



Promoting and developing mothers'
social - relational and emotional skills:
Paths, tools, ideas and activities

Toolkit



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PROMOTING AND DEVELOPING MOTHERS' SOCIAL-RELATIONAL AND EMOTIONAL SKILLS: PATHS, TOOLS, IDEAS AND ACTIVITIES

Intellectual Output 2:

2.8 Creating the toolkit

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Women's Support and
Information Center
There is a way out of violence!



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Introduction

1.1 Purpose of the toolkit

The Toolkit is a tool that provides guidelines to the operator and participating mothers and aims to teach them new ways to use to achieve shared educational goals.

The educators find themselves working daily with 5-6 families (mother-child) and in a team with other colleagues and professionals, this entails the need to learn new tools that allow them to support the mother in acquiring parenting skills in a structured way, starting from a moment of sharing with their children and through creative workshops, and sharing the work with other colleagues. The toolkit also has the task of suggesting individual and group activities to be proposed to mothers that concern the management of the mother-child relationship and that aim to make them acquire new skills of educational autonomy.

The toolkit will provide the educator with schemes and activities that can be used for laboratory paths also within the shelter (also based on the results of IO1) and which will allow the shelter to be transformed into a context that favors resilience for the mother and child couple.

The methodology applied is that of emotional education for the enhancement of "emotional intelligence", consisting in the ability to know one's own and others' emotions and to respond to them adequately. Being able to achieve a good level of emotional intelligence ensures that the mothers involved can achieve a greater awareness of themselves and their emotions and at the same time improve the relationship with their children and those around them.

The first relationship that the child has is that with the mother, for this reason, it is essential to help mothers to build meaningful relationships with their children, but first of all, they must be equipped to best meet their needs.

Experts and competent trainers in the specific thematic area will be involved to design and structuring the scheme of each workshop activity. The choice of laboratories derives from an analysis of the needs of the mothers who are guests of the shelter, to better understand their needs and their desires, but also to probe their ability to build meaningful relationships, understand strengths and weaknesses to leave from the former and fortify the latter, with the ultimate goal of strengthening the mother-child bond.

The toolkit can also be used in contexts other than that of the shelter, for example in situations of vulnerability or situations where there is a need to be helped in the parent-child relationship, think of mothers or even single fathers or young couples grappling with a new world which is a child's world.

1.2 Target

The recipients of "Re-ability" training toolkit are all educators who work in shelter contexts and the mothers who participate in the project, indirectly the recipients are also the minors present and who will be involved in the workshops.

1.3 Structure of the training and suggestions for its use

The focus of the training toolkit is:

- Improve the socio-relational and emotional skills of women/mothers victims of violence temporarily housed in a residential shelter and /or taken in charge by anti-violence centers;
- provide new tools to operators.

The Reability training toolkit includes two different laboratories divided into 4 modules each, each of which includes objectives, slides, material useful for carrying out the activities, learning points, assessment tools and resources

key. Slides and evaluation tools could

be taken from the relevant training modules to build an instructional presentation and assessment for training purposes.

2. Introductory exercises: Energizer Exercise and Icebreaker Exercises

2.1 Energizer Exercise: Animal Roundup

Introduction and objectives:

- increasing energy by physical activity
- helping participants be more alert and active
- people getting to know and understand one another
- encouraging group dynamics
- stimulating creative thinking

Duration: 15 minutes

Materials: -

Instructions:

Step 1 (1 minute): Participants should stand in the circle.

Step 2 (4 minutes): Facilitator starts the game by telling the participants to silently think of their favorite animal. Participants can be guided by one of the three offered questions: Which animal can I identify with? Which animal best describes me? What is my favourite animal?

Step 3 (10 minutes): After a few minutes the facilitator starts the activity by mimicking the sound of the chosen animal, and the other participants will have to guess which animal it is. After the participants guess which animal it is, the person presenting himself/herself chooses who will next present himself/herself by the sound of the chosen animal. The activity ends after all participants have introduced themselves.

1.2 Ice Breaker exercise: Spider Web

Introduction and Objectives:

- introduction of the participants
- encouraging participants to engage with one another
- creating a relaxed environment
- encouraging group dynamics

Duration: 15 minutes

Materials: ball of yarn

Instructions:

Step 1 (1 minute): Participants should stand in the circle.

Step 2 (2 minutes): Facilitator holds the ball of yarn and starts the game by telling his/her name and one thing that he/she likes to do.

Step 3 (12 minutes): Then it tosses the ball of yarn to one of the participants, but he/she keeps holding firmly to the end of the string. After the first participant tells his/her name and what he/she likes to do, then holding firmly onto the string, he/she tosses the ball to any other participant from the circle who has not yet received the string. The exercise continues until everyone has received the string at least once and told the group their name and one like. At the end all the participants will be holding the string and the spider web should have been created. The last participant to hold the ball of yarn should return it to the previous person following the created spider web and this person should repeat the name and the like of the person giving him/her the ball of yarn. In this way all the participants will be acquainted with each other.

1.3 Ice Breaker exercise: Who am I?

Introduction and Objectives:

- Introduction of the participants
- Encouraging to engage with one another
- Creating a relaxed environment
- Encouraging group dynamics and interaction between participants

Duration: 10-15 minutes

Materials: -

Instructions:

Step 1 (1 minute): Participants should stand in the circle.

Step 2 (2 minutes): Facilitator starts the game by telling his/her name and in parallel makes a movement that describes him/her with any part of the body.

Step 3 (10 minutes): After that the participant on the right repeats the name and movement of the previous person and adds his/her name and movement. Each participant must repeat the names and movements of all participants before them. If he/she can't remember all the names and movements, other participants can help him/her. The exercise continues until everyone has the opportunity to introduce themselves.

1st workshop: 'Tell me a tale'

Introduction and Objectives:

Reading and telling fairy tales is a habit that stimulates creativity in children and has many other relational benefits that affect the mother-child relationship.

The general objectives of the laboratory are:

- Stimulate the skills of listening, imagination and expression
- Stimulate cognitive development;
- Develop autonomy and self-perception in relation to the group
- Develop the learning of the rules of socialization
- Stimulate the relationship with the adult figure
- Stimulate the mother-child relationship
- Develop the ability to manage emotions.

The specific reference areas are:

- Socio- affective area;
- Area of verbal and non-verbal communication;
- Cognitive area.

The target group is: mothers and children 3-12 years old

The proposed narrative methods are:

- Animated reading with the use of images;
- Animated reading without images;
- Listening to the sound of a fairy tale.

In the shelter, mothers are the first educational subjects for the harmonious development of the child, therefore it is essential to actively enter the emotional mother-child relationship into the daily experience of one's child, within a reading space that can create a moment of sharing and at the same time an intimate moment between them.

Storytelling has a great value in sharing experiences and emotions between adults and children and this is an important element for learning new stories but also for building relationships, memories and emotions.

Module 1: The importance of reading

Duration: 70 minutes

Material: fairy tale images and post-it notes with written emotions/feelings to associate (see Annex 1)

Instructions:

Step 1 (15 minutes): General presentation of the workshop and presentation tour among the mothers

Step 2 (15 minutes): Put on the table different images by the main fairy tales and ask moms to choose the one more impressive for them. Some stimulus questions are: Have you ever read a book? What is your favourite book/fairy tale? Why? Would you have liked to spend more time reading? Why didn't you?

Step 3 (20 minutes): Ask moms to match the images with the list of words (emotions, feelings) to associate to the images/fairy tale chosen before. Some examples are HANSEL AND GRETEL - BEAUTY AND THE BEAST - SNOW WHITE - LITTLE RED RIDING HOOD - THE PRINCESS AND THE FROG - CINDERELLA - SLEEPING BEAUTY IN THE WOODS.

Step 4 (10 minutes): Ask moms to say, if they want, the reason of their choices

Step 5 (10 minutes) : Final discussion and feedback

Module 2: When adults read to children

Reading stories should not be considered a simple and natural activity but requires support and knowledge to allow the achievement of objectives, such as understanding the message of a fairy tale or relating to the child. There are therefore some precautions that should be taken into consideration so that the educator can accompany the mother at this time and that the mother learns the necessary tools.

Finding a suitable place: it is important to find a quiet place, a protected and cozy place, where the child is not distracted by external stimuli and the atmosphere is welcoming, in order to prepare children for listening. In the shared meetings in which mothers and minors will participate, it will be important to create an atmosphere and this will help them to maintain concentration on the activity that is taking place. When the mother reads a story to her child, it is possible that the ideal place is her own room so as not to be disturbed by other users.

Involving children: a fundamental element for effective reading, to do this the reader can use body movements, tones of voice, can ask sudden questions or small jokes, can show images so that attention will always remain high.

Choosing the right fairy tales to read: the stories that most involve children are those that have a difficult path and a topical moment of tension, then this moment melts and the children feel, and must feel, that they themselves are able to dissolve that moment of difficulty. The story is effective when children empathise with the character who is going through a difficulty or sharing a moment of joy.

Simply giving a name to the emotion that the child is experiencing would not help him to internalise and fully understand the emotion he felt, but that would simply be a word like many others. When, on the other hand, we describe an experience through a story, the child, however small he is, grasps the emotional core of the

experience itself: he recognizes it not only through a more or less uncritical process of naming, but through a precise emotional empathic resonance. , almost as if he was having that experience. Through a subtle game of fiction and truth, he knows that he is not having that experience, but, at the same time, he comes to know precisely what experience it is, because it is almost as if he had lived it directly, through identification.

