Pestalozzi

Training Resources

PESTALOZZI CORE KNOWLEDGE, SKILLS AND ATTITUDES FOR ALL TEACHERS (PCORE)

"Learning environment – an important factor for learning"

by

Author: Renata Ozorlic Dominic - Croatia

Editor: Rasa Askinyte-Degesiene

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Theme: What behaviour and activities can I apply, as a teacher, to create a positive and motivating learning environment?

Expected outcome

- ➔ To raise the participants' awareness of the fact that one's behaviour, language and body language translate their values (authenticity).
- ➔ To accept to see things from different perspectives.
- ➔ To have a first-hand experience of the type of activities they can use in the classroom to create a positive learning environment, increasing learners' motivation and supporting learners' autonomy.
- ➔ To learn how to create a safe learning environment and develop one's own and learners' self-esteem, self-worth and self-confidence.
- ➔ To raise the participants' awareness on teaching as an investigation, a reconstruction of the reality using diverse and often contradictory sources.

Target group

Type of training	School level / age	Subject area
In-service training	Primary and secondary	Any

Brief description of the unit

First, there is brief information about the Pestalozzi Programme and the Module Core knowledge, skills and attitudes for all teachers.

Then, there are two preparatory activities, whose purpose is to set the environment of the workshop, and have the participants thinking about their expectations. Then, the participants act out a classroom scene being in the shoes of "the teacher", and then of "a difficult student" – the purpose is to become aware of the manipulation roles in teacher-student relations.

The main part of the workshop is learning about:
> Interrelation between emotional intelligence, the teachers' personal values and their classroom behaviour,
> The impact of the teacher's behavioural style on the learning environment's quality,
> What motivates learners to learn.

This will be done through learning in collaboration (reading, finding key information, reporting to other group members, summarising, applying in problem solving and presenting – small groups change three times).

The last activity is a questionnaire on personal values (rating how important a particular value is to the participants, how successfully they've respected this value in the past month, and rank them according to their willingness to start working on them).

The workshop ends with an evaluation and a self-evaluation questionnaire, going back to and reflecting on the expectations they wrote at the beginning, and the summary of what things/activities they found the most useful for them personally and for their teaching.

Methods/techniques used

> Experiential and collaborative learning
> Discussion
> Reflection
> Role-play
> Drama

Time 3 hours 20 minutes

Preparatory activity	▶ 20 minutes
Activity 1	▶ 30 minutes
Activity 2	▶ 120 minutes
Activity 3	▶ 30 minutes

Tips for trainers:

- ➢ Have at least two breaks during the workshop.
- ➢ The workshop and timing is foreseen for working with a group of up to 24 people.

If possible, use two rooms for the workshops – one with the chairs arranged in circle, and the other one with desks and chairs arranged for small-groups work (this way you can avoid re-arranging the space).

Resources

"Animal kingdom" chocolate bars or a set of pictures of different animals	
A bag of sweets (6 different sorts, 4 pieces of each)	
Pieces of A5 coloured paper and pens	
Manipulation roles	Appendix 1
Hand-out: Teachers' emotional intelligence and self-esteem	Appendix 2
Hand-out: The impact of the teacher's behavioural style on the learning environment	Appendix 3
What motivates learners to learn? (text)	Appendix 4
Problem-solving tasks	Appendix 5
My personal values - questionnaire	Appendix 6
Self-evaluation and evaluation questionnaire	Appendix 7

Preparatory reading:

- ➢ M. Coetzee & C. A. Jansen: *Emotional Intelligence in the Classroom: The Secret of Happy Teachers,* Cape Town, Juta, 2007
- ➢ J. Juul & H. Jensen: *Pedagogisk relations-kompetence; Fra lydighed til ansvarlighed*, Croatian translation, Pelago 2010 (Eng. *Pedagogical Relations Competence: From Obedience to Responsibility*)

Preparatory activity Animal Kingdom

20 minutes

	Notes

▶ **General aim:**
  ➢ To set the tone and prepare the participants for the workshop.
 	
▶ **Specific aims:**
  ➢ To get to know each other.
  ➢ To reflect on personal qualities.	

