



Lifelong  
Learning  
Programme

## Grundtvig Learning Partnership "Learning Positive Discipline" (LPD)

**Newsletter no. 3  
June 2014**



*This newsletter contains information about the third project meeting organised within Grundtvig Learning Partnership "Learning Positive Discipline" (LPD) coordinated by "Ștefan Procopiu" High School of Vaslui during 2013–2015.*

*The partner institutions are: Foreign Language Secondary School (Bulgaria, Pleven), Kiwanis Club Vaslui (Romania, Vaslui), Agentur Kultur e.V. (Germany, Munchen), Estonian Survival Society (Estonia, Võru), C.P.F.P.A. MISLATA (Spain, Mislata), Bauska Secondary School no.2 (Latvia, Bauska), Kecskeméti Főiskola (Hungary, Kecskemét), Amici del centro socio-culturale San Francesco (Umbertide, Italy), DC Center DariuszCegliński (Poland, Rzeszow), Usak University Women Studies Research and Implementation Center (Turcia, Uşak).*

**Part A: LPD meeting in Poland: 3-7 June 2014 (pages 1-7)**

**Part B: Local activities of the partners (pages 7-13)**



### Activities organized within the project meeting in Poland:

- Seminary having as subject: "**Communication in Positive Discipline**".
- Presentation of the final report (resemblances and differences) of the research based on questionnaires having as subject „Education of children concerning positive discipline. Guidelines and current practice in Europe”.
- Evaluation of the first module of the guide "**Tools for positive discipline**", the final product of the LPD partnership (**Positive discipline as a form of behavioral learning**).
- Work sessions: "What have we accomplished until now?", "The work plan for the following period", "Presentation of the dissemination activities realized during the first project year in each institution/partner country", "Intermediary evaluation, at the level of the partnership at the end of the first project year (questionnaires and SWOT analysis).
- Workshop: "**First person message**".
- Cultural and social activities.
- Evaluation of the project meeting using as instruments the questionnaires and discussions.

### **The Seminary "Communication in positive discipline"**

The project meeting began with the seminary „Communication in positive discipline”, on which occasion each partner institution presented the workshop/the practical activity performed with the learners. The materials presented turned into a common source for all partners, useful for creating activities with learners in the second project year.



### **Education of children concerning positive discipline. Guidelines and current practice in Europe**

The comparing analysis of the final results of the research „Education of children concerning positive discipline. Guidelines and current practice in Europe” was performed and presented by Latvia (similarities/resemblances) and Estonia (differences). Concerning the rewards used by parents to improve the adequate/correct behaviors of children, the most frequent in:

- Bulgaria, Romania, Poland, Estonia, Letonia, Italy and Hungary are the verbal rewards: praise and encouragement
- Germany are the material rewards;
- Spain and Turkey is the physical affection.

It should be also mentioned that the previous generations showed a less negative attitude towards physical punishments so that the mentality is also seen nowadays.



### Work session "Evaluation of the first module of the guide"

#### "Tools for teaching positive discipline"

Another work session consisted in the evaluation of the first module of the guide „Tools for teaching positive discipline”, this being the final product of our partnership. Mainly, each partner had to create a subchapter but there were situations when two partners collaborated at the elaboration of a subchapter.

**The guide „Tools for teaching positive discipline” is structured as follows:**

- ❖ Introduction
- ❖ Module I:” Positive Discipline as a form of behavioral learning”
- ❖ Module II: The ingredients of Positive Discipline
- ❖ Module III: Problems solving with Positive Discipline
- ❖ Annex: 50 techniques of positive disciplining

#### The structure of the first module:

1. What is positive discipline?
2. The benefits of positive discipline
3. Positive discipline versus punishment/negative discipline (What is punishment?, Types of punishment, What is the difference between positive discipline and punishment?, Why adults use punishment?, The consequences of punishment, Is the use of punishment efficient?, Physical punishment- myth and reality)
4. Examples of good practice

The first module of the guide contains both theoretical aspects and examples of good practices which can be applied in the activities with adults.



**Work session: "Evaluation of the dissemination activities accomplished in the first project year"**

Another work session involved the presentation of the dissemination activities during the first project year of each partner. Dissemination is a main component of the European projects thus presenting the developed activities and the accomplished products. The presentations of our European partners showed the fact that a large number of dissemination tools are used, these being adequate for these types of projects.

Besides all the local activities performed by each partner, at the partnership lever, a number of common tools were created:

- The site of the project made by the Romanian team (<http://www.grundtviglpd.96.lt/>).
- The logo of the project made by the Italian team.
- The poster of the project made by the Spanish and the Latvia team.
- The folding of the project made by the Romanian team.



**The workshop with the subject: *FIRST PERSON MESSAGE***

The activity was coordinated by Daniela Luca. The participants were grouped in 5 teams.

**The objectives of the activity were:**

- ❑ Developing the adults 'abilities to manage childrenbehavioralproblems by using the first person message;
- ❑ Learning some relational behaviors based on positive discipline.

