



## IO3 - Design a path to promote parenting



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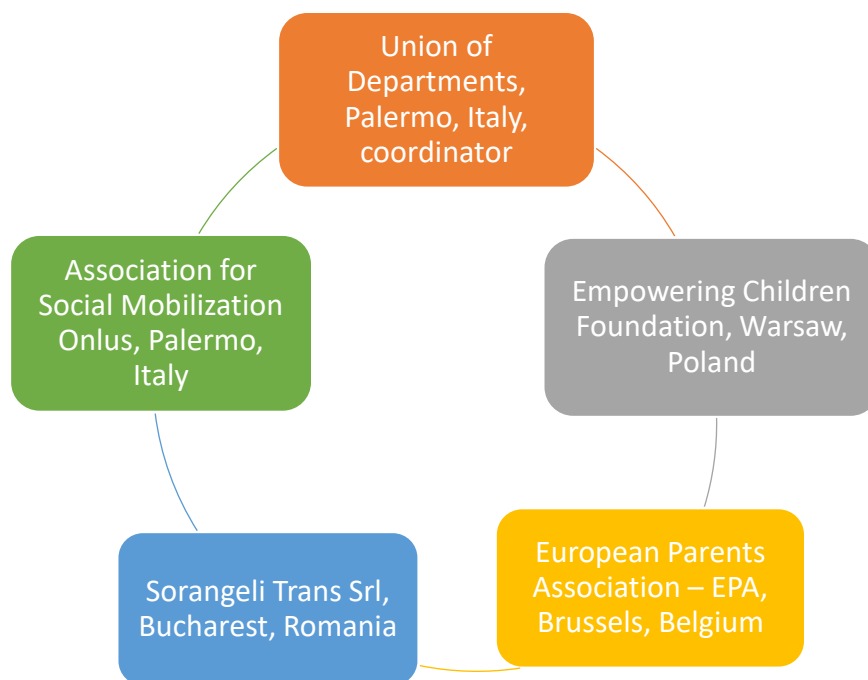
Erasmus + Strategic Partnerships for adults education

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## Preface

These guidelines were created as part of the "Family Skills" project, an Erasmus+ project that aims to support families by equipping parents and other caregivers with some of the skills needed to become the best educators and experts possible in the education of their children . The guidelines are accompanied by a series of video lessons and webinars on essential topics and should enable adult education providers active in the field of family support to carry out training courses for parents and caregivers based on a parenting model that promotes a holistic approach .

The materials were developed by a partnership of the following five organizations:



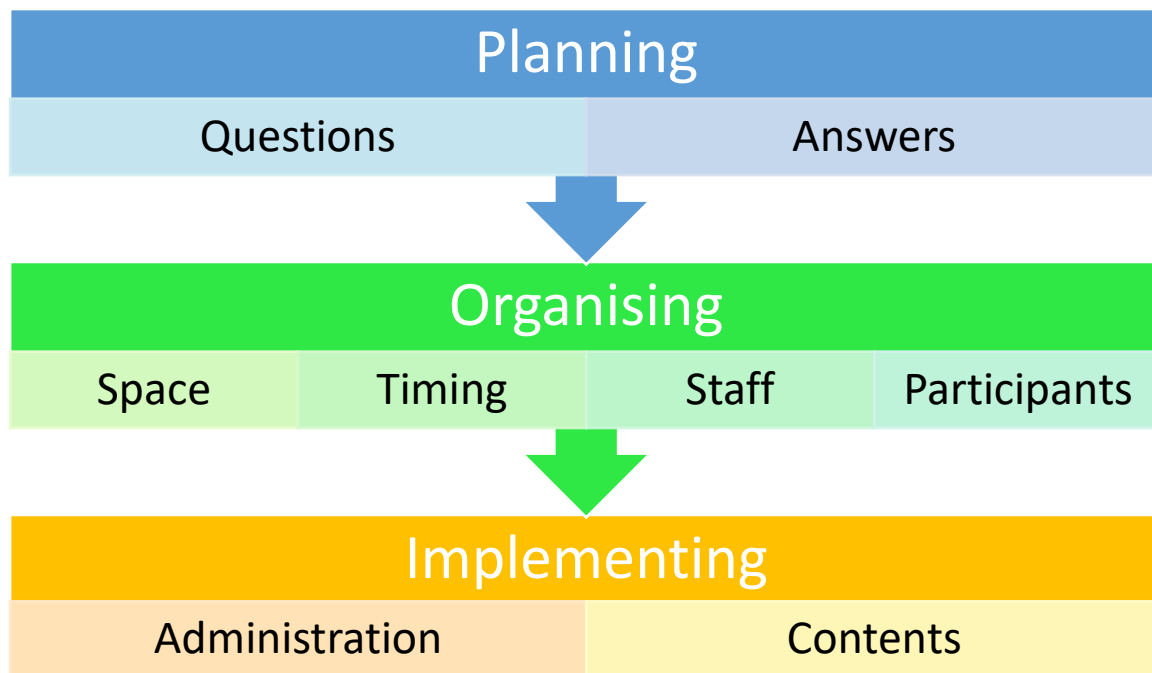
## Introduction

People receive training for almost every task in life. Whether you want to become a teacher or carpenter, nurse or doctor, electrician or lawyer you must learn "your trade", often through long studies and/or internships usually accompanied by more or less demanding exams. The same goes for your personal development when you learn a language or how to drive a car, there are cooking and gardening lessons and so on and so forth. A good number of these training courses are mandatory, meaning that you cannot practice the task (e.g. driving a car) if you have not completed the training and passed the exam, but for one of the most difficult and relevant tasks in the life there is practically no training - parenting!

But no one comes into this world as a "born parent". There are skills, attitudes and values that must be acquired to "do a good job" in what may prove to be the most challenging task of all, the education and training of a child so that he or she becomes a happy, balanced child and responsible adult and helping him to reach his full and unique potential.

There are numerous studies that show that parents and caregivers during the early years have the greatest impact on a child's development both mentally and physically. Contrary to many beliefs, this influence is still very strong even beyond adolescence, when peer groups begin to play an important role. However, they do not replace the family experience, but are rather complementary.

In the Family Skills project and therefore in these guidelines we however focus on early childhood, on children between 0 and 6 years before starting school, and outline some specific points that should be taken into consideration when planning, organizing and implementing the parental support actions that aim to allow parents to empower their children in different contexts.



### Planning

When planning parent training sessions, a good way to start is by asking yourself a series of questions that will help you get a better idea of how to go about organizing and implementing it taking into account the specific local context in which you are operating and set up checklists to make sure everything you're planning gets done on time.

Some suggestions on points that should be clarified are:

- ✓ Who exactly is the target group? – They can be future parents, working parents, parents on parental leave, parents of newborns, parents of young children, etc.
- ✓ What is the most appropriate timing? – Early or late evening, weekdays or weekends – much will depend on the cultural context (parents in southern countries are usually available until late evening, while parents in northern Europe generally prefer early evenings but are available also on Saturdays).
- ✓ Will it be a single event or a series of meetings? – From experience it can be said that parents are usually very busy and even if they intend to attend several meetings for a course, for example, it is highly likely that some of the original participants “drop in” during the course due to other commitments. This is true even for one-off events where more people usually sign up than actually attend in the end. It is therefore highly recommendable to promote the course as a whole and provide some sort of certificate or other reward at the end when someone has completed the full circle (see motivation question below) or offer separate sessions that people can attend independently and so you can then have a new audience at each session.
- ✓ Will these be in-person, online or hybrid sessions or a mix?
- ✓ Where can it take place?
- ✓ Who will provide support? – food, equipment
- ✓ How will you find out what the most important topics to cover are? – Parents of various population groups may require support in different aspects (e.g. health issues, nutrition, language acquisition, use of digital media, general practical advice on child development, etc.) which can be verified through a online questionnaire before or at the start of the training, a round of oral or post-it questions at the start of the session (write down the points made or stick the post-its on a flipchart or poster and return to them at the end of the training)
- ✓ How will you promote training? – Depending on your target group, you will need to know through which communication channels you can best reach your audience. This could include posts on Facebook or a campaign in another social media channel (WhatsApp, Viber or Telegram groups ), adverts in the local newspaper and/or local or regional radio and TV programmes, posters and/or flyers in early childhood settings (nursery, nursery schools, nursery schools, etc.), posters and/or leaflets at paediatricians' offices.
- ✓ How can you motivate parents to participate? – Whether you plan a single event or a series of meetings, issuing a certificate of participation is always useful. Get in touch with your local or regional office responsible for Erasmus+ and ask for the possibility of obtaining accreditation with the micro-credential scheme, ILAs ( Individual Learning Accounts) or any other life-long learning initiative it will give to your participants points in one of these systems. You can also partner with local/regional companies – manufacturers of baby food or other childcare products (e.g. diapers, clothes, toys) – to issue vouchers after successful completion of a course. Creating a social media group where parents can continue to talk and receive guidance even after the course has ended could also be a motivating offer.
- ✓ Will there be a pre- and post-evaluation to measure the impact?
- ✓ What information do you need/want to ask for in the registration form? Which tool will you use? – Google forms can be useful but your organization may work with a different tool for their course registrations that will serve the purpose of collecting the necessary data from your participants: first name, last name, email address, gender?, organization/ school if applicable, perhaps number, age and gender of children, etc. If you are planning several breakout rooms on different topics, you may want people to pre-register to ensure balanced participation for everyone.

- ✓ How will you organize the evaluation of your event? – In order to continually improve the training(s), it is important to collect feedback from participants at the end of the session/course through a questionnaire which can be printed for in-person training and online for online or hybrid events.
- ✓ Additional points to think about: personnel, materials, etc.

### **Organization**

Once you've made a plan for your training sessions, defined your target audience, and sent out the invitations, you'll need to take the next steps in organizing as the registrations (hopefully) start rolling in.

#### **2.1 Space**

Depending on your decision regarding the format and number of people you expect, you will need to organize the room(s) (whether in-person or hybrid) and the technical equipment (especially for online and hybrid events but microphones, projector and the screen will also be necessary in an in-person environment). If there is a lot of interest it may be necessary to divide the group into two or three to make the sessions efficient but it may also be advantageous to divide the groups during the training for more in-depth discussions (see 3. Implementation) which in turn requires more space.

#### **Elements to consider:**

- ✓ training rooms,
- ✓ welcome desk,
- ✓ technical equipment: video projector, microphone, screen, pointer;
- ✓ stationery: cards, paper, flipchart, markers, adhesive tape, post-its, copies of feedback questionnaires, list of participants including consent to take photos and videos, certificates of participation, etc.
- ✓ coffee break(s): coffee, tea, soft drinks, snacks, fruit, etc.
- ✓ optional: lunch or networking reception: catering (sandwiches and appetizers or nibbles, drinks, cups, plates and cutlery) or use of a cafeteria .

#### **Timing**

It is recommended to limit training units to 1.5 or 2 hours especially for evening sessions as audience concentration and engagement will decrease if it takes too long, but if you are running a single event you will probably need more time. In this case it might be convenient to start earlier (around 5pm or 6pm), organize it on a Friday afternoon or a Saturday morning or afternoon and divide the session into several units (1 or 1.5 hours each) with intermediate breaks .

#### **Personal**

Aside from the technical staff you will need to manage the sessions, ensuring that the presentations are correct and visible, the microphones work and the speakers are heard well, the broadcast works in the case of an online or hybrid event (here you will have to foresee most of the support to truly include online participants), you may also need to involve trainers with different skills who are not necessarily part of your core staff depending on the topics you will cover. To ensure that their sessions align well with each other and with the overall training objectives, a preparatory meeting, online or in person, is highly recommended. This can take place as a conversation between a trainer and the organizers or as a "team talk" with all the trainers. For complex setups, more than one meeting may be necessary.

## **Participants**

When registrations start coming in, you can include more detailed program information to your future attendees in the confirmation or when you send a reminder (especially important for online events mentioning the platform and repeating login details) that gives you the option to include a pre-assessment questionnaire to enable people to self-assess their skills (using the assessment tool that has been developed as IO2 as part of this project) and help you discover the areas of greatest training need which you can then better address during the trainings. Another way to find out which topics are most important to cover can be a simple survey asking parents which areas they would like to train in as people from various population groups may require support in different aspects (e.g. health problems, nutrition, language acquisition, use of digital media, general practical advice on children's development, etc.) which can be verified through an online tool before or at the beginning of the training, a round of oral questions or post-its at the beginning of the session (noting made the points or by sticking post-it notes on a flipchart or poster and returning to them at the end of the training).

## **Implementation**

Now that your preparations are complete, your staff and trainers are ready to start and your participants are arriving, you have entered the implementation phase which we will divide here into two main parts: administration and content.

### **Administration**

#### a) List of participants:

In order to follow the training sessions it is necessary to document who participated in the training through a list of participants, drawn up by the organizers based on the recordings, which the participants must sign at the reception desk if you do an in-person training.

For online sessions you can take a screenshot of the participant list provided by the conferencing tool you are using and take some screenshots during the meeting as well. If the number and/or names differ significantly from the registration, you may want to make a call to find out who is actually present at your training.

For hybrid meetings you will need both.

Additional participants who have not registered online can be included (if there are enough places available) by filling in the necessary details in a printed version of the registration form.

In the case of a course consisting of multiple training sessions, you can have a new list of participants for each day/session or provide a table that includes the different dates when people can register for each day.

#### b) Certificates of attendance:

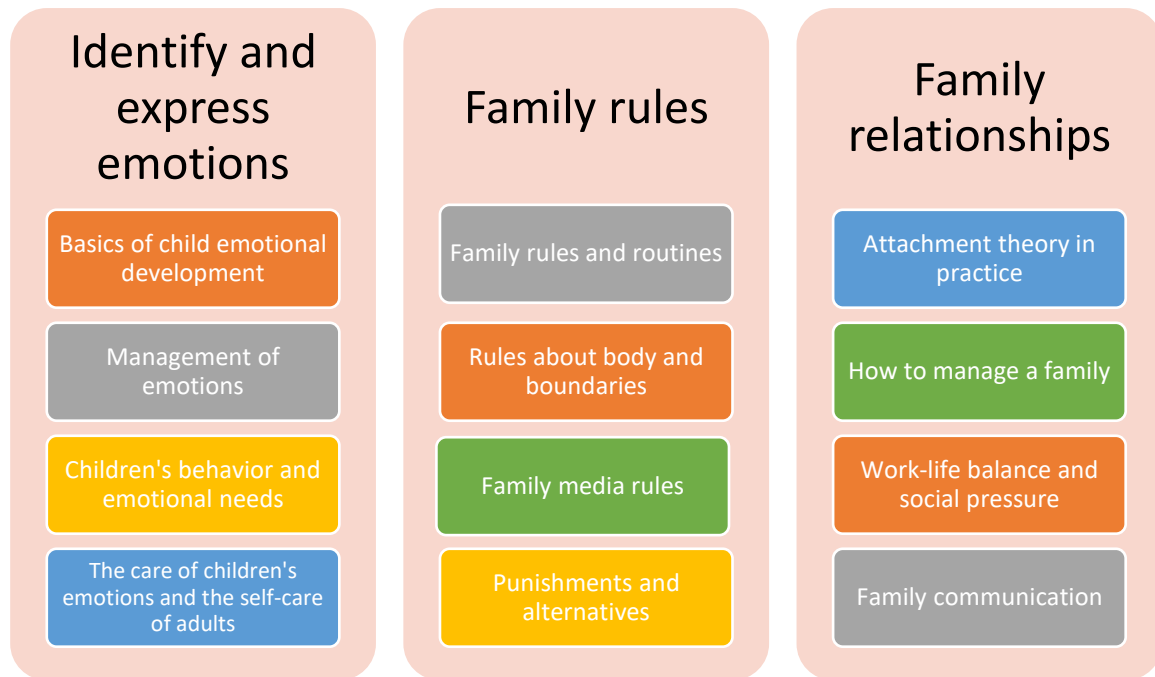
Certificates of attendance can be delivered at the end of each session or for the entire course at the end of the last session. For online events or online participants of hybrid events, certificates must be sent via email. They must contain the participant's full name and be signed by the trainer/organizer.