▶ **Methods /techniques used:** ➢ Conversation	
▶ **Resources:** ➢ Small bars of chocolate "Animal Kingdom" (2-3 pieces more than the number of the participants) or a set of pictures of different animals (the size e.g. 10x10cm).	
▶ **Practical arrangements:** ➢ Chairs arranged in a circle	

▶ **Instructions/procedure:**
 	
  ➢ The participants sit in a circle; the trainer goes around holding a box with bars of "Animal Kingdom" chocolate; each participant takes one and unwraps it. On the opposite side of each wrapper there is a picture of an animal.
  ➢ Participants take a look at the animal on the picture and find one characteristic that they and the animal have in common. Then, think of one characteristic that this animal has, and which they would also like to develop for themselves.	

▶ **Tips to trainers/anticipated difficulties:** ➢ If you don't have this sort of chocolate you can use pictures of animals, but make sure that when the participants take a picture from the box they can't see what animal is on the picture.	
▶ **Debriefing/reflecting:** ➢ The participants share in the group what animal was on their picture, and the two above-mentioned characteristics, thus getting to know about the characteristics of one another in a funny and indirect way while eating chocolate!	

Activity 1 Manipulation - cooperation

30 minutes

	Notes
▶ **General aim:** ➢ To debrief on the importance of the learning environment in the classroom. ▶ **Specific aims:** ➢ To get in touch with an exaggerated (or not so exaggerated) version of the daily life in school.	
▶ **Methods /techniques used:** ➢ Role-play (15 minutes) ➢ Discussion (15 minutes)	
▶ **Resources:** ➢ Appendix 1: Manipulation roles	
▶ **Practical arrangements:** ➢ Enough space for the groups to move away from one another.	
▶ **Instructions/procedure:** ➢ The trainer divides the participants into six small groups of 4. ➢ The trainer gives each group the sheet with the task (Appendix 1): One person in each group assumes the role of "teacher", and the others are "misbehaving students". In addition, they chose one of the 4 manipulation roles: "the blamer", "Mr./Mrs. know-it-all", "the peacemaker" and "the obstructer". ➢ The participants in groups act out their classroom scene for 3-4 minutes and then another person assumes the role of "teacher", they also change their manipulation roles; they change roles 4 times, until every person has experienced all of the 4 manipulation roles, and the role of "teacher".	

▶ **Tips to trainers/anticipated difficulties:** ➢ Encourage the participants to caricature the manipulation roles as much as possible. ➢ Groups may do role-plays separately, changing roles and repeating the play 4 times. Or each group may choose one play, prepare it and perform it in plenary.	
▶ **Debriefing/reflecting:** ➢ Small groups report on their role-play activity; the trainer's questions for the participants: • How did you feel doing this role-play? • Which role/s was/were easier/more comfortable for you? Why? • Did you manage to come up with a solution to the problem? ➢ The idea is that the participants understand how difficult or even impossible it is to agree upon one solution, if everyone is trying to manipulate others. In order to reach an agreement one needs to stop manipulating and start cooperating!	

Activity 2 What are the factors which create a positive learning environment in the classroom?

120 minutes

	Notes
▶ **General aim:** ➢ To understand that a teacher's attitudes and actions in the classroom reflect her/his set of values and contribute to the creation of the learning environment, which has a significant impact on the learners' motivation. ▶ **Specific aims:** ➢ To understand the connection between emotional intelligence, teachers' personal values and their behaviour in the classroom. ➢ To reflect on the impact of the teacher's behavioural style on the learning environment – pointing out the fact that one's behaviour, language and body language translate their values (authenticity). ➢ To think about ways of creating a safe learning environment and develop one's own and learners' self-esteem, self-worth and self-confidence.	
▶ **Methods /techniques used:** ➢ Collaborative learning	
▶ **Resources:** ➢ A bag of sweets (4 pieces of 6 different sorts) ➢ Highlighter pens ➢ Appendix 2: Hand-out: Teachers' emotional intelligence and self-esteem ➢ Appendix 3: Hand-out: The impact of the teacher's behavioural style on the learning environment ➢ Appendix 4: Hand-out: What motivates learners to learn? ➢ Appendix 5: Problem-solving tasks	

▶ **Practical arrangements:**

  ➢ Tables and chairs arranged for small group works.