Duration: 75 minutes

Instructions:

Step 1 (10 minutes): Initial greetings and summary of activities carried out during the previous meeting (open reflections if mothers feel the need to start a post meeting reflection

Step 2 (10 minutes) : Finding a suitable place: reflection on what is a suitable place for my child, according to his age, his habits and his being. Comparison between the mothers

Step 3 (15 minutes): Involve the child suggestions on how to actively involve the child and tricks to follow to make listening to fairy tales active: Suggest them to

- Read slowly: reading must follow the rhythm of the child's comprehension, you must understand if the child follows well or not.
- Vary the tone of the voice: monotonous reading easily bores, trying to interpret the emotions and voices of the characters allows to involve the child. On a purely auditory level, the tone of the reader's voice helps to contain anxiety and feel more secure. A good way to tell if the story is the right one is to watch the reaction he has while reading. If he is too involved or, on the contrary, not involved at all, it is not the right story for the moment he is experiencing.
- Explain the meaning of new words
- Recreate the story environments (with soft toys/dolls/games...)
- Encourage listening to emotions: try to stimulate the child while reading, ask him what he felt while listening, what he liked...

Step 4 (20 minutes): "Choosing the right fairy tales to read ": Children, especially in difficult times, need stories told by adults to better experience feelings, emotions, situations and experiences. The fairy tale, particularly with its fantastic atmosphere and imaginative language, creates a sense of shared magic, which gives the little one an immediate sense of relaxation. As he imagines what is being read, the child transforms the word into a mental image. This little exercise allows him to develop better problem-solving skills over time. While listening to the fable or fairy tale, the child identifies with the characters. In this way, he is able to give voice to his deepest emotions, such as fear, and tell them. Through stories, he learns to recognize them, to give them a name and, consequently, to better manage them in daily life.

Step 5 (5 minutes): Example of reading - Make up a story: Prepare 4 containers (HERO - PLACE - OBJECT - ACTION). Choose 5 famous fairy tales (or picture books or

fiction books or comics). For each fairy tale write on a piece of paper the name of the hero (e.g. Little Red Riding Hood), the place (e.g. the woods and grandma's house), the objects (e.g. the snack basket) and the actions (meets a wolf, meets grandma, meets the hunter). Place the slips in their respective jars and give them a good stir. Have each mom draw a random word from each jar. It could happen to them: hero - the cat, place - the wooden house, object - the magic bean and action - talk to the wolf.

Step 6 (15 minutes) Homework: Ask moms for the next time, to make up a story using the 4 words and think about creating it for their children and ask moms' feedback on the session.

Module 3: Shared reading moment

Reading to a child means making him hear his own voice, reassuring him, reassuring him and giving him a demonstration of closeness and constant affection, it is holding him in your arms, giving him exclusive comfort, affection and attention. These sensory stimulations go deep and lay the foundation for a confident and balanced personality. On a cognitive level, if shared reading is a habit, the benefits for the child are many:

- trains to listen;
- attention spans are lengthened;
- attention and curiosity are stimulated
- we see an expansion of the vocabulary, a greater verbal understanding and an articulated language
- the ability to organize thought in narrative terms is consolidated.

Through shared reading, the child has one more key to understand what happens inside, the emotions that go through him, and he understands how they are expressed. Some stories are written precisely with the intention of helping people, and not just children, to channel their energies and recognize the consequences of negative gestures dictated by emotions that are not properly managed.

Familiarity with books and pictures is associated with the child's active participation, practicing habits, and if these experiences are positive, the child will tend to repeat them with other people as well, thus creating a solid foundation for subsequent relationship skills and sharing. For emotional involvement it is useful to cultivate the child's imagination, especially when he becomes able to think about things that are not physically present and therefore asks for explanations.

Duration: 55 minutes

Instructions:

Step 1 (5 minutes): Initial greetings and summary of activities carried out during the previous meeting (open reflections if moms feel the need to initiate post-meeting reflection) and presentation of today's activity

Step 2 (15 minutes): Feedback Game "Invent Stories": each mother will read the fairy tale created for her child/children and together we will start a reflection on the meaning of the fairy tale chosen and designed specifically for our children.

Step 3 (10 minutes): Open session: The importance of space. The corner of the book should be placed in the quietest part of your living environment and include at least one space in which the child can "isolate himself", it should be a protected place. A wall panel and puppets can transform the reading area to a play area if desired. Most of the time, however, one of the main problems for the children's reading corner is undoubtedly the space available; in reality, large spaces are not necessarily necessary and the guiding principle must be to recreate the atmosphere of a den in which to take refuge: the child will feel it from the beginning as a personal area, where he will willingly sneak in, sometimes sharing it with the adult.

Step 4 (20 minutes): Recreate a suitable space (lights, comfort, silence, relaxation...) and read the fairy tale designed for mothers (to choose considering your target group) and reflect on the fairy tale just read (what feelings, emotions, memories has it aroused in them?)

Step 5 (5 minutes): Final feedback and appointment for next meeting

Module 4: Choice of storytelling method and implementation

From the analysis framework on the benefits of reading shared with children, mentioned above, the need emerges to involve mothers in an educational reading action so that they can find their own orientation and education.

In shelter contexts it is necessary to organize environments that favor the search for meanings on reading in an interactive and shared condition. Creating such contexts foster mental development, involve symbolic exchanges, and include a variety of collaborative initiatives with peers, parents and educators.

The reading activity is structured in three phases:

1. *the preliminary phase to reading*: reading aloud is preceded by a moment in which the educator, and subsequently the mother, shows the children the book they will read and introduces some general information. In this phase, an interaction is created that involves the whole group with the aim of verifying the children's knowledge about certain themes or subjects and to specify essential concepts for understanding the story. A dialogue style is used, characterized by the participation of children, prompted by questions and invitations to intervene spontaneously. This leads to a sharing of knowledge among children which facilitates listening and understanding of the story
2. *the actual reading aloud phase*: this moment is configured as a strategy for the mediation of the child's encounter with the book and as a moment of sharing between mother and child. The presence of an adult who reads for and with the child appears to him as a passionate reader with whom to share the emotions that have emerged from the reading.

3. *the after reading*: The reading is always followed by the verbalization of the text: it deals with the reconstruction of the fundamental passages and the meaning of the story read.

Duration: 45 minutes

Instructions:

Step 1 (5 minutes): Initial greetings and summary of activities carried out during the previous meeting (open reflections if mothers feel the need to start a post meeting reflection)

Step 2 (5 minutes): Presentation of today's activity

Step 3 (15 minutes): Choice of narration method: 1. AUDIOLIBRO (example taken from <https://youtu.be/KiMxyDncjBY>), 2. SHARED READING WITH THE SUPPORT OF THE BOOK and 3. MARIONETTE (example taken from <https://youtu.be/KiMxyDncjBY>)

Among the three methods proposed, we suggest that the moms use, for a first shared reading, the one in which the narrator with the book reads aloud the story using the advice given so far so that they can have an example for the future. Involve the mothers in the choice of a story that will be read during the next meeting.

Step 4 (15 minutes): Open session: General tips for reading. Give the following tips:

- Pay attention to the ritual: children are very sensitive to rituals, they reassure them and announce what is going to happen. Every evening, therefore, repeat the same reassuring gestures.
- Rhythm: play with rhythm, music, colors, accept that the child recreates the story in his own way. Repeat the sentence if he wishes and have fun changing the ending.
- Be theatrical: the accent, the tone of voice, theatricality, a few gestures, the book that opens is an invitation to travel, like watching a small story in a theater.
- Pay attention to details: children are champions at grasping details that we miss. Their eyes are always ready to perceive images and details, even new ones.
- The importance of breathing: breathing helps to concentrate, to calm the agitation of the day and to calm the mind. Breathe gently and deeply because feeling your breath the child will feel its presence and you will provide him with an important emotional security.
- Read, what magic: start reading with emphasis, with an abracadabra or an open sesame, in this way will improve the narrative language and imagination.
- Don't be afraid: the advice is useful but what matters most is to feel at ease, relax, feel your child next to you and start reading with confidence.
- Open discussion about the previous point

Step 5 (5 minutes): Feedback and conclusion

Module 5 moment of shared reading

Reading to a child means making him/her hear your voice, calming him/her down, reassuring him/her and showing him/her constant closeness and affection. It means holding him/her in your arms, giving him/her comfort, affection and exclusive attention. These sensory stimulations go deep and lay the foundation for a secure and balanced personality. At the cognitive level, if shared reading is a habit, the benefits for the child are many:

- It trains them to listen;
- It lengthens attention spans;
- Attention and curiosity are stimulated;
- They see an expansion of vocabulary, greater verbal comprehension and articulate language;
- The ability to organize thought in narrative terms is consolidated.

Through shared reading, the child has an extra key to understanding what is going on inside him, the emotions that run through him, and intuitively ways of expressing them. Some stories are written with the intention of helping people, and not only children, to channel their energies and recognize the consequences of negative gestures dictated by emotions that are not adequately managed.

Familiarity with books and images is associated with active participation of the child, who practices habits, and if these experiences are positive, the child will tend to repeat them with other people, thus creating a solid base for subsequent skills of relating and sharing. For emotional involvement it is useful to cultivate the child's imagination, especially when he/she becomes capable of thinking about things that are not physically present and then asks for explanations.

Duration: 60 minutes

Instructions:

Step 1 (10 minutes): Preparation of the spaces (moms and expert)

Step 2 (10 minutes): Initial greetings and presentation of today's activities to the children

Step 3 (20 minutes): Shared reading (expert)

Step 4 (10 minutes): Open session: What did we understand from the story told? We try to involve the children, with the support of the mothers

Step 5 (10 minutes): Final greetings and feedback

Module 6 workshop feedback

Duration: 70 minutes

Instructions:

Step 1 (10 minutes): Initial greetings and summary of the previous meetings

Step 2 (10 minutes): Sharing a thought: "Reading a book together with a child is like helping him to read the world. Books for children are mirrors because inside a story they find pieces of their own, and they are doors because when they open them they can enter worlds that are accessible to them only in this way." [Alberto Pellai - Developmental psychotherapist].

