

NEWS LETTER N° 4
LEARNING POSITIVE DISCIPLINE
GRUNDTVIG PROJECT



The meeting in Umbertide started the 15th October 2014 from Rome, where Sergio with a private bus picked up all the participants.... Direction Umbertide.
A welcome dinner waited our friends and with them and come learners we started the first dinner meeting.

16th October

The first day started with the visit at the Municipality Hall of Umbertide, where the mayor greeted all the participants.
After the coffee-break, served by the Municipality, we walked to the S. Francesco Centre where we started the working session.



First working session:

Presentation of the European workshop “Techniques of Positive Discipline”. Within the workshop each partner presented a practical activity in PPT or Word or a technique/techniques of positive discipline; the activity was developed at local level with learners. The materials were posted in Dropbox, the common space of working at the partnership level and constitutes useful resources for the local activities with the learners.

The coordinator presented the work plan for the second year. This was sent to all the partners at the beginning of September 2014. Carmen Bardita, member of the implementing team of the partnership within “Stefan Procopiu” High School, the manager

of the project site, presented it to the partners (sections, materials) to whom they were requested to send materials to be posted on the site of the project.

Within the workshop regarding the final product of the partnership, the “Tools for teaching positive discipline” there were reminded information about the structure of the guide, the objectives of each module, the responsibilities regarding the guide elaboration. It was emphasized the second module (“The ingredients of Positive Discipline”) of which main objectives are: understanding the role of communication in positive discipline, understanding the concept of “active listening”, presentation of some positive disciplinary methods, identifying the differences between praise and encouragement, identifying the steps in applying positive discipline methods. It was reminded the fact that the second module is divided in three modules: Communication in Positive Discipline, Positive Discipline Methods and Steps in Applying Positive Discipline. Chapter 1 from Module II contains information about: communication style, the role of communication in positive discipline, reflective listening, the message in the first person, adult child communication barriers.



After the working session we moved in the afternoon to Assisi where we visited the town guided by a Franciscan Frat, one of the most expert on the history of the Basilica of Assisi. We discovered St. Francis, his values, his history and overall his life, through the different frescos realized in the both Basiliche, Inferiore e Superiore, realized by the school of the masterpiece Giotto.



17 October 2014

Second working session @ Centro San Francesco

Within the workshop regarding the final product of the partnership, the “Tools for teaching positive discipline” there were reminded information about the structure of the guide, the objectives of each module, the responsibilities regarding the guide elaboration. It was emphasized the second module (“The ingredients of Positive Discipline”) of which main objectives are: understanding the role of communication in positive discipline, understanding the concept of “active listening”, presentation of some positive disciplinary methods, identifying the differences between praise and encouragement, identifying the steps in applying positive discipline methods. It was reminded the fact that the second module is divided in three modules: Communication in Positive Discipline, Positive Discipline Methods and Steps in Applying Positive Discipline. Chapter 1 from Module II contains information about: communication style, the role of communication in positive discipline, reflective listening, the message in the first person, adult child communication barriers. Also in this chapter there have been proposed various exercises on communication in positive discipline that can be used in activities with learners (Communication styles, Active listening, Types of listening, Closed answers / open answers, Behavior-feeling-effect, Communication barriers). Chapter 2 from Module II describes some of the positive disciplinary techniques presented in books by specialists (time out, modeling/guidance/learning, reward/encouragement/praise, environmental control, distraction and redirection, setting rules, natural and logical consequences, behavioral contract, wheel of choice). Chapter 3 describes the steps in the application of positive discipline. Also, this chapter presents a few exercises on applying these positive discipline techniques, exercises that can be applied in activities with learners: “What a parent should do when...”, “Behavior and logical consequences”, “Logical consequences and punishment”, “Behavior observation”, “House rules”, “Discipline techniques according to the age”, “A grade 10 parent Decalogue”. It was mentioned that the second module is in full development; this should be finished at the latest 10-th of December 2014.

The workshop “Touch with the music” was proposed and coordinated by the Turkish team. The participants were divided in four teams (the red, blue, green and yellow team), receiving various tasks. The conclusions of the workshop: one of the most important factor to provide positive discipline is “communication”. Both parents and teachers ensure the children the listening to them when they catch the effective and right way of communication. To act impatiently against children, to use verbal or physical violent will be able to affect directly the people that they will transform when they grow up. That’s why we believe that the parents and teachers need to be educated and also believe that the basis of this education must be communication, because the children are constantly observing and imitating the adults who raise them.