▶ **Instructions/procedure:**

  ➢ The trainer helps the participants to form six groups of 4 (e.g. The trainer prepares a bag of sweets - 4 pieces of 6 different sorts. Each participant takes one from the bag, and when all the sweets are taken, they find the other participants with the same sort of sweets and sit together).
  ➢ The trainer gives to each group a different text, and all group members get their individual copy:
  • Group 1 – Appendix 2,
  • Group 2 – Appendix 3,
  • Group 3 – Appendix 4,
  • Group 4 – Appendix 2,
  • Group 5 – Appendix 3,
  • Group 6 – Appendix 4.

There will be a total of 8 participants out of 24 with the same copy marked with 8 different symbols. Every set of the three texts (Appendixes 2, 3, and 4) has a small symbol in the upper right corner.

  ➢ Everyone reads individually and highlights with highlighter pens the most important information. They can discuss the text with the colleagues in their group.
  ➢ Then, the participants regroup into eight groups of 3 (according to small pictures in the upper right corner of the Appendix), so that in every group there are people with the three different texts (Appendixes 2, 3 and 4).
  ➢ The task of each member of the small group is to tell their colleagues the main ideas of the text they've read.
  ➢ After that, the participants regroup for the last time into four groups of 6 (two groups of three join up).
  ➢ The trainer gives each group a different problem-solving task (Appendix 5). The task is to propose a way of dealing with the situation, in the light of the new information obtained from the texts. Since the problems to which they are proposing a solution are teacher-student relational issues, the small groups' task is to act it out to see how it works.
  ➢ Every group is given time to act out their drama, and the other participants are the audience.

▶ **Tips to trainers/anticipated difficulties:** ➢ This activity is prepared for working with a group of 24 participants; however, if there happens to be more or less participants, you can still do it, just make sure that when they teach one another in small groups there are participants with all the three texts in all groups.	
▶ **Debriefing/reflecting:** ➢ After each group acts out their drama, the other participants are invited to comment and ask questions, offer additional solutions, etc.	

Activity 3 My personal values

30 minutes

	Notes
▶ **General aim:** ➢ To understand that the teacher's attitudes and actions in the classroom reflect her/his set of values and set the classroom atmosphere, which has a significant impact on the learners' motivation. ▶ **Specific aims:** ➢ To develop a deeper insight into the participants' own personal values, and make a plan, on which they wish to start working. ➢ To realise the importance of participative and formative evaluations: self-evaluation, peer evaluation, self-reflection and group debriefing. ➢ To realise that one's behaviour, language and body language translate their values (authenticity).	
▶ **Methods /techniques used:** ➢ Reflection ➢ Discussion	
▶ **Resources:** ➢ Appendix 6: My personal values - questionnaire	
▶ **Practical arrangements:** ➢ Chairs for small group work, with flexible desktops arranged.	
▶ **Instructions/procedure:** ➢ First, the participants individually answer the questions of the questionnaire (Appendix 6). ➢ Then they discuss their answers in pairs.	

▶ **Tips to trainers/anticipated difficulties:**
- ➢ This activity is recommended to be incorporated at the end of a training course or a workshop, at the beginning or during the evaluation and reflection phase.

▶ **Debriefing/reflecting:**
- ➢ With the person sitting next to her/him, the participants discuss on which values they will give the higher priority to in the near future, and why they have chosen that particular value.
- ➢ The trainer initiates the discussion in all groups about which 2-3 values they individually chose as the most important;
- ➢ Did they notice any differences in the meaning they attach to a particular value when they discussed about them in pairs?
- ➢ Which ones are the values they would like to start working on in the near future and why?

Appendix 1: Manipulation roles

Situation: The exterior of the school building has been freshly painted during the school break. One morning during the lessons, black graffiti appeared on the back wall, and allegedly three 14-year-old students, with a record of inappropriate behaviour, were noticed hanging around there. Their homeroom teacher was notified and asked to talk to them…

- One of you assumes the role of the homeroom teacher, the others are the students.
- Choose one of the four manipulation roles.

Manipulation roles:
1. "the blamer"
2. "Mr/Mrs know-it-all"
3. "the peacemaker"
4. "the obstructer"

Task:
- Role-play the conversation from the position of every manipulation role.
- Each turn, a different person assumes the role of the teacher.
- Try to be as authentic and convincing as possible in every role, with many details.

