

“WE” Positive Dynamics Scheme



**“CREATING A POSITIVE
SCHOOL CLIMATE BY
ENGAGING TEACHERS AND
STUDENTS”**

Warm-up I



Warm-up II

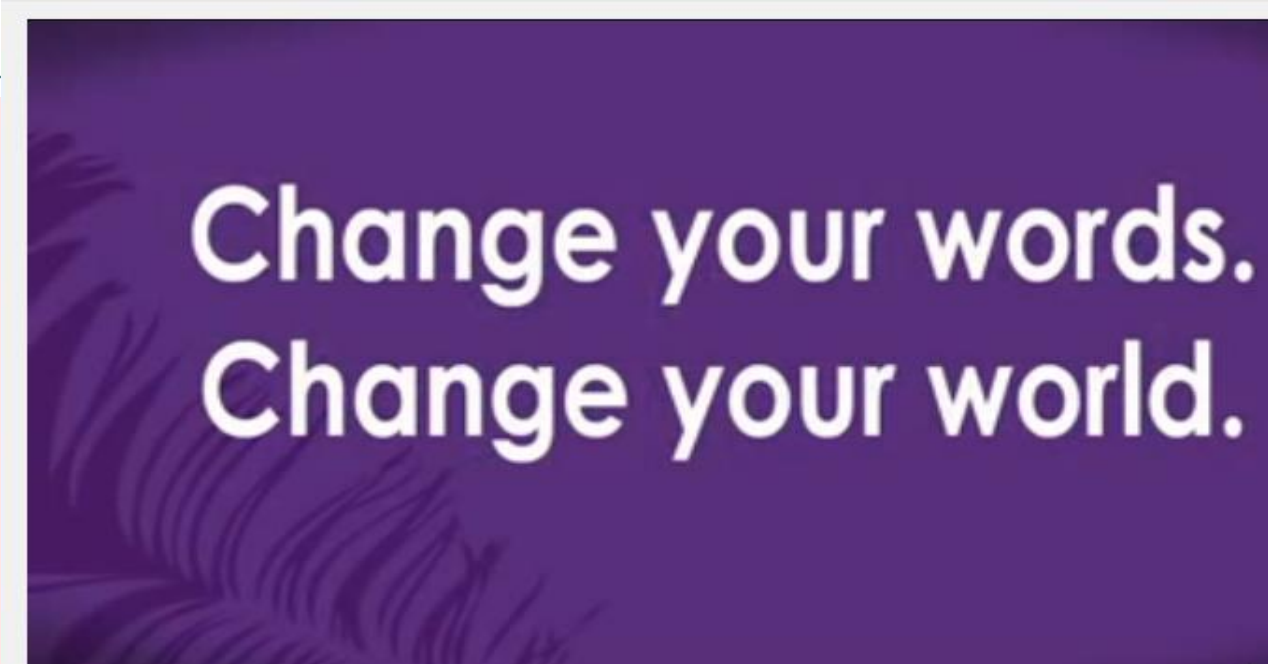


- A: You are most welcome. Without you, our school will definitely be different!
- B: If I'm too tired to teach, I may quit.
- A: You may rest assured. I won't let this happen!
- B: ~~Can I prepare only one examination paper only for each school year?~~
- A: Certainly! This is the bottom line!
- B: Do I normally need to correct exercise books till late night every day?
- A: That's impossible! Who told you that?
- B: Is there any time-off for over-time work?
- A: Needless to say, absolutely more than peers of the profession!
- B: Is there any risk of sudden death at work?
- A: No! Why do you have such an idea?
- B: Will the school arrange buffets regularly?
- A: This is written in black and white!
- B: Do I need to be on duty during holidays?
- A: Not a must. It depends.
- B: How about leave? Is there any compensation leave after an event?
- A: That's our usual practice!
- B: Are all inferior classes taught by newly-appointed teachers?
- A: That's impossible! Many of your peers are more senior than you!
- B: If there is a vacancy of a managerial post, may I compete for it?
- A: Of course! This is the mechanism that our school has been relying on to survive!
- B: You're not making a fool of me, are you?