The workshop “50 Positive Discipline Techniques” contained two parts: the presentation of the material “50 Positive Discipline Techniques” (resulted as a product of adapting the techniques and methods of positive discipline received from the). The material “50 Positive Discipline Techniques” is one of the partnership results and, at the first meeting, it was established that this material should represent an annex to the “Tools for teaching positive

discipline “guide. In the second part, Daniela Luca, from the implementation team of the coordinator institution, coordinated a group activity on the theme of positive discipline techniques.



After the lunch offered by the Centro San Francesco we departed for Perugia, to visit the main town of the Umbria Region.

After a visit of the Historic Centre some participants visited the National Gallery of Umbria. We were very lucky because this day started the international event EUROCHOCOLATE.





Saturday 18 October part 1

We started the day with the visit of the environmental centre education “MOLA CASANOVA”. We observed the Dam of the Municipality of Umbertide, his function, history and curiosities. After it the responsible showed us the environmental centre education. We had the opportunity to see and understand how they use non-formal education in the field of the teaching the environmental education.





Something about the Environmental centre education MOLA CASANOVA.

What they do with the school, from primary to high school, in the environmental field.

- Meeting, seminar, workshop on renewable energy and environmental sustainability.
- Exhibition and event organisation related to renewable energy and environmental sustainability.
- Research activities
- Private and public consultancy on sustainable energy (Photovoltaic, Aeolian, biomass, hydraulic), design, installation, assistance.
- Municipality Info Point on renewable energy.

Since 2009 our mission is to improve the sustainability development and Renewable Energy through innovative actions.

We are located in an old mill,(XVI century) close an hydroelectric power plant with a geothermal well, inside the Tiber river.

The Center is recognized as C.E.A. (environmental education center) by the Regione Umbria public administration and take part in the Tiber Eco-Museum.

They have experiences in training, teaching and education activities with every kind of school, and with Universities too.

In addition, they organize exhibitions, conferences, workshops and other kind of events.

They recently became Visitor-Centre of SMAC Park (SIC M.te Acuto and Corona), so we also organize excursions, and nature experiences in the Park.

The organisation has a well-established network with local, regional and national decision-makers and other stakeholders. Its experts are involved in regional and territorial planning activities too.

After the guided visit, the engineer Fabrizio (learner in this project) showed us the water show, opening the Dam only 2 cm... an amazing show!!!!!!

Saturday 18 October part 2

Visited the Dam and the environmental centre Mola Casanova we moved to the San Francesco Centre for our last working (very funny) session. The workshop designed by our coordinators was very nice and funny, we did portraits of every participants, a "participated portraits" in which every "painter" draw a part of the portrait in 30 seconds. After this very funny moment we shared the "operas" with unbelievable results. Later Simone and Sergio give to the participants the certificate of attendance with a small "sweet" present, the original honey produced by Sergio, responsible for the San Francesco Centre.



At the end of the afternoon, after the presentation of the next meeting, we moved to the Theatre of Umbertide where our Italian partners organized a special show.

The Italian team developed an interesting idea concerning the inclusion of a pedagogical project, at local level, in the dissemination plan. The name of this project is "THE JOURNEY OF A T-SHIRT IN THE GLOBAL ECONOMY" and it will be developed in the schools of Umbertide. The project was shown in the theatre of Umbertide through an improvised performance with BIO t-shirt in which were written some sentences concerning the best practices of Positive Discipline.

The main idea is to create a route of knowledge to sensitize our pupils to all the problems related to the creation of a common t-shirt, exploitation of children, slaves, environmental pollution... and so on. By this way we will be able to offer to our youth the opportunity to try new games, environmental activities, and learn about the globalization through non-formal education activities.





Before the dinner the participants visited the local market in the main square of Umbertide, making shopping and tasting some chestnuts with Novello Wine. The final dinner, “a real party”, was organized in the town, we had the dinner at “Briganti” Square, were some learners of the Italian team cooked for everybody local and typical dishes from the culinary tradition of Umbertide. After it we danced and sang popular Italian songs (but not only) with some citizens invited to play guitars, accordions, etc... The early morning of the day after the entire group moved to Rome, coming back home!



CONTRIBUTIONS FROM LPD PARTNERS.

Germany

Agentur Kultur e.V. München - Innovatives in Bildung & Kultur

We used the LPD material from the meeting in Umbertide for dissemination activities.

Here a photo of the presentation at the annual meeting of the members of our "Agentur Kultur e. V.". The meeting took place on Wednesday 22 October 2014 in Munich.