Step 3 (10 minutes): Reflection on the proposed workshop

Step 4 (30 minutes): Creation of a poster on which each mom with her child/children can write the key words (emotions, reflections, thoughts) identified with respect to the workshop path carried out

Step 5 (10 minutes): Thanks and final greetings

2nd workshop: 'Theatre and Drama'

Introduction and objectives

Theatre and dramatisation have a very important value for children: they help them to stage their fears and defeat them. For this reason it is important to ensure that mothers familiarise themselves with the tools they will be given and experiment with themselves first and then involve the children in a unique and emotional experience. Dramatisation also has another important role that of exercising empathy. Exchanging characters several times and interpreting different roles helps the participants to interpret different feelings, to experience them and not to be afraid of them.

The overall activity of the laboratory focuses on two fundamental aspects, that of listening and that of cooperation. Theatrical practice is in itself a collective practice, based on teamwork and the sharing of common experience, which is why it is a useful tool to make known the importance and richness of working together. This

experience aims to ensure that both mothers and children and at the same time also the operators involved experience the group as a positive multiplier of perspectives, points of view, approaches, visions that enrich everyone's qualities and help overcome limits. all together.

Purpose:

- encourage socialisation and collaboration by developing positive relational behaviors;
- encourage self-esteem
- enhance the ability to accept oneself
- foster positive relationships
- favor the experimentation of new forms of self.

Objectives:

- acquire the ability to work in groups and know how to cooperate with other mothers and children
- acquire the ability to express oneself through verbal and body language
- gain self-confidence
- encourage the development of creativity and increase imagination
- reflect on their expressive and emotional abilities
- recognize their emotions and be aware of their body and its expressive potential
- develop the ability to be with others respecting and valuing differences.

This workshop allows participants to:

- recognize their emotions and thoughts;
- accept diversity;
- overcome inhibitions;
- adequately channel negative and positive emotions.

The target group is: mothers and children 3-12 years old

Through experimentation and the simulation of characters, family dynamics, hidden emotions, and overcoming inhibitions emerge, revealing an emotional content. By symbolising personal experiences, the mother and also the child are able to recognize and measure the intensity of their emotions and therefore this laboratory will turn out to be an education in self-expression.

The methodology of dramatisation, on the one hand, allows the child to express feelings and communicate his own identity and being; in the adult, on the other hand, it consists of a moment of reflection for oneself but at the same time a moment of observation to detect the growth of oneself and of the child and of the relationship that is established with the other. In general, it is also a useful tool for

promoting educational interventions aimed at socialisation, self-knowledge, the development of a sense of personal initiative and the overcoming of gregarious roles.

This workshop aims to bring participants closer to the language of theatre, to reserve them a space that can offer them the opportunity to know and explore the relationship with their emotions and creativity by giving them voice and body. To do this, it will be necessary first of all to involve the adult and the child in motor games, contact and trust games, games on rhythm and coordination with music, vocal games, games on listening and concentration, sensory games, games of theatrical improvisation; so you can experience your skills, emotions and being in a group.

The mothers with the support of the operators will then choose which representation to put in place and the children will be involved during the realisation of a skit, in order to share an important playful moment. Through the theatre, the little ones learn to express their emotions, they begin to explore and understand their own cultural values and those of those around them, in an environment created specifically for this purpose. The older ones will see each other with different eyes and will be able to experience this activity as a moment of personal reflection and growth.

Module 1: Cognitive meeting and presentation of the laboratory

Duration: 75 minutes

Instructions:

Step 1 (10 minutes): Welcoming the participants brief introduction

Step 2 (10 minutes): Icebreaker: with a ball we sit in a circle on the floor and pass the ball by saying the name of the person to whom we pass it. If we want we can play elimination (if you get the name wrong or do not take the ball)

Step 3 (30 minutes): Mime of emotions: divide the participants into two teams (to divide them into two teams give each mom either a num 1 or a num 2 and then form the teams with all the numbers one and all the numbers two, the children will follow the lead of their mom), and prepare the emotion cards in a basket. In turn each team will decide who to send to choose a card and mime the emotion, the opposing team will have one minute to choose who will give the answer. This will be done for at least three cards per team

Step 4 (10 minutes): Feedback on previous activity (in a circle urge each participant to say even one word about the activity)

Step 5 (10 minutes): Mirror game (mother child). Each mother will have her child in front of her and in turn one of them will be the person in front of the mirror and the other will be the mirror. In the case of mothers with more children they will take turns.

Step 6 (15 minutes): Feedback from the previous activity - conclusion and presentation of the workshop based on the experience

Module 2: The play of the theatre

Duration: 65 minutes

Instructions:

Step 1 (10 minutes): Welcome participants brief summary of the previous meeting and collection of impressions

Step 2 (20 minutes): Magic wand: each participant is given the image of an animal previously cut out (for each animal make at least 2-3 copies). In the meantime participants sit in a circle and pass an object that acts as a magic wand to the sound of music. When the music stops, whoever is left holding the magic wand chooses the person who will turn into the animal handed to him/her in the centre of the group. After staging the representation of the animal, ask the other participants who had the same animal to reach the person in the centre and then ask each of them what was the animal represented

Step 3 (20 minutes): Guess the word: sitting in a circle two participants are chosen at random in the Group. In turn, each is given a sheet of paper with a word that one member of the pair must make the other guess without using the word itself and vice versa

Step 4 (5 minutes): Feedback on the previous activity (in a circle urge each participant to say even a single word on the activity carried out)

Step 5 (20 minutes): Building with the body. The participants are divided into two groups and each group is asked to choose one of the given words (e.g.: house, car, train, stairs, tree, mountain, etc.). Each group will have to build this object using the bodies of their participants. The other group will be asked to guess which word they have constructed.

Step 6 (10 minutes): Feedback on the whole workshop

Module 3: Creation and imagination

Duration: 80 minutes

Instructions:

Step 1 (10 minutes): Welcome of the participants, brief summary of the previous meeting and collection of impressions

Step 2 (5 minutes): Opening game - touch the shoulder - all in a circle, one of the participants going around outside the circle touches the shoulder of a companion and he/she has to get out of the circle and compete with the one who touched his/her shoulder to take his/her place. Who remains outside continues the game

Step 3 (30 minutes): My emotions: choose a short dialogue of 4/5 sentences that in pairs the participants have to reproduce according to the different emotions chosen (joy, sadness, fear, anger). Then we will ask a couple at a time to do the same dialogue in front of all the others choosing only one emotion

Step 4 (5 minutes): Briefing on previous activity

Step 5 (20 minutes): Let's modulate our voice: three puppets are placed in the room at different distances from the audience (one closer, one medium closer and one farther away). Each child will be asked to speak to the audience using a tone of voice appropriate to the distance between him/her and the audience. In the meantime they will be given directions such as, raise or lower their tone of voice so that it is more appropriate

Step 6 (10 minutes): Closing Activity - Ask all participants to continue the sentence "I enjoyed today because"

Module 4: Theatre show

Duration: 85 minutes

Instructions:

Step 1 (10 minutes): Welcome of the participants, brief summary of the previous meeting and collection of impressions

Step 2 (10 minutes): Opening game - stop music - Participants arrange themselves in the classroom as they wish and are asked to move as the music starts, giving the indication that as soon as the music stops they should stop in a plastic pose (an object or an animal chosen by the conductor)

Step 3 (40 minutes): I represent: depending on the number of participants we make groups of 4. We prepare 4 baskets with different cards: in one basket we'll find cards with different characters (princess, mom, big bad wolf, maestra ...) , one with cards with different places (castle, school, wood...) one with objects (magic wand, crown, treasure chest..) and one with emotions/feelings (love, fear, trust...) . We ask each group to choose a card from each basket in order to have a character, a place, an object and an emotion from which each group should prepare a short representation. The conductor will support the groups in the elaboration of the script - each group will work for 20 min before the staging

Step 4 (5 minutes): Briefing on the previous activity

Step 5 (10 minutes): Final activity: let's build a totem pole - the first participant will stand in the middle and in turn all the others will reach it to form a single figure

Step 6 (10 minutes): Concluding activity: collect the impressions, feelings and moods of the participants through the story of the participants on the experience made.

3rd workshop: 'Bonding through movement'

This workshop aims to facilitate mothers to explore their parenting styles but also to develop a stronger bond with their children through body movement exercises that explore the notions of distance, togetherness, proximity, mutual dependence, and reciprocity.

This workshop entails 4 modules with different types of movement activities for mothers and children that are delivered either in pairs or in a team. All movement activities are accompanied with music.

As body movement activities can differ significantly for different age groups, the modules provide alternative activities for children of two age groups, namely 3-7 and 8-12 years.

Module 1 - Body movement

Introduction & objectives of the module

Module's aim is the psychomotor development of children, emphasising on creative and expressive movement, the improvement of their social behaviour and the evolvement of their personality as well as the improvement of mothers' parenting skills such as communication and emotional intelligence. The main objectives that facilitators should have in mind when implementing this module of the workshop with mothers and their children are:

- The development of non-verbal communication between mothers and their children and self-confidence
- The experience of positive feelings, such as joy, by both mothers and children, through movement and music.
- The expression of different emotions through movement and sounds
- The development of team/pair cooperation as well as social and coordination skills
- The understanding of different concepts, such as time and space that enhances their self-discipline

The specific reference areas are:

- Socio-affective area
- Area of verbal and non-verbal communication
- Cognitive area

Target groups:

- A. Mothers and children 3-7 years old
- B. Mothers and children 8-12 years old

Duration: 75 minutes

- 3 exercises for the first group (15, 20 and 40 minutes)
- 3 exercises for the second group (10, 35 and 30 minutes)

A. Mothers and their children from 3 to 7 years old

Exercise 1: The fantastic balloon

Objectives: Group activation and cooperation, non-verbal communication and team bonding as introductory exercise

Duration: 15 minutes

Materials: Music

Instructions: The facilitator participates in this activity.

Step 1 (2 minutes): The facilitator gives the following instructions to participants: 'Let's all stand up... Imagine each one holding a balloon... Move through the room by imagining you play with a balloon.'

