher is angry when you hear both names being called. You stop the conversation and you hear further that you have to go out to the front to explain the situation to the teacher. So you follow Celine out, trying to cover the blood stain on your dress.

ROLE PLAY

No: 0256/TE

Teacher's Role

At the beginning of the new semester, a pupil was admitted into your class, Secondary III C, from another school. For the first few days, Beng Hock's behaviour appeared normal. In the course of your teaching, however, you noticed a change in Beng Hock's behaviour. He started to become naughty and inattentive. His naughtiness sometimes bordered on rudeness.

One day while you were teaching about the process of plant reproduction, he kept on asking embarrassing and irrelevant questions such as " Can people do the same as plants? ", " Why don't you show us how human beings do it ?."

At that moment, you were compelled to do something about it, to check this wayward behaviour. So, you scolded Beng Hock in front of the class.

ROLE PLAY

No: 0256/TE

Student's Role

Since your transfer from another school due to house removal, you've been very quiet because of your new environment. But as you gradually come to know more of your classmates, you lose your shyness and you begin to thaw from your cold aloofness. You start to participate in their activities.

One day, your teacher is giving an interesting lesson in plant reproduction. This topic has caught your curiosity for sometime. Besides, you have begun to be aware of the presence and functions of the opposite sex. You get so carried away by your curiosity that you just ask your teacher all those burning questions that you have been wanting to know such as " Can people do the same as plants? ", "Why don't you show us how human beings do it? ". Your teacher thinks that you are trying to be cheeky and scolds you in front of the class.

Your name is Ng Beng Hock and you are 15 years old. You are in Secondary III C in a Secondary Technical School.

ROLE PLAY

No: 0256/TE

Other Students' Role

You are to play the role of the other students in a Secondary III C class.

Beng Hock, one of your class-mates, recently transferred from another school, of late, had been naughty and inattentive. At times, he was even inclined to be rude to the teacher.

It happened, one day, while the teacher was giving a lesson on plant reproduction, Beng Hock started asking many embarrassing and irrelevant questions such as:- " Can people do the same as plants ? ", "Why don't you show us how human beings do it ? " .

The teacher became angry and scolded Beng Hock in front of the class.

ROLE PLAY

No: 0910/AZ

Teacher's Role

You are a lady teacher teaching Geography in Form 2 in a Secondary Girls School. You like students to ask questions when you teach. One day, you tried to encourage your students to ask questions during a Geography lesson. However, things got out of hand, students began to be cheeky and one of them by the name of Mary, began to ask embarrassing questions such as, "Do you practise family planning?" You were taken aback, so you decided to deal with it on the spot. There were other students who took advantage of the situation and joined in the questions and answers session.

ROLE PLAY

No: 0910/AZ

Student's Role

You are Mary, a student of Form 2 in a Secondary Girls School. One day, during a Geography lesson, your teacher tried to encourage the class to ask questions. You thought then this was the time for you to be cheeky to embarrass the teacher. Since the topic of the lesson was "Population Distribution", you began to ask questions to embarrass the teacher, such as, "Do you practise family planning?" The teacher realised what you were up to and confronted you on the spot. Fortunately, for you, some of your friends came to your rescue by joining in the questions and answers session.

ROLE PLAY

No: 0910/AZ

Other Students' Role

You are friends of Mary. You always back her up whenever she is in a tight spot in the classroom. One day, during a Geography lesson, your teacher encouraged the class to ask questions. Mary took advantage of the situation and began to ask questions to embarrass the teacher, such as, "Do you practise family planning?" Realising what Mary was up to, the teacher confronted her on the spot. Since the topic of the lesson was "Population Distribution", you chipped in and explained the relevance of such questions to the topic being taught and asked other questions to reduce the anger of your teacher.

ROLE PLAY

No: 3900/KA

Teacher's role

You are the class teacher in a secondary school. You have 5 years teaching experience.

Your class (grade 2) consists of a mixture of students coming from poor middle and high class parents. Some students have military parents whose positions range from ordinary soldiers to high officers. Others come from parents who are civil servants, businessmen and refugees from remote areas. Samson, a 14 years old pupil is the son of a civil servant. He is the eldest in the family of 5. He is one of the best students in your class. However, lately, his behavior changes. He becomes uninterested, talks to the other students, and makes jokes during your lesson.

One day he makes jokes to one of his neighbours while you are writing on the blackboard. Now you decide to call him in your office for a talk.

ROLE PLAY

No: 3900/KA

Student's role

You are Samson, a secondary school student, grade 2. You are 14 years old. Your parents are fairly rich. You are the eldest of the 5 brothers and sisters. Your father works as a civil servant at the post office and your mother is a teacher in a primary school. You are one of the brilliant students in your classroom. You understand the teacher easily in his explanations. Usually you can tolerate the teacher's elaborate explanations but lately you get bored listening and begin to talk and make jokes to your fellow-students in class. Many of your friends now try to stay away from you. Your teacher had every hard time with you to prevent you from disturbing the other students.