We presented the 50 LPD technics, informed about the T-Shirt campaign. "Giving responsibility based on age" printed on the t-shirt is one example. We gave as well some information about the LPD website and the next project steps.

We informed about our LPD activities as well at a national conference "Netzwerk 21", 23 - 24 October 2014 in Munich.

Here a photo from the "Markt der Möglichkeiten" where many initiatives and institutions presented projects and examples of good practice for a sustainable development.



Spain

C.P.F.P.A. Mislata

Back from Umbertide we had a meeting with our colleagues to explain to them the activities and the workshops we did there.

They specially liked the music workshop and we decided to do it in one of our classes.

We chose a group that comes to the school only to learn and talk about the History of Music because we thought it was the best one for it.

We helped the teacher to do it and it was very good fun.

The pupils realized, as we did in Italy, that music and words are the same in one sense: it is not as important what we say (or sing) if not the way we do it. That's an important lesson in life. Words don't offend, we do.

If we are able to explain and talk to people "harmoniously" it will work; if not, it won't.

On the other hand, they also learnt (as we did) how important it is to listen to the group, to listen to the "others" to get a much better result and this can be extended to music, work, school, home and so on.

Our evaluation of this workshop is very good because it is a very simple activity (anyone can do it) and shows you clearly important thing about communication.

As the experience has been very interesting we have thought that we may repeat it when we have our Cultural Week with different students from different groups.

At the moment we have had no time for more dissemination activities.

We also shared information about the fifty techniques for positive discipline with our colleagues so that they can use them if they think they are useful.

Romania

Liceul "Stefan Procopiu"

The human library – I can learn from the experience of the others

The human library resembles an ordinary one, where interested readers borrow books for a limited period of time, read them and return them to the librarian, to be read by further interested readers. But there are two big differences:

- The books are persons;
- Reading the books means the dialogue between readers and books.

Participation in a "Human Library" activity may represent a special experience as it has two special ingredients:

- Interesting life stories;
- The opportunity of reading these stories looking right in the characters' eyes and talking with them.

We organized this activity on 28 September 2014, when almost 40 learners/adults participated, organized in 8 groups. This activity aimed at:

- Developing the abilities of the learners to manage children's behaviour problems;
- Changing inefficient behaviour and attitude in the adult children relationship by analysing the consequences of inappropriate behaviours presented by "living books";
- Enriching the knowledge of participants on positive discipline.

We concluded a partnership with Vaslui Penitentiary. 9 persons deprived of liberty, during the sentence execution period, played the role of "**living books**", the titles of the books being established by the activity organizers. Titles from the Human Library:

- 📖 Inappropriate friends
- 📖 What not listening to your parents means
- 📖 Destructive/Self-destructive behaviour
- 📖 Having only one parent
- 📖 Adolescence fury
- 📖 What a child thinks and feels
- 📖 When you *cannot say no*
- 📖 Problems I couldn't solve



Human Library Rules

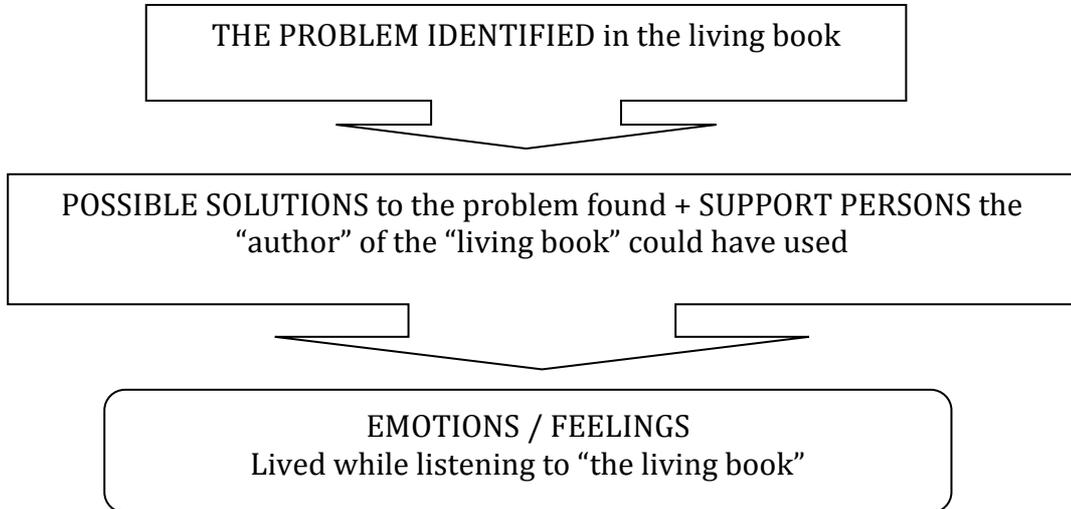
- Each group selected **three titles** of living books to avoid the first book/option being already borrowed by the other group.
- The living book sat at the table of the group that chose it.
- The living book told its story for 10-15 minutes.