Read from the Top down,
positive energy **increases** and
you like to stay and work in
the school.

Read from the bottom up,
negative energy **increases** and
you don't like to come and
work in the school.

It's a beautiful day and I can't see it !



**Change your words.
Change your world.**

<https://www.youtube.com/watch?v=F8bm2llxxjU>



Transform

A brief introduction of the “WE” Positive Dynamics Scheme

Problems and challenges faced by primary students

Coping with the pressure of homework and examinations,
getting along with peers, exploring values while growing up



Lacking self-confidence, having poor self-image, regarding
themselves as not lovable
and having poor interpersonal relationship



Requiring other people’s recognition and encouragement for
developing a positive sense of self and for overcoming obstacles
while growing up so as to lead a healthy and happy life

School indeed provides an ideal environment for helping children develop a positive sense of self



YOU ARE AN IMPORTANT
PERSON FOR THE GROWTH
OF CHILDREN.



WE

ME

Planning's Expectation



Teachers will also
grow and benefit
from students'
growth.

Activity 1: "What the cards can tell about you"

(6-7 persons form a group)



How to play :

- Each group is given a stack of cards to be put in the middle of a table. Players will take turn to pick a card (don't show it to other players), read it and give it (face down) to the most suitable player who must not read the card until all the cards in the middle have been dealt out. Players must not show their cards to each other until they are told to do so.
- Rule: Each player must be given at least 5 cards.

Group Sharing



1. Which cards provide correct descriptions about you?
Please explain with examples.

2. Which cards provide wrong descriptions about you?
Please explain with examples.

(Each person has 2-3 minutes for sharing.)

Reporting



1. Please tell us one personality trait listed in the game card that you most agree with/like most. Please explain with examples.
2. How do you feel and respond when your positive character or qualities are recognised by others?
3. Among the cards you received, are there any descriptions that you don't agree with? Please share your feeling.

How do you find the activity?



1. Everyone cares about how other people think of us.
2. Receive compliments → Accept → Belong to you → embrace the good experience → keep doing well
3. Receive compliments → Don't agree with them → Not yet belong to you → But you're motivated to perform better in that direction → Make improvement
(show a psychological experiment on mice to enable teachers to understand mental strength.)

Mouse Experiment



A white mouse was put into a container filled with water. It struggled for survival and the process normally lasted around 8 minutes.

Then, he put another white mouse into the same container. After the mouse struggled for 5 minutes, a springboard that enabled it to climb out was put into the container. The mouse survived eventually.



A few days later, the survived white mouse was put into the same container.

What happened?

Result



Please guess how many minutes could this white mouse hold on after having a narrow escape?



Answer

24 minutes



SPIRITUAL POWER

=

POSITIVE MENTALITY

EXPECTATION OF A GOOD RESULT

“Strength Perspective”



- In adversity
- Increase one's power
- Firmly believe that the future is positive and full of hope.



1. Self-concept at the initial stage is formed by “cards” given by others. Teachers give students different “responses” every day, thus helping students develop their sense of self/self-concept.
2. Development of sense of self → “Affirmation” given by important people. (Teachers hold a very important place in students’ mind.)
3. Be careful in giving responses to students → his/her true self may have lots of shortcomings. How to help him/her transform is very important.

Activity 2: “Knowing Your Students”

Activity (6-7 persons form a group)



1. Each group selects one student who is “very difficult to manage” in the class.
2. There is still one place in School xx. Arrangements can be made for Student xxx to be transferred to that school. Each group is given 10 minutes for discussion, with focus on the “strengths” and “moldable traits” of Student xxx.
3. Choose a maximum of five of the strengths and moldable traits and explain in details.
4. During reporting, each group should assign one member to play the role of “teacher” and another member the role of “student”.