Step 2 (2 minutes): The facilitator now gives the following instructions: 'Now go on playing two-by-two (the mother and her child) with a balloon'

Step 3 (2 minutes): The facilitator continues: 'Go on playing by four'

Step 4 (2 minutes): The facilitator says: 'Now by eight'

Step 5 (2 minutes): The facilitator continues: 'Now we are playing with the same balloon all together (all the mothers and their children)'

Step 6 (5 minutes): After that, the facilitator can facilitate the discussion with questions such as 'How did you feel while you were playing alone with the balloon? Did your feelings change when you were playing with your pair and later with the other members of the team? Did you find it easy to follow the rules and play with the rest of the group and have to cooperate with them? Did you feel that your personal boundaries were being violated?'

Exercise 2: Body movement, the dance of hands

Duration: 20 minutes

Materials: Music and low-light conditions

Instructions: The group is sitting in a circle. The facilitator participates in the activity.

Step 1 (2 minutes): The facilitator gives the following instructions: 'I suggest that as we sit in the circle, everyone stays for a while by themselves listening to the music'

Step 2 (2 minutes): The facilitator continues: 'Let your hands move and follow the rhythm of the music. Dance only with your hands'

Step 3 (4 minutes): The facilitator goes on: 'Now please stand up slowly and continue the dance of hands. Meet one by one all the others'

Step 4 (3 minutes): The facilitator says: 'Stay with someone and continue the dance of hands with him/her (it can be a mother with her child)'

Step 5 (9 minutes): The facilitator now tells them: 'Let's sit down again. Would anyone like to talk?' The facilitator can facilitate the discussion with questions such as 'In what position did you feel more comfortable? During the exercise how did you feel about the presence of the others and the fact that you had to dance with them? Was it easy for you and if not, what difficulties did you face?'

Exercise 3: Body movement, the animals

Duration: 40 minutes

Materials: Music with sounds of nature and rhythm and low-light conditions

Instructions: The group is sitting in a circle.

Step 1 (5 minutes): The facilitator gives the following instructions: 'Let us all stand up with legs open as the shoulder opening and knees slightly bent. Close your eyes and swing back and forth until you find your balance axis. Indulge yourself in music and with your imagination find yourself out in nature. See the landscape, listen to the sounds, smell the smells, you are one with nature. Imagine that you are also one of the animals of this land.'

Step 2 (5 minutes): 'See with the eyes of your imagination your tail, the extension of the coccyx. What shape is it? Is it big or small? Does it have hair, feathers, scales? What colour is it? How does it move? Feel your tail moving with the movement of inhalation-exhalation. How does your tail help you? To fly, to swim, to keep your balance, to move, to lean? To attack your enemies?'

Step 3 (5 minutes): 'How's the rest of your body? Feel what it's like to be this animal. Keep moving your tail and the rest of your body. Become this animal and move as you think, spontaneously. What do you do? Are you flying? Are you walking? Do you swim? Do you crawl?'

Step 4 (5 minutes): 'Move and approach the other animals (mothers and children). Smell them, look at them, show them your intentions. Do you want to play? Are you

hungry? Do you want to be alone? Do you want to show your domination? Your submission?

Step 5 (5 minutes): 'Slowly find a comfortable place and rest. When you're ready, open your eyes and stretch'

Step 6 (15 minutes): 'Let's talk for a while. Who wants to talk to us?' The facilitator can facilitate the discussion with questions such as 'What did you notice about yourself and the others? What more did you learn about yourself and the others? Was it easy for you to approach the other members and concentrate on them? How did you feel in your role as an animal and what did you notice in the way that you imagined yourself and the others?'

B. Mothers and their children from 8 to 12 years old

Exercise 1: Stretching and shaking

Objectives: Group activation, non-verbal communication and team bonding as introductory exercise

Duration: 10 minutes

Materials: Music with fast rhythm

Instructions: The facilitator participates in this activity.

Step 1 (2 minutes): The facilitator gives the following instructions: 'Let's all stand up and everyone finds a space where you can move comfortably. Stretch as much as you can all the parts of your body without raising your shoulders.'

Step 2 (1 minute): 'Now stretch all your facial muscles making grimaces. Let the grimaces end up in a big yawn.'

Step 3 (2 minutes): 'Stretch again paying attention to the areas where you feel some tension'

Step 4 (5 minutes): 'Now shake every part of your body. Hold the knees slightly bent and start shaking hands. Continue with shoulders, trunk, pelvis, legs and head'

Exercise 2: Body movement, the colour

Duration: 35 minutes

Materials: Mat or carpet, low light conditions and music for relaxation

Instructions: The facilitator gives the following instructions:

Step 1 (10 minutes): 'I suggest you lie down and take a comfortable position. Gently close your eyes and take some deep inhalations. Let your internal vision wander in all the colours of the rainbow. Some colours may appeal to you more. Choose one of them and become that colour. Your right foot gets this colour, the paw, the calf, the knee, the thigh are dyed and filled with this colour... Your left foot.. the paw.. the calf.. the Knee.. the thigh.. the nates.. The belly.. the waist.. the back.. the chest.. The right arm.. the left arm.. the neck.. the hair.. the ears.. the front.. the nose.. the cheeks.. the chin.. the mouth.. The whole face gets this colour.

Step 2 (10 minutes): 'You are this colour and everything you touch is stained with this colour. The floor where your body rests is painted with this colour. Move around... wherever you touch, it is painted. Keep moving and painting. Move in the space without opening your eyes and paint everything and anyone you touch with your own colour'

Step 3 (5 minutes): 'Find again a convenient position and stay for a while in it. Whenever you are ready, slowly open your eyes'

Step 4 (10 minutes): 'We can now sit back in the circle and talk. Who wants to talk?' The facilitator can facilitate the discussion with questions such as 'What did you notice about yourself and the others? What more did you learn about yourself and the others?' 'Was it easy for you to approach and touch the other members in order to paint them? How did you feel in your role as a colour and what did you notice in the way that you imagined yourself and the others? How did you feel when someone decided to paint you with her/his colour? Did you feel that your personal boundaries were being violated?

Exercise 3: The rock

Duration: 30 minutes

Materials: Music with sounds of nature, low light conditions

Instructions: At the first step of the exercise, the instructions should be given to each group separately. The facilitator can participate in the team.

Step 1 (10 minutes): The facilitator says the following: 'I suggest you split into two groups (it can be one group with mothers and one group with children). The first group (mothers) will be gathered in the middle of the room like a mass and will physically reconstruct a rock. The second group (children) will approach the first and represent with sounds and movements the elements of nature, such as the air, the wave, the rain, the birds, etc.'

Step 2 (10 minutes): 'Now you reverse the roles. The second group (children) is the rock. Now the first group (mothers) will represent with sounds and movements the elements of nature, such as the air, the wave, the rain, the birds, etc'

Step 3 (10 minutes): 'Let's discuss it'. The facilitator can facilitate the discussion with questions such as 'In what condition did you feel more comfortable, when the

exercise had a specific role (the rock) or when you had to cooperate and discuss how to represent with sounds and movements the elements of nature? During the exercise how did you feel about the other group and the rest of your group? Did you find it difficult that you had to become one with the group and represent an entity such as rock and nature? What did you notice about yourself and your relationships within the group?’

Module 2: Mirroring and parenting styles

Introduction & objectives of the workshop

The general objectives of the workshop are:

- Stimulate the skills of focusing attention on the partner and attuning to their movement
- Stimulate cognitive development
- Develop autonomy and self-perception in relation to the group
- Recognizing and adjusting to non-verbal cues
- Empower parents to recognize the child’s needs and adjust their style to them (collaboration vs. leadership?!)
- Develop the learning of the rules of socialization
- Stimulate the relationship with the adult figure
- Stimulate the mother-child relationship
- Promote awareness of and encourage better understanding of their parenting styles

The specific reference areas are:

- Socio- affective area
- Area of verbal and non-verbal communication
- Cognitive area.

Target groups

- A. mothers, children 3-7 y.o.
- B. mothers, children 8-12 y.o.

Duration – 90min

- Movement exercises – cca 60min

Materials

- Chairs/sofa, handouts with descriptions of parenting styles, flipchart/whiteboard

A. Mothers and their children from 3 to 7 years old

Exercise 1: Mirroring movements

Duration: 20 minutes

Step 1 (3 minutes): Instruction for mothers and their child/children is to stand opposite to each other at a distance of at least one meter. Mothers and children look each other in the eyes and get an instruction that they have to be very focused on their mothers/children, pay attention to each other's hands, legs and whole body.

Step 2 (7 minutes): Mothers get an instruction to make some kind of move, step or gesture and the child's instruction is to repeat the movement when mother is finished with her move. The mother stands in her position as long as the child needs time to repeat her movement. The instruction can be that their moves can be more or less complicated, as they wish. Mother can, for example, take a step back with her left leg or stand on her right leg and clap. The child has to repeat it with the same leg or hand and stand in that position as long as the mother changes her position in the second movement. Then the mother makes a second movement and the child repeats again. The third time mother makes a movement and the child repeats by watching her. This can be done at a slow pace so that mothers and children really pay attention to one another. If a group reacts positively to this exercise, it can have more steps, and does not have to be only three.

Step 4 (7 minutes): Children get instructions that it is their turn to repeat their mothers' movements and that they switch roles now. A child makes a movement and stands in that position as long as the mothers needs time to repeat it. When the mother is done mirroring the movement made by her child, the child makes another movement and the mother repeats the second one and does the same with the third movement.

Step 4 (3 minutes): Children and mothers get an instruction to "shake it off" and just to stretch a little bit to loosen up. They get an instruction that the first exercise is over and they are asked about their feedback on it. The point of the exercise is to bond and connect with each other. Facilitator can point out how it is hard sometimes to look through someone else's eyes because what is difficult for someone, does not have to be difficult for someone else. For example, for a mother it can be easy to snap her fingers while a smaller child is not able to do so. Or for a child it is easy to stand on one leg and clap and for a mother that can be challenging to perform. Each pair can give feedback on what were hard movements and what were easy ones for them.

