

**“WE” Positive Dynamics Scheme (For Primary School)**  
**Workshop on “Creating A Positive School Climate**  
**by Engaging Teachers and Students”**

- Objectives:
1. To enable teachers to have peer encouragement, self-acknowledgement and self-reflection. They should be reminded that students also need peer encouragement, self-acknowledgement and self-reflection every day.
  
  2. To enable teachers to look at and appreciate their students from a new perspective based on the concepts of Person-centered Therapy, Strength Perspective and Positive Psychology.

Time	Activities	Remarks
10 mins.	<p>Stimulation activity:            Warm-up 1 (3 minutes): 123 Game (2 persons form a group)</p> <p>A. Take turns to call out 1,2,3,1,2,3...            B. Take turns to call out 1, 2, make a body movement, call out 1, 2, and make a body movement...</p> <p>Summing-up 1: Warm-up exercise and laughter -&gt;Boost up positive energy</p> <p>Warm-up 2 (3 minutes): Read from top to bottom/from bottom to top:            *From Top Down: Positive energy increases, you would like to stay and work in the school.            *From Bottom Up: Negative energy increases, you would not like to come back and work in the school.</p> <p>Summing-up 2: Facing the same problem, different attitude brings about different levels of energy.</p> <p>Play: Change the Word, Change the World            Summary: Transform (Change)</p>	
5 mins.	<p>Introduction on the vision of the “WE” Positive Dynamics Scheme</p> <p>Bring up the key message: Teachers (you) are very important to the growth of students.</p>	
10 mins.	<p>Activity 1: Self-understanding Card Game (6-7 persons form a group)</p> <p>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.</p>	Annex 1 (please use opaque paper to make the cards; one stack of cards for each group)

	Rule: Each player must be given at least 5 cards.	
10 mins.	<p>Group Sharing 1: (Players can show the cards they have received to each other.)</p> <p>Sharing –</p> <ol style="list-style-type: none"> <li>1. Which cards provide correct descriptions about you? Please explain with examples.</li> <li>2. Which cards provide wrong descriptions about you? Please explain with examples.</li> </ol> <p>(Each person has 2-3 minutes for sharing.)</p>	
5 mins.	<p>Sharing and Interview (2-3 teachers to share their cards in the front)</p> <ol style="list-style-type: none"> <li>1. Please tell us one personality trait listed in the game cards that you most agree with/like most. Please explain with examples.</li> <li>2. How do you feel and respond when your positive character or qualities are recognised by others?</li> <li>3. Among the cards you received, are there any descriptions that you don't agree with? Please share your feeling.</li> </ol>	Give applause to each teacher as encouragement
5 mins.	<p>Objective of Activity 1: To enable teachers to have peer encouragement, self-acknowledgement and self-reflection, as well as reminding them that students need encouragement, acknowledgement and guided self-reflection from teachers every day.</p> <p>Question: What does the activity mean to you?</p> <ol style="list-style-type: none"> <li>1. Everyone cares about how other people think of us.</li> <li>2. Receive compliments→Accept→Belong to you →embrace the good experience→keep doing well</li> <li>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.)</li> </ol> <p>The link to the experiment on mice:  <a href="http://scitech.people.com.cn/BIG5/53754/53774/9400254.html">http://scitech.people.com.cn/BIG5/53754/53774/9400254.html</a></p> <ol style="list-style-type: none"> <li>4. Self-concept at the initial stage is formed by “cards” given by others. Teachers give students different “responses” every day, which help students develop their sense of self/self-concept.</li> <li>5. Development of sense of self → “Affirmation” given by important people. (Teachers hold a very important place in students' mind.)</li> <li>6. 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.</li> </ol>	Please choose relevant information if the suggested one was deleted
5 mins.	<p>Activity 2: Knowing Your Students (6-7 persons form a group)</p> <ol style="list-style-type: none"> <li>1. Each group selects one student who is “very difficult to manage” in the class.</li> <li>2. There is still one place in School xx. Arrangements can be made</li> </ol>	

	<p>to transfer Student xxx to that school.</p> <p>Each group is given 10 minutes for discussion, with focus on the “strengths” and “moldable traits” of Student xxx.</p> <ol style="list-style-type: none"> <li>Choose a maximum of five of the strengths and moldable traits and explain in details.</li> <li>During reporting, each group should assign one member to play the role of “teacher” and another member the role of “student”.</li> <li>The school principal/vice principal should act as the judge.</li> </ol>	
10 mins.	<p>During the role-playing session, each group will act out the “scenario of interview”. The school principal/vice principal acting as the judge will select one group that can best describe the personal strengths and moldable traits of Student X, for making a positive conclusion and comments.</p>	Annex 2 (worksheet)
5 mins.	<p>Objective of Activity 2: To enable teachers to look at students from a new perspective as well as with a new mentality.</p> <p>Question: What does the activity mean to you?</p> <ul style="list-style-type: none"> <li>Your strength changes with your mentality (change of mentality brings mental strength → has the strength to give compliments)</li> </ul> <p>How to change one’s perspective?</p> <ul style="list-style-type: none"> <li>Empathy and Strength Perspective (case sharing by the speaker)</li> <li>All negative personalities are backed by different factors.</li> </ul> <p>Students’ background stories:</p> <ul style="list-style-type: none"> <li>Family problems</li> <li>Problems with personal abilities</li> <li>Environmental problems</li> </ul>	
5 mins.	<p>Question: What is a good compliment comprised of? (Each group suggests an element of a good compliment.)</p>	
5 mins.	<p>3 Steps to Compliment</p> <p>Introduction of “3B” (Being seen, Being recognised, Being wanted)</p>	
10 mins	<p>Activity 3: Group exercise</p> <ol style="list-style-type: none"> <li>Each group to select a target for compliments. They may refer to the cards in Activity 1 (Suggestion: select the one who has received a compliment card from you in Activity 1.)</li> <li>Try to use the “3B” technique to praise him/her.</li> <li>Arrange several teachers to demonstrate and practise in front of the class.</li> </ol>	
5 mins.	<p>Conclusion: To share the dream of the song (to become a never-give-up teacher) to everyone</p> <p>Play: the song Friendship Forever sourced from the movie of Little Big Master</p>	