#### c) Evaluation sheets:

In order to continuously improve the training(s), it is important to collect feedback from participants at the end of the session/course through a questionnaire which can be distributed in printed form during in-person trainings or provided in online format for online or hybrid events.

## **Content**

To define the areas that should be covered by the training program a questionnaire was developed at the beginning of the project which was submitted to around 500 parents in the different partner countries and their responses allowed to establish a list of priorities that should be covered .



As family contexts are very different from one family to another, one of the most important points to remember is that there cannot be a 'one size fits all' approach to support and training, but the recognition that each parent has his or her his unique parenting style, which must be valued. In the following two sub-chapters you will find some information on parenting styles and communication that you may find useful.

### Parenting styles

Parenting styles are defined as a series of patterns of characteristics of interaction of parents with the child, Diane Baumrind developed a model of three main parenting styles in the 1960s <sup>1</sup>which was complemented by a fourth parenting style by Martin and Maccoby in 1973 <sup>2</sup>observing overall patterns of parental interaction characteristics with the child, considering dimensions of parental control (e.g., supervision, request, and established rules) and parental warmth (e.g., responsiveness, support) that can be viewed in the way following:

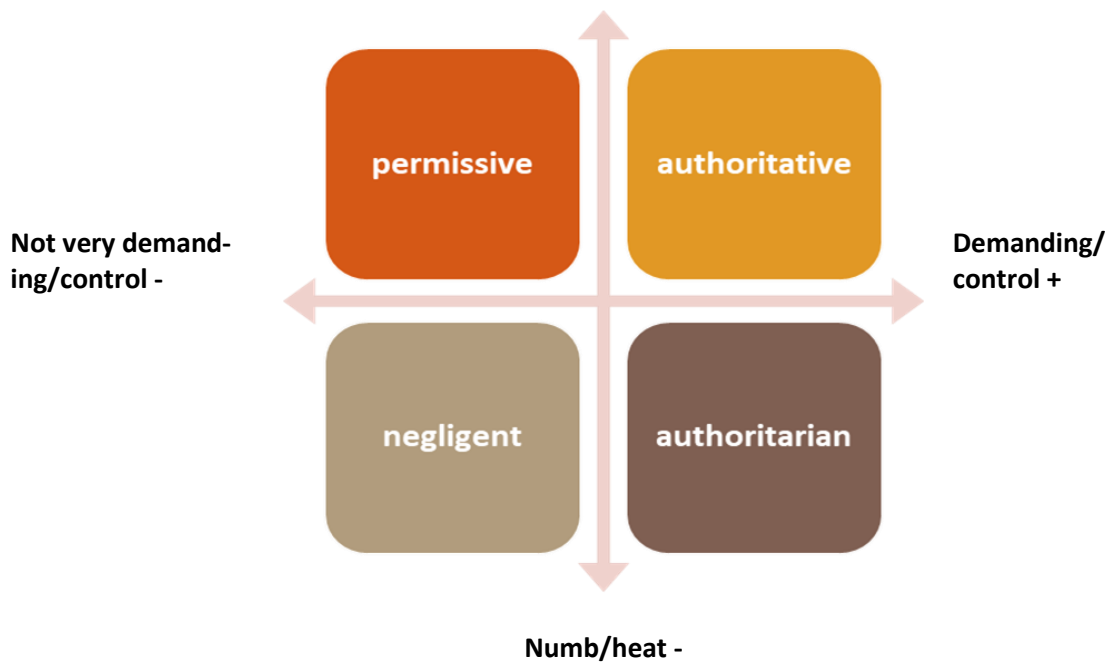
**Reactive/heat +**

<sup>1</sup> Baumrind, D. (1967). Child care practices that precede three patterns of preschool behavior. *Genetic Psychology Monographs*, 75(1), 43-88 originally:

Baumrind, D. (1966). Effects of authoritative parental control on child behavior, *Child Development*, 37(4), 887-907

<sup>2</sup>Maccoby, United States; Martin, J. A. (1983). "Socialization in the context of the family: parent-child interaction". In Mus- sen, P.H.; Hetherington, E. M. (Ed.). *Handbook of child psychology*, vol. 4: Social development. New York: John Wiley and Sons. pp. 1–101





These standard parenting strategies are evidently theoretical constructs and in everyday life there are certainly overlaps since not all parents always act according to the same pattern. The model should then be used to strengthen reflection on one's own practices: what are the specific behaviors that can be observed and categorized.

The following descriptions mention the general characteristics of each style:

**permissive or indulgent** parent to behave in a non-punitive, accepting and affirmative manner towards the child's impulses, desires and actions. They consult with the child on political decisions and give explanations for the family rules. They make few demands for domestic responsibility and orderly behavior. They present themselves to the child as a resource to be used as he wishes, not as an ideal to be emulated, nor as an active agent responsible for shaping or altering his current or future behavior R. They allow the child to regulate his own activities as much as possible, avoid the exercise of control and do not encourage him to obey externally defined standards. They attempt to use reason and manipulation, but not overt power to achieve their ends (see Baumrind , 1966, p. 889).

The authoritarian parent's attempt to shaping, controlling, and evaluating the child's behavior and attitudes according to an established standard of conduct, usually an absolute standard, theologically motivated, and formulated by a higher authority. These parents value obedience as a virtue and favor punitive and forceful measures to restrain their will at points where the child's actions or beliefs conflict with what they think is right conduct. They believe in keeping the child in his place, limiting his autonomy, and assigning household responsibilities to inculcate respect for work. They view the preservation of traditional order and structure as a highly valued end in itself. They do not encourage verbal give and take, believing that the child should accept their word for what is right (see Baumrind , 1966, p. 890).

**Neglectful, negligent, or uninvolved** are often emotionally or physically absent. They have little or no expectations from the child and regularly do not communicate. They are unresponsive to the child's needs and have few or no behavioral expectations. If present, they can provide what the child needs

to survive with little or no effort. There seems <sup>3</sup>to be a rather distant relationship between parents and children with this parenting style. Children with little or no communication with their parents tend to be victimized by other children and may themselves exhibit deviant behavior. <sup>4</sup>Children of uninvolved parents often suffer from a lack of social competence, poor academic performance, inadequate psychosocial development, and problem behavior.

parent's **authoritarian attempt to direct the child's activities but in a rational and problem-oriented way**. These parents encourage verbal give-and-take, share with the child the reasoning behind their policy, and solicit his objections when he refuses to comply. Both autonomous persistence and disciplined conformity are valued. Therefore, they exercise firm control over the parent-child points of divergence, but do not force the child with restrictions. They strengthen their perspective as an adult but recognize the individual interests and special ways of the child. The authoritative parent affirms the child's present qualities, but also sets standards for future conduct. She/He uses reason, power, and regime training and reinforcement to achieve their goals and does not base their decisions on group consensus or the desires of the individual child, but neither does they consider themselves infallible or divinely inspired.

In more recent literature one may also come across new expressions such as "tiger parents", most often applied in relation to parents from an East Asian background <sup>5</sup>who are said to push their children enormously for academic success, or "lawnmower" parents. " which refer to mothers and/or fathers who remove every (possible) obstacle for their children. The term "helicopter parents" is used to refer to parents who are very concerned and therefore exercise extreme control over their children, but it is possible to fit all of these - and probably more and new evolving denominations - into the above scheme taking account of the amount of control and/or heat and the degree of reactivity and demand that characterize each of them.

### Communication styles

When looking at the way parents communicate with their children, you will probably notice that there is a close connection between parenting styles and communication styles, as we will show a little later in a graph, but first let's define what we mean by communication as much as possible. As possible you actually distinguish four different dimensions or forms of communication, some of which you may be very familiar with, others you may not have considered:

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<sup>3</sup>Brown, Lola; Iyengar, Shrinidhi (2008). "Parenting Styles: The Impact on Student Achievement." *Marriage and family review*. **43** (1-2): 14-38

<sup>4</sup>Finkelhor, D.; Ormrod, R.; Turner, H.; Holt, M. (November 2009). "[Pathways to poly-victimization](#)" (PDF). *Child abuse*. **14** (4):316-29 .

<sup>5</sup>Hong Kong, Singapore, South Korea and Taiwan were called the Four **Asian Tigers** (also known as the **Four Asian Dragons** or **Four Little Dragons** in Chinese and Korean due to their strong economic growth between the 1960s and 1990s (see [https://en.wikipedia.org/wiki/Quattro\\_tigri\\_asiatiche](https://en.wikipedia.org/wiki/Quattro_tigri_asiatiche) )

### Minutes

- means using words, language to express oneself in spoken or written form

### Not verbal

- refers to mimicry (facial expression), gestures, pose and ways of looking

### Paraverbal

- takes into account the tone of voice and volume (high, high, etc.)

### Extraverbal

- it concerns all the other factors that can influence an interaction: light, other voices or sounds, temperature, etc.

**Please note:** sign language belongs to the verbal dimension even if it uses gestures as they are based on words and a grammatical structure.

Therefore, in a communication situation it is not only your words that count - WHAT you say, but very often even more the way - HOW you express it. When the two aspects don't coincide, you're sending a confusing message that can lead to misunderstandings and conflicts.

This can even get worse if one or more of the following conversational maxims (adapted from Grice 1989) are not respected:

- a) Maxim of Mode => clarity
  - No ambiguity in the message
  - Be clear to help understand the meaning
- b) Maxim of relation => relevance
  - Making the message relevant to the recipient will increase acceptance.
- c) Maxim of quality => validity
  - Only valid information should be transmitted
  - be honest
- d) Maxim of quantity => informativeness and timeliness (adaptation)
  - Find the right moment
  - Be informative

Ad a) **Be perspicuous** [clear].

There are various additional mode maxims (sometimes called submaxims), which are based on this supermaxim. Grice lists four specific ones in his original work<sup>6</sup>:

**Avoid obscurity of expression**. Avoid language that is difficult to understand, that is, because it contains words that the listener does not know.

**Avoid ambiguity**. Avoid ambiguous language that can be interpreted in multiple ways and therefore makes it difficult for your recipient to understand exactly what you are trying to say.

**Keep it short**. Provide information in a concise manner that allows the recipient to focus on key details.

**Be tidy**. Provide the information in an order that makes sense and makes it easy for the recipient to process.

Ad b) **Be relevant**. Make sure all the information you provide is relevant to the exchange at hand; omit irrelevant information.

Ad c) Try to make **a real contribution**.

Additionally, based on this supermaxim, there are two more specific quality maxims (sometimes referred to as submaxims):

Don't say what you think is false. Avoid providing information that you believe may be incorrect unless there is a good reason to do so. If you choose to include it, please provide a disclaimer that highlights your concerns regarding this information.

Don't say what you lack evidence for. Avoid including information that you cannot back up with supporting evidence. If you choose to include this information for some reason, please provide a disclaimer highlighting your concerns

Ad d) Make your contribution **as informative as requested**. Provide all the information necessary for the ongoing exchange; Don't leave out anything important.

Choosing the right time for your intervention does not belong to Grice's principles but it is very important especially when dealing with children.

This brings us to the different communication styles. As we have seen with parenting, there are also four main patterns that can be distinguished:

**Passive communication:** is characterized by

- ✓ difficulty making eye contact
- ✓ inability to say "no"

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<sup>6</sup>Grice, Paul (1989): Studies on the Way of Words.

- ✓ have bad posture
- ✓ displaying a “go with the flow” attitude.

**Aggressive communication**, in contrast, can include the following:

- ✓ Talking about other people
- ✓ Interrupt frequently, poor listeners
- ✓ Controlling or demanding
- ✓ Finger pointing
- ✓ Staring and staring intently
- ✓ Frowning
- ✓ Criticize, intimidate, or threaten others

**Passive-aggressive communication** is a composite of the above and means:

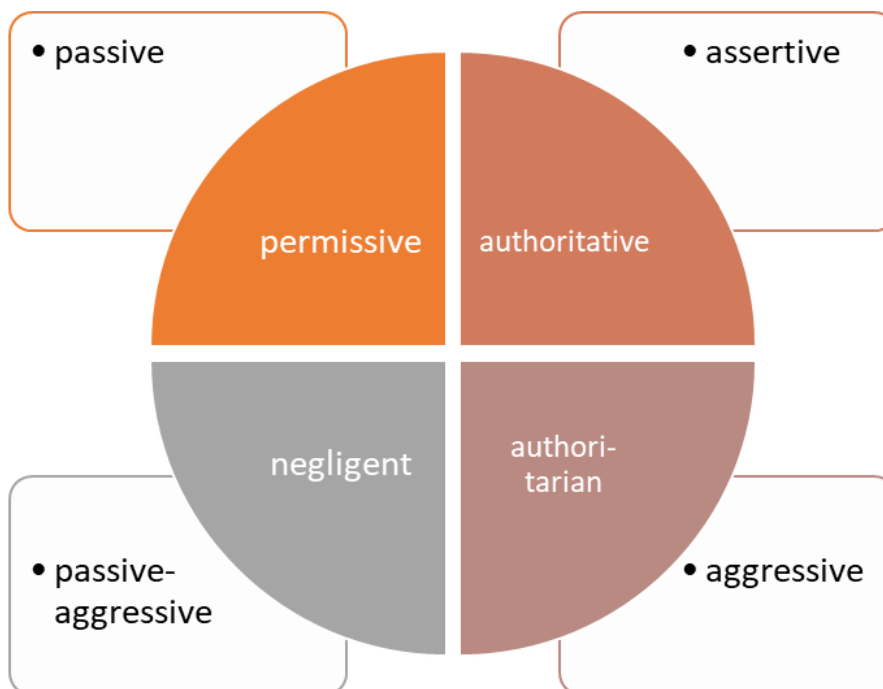
- ✓ often be sarcastic
- ✓ words don't align with actions
- ✓ facial expressions don't match words
- ✓ have difficulty recognizing emotions

**Assertive communicators**

- ✓ I am able to express desires and needs with confidence
- ✓ encourage balanced conversations where both people have a chance to speak
- ✓ use first-person statements (e.g. I feel frustrated when...)
- ✓ they know how to say no
- ✓ maintain good eye contact

As you have probably already guessed, it is this last style that is widely promoted for use in interaction between parents and children, but as is true with parenting styles you may not always use the same style in every situation or with each and every interlocutor (person you are communicating with). Maybe you use a more aggressive style when you're angry about something and a more passive one when you're tired.

Now you can see how these four communication styles tie in well with the four parenting styles we just looked at a moment ago. We can associate them in the following way:



Together they describe interactions within a family and provide recommendations for improvement as the preferable combination is an authoritative parenting style and assertive communication.

Identify and express emotions .

The main questions that will be answered in this module are:

- Why do children stop being loving and compliant if they are scolded?
- How to deal with their tantrums and attacks of anger?
- How to tune into their emotions
- How to manage our feelings of guilt and still feel like good parents if we often don't want to be with our children and do anything else.

Positive early childhood experiences are important for developing a healthy brain; while negative experiences can have devastating effects resulting in serious health problems in adult life <sup>7</sup>. These experiences are closely related to the emotional development and social relationships that are established between the child and his environment from an early age.