**The steps of the activity:**

- Ice-breaking exercise *The Dictionary of Positive Discipline*; each participant wrote a word which began with the same letter as the one he/she had on the ticked chosen word met in the field of positive discipline (a method, an attitude, a technique, a behavior, a feeling, etc.). The moderator of the activity centralized together with each of the participants the answers on a flipchart sheet.
- The moderator of the activity presented information about the structure and the way of building the first person message then the participants were required to build a first person message for the hypothetical situation presented on the chosen ticket. Each group chose a representative who presented the first person message which can be used both in the relation with children and adults.
- For the evaluation of these activity, the participants presented on the received post-it one of the faces in the PPT material (I like it, I didn't like it, I don't know ... ).



### Intermediary evaluation on the level of the partnership

Concerning the intermediary evaluation on the level of the partnership at the end of the first project year, it was realized based on on-line questionnaires, before the project meeting, and on a SWOT analysis within the project meeting. Thus, the following conclusions were noted:

#### Strengths:

- All practical activities/workshops realized within the project meeting turn into examples of good practice in the activities with learners;
- Improving the role of the organization (school/NGO) in the local community between different actors like : municipality, associations, families;
- Each of the partners contributes with different competences and experience for a good use of the partnership.

#### Weaknesses:

- Failure to meet deadlines in accomplishing the work tasks by some partners;
- The large number of partners sometimes makes it difficult to monitor the partnership activities by the coordinator;

#### Opportunities:

- Realizing new partnerships/projects on common subjects if interest;

#### Threats:

- Increasing the familial and professional responsibilities can lead to the decreasing of the time needed for involvement in partnerships;



### Handing the participation certificates

Handing the participation certificates meant the closure moment of the project meeting which took place in Rzeszów, Poland, the host of the project meeting being DC Center Dariusz Cegliński.



**Local activities: *High School "Stefan Procopiu" (Romania)***

In August 2013, we, the team of "Stefan Procopiu" Vaslui started the implementation of the third Grundtvig Learning Partnership. This time, as coordinators, not just partners. There have been eight months already and we believe we face this challenge quite well! It was a period rich in local activities.

For setting the target group, first we addressed the parents of our high school students, and persons involved in the education of children (teachers, school counselors, foster parents). We can say that the activities had a great success among members of the target group, evidenced by their presence at the workshops taking place on Sundays and their active involvement in solving tasks. In the Staff members' opinion, these workshops are perhaps the most important activities that we conducted during this period.

During the meeting of 27 October 2013 we organized the group activity entitled "Rewards: Praise and Encouragement". On this occasion, our learners learned that the more natural the rewards, the greater the chance of consolidation and persistence of the desired behavior. When a child performs a desired behavior, we can encourage him by praise, approval, granting of attention, a touch on the shoulder, a handshake, a smile, a sign of friendship.



At the meeting of December 8, 2013, our learners participated in the group activity on



"Punishment and Positive Discipline" ("+" and "-"). This group activity provided an opportunity for interesting discussions on the ways in which adults react when they are angry, some using punishment (emotional, verbal or physical), others giving children a model by their behavior. It was stressed the fact that the discipline is to teach, because the word "discipline" is akin to the term "disciple" and the disciple is someone who follows the teachings and lifestyle of another person, his model behavior in various situations.

There were highlighted the characteristics of positive discipline and those of punishment. We also invited a priest who presented the vision of the Church on punishment and education of children. The conclusion of the activity: "To discipline does not mean punishment, but to guide the child toward good choices and actions."

At the meeting on February 16, 2014, we proposed our learners the group activity "Appropriate Punishments" which gave participants the opportunity for interesting discussions on punishment of children by parents. During this activity, learners found answers to questions like "How necessary is the punishment?", "What are the 10 questions a parent needs to ask itself before he/she punishes a child?", "What rules must be followed for punishment to be suitable?", "What are the 10 rules to control an angry child?". The conclusion of the activity was made by Mrs. Daniela Luca, coordinator of the project "Learning Positive Discipline" (LPD): "A real punishment is the one rarely used because it is rarely needed."





Local activities: *Estonian Survival Society (Estonia, Võru)*

We got a lot of practical tips and ideas practically implement visiting Poland.

We are planning for parents who are constantly struggling with their child misbehavior, to perform a recurrent training. First, we would like to introduce positive discipline employment through practice (first person message, active listening).



Parents are often blaming and commanding without an explanation „Why did you do so again?“ „How were you so stupid?“ „Shut up!“ „Do not go into deep water!“ It is necessary for parents to explain: Tell them what they should do contrary to forbidding them only, and do it using I-message. We are looking forward to their feedback of practically carried out activities and offer more opportunities to solve different situations with parents according to positive discipline at next meeting.