One day, while the teacher is writing on the blackboard you joke again with you neighbor. The teacher calls you ~~into~~ his office.

ROLE PLAY

No: 3715/KA

Teacher's role

You are a teacher in a secondary school. You have 5 years experience in teaching natural science which is your option.

Your class grade 2 consists of a mixture of students coming from classes of parents ranging from businessmen, high officers, civil servants to simple drivers of tricycle. You know that Sok, 15 years old, comes from a family of farmers in the province. He is the second brother among the family of 6 children. He is an average student in class. However, he doesn't have his work done very often.

Soa, who is also 15 years old, come from a rich family, although he seems to be an intelligent boy, his marks are usually very low. He seems to have no interest in his study.

One day, during an examination, you saw two boys, Sok and Soa, open their textbooks and discuss with each other. You call both boys into your office after the examination.

ROLE PLAY

No: 3715/KA

Student's role

You are Sok, a secondary student, grade 2. You are 15 years old. Your parents are poor. They stay in the province. You stay in Phnom Penh with a monk in a pagoda. You receive money from your parents from time to time. However, the money you receive cannot meet your expenses. You use your spare time to drive the bicycle in order to earn some money. In class, quite often you don't have your work done. Today, during an examination in nat. science, you try to cheat by looking in your textbook and discussing the answer with Soa, your neighbor. The teacher notices this and calls you and Soa to come to his office after the examination.

ROLE PLAY

No: 3715/KA

Other Students' role

You are Soa, a Secondary student, grade 2, a classmate of Sok. You are also 15 years old. Your parents are rich. You come to school by your motor-cycle. Your parents are busy in their textile shop and have no time to care about your study. You never study well. Your marks are very low. However you seem to be an intelligent boy. You are the only boy in the family. Today, during an examination in nat. science, you try to cheat by looking in your textbook and discussing the answers with Sok, your neighbor. The teacher notices this and calls you and Sok to come to his office after the examination.

ROLE PLAY

No: 0325/AP

Teacher's Role

You are Mrs. Santos. You are the new History teacher of of Alegria Secondary School. That year Carlos was one of the secondary 4 students taking history in your class. Carlos was 20 years old and the oldest son of a family of 10 children. Carlos' parents were very poor. His father was a fisherman and his mother, whenever she had time to spare, helped in the family finances by sewing dresses for their neighbors.

Carlos was of an average intelligence as shown in the result of the I.Q. test administered him when he was in secondary I. Carlos manifested interest to finish his secondary education but you noticed that he was getting poor grades in all his subjects although they were passing grades. Somehow some students reported to you confidentially that Carlos has been cheating during examinations. You refused to believe what the students reported to you because you observed that in your class, Carlos has been very quiet and attentive. Besides, you always see Carlos in the library reading his books during vacant periods. However, what your students reported to you disturbed you. Since then you started observing Carlos keenly. So far, you have not seen or rather caught Carlos cheating.

The day set for the last periodical examination came. You were the last to administer your history examination. While the examination was going on you used to go around the examination room once in a while to see if your students were following instructions closely. On your third round you noticed Carlos surreptitiously looking at a sheet of paper he was hiding inside

the examination papers before writing down his answers. You approached Carlos slowly and silently and you saw him copy the answers to some questions from his notes. All the other students stopped writing and stared at you tensely waiting. It was then that Carlos became aware that you were standing behind him.

ROLE PLAY

No: 0325/AP

Student's Role

You are Carlos. You are 20 years old and a secondary 4 student of Alegria Secondary School. One of the subjects you are taking is History under Mrs. Santos. You are the eldest son of a family of 10 children. Your parents are very poor. Your father is a fisherman and your mother, to help in the family finances, sews dresses for your neighbours whenever she has the time to spare. Sometimes, if you are at home, the responsibility of taking care of your younger brothers and sisters rests on your shoulders. You are always out fishing with your father every night.

Because you are always out fishing with your father, you have practically no time to study your lessons in spite of the fact that you wanted to finish your secondary education with the hope of going to collegiate technical school upon your graduation from secondary school. During examinations you used to cram over your books just a few hours before the examination would take place. Despite your lack of time to study your lessons you still manage to get passing grades. Other students who have all the time in their hands to study and fail got jealous. Without your knowing, they reported you to your teacher of cheating.

A few days before the last periodical examinations was to take place your father got sick, so you had to do your father's job just so the family would live. You got worried because this examination was the deciding factor for

graduation. When examination day came, you went to sit for your examination. You were tired and sleepy after having spent half the night fishing. You never had the chance to study your lessons. Due to your desire to pass the examination and graduate you were tempted for the first time to copy your answers to the examination questions from your notes. You surreptitiously copied down the answers. Just then you saw Mrs. Santos standing beside you.