Exercise 2: Moving in harmony

Duration: 20 minutes

Step 1. (2 minute): Instruction is to move together with as much harmony as possible. The suggested way is that children put their feet on top of their mothers' feet and in the first-round mothers will lead the movements through the room. The

movements are done in the direction mothers are leading but without their verbal instructions. For starters, they move like this for 2 minutes across the room.

Step 2 (5 minutes): Instruction is for a child to try to pay as much attention to mothers' movements as they can, and tries to predict her next step and moves accordingly to her moves, to make it easy for her to move with a child on her feet. They also have to pay attention to not bump into other pairs.

Step 3 (5 minutes): Now the instruction is that children lead the way no matter that they are on their mother's feet. Mothers get an instruction to try to be very attentive of their child's moves and they try to become aware of where their child wants to move next. The children are encouraged to lead the movements but without verbal instructions and without pulling her.

Step 4 (5 minutes): After the exercise, children are asked if they like it more when they lead the way or when their mothers did and did they like it when their mothers knew where they wanted to go next (trying as hard as they can to not pull their mothers in some direction). Mothers are also asked if they liked leading and their children following their moves and steps and how it was for them to let go of the leading role and let their child lead the way.

B. Mothers and their children from age 8 to 12 years old

Exercise 1: Mirroring movements

Duration: 20 minutes

Mothers and children do the same first exercise repeating the gestures and movements as stated above for the smaller children.

Exercise 2: Moving in harmony

Duration: 20 minutes

Step 1 (1 minute): Instruction is to move together with as much harmony as possible and follow the moves of each other by standing in front of each other and being very close to each other but without touching. Their hands and legs must almost touch. They can be just a few (5 cm) centimeters away from each other. They get an instruction that this exercise will look as if they are dancing but will not touch.

Step 2 (7 minutes): Mothers will lead the first round of harmony moving. For example, a mother can lift her hands and open her palms towards the child and a child put her or his palms very close to hers. Mother can then move her one leg forward and a child moves the opposite leg, like watching her in the mirror. Next it is on the mother to choose in which direction she will go through the room but it is

important that she moves very slowly, and becomes aware of every small movement so that her child can follow her. The idea is that they move together in harmony, very close together, almost touching and slowly through the room and that the mother leads. These movements can imitate dancing, walking, spinning, slow running, squatting, whatever they can think of.

Step 3 (7 minutes): It is a child's turn to lead the "dance". They get instruction the same as the mothers: to lead the movement slowly through the room, one step and one move at a time, by almost touching hands, legs and bodies with their mothers.

Step 4 (5 minutes): It can be difficult to follow someone's gestures, movements and steps like this but it is a challenge and can be a fun activity for mothers and children. After the exercise they talk about what was hard for them or easy and talk about if they can see connections in their everyday lives and situations. For example, are there situations when children lead and mothers "listen" (maybe when a child has a chore that has to be done but they want to do it in their own way) or do they see similarities when mothers are good in taking control of the situations (for example when they feel scared and mothers help them feel better).

Exercise 3: Attune

Duration: 20 minutes

Materials: chair, sofa

Step 1 (1 minute): The point is to adjust the other person in the chair, on the sofa, in general to the sitting position in the way that he or she thinks is best for that person. They will get an instruction that the other person has to be as loose as possible so that a child or a parent can move their body, hands, legs, head, neck in a position they want and without verbal feedback.

Step 2 (5 minutes): Mothers start by adjusting the hands, legs, head and body of their child in a position they think is comfortable. A child does not resist, goes along with it but does not give any verbal or nonverbal feedback on how he or she feels. After mothers are finished, the children say if they feel comfortable, if yes why and if not, also why not, what would they do differently or did they have the need to say something during the adjusting.

Step 3 (5 minutes): After that, it is the children's turn to adjust their mothers in a way they think is comfortable for them. Mothers should let them put their hands or legs the way children imagine it will be comfortable for mothers. When the adjusting is done, we ask each child in what position they put their mothers and if they think it is comfortable for them. We also ask the mothers if they are comfortable.

Step 4 (5 minutes): It is good to point out here that we cannot know how the other person can feel if we lack verbal input, so it is always better to ask how the other person exactly feels. A short discussion can follow on knowing how another person feels if they do not give verbal or even nonverbal feedback.

Module 3: Body communication

Introduction & objectives of the module

The main objectives that facilitators should have in mind when implementing this module of the workshop with mothers and their children are:

- Improvement of mother-child relationship closeness
- Encouragement of mother-child interactions
- Mother-child engagement in common activities that cause positive emotions and offer bonding experiences
- Exploring the meaning of proximity and distance through the probe of accompanying emotions

The specific reference areas are:

- Socio-affective area
- Area of verbal and non-verbal communication

Target groups

- A. Mothers and children 3-7 years old
- B. Mothers and children 8-12 years old

Duration: 40-55 minutes

- 2 exercises for the first group (20 and 20 minutes)
- 2 exercises for the second group (35 and 20 minutes)

A. Mothers and their children from 3 to 7 years old

Exercise 1: Playing the statue

Duration: 20 minutes

Materials: Music with fast rhythm

Instructions: The facilitator says at first 'I suggest we dance on our own, following the music. We can keep our eyes open or closed. In this dance we don't have to make any known movements of a specific kind of dance. We just let our body dance as it wants, without any concern about the aesthetic result or what others do and think'

Every 2-3' the facilitator stops the music suddenly saying 'stop'. Everyone stays still for 30'' in the position they had at that time and observe the breath and body of their own and others.

This game can be repeated in two conditions with two different groups in two different spaces of the room. In the first condition the groups can consist of some dyads of mothers and their children and in the second condition the children are in different groups from their mothers.

The facilitator can facilitate the discussion with questions such as 'In which group did you feel more comfortable? During the exercise how did you feel about the others? How did the exercise affect you? What did you notice about yourself and the others when you were still? What more did you learn about yourself and your relationship with others?'

Exercise 2: The invisible thread

Duration: 20 minutes

Materials: Music for focus

Instructions:

Step 1 (1 minute): The facilitator says 'I suggest we all stand up and move freely in the room'

Step 2 (5 minutes): 'The children meet their mothers with the look and stay for a while with them in this communication. Then you can meet with the eyes as many participants as you can. Use only the look without words or gestures'

Step 3 (4 minutes): 'Once you meet again (the mothers and their children) you stay with them, keep in touch with the look without interruptions, as if you are connected from the eyes with an invisible thread. You can move through the room without cutting the invisible thread that connects you.'

Step 4 (10 minutes): 'Let's sit again and talk about it. I want you to tell us how you felt during the exercise and how do you feel right now? Did you notice some non-verbal signs that you send or receive? Was it easy to concentrate on others?'

B. Mothers and their children from 8 to 12 years old

Exercise 1: Chosen partners and opponents

Duration: 35 minutes

Materials: Pieces of paper that are pre-printed with the participants' names and music

Instructions: The facilitator participates if the number of participants requires more people for the exercise

Step 1 (1 minute): The facilitator says 'I suggest we all stand up and move freely in the room'

Step 2 (2 minutes): 'Meet the others with your eyes and look'

Step 3 (2 minutes): 'Now I will give you a piece of paper that writes the name of two participants. In the first condition as long as the music is playing, the one person is a partner that you should stay close to and the other person is an opponent that you should stay away from and in the next condition the roles are reversed'

Step 4 (5 minutes): 'Now I will play the music for the first condition and you will try to be close to your partner and far from your opponent'

Step 5 (5 minutes): 'Now I will play the music for the second condition and you will try to stay close to your opponent and far from your partner'

Step 6 (20 minutes): The facilitator tries to explore the expression of desires and demands of participants and enhance their self-awareness through questions. 'Let's return to the circle and discuss it. How do you feel that you didn't choose on your own your partners and your opponents? Did you notice some non-verbal signs that you send or receive? What was your priority, being close to the person assigned or being far from the person assigned? How did it affect you? How do you feel now?

Exercise 2: The silk thread

Duration: 20 minutes

Materials: Music for focus

Instructions: The facilitator gives the following instructions

Step 1 (5 minutes): 'Let's all stand up and mothers pick their children as their partner. One of the partners will imagine that he/she has a silk thread that is very thin and fragile. That person on one end of the thread will tie his/her partner from wherever he/she wants. Then he/she will be placed in the distance he/she imagines that the other end of his thread has when it is stretched

Step 2 (5 minutes): 'Now you all know the length of the thread that connects you. The one holding the end of the thread will start pulling the imaginary thread and moving the partner into the room at any rate he/she wants, taking care not to break the thread.

Step 3 (5 minutes): 'Now you should reverse the roles'

Step 4 (5 minutes): 'Let's sit again and talk about it. I want you to tell us how you felt during the exercise and how do you feel right now? Did you notice some non-verbal signs that you send or receive? In which role did you feel more comfortable? Was it easy to concentrate on others?'

Module 4: Ending games

Introduction and objectives of the module:

The main objectives that facilitators should have in mind when implementing this module of the workshop with mothers and their children are:

- The experience of positive feelings, such as joy, by both mothers and children, through their engagement in common activities that offer bonding experiences
- The development of team/pair cooperation as well as social and coordination skills
- The understanding of rules that enhances their self-discipline

The specific reference areas are:

- socio-affective area
- cognitive area

Target groups

- A. Mothers and children 3-7 years old
- B. Mothers and children 8-12 years old

Duration: 60 minutes

- 2 exercises for the first group (20 and 40 minutes)
- 2 exercises (20 and 40 minutes) and 1 optional (20 minutes) for the second group

A. Mothers and their children from 3 to 7 years old

Exercise 1: Balloon race 1

Duration: 20 minutes

Materials: Colourful balloons, sticks, music with fast rhythm, tape for marking start and finish line

Instructions:

Step 1 (7 minutes): In the room, there is a starting and a finish line. The facilitator gives the following instructions 'I suggest you split into couples (it can be mothers and their children) or two teams (mixed). Each participant stands in the starting line holding a stick. Each couple or team has chosen a different colour of balloons in order to move it to the finish line with their sticks. Now the couples/teams try to move a balloon of this colour with their sticks and as soon as I start playing the music, the couples try to push or move their balloon with their sticks to the finish line without bursting them. If the couple/team burst a balloon, then they have to return to the start line and start playing the game from the beginning. The couple/team has to work together at the same time in order to move as many balloons as possible to the finish line and every participant has to be involved.