Local activities: *Kiwanis Club Vaslui (Romania)*

May 25, 2014: **Kiwanis Club Vaslui** organized the activity "**Right choice**", activity with children and adult tutors (foster) family centers of the Department for Child Protection Vaslui and volunteers from our institution (11 adults and 23 children). During this meeting has been organized the activity "Proper punishments." Staff members mentioned the rules for the application of a proper punishment, the conditions for the punishment to have an positive impact on a ineffective behavior. All participants, adults and children, shared their memories on punishment received or applied. The conclusions of this exercise: children prefer dialogue and adults prefer to apply positive methods of discipline.



**Local activities: C.P.F.P.A. MISLATA (Spain, Mislata)**

When we came back from Rzesow, we had no time to do any activities with our students because the classes had already finished. So we decided to do the dissemination task with our colleagues. We had a staff meeting where we explained the things we had been doing in Poland and decided to practice the activity "first person sentences" that we practiced there because we think it was a really interesting activity , not only to implement it with our students but also with our colleagues and in our private lives.

We acted out a situation we had previously prepared.

Situation: In the school, in a evaluation session some teachers criticize the behavior of some students whose tutor is a new teacher in the school. She feels that when the colleagues criticize her pupils are, in fact, trying to criticize her work.

We decided to act it out in two ways:

a) The tutor of the group defends her students and attacks the other colleagues saying that their students behavior is much worse than hers because they are disrespectful and so on...

b) We practiced the "first person message", following the three steps.

WHEN you talk to me like that about my tutoring students

I FEEL you are criticizing me, I feel you don't approve the way I do things with them because I am young and you think I have no enough experience. It makes me feel miserable and I try to find reasons to criticize you too, although, in fact, I have no reasons to do so.

I WISH you were more sensible and sensitive when you express your opinion about my pupils behavior and that you do it in such a way that I don't feel you think that it is my fault.



Local activities: *Agentur Kultur e.V. (Germany, Munchen)*

### Workshop „Punishment vs. LPD“

Target group: Day mothers (Qualified women, care for the children of working parents). Our workshop was a training event for this target group. It was held in the „House of Child Day Care“ in Göppingen, near by Stuttgart in May 2014. Topics: Under the guidance of the pedagogical advisor, Christine Koblischek-Müller, discussing the LPD - questionnaire. We were working with the cartoons „Spoken punishment“



### LPD – an issue of adult education and family education

Project presentation in a section of protestant adult education on May 22th 2014. Meeting place: Jena, Hotel Schwarzer Bär.

Target group: Full-time professionals of the Protestant adult education, coming from different education centres in Stuttgart, Göppingen, Frankfurt, Bremen, Rostock, Leipzig, Bonn, Mainz, Dortmund. Discussion on educational work with parents with different experiences of migration. The LPD project can help to perceive cultural differences.



### Activities in the context of LPD and moving

According to our holistic approach of cultural education we will organize a workshop “LPD and moving - Positive discipline and body language” based on our experiences in the past and actual activities. We will describe 10-15 Positive Discipline Techniques as a result of this workshop.

### Rule for brainstorming

“Collect ideas, write it down, validate it later.”

At our last dinner on Friday in DESSA Restaurant in Rzeszow we followed this rule in an informal way and collected some ideas and topics for future projects.



**Evaluation methods** as proposed by the Romanian coordinator are always very helpful and useful for project management in general.



**Local activities: Amici del centro socio-culturale San Francesco  
(Umbertide, Italy)**

The Association **CSC SAN FRANCESCO** in collaboration with the Municipality of Umbertide and other regional towns developed several meetings and seminars to sensitize the community to the different aspects related to discipline, family environment, education and formation. The educational task involves the family with the highest priority, a place of growth and development of children and adolescents. With this awareness the municipalities of the Welfare Area 1, in collaboration with several association involved in the field of education, have promoted "**Growing together Parents and Children**", a project designed to help families through a process of mutual growth, to widen knowledge and discuss on what characterizes the parent-child relationship. The project consists of a



series of meetings focused on the main critical points related to the most current educational issues, through a series of themed events and activities such as workshops under the tutor and guide of different experts. The intent is to promote not only knowledge but also, and overall, help to spread the culture of a parental role based on listening, support, closeness, understanding, so that everyone's experience can become a resource for other.



We also developed different activities directed to young people and parents: learn about science open air through non formal education activities. It has been a real success. The event has been developed in collaboration with the Association Laboratorio del Cittadino a Centre of Environmental Education and the Municipality of Umbertide. During this activities pupils and parents take part in several workshops with specialists and trainers.



# Bulgarian team-March/June,2014



## Discipline through cooperation

- positive relationships
- positive self-esteem
- approach "handshake"



## Developing social skills

- responsibility
- tolerance
- helpfulness



active listening

understanding  
the point of view  
from other learners



Learns  
cooperate trainers



and other learners

## Assertive behavior

- insisting on yourself
- holding contracts



## Classmates educate their classmates



## "School for parents"



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