ROLE PLAY

No: 0325/AP

Other student's role

You are secondary 4 students of Alegria Seccndary School. Carlos is one of your classmates in History under Mrs. Santos. All of you know that Carlos belongs to a poor family of 10 children. It is also of common knowledge to all that Carlos helps his father, a fisherman, every night, thus leaving him no time to study his lessons, but what surprises you all is Carlos' ability to get passing grades, poor tho' they were.

Some of you, out of resentment and jealousy, confidentially reported to Mrs. Santos that Carlos used to cheat during examinations, planting a seed of mistrust in the mind of Mrs. Santos towards Carlos. Somehow you noticed that Mrs. Santos' attitude towards Carlos remained unchanged, having failed to catch Carlos cheating.

The day set for the last periodical examination, an examination which would determine your grades for graduation from secondary school came. You did not know that Carlos, for the past few days, has been doing his father's job, his father having gotten ill, leaving Carlos no time at all to study and review his lessons. During the History exams you noticed Mrs. Santos going around the examination room every now and then. All of a sudden some of you saw Mrs. Santos silently and slowly approach Carlos. You got suspicious of the way Mrs. Santos approached Carlos. You stopped writing and stared at Mrs. Santos standing beside Carlos while he was busy copying down answers from his notes. Carlos, after a few seconds sensed the silence which pervaded the room, looked up at Mrs. Santos beside him and at the students who were staring at him. You saw Carlos turn red and later on turn pale.

ROLE PLAY

No: 2591/SB

Teacher's Role

You are a female teacher of a vocational school for girls. You are also the librarian. You have 15 years of teaching experience.

One Thursday morning, while you were working in the school library, one student, Supee, came to you to borrow a book for recreatory reading. You did not allow her to borrow that book because it was not the day for lending novels. The library loans out novels only once a week, that is on Friday. Supee did not say anything and left you at your desk. You did not notice where she went. At closing time, you checked the books in the library and found out that the book she wanted to borrow was missing.

In the morning of the next day, you called Supee to your private office to find out whether she took the book without your permission or not.

ROLE PLAY

No: 2591/SE

Student's Role

You are Supee, a student in a vocational school for girls, grade 3, age 17. You are a dreamy and romantic girl. You are very interested in reading books, particularly novels.

One Thursday morning, you went to the school library to borrow a novel, named "Human Boat", but the librarian did not lend you that book because it was not Friday, the day for loaning out novels. On Friday you would be absent from the school because you were going to see the doctor. You were afraid that other students would borrow the book. You just took out the book from the school library without the librarian's permission. The following morning, the librarian called you to her private office.

ROLE PLAY

No: 2497/RD

Teacher's role

You graduated from the College of Education and have been teaching for five years in the Secondary school. You are now a teacher of grade IV class. Your students come from families of different socio-economic background.

One of your students is Somchai. He is a handsome 18 year old boy. He seems to be the most good-looking boy in the class. His marks in the first term tests show that he is good in several subjects. Now you observe that he is not doing well in his lessons. Often he did not finish his homework. Sometimes he even fell asleep in the class. You notice that he always receives a call from a woman in the afternoon. Then a woman who looked older than he would often pick him up in her car when it was time for going home. It happened several times and Somchai told his friends that she was his elder sister. You do not believe him and you feel very much annoyed about the situation. You are afraid that he would fail in the examination at the end of this year. You suspect that his relationship with that woman has a bad effect on his schooling. You wish to help him, so you call him in your office to talk with him.

ROLE PLAY

No: 2497/RD

Student's role

You are Somchai, a fourth grade student in a famous secondary school. You are now 18 years old, about 5' 6" high. You look very handsome and your friends agree that you are the most good-looking boy in the class. Your father is a civil servant in one of the government offices, but your mother is a housewife. Your father earns enough for the family. You do not have any problem about money for you studies.

Normally you learn well. Your marks in the first term test show that you are good in several subjects. During the year you met a woman who lives not quite far from your house. You develop a friendship with her. This woman is 21 years old and she is very talkative. She had been married but she divorced her husband last year. You enjoy talking with her and so does she. She usually calls you at school to tell you that she will pick you up and drive you home. You often go to her house and have dinner and return home late at night. You fall madly in love with her and nobody knows about this. You told your friends that she is your elder sister. Because you spend most of your time with her, you cannot do your homework or read your lessons. Sometimes you even fall asleep in class. In the last monthly test, your marks were very low. Your class teacher calls you to his office to talk with you.

ROLE PLAY

No: 2063/PH

Teacher's role

You are a teacher in Form III of a Junior High School. You teach Indonesian language. It was a medium size class. It has 27 pupils altogether.

