Japanese journalists educated with hands-on training at ATGWP

Story and photo by Lt. Steven Boatwright, Afloat Training Group Western Pacific

Journalists from 13 local and national Japanese news media outlets including Pacific Stars & Stripes toured Commander Fleet Activities Yokosuka (CFAY) June 30.

During the tour they observed and participated in hands-on training evolutions that demonstrated how afloat and classroom training is provided to keep the forward-deployed naval forces in Yokosuka fully mission ready.

Capt. Curtis J. Gilbert, Afloat Training Group, Western Pacific commanding officer, led the tour which included visits to the Center for Security Forces, the Center for Naval Engineering and the Afloat Training Group command building.

At the Center for Security Forces, the group toured both the live firing range and the firing simulator used for security force training. During the simulator visit, two of the visiting journalists were outfitted with simulator weapons and participated in an actual simulator generated scenario exercise.

At the Center for Naval Engineering Damage Control-Firefighting Trainer, the group observed Sailors from *USS Blue Ridge* (LCC 19) going through basic firefighting training, combating an actual class bravo fire.

During the trainer visit, Gilbert discussed the environmental protective systems installed at the facility that ensure all fuel, firefighting water, residue and smoke plumes are not released into the surrounding atmosphere.

"All waste and exhaust products are fully collected and contained within the firefighting simulator," Gilbert said. "More than 150,000 gallons of water are expended during each training exercise, and it is collected from the self-contained drain system, filtered, and then re-used."

At the Navigation Seamanship Ship Handling Simulator located within the Afloat Training Group Western Pacific main building, each journalist was given a chance to take the helm and simulate driving a guided-missile destroyer around Tokyo Bay. This event provided a very realistic hands-on approach in understanding the seamanship and navigation training U.S. forces personnel experience to sharpen their skills using the simulator.

The purpose of the tour was to provide the journalists a deeper appreciation of the fleet training performed on board CFAY.

The tour was given in support of the Commander U.S. Naval Forces Japan Media Engagement Program; a quarterly information and education venue that provides the Japanese national and local news media with accurate and up-to-date information about the U.S. Navy in Japan. The program's intent is to deepen the understanding of the mission of the U.S. Navy's forward-deployed naval force in support of the United States-Japan alliance.

ST1 Donald Gruber assists a Japanese journalist inside the Center for Security Forces Firing Range Simulator June 30. Journalists from 13 local and national Japanese news media outlets toured CFAY and participated in hands-on training evolutions that demonstrates how afloat and classroom training is provided to the forward-deployed naval forces.

Parenting skills: discipline versus punishment

By Robyn L. Wilson, Fleet and Family Support Center

Learning how to effectively discipline your child is an important skill that all parents need to learn. Discipline is not the same as punishment. Discipline has to do more with teaching. Teaching your child right from wrong, how to respect the rights of others, which behaviors are acceptable and which are not.

The goal of discipline is to help develop a child who feels secure, loved, and self-confident, and knows how to control his or her impulses. Physical abuse can occur when a parent attempts to "discipline" or "punish" their child for behavior they feel is unacceptable. Many people use the terms discipline and punishment interchangeably, but there is a difference.

Punishment is a "penalty" for misbehavior. Punishment, for example, can be physical, such as in spanking; or it can be psychological, as in expressing verbal disapproval. Discipline, on the other hand, is a tool that can help children learn self-control and take responsibility for their own behavior. Here are some alternatives to spanking:

• Be a positive role model. Most children learn behaviors by observing their parents' actions. Parents must model the ways in which they want their children to behave. If a parent often yells, screams or hits, the child is likely to do the same.

• Set rules and consequences. Make rules that are reasonable, fair, realistic and appropriate to a child's level of development. Explain the rules to children along with the consequences of not following them. It is important that these consequences are related to the actual misbehavior, so children can learn from them. If children are old enough, they can be included in establishing both the rules and consequences of breaking them. This can help build self-esteem and cooperation skills, and reduce children's feelings of resentment or anger.

• Be consistent in your methods of disciplining your child. This applies to all caregivers. It is normal for children to test their limits, and if you are inconsistent in what these limits are, you will be encouraging more misbehavior.

• Avoid physical punishment. Spanking has never been shown to be more effective than other forms of punishment. It makes your child more aggressive and angry.

• Avoid too much criticism. Make sure your child understands that it is the misbehavior that you are unhappy with and that you will always love him or her.

• Encourage and reward good behavior. Give your child verbal praise when they are behaving appropriately. In addition to giving verbal praise, occasionally reward children with tangible objects, privileges or increase responsibility - as long as such rewards are within reason.

• Give "time outs." Time outs involve removing children from a situation following a negative behavior. This can help children calm down, establish control, end the inappropriate behavior and reenter the situation in a positive way. Make sure to explain what the inappropriate behavior is and why the time out is needed. Tell children when the time out will begin and how long it will last, and have them sit facing a wall away from distractions. Set an appropriate length for the time out based on age and level of development, usually just for a few minutes.

Inappropriate behavior always will have consequences of one kind or another. The parents' role is to help the child make the right decisions so consequences are not necessary. If consequence is necessary it should be appropriate, fair, never excessive and always fit the behavior to which it is responding. The goal is to increase discipline, which will decrease punishment.

The Fleet and Family Support Center (FFSC) offers a parenting workshop called Elements of Successful Parenting and also has a wide array of materials and resources for parents use. Stop by our offices on the fourth floor of the Community Readiness Center, or call 243-FFSC (3372) for more information.