Appendix 2: Hand-out: Teachers' emotional intelligence and self-esteem

(Adapted from *Emotional Intelligence in the Classroom; The Secret of Happy Teachers* by M. Coetzee & C. Jansen and *Pedagogical Relations Competence: From Obedience to Responsibility* by J. Juul & H. Jensen)

At the heart of emotional intelligence lies the ability to sustain an optimistic outlook in life, a healthy self-esteem, and the qualities such as self-appreciation, self-respect, intuition, character, integrity and motivation. It includes good communication and relationship skills. Emotional intelligence is an array of attitudes, social skills and a personal management style that allows us to succeed in our profession and the life in general.

Teachers are often emotionally overwhelmed with having to meet the expectations and demands set by the education system, parents, colleagues and learners. Teachers give meaning to their profession and make a difference in children's lives when they accept these challenges and the opportunities they present. They have chosen teaching as a profession because it provides them with opportunities to experience who they are and what they can become by serving others.

Emotionally intelligent teachers have the ability to ignite a passionate heart and a questing mind **in themselves.** This makes a critical difference in the emotional environment in the classroom. Learners become motivated when they are approached with respect, genuineness and empathy. By demonstrating emotionally intelligent behaviour, teachers model the values and behaviours that teach young minds social and emotional management skills.

Emotionally intelligent teachers express their genuine care for their learners. They know that the learners will perform to the best of their ability in an environment where they feel physically and emotionally safe. They consistently set and uphold clearly defined boundaries in a gently but assertive manner.

A healthy self-esteem is at the core of our emotional functioning and our ability to develop effective social relationships. It influences our ability to demonstrate emotionally intelligent behaviour. At the heart of effective teaching lies the ability of the teacher to build up a healthy self-esteem in their learners.

An urge to find oneself and the self in relation to others is the basic existential prerequisite. The conflict between our need to nurture and develop our own integrity and the need to belong to a community (family, class, school, society, etc.) is an important process in the psycho-social development of children, and in the process of adults' personal and professional development.

Personal responsibility is the individual's ability and will to assume the responsibility for his/her own integrity, for his/her own actions and the decisions that arise from them. Personal responsibility is an important quality in human relations and a reliable guarantee of responsible communities.

Teachers with a healthy self-esteem	Teachers with a poor self-esteem
➢ exude an aura of authority and affection	➢ punish learners
➢ take pride in their physical appearance, dress neatly and serve as a role-model to learners	➢ do not care about their physical appearance, dress in a sloppy and untidy way
➢ use humour to create warm, friendly atmosphere where learners open up	➢ create an emotional distance by being strict, authoritarian, cold and impersonal
➢ are humble, yet assertive and elicit respect from learners	➢ are arrogant and aggressive towards learners, elicit fear and disrespect
➢ are confident, realistic and honest in their interaction with learners	➢ display less patience in their instruction
➢ understand human behaviour and child development	➢ show less empathy for children with problems

➢ understand the unique differences between children's learning abilities and the pace of learning	➢ complain frequently about having to deal with undisciplined and unmotivated learners
➢ monitor learners' progress closely and provide feedback about their achievement	➢ focus on learners' areas of weaknesses and provide less positive feedback
➢ are willing to examine their own behaviour objectively	➢ are more critical of their learners
➢ carefully select instructional goals and materials, and structure and plan learning activities; develop creative methods to motivate learners to perform and maximise learner's educational experience	➢ emphasize learners' lack of effort
➢ maintain discipline and set safe boundaries	➢ use terms such as obedience, being tough
➢ involve learners in creating a clean and inspiring classroom environment that they feel proud of	➢ do not pay attention to the physical appearance of the classroom (clean/dirty; inspiring/uninspiring)
➢ respond to the learning and emotional needs of learners	➢ keep an emotional distance and are not available for learners with learning or emotional problems

Appendix 3: Hand-out: The impact of the teacher's behavioural style on the learning environment

(Adapted from *Emotional Intelligence in the Classroom; The Secret of Happy Teachers* by M. Coetzee & C. Jansen and *Pedagogical Relations Competence: From Obedience to Responsibility* by J. Juul & H. Jensen)

LEARNING ENVIRONMENT is made of the school classrooms' physical conditions, the teacher's physical appearance, body language, language patterns, behaviour and their attitude towards learners. To a large extent the personal values of the teacher influence how she/he treats the learners and interacts with them.