- Each member of the group could ask the living book only one question.

What happened after the Living Books were read?

- After the *living book* was read/ told its story, *it was returned to the library*.
- Together with one of the activity presenters (psychologist), all the *living books* expressed the emotions felt during the interaction with the learners that read it/whom it told the story to.

Work task:



Each group of learners had to fill in the flipchart the information received while reading the living book.



A representative of each group presented the theme of the living book and the answers made for the task indicated.



Identified solutions

I. Reflexive listening

Reflexive listening involves the understanding of what the child feels and wants to express, and the adult repetition of the child's ideas, to make the child feel understood and accepted. Reflexive listening helps the child/adult to think beyond the problem that appeared and to exploit different solutions to the problem.

II. Time-In

Is the method supposing:

- Keeping calm;
- Setting some space for the child and the adult to be alone;
- Discussion with the child to identify the problems and the causes of the undesired behaviour. The child should be left to express himself freely, calmly and respectfully. The parent should guide the discussion so as to discover the causes of the unwanted behaviour. Immediate communication helps the child to freely express feelings and emotions, to control emotions and understand where he is wrong.
- The child repairs the mistake.

III. The rules of the house

Establishing "the rules of the houses" represents a technique of positive discipline as it directs the children and helps them meet the objectives that parents proposed to their development. A child used to the rules of the house will manifest frequently and relatively behaviour that satisfies the parents expectations. Suggestions for establishing "the rules of the house":

- *A good rule explains clearly the expected behaviour;*
- *Rules must be displayed in a place that ensures the entire family's access;*

Establishing a limited number of rules (5-7 rules) as too many rules means enhanced control on the child's life.



Romania

Kiwanis Club Vaslui

Activity Title: Praise vs. Encouragement. Differences between praise and encouragement

The main objective of our activity: To encourage changes in behaviour and attitudes between parents and children through the use of positive discipline such as encouragement.

Participants' number: 15

Target audience: parents, grandparents, teachers

Activity time: 90 minutes

Materials needed: flipchart, marker, paper, work sheets.

Methods used: discussion, brainstorming, case studies, sharing experiences, group activities.

When we organized this activity? September 9, 2014

STAGES OF ACTIVITY

Topic 1: Attributes of reward (praise and encouragement) which are associated with one's self.

The task for participants: Each participant chooses from the flip chart a post-it on the back of each post it is written an attribute of positive discipline. Each participant has identified for each attribute its role in children's positive discipline and how reward is constructed. The pyramid of rewards attributes was built by the participants: Realist, Innovative, Open, Dynamic, Grateful, Friendly, Polite, Involved, Determined, Forgiving, Modest and Tenacious.



Topic 2: To face up to one's behaviour when praising and encouraging.

The following task that the participants received was to write down on a piece of paper a bad decision that they took during the summer, in relation to their child or adults, a decision which could have been positive and rewarded with praise and encouragement. When task completed the participants shared their experiences and the paper that they wrote down on were transformed into paper planes. These were launched across the room, in order to encourage future positive motivation when they build relationships with the people around them, either children or adults. When task completed the participants shared their experiences and the paper that they wrote down on were transformed into paper planes. These were launched across the room, in order to encourage future positive motivation when they build relationships with the people around them, either children or adults.



**Experts say: Encourage more and praise less!
WHY? What is the difference between PRAISE and ENCOURAGEMENT?**

PRAISE	ENCOURAGEMENT
When the child has finished/completed a task successfully, praise is used. Praise is used for winners. (Well done you have finished your homework)	Encouragement is used at the beginning, during and in the case of a failure of a task. Effort, participation and progression are encouraged.
Success is measured according to the result obtained.	Success is measured according to efforts and progression obtain by the child.
When praising, the feelings of the person the praises (the adults) are more important than the feelings of the praised.	During encouragement the focus is on the child's feelings. Encouragement is focused on what the child feels about the activity, about the result and if they liked what they did. (You must be very proud! You thought you weren't going to finish in time, but you did).
Praise is usually given to a superior level.	Encouragement means that adult is paying attention to what the child is doing in an optimistic and open to cooperation. The adult is not an authority anymore, is a leader that guides its child in an open atmosphere.
The child understands the he/ she must accomplish the tasks given by the adults, either parents or teachers, in order to be valued.	The child understands that there is no need to be perfect to be valued, and that its efforts and progress are sufficient.
Indicates if the child meets the adult's expectations.	Respects the child's abilities and emphasizes the child's efforts in comparison to the adult expectations.
Develops the extrinsic motivation of the child. Child's motivation becomes translated in the appreciation and acceptance of others.	Develops the intrinsic motivation which translates into the child being motivated by the value of the task and the impact upon its own persona. Encouragement is a continuous auto evaluation, which will help the child to not depend upon the approval and acceptance of others.
Praise is not always specific. For example: "Well done, you did a good job." "Excellent, great job."	Encouragement is specific, tailored to the task. For example: Well done for using all colours you colored in the characters very well.