Step 2 (8 minutes): Each couple tries to move to the finish line as many balloons as possible with their sticks, as long as the music is playing. Winners are the couple or team that has moved the most balloons to the finish line when music stops.

Step 3 (5 minutes): Now the facilitator can facilitate the discussion with questions such as 'How did you feel playing with your pair/team and having to cooperate with them? Did you find it easy to follow the rules?'

Exercise 2: Colourful polka dots (alternative name for twister) 1

Duration: 40 minutes

Materials: Two squares of paper, a large plate, pencil, colouring crayons (yellow, pink, green and blue), and a game spinner. Music

Preparation (20 minutes): The facilitator explains to participants that they are going to design, draw and play with a custom DIY twister mat and game while listening to music.

Take the plate and create the outer grid placement of 16 circles (4x4) in the paper using a pencil. Colour each row (4 circles) with a different colour of crayons. Now the playing board is ready.

The spinning selector can be made by using a square of paper with the colours and hands and feet written around the outside. Then you can use a game spinner for the game. For this group (younger) the spinner needs only to be written with colours and not with hands and feet.

Instructions:

Step 1 (3 minutes): The facilitator explains 'For our last game today let's just have fun! One of you (e.g. the mother) is in charge of the spinner and her child is on the board. You spin and call out what the spinner is showing (only the colour, e.g., red). The child on the board has to hop to a red dot on the board and keep it there until the spinner spins again and then the child hops from one colour to another.'

Step 2 (15 minutes): For this group the game is repeated by every mother and her children for specific minutes depending on the number of participants and it ends as long as all the participants have played it at least once.

B. Mothers and their children from 8 to 12 years old

Exercise 1: Balloon race 2

Duration: 20 minutes

Materials: Colourful balloons, sticks, music with fast rhythm and tape for marking start and finish line

Instructions:

Step 1 (7 minutes): In the room, there is a starting line and after some metres a finish line where there is a bin/basket. The facilitator gives the following instructions 'I suggest you split into couples (it can be mothers and their children). Each participant stands in the starting line holding a stick. Each couple has chosen a different colour of balloons to carry. Now the couples try to place a balloon of this colour between their two sticks and as soon as I start playing the music, the couples try to race to the finish line and put the balloon into the basket without dropping or bursting them. If the couple bursts or drops a balloon, then mother and child have to return to the start line and start playing the game from the beginning.

Step 2 (8 minutes): Each couple tries to put into the basket as many balloons as possible, as long as the music is playing. The Winner is the couple that has put the most balloons into the basket when music stops.

Step 3 (5 minutes): Now the facilitator can facilitate the discussion with questions such as 'How did you feel playing with your pair and having to cooperate with him/her? Did you find it easy to follow the rules?

Exercise 2: Colourful polka dots (alternative name for twister) 2

Duration: 40 minutes

Materials: Two squares of paper, a large plate, pencil, colouring crayons (yellow, pink, green and blue), and a game spinner. Music

Preparation (20 minutes): The facilitator explains to participants that they are going to design, draw and play with a custom DIY twister mat and game while listening to music.

Take the plate and create the outer grid placement of 16 circles (4x4) in the paper using a pencil. Colour each row (4 circles) with a different colour of crayons. Now the playing board is ready.

The spinning selector can be made by using a square of paper with the colours and hands and feet written around the outside. Then you can use a game spinner for the game.

Instructions:

Step 1 (5 minutes): The facilitator explains 'For our last game today let's just have fun! One of you (e.g. the mother) is in charge of the spinner and her child/children are on the board. You spin and call out what the spinner is showing (left foot and red). The child on the board has to put its left feet on a red dot on the board and keep it there. The spinner spins again. You are only allowed to touch the board where the spinner tells you to. If you fall over, the game continues with the next pair.

Step 2 (15 minutes): The game is repeated by every mother and her children and it ends as long as all the participants have played it at least once.

Optional exercise: Rock paper scissors variation

For the older group, the facilitator decides whether an optional exercise can be used.

Duration: 20 minutes

Materials: 15 hoops, or tape for circles taped on the floor, or colouring crayons for circles drawn on the floor. The number of circles/hoops depends on the number of participants, but at least 10 hoops/circles should be on the floor.

Instructions:

Step 1 (7 minutes): The facilitator explains 'I suggest you split into two groups (mixed). The participants of each group stand behind each other on the two opposite sides of the room. Between the two teams, there is a row of 15 hoops/circles. When I give the starting signal, the person who stands first for each team, starts to jump from one hoop to the other as fast as they can until they meet each other. When they meet each other, they play the game rock, paper, scissors. In this game, on the count of three (usually accompanied by a chant of 'Rock, Paper, Scissors'), each time raising one hand in a fist and swinging it down on the count, opposing players throw their selection into the middle. Rock is designated by maintaining the fist, Scissors by extending the middle and index fingers, and Paper by holding the hand flat. If players throw out the same gesture, the game goes on. If not, the winner is decided by this method — rock crushes scissors, scissors cut paper, but paper covers rock. The person who wins the game can run and stands in the end of the opposite team row, but the person who lost the game should jump from one hoop to another until he/she meets the next player of the opposite team who started to jump from one hoop to another as long as the rock, paper, scissors game was completed. The game goes on like this until all the players on one team have moved and stand to the other side of the room.

Step 2 (13 minutes): The game starts, and the participants keep playing until one team wins it.

[4th workshop: 'Cooking and storytelling'](#)

Introduction of the workshop

This Workshop is based on the premise that by participating in the household activity, sitting together at the table and sharing stories, we can open the door to share details about each other's daily lives. The focus will not be on food, but on companionship, strengthening the relationship with the child, providing opportunities to understand the child's needs, reconnecting with him or her and spending quality time.

To encourage expression and communication between participants, 4 popular stories will be suggested, for example, The Fox and the Stork, The Lion and the Mouse, Fox and the Grapes, The Town Mouse and the Country Mouse.

Our overall objective is to introduce the concepts of emotional intelligence through analogies, thus helping the specialist to respond to the knowledge needs of the beneficiary, regardless of age or educational status.

The workshop introduction, aim and objectives are to be discussed with the specialists who will implement the initially proposed activities, their suggestions and comments will be taken into account and the activities may be modified after their evaluation. 1 /2 discussions with facilitators are recommended before determining the final format of the sessions.

Regarding the structure of the workshop itself, we mention that each module coincides with a session, more precisely a 1.30-2h activity that takes place between mother-facilitator (first session) and mother-facilitator-child (the following 3 sessions).

Objectives:

- create a natural environment for communication („the opportunity to talk” - one of the moments when a mother can put work aside and take time for her child.
- increase the child's self-esteem, development of dexterity and patience (small kids)
- development of social skills
- stimulate the mother-child relationship;
- encourage expression and communication between participants
- to have a clearer understanding of what emotional intelligence presumes

It is recommended to use Cards of Emotions in the beginning of each session. Both children and mothers can choose one card that describes their emotion/feeling at the moment the best. Emotion cards develop social skills and help to develop self-assessment and analysis skills.

Module 1: Bringing emotional intelligence into our kitchen

Session structure:

- A. Introduction (welcome word, what do we want to do, why, how)
- B. Activity example for the mother-child couple (target, materials, duration, settings, cooking and storytelling how we will carry out the activities with the children, what are we looking for during and at the end of the meeting)
- C. Conclusions

A. Introduction

We consider cooking to be an ideal environment for the mother-child couple in which to experiment with patience, creativity, resilience, independence and self-confidence.

This activity aims to offer mothers an opportunity to reconnect with their children, making it a useful and enjoyable activity that goes beyond cooking or telling stories around the table.

The natural setting of cooking and storytelling will be used to facilitate analogies that will allow a better understanding of the abstract terms such as emotional intelligence skills for both children and adults.

This activity is supported by studies that show the benefits of involving the child in the kitchen, spending time with the family at the table like: creating a natural setting for communication /improved mental health, bonded families, physical health; „kids who regularly enjoyed family meals are less likely to experience symptoms of depression; when a family eats together they feel a strong bond with one another; families that eat together make better food choices.

Children base their food preferences mainly on two factors - whether the food is known to them and the taste of the food (sweet).

When we involve a child in the kitchen, we prepare him or her for adult life and realise many other useful aspects. E.g.:

- The child was entrusted with the task of an “adult”, which is a very important moment for the child to understand its importance and necessity.
- The kitchen is an ideal place to teach math and logic, as cooking requires the right balance of eggs, sugar and salt.
- Cooking is a creative process. This means that we teach the child how to cook and increase his or her creative potential.

The most important keywords for a child's diet:

- ✓ Set an example
- ✓ Eating together
- ✓ Availability of suitable food
- ✓ Explanatory work
- ✓ Time
- ✓ Freedom to choose and decide

B. Activity:

Target groups:

- mothers, victims of domestic violence
- specialists (social worker, psychotherapist etc)

Duration: 1h 30 -2 h (it is recommended that sessions with children should not be longer than 1h30)

Materials and setting

- Ingredients for preparing the food according to the recipes below and/or the recipes chosen by the facilitator
- The activity will take place in the shelter's kitchen
- The beneficiary should receive from the organization the necessary ingredients for the recipes if his financial situation does not allow it.
- The activity can take place in the kitchen of the social centre
- All security measures must be respected
- It is advisable to have a first aid kit in the kitchen (intervention in case of burns, small accidents)

NB: The facilitator carries out this activity step by step with the mothers.