You have had 9 years experience in teaching, so you could manage your class well. You could make your subject interesting to the students. What had been annoying you in these last 4 months was: your student named Gimán, a 16 year old boy, always looked sleepy in the class. It made you feel uneasy. Sometimes you scolded him or passed him a remark, but there was no improvement so far. On the other hand you felt pity for him. He grew thinner and unhealthy.

One day you invited him nicely to your house for a dinner and an interview.

ROLE PLAY

No. 2063/PH

Student's role

You are Gimán. You are 16 years old. You are now in Form III of a Junior High School. Your parents were divorced 4 months ago. You stayed together with your mother. Your father didn't give any allowance for you and your mother, so you had to work to help your mother to run a coffee shop in town. Since that time on you have always stayed until one or two o'clock in the morning.

You never tell your problem to anybody, but you can't hide it from your teacher's observation, especially from your teacher who taught you the Indonesian language. He noticed that you are always sleepy during the session. He scolded you many times or passed you a remark, but it didn't help. You still got low marks. You are growing thinner and unhealthy. One day your teacher invited you to his house for a dinner and had a talk with you.

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ROLE PLAY

No. 2125/PH

Teacher's role

You are a teacher of Form I and II in one of the Technical Schools in town. You have one year experience in teaching Geometry.

As a young and new teacher sometimes you feel some difficulties in communicating your ideas to your students. You realise that some of your explanations are not explicit and clear enough, but you always try your best to carry out your job.

One day you give an examination in Form II. None of your students are able to answer some of your questions.

One of the students, who is the brightest among the crowd named Ali, suggests to change the difficult questions with simple ones. But you are so insistent with your standpoint by saying that only those who do not learn well can't answer the questions.

As a reaction to your remark, Ali starts leaving the class and the other students make the move to follow him.

Being aware of the effect of the accident to your relationship with the student and also your reputation, you stop them from going out. You call Ali and the other students back to the class and give them a talk.

ROLE PLAY

No. 2125/PH

Student's role

(i) Ali's role

You are Ali. You are in Form II of a Technical School. Your age is 14 years old. Other pupils regarded you as the representative of the class. You always get high scores in different subjects. But, although you always can follow most of your teacher's lesson, you have some difficulties to follow the explanation given by your new Geometry teacher. His explanations were always not very clear. It made your notes incomplete and difficult to review.

One day you have to sit for an examination in the above-mentioned subject. Some of the questions given are so difficult to you. You are unable to answer them. When you look around, you can see that your fellow students are whispering to each other. They can't answer the problems either. Thus the class became noisy.

As the representative of the class, you then raise your hand and ask the teacher to change them with the easier ones but he does not agree and says that only those who do not learn well can't answer the questions.

Your teacher's answer makes you disappointed, then you decide to submit your unfinished paper and go out of the class. One or two of your fellow students follow your step, but after sometime your teacher call you back and give a talk.

ROLE PLAY

No. 3737/KA

Student's role

You are Ghak, a secondary school student, grade 3. You are 15 years old. Your father is a colonel in the army and your mother stays home. You are the 3rd boy among the family of 7 children. You like to be a leader in a group of students. Your classmates are boys and girls, 13-15 years old. They come from different social economic background. The parents ranging from Ministers, high officers, businessmen to simple farmers.

One day you suggest to you close friends not to prepare the homework on mathematics because you have invited your friends to come to your birthday party that evening. Your friends accept your suggestion.

The next morning, your teacher gets angry. He knows that you are behind all this and asks you to come to his office after school.

ROLE PLAY
No. 3737/KA

Teacher's role

You are Mr. Mak Chin, a secondary school teacher, with mathematics as your option. You have 6 years experience in this field.

Your students of Grade 3 are a mixture of boys and girls from 13 to 15 years old. They come from various classes of parents ranging from ministers, high officers, businessmen to simple farmers.

One of your students whose name is Chak, 15 years old is well known as a leader of the others in some activities. Physically, he is very strong, healthy and likes sports very much. He is one of the most intelligent students in class. However he never works hard.

One day he and his friends do not complete their homework on Mathematics. You suspect that Chak is behind all this. So you decide to talk to him after school.

ROLE PLAY
No: 2159/IB

Teacher's Role:

You are a secondary 2 teacher with 2 years teaching experience. Your class consists of 25 students, 15 of which are girls. One of those girls is Taty, 13 years old. She lives with her father and step mother. Her mother died a year ago and then her father married another woman who now becomes her step mother.

As a teacher, you notice that Taty is seldom absent from school, but she often comes late. Her school result is below average, but one thing that makes you feel annoyed is that she seldom completes her homework. You often tell her and other students that homework is very important because it helps them to understand their lesson better. But so far you do not see the result of your words, and Taty still seldom completes her homework.