SHOW TIME

How do you find the activity?



**YOUR
STRENGTH
CHANGES WITH
YOUR
MENTALITY**

What the teachers think:

- In fact, this student does not deserve my praises. He/she fails to hand in his/her homework every day.
- He/she often disturbs the order in class and when he/she is asked to shut up, he will talk again in an instant. How can I praise him/her?
- He/she talks back to me every day. He/she shows no respect for his/her teachers. All I can do is to treat him/her as if he/she does not exist .
- I am under heavy work pressure myself and in a bad mood as well. I can't utter a word of praise.
- It's the responsibility of students to hand in all the homework and pay attention in class. Am I supposed to praise them?!!!

How to change your perspective?



EMPATHY

**STRENGTH
PERSPECTIVE**

There must be reasons behind the “negative aspects of character”

- Stories of students behind
- Family problems
- Problems with personal abilities
- Environmental problems



Culture of compliment

Psychology



- Positive compliment:
- Help enhance personal abilities and effectively facilitate the generation of internal psychological power to act as a buffer against setbacks for facing up the future.

Tips from Clinical Psychologists:



**IT TAKES THREE PRAISES TO
COUNTERACT ONE NEGATIVE
MESSAGE.**



WHAT IS A GOOD COMPLIMENT?

The three steps of compliment



- Being Seen
- Being Recognized
- Being Valued

Being Seen



I can see that you can observe/find out/come up with/put forward/want to.....

1. Can remember the other party's name
2. Make eye contacts
3. Pay attention to his facial expressions/feelings
(Understanding the feelings of the other party is very important.)
4. Share his/her differences from others (strengths, weaknesses, personal style, etc.)
5. The underlying meaning of a behaviour



LOVEABLE

Being Recognized



What you have observed/ found out/ come up with/ put forward/ wanted is insightful/ knowledgeable/ constructive/ I like/ appreciate.....

1. His/her unique strengths
2. His/her improvements
3. His/her potentials. May look ahead

**Cite some real examples

**Dramatic descriptions

**Emphatic tone: I like (contribution)



CAPABLE

Being Valued



- I hope you can continue to.....because.....is helpful to me
- 1. Body contacts, such as hugging, shaking hands
- 2. Use the "I" MESSAGE
- For example: What you would like to hear from your children immediately before you die...(can't live without you)...

(action)



IMPORTANT

An example :



- Siu Ming, thank you for reminding me to hand out the workbooks today. **(Superficial behaviour)**
- I realise that you are a responsible kid. I can see that you take this subject very seriously. **(The underlying character/meaning of the behaviour)**

“Being seen”

- You reminded your teacher to hand out the workbooks. You are not the only one who benefit. The whole class can do the revision this evening and will be well-prepared for the test tomorrow. **(Contribution)**

“Being recognised”

- I would like to invite you to be my little assistant so that you can continue to help those classmates in need in the class (For example, reminding them to mark their handbooks and pack all the homework).
- Class 3A needs you very much!

“Being valued”

Practice session:

The three steps of compliment

“Being Seen”

- I can see that you can observe/find out/come up with/put forward/want to.....

“Being Recognised”

- What you have observed/found out/come up with/put forward/wanted is insightful/knowledgeable/constructive/.....I like/appreciate.....

“Being Valued”

- I hope you can continue to.....because.....is helpful to me.

The ultimate technique of compliment



Express from the heart

Conclusion:



To yourself

- Self-encouragement helps to promote our mental, physical and psychological well-being.

To students

- Believe that students can change and have good qualities and potentials.
- Only when you pour your heart and soul into getting along with students can you understand their needs (empathy).
- Only when you act as a role model can you have positive impacts on your students and their learning.



Teachers, do you have a dream?



Here's a song for
you. Enjoy it.

<https://www.youtube.com/watch?v=yYVICDtDBX4>

Love and dream

From ordinary to extraordinary!

Not one less

Never give up



THANKS!