Children learn values through the behaviour that adults model. The teacher's behaviour models a particular system of values regarding acceptable human interaction. The values that teachers model through their behaviour create a particular emotional climate or classroom atmosphere that the learners sense.

The classroom atmosphere is the learners' shared perception of their classroom environment, how they think and feel about the way the teacher treats them, is she/he warm, welcoming, nurturing or cold and indifferent. The strength of the learning environment is related to the teacher's and the learners' shared perception of how warm and supportive, or how cold, forbidding and punitive the classroom atmosphere is. The behavioural style of the teacher influences the classroom atmosphere and consequently the learners' learning and performance.

Emotional climate has a significant impact on the learners' attitude and their willingness to learn. In an emotionally warm classroom atmosphere, the learners feel accepted for their uniqueness, and their self-esteem is enhanced. Positive learning environment helps to fulfil both the teacher's and the learners' emotional needs for psychological safety, unconditional regard and acceptance, the feeling of belonging, purposeful behaviour and the sense of personal competence.

The ability to manage emotions makes a positive contribution to the quality of social interactions. Well-adapted individuals display emotionally intelligent behaviour – they are aware of their emotions and the impact of their behaviours to others.

Professional **RELATIONAL COMPETENCE** of the teacher is his/her ability to "see" every child, and adjust his/her behaviour accordingly, without losing the leading role, to be authentic in his/her contact with the children as assume full responsibility for the quality of his/her relation with them.

Relational competence of the teacher is an important prerequisite for the students to develop their social competences (to cooperate, to be considerate towards one another, to establish friendships, etc.). This is a reciprocal process of learning in which both sides retain equal dignity. Human relations should be the basis, not only of pedagogical work, but also of living together. They have a strong impact on all teaching and learning activities, and personal integrity of every single child must be more important than any educational goal.

Impact of the teacher's behaviour style on the learning environment		
Teacher's behaviour style	Quality of connections with the learners	Classroom climate
- unconditional acceptance of learners as unique beings - respect and dignity - empathy - compassion - optimism - energy and aliveness - passion and enthusiasm - humour - assertiveness - positive regard of the learners' abilities - emotional intelligence - subject knowledge	- interpersonal sensitivity - conscious - self-presentation - mutual closeness and affection	- emotionally warm - sense of emotional security - feeling of being valued for uniqueness - openness to expressing opinions and feelings - feeling of belonging - pride in achievement (one's own and the group's) - eagerness to perform at one's best

Appendix 4: Hand-out "What motivates learners to learn?"

(Adapted from *Emotional Intelligence in the Classroom; The Secret of Happy Teachers* by M. Coetzee & C. Jansen and *Pedagogical Relations Competence: From Obedience to Responsibility* by J. Juul & H. Jensen)

There are three primary reasons why children acquire knowledge:
- generally, the love of learning itself
- the desire for social relationships
- the desire for practical information to use in solving immediate problems

Learners' emotional needs have an impact on their desire to learn. The five basic emotional needs have to be satisfied so that optimal learning and growth can take place. They are:

- psychological safety (a basic human psychological need)
- positive self-image
- feeling of belonging
- purposeful behaviour
- a sense of personal competence

What can you as a teacher do to satisfy your learners' need for **psychological safety?**

➢ Establish clearly defined classroom procedures, policies and practices (this reduces anxiety of both the teacher and the learners); apply rules to preserve everyone's self-respect, ensure justice and fairness.

➢ Keep learners' secrets and confidences; behave consistently so that learners can accurately anticipate and predict what to expect.

➢ When you can't keep commitment, offer an explanation (this gives your learners an insight into adult behaviour, actions, frustrations and personal values); learners respect adults who behave responsibly (teachers as responsible role-models).

In order to build a **positive self-image** the learners need
- feedback from adults
- the rapport established between the teacher and themselves

Learners with positive self-image have a realistic view of themselves, and are aware of their own strengths and weaknesses.

The learners develop their **feeling of belonging** when both the teacher and the learners feel they are a part of something larger;
➢ involve the learners in classroom activities and make them feel they belong to the class
➢ encourage learners to take an active part in classroom decision-making

The learners engage in **purposeful behaviour**
➢ when both the teacher and the learners take responsibility or initiative in the learning process
➢ when both the teacher and the learners set realistic goals and expectations
➢ when the teacher helps the learners to gain confidence to strive for personal achievable goals

The learners gain the sense of **personal competence** when the teacher recognises when they accomplished goals. Give them options, support and recognise them, give feedback and celebrate their success.