One day when you were collecting your student's homework, again you noticed that Taty did not complete hers. Then you asked her to do and submit her homework on the next day or otherwise you would give score 3 in her record. When you asked her the next day, you found out that she still had not completed her work.

Then you decided to talk to her about the matter. Now you call her in your office.

ROLE PLAY
No: 2159/IB

Student's Role:

You are Taty, a secondary 2 student, age 13 years. Your mother died a year ago and now you live with your step mother and her children. Every morning you are busy preparing the children to go to school, so you often come late to your school. Coming back from school you have a lot of house work to do at home. You do the washing for the whole family, cooking and taking care of children. You have to do all this work otherwise your step mother will be grumbling at you. This situation makes you feel very tired especially at night. You seldom read your lesson and you seldom do your homework either. You often try to open the book and do the assignment at night but you cannot complete it. You think it will be better to say that you cannot complete the work, than cheating from your friend and submit it to your teacher.

One day when your teacher was collecting the students' homework, again you had not completed yours. The teacher gave you one day to complete the work or would give you score 3 in your record (otherwise)

At night you tried your best to complete it, but because of your being very tired you failed to complete it. Knowing that you did not complete the homework on the next day, your teacher then decided to talk to you about the matter. Now he calls you to his office.

ROLE PLAY

No: 0123/TE

Teacher's role,

As is the normal practice, there is no formal examination in your school, for the first term. Students have been briefed and constantly reminded about the importance of class tests. They have been told that tests are necessary for the purpose of grading to show progress in their work. For your Mathematics test, you have given the customary two-week notice. The day before the test, students have been reminded once again about it.

This is the first test you are administering to the boys, after they have been studying for one and a half months. Being in Soc. I class at this stage, you do not quite know the background of your children.

On the day in question, all are present when attendance is taken. The test as scheduled is administered after the break. However, as the test papers are being distributed, you notice that there is a vacant seat. On further examination, you find that the seat belongs to Christopher Ho. After the test, you confirm Christopher's absence by checking the answer scripts.

You decide to tackle him on this matter, when he comes to school the next day. You will call him up to your staff room, during recess.

ROLE PLAY

No: 123/TE

Student's role,

The whole class knew of the Mathematics test well in advance. As a matter of fact, your teacher reminded all the students about the test one day before hand.

You worked hard for the test but at the very last moment, you had cold feet. You took French leave. You scooted home during recess.

In all the previous occasions throughout your primary school, you had failed your Mathematics, whether tests or examinations. Recently, you tried to make amends but you just could not face up to it. You felt so terrified that all at once your mind went blank and you perspired. You were scared also to tell the teacher what actually happened. First thing in the morning on the next day, your teacher told you to see him in the staff room, during recess.

You are 13 years old and you are in Sec. I C. Your name is Christopher Ho.

ROLE PLAY

No: 0096/TE

Teacher's role,

In your Geography lesson, you gave your class a home assignment in map work. Students were asked to fill in the name of cities and shade the agricultural and mining areas of Germany. They were supposed to do this in preparation for the next lesson. One day before the 2nd lesson, you issued a reminder to the whole class.

Yet on the day in question, on checking, you found that Adnan did not pass up his work assignment.

You called him up there and then asked him for an explanation.

This critical incident happened in a Secondary II class.

ROLE PLAY

No: 0096/TE

Student's role,

Your name is Adnan bin Ahmad and you are a student in a Secondary II class.

You were given ample notice about your mapping homework. Actually, on the day when you were told of the assignment, you spent two hours doing it after school at home.

But on the day when you had to pass up the assignment, you could not find it, even after making a thorough search of your room. You suspected that either your younger brother must have played with it and consequently thrown it away or the servant must have thrown it away, thinking that it was an unwanted piece of paper. Anyway, it was too late that morning to do it all over again before going to school.

You were afraid to inform your teacher about it, for fear of being scolded by him. So you thought that the next best thing was to keep quiet, in the hope that you would not be found out.

As luck would have it, you were found out by your teacher and he asked you to explain.

ROLE PLAY

No: 0096/TE

Other students' role,

You are to play the role of other students in this Secondary II class.

You, all, were given home assignment in map work, in preparation for the coming Geography lesson. On the day in question, Adnan, your class-mate did not pass up his work.

The teacher found this out, while collecting the assignment. He called Adnan up straightaway and demanded an explanation.

ROLE PLAY
No: 0323/CT

Teacher's Role:

You are the form-teacher of a form-five class in a secondary school. The enrolment of the class is 40 students. You have 15 years' teaching experience.

Your class consists of boys and girls the majority of whom are from poor families. However, there are five students who come from upper-middle class families. One of these few students is Kim, 16 years old. He is the son of a successful businessman. Kim's father is the director of four large companies and the managing director of an established local bank. Kim's mother is a housewife.