? Reading the recipe (Chicken-pasta in cream sauce)

Chicken-pasta in cream sauce (for eight)

What is needed: 500 g of pasta, 400 ml of cream, 2 chicken fillets, a box of mushrooms, onions, 3 cloves of garlic, 300 g jar of olives, 0.5 l of beef broth (1 broth cube), 2-3 tablespoons of cornstarch.

Preparation time: about an hour.

Preparation: Boil the pasta. Fry the chopped chicken, onion and mushrooms. Add the broth and cream to the mixture and thicken with cornstarch. Mix pasta and sauce and chopped olives. When serving, you can also add parmesan or blue cheese and herbs.

- ✓ Organising the ingredients
- ✓ Preparation/making the recipe with the child (or in this case with the mothers and the facilitator)
- ✓ Directions for mothers:

What to keep in mind when cooking with kids up to 5 years old:

- Even the best child cannot be left in the kitchen alone.
- Make sure that the toddler/child by the table/grill does not bend over.
- Herbs can also be chopped with scissors.
- A little mess is inevitable, and the child should not be offended by olive oil or sugar spilt on the floor.

- In the case of hot dishes and sharp objects, explain and show the dangers to the child.
- Select the height of the work surface and tools according to the age of the child.
- Take time and try to maintain peace of mind

What to keep in mind when cooking with kids up to 10 years old:

- The more you teach and guide your child, the more independent he or she will be in the kitchen later.
- Trust the child, he/she can already perceive the dangers.
- Don't do anything for him or her, give the child independence as much as possible.
- Guide your child in putting things back in their place and cleaning the work surface.
- The child can handle simpler household appliances (toaster, kettle, microwave oven, mixer), but he/she may use them under adult supervision.
- The child can read the recipe and find food according to it (develops reading skills!).
- If something goes wrong, try to save what is possible, which will save the child from losing the desire to cook!
- Praise the little chef every step of the way!

- ☐ Reading or storytelling (mother or specialist) "The Lion and the Mouse" (The Aesop Fables)/

A Lion lay asleep in the forest, his great head resting on his paws. A timid little Mouse came upon him unexpectedly, and in her fright and haste to get away, ran across Lion's nose. Roused from his nap, the Lion laid his huge paw angrily on the tiny creature to kill her.

"Spare me!" begged the poor Mouse. "Please let me go and someday I will surely repay you."

The Lion was much amused to think that a Mouse could ever help him. But he was generous and finally let the Mouse go.

Some days later, while stalking his prey in the forest, the Lion was caught in the toils of a hunter's net. Unable to free himself, he filled the forest with his angry roaring. The Mouse knew the voice and quickly found the Lion struggling in the net. Running to one of the great ropes that bound him, she gnawed it until it parted, and soon the Lion was free.

"You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion."

- Discussion points:

Facilitator:

- The moral of the fable: An act of kindness is never wasted.

- Use the vocabulary of emotions in this context, explain the notions of emotional intelligence and the vocabulary of emotions in this context.

Participants:

- How would you describe the lion? How would you describe the mouse?
- What do you think, why did they act as they did?
- Which do you think are your strengths?
- Do you have any weaknesses?
- How do you think you could help those around you?
- How would someone describe you if you were the lion in the fable?

C. Conclusions

- The results of the session can be discussed in subsequent sessions between psychotherapist-client
- A feedback sheet from beneficiaries can complete the conclusions section

Module 2: Differences enrich the world

Pizza - CREATIVE FREEDOM!

A. Introduction

This activity aims to offer mothers an opportunity to reconnect with their children, making it a useful and enjoyable activity that goes beyond cooking or telling stories around the table.

One of the easiest dishes to start developing children's culinary skills together is pizza.

B. Activity

- ☐ Reading the recipe and directions for mothers

Pizza:

- For the dough: 400 g wheat flour; 11 g of dry yeast; 0.5 teaspoons of salt; pizza flavouring or some mixture of herbs if desired; 2.5 dl hand warm water; 2 tablespoons olive oil
- tomato sauce,
- grated cheese,
- A mixture of herbs
- For filling: cheese, ham, pineapple, mushrooms, tomatoes, peppers, onions and other products to your taste.

In a large bowl, mix the flour, dry yeast, salt and, if desired, the herb mixture. Add warm water and oil. Mix with a large wooden spoon or hands until the dough is no longer liquid. Put the dough on the flour table and knead for about 5 minutes until you get a smooth dough. Divide the dough into 4-5 dough balls. Cover with a clean towel and let rise in a warm place.

Prepare the products - chop the ingredients to your preferred size. Divide the ingredients into different containers to make it easier for children to decorate the pizza. Preheat the oven to 200 degrees Celsius.

To start, cover the dough completely with tomato sauce. Let the child choose the filling for the pizza, spread it on the dough and decorate it to your liking. At the end, sprinkle with grated cheese and herbs. Place the pizza in the oven. The cooking time is on average - about 15 minutes.

The ingredients of a pizza can also make a funny face. The mushrooms are perfect for the nose, the eyes can be made from tomato slices and mouth from pepper slices. Let the kids fantasize!

- ☐ Reading or storytelling. While the pizza is in the oven, read/tell the story

"The Fox and the Stork" (Aesop Fables).

The Fox one day thought of a plan to amuse himself at the expense of the Stork, at whose odd appearance he was always laughing. "You must come and dine with me today," he said to the Stork, smiling to himself at the trick he was going to play. The Stork gladly accepted the invitation and arrived in good time and with a very good appetite. For dinner the Fox served soup. But it was set out in a very shallow dish, and all the Stork could do was to wet the very tip of his bill. Not a drop of soup could he get. But the Fox lapped it up easily, and, to increase the disappointment of the Stork, made a great show of enjoyment.

The hungry Stork was much displeased at the trick, but he was a calm, even-tempered fellow and saw no good in flying into a rage. Instead, not long afterwards, he invited the Fox to dine with him in turn. The Fox arrived promptly at the time that had been set, and the Stork served a fish dinner that had a very appetizing smell. But it was served in a tall jar with a very narrow neck. The Stork could easily get at the food with his long bill, but all the Fox could do was to lick the outside of the jar, and sniff at the delicious odour. And when the Fox lost his temper, the Stork said calmly: "Do not play tricks on your neighbours unless you can stand the same treatment yourself."

- Discussion points:

The moral of the fable: "Never make fun of others' limitations"; "People will treat you the same way you treat them".

Think about how the moral relates to the characters in the fable.

Compare the Fox and the Stork. How are they alike? How are they different? Who was the better companion?

- How do you think the fox felt?
- How would you have reacted if you were the stork?
- Did the fox apologize?
- How did the stork reply?

C. Conclusions

We are all different and time will bring different obstacles to our lives. It is important to notice and interact with each other. If a friend intentionally or unintentionally hurts us, we must let him or her know. It is important to forgive in a relationship, but no one has to endure injustice.

Module 3: Not everything is as it seems at first glance

Delicious muffins

- ☐ Reading the recipe and directions for mothers

What is needed: muffin pan, muffin papers, oven.

Ingredients:

150 g of soft butter

170 g sugar (2 dl)

2 eggs

250 g wheat flour (4 dl)

3 teaspoons vanilla sugar

1 teaspoon baking powder

1 dl of milk

Preparation time: 30 minutes

Whisk soft butter with sugar, whisk in the eggs one at a time. Mix the solids together and add to the dough. Mix milk and the desired filling with the dough. Mix the muffin dough as little as possible!

Divide the dough into 12 muffin tins and bake in a 200-degree oven for about 20 minutes.

Possible fillings:

- ✓ 4 dl different berries

- ✓ 2 dl chopped apples + up to 1 teaspoon cinnamon
- ✓ 1 grated lemon peel + 3 tablespoons lemon juice + 3-4 tablespoons raisins
- ✓ 0.5 dl coconut flakes + 0.5 dl chopped cocktail cherries
- ✓ 0.5 dl of cocoa powder + 1 dl of chopped chocolate
- ✓ 2 chopped bananas + 50 g chopped nuts
- ✓ 3 dl grated carrots + 3-4 tablespoons ground almonds etc.

? Reading or storytelling. Read together the fable "The Fox and the Grapes" (Aesop Fables)

A Fox one day spied a beautiful bunch of ripe grapes hanging from a vine trained along the branches of a tree. The grapes seemed ready to burst with juice, and the Fox's mouth watered as he gazed longingly at them.

The bunch hung from a high branch, and the Fox had to jump for it. The first time he jumped he missed it by a long way. So he walked off a short distance and took a running leap at it, only to fall short once more. Again and again, he tried, but in vain.

Now he sat down and looked at the grapes in disgust.

"What a fool I am," he said. "Here I am wearing myself out to get a bunch of sour grapes that are not worth gaping for."

And off he walked very, very scornfully.

- Discussion points :

The moral of the story is that it is natural for us to dislike or scorn something that is not within our reach.

Describe the Fox. Why did the Fox give up? If at all, how the Fox would have managed to get the grapes? Think of something that you want but cannot have. How does it make you feel?

C. Conclusions:

Perseverance and skills lead to the goal. If we want something, a lot depends on how we achieve the goal. It is necessary to acknowledge your mistakes and weaknesses.

Module 4: The Charm is in Simplicity

Pretty Cake Pops

- Reading the recipe and directions for mothers

What is needed:

Pound cake, biscuits or broken cookies - a self-baked, ready-made biscuit or cake base baked from cake powder or bought from a store. You can get pretty nice stick cakes, for example, from whole grain cookies.

Cream - cream cheese or buttercream, but also a crunchy sour cream will drive it away.

Sticks - special lollipop sticks, thicker barbecue sticks, ice cream sticks, cardboard drinking straws or wooden disposable forks, spoons.

Glaze - chocolate specially designed for glazing.

Decorations - melted chocolate, nonpareille, coconut flakes, walnut crumbs, berry flour, small candies, salted circles, dried edible flowers, etc.

To store a lollipop in a bowl, flowerpot or vase filled with foam or deeper sugar. The base of the Cake Pops can be successfully made from a thicker piece of wood by drilling holes of a suitable size.