According to the American psychologist Paul Ekman we can distinguish between two sets of emotions: primary and secondary emotions, although not all scientists totally agree on the following division and sometimes see certain emotions in the other field or in a different combination. There is, however, widespread consensus on the general idea of innate versus learned emotions.

Primary emotions are innate, universal, present in every human being, in every time, in every culture regardless of place and include:

- ✓ Anger
- ✓ Fear
- ✓ Sadness
- ✓ Happiness
- ✓ Disgust
- ✓ Surprise

Secondary emotions are learned emotions and derive from primary ones or are a combination of them.

They include:

- ✓ Jealousy
- ✓ Contempt
- ✓ Shame
- ✓ Embarrassment
- ✓ Envy
- ✓ Pride

The first 3-4 years in a child's life are crucial for the development of his emotions. It is a process in which biological factors but also psychological, environmental and relational experiences play a role. The latter are gradually acquired: first through interaction and exchange with the person with whom the child interacts most (usually the mother and/or father, but it could also be another family member or caregiver). These emotional experiences will be included in the nervous networks of the brain structure and will influence the child's future emotional responses. From the system of relationships and the emotional experiences gained through them, the child will develop his own behavior models. External social relationships will develop from the moment the child starts to leave this internal family circle - having a babysitter, entering a nursery or ECEC setting with early childhood educators and other educational staff, but also with peers.

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<sup>7</sup>The *First Years First Priority* campaign led by Eurochild with EPHA (European Public Health Agency), ISSA (International Step by Step Association) and REF (Rome Education Fund) as partners, which aims to ensure a fair start in life for every child in Europe, highlights the overwhelming neuroscience evidence about the importance of **positive early childhood experiences for healthy brain development** and the devastating effects of negative ones that result in serious health problems in adult life.

Children at this stage will learn a lot through imitation, through repetition of actions that they themselves are experiencing with others, whether it is empathy or frustration. If adverse experiences occur, such as conflict, lack of care, stress or abuse, they will have a negative impact on the child's emotional development, overdeveloping the sections of fear and anxiety to the detriment of others such as happiness and well-being.

### Family rules

Family rules and routines

Every family has certain traditions and ways of doing things that we grow up with as "correct" or "acceptable" behavior. Already when we leave our families and start a relationship with another person, these habits can be questioned as the partner may be used to doing things differently and some new arrangements will have to be made. When a child is born into such a union, both parents will remember the traditions of their childhood and will generally have a tendency to see them as "good" and "normal" and will want to apply them for their own children. If the perspectives differ a lot, this can not only lead to a conflict between the partners, but also send a very confusing message to the child which can have various negative results such as pitting the parents against each other, for example always asking for give permission to the more permissive parent if this increases the likelihood of getting permission or throwing a tantrum hoping one of them will give in, etc.

It is therefore a good idea to think about possible scenarios before they occur and agree on a common strategy for how to handle different situations.

As children grow they should gradually be included in establishing family rules. This process can start very early - from around the age of two - for situations that directly concern them (for example bedtime and bedtime rituals, eating habits, tidying up the room, etc.) since the co-creation will lead on the one hand to better acceptance through identification with the rules and on the other hand increase their self-esteem by taking on a certain responsibility and experiencing themselves as trusted partners. For this system to work, consequences must be clearly highlighted and set out in an age-appropriate way so that children are able to grasp the implications.

In turn, children will slowly get used to reflecting on their actions and intentions and relating them to the agreements they have made.

### Rules about bodies and boundaries

In this section trust plays a decisive role and children should be aware from an early age who are the reliable adults to turn to if someone tries or even crosses the boundaries that have been explained within the family. This is particularly true with regards to the prevention of sexual abuse which requires solid sexual and emotional education from an early age adapted to the age and needs of children and conducted in a respectful manner and an open climate that nourishes and reassures them, starting from naming all parts of the body with their correct names and without embarrassment, even the private parts – buttocks, vulva, penis, etc. – instead of some cute (or not so cute) nickname that tells kids right from the start that there's something weird or shameful about these parts of their bodies.

It is important for parents to know the various stages of their child's development and how to accompany them in the discovery of their own body and its functions. The following table summarizes the main points for children aged 0 to 6 years and has been adapted in accordance with World Health Organization publications<sup>8</sup>.

Age	Information	skills	attitudes
	<ul style="list-style-type: none"> <li>Discovery of one's body and genitals</li> </ul>	<ul style="list-style-type: none"> <li>Children should name body parts (including</li> </ul>	<ul style="list-style-type: none"> <li>Promoting a positive image of one's body</li> </ul>

<sup>8</sup>World Health Organization. (2010). WHO Regional Office for Europe and BZgA-Standards for Sexuality Education in Europe: a framework for policy makers, education and health authorities and specialists. *Cologne: Federal Center for Health Education*

Age range 0 -4	<ul style="list-style-type: none"> <li>• The fact that enjoying physical closeness is a normal part of everyone's life</li> <li>• Enjoyment and pleasure when touching your body</li> <li>• If the experience/feeling isn't good, you don't always have to obey</li> </ul>	genitals) and recognize body differences <ul style="list-style-type: none"> <li>• Children can practice hygiene (wash every part of the body)</li> <li>• Children should be able to express needs and wants</li> <li>• Children should distinguish positive and negative experiences from their bodies (and talk about it!)</li> </ul>	and self: children's self-esteem <ul style="list-style-type: none"> <li>• Teach the attitude "my body belongs to me"</li> <li>• Make them aware that it's okay to ask for help</li> </ul>
Age range 5-6	<ul style="list-style-type: none"> <li>• Age differences in bodies and development</li> <li>• Appropriate sexual language</li> <li>• Different concepts of a family</li> <li>• Abuse: private parts, bad secrets and that adults can screw up and make mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• Children should recognize their own and others' need for privacy</li> <li>• Children can talk about differences</li> <li>• Children should ask questions about sexuality</li> <li>• Children should turn to someone (adult) they trust in case of difficulty</li> </ul>	<ul style="list-style-type: none"> <li>• Promote respect for differences: some people have children, others don't; some people have two mothers; etc.</li> <li>• Teach the attitude that they have a choice, they can decide</li> <li>• Make them aware of the risks (but don't scare them)</li> </ul>

You can find information for age groups 6 – 9, 9 – 12 and above in the publication mentioned in the footnote.

For many parents, caregivers but also educators, sexuality is a very delicate topic due to their upbringing, the cultural context in which they live or simply traditional habits. There may be a lot of hesitation or even resistance to talking about private body parts or anything related to intimacy. The following materials may be helpful in overcoming these obstacles and enabling adults to address this important topic with children appropriately:

**From the Council of Europe:** “ Kiko and the hand” – teaching the underwear rule [www.coe.int/kiko](http://www.coe.int/kiko)

Bedtime book for children: <https://rm.coe.int/09000016806b068b>

Parental Guidelines: <https://rm.coe.int/09000016806b06be>

Handbook for teachers and teacher trainers: <https://rm.coe.int/0900001680a07827>

Coloring book and game for children: <https://rm.coe.int/0900001680a69fdc>

**From children's rights UP! Erasmus+ project :** <https://childrensrighsup.eu/>

**Australian website Parenting :**

<https://raisingchildren.net.au/school-age/development/sexual-development/sex-education-children>

➤ [0-2 years: what to say about sex, sexuality and bodies](#)

➤ [2-3 years: what to say about sex, sexuality and bodies](#)

➤ [4-5 years: what to say about sex, sexuality and bodies](#)

### Family media rules

When we talk about media nowadays, we almost never take written media like newspapers into consideration anymore as the way we consume media has changed dramatically over the last two decades. This is especially true for young people for whom the media now also includes modern communication channels such as WhatsApp, Viber , Telegram or others, since the information shared there through chatgroups or advertisements is part of their way of providing knowledge/information.



Since the Family skills project focuses mainly on children aged 0-6 who normally cannot read yet, in this chapter we will focus on the use of screens rather than media in general, but more information for parents with children older is available in the Media Literacy for Parents Project Parent Guide at <http://meli4parents.eu/results> in 6 languages [EN](#) / [EL](#) / [PL](#) / [IT](#) / [BG](#) / [FR](#), in particular in the chapter on time rules in front of the screen.

One of the oldest recommendations for screen time rules was established in the 1970s by the American Academy of Pediatrics, which at the time had become very concerned about children's excessive TV viewing. Their updated versions can be found on their website: <https://www.aap.org/en/patient-care/media-and-children/policies-on-children-and-media/> and for children 0 – 6 year old recommend the following: Children under 2 years old: no screens, except for video calls with distant relatives

To develop their cognitive, motor, language and social-emotional skills, children in this age group need live interaction with parents or other trusted caregivers and hands-on experiences. These interactions cannot be replaced by the use of digital media as children's ability to apply digital knowledge in the real world is extremely limited. Studies have shown that children as young as 15 months can learn from digital media programs when they watch them with their caregivers and repeat/practice the content offline with them<sup>9</sup>.

Children aged 3 to 5 years: max 1 hour per day

Recent studies have however shown that an increase in BMI (body mass index) can already be observed in children who use digital media passively for 1 hour per week, setting the stage for future obesity risk. The 1 hour/day mark is also only valid for high-quality educational programs specifically created for a specific age. Unfortunately, there are many offers available that do not meet these criteria. AAP emphasizes that "the higher-order thinking and executive skills functions essential to academic success, such as task persistence, impulse control, emotion regulation, and creative and flexible thinking are best taught through unstructured and play social (non-digital), as well as responsive parent-child interactions<sup>10</sup>."

[https://www.aacap.org/AACAP/Families\\_and\\_Youth/Facts\\_for\\_Families/FFF-Guide/Children-And-Watching-TV-054.aspx](https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Children-And-Watching-TV-054.aspx)

### Parents as role models

Parents need to be aware that they are their children's biggest role models and that their behavior has the strongest impact on even older children or adolescents. They should therefore think strongly about the individual use of mobile phones or other digital and analogue devices (TV counts too!) and not believe that this goes unnoticed, especially by young children. Studies show that heavy personal use goes hand in hand with reduced parent-child interaction (both verbal and nonverbal) and can be a source of increased conflict between the generations.

Introducing and respecting screen-free zones (e.g. bedrooms, dining room) and times (meal times, playtime, just before bed, etc.) can be a good start in addition to planning offline family activities (engaging in activities that promote a healthy lifestyle: reading to children, conversations, walks, games at home and outdoors, etc.).

The way parents behave while online is also an important indication for children's future respect for netiquette: good online manners such as correct greetings, use of complete words and appropriate language, no sharing of violent, discriminatory content or otherwise harmful. Another frequent problem that needs to be addressed is **Sharenting** who is about to post photos and videos of their children on social media, blogs and other websites. Themes vary: in most cases, *sharing* involves posting photos of everyday life, holidays or travel. Yet, there are also online groups of parents interested in organizing situations intended to make the public laugh. However, it should be considered that this material can ridicule and/or humiliate the child. In the past, family photos were usually kept in albums made available only to selected viewers: on the Internet the audience can expand to millions of unknown people around the world. Also, any post stays online forever

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<sup>9</sup>Zack E, Gerhardstein P, Meltzoff AN, Barr R. Transfer of 15-month-old children's learning between touch screens and real-world displays: linguistic cues and cognitive loads. *Scand J Psychol.* 2013;54(1):20–25

<sup>10</sup>AAP COUNCIL ON COMMUNICATIONS AND MEDIA. Media and young minds. *Pediatrics.* 2016; 138(5):e20162591

as nothing really disappears from the worldwide web although the original post can be removed and then these images will become part of the child's digital footprint before they post anything themselves, but they may be ashamed or angry about these tracks later in life.

### **Punishments and alternatives**

According to the Collins English Dictionary a "punishment" is a penalty or sanction imposed on an offender for a crime or misdemeanor. It is often linked to rough or harsh treatment. Now this is certainly not the way we should behave with young children since they do not commit any crime and their "misdeed" is usually a behavioral problem based on the difficulty in recognizing and subsequently controlling their emotions such as throwing tantrums to not get what they want or currently want.

Thus, punishments, especially physical ones, can have the desired effect the moment they are applied. The child may stop the unwanted behavior but because punishments are fear-based, in the long term the child may act according to rules to avoid punishment rather than out of empathy for another person or understanding of the rules for his or her own safety or that of others. other people example.

However, it may be difficult for parents to always react calmly and judiciously in such situations, but it is useful to remember the following:

A child's brain is not yet fully developed and therefore is not capable of seeing the bigger picture or restraining their emotions, and often parents' expectations about their ability to control their behavior are simply unrealistic to meet at this age. It is the parents' role to help the child deal with emotions, learn to identify and control them so that they do not overwhelm him so extensively and so that the child can tell us what he finds difficult to manage at any given moment.

Please watch the following videos "*Can I Stop*" 1 - 3 for more information and some tips on how to prepare and act in such situations.

### **Family relationships**

Families are considered the core of our societies, and relationships within these central entities are reflected in our communities at large. But families today come in all shapes and sizes, from the traditional mother-father-child/children environment to single-parent families (one parent with one or more children often due to separation, divorce or widowhood), same-sex couples with own children or adopted children, adoptive or foster families, or patchwork families (a couple with children from previous relationships with or without children of their own), and the relationships within these entities differ quite a bit. In this chapter we will examine the importance of bonding in the early years of childhood, the couple relationship within the family context, family management and the relationship between family and work.

### **Attachment theory in practice**

Numerous studies have shown that the first two or three years in a child's life are decisive for his or her cognitive and emotional development and that healthy development is strongly linked to a positive relationship with one or two close caregivers – in most cases parents, especially the mother. The 2013 European Commission Recommendation on *Investing in Children*, the *Nurturing Care Framework* (WHO, UNICEF, World Bank), the *European Child Guarantee* and the *First Years First Priority campaign* (Eurchild with EPHA, ISSA and REF) have all placed particular emphasis on the crucial importance of the first 1000 days in a child's life as the basis for all subsequent expansion.

How to proceed to establish this bond and create a secure attachment?

Listen to the video on "*secure attachment*".

### **How to manage a family**

Running a household can actually be compared to running a small business. Parents usually develop a series of skills that can also be useful in working life, such as management and financial skills (organizing routine and cohabitation, keeping the family budget balanced, taking care of any additional costs, etc.), leadership

(guiding your family members especially in times of difficulty, being a role model), communication skills (what to communicate, how and when), emotional skills (active listening, empathy and understanding, intervening in a calm and non-agitated way, negotiating and establish clear boundaries, etc.). Certain attitudes also play a key role in management whether within a family, a business or the wider community: respect for others and their opinions, calm and courtesy, as well as firmness of character and composure.

### **Work-life balance and social pressure**

At European level, work-life balance is enshrined in chapter two of the European Pillar of Social Rights, 11 where it constitutes principle 9 which states:

Parents and people with caring responsibilities have the right to adequate leave, flexible working arrangements and access to care services. Women and men must have equal access to special leave to fulfill their caring responsibilities and be encouraged to use it in a balanced way.

For many parents, however, this principle seems more like an unattainable dream than the reality of life, as they are often faced with financial or social pressures. Mothers are often encouraged to return to work as quickly as possible after giving birth and parental leave for fathers is still uncommon with huge differences between countries. Caring for children or caring for elderly relatives is seen only as a community service if offered by external providers – and paid for – but as a private commitment if provided by parents. Parents often have little choice whether or not to place their children in an educational context at the age they deem appropriate because in rural areas these environments (nursery, nursery school, etc.) are not easily available or accessible for their children or on the contrary they are forced to use these services in advance because the law only provides for a minimum amount of parental leave (EU regulation: four months).