You have had a good impression of Kim. From his school record, you learnt that Kim has been topping the class since Form One. Besides being a good student academically, Kim has also been actively participating in extra-curricular activities.

However, from the beginning of this second term, you detected a change in Kim's attitude and behaviour. Instead of being serious in his work, he did his assignments in a haphazard manner; sometimes he did not even hand in his work. He also dressed slovenly and has become very irritating.

This morning, Kim punched one of his classmates, a tiny boy who had earlier on teased him about his father keeping a mistress. The boy bled profusely. One teacher who happened to pass by immediately administered some first-aid and sent the boy to hospital.

You were informed of this incident. You called in Kim to your office as you wished to talk to him

ROLE PLAY
No: 0323/CT

Student's Role:

You are Kim, a Form Five student in a mixed school, aged 16 years. You have been doing very well in school: right from Form One, you have been topping the class. You have also been very active in extra-curricular activities.

Your father is a successful businessman. In spite of his onerous duties as the director of four large companies and the managing director of an established local bank, he can still find time to inquire about your progress in school. Your mother, a housewife, also helps you in your homework, whenever you need her assistance.

At the beginning of this year, you fell in love with a girl. Your parents disapproved of your behaviour. Relations between you and your parents became strained. You also discovered that your father keeps a mistress. You are very disappointed about this. It depressed you so much that your work suffered. You did not complete and hand in your work in time; your dress became slovenly and your manners became irritating. A sense of despondency and frustration seemed to have set in.

This morning, a tiny boy in your class teased you about your father keeping a mistress. You gave him a hard punch. Soon he was bleeding profusely. A teacher who happened to pass by immediately gave the victim some first-aid treatment and sent the victim to hospital. Your form-teacher, informed of this incident, summoned you to her office as she wished to talk to you

ROLE PLAY

No: 2055/IB

Teacher's Role:

You are a secondary 1 teacher in a small town. Your class comprises 25 students, 15 of which are boys. One of those boys is Dany, 12 years old. He lives with his uncle because his parents have just returned to their own village. Before, Dany was very popular in his class. His classmates liked him because of his good manners toward others. Academically he is an average student.

But during the last few weeks you notice certain changes in his behaviour. First he often looks unhappy and becomes quiet. Then he shows his aggressiveness toward his classmates. So far you have received 3 reports from your students about Dany's quarrels and fights with his classmates. His school work becomes worse too. His friends leave him alone now.

One day, during the lesson, he tried to borrow a book from his friend sitting in front of him. The boy said that he was using the book and promised to lend it to Dany later. Dany tried to take the book from the boy's hand. When he found that the boy held his book firmly, he hit the boy's head, took the book and tore it on the spot. The boy stood and caught Dany's hand. At that time you separated them, and advised them to keep quiet. Then you continued your lesson.

After the school hours you reported the incident to the principal. The principal asked you to get some information about the changes in Dany's behaviour during the last few weeks. Now you decided to ask Dany some questions and you call him to your office.

ROLE PLAY
No: 2055/IB

Student's Role:

You are Dany, a secondary 1 student, age 12 years. You live with your uncle, a businessman who spends most of his daytime in his office. During your stay in your uncle's house, your aunt and her children treat you badly. They treat you as their servant. Every time you make mistakes in doing something, they scold you or even give you physical punishment. You feel that the whole family, except your uncle, hates you. When you need something from them, they always refuse to give any help. All this makes you hate them but you cannot express your feeling. Sometimes you become very sensitive. In school you prefer to be alone. When your friends joke with you, you easily lose your temper. You often scold them and even challenge them to fight. Every time you have scolded or hit them, you feel a sense of satisfaction. The school now becomes a place where you can express your feeling or emotion toward others.

One day you tried to borrow a book from your friend, but he said that he was using it. Suddenly you remembered the attitude of your uncle's children when you try to borrow something from them. Unconsciously you hit your friend, took the book and tore it. When your friend caught your hand, your teacher came to separate you. After a few days your teacher calls you in his office to talk to you.

ROLE PLAY

No: 0324/AZ

Teacher's role

You are the Form Teacher of Form 2 in a Secondary Co-educational School. Your class consists of an almost equal number of boys and girls. You have been observing the behavior of a student in your class by the name of Ali. This boy is from a middle class family. You have been observing this boy's unruly and aggressive behavior towards other students in your class. So far you have been quite patient with him and tried to correct him in class, until one day you could not tolerate him anymore. You caught Ali pushing another boy while the class was lining up to enter the classroom. You confronted Ali and told him to see you in your room during recess time that day.

ROLE PLAY

No: 0324/AZ

Student's role

You are Ali, a student of Form 2 in a Secondary Co-educational School. You are from a middle class family and your parents are so busy with their own problems that they have no time to pay attention to you. As a result, you become unruly and start being aggressive towards the other students. You do this not with a mean intention, but to attract attention to compensate for the lack of attention at home. Your behavior has made the other students fear and dislike you and at the same time has caught the attention of your teacher. One day your teacher could not tolerate you any longer when he caught you pushing another boy while the class was lining up to enter the classroom. He confronted you and told you to see him in his room during recess time that day.