Praise implies the use of exaggerations when is not needed. For example: How well you sang, you are the best singer in the whole school.	Encouragement is realistic. For example: Your efforts paid off, now you are a better singer.
Consequences	Consequences
There is a high possibility that the child will learn to act contingent to others expectations, the values of the child are set according to unrealistic standards that he/she is looking to reach. They always get involved in competitions for the reason to always be first and they are afraid of failure. The child sets its standards too high and gets used to a certain level to which he/she feel pressured to meet and failure brings unhappiness.	The child learns that perfection is not a goal to reach, she/he learns to act upon own standards and to appreciate its own efforts and the progress, even though these are minimum and the child is not in the top. The child is not afraid of failure and she/he does not feel defeated when this occurs. What are important for the child is the progress and the effort and not failure which is considered normal.

Remember! **Sometimes praise can have negative consequences:**

- ❖ It can create dependency on praise, leading to the behaviour of the child to be exclusively contingent on the praise.
- ❖ It can develop negative and unhealthy pride. This results in the child being happy because they pleased others and not because of their own achievements.
- ❖ It can lead to stubbornness because of the manipulative nature of the praise thus the child refuses cooperation.
- ❖ There is an increased risk that the child takes decisions on its own in order to please others.

Encouragement- ability that can be learned! 5 principles that must be undertaken to reinforce a positive behaviour:

- Praise a real and specific achievement.
- Use specific encouragements and mention clearly the positive aspects.
- Be honest and do not exaggerate when praising or encouraging.
- Use positive emotions. Most of the times praise or encouragement begins with a positive affirmation, for example: Well done for completing your homework, why can't you do the same every day. By the time the sentence is finished the positive stimuli is dispersed because of the negative input.
- Be attentive, whenever the child shows positive behaviour encouragement must be shown.

Efficient positive discipline between parents and children begins with the development of children's self-esteem! **Parents can focus on:**

- Use the positive aspects of the child's behaviour.
- Praise the efforts and the progress made by the child.
- Accept the differences that shape the child.
- Give and encourage self-confidence.
- Realistic expectations from the child, adapted to its potential.
- Avoidance of comparing the child with its peers and encourage competition.

Something we liked: Grandma's rule.

Grandma's Rule, says "*If you finish your vegetables, you will receive desert*". Usually the majority of children prefer desert over vegetables. When the choice with high demand is conditioned by the choice with a low demand, the child not only would eat vegetables but in time they would start liking them. Thus the child will understand that to do what

he/she likes would have to first complete what he was requested. However the majority of parents give in to the pressure of children; such as: *"5 more minutes at the computer, and then I will complete my homework"*. Children learn that their behaviour has consequences and that good things are contingent upon their conduct. Grandma's rule fails to be efficient when the parent gives in under the child's pressure or when greater rewards are offered.



Latvia

BAUSKA School n°2

At first we are sincerely grateful to Italian partners for so well considered and integrated programme combining intercultural aspects and pedagogical work.

We have acquired new knowledge about innovative methods and techniques on Learning Positive Discipline. Each partner brought new ideas and as a result the main objectives were achieved: all together 50 positive techniques were aggregated. The workshops were relevant to be used in our further pedagogical and parenting work as well. The communication and atmosphere were excellent. The meeting provided also multicultural environment and interaction as one of the forms of education and discipline. Besides, we improved our competences in the English language, especially in terminology of parenting.

Also we are still impressed of visiting historically significant places in Umbertide, Assisi and Perugia. Our special thanks to Italian organisers for opportunity to attend The Municipality Hall of Umbertide and meeting with the Mayor Mr M. Locchi. And, of course, we would like to express our gratitude to all the partners for so great cooperative work. We believe – we all are doing very important work!

Best wishes from Latvian team