The same goes for the time that parents can dedicate to their children during their working days, which often do not correspond very well to the opening hours of educational facilities. Holidays are another issue as most parents don't have as many weeks off as facilities are closed, especially schools. Kindergarten and other pre-primary institutions tend to be more flexible.

What can be done to help parents achieve a better work-life balance in the given circumstances?

The respective video offers parents some tips on how to self-assess their needs and desires and adapt their actions accordingly.

### **Conclusion**

In order to successfully support the development of each individual child, a close collaboration between the home (=family environment) and the educational environment (=nursery, nursery school, nursery school, etc.) is desirable, but it is essential that it happens with attention - level in which each partner recognizes and values the other's point of view and the contributions they bring to the table. Adequate pedagogical training should enable staff to involve parents in the life and activities of the facility in terms of mutual exchanges and negotiations rather than involving them only in a one-way way by telling them what they should or should not do.

The organization of courses for parents either on site during opening hours in parallel with children's learning or in evening or weekend sessions outside opening hours or through online or blended units will depend on the cultural context and social but also by the availability of both trainers and participants. The videos and online learning environment produced under the Erasmus+ Family Skills project can help parents, grandparents and other family members and caregivers close to the child, as well as educational workers to improve their skills and find joint solutions every day but even in more demanding situations.

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<sup>11</sup> [https://ec.europa.eu/info/strategy/priorities-2019-2024/economy-works-people/jobs-growth-and-investment/european-pillar-social-rights/european-pillar-social-rights- 20-principles\\_en](https://ec.europa.eu/info/strategy/priorities-2019-2024/economy-works-people/jobs-growth-and-investment/european-pillar-social-rights/european-pillar-social-rights- 20-principles_en)

## Trainers sheet on using Family Skills videos

### **Introduction**

The videos that were created as part of the family skills project represent a tool for in-depth analysis of some parenting issues starting from the vision of a scene/situation in which the participant can immerse themselves.

These are different situations in which the parent will take the point of view of one of the protagonists from time to time.

Immersive virtual reality videos are structured in two parts. The first is the scene seen from the outside, the second is the continuation of the scene seen from the point of view of a protagonist which varies from time to time.

It is important to introduce the parent to what will happen so that they can best enjoy the immersion in the video.

For this reason, some introductory sheets have been prepared for each video with some indications. We recommend that each trainer view the video and then think about its use during the training course.

Frame this link to go to the list of our videos:



[https://www.youtube.com/playlist?list=PLOP\\_5CKgM6JilQtwGYH0b396aGsU\\_tptd](https://www.youtube.com/playlist?list=PLOP_5CKgM6JilQtwGYH0b396aGsU_tptd)

## THE INVISIBLE CHILD

### Short summary.

It is an ordinary day within a family made up of two parents and a child. The scene begins with the father's arrival at home, while the son is in the living room waiting for lunch time. A discussion will follow between the parents which will be attended by the child.

The viewer will see the video from the child's point of view, he will be able to move his head, turn his head, listen to voices. The child is always present in the room...

This video aims to make the viewer experience the feeling of isolation, distance, estrangement that can sometimes occur during a family conversation. This is a typical situation. In particular, the viewer will be able to observe an "argument" between the parents, as if he were the child present in the room.

Video can be used to talk about conflict, communication, relationships, emotions.

### Reflection and comparison.

After finishing watching the video, the trainer will invite participants to reflect on some aspects. The stimulus questions can be shared by projecting them onto a screen, or by providing a pre-printed sheet, or by sharing them orally. Participants will be able to write their answers or share them orally.

- *How does a child feel in a similar situation?*
- *What was his experience?*
- *What emotions emerged?*
- *What could be done to avoid making the child invisible?*

Other reflection questions concern personal experience.

- *Thinking back to your experience in the VR situation, how did you feel?*
- *What emotions did you mainly feel? Can you describe/name them?*
- *Can you define your emotions towards mom and dad?*
- *Are there differences between the emotions that your father arouses in you and those aroused by your mother?*
- *What would you have liked to hear in that situation? What could have made you feel better?*
- *In your opinion, how could the situation have been resolved?*

### An observation sheet

The viewer will be able to reflect on his experience, after watching the video, using the observation sheet provided below.

At the beginning of the session each participant receives a survey sheet on the key elements and is instructed to read it briefly. After viewing, in plenary, each participant has 10 minutes to reflect and mark key elements on the sheet (video observation 1).

The discussion starts: round the table, each participant expresses their opinion and shares the contents of their card with the group. The host summarizes important elements and returns the key contents of the session.

### Observation sheet

	father	mother	Notes (space to comment on the observation)
From 1 to 5 level of non-verbal skills			
From 1 to 5 level of effectiveness of verbal communication			
From 1 to 5 level of competence in managing emotions			
From 1 to 5 level of competence in listening/empathy/putting			

yourself in the other person's shoes			
From 1 to 5 level of decision-making and conflict management skills			
1 to 5 problem solving skills			

### Simulation activities

How could the story continue?

Imagine how the story could continue or how it could play out differently.

- Build roles for a simulation/ role playing
- Assign roles to participants and invite them to act
- Make them represent the same situation but invite them to construct a different ending.

Restitution: What emotions did the protagonists feel. What they communicated. What could they have done better?

Participants are invited to talk about their experiences during the simulation and as observers.

#### **Role playing example :**

*Dad: You are the dad: you've had a very difficult day at work, you left very early this morning and you need to get home and rest, you'll have a full afternoon still to carry on and for days now you haven't been able to carve out a space for play with your child. This particularly displeases you, because recently the child has become interested in playing electronic games on the cell phone and you have no control over this. You arrive home with the idea of having lunch, working remotely for a bit and then dedicating some time to your child.*

*Mom: You're mom: summer has already started almost a month ago and you still don't have a precise holiday plan. You would like to discuss the topic with your partner, but there is never time and you think he is distracted by something else.*

*Son: you are a son, you are waiting for lunch to be ready and playing on your cell phone.*

### Conclusion of the activity

The meaning of the activity concerns parental competence in the management of family conflict and communication in problem situations. You can refer to "mistakes not to be repeated" in communication. For example, it is useful to learn to reflect on the management of one's emotional condition, such as recognizing one's ability and competence in emotional control and communication.

It is useful to reflect on why the conflict arises. What does the other person's communication approach tell us? Why is he hostile? Annoyed? Angry?

Reflect on the "previous" actions: avoid triggering conflicts and understand what reactions can lead to conflict. Conflict is avoidable if communication is consciously managed.

#### **Focus on... The presence of the child.**

D. Siegel underlines how: for an individual it is important to have reference figures present for him, constant and regular ( bibl . "Being there" Daniel S. Siegel, Tina Payne Bryson, Cortina editore 2020).

In an age of digital distractions and pressing commitments, BEING THERE for a child might seem like a truly daunting task. But, Daniel Siegel reassures, being present does not necessarily require large amounts of time and energy. BEING THERE means offering a child a quality presence, simple to ensure what is needed for healthy child development: protection, understanding, comfort and security, the "poker of attachment".

The child from the virtual experience is present, but there are no parents for him at that moment. The parents are caught up in the discussion and forget about his presence.

## THE SHOP

### Short summary

A mother enters a clothing store with her small child in a pram. While she chats with the shop assistant the child stays calm. Suddenly the mother receives a phone call and leaves. The sales assistant thinks she can entertain the child by trying to talk to him... but the result is that the child starts to cry and the mother will have to run to comfort him.

The video intends to highlight the perception of the small child, aged around 4 months. At this stage the child does not have a clear perception of colors and sounds are also perceived in a distorted way, especially if they are loud and accentuated. He recognizes familiar voices, by which he feels reassured. He needs contact with the reference figure.

The video aims to highlight how often, unintentionally, disturbance or annoyance can be caused to the child's basic perceptive level. The child feels "attacked" if the voices and sounds in his direction are too insistent, he feels lost if the voice speaking to him is not familiar. He is obviously not used to being alone with strange figures, nor to rationally understanding the explanations that can be given to calm him down ("I was on the phone with my dad...")

Furthermore, he has a partial perception of colours, he can clearly perceive only some shades (red and green) while the other colors are uniform and tending towards grey. All this confuses him and generates a need for security.

The video helps us to understand the sense of confusion and "abandonment" in a child of this age (the point of view is his), but also to reflect on the difficulty and embarrassment of adults in relating to newborns.

### Reflection and comparison.

After finishing watching the video, the trainer will invite participants to reflect on some aspects. The stimulus questions can be shared by projecting them onto a screen, or by providing a pre-printed sheet, or by sharing them orally. Participants will be able to write their answers or share them orally.

- How does a child feel in a similar situation?
- What was your experience?
- What emotions emerged?
- What could be done to avoid annoying the child?

Other reflection questions concern personal experience.

- Thinking back to your experience in the VR situation, how did you feel?
- What emotions did you mainly feel? Can you describe/name them?
- Can you define your emotions towards the shop assistant and mother?
- What would you have liked to hear in that situation? What could have made you feel better?
- In your opinion, how could the situation have been resolved?

### An observation sheet

The viewer will be able to reflect on his experience, after watching the video, using the observation sheet provided below.

At the beginning of the session each participant receives a survey sheet on the key elements and is instructed to read it briefly. After viewing, in plenary, each participant has 10 minutes to reflect and mark key elements on the sheet (video observation 2).

The discussion starts: round the table, each participant expresses their opinion and shares the contents of their card with the group. The host summarizes important elements and returns the key contents of the session.

#### Video observation sheet 2

	clerk	mother	Notes (space to comment on the observation)

From 1 to 5 level of non-verbal skills			
From 1 to 5 level of effectiveness of verbal communication			
From 1 to 5 level of competence in managing emotions			
From 1 to 5 level of competence in listening/empathy/putting yourself in the other person's shoes			
From 1 to 5 ability to adapt to the situation			
From 1 to 5 ability to manage the problem situation			
From 1 to 5 ability to comfort and respond to the child's needs			
Reflecting on your VR experience, what did you feel as the child? Describe freely			
What would you have expected from the mother? And what about the order? Describe freely			

### Simulation activities

How could an “ideal” situation have unfolded? What are the most appropriate behaviors on the part of the mother and the shop assistant? How did the child feel at different moments in the scene?

The leader guides the group (the couple, or the individual) in managing the understanding of the activity, analyzing the reflection starting from the sheet and conducts a simulation or an activity helping the group to answer the following questions:

How could the story continue?

Imagine how the story could continue or how it could play out differently.

- Build roles for a simulation/ role playing
- Assign roles to participants and invite them to act
- Make them represent the same situation but invite them to construct a different ending.

Restitution: What emotions did the protagonists feel. What they communicated. What could they have done better?

Participants are invited to talk about their experiences during the simulation and as observers.

### **Role playing example :**

*Shop assistant: you are the shop assistant. On a quiet late spring morning, a lady comes in with a child in a wheelchair to do some shopping. While you are busy helping her choose the clothes, her cell phone rings and she walks away. Then you approach the child and he bursts into desperate tears. You're in crisis, you've never had to deal with such a small child and so you call the mother.*

*you had a very difficult day at work, you left very early this morning and you need to get home*

*Mom: You're the mom: summer is starting and you decide to take your little one shopping to buy him some clothes since he's growing so fast. You are very calm, your child likes walking with you in the pram. You usually chat on the phone while you're out and about, it doesn't matter if you have to distract yourself for a few moments, you're always careful that your child is safe...*

*Child: Mum took you to a new place, you don't know anything about that place smells, sounds, people from that position in your pram you can't see what's happening. Then suddenly you no longer hear your mother's voice and a lady makes strange noises next to you. You're scared, you don't know her... you want to cry.*



## Conclusion of the activity

The meaning of the activity concerns the ability to manage daily moments with a small child, trying to understand his needs. We need to ask ourselves how a 4-month-old baby who is discovering the world feels and how he feels about strangers in a completely new situation. His only points of reference are the sensory stimuli that he already knows well, for example his mother's voice. How does a 4 month old baby feel when faced with a new situation?

It is useful to think about situations in which parents generally isolate the child to engage in other activities, relying on his ability to be alone. Participants can reflect on how often these situations occur, at home or away, and how they can be avoided and/or managed.

### Focus on... adapting to the situation

stay centered on the needs of the young child and on the relationship with him. Learn to understand their needs and be able to keep them present in different situations, even in the presence of strangers. It is necessary to speak to a small child, cadencing the voice well, without raising the volume excessively, but maintaining a lively intonation. What is more important is to establish a communicative impact with the newborn, even before transmitting information, since the child does not yet have a shared vocabulary, but is building it day by day. The ideal is to talk to the child by picking him up and soothing him gently. The child in a wheelchair has limited vision, sounds and noises coming from outside arouse anxiety, if not associated with images that are familiar and clear to him. The comfort and security in this phase of his life can be traced back to attachment figures and rituality.

## SMART WORKING

### Short summary

The video highlights a typical situation in which work and family come into conflict in an individual's life. During an afternoon of smart working, a father takes his child to the park, but suddenly he is forced to leave the park to complete a work delivery, interrupting the game and trying to convince the little one that it is time to go. The latter protests vehemently and the father tries to confine the clash, also to avoid embarrassment in front of the people present. The point of view is that of a teenager looking at the dynamics from the outside. Observe a father who loses control and a child who goes into crisis...

### Reflection and comparison.

After finishing watching the video, the trainer will invite participants to reflect on some aspects. The stimulus questions can be shared by projecting them onto a screen, or by providing a pre-printed sheet, or by sharing them orally. Participants will be able to write their answers or share them orally.

- How does a child feel in a similar situation?
- How does dad feel?
- What is an outsider's point of view?
- How important is the fact that it is a teenager who experiences this scene from the outside?
- What emotions emerged?
- What could have been done to prevent the story from ending this way?

Other reflection questions concern personal experience.

- Thinking back to your experience in the VR situation, how did you feel?
- What emotions did you mainly feel? Can you describe/name them?
- Can you define your emotions towards the father and the child?
- What would you have liked to hear in that situation? What could have made you feel better?
- In your opinion, how could the situation have been resolved? And Who had the power to do it?

### An observation sheet

The viewer will be able to reflect on his experience, after watching the video, using the observation sheet provided below.

At the beginning of the session each participant receives a survey sheet on the key elements and is instructed to read it briefly. After viewing, in plenary, each participant has 10 minutes to reflect and mark key elements on the sheet (video observation).

The discussion starts: through a round of the table each participant expresses their opinion and shares it with the group. The host summarizes important elements and returns the key contents of the session.

#### Video observation sheet

	Pope	child	Notes (space to comment on the observation)
From 1 to 5 positivity of the approach			
From 1 to 5 level of effectiveness of verbal communication			
From 1 to 5 emotional control			
From 1 to 5 level of competence in listening/empathy/putting yourself in the other person's shoes			
From 1 to 5 ability to manage the problem situation			
From 1 to 5 ability to comfort and respond to the child's needs			
What does a spectator feel when faced with similar scenes			
Were you able to connect with the protagonists? If so with whom? Describe freely			
How differently dad could have reacted			
How differently the child could have reacted			
What emotions did seeing this situation cause you?			

#### Simulation activities

How could an "ideal" situation have unfolded? What behaviors are most appropriate on the part of the father? And what about the child? What triggered the evolution of the situation? What could have gone differently? How did the child feel at different moments in the scene? How could the situation have unfolded differently? What makes the situation problematic?

What triggers the discussion between the father and the child? Are the two communicating? Are there any particular phrases or expressions that give meaning to the experience? If yes, what does it mean? What do they make us think?

The point of view is the external one, of the boy who observes the situation.

The leader guides the group (the couple, or the individual) in managing the understanding of the activity, analyzing the reflection starting from the sheet and conducts a simulation or an activity helping the group to answer the following questions:

How could the story continue?