ROLE PLAY

No. 0596/TE

Teacher's Role

Aware of the quarrelsome behavior of Thian Lock from reports by other students and own observations, such reported incidents involving Thian Lock, however, never occurred in class or in your presence.

One day, while teaching, you were called to the Principal's Office to attend to an official matter.

Upon your return in 5 minutes time to your class - Sec.III E, you saw Thian Lock and Thomas Ee locked in fierce combat grappling at each other's throat. The other boys were cheering their own favourites and abetting them to fight even more vigorously. The class was transformed into a boxing or wrestling arena. The din that emanated from the class was really stereophonic. Indeed it was a spectacle.

You had to take a drastic action to end the fracas. You shouted at them to stop fighting. And when order was partially restored, you called them up to explain what happen in frcnt of the class.

ROLE PLAY

No. 0596/TE

Student's Role

Thomas Ee

You are in Sec. III E and Thian Lock is your classmate. He sits next to you in class.

One day, while the teacher was not in class, several other students accused you of taking Thian Lock's brand new fountain pen. Actually, what happened was that you had picked up the pen from Thian Lock's desk to examine it, while Thian Lock was in the lavatory. But you put it back after your scrutiny. You did not steal it.

So when you were accused by the other students of stealing, you were very angry. To make matters worse, Thian Lock did not give you a chance to explain your side of the story. He simply accused you of taking his pen, relying on what the other students said.

You were really provoked by the circumstances and you lost your head. You punched Thian Lock. Thereafter a fight ensued. It was at this juncture that the teacher came in. He shouted at you to stop fighting and called you up to the front of the class.

ROLE PLAY

No. 0596/TE

Student's Role

Wee Thian Lock

You are a student in a Secondary Bilateral School. Your class is Sec. III E.

One day, while the teacher was away, you got into an argument with Thomas Ee, the boy who sits on your right in class. It all began when you found that your brand new Parker pen was missing from your pencil case. Several students said that they saw Thomas Ee take your pen away, while you went to the toilet.

On hearing this, you inquired from Thomas Ee. He started becoming abusive and before you knew anything, you were already involved in an argument. In the heat of the argument, he assaulted you. Naturally, you had to defend yourself. It was while you were both struggling and scuffling that the teacher returned. He shouted at you to stop fighting and called you up to the front of the class.

ROLE PLAY

No. 0596/TE

Other Students' Roles

You are to play the role of Thian Lock's and Thomas Ee's classmates in Secondary III E.

One day, while your teacher was not in class, some of you saw Thomas Ee go to Thian Lock's desk, pick up a pen and examine it. At that time, Thian Lock was away at the lavatory. Later Thian Lock discovered that his brand new Parker pen was missing. Some of you explained what you saw.

Then Thian Lock asked Thomas Ee for the return of his pen. Thomas Ee, however, denied taking his pen. Soon hot words were exchanged. An argument developed and Thomas Ee, all of a sudden, punched Thian Lock in the face. A fight broke out.

At this stage, your teacher returned to the class. He shouted at them to stop fighting and called them to the front of the class to explain what the matter was all about.

ROLE PLAY

No: 0257/TE

Teacher's role

The class you were teaching was Sec. II D.

There was a known mischief-maker in your class. He was a bully and liked to pick on other children.

One day while teaching with your back turned to the class, you suddenly heard a commotion. You turned around and saw Hardial Singh shouting abuses at Ponnudurai and at the same time threatening with his fists, disturbing the peace of the class.

You had to intervene in order to preserve order and maintain your authority. In a loud and clear voice, you called them by their names. This had the effect you wanted. The commotion abruptly stopped. Then in a quietly-dignified tone of voice, you asked them to the front to explain the matter.

ROLE PLAY

No: 0257/ TE

Student's role,

Hardial Singh:

You are in Sec. II D, in the afternoon session of a Secondary Bilateral School.

One day during the interval, you saw Ponnudurai, one of your classmates, playing ball with a group of boys. As you walked near, Ponnudurai purposely kicked the ball at you. You were angry. So you picked the ball up and ran away with it. Just before recess was over, you returned the ball to one of the boys in the group. However, as the other children were rushing back to their classes, you accidentally knocked Ponnudurai, on his head.

In class, while your teacher was writing some notes on the chalkboard, you became aware that Ponnudurai was staring hard at you. So you made faces at him, in retaliation. He, then, annoyed you continuously by throwing pieces of paper at you. Despite your repeated protests, he still kept up with the barrage of "missiles" at you.

