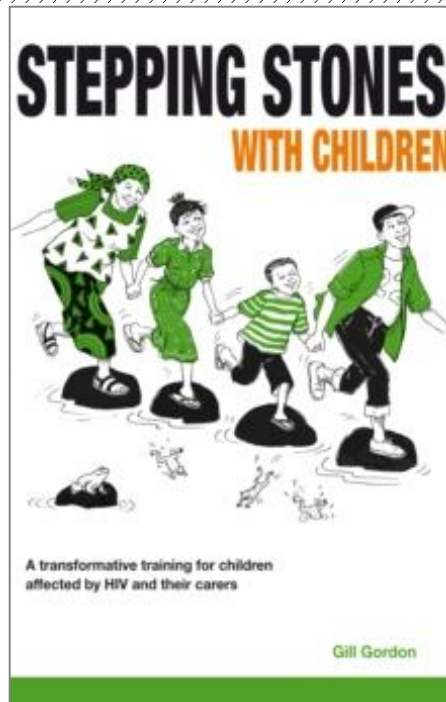


## Handouts for *Stepping Stones with Children*



This *Handout for Stepping Stones with Children* is to be used with the *Stepping Stones with Children* training manual published by Practical Action Publishing, 2016.

You can download this handout for free for use with this training manual from the [www.stepsstonesfeedback.org](http://www.stepsstonesfeedback.org) website.

On this website there are also many other resources to support you with this training manual and the original *Stepping Stones* training manual.

*Stepping Stones* and *Stepping Stones Plus* as well as *Stepping Stones with Children* are both programmes created and supported by Salamander Trust, [www.salamandertrust.net](http://www.salamandertrust.net)

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## 9. BRINGING OUT THE BEST IN ONE ANOTHER

### 1. Self-compassion

Having compassion for ourselves (self-compassion) is the same as having compassion for others.

Here's how to do it:

- 1) Instead of ignoring our pain, we tell ourselves: 'This is really difficult right now. How can I take care of myself at this time?'
- 2) We are understanding about our failings. We try to change because we care about ourselves, not because we are unacceptable as we are.
- 3) We accept that we will encounter frustrations, losses, and mistakes. We open our hearts to this reality instead of fighting against it. Many aspects of ourselves and our lives are not of our choosing, but come from our environment and the behaviour of others, which we have little control over. These are not our fault. However, how we respond to them is our responsibility.
- 4) We use our mindsight to observe our negative thoughts and feelings as they are: we don't pretend they don't exist or make them bigger. Like the bug on the hub, we accept all these thoughts and feelings, without being thrown off balance by them.

Remember the sky is always blue up high, even if the clouds are blocking our view of it. Goodness and peace remains within us all, even though there are difficult times.

### 2. The difference between punishment and positive discipline

**Punishment** aims to control behaviour through imposing negative consequences for bad behaviour. Punishments include physical pain, negative words, and denying things such as food, treats, or comfort.

**Positive discipline** aims to teach adults and children to behave well now and in the future. It teaches self-control and confidence through developing mindsight. It focuses on understanding reasons for the behaviour, what needs to be learned, what the person is capable of learning, and the best way of teaching it.



<b>Punishment</b>	<b>Positive Discipline</b>
Focus is on what <i>not</i> to do	Involves being guided on what to do
Is physically and verbally violent	Physically and verbally loving and kind
Teaches people to follow rules only if there is a risk of getting caught breaking them	Involves making amends
Getting people to follow rules because they have been threatened or bribed, or because we said so	Teaches people to follow rules because the rules have been discussed and agreed on and are useful and good
Involves rejecting child and sending them to a place by themselves	Connects with child by validating their feelings and empathising; shows we are on their side even when they are misbehaving
Violates person's right to freedom from abuse and protection from harmful practices	Encourages good behaviour and rewards efforts Upholds person's right to safety from harmful practices, and to be part of decisions that affect their lives
Is directed at the person, rather than their behaviour, for example, you are very stupid, you were wrong	Is directed at the person's behaviour e.g.: your behaviour was wrong
Negative, controlling, shaming, ridiculing, disrespectful	Provides positive consistent, respectful firm guidance.
Involves consequences often unrelated to the misbehaviour without teaching	Teaches skills by helping children think about their actions and set boundaries together. Teaches from mistakes, offers opportunities to develop the brain and morality
Involves immediate consequences	Waits until child is calm and ready to learn
May be inappropriate to the child's developmental stage of life, or individual circumstances and abilities; and the child's need are not taken into consideration	Understands individual abilities, needs, circumstances and developmental stages