Imagine how the story could continue or how it could play out differently.

- Build roles for a simulation/ role playing
- Assign roles to participants and invite them to act

- Make them represent the same situation but invite them to construct a different ending.

Restitution: What emotions did the protagonists feel. What they communicated. What could they have done better?

Participants are invited to talk about their experiences during the simulation and as observers.

**Role playing example :**

*Dad: This afternoon you had to take your son to the inflatables. It's not the first time this has happened, you should have been in the office, or in any case taking care of several work errands. But there was no one who could take care of the child and then you can't always expect your wife to give up her commitments to look after him. So you decided you would take care of it. But now you are in difficulty and are forced to find a solution to necessarily go to the office. You're sorry that the child is upset, but you have no choice. It won't be easy to convince him... you already know that you will feel guilty, and then you will also have to listen to your wife complain about this change of plans... The truth is that you never have time for them... you are always working*

*Child: You are so happy! Dad finally took you to the inflatables, he promised you for a long time... he never has time to accompany you and you often can't be together... "dad has to work"*

*Boy observing: how hateful children are, always crying!! Of course that guy isn't very kind to his son, I remember when I was a child too.*

**Conclusion of the activity**

The group must be accompanied in reading the boy's point of view: what image can be given from the outside of a father/son relationship? How much information can be gleaned from the father's dialogue with his colleague? What does the child's behavior help us understand? Note the boy's point of view, which is absolutely different from that of the father and the child. Each brings a different perspective. You can highlight the objectives of the father (to return home immediately to complete his work), of the child (to stay in the park a little longer) and even the effects on a teenager... It is useful to reflect on the perspective of attunement . The group or individuals can talk about their experience starting from the emotions that watching the video triggers. A discussion is started based on the elements expressed in the form.

**Focus on... tuning.**

D. Siegel defines it as the ability to establish a level of understanding of others, of their state of mind, establishing useful and effective, positive relationships. Different from empathy and resilience, from which it derives, it is a relational process, the ability to establish and maintain useful contact with the person next to us and to direct the meaning of that relationship. (The relational mind, 2001). Tuning in with others in the family also helps to find the right balance and maintain choices and priorities in a spirit of collaboration. This way it will be easy to share the idea that everyone can do something so that everyone has not only their own life, but also the right time to share moments of mutual serenity and joint projects. Only in this way will we be able to enjoy each other's company and family relationships in harmony.

**AT THE SUPERMARKET**

**Short summary**

A mother and her 6-year-old child are together at the supermarket, intent on shopping. The mother lingers on her cell phone with a phone call of pleasure, in the meantime the child tries in every way to attract her attention, picking up snacks and other products more congenial to him from the shelves. His mother absent-mindedly denies him purchases and even attention, to the point of categorically forbidding him a lollipop that he cares about so much. The child falls into desperate and inconsolable tears, the impatient mother scolds him and at the same time pities him in the eyes of the market sellers. The point of view is that of the child.

**Reflection and comparison.**

After finishing watching the video, the trainer will invite participants to reflect on some aspects. The stimulus questions can be shared by projecting them onto a screen, or by providing a pre-printed sheet, or by sharing them orally. Participants will be able to write their answers or share them orally.

- *How does a child feel in a similar situation?*
- *How would you describe the mother's state of mind?*
- *What does the situation evoke for the external observer?*
- *What emotions emerged?*
- *What behaviors could be adopted to prevent the situation from evolving differently?*

Other reflection questions concern personal experience.

- *Thinking back to your experience in the VR situation, how did you feel?*
- *What emotions did you mainly feel? Can you describe/name them?*
- *Can you define your emotions towards your mother? and the child?*
- *If you were in the child's shoes, how would you have felt? What would you have liked to hear in that situation? What could have made you feel better?*

### **An observation sheet**

The viewer will be able to reflect on his experience, after watching the video, using the observation sheet provided below.

At the beginning of the session each participant receives a survey sheet on the key elements and is instructed to read it briefly. After viewing, in plenary, each participant has 10 minutes to reflect and mark key elements on the sheet (video observation).

The discussion starts: through a round of the table each participant expresses their opinion and shares it with the group. The host summarizes important elements and returns the key contents of the session.

	mom	child	Notes (space to comment on the observation)
From 1 to 5 positivity of the approach			
From 1 to 5 level of effectiveness of verbal communication			
From 1 to 5 emotional control			
From 1 to 5 level of competence in listening/empathy/putting yourself in the other person's shoes			
From 1 to 5 ability to manage the problem situation			
From 1 to 5 ability to comfort and respond to the child's needs			
What does a spectator feel when faced with similar scenes			
Were you able to connect with the protagonists? If yes, with whom? Describe freely			
How differently mom could have reacted			
How differently the child could have reacted			
What emotions did seeing this situation cause you?			

### Simulation activities

Is this a plausible situation that could actually happen as seen in the video? How could such a situation evolve? Is it possible to imagine a similar but non-conflicting situation? What could be the ideal shopping condition "at the supermarket" between parent and child? What behaviors would have been more appropriate on the mother's part? And what about the child? How did the child feel at different moments in the scene? What makes the situation problematic? Are there any key phrases or expressions in the mother's speech that struck you?

The leader guides the group (the couple, or the individual) in managing the understanding of the activity, analyzing the reflection starting from the sheet and conducts a simulation or an activity helping the group to answer the following questions:

How could the story continue?

Imagine how the story could continue or how it could play out differently.

- Build roles for a simulation/ role playing
- Assign roles to participants and invite them to act
- Make them represent the same situation but invite them to construct a different ending.

Restitution: What emotions did the protagonists feel. What they communicated. What could they have done better?

Participants are invited to talk about their experiences during the simulation and as observers.

#### **Role playing example :**

*Mom: Today you have to take your child with you to the supermarket to shop. Usually you avoid bringing him because he gets bored and impatient and often ends up making you look bad. In the meantime, you could take the opportunity to hear from your friend, you had an important conversation to conclude...*

*Child: Today mom is taking you to the supermarket! You're happy because you'll be able to buy something you like, and be with her, go shopping together! Usually you're not allowed to eat snacks and sweets, but maybe since you're going together you might be able to get something nice to buy...there are so many interesting things in the supermarket. Let's hope mom agrees...*

### Conclusion of the activity

Reading the experience shows us a daily and ordinary situation: shopping with the children. It is necessary to focus on everyone's needs: the mother has to do the shopping, but she also needs to talk to a friend, albeit futilely. At the end of the scene she is sorry that the child is crying and partly annoyed by "the poor impression" and tries to justify herself in the eyes of the cashier. What emerges from this attitude? What does the child want to communicate with his insistent requests? The group can focus on everyone's needs and the reactions that this situation triggers. Each member of the group will be able to express the sensations that the protagonists of this story arouse and evoke. The group or individuals can talk about their experience starting from the emotions that watching the video triggers. A discussion is started based on the elements expressed in the form.

#### **Focus on... the game and discipline**

Shopping can be a very boring and chaotic moment, but it can turn into a moment of sharing and participation, considering that shopping in a family is for everyone! Everyone has preferences and desires that must be put together and agreed upon. However, shopping time is often a tiring moment for adults and turns into a moment of boredom for the little ones. Unless it is handled in a joyful and fun way!

So, it may be useful to put distractions away and focus on the moment of shopping, sharing it and taking the opportunity to talk about mutual tastes and choices and preferences. **D. Siegel in *The Challenge of Discipline*** explains to us that precisely in moments of greatest tiredness and commitment, curiosity can be activated in the brains of children and even adults, thus transforming anxiety and stress into pleasant if not downright fun experiences. "Playing at the grocery store" relieves anxiety and prevents tantrums and bad impressions!

## Leaving school (minimizing and empathy)

### Short summary

Gaia leaves school sulking and crying. When her mother asks her what happened, she explains that an older child slapped her and pushed her violently. He was big and angry. Gaia is very hurt...

The video presents two options: an option based on empathy and acceptance and an option based on minimization. The two maternal attitudes are contrasting and offer the possibility of observing different perspectives. The point of view is that of Gaia.

### Reflection and comparison.

After finishing watching the two videos, the trainer will invite the participants to reflect on some aspects. The stimulus questions can be shared by projecting them onto a screen, or by providing a pre-printed sheet, or by sharing them orally. Participants will be able to write their answers or share them orally.

The following options can be developed for both types of videos (empathy and minimize)

- *How does the child feel in the situations observed?*
- *How would you describe the mother's state of mind?*
- *What does the situation evoke for the external observer?*
- *What emotions emerged?*
- *Which of the two attitudes on the mother's part are more functional to the situation? What is more correct? What is less functional? Which consolatory? Where does Gaia feel most welcomed and understood?*

Other reflection questions concern personal experience.

- *Thinking back to your experience in the VR situation, how did you feel?*
- *What emotions did you mainly feel? Can you describe/name them?*
- *Can you define your emotions towards your mother? and Gaia?*
- *If you were in Gaia's shoes, how would you have felt in the two situations? What would you have liked to hear in that situation? What could have made you feel better?*

### An observation sheet

The viewer will be able to reflect on his experience, after having viewed the two videos, using the observation sheet provided below.

At the beginning of the session each participant receives a survey sheet on the key elements and is instructed to read it briefly. After viewing, in plenary, each participant has 10 minutes to reflect and mark key elements on the sheet (video observation).

The discussion starts: through a round of the table each participant expresses their opinion and shares it with the group. The host summarizes important elements and returns the key contents of the session.

	mom	Video minimize	Video empathy
From 1 to 5 positivity of the approach			
From 1 to 5 level of effectiveness of verbal communication			
From 1 to 5 emotional control			
From 1 to 5 level of competence in listening/empathy/putting yourself in the other person's shoes			
From 1 to 5 ability to manage the problem situation			

From 1 to 5 ability to comfort and respond to the child's needs			
Were you able to connect with the protagonists? If yes, with whom? Describe freely			
Is it possible to think of a further possibility of developing the story? What could mom have said/done differently?			
What emotions did seeing this situation cause you?			

**Simulation activities**

This is a typical situation in which the parent is "requested" to play a role of consolation and containment of their child's displeasure. It is not obvious that the parent has a strategy to manage this situation. Leaving school is also a very delicate moment...

In guiding the group towards a better understanding of the activity, the leader will focus on the panorama of situations and conditions that can unravel, trying to imagine which strategy could be successful in recovering the child's frustration or momentary displeasure. The leader can use the following guiding questions:

- What discomfort is expressed in the situation? Is it a discomfort for the little girl? Is it a mother's discomfort? Which skill is useful to exercise in this case?*
- Is it necessary to resolve the problem situation immediately?*
- How could the story continue?*

Imagine how the story could continue or how it could play out differently.

- Build roles for a simulation/ role playing
- Assign roles to participants and invite them to act
- Have them represent the same situation but invite them to construct a different ending, or a similar situation but with different development options.
- Participants are also invited to reflect on any situations that predispose to certain behaviors (why do children cry when leaving school? Or when entering?..)

Restitution: What emotions did the protagonists feel. What they communicated. What could they have done better?

Participants are invited to talk about their experiences during the simulation and as observers.

**Role playing example :**

*Mom 1: You are the mom. Gaia has been very whiny lately, she complains about everything, she seems listless and apathetic to you. Sometimes in the morning she doesn't feel like going to school and you have a hard time convincing her to hurry up. Furthermore, leaving school is always quite traumatic: Gaia is always very tired and moody and for you it's not a good moment... you have the whole afternoon ahead of you, you have to go back to the office and you're not calm enough to resolve her tantrums and console her . You're frustrated, you wish you could dedicate yourself to her, but you always have a thousand things to do. You have to postpone everything until bedtime...*

*Mother 2: today is a special day, you are happy to go and pick up your daughter Gaia after school, you have taken the afternoon off and you want to take her out for a snack and then to the park with her cousins. Maybe you can even do a little shopping with her. You never get together in the afternoon, so you really want to enjoy some time together...*

*Gaia: every day something bad happens at school, you can't take it anymore! It seems like your classmates are all mischievous! Today you were sad in class all day and then when you left school that chaotic stampede and that naughty fifth grader who pushed you and hurt you! What a bad day... now as always you will have to go home and stay with the babysitter to do your homework all afternoon!!! You feel very frustrated! Nobody understands you...*

## Conclusion of the activity

When children go to school, they detach themselves from the world of the family and live in a reality different from that of home, mostly unknown to their parents. Children experience new emotions linked to contexts other than the family one and learn to deal with unexpected situations, sometimes difficult to manage. Parents try to imagine what there is in that distant world of theirs and try as best they can to enter the "private life" of their little ones. The activity leads us to reflect on the way of communicating with young children, respecting something that happens in their world and that we adults can only know through their story and their perception. Getting in tune with them is fundamental and being empathetic so as not to underestimate their experience is the right key. How do you be empathetic? Because it is important? The world of children is not a small and irrelevant world, because it is made up of "children's things". Children have infinite resources.

### Focus on... "the state of YES"

Sometimes children can lose control, busy as they are interacting with the thousand new things that growth brings. A new arrival at school, for example, is traumatic, but at the same time overwhelming and full of stimuli... this is why a small child who begins to attend school may have moments of euphoria and excitement due to curiosity towards that new world, but also moments of sadness, of disappointment, of discouragement because the new things brought by that context tire him, disturb him, engage him emotionally and overload him with stimuli and sensations that were unknown until recently.

Daniel Siegel, I'm talking about the *state of YES* (the YES brain, 2018), a state of openness and receptivity, of good dispositions towards the surrounding environment. This can happen if the child can experience empathy, slowly learning to know himself and recognize his emotions and understand what makes him feel better, what helps him manage difficult moments. Adults (parents and teachers) will have to guide him in this discovery of his personal resources.

## Emotional reading

### Short summary

It's evening. Before going to bed, Massimiliano joins his mother in the living room, he wants her to read him a story, perhaps his favorite. This routine experience in all families with young children can reveal different backgrounds and develop in different and unexpected ways. The observer is responsible for reflecting on methods and outcomes.

### Reflection and comparison.

Reading and storytelling can be intimate moments or experiences of sharing and growth within the family for children. It is a fairly usual experience in families with young children, but the parental style and the family reference model mean that an apparently simple and obvious experience can have great educational and growth value, not only for the child, but for the deeper family educational relationship.

Some suggestions to guide the understanding of the meaning of the two videos could be the following:

- *How does the child feel in the situations observed?*
- *How would you describe the mother's state of mind?*
- *What does the situation evoke for the external observer?*
- *What emotions emerged?*
- *How do the two proposed situations differ? Is it possible for the mother to manage the situation more consciously? And what about the child?*



### An observation sheet

	mom	Emotional reading	Non-emotional reading
From 1 to 5 positivity of the approach			
From 1 to 5 level of effectiveness of verbal communication			
From 1 to 5 emotional control			
From 1 to 5 level of competence in listening/empathy/putting yourself in the other person's shoes			
From 1 to 5 ability to adapt to the situation			
Who were you able to connect with the most, in what situation? Describe freely			
Is it possible to think of a further possibility of developing the story? What could mom have said/done differently?			
What emotions did seeing this situation cause you?			

### Simulation activities

Try to practice emotional reading: choose a song, a fairy tale, a nursery rhyme that you like, concentrate on reading it out loud. Practice as if you had an audience in front of you, or as if you were reading for a loved one who is listening to you. Can you feel the well-being of emotional reading? Describe your feelings freely and ask whoever listened to you what emotions you aroused in him/her.

Try experimenting with the two opposing modes (emotional/non-emotional) in a large group.