You became very angry and you lost your temper. You rushed up to him, impulsively and started to scold him. At this stage, the teacher put a stop to it and called both of you up to explain.

ROLE PLAY

No: 0257/TE

Student's role

S. Ponnudurai:

You are a classmate of Hardial Singh. You just turned 15 years old. You are in Sec. II D. One day in the school playing field during the interval, you were playing ball with a group of friends. From out of the blue, Hardial Singh came along and for no rhyme or reason, snatched the ball and ran away with it. No matter what the group did, he just would not return the ball. This mischievous act was followed to the point of defiance.

Just before the buzzer went to signal the end of the interval, Hardial Singh came near the group and returned the ball to another pupil, although he knew fully well that the ball belonged to you. However, just as he walked past you, he knocked you hard on your head with his knuckles. Then he ran away, grinning.

After recess, it was a History lesson. You were still very angry with Hardial Singh because the blow on your head was beginning to tell. Worse still, he started to make faces at you, while the teacher was writing some notes on the board.

You truly could not contain your anger anymore. It was then that you started to throw pieces of paper at him to get your own back. After awhile, he came charging at you and scolding you, using foul language. At that moment, the teacher turned round and saw what happened. He called both of you to the front and asked you to explain.

ROLE PLAY

No: 0257/TE

Other students' role;

You are the students in Secondary II D.

One day, after recess, while your teacher was writing notes on the board, some of you saw Ponnudurai throw pieces of paper menacingly at Hardial Singh. Of course, this angered Hardial Singh and without a word, he simply rushed up to Ponnudurai and scolded him, using foul language.

The teacher's attention was drawn to this uproar and he promptly intervened by asking them to stop the commotion. When this had its desired effect, he called both of them up and asked them to explain the matter.

ROLE PLAY

No: 0927/AP

Teacher's role

Lito was a 16 year old secondary 4 student of Carmen Secondary School and the only son of a rich family. His parents were too busy attending to their business and social obligations and had no time whatsoever for their child. Ever since Lito was a small child, his care was left solely to the charges of a series of nurses hired for the purpose. His parents were too busy to pay attention to Lito's needs and wishes.

Lito was a willful and an arrogant teenager. Whenever he needs something, he stops at nothing to get what he wants. Just so Lito would not bother them with small details, his parents always give him what he wants and asks for, no matter how unreasonable it is. He drives his own sportscar which his father gave him on his 16th birthday.

Lito was always causing trouble both inside and outside of the classroom. Whenever the teacher is not looking his way, he pulls the hair of some of the girls in front of him or hits the boys who happen to be sitting near him.

You are Lito's English teacher. One day, while you were writing something on the blackboard, a boy stood up to approach you. Suddenly Lito put forward his right foot and tripped the boy. Immediately the boy who was tripped stood up and hit Lito. The two boys fought causing commotion inside the classroom. You shouted at the boys who were fighting but they refused to listen to you. They went on fighting.

ROLE PLAY

No: 0927/AP

Student's role

You are Lito, a secondary 4 student of Carmen Secondary School. You are 16 years old and the only son of a rich family. In fact your parents, just so you will not bother them with anything, give you anything you want no matter how unreasonable it is. On your 16th birthday your father bought you a brand new car for you just because you wanted one. Your parents are so busy attending to their business commitments and social obligations that you do not even see each other for days on end. Ever since you were a small child you were left solely to the care of a series of nurses hired for the purpose.

You are willful and arrogant. You always cause trouble in your school both in and outside the classroom. You love to pull the girls' hair especially those sitting in front of you or hit any other boys who happen to be near you.

One day, while your English teacher was writing something on the blackboard, you purposely put your right foot forward with the intention of tripping the boy who was at that time approaching the teacher. The boy tripped. You never reckoned that the other boy would get mad and hit you back. You fought inside the classroom thus causing commotion.

Your teacher tried to stop you but you refused to listen to her. You continued fighting.

ROLE PLAY

No: 0927/AP

Other student's role

You are secondary 4 students of Carmen Secondary School. In your English class of 32, Lito was one of your classmates. All of you know that Lito is the only son of a rich family. Some of you hate and resent Lito, especially his arrogance and willfulness and his causing trouble both inside and outside the classroom. You always see Lito pulling the girls' hair and hitting some of you who happen to be near him.

One day, in your English class, one of your classmates stood up to approach your teacher who was writing something on the blackboard. You saw Lito suddenly stretch his right foot forward tripping the boy who was approaching the teacher. All of you were unprepared to what happened next. Suddenly the boy stood up and hit Lito with all his might. The two boys fought causing the other students to scramble from their seats and readying themselves to run out of the room. You heard your teacher shout for the boys to stop fighting but the teacher's shouts remained unheeded. They went on fighting while the teacher was shouting and the other students were running outside the room. There was complete bedlam in the classroom.