Children can become insecure and display "difficult" behaviour for various reasons:
- the parents are separated or divorced
- they moved home for many times
- they come from different culture
- they attend several schools
- they spend time in the care of a variety of adults
- they are left alone for most of the time

Personal responsibility of a child – A child's ability to make personal decisions during his/her growing up is closely connected with the wholeness of his/her integrity, and the extent to which the child has managed to develop the sense of personal value. Integrity has an important role in the child's ability to recognize his/her needs and boundaries, and the extent to which the child thinks he/she can express them.

Quantitative dimension of the feeling of personal value – i.e. the level of development of a child's relation with oneself – is the most decisive in his/her ability to even notice or reflect on what he/she wants and does not want. Qualitative dimension has a decisive role in his/her capacity to express himself openly and with equal dignity.

The children cooperate! When the children in their contact with the teacher do not notice that they count, they behave as if the contact is non-existent or insubstantial. But, the question is how to establish a good contact with 30 children? That is not possible. First, you have to establish contact with every single child. As far as the quality of the relation is concerned, children cannot be fooled for a long time. The methods of establishing this initial, individual contact with the child are numerous and should be age-appropriate, and left to the teacher to decide which one to use.

To empower another human being with knowledge, skills and the inspiration to grow is indeed an act of the heart – it reflects a deep and sincere belief in the potential of others.

Children who feel content and safe in the classroom are motivated to learn.

Appendix 5: Problem-solving tasks

(Adapted from J. Juul & H. Jensen: *Pedagogisk relations-kompetence; Fra lydighed til ansvarlighed*, Croatian translation, Pelago 2010 (Eng. *Pedagogical Relations Competence: From Obedience to Responsibility*)

1.   The 7th grade has a maths lesson. The children want to make the teacher angry because he is often unpleasant to them, so a couple of them take all the chalks outside the classroom. The teacher soon notices what happened and his reaction is to ask one girl to come to the board. He gives her a problem to solve. She is not particularly self-confident and is now very vulnerable because her parents divorced recently. She looks at the teacher in panic and says that she cannot write because there is no chalk. The teacher is angry and yells at her…

2.   The 4th grade works in groups on some interdisciplinary topics. The teacher divided the children into groups in order to make their work as effective as possible. There are always children in the class who do not function well in small groups or other children who do not want to work with. One boy is a typical example – he is in a group with other four children, but he always needs to do something else i.e. sharpen his pencil, drink water, go to the toilet…

3.   The 6th grade has a class celebration on Friday. It's only Monday and the children cannot pay attention, giggle and are focused only on the Friday's celebration and who's in love with whom. The homeroom teacher has the first and the last lesson with them. Suddenly, she has had enough and starts yelling at them to shut up and pay attention…

4.   The homeroom teacher of the 3rd grade is an experienced teacher and in one of the meetings with one boy's parents, she tells them that their son has learning difficulties and should talk to the school psychologist. She has already touched upon the subject once with them, but since she felt she could handle it, there was no discussion about engaging educational specialists or talking to the school psychologist. The parents are astonished with her proposal, they do not think that this issue has ever been raised, the mother starts crying and the father accuses her of mistreating their son and being "guilty" for the problem…

Task:
1.   From the position of the teacher, what would be the appropriate way of dealing with the situation (take into consideration the notions of *personal responsibility* and *equal dignity*).
2.   When you've agreed upon the approach of solving the problem, prepare a mini-drama – first, of the described situation and then, of your proposal how the teacher could deal with the problem effectively.

Appendix 6: My personal values

➤ Write in a few words what meaning you attach to each value.
➤ Estimate how important each value is to you in your work (0 – not important, 10 – very important). It is OK if you give to several values the same number.
➤ How successfully have you respected this value in your work during the last month? (0 – not successfully, 10 – very successfully).
➤ Order the values according to how soon you would like to start working on them in your professional life (10 – right now, the most important, 9 – the 2nd in importance, and so on).

Value	Meaning	Importance	Success	Order
Self-respect				
Personal growth				
Responsibility				
Social rights				

Purposeful living			
Self-discipline			
Personal integrity			
Fairness			
Self-acceptance			
Forgiveness			