### Conclusion of the activity

It is important that reading is used in the educational relationship with the child and in the family educational experience. Reading is not intended as a sterile procedure to help you fall asleep, but as an intense emotional experience of exchange and communication. Reading to children before going to bed is a way to accompany them, supporting them, towards independence, in this sense reading is a transition object that guides the processes of autonomy. Reading narrates experiences and conveys meanings on which to discuss, opens windows on worlds to explore, guides towards comparison and dialogue. The gesture of reading "together" is a way for the parent to express presence, attention and comfort. A child asking a parent to read, as well as play or watch TV together, is a great educational opportunity served on a silver platter.

### The bedroom

#### Short summary

The video proposes a typical situation in which a 3-month-old baby wakes up in his crib and his mother accompanies him during the awakening. The baby emits small, faint sounds, while the mother entertains him by humming and chatting with insistent and high-pitched sounds, quickly moving colored objects in front of his face, but also at a distance. The child is very small and can only distinguish shapes and some colors from

short distances. His vocabulary is still too rudimentary, so he perceives sounds and tone, but does not understand linguistic detail.

### **Reflection and comparison.**

After viewing the short video, the trainer will be able to note the impressions of the participants, the sensations aroused by the presence of the parent upon awakening and what the educational elements of greatest interest may be in the typical situation. Some questions can guide the discussion: whether a parent or caregiver should be present at the awakening; the way in which the adult manages the child's awakening; the use of sounds and the most suitable tone with which to address a young child; the use of colored objects, movements and stimuli that are offered to a newborn in the delicate moment of awakening. The discussion will be able to offer ideas for understanding which attitudes are most appropriate in managing the interaction with the newborn.

### **An observation sheet**

After watching the video, the viewer will be able to reflect on their experience, using the observation sheet provided below.

At the beginning of the session each participant receives a survey sheet on the key elements and is instructed to read it briefly. After viewing, in plenary, each participant has 10 minutes to reflect and mark key elements on the sheet (video observation).

The discussion starts: through a round of the table each participant expresses their opinion and shares it with the group. The host summarizes important elements and returns the key contents of the session.

### **Simulation activities**

In this activity it may be useful to solicit the participants' attention on sensory stimulations. In particular the distance-proximity of the images and their focus in vision, the vision of colors, the perception of sounds and noises. In a simulation activity, the use of 360° viewers can be useful to manage focus and allow everyone to experience a more or less clear vision.

The host, after suggesting the viewing of the video and inviting them to focus and analyze the situation, will be able to ask the participants what is the best condition for managing a situation of awakening, or simply interaction with the very young child in his wheelchair. Some stimulus questions can be:

- *How do you think the child felt when he woke up?*
- *Why does his mother keep talking to him and singing? Do you think his behavior is appropriate?*
- *You can hear small noises made by the child. Do you think these are lines of approval? Annoying? What do they communicate? And what function do they have in that interaction with the mother.*
- *Do you think the child appreciates the yellow stuffed animal, can he distinguish it?*
- *Does the baby see the mother's face clearly? Do you distinguish the expression?*

### **Role playing example :**

*You are an educator or a parent. Try to measure yourself with a similar situation, having to interact with a newborn. It can be a situation of awakening, or simply "entertainment", of a small child who is in his pram. It's you alone, in the room with him. How do you think you could behave? What difficulties? Do you think you might feel discomfort, embarrassment or indifference ?*

### **Conclusion of the activity**

A three-month-old baby **can follow a moving object with his gaze** , open and close his hands, make sounds and babble. However, his vision **will not fully develop until six months** . He is now able to distinguish a range of colors and begins to refine his depth perception, being able to see in 3D. He does not yet distinguish the different pastel shades, he can in fact clearly see blue and red if they are very bright. At this time **he is also able to recognize the individual characteristics of the faces of those around him** . The attempt by parents,

uncles and the like to propose activities, objects and overstimulation may be ineffective, since the newborn is not able to perceive some sensory stimulations.

**Focus on... *the dance of balance***

Under normal physiological conditions, the newborn is capable of connection and complex communications from the first hours of life. If this happens in a healthy and calm environment, the child will be able to immediately activate the relational exchange that opens the best conditions for a secure attachment. In the days following the birth it will be important to talk to our little one, sing, interact with him with our gaze, with facial expressions, with our body and the touch of our hands.

This must always be remembered, to avoid creating those conditions that lead many adults to "ignore" the little one, leaving him for too long without their company, avoiding picking him up or leaving him to cry alone for too long. It's also good to know that because of their immature nervous systems, it's easy for newborns to become overstimulated during the first few months of life.

After birth, our children are like **highly sensitive antennas**, which in the presence of too many signals only hear noise and interference, and we all know how annoying this is. In these moments the child will try to disconnect from the stimulus he is receiving, so that he can find the "right channel" and tune in again. It's as if he were telling us "it's too much for me, I need a break for a few minutes".

The newborn, although immature, is nevertheless able to seek balance and regulate himself, rhythmically entering into relationships and exiting the relationship to find calm. It is in this way that he learns to regulate his response to stimuli. We adults must learn to follow his rhythm and "dance" with him by becoming a little more attentive.

### **The online questionnaire**

The Family skills self evaluation tool is a questionnaire that aims to help the parent to self-evaluate their family skills and can be used as an initial and final evaluation of a family skills path (in this case the trainer will have to communicate his code in advance which will be inserted in place of registration/compilation of the questionnaire and which will allow the trainer to have the average results of the questionnaires of his group of parents).

After answering the questions, each parent receives feedback on their skills and some suggestions for training your family skills.

It is not a psychological test but a tool for self-assessing skills in the 4 areas of the family skills model.

The results, and the questions of the questionnaire themselves, can be used as a brainstorming discussion in activities with parents.

The workbook and video lessons are the tools that can be used by parents themselves via the online portal

The questionnaire can be filled out on the [www.familyskills.eu](http://www.familyskills.eu) platform

## The training sessions.

Family skills is a flexible path. During the development of this model we had the opportunity to think about multiple situations and applications of the method, we had experience with different groups, some very large, others much smaller and more homogeneous. This allowed us to hypothesize a wide range of use of exercises and activities. For this reason, below we want to offer some ideas for a hypothetical path of running the "family skills" self-experimentation group.

### ALWAYS START FROM A CLEAR AND SHARED OBJECTIVE

The group leader would do well to define a clear goal for himself and ask himself: what goal do I want to reach today at the end of this meeting?

Having a clear objective is essential to lead the group along an acceptable and simple to achieve itinerary, which is pleasant and not frustrating for the public (target/recipients). However, the group experience is a learning experience and being at ease to learn and reflect is essential. Ultimately we are asking participants to share their way of thinking on quite intimate and personal topics. WE always COMMUNICATE our goal to the group

What can be an objective for the trainer?

Some examples:

**Establish a good group climate** : it may seem artificial to focus on creating a good atmosphere, but the climate in the group is everything, especially if the work of a first meeting is followed by a subsequent one... the participants could be the same for several sessions and their knowledge, mutual acceptance and sympathy is essential to start a good, functional path. In this regard, it is good practice to use a presentation game, icebreaker activities, a collaboration game or a shared storytelling session in which each participant brings their own good purpose. In a meeting where emotions and feelings are basic, generating an EMOTIONAL climate should be fundamental. A climate full of the emotions that everyone brings and aimed at building a sense of belonging to the group and the desire to share one's experience with others to treasure it.

**Leave a key message** : what do we want the key message of our meeting to be? In this case, let's reiterate it at the beginning and check at the end if it has been understood, we must not hesitate to use questions, quizzes, final evaluation games if this helps us and we often use the feedback technique: we communicate to our participants what the advantages and successes achieved during our meeting

Once personal and common objectives have been established, these must be shared with the group, in a moment of TRAINING AGREEMENT. During the training agreement, the leader clarifies the objectives to the participants, invites them to formulate expectations and clarifies what the expected results may be. This creates a sense of participation and generates a constructive and supportive climate in the group.

Example of a work session with a group of parents (lasting an hour and a half)

10 minutes: Presentation of the trainer: telling something about yourself is important because those who observe us have many questions about our origins and it is important that they know in what capacity we are leading the group. We explain why they have something to say and tell us something about ourselves that is inherent to the context.

We then add some details about the meeting: tools, project, results and potential.

15 – 20 minutes: presentation of the participants through dynamic activities or games - icebreakers etc....

It is important to give space to the participants, if they want to talk or tell stories, always keeping careful control of the times, so that no one goes overboard or gets too long. Participation is necessary to dissolve hesitations and shyness and to ensure that everyone directly experiences the training experience firsthand, putting themselves out there.

10 minutes: Watching a short film/video scene on the topic of parenting and stimulating questions about the viewing

Starting with a short film or video gets everyone aligned on the important contents and messages to reflect on and allows you to center the topic on parenting while maintaining the focus and opening the work session on an equal footing.

10 minutes: development of an activity by the group. At this point you can ask for example “What are the animated videos that we have seen or see in our families? What message do they give us? (individually or in a group) – activities of this type, especially if carried out in a group, allow you to share reflections on the state of affairs in your family context and offer countless ideas for reflection, discussion and growth.

15 minutes: FOCUS

at this point the trainer shifts attention to the central themes of the Family skills project, tracing back what was said and observed by him during the previous interaction and pointing out small focal contents, reiterating the operational application of the model. For example, the role of pleasant or unpleasant emotions or respect for rules in the family or how the child's brain works and how it is necessary to communicate with children 0 -6, etc....

this can be a more didactic and "frontal" phase in which the trainer clarifies the contents and scientific assumptions of the model, and is functional to the application of activities present in the workbook and group sharing (e.g. game on emotional vocabulary, projection of cartoons, 360 degree video).

10 minutes: Final discussion and closing of the session. It is a good idea to close the session with a dynamic game or a "table tour", in which participants can express a thought or evaluation on their perception of the activity carried out.

## Some activity proposals

Some tools, techniques and methods for conducting family skills meetings.

The toolkit presents some activation techniques useful for involving and participating parents during meetings.

Most activations can be used in a small group. For this reason, when the meeting involves a larger number of participants it is useful to divide them into small groups.

Participants will always be able to decide to what extent to "expose" themselves: it is a basic rule of the family skills intervention. In fact, among the main ingredients for the success of the path and the individual activity proposed, there is the way in which the activities are proposed and the climate of respect and listening that is established among the participants.

What you might need: recording list, projector, laptop, PowerPoint presentation, flip chart, student pens and paper, A4 paper, pens, colouring, magazines, glue, scissors, shape assessment. Agreed worksheets, audio speakers, microphone.

Some are for small groups, others for large ones

### What does it mean to become a parent?

Brain storming on the group poster. One or more sentences are written in the center (or projected) on which the group is invited to reflect by expressing their opinion (in as few words, but as many as possible).

The discussion can be facilitated by using stimulus questions such as: participants divided into small groups (max 6-7 s group) must write on a piece of paper....

In the plenary the speakers express the concepts that emerged most and those that were least shared.

### The train of thoughts

If in a circle, the trainer will indicate a word from which everyone in turn must say the first word that comes to mind.

E.g. if the trainer says family, the first participant must say the first word that comes to mind, parents, followed by the next participant must say the first word that comes to mind by listening to that of the participant who preceded him.

Words already said cannot be repeated.

The trainer writes the words on the blackboard or on a piece of paper and then the results are shared.

Another version: everyone says they comment on the same "key" word indicated by the trainer by saying a word that comes to mind (but which must not have been said by other participants).

### Expectations, motivations and doubts: the training contract

The objective at the start is to have the participant verbalize in reference to their expected opinions, motivations and doubts. It is an important time because a "training contract" is established, in which the limits of the contents that will be analyzed are also clarified. In fact, a course cannot satisfy all expectations. Furthermore, it is a time to also clarify the rules between the participants and the role of the leader.

Taking into account the no. hours of this journey, try to answer some questions:

What would I like to learn?

What would I like to learn more about?

What is my motivation for attending this meeting?

What wouldn't I want to happen on this journey?

### Define the group rules together.

The trainer asks those present to write the group rules on a piece of paper during the meeting or the course. Each participant reads their rules and the trainer writes them on a sheet/whiteboard.

Examples:

- Cell phones with the ringer turned off
- Confidentiality
- Respect for others
- Mutual listening

- Sharing ideas and points of view
- Commitment to do the proposed exercises

And starting from this activity, share the concept of rules in the family, bringing out the rules that apply in individual families and proposing a comparison on them.

### **Let's validate the rules**

Each participant can write their own rules on sheets of paper (1 rule per sheet) and then fold them and place them in a container.

Each participant takes turns choosing a piece of paper and reading the rule.

He will then have to try to support its validity, as if he were in front of a court, whose task is to choose whether to maintain or abolish this rule.

The other members play the role of judges who listen and can write down on a piece of paper whether they were convinced or not, and why.

After the first round (i.e. when everyone has validated at least 1 rule) we move on to the second round.

All cards must be returned to the container. This time, the rule will have to be refuted, highlighting its useless aspects.

At the end of the work each participant expresses his or her experience.

### **Knowledge cards for parents**

It is a game consisting of a deck of cards, which represent family life in general.

It is photocopied front and back and distributed to the participants: each person can choose two or three representations and explain the reasons for this preference.

When the group is made up of 30 participants or more, only about ten people are asked to read their answers.

It is also possible to cut out the cards and distribute them on a table (in the case of a small group) or project the cards on the projection screen (in the case of a large group) and guide the reflective activity.

Grandfather/daughter, emotions, falling in love, couple, cohabitation, disorder/order, school, animals, garden, cleaning the house, work, holidays, shopping, father-in-law, conflict, birth, death, separation, travel, free time .

### **Becoming or being parents**

This is a list of questions to share with the group of parents (by providing the list or projecting it on the screen). You can also write them on slips of paper and distribute them to all those present, each of whom will have to respond, or place the slips of paper in a bag and draw them by lot.

The questions can be used in full or, by choosing those deemed most effective for the group, they can be used as a stimulus to the activity or as a specific activity to be proposed individually and/or in small groups, providing copies of the questions and identifying how to collect the answers ( e.g. on blank sheets of paper distributed to the participants, or on special pre-printed questionnaires with space for answers, or by collecting the different reflections in plenary also using a poster). In particular, it is suggested to present point 17 as a single form to be filled out and, subsequently, comment together.

If the questions are administered individually through a questionnaire, it is necessary to provide for the presentation and collection of the answers in a group. If the questions are addressed in small working groups, there may be a final summary in plenary by a spokesperson for each subgroup. If the questions are instead analyzed in assembly form, the answers and reflections can be collected on posters for sharing with the group.

### **PERSONAL QUESTIONS**

1. What does it mean, in your experience, to be a mother/father?
2. What do you think are the skills/resources needed to be a mother/father?
3. How supportive was the other parent?
4. In your opinion, what has been the biggest difficulty you have faced since becoming a mother/father?
5. What were your concerns? (health problems, social exclusion, a world that is too difficult...)
6. Who allowed you to change or move forward, what factors helped you?



7. Who hindered you the most in your role as a parent from the beginning? Doing what?
8. When you think about your child's future, what worries you most?
9. Have you already thought about what resources you could put in place to prevent your fears from becoming reality?
10. Is there anyone you know you can really count on today? Someone who supports you in your job as a parent? If so, doing what?
11. Is there anyone in your social network who criticizes you, who makes you feel uncomfortable and inadequate as a parent? If so, can you give me an example of a criticism you have made that particularly disturbs you?
12. Is there someone in your social network with whom you often come into conflict (with whom you are angry even if you don't show it)? If so, can you give me an example of the type of conflict you most often have?
13. When you need to rest, relax or re-energise, what do you usually do? Can you give me two examples?
14. What activities would you like to do? Do you think it's possible for you to do them? It would be a good idea?
15. Can you tell me two things that you and your child particularly like to do together, an activity that you both enjoy?
16. What is the fondest memory you have of moments spent with your child?

### Quick check

Two players stand facing each other and look into each other's eyes. They have a minute to stare at each other carefully and memorize as many details as possible. Finally, their perceptive and mnemonic ability is examined. Both rotate 180° so that they are shoulder to shoulder. Do they remember the pattern of each other's socks? Or what if this guy's pants have black and blue or black and green stripes? The questions are thought up by the other group members and asked to the two players in turn. For each correct answer the player in question receives 1 point.

### Riddles on the back

This is a much loved game in which you have to guess people, professions, animals or objects. The group prepares together as many cards with the words to guess as there are participants. The cards are placed upside down on a table. Each participant takes one. The game leader tapes the card drawn to each player's back with adhesive tape. The player himself has not the slightest idea what a word can be read there. The first candidate places himself in the center of a circle and turns around himself 360°. The surrounding teammates read the word on the back and whatever question the player in the center asks, they must answer only with a yes or no. The player in the center will in fact try to arrive at the solution by asking clever questions. If he manages to arrive at the solution within this deadline, he receives warm applause. A maximum of 5 questions can be asked.

### The walk

It is a technique which, used in itself, allows the group to experience a focus on their own bodily experience. However, it can also be used as a self-introduction or as an initial step, as a basis for many of the situations proposed in the warm-up phase games. The leader invites the whole group to spread out in the space available and especially to start walking and, at the same time, to concentrate on themselves. Everyone can thus become aware of their own way of moving, the rhythm of their steps, their breathing, their personal balance, their weight shifts, their limb balance and so on.

### I am and he/she is

The group stands in a circle. The handler begins the round by saying his name; each subsequent participant must in turn introduce themselves with their own name and repeat that of all those preceding them, with the formula 'I am...he/she is...', etc. The game ends when the round is completed. It is a simple presentation game, useful when the group members do not yet know each other.

### The adjectives

The group leader invites each participant in turn and defines himself and every other member of the group with a single adjective. Each person therefore receives as many adjectives as there are subjects that make up the group, plus their own. This phase can be followed by a group discussion. Traditional game of the first session of a group. Traditional game of the first session of a meeting group, it gives the members of the group the opportunity to get to know each other. However, it can also be used as an exercise to obtain feedback in the final phase of the group meeting; in this case, the game itself acts as a restitution of the group experience.

### **If I were...**

The group arranges itself in a circle and the leader invites a volunteer to sit in the center and ask each of the other members: "If I were... what.... I would be....?" drawing categories from every existing genre (animals, plants, famous people, books, songs, films and so on). You can use only one category, and then everyone gives a variation on the theme, or change the category with each new question. During the group's responses, the subject in the center cannot reply. The game can be repeated as many times as there are volunteers. At the end of the question rounds, the group discussion begins. It is a creative and fun game that allows those who ask the questions to learn how others perceive them, and those who answer to express their impressions more easily, thanks to the symbolisations.

### **The attic**

In this game the leader guides the group, describing the space of a large attic, full of trunks. Participants must open the trunks, imagine finding significant objects from their past, even their remote past (from their childhood), take them one by one, mime them and put them back in the trunk at the end. At the end the group reconstitutes itself in a circle and everyone tells the group which objects they found and what their sensations and emotions were. It is a very flexible exercise, which can be performed individually, and can give rise to common representations.

### **The object that circulates**

All the participants arrange themselves in a circle, standing next to each other, with their faces turned towards the center. The exercise begins with the leader's request to a participant to imagine a concrete object and, without declaring what it is, to hold it by making the hands assume the position required by the object itself, without miming it but giving importance to the shape, dimensions and weight. Everyone takes the object from the hands of the partner on their left and passes that same object to their right. The exercise continues until the object reaches the person who started the round. All members of the group must respect the instruction not to use the word: only in the second phase does each participant declare to the group which one he, in turn, passed. After the first round, a second round can be proposed as a variant in which each participant, in passing the imaginary object, attributes to it an adjective that allows it to be characterized without completely revealing its identity. The exercise ends with the sharing of experiences, a moment in which you can intervene freely and express, if you wish, ideas and emotions relating to the exercise.

### **The circular tale**

This is a game widely used in group techniques, which can also be suitable in the warm-up phase, and from which material can be drawn for a subsequent performance. The group sits in a circle and the leader asks one of the participants to start telling a story as if it were a fairy tale and at a certain point stop to give the floor to the nearby partner. The latter picks up the story from the point where it stopped, trying to continue it for a while, and then in turn passes the word to the nearby partner, and so on until completing the entire circle. Once the story is concluded, the group proceeds to the sharing phase.

As a variant, the leader can also propose the theme around which the group must build the story; in this case, the story that emerges is probably less linked to the fantastic dimension and more to that of the group. Another variation, more clearly centered on the objectives of stimulating creativity, consists in assigning a key word to each participant: on their turn, everyone must insert it into their own section of the story.

### **The island**

The leader has the group distributed across the entire available area and in a first phase guides them in the following fantasy: the group is on board a damaged ship, the on-board instrumentation is damaged and it is not possible to launch an SOS. To reach safety on a nearby island you have to abandon the ship as soon as possible, but each participant can only take one object away; therefore, he must immediately decide which one and try to save his life. In the second phase we move on to the representation and then concludes with the usual sharing. In this version it is above all possible to reflect on the personal choices of the participants, and therefore on the symbolic meaning linked to the object that each one brings with them.

### **The house on fire**

With this short game, participants can discover what they care about most about what they own. After having the participants lie down in the most comfortable position possible, the leader verbalizes the following fantasy: "imagine coming home from a trip. As soon as you enter the street home you notice that smoke is coming out of it: it's catching fire! With great difficulty you manage to enter the house to try to save some important things. What would you like to save some important things. What would you like to save at each obstacle? Go, look around and decide what matters most to you. Now take a good look at what you have saved: what does it mean for you? Why did you choose it?...". Only at this point does the leader ask the group (one at a time) to tell what they saved.

### **Barometer of values**

this activity serves to reflect on some values, attitudes and behaviors in everyone's life. Participants are invited to place themselves in the available space based on whether they agree or disagree with some stimulus sentences (listed below) by positioning themselves on one side or the other of the room. This game is used to encourage discussion, reflection and respect for important issues.

You can choose from some of these statements:

- A child who does not follow the rules can be punished
- It's okay to sulk at a child if he or she misbehaves
- We must reward those who stick to shared rules
- Having a family routine (organized in times and activities to be carried out) helps to live peacefully because children always know what to expect
- Both parents must apply the same rules with children, inside and outside the family
- It's easy to talk about your emotions in your family
- Parents should discuss their children's emotions often
- As long as they are young, it is easy to understand children's emotions
- Parents must try to prevent their children from experiencing unpleasant emotions
- When a child is angry, the best thing to do is to ignore it
- Parents must be able to put themselves in their children's shoes, to understand what they think and what emotions they feel
- We often feel frustrated when faced with the insistent crying of our children
- We communicate much more with example than with words and this also applies to children
- Parents must show their love to their children (for example, kissing them, hugging them, telling them "I love you", etc.), even when they behave badly.
- Parents must find time to dedicate themselves to positive experiences with their children (for example, laughing, playing, reading to them and with them, doing activities outside the home, etc.)
- It is better not to associate with families who have different ways of educating than your own
- No one can teach a parent to carry out their educational role
- Being a parent today is very different from ten years ago
- Having unresolved issues with your parents can have negative effects on your relationship with your children
- You need to talk to your partner about what you think about your children, how to behave around them and how you feel about them
- The Internet is a good tool for learning about managing family problems

### **Photolanguage**

It is used to make each participant express the emotions related to family life. Promote knowledge and harmony among all group members. 50 images including landscapes, faces, moments of relational life that can express various moods are searched for and projected or distributed on the floor. Little by little I have to tell the participants which images they prefer, what they evoke in them and which experiences they take them back to or can connect to family life.

### **Buy my emotion**

Participants are divided into two or more numerically equal groups (5 or more per group). Each group will have the task of identifying an emotion usually characterized as unpleasant (sadness, fear, disgust, anger) and presenting it to the other group, highlighting the functional and positive aspects as if they were on the market. They can write them on a piece of paper and then choose 1 or two sellers.

After making a list of the positive things, each group will have 3 minutes to "sell" the characteristics as on the market. The members of the other team can subsequently ask questions to highlight the unpleasant and non-functional aspects which the others can counter.

This activity aims to train children to find positive and pleasant aspects compared to emotions usually characterized as unpleasant and unpleasant; furthermore, it trains them in debate and comparison.

### **The positive fair**

The participants (all or volunteers, depending on the number of participants) have to think of an object that they have to sell at a fair. The object can be absolutely invented and fantastic. They must describe its characteristics without ever saying the negative aspects or using the words no and not.

Once the exhibition is over, one or more volunteers can ask the seller questions to make him say no.

E.g. is this product very expensive? It is bad for health? The seller must be careful not to answer with no or not. Otherwise he loses. (each seller must answer at least 5-6 questions). The exercise makes us reflect on how many times to describe the positive aspects, we deny the negative ones.

### **Animated short films on parenting skills**

Audiovisual material has always been a valuable and effective training tool, because in just a few minutes it manages to capture the attention and involvement of the interlocutor. Piper also visible online

<https://www.youtube.com/watch?v=lkQTe0Wdo2k>

After watching, you can share thoughts and emotions on what the video aroused in everyone.

### **Game of getting to know each other about the couple**

Motivate partners to discover the richness and beauty of being a couple. They are easy-to-use games and worksheets, in which the participant is invited to fill in and delve deeper into certain sequences of questions or training tracks. As always, at the end of each exercise you can share your experiences and the various elaborations with your partner or among the members of a training group.

Card text:

- 3 positive or negative aspects of the couple
- 3 personal values and those of our couple
- A personal and couple's achievement
- I appreciate myself and my partner
- 3 special memories of life as a couple

### **Mutual learning game about emotions**

The following sentences are projected or written on pieces of paper, each participant takes 1 and answers. If in a small group they can respond to everyone individually and then share what they have written.

Card text:

- The emotions that I find it most difficult to accept
- The emotion that represents me the most is...
- The emotion I find most difficult to express is...

- The emoji I use the most is...
- The emotion I would like to know more about is...
- The emotion I would like to block most is...

### **Mutual learning game about communication**

The following sentences are projected or written on pieces of paper, each participant takes 1 and answers. If in a small group they can respond to everyone individually and then share what they have written.

Card text:

- The means of communication I use most is...
- For me, communicating is...
- The person I listen to the most in my family is...
- Usually I don't feel understood...
- The person who listens to me the most in the family is...
- When I listen to the topics that interest me most are...
- The three difficulties I encounter most when listening...
- In my childhood the person who listened to me the most was...
- What is the difference between listening and hearing a person?
- What communication channels do I use the most?

### **A mutual knowledge questionnaire on emotions**

You can provide a card or even project the questions onto a screen. Or use Mentimeter ( <https://www.mentimeter.com> ) or other apps that allow you to interact through your smartphone. (as well as Google Forms). So we can project the group's results

- 1) From 1 to 10, how much do you rate your ability to recognize emotions?

RECOGNIZE EMOTIONS = knowing how to name, associate a meaning with an emotional expression, especially in body language.

- 2) From 1 to 10, how much do you rate your ability to express emotion?

EMOTIONAL EXPRESSION = using gestures to express non-verbal emotional messages, demonstrate empathic involvement, express emotions and use emotional vocabulary.

- 3) From 1 to 10, how much do you rate your ability to understand emotions?

EMOTIONAL UNDERSTANDING = discerning one's own emotional states, discerning the emotional states of others, giving meaning to what one experiences emotionally.

- 4) From 1 to 10, how much do you rate your ability to regulate emotions?

EMOTIONAL REGULATION = coping with negative and positive emotions or the situations that arouse them, strategically "over-regulating" the experience and expression of emotions.

### **The inventory of family rules**

It is an exercise in which parents and children together prepare a shared list of the main rules to be respected during normal daily activities. Once it has been written, you are invited to place the text at home, in a place visible to all. The activity can be integrated with the help of drawings made by minors, photographs, use of symbols and/or colors to make it more lively and interesting.

### **Rules in the family**

It is a training proposal with the help of a list of family rules, already drawn up previously, where the parent identifies 4 rules that he considers of fundamental importance, explains the reasons and establishes the sanction for any transgression. Then he identifies 3 other rules with respect to which, when they need to be respected, he experiences difficulty, discomfort and conflict with other family members. And finally, he identifies 4 rules with which everyone in the family agrees, explains the reason and transcribes, for each one, the sanction shared by the various members, if someone violates it.

### **Read the situations and enter the cause of the conflict**

The situations are projected and the participants are invited to identify the cause. Comparison follows.

Every time Mario tries to share his concerns about his work with his wife Francesca she belittles him and attacks him by saying: "as always you let everyone push you over; you are not able to face your colleagues and that's why everyone takes advantage because you are too accommodating."

CAUSE \_\_\_\_\_

Elena spends hours on her cell phone with her friends. When her mother sees her on the sofa laughing and chatting with her classmates, she begins to scold her for spending too many hours on her cell phone and says: "in my time we met in the courtyards to talk to friends. I didn't spend all these hours doing this stupid thing on the sofa." Elena starts to snort and roll her eyes.

CAUSE \_\_\_\_\_

At work, Andrea notices that one of his colleagues goes out to do the shopping after clocking in. Andrea goes to his superior to report what happened. Subsequently, his colleague attacks him and an argument/argument begins between the two.

CAUSE \_\_\_\_\_

Giulio and Mattia are two brothers. Mattia, without asking Giulio's permission, takes his favorite sweatshirt from his wardrobe to go out with his friends. Returning home, Giulio notices that Mattia is wearing his sweatshirt and that he has soiled it. He starts screaming and doesn't understand why every time he goes out with his friends he takes something of his from the closet.

CAUSE \_\_\_\_\_

IN CLASS Giuseppe is working in a group on a history research. The teacher, passing between the desks, says to Giuseppe: "as always, you're acting like a fool and you don't get involved and disturb the rest of the group". Giuseppe feels unfairly judged, he gets up and without asking permission leaves the classroom saying "she targeted me and whatever happens in class according to her is my fault".

CAUSE \_\_\_\_\_

Alessandro studied all afternoon to get tested in mathematics to recover a bad previous grade. The next morning he discovers that his classmates have decided not to enter and in front of the gate they begin to make fun of him and threaten him, telling him: "you're the usual nerd. But this time if you come in we'll make you pay!". Alessandro is torn about what to do.

CAUSE \_\_\_\_\_

Luca argues with his wife Martina because today in the office he received a call from the school reminding him that he had not paid the canteen fee. Martina had forgotten to tell Luca that a notice of payment for the school canteen had arrived a few days earlier.

CAUSE \_\_\_\_\_

Giorgio is very busy finishing an important job for his office manager, he has little time to deliver it when he receives a phone call offering him to switch to another telephone operator with a great economic advantage; Without thinking too much he accepts. After a few days, Giorgio discovers that, to activate the new offer, he must pay a fee that had not been communicated to him. He then calls the telephone company to complain about the dishonesty, but the call center operator reiterates that he must pay a fee to withdraw from the contract. At that point Giorgio completely loses patience and gets angry and attacks the person.

CAUSE \_\_\_\_\_

Monica is in dispute with her family of origin and has not spoken to her parents for some time. Monica has two young children and doesn't know who to ask for help and support in managing them. He thinks that, as always, his parents only think about themselves.

CAUSE \_\_\_\_\_

In the evening during dinner, father Tiziano would like to watch the news but mother Francesca would like to see her favorite soap opera; the pre-adolescent son, Jacopo, wants to watch his favorite videos on Youtube while his little sister Valentina would like to watch cartoons. Every evening before dinner they begin to argue heatedly, each saying that there is never room for their things and they don't want to see the stupidity of other people's programs. Usually the discussion leads to the fact that everyone has dinner on their own, seeing what they prefer: dad in the living room, mom in the bedroom, Jacopo on his cell phone and Valentina on the tablet.

CAUSE \_\_\_\_\_

### **Fish for an emotion**

Draw an emotion from the printed deck of cards and tell a personal experience connected to it.

### **Rumor has it...**

role playing consists of a role play in which memory, communication and the interpretation of a role intervene .

The volunteers who will take part in the game are 6 participants who, one at a time, will have to pass all the information to one of the other 5 volunteers who will have to remember as much information as possible and pass it on to those who come after them. The first will have to read/listen to the story and play a role, the others in the audience will have to take notes of the things that are forgotten or added and of the way in which each of the characters manages to fit into the role well and adapt the story based on to the role.

The volunteers will remain in the plenary when the delivery is presented and the roles are assigned, after 5 they will enter the group room; the first will remain in the plenary when the story is read and the other 5 will be called one at a time to enter the meeting room when it is their turn to listen to the story from their partner which they will then have to tell to the next volunteer.

Facts:

Michele is a tall boy with blond curly hair, 17 years old, he is a student of the 4C, experimental branch. His mother is one of the school's pupil secretarial staff.

Michele, one day last week, while it was raining very hard outside and it was not possible to go out for recreation to buy a snack at the usual "Infinite kindness" kiosk, he invented a sort of business.

Shortly before recess at 11.10 am, he went to the snack and drink vending machine and purchased many products, including:

- 10 kinders good ,
- 7 tarts
- 11 packets of rustic chips
- 5 kinders delice

Michele has always been an enterprising and ingenious boy, but this time he perhaps exaggerated a little, selling the snacks at a higher price to his classmates and obtaining a net profit of €15.60.

The fact was a gesture initially given by the young man's entrepreneurial spirit. Later, however, word got around at school and Michele risks receiving a warning or suspension for taking advantage of the situation.

The voice passes from the students, to the janitors, to the teachers, up to the principal who summons the parents.

### **Final feedback cards**

To help participants reflect on the path they have just completed but above all on their present and future perception, A4 sheets of paper with the following writings are placed on the floor of the classroom: I FEEL, I NEED, I WANT, I WOULD LIKE, I AM AFRAID. Each of the participants will freely have the task of completing the sentences, starting from the inputs provided, personally deciding the sequence to follow.

What I leave and what I take with me: at the end of the activities, during the last meeting, the participants, standing in a circle, will be invited, one at a time, to reach the center of the group, leave an emotion, a memory, a image or thought and take another one away with it. (see attached sheets).

### **More or less**

A variation of the previous game is to liven up the exercise by defining with an adjective preceded by more or less how everyone would like the person placed in the center to be: more relaxed, less oppositional, more interested, less distracted, etc. . The game must be played quickly and the person in the center must listen in silence to what is said to him.

### **If the group were...**

The participants stand in a circle. The host asks the first question: "If the group were..... That..... Would it be?", choosing any kind of category, concrete or abstract, real or fantasy. For example, you can ask "if the band were a song, what song would it be?" or "if the group were a word, what word would it be?". First the question can be asked to any of the members of the group from which everyone will give their answer, or only the first one answers, who will formulate a new question for the partner to his right or left. After answering, he will ask a third question and so on, until everyone has given at least one answer. At the end we move on to a group discussion on what emerged. Very flexible game in content and application methods, it allows you to reflect on the representations and fantasies that participants have regarding the group, also providing important information to the leader.

One possibility is to give just one assignment, for example: "if the group were a metaphor" and allow each of the participants to propose their own idea. At the end of the discussion you can choose the most popular metaphor to have it represented. The following game is also built on the same scheme.



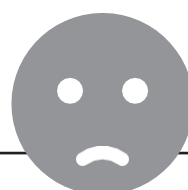
## MODULE/MEETING EVALUATION

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### COSA HA FUNZIONATO

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



### COSA NON HA FUNZIONATO

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



### COSA HO IMPARATO

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



### COSA NON HO CAPITO/VORREI APPROFONDIRE

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## FEEDBACK CARDS TO BE USED AT THE END OF EACH MEETING

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To write on pieces of paper and draw lots, or project and ask each participant to choose one and comment on it

**MI SENTO**

**CHIEDO SCUSA A**

**DESIDERO**

**HO PAURA**

**HO BISOGNO**

**VORREI**

**Il momento più bello di questo incontro...**

**Il momento più difficile di questo incontro...**

**Il momento in cui mi sono sentito bene in questo incontro...**

**Il momento in cui mi sono sentito a disagio in questo incontro...**

**Il momento in cui mi sono arrabbiato in questo incontro...**

**Il momento in cui mi sono sentito ascoltato veramente in questo incontro...**

**Il momento in cui ho ascoltato con più attenzione in questo incontro...**

**Il momento in cui mi sono sentito più sincero in questo incontro...**

**Il momento in cui mi sono commosso in questo incontro...**

**Il momento in cui ho avuto paura/timore in questo incontro...**

# LOGBOOK OF A TRAINING DAY

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**At morning:** \_\_\_\_\_

(optional name)

Three adjectives with which you would describe there day:

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---

In this day formative you have discovered/including:

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The impact And there relation with The trainer And was:

---

---

---

The group climate among the participants is state:

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---

---

THE moments in which you have worked Better I am States:

---

---

---

The elements Of I disturb I am States:

---

---

---

On the basic of the experience done, the suggestions That would you offer I am:

---

---

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# ASSESSMENT QUESTIONNAIRE

Date \_\_\_\_\_

**What are the main reasons that pushed you to participate in the group/course? (maximum 2 answers)**

<input type="checkbox"/> For Not stay Alone with the my problem	<input type="checkbox"/> Why Not I knew more What Do
<input type="checkbox"/> For curiosity	<input type="checkbox"/> Why me they have obliged
<input type="checkbox"/> For help The others	<input type="checkbox"/> Why me And state proposed (from body, parish...)
<input type="checkbox"/> For need Of training	<input type="checkbox"/> Other:

**There first time you participated in the group/course, what were the things you were looking for? (1= a little 6= a lot)**

1 Meet others in the itself situation	1	2	3	4	5	6
2 Understanding And support	1	2	3	4	5	6
3 Acquire instruments	1	2	3	4	5	6
4 Information And advice	1	2	3	4	5	6
5 Aggregation And solidarity	1	2	3	4	5	6
6 Find a intimate relationship with self themselves	1	2	3	4	5	6
7 Getting to know each other more to bottom	1	2	3	4	5	6
8 Change something Of self	1	2	3	4	5	6
9 Learning to face And manage the problems	1	2	3	4	5	6
10 Understand Better the components from the family	1	2	3	4	5	6
11 Find or find a intimate relationship with some components from the family	1	2	3	4	5	6
12 Change some behaviors Of some members from the family	1	2	3	4	5	6

**How do you evaluate the training module/meeting overall?**

(from 1 = unsatisfactory to 5 = satisfactory – tick a number).

①	②	③	④	⑤
---	---	---	---	---

**To what extent were your expectations met?**

(from 1 = unsatisfactory to 5 = satisfactory – tick a number)

①	②	③	④	⑤
---	---	---	---	---

**What do you expect from the next module/meeting? ( maximum 3 answers)**

- |   |   |
|---|---|
| <input type="checkbox"/> More theory (model concepts...)<br><input type="checkbox"/> More concreteness (examples, experiences...)<br><input type="checkbox"/> More exercises (active experimentation) | <input type="checkbox"/> A faster pace<br><input type="checkbox"/> More group cohesion<br><input type="checkbox"/> More interventions by external witnesses |
|---|---|

More operational tools

More material

A more relaxed pace  Other: \_\_\_\_\_

**How do you rate the work climate?**

(from 1 = negative to 5 = positive – cross a number).

①	②	③	④	⑤
---	---	---	---	---

**Confidence in your children's abilities**

Before the meeting

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

After the meeting

1	2	3	4	5	6	7	8	9	10
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**After participating in these training activities, you believe that the family climate will be:**

stable       worse       better

**How do you consider the experience of group meetings?**

negative       positive       helpful       to be continued       to be modified

How important, in your opinion, is it to have discussion meetings with other parents? (1 = for nothing 6 = very very much)

1	2	3	4	5	6
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Do you want to tell us something about how it went?

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***Thanks for your cooperation***

## SELF-ANALYSIS QUESTIONNAIRE AFTER A CYCLE OF MEETINGS

Capacity Of to be a Good parent																										
Before	1	<input type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>	<input type="checkbox"/>	3	<input type="checkbox"/>	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	<input type="checkbox"/>	6	<input type="checkbox"/>	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	<input type="checkbox"/>
Now	1	<input type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>	<input type="checkbox"/>	3	<input type="checkbox"/>	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	<input type="checkbox"/>	6	<input type="checkbox"/>	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	<input type="checkbox"/>
Trust in capacity to be a good parent																										
Before	1	<input type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>	<input type="checkbox"/>	3	<input type="checkbox"/>	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	<input type="checkbox"/>	6	<input type="checkbox"/>	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	<input type="checkbox"/>
Now	1	<input type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>	<input type="checkbox"/>	3	<input type="checkbox"/>	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	<input type="checkbox"/>	6	<input type="checkbox"/>	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	<input type="checkbox"/>
Capacity Of manage the anxieties and the concerns relating to growth of the children																										
Before	1	<input type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>	<input type="checkbox"/>	3	<input type="checkbox"/>	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	<input type="checkbox"/>	6	<input type="checkbox"/>	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	<input type="checkbox"/>
Now	1	<input type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>	<input type="checkbox"/>	3	<input type="checkbox"/>	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	<input type="checkbox"/>	6	<input type="checkbox"/>	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	<input type="checkbox"/>
Capacity Of I listen																										
Before	1	<input type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>	<input type="checkbox"/>	3	<input type="checkbox"/>	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	<input type="checkbox"/>	6	<input type="checkbox"/>	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	<input type="checkbox"/>
Now	1	<input type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>	<input type="checkbox"/>	3	<input type="checkbox"/>	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	<input type="checkbox"/>	6	<input type="checkbox"/>	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	<input type="checkbox"/>
Ability to express the feelings																										
Before	1	<input type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>	<input type="checkbox"/>	3	<input type="checkbox"/>	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	<input type="checkbox"/>	6	<input type="checkbox"/>	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	<input type="checkbox"/>
Now	1	<input type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>	<input type="checkbox"/>	3	<input type="checkbox"/>	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	<input type="checkbox"/>	6	<input type="checkbox"/>	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	<input type="checkbox"/>
Capacity Of understand And decode the feelings of the children																										
Before	1	<input type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>	<input type="checkbox"/>	3	<input type="checkbox"/>	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	<input type="checkbox"/>	6	<input type="checkbox"/>	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	<input type="checkbox"/>
Now	1	<input type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>	<input type="checkbox"/>	3	<input type="checkbox"/>	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	<input type="checkbox"/>	6	<input type="checkbox"/>	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	<input type="checkbox"/>
Better understand not only the importance but Also the ways in which a parent can manage momentsOf conflict with the children																										
Before	1	<input type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>	<input type="checkbox"/>	3	<input type="checkbox"/>	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	<input type="checkbox"/>	6	<input type="checkbox"/>	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	<input type="checkbox"/>
Now	1	<input type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>	<input type="checkbox"/>	3	<input type="checkbox"/>	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	<input type="checkbox"/>	6	<input type="checkbox"/>	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	<input type="checkbox"/>

Creativity In the solve problems and/or conflicts																				
Before	1	<input type="checkbox"/> <input type="checkbox"/>	2	<input type="checkbox"/> <input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/> <input type="checkbox"/>	5	<input type="checkbox"/> <input type="checkbox"/>	6	<input type="checkbox"/> <input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/> <input type="checkbox"/>
Now	1	<input type="checkbox"/> <input type="checkbox"/>	2	<input type="checkbox"/> <input type="checkbox"/>	3	<input type="checkbox"/> <input type="checkbox"/>	4	<input type="checkbox"/> <input type="checkbox"/>	5	<input type="checkbox"/> <input type="checkbox"/>	6	<input type="checkbox"/> <input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/> <input type="checkbox"/>
Instruments For intervene in the growth Of his son																				
Before	1	<input type="checkbox"/> <input type="checkbox"/>	2	<input type="checkbox"/> <input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/> <input type="checkbox"/>	5	<input type="checkbox"/> <input type="checkbox"/>	6	<input type="checkbox"/> <input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/> <input type="checkbox"/>
Now	1	<input type="checkbox"/> <input type="checkbox"/>	2	<input type="checkbox"/> <input type="checkbox"/>	3	<input type="checkbox"/> <input type="checkbox"/>	4	<input type="checkbox"/> <input type="checkbox"/>	5	<input type="checkbox"/> <input type="checkbox"/>	6	<input type="checkbox"/> <input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/> <input type="checkbox"/>
Capacity Of to communicate And relate with the children																				
Before	1	<input type="checkbox"/> <input type="checkbox"/>	2	<input type="checkbox"/> <input type="checkbox"/>	3	<input type="checkbox"/> <input type="checkbox"/>	4	<input type="checkbox"/> <input type="checkbox"/>	5	<input type="checkbox"/> <input type="checkbox"/>	6	<input type="checkbox"/> <input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/> <input type="checkbox"/>
Now	1	<input type="checkbox"/> <input type="checkbox"/>	2	<input type="checkbox"/> <input type="checkbox"/>	3	<input type="checkbox"/> <input type="checkbox"/>	4	<input type="checkbox"/> <input type="checkbox"/>	5	<input type="checkbox"/> <input type="checkbox"/>	6	<input type="checkbox"/> <input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/> <input type="checkbox"/>
Capacity Of confront with The others																				
Before	1	<input type="checkbox"/> <input type="checkbox"/>	2	<input type="checkbox"/> <input type="checkbox"/>	3	<input type="checkbox"/> <input type="checkbox"/>	4	<input type="checkbox"/> <input type="checkbox"/>	5	<input type="checkbox"/> <input type="checkbox"/>	6	<input type="checkbox"/> <input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/> <input type="checkbox"/>
Now	1	<input type="checkbox"/> <input type="checkbox"/>	2	<input type="checkbox"/> <input type="checkbox"/>	3	<input type="checkbox"/> <input type="checkbox"/>	4	<input type="checkbox"/> <input type="checkbox"/>	5	<input type="checkbox"/> <input type="checkbox"/>	6	<input type="checkbox"/> <input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/> <input type="checkbox"/>

Let's start from a fundamental consideration: there are no perfect parents. Because there are no perfect people. This is if we think of perfection as the total absence of errors. And mistakes, we know, are an extraordinary opportunity for learning and growth.

Being a parent means making mistakes: it is inherent in the very nature of being a parent. You grow, you face challenges, you make mistakes, you fix them, you look for solutions, you build perspectives, you choose, you act, you make mistakes again.

The aim of our journey is not to help parents become super parents. Because there is no right recipe.

However, there are ingredients, there are techniques for mixing them, there are techniques for cooking them. And each recipe is its own.

The task of the family skills educator is to share a common recipe book, the personal one, which everyone can keep at home, providing advice, reflections and insights.

But each parent will have the task of choosing the ingredients they will "develop".



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