1. If available, use a food processor to grind the biscuits or pound cake to have a uniform crumb (avoid hard and large pieces).
2. Whip the cream cheese. If desired, season with icing sugar, lemon or orange peel. Gradually add to the crumbs. Add enough cream cheese to make the mix moist enough to roll into balls. Balls rolled from a mixture that is too wet and sticky do not retain their shape.
3. Roll the mixture into balls of about 25 grams. Balls that are too big will not stay on top of the stick because they are too heavy. Do not compress the cake mixture too tightly, this may cause the glaze to crack later! For example, use small gingerbread moulds to make special-shaped Cake Pops.
4. Place the balls on a tray and refrigerate for at least 30-40 minutes (or overnight). If you are in a hurry, you can also freeze the cake balls for 10-15 minutes, but then make sure that they do not freeze, but only harden.
5. Melt the icing chocolate and pour it into a glass or cup. There must be enough glaze so that you can dip the whole ball in the chocolate at once.
6. Take the balls out of the fridge. If you make a lot of Cake Pops at once, take out only a small part of the cakes, for example, six pieces.
7. Dip 1-1.5 cm of the stick into the melted glaze. This is necessary to glue the cake pops to the stick. Now insert the glazed stick directly into the cake ball - about halfway through.
8. Hold the stick and dip the cake pop into the glaze so that the whole ball is covered at once and the glaze extends a little over the stick. Do not twist the ball in the glaze, otherwise, it may fall off the stick! Just dip in and lift out. Let the excess glaze drip back.

9. Decorate the stick cake before the glaze freezes! As soon as the excess glaze has dropped back, decorate with nonpareille, walnuts or small coloured candies.
10. Insert the finished Cake Pops into the foam base, into the melon cut in half or prepare a deeper bowl filled with sugar beforehand.

□ Storytelling. Read a story: "The Town Mouse and the Country Mouse"

A Town Mouse once visited a relative who lived in the country. For lunch the Country Mouse served wheat stalks, roots, and acorns, with a dash of cold water for drink. The Town Mouse ate very sparingly, nibbling a little of this and a little of that, and by her manner making it very plain that she ate the simple food only to be polite.

After the meal the friends had a long talk, or rather the Town Mouse talked about her life in the city while the Country Mouse listened. They then went to bed in a cozy nest in the hedgerow and slept in quiet and comfort until morning. In her sleep the Country Mouse dreamed she was a Town Mouse with all the luxuries and delights of city life that her friend had described for her. So the next day when the Town Mouse asked the Country Mouse to go home with her to the city, she gladly said yes.

When they reached the mansion in which the Town Mouse lived, they found on the table in the dining room the leavings of a very fine banquet. There were sweetmeats and jellies, pastries, delicious cheeses, indeed, the most tempting foods that a Mouse can imagine. But just as the Country Mouse was about to nibble a dainty bit of pastry, she heard a Cat mew loudly and scratch at the door. In great fear the Mice scurried to a hiding place, where they lay quite still for a long time, hardly daring to breathe. When at last they ventured back to the feast, the door opened suddenly and in came the servants to clear the table, followed by the House Dog.

The Country Mouse stopped in the Town Mouse's den only long enough to pick up her carpet bag and umbrella.

"You may have luxuries and dainties that I have not," she said as she hurried away, "but I prefer my plain food and simple life in the country with the peace and security that go with it."

- Discussion points:

Describe both of the mice. Where would you prefer to live? Why?

The moral lesson is that it is better to live a peaceful life that has little and is secure than to live in a luxury that can end any moment in disaster.

SCHEDULE

Sessions with facilitators

Number of sessions	TOPIC
Session 1 Duration: 1h30 Materials: PPT, online meeting	WORKSHOP PRESENTATION Innovative ways of introducing emotional intelligence concepts • Cooking and storytelling • Objectives • Questions: EQ for trauma client? Opinions about the utility of the tool

Sessions with mothers and children

Session	TOPIC
Session 1 Participants: mothers and specialists Objectives: • understanding of what emotional intelligence presumes *self-awareness, self-management, social awareness, and relationship management notions • awareness of personal qualities, empathy, negotiation	Bringing emotional intelligence into our kitchen a. Introduction (welcome word, what do we want to do, why, how) b. Activity example mother-child couple (target, materials, duration, settings, cooking and storytelling how we will carry out the activities with the children, what are we looking for during and at the end of the meeting) c. Conclusions
Session 2 Participants: mothers, specialists, children Objectives: • increase the child's self-esteem, development	Differences enrich the world (Creative freedom - pizza) a. Introduction (welcome word, what do we want to do, why, how) b. Activity example mother-child couple (target, materials, duration, settings, cooking and storytelling how we will carry out the

of dexterity and patience (small kids) • development of social skills • stimulate the mother-child relationship;	activities with the children, what are we looking for during and at the end of the meeting) c. Conclusions
Session 3 Participants: mothers, specialists, children Objectives: • encourage expression and communication between participants • working together	Not everything is as it seems at first glance (Delicious muffins) a. Introduction (welcome word, what do we want to do, why, how) b. Activity example mother-child couple (target, materials, duration, settings, cooking and storytelling how we will carry out the activities with the children, what are we looking for during and at the end of the meeting) c. Conclusions
Session 4 Participants: mothers, specialists, children Objectives • problem-solving - teamwork • giving and receiving feedback, trust, expressing emotions	The Charm is in Simplicity (Pretty Cake Pops) a. Introduction (welcome word, what do we want to do, why, how) b. Activity example mother-child couple (target, materials, duration, settings, cooking and storytelling how we will carry out the activities with the children, what are we looking for during and at the end of the meeting) c. Conclusions

[Annex](#)

Parenting styles exercise

Duration: 50 minutes

Materials: flipchart, markers, sheets of blank papers for participants (optional), handouts with information on parenting styles

Instructions:

Step 0 (3 minutes): Prepare a large sheet of paper (flipchart) and markers. The facilitator draws two vertical lines – dimensions of the coordinate system (or a circle divided by two vertical lines into 4 equal sized parts). They give an introduction into the topic by announcing that the exercise is related with raising awareness on the parenting styles.

The styles are defined based on the combination of the two main dimensions – warmth / responsiveness of parents in communication towards their child and expectations parents have about their child's behaviour.

Therefore, in the drawing, the horizontal line (axis) represents expectations – from very low (on the far left) to very high (on the far right), while the vertical line (axis) represents warmth – from the harsh/cold approach (bottom of the line) to a very warm approach (top of the line).

Step 1 (5 minutes): Brainstorm some of the expectations that parents can have for their children (particularly in relation to their behaviour). Write their responses outside the compass on the right-hand side of the sheet (and use the left-hand side as well if there is need).

Step 2 (3 minutes): Ask what parents do or say when they try to make their children meet their expectations in a cold or harsh way and write their responses in the bottom right-hand quadrant.

Step 3 (3 minutes): Ask what parents do or say (or not do and say) if they don't care what their children do and don't or show very little love towards their children. These responses go in the bottom left-hand quadrant.

Step 4 (3 minutes): Ask what parents do or say if they are very loving towards their children but let their children basically do whatever they want. These responses go in the top left-hand quadrant.

Step 5 (3 minutes): Ask how parents can be very loving towards their children but still have high expectations of them. Again, we invite words and actions. These responses go in the top-right hand quadrant.

You can have discussion about the four styles as you go.

Step 6 (3 minutes): Introduce the names of the four styles (Authoritarian, Uninvolved, Permissive, Active) and write them outside the circles.

Step 7 (12 minutes): The facilitators then summarize the participants' answers related to each of the 4 styles, following by a short education on the main characteristics of each of the styles – discipline, the way and frequency of communication, possible reasons, and circumstances in which they use a particular parenting style, (long term) effects of this style on the child

Step 8 (15 minutes): Explore how these styles can act like a compass to help guide us. It might be helpful to think about how they can move up and down the scales rather than talking about moving between the four styles. (E.g., asking, “When might you want to be more loving or less loving?” and “When might you have higher expectations and when might you be a bit more flexible?”) By doing this we can avoid the group feeling we are judging their behaviour and help them to think about how they have choice in their approach to parenting.

Authoritarian parenting style

- Authoritarian parents are often thought of as disciplinarians.
- They use a strict discipline style with little negotiation possible. Punishment is common.
- Communication is mostly one way: from parent to child. Rules usually are not explained.
- Parents with this style are typically less nurturing.
- Expectations are high with limited flexibility.

Impact on child development: Authoritarian parenting styles generally lead to children who are obedient and proficient, but they rank lower in happiness, social competence, and self-esteem.

Permissive parenting

- Permissive or Indulgent parents mostly let their children do what they want, and offer limited guidance or direction. They are more like friends than parents.
- Their discipline style is the opposite of strict. They have limited or no rules and mostly let children figure problems out on their own.
- Communication is open but these parents let children decide for themselves rather than giving direction.
- Parents in this category tend to be warm and nurturing.
- Expectations are typically minimal or not set by these parents.

Impact on child development: Permissive parenting often results in children who rank low in happiness and self-regulation. These children are more likely to experience problems with authority and tend to perform poorly in school.

Uninvolved parenting

Uninvolved parents give children a lot of freedom and generally stay out of their way. Some parents may make a conscious decision to parent in this way, while others are less interested in parenting or unsure of what to do.

- No particular discipline style is utilized. An uninvolved parent lets a child mostly do what he wants, probably out of a lack of information or caring.
- Communication is limited.
- This group of parents offers little nurturing.
- There are few or no expectations of children.

Impact on child development: Uninvolved parenting styles rank lowest across all life domains. These children tend to lack self-control, have low self-esteem, and are less competent than their peers.

Authoritative (active) parenting

Authoritative parents are reasonable and nurturing, and set high, clear expectations. Children with parents who demonstrate this style tend to be self-disciplined and think for themselves. This style is thought to be most beneficial to children.

- Disciplinary rules are clear and the reasons behind them are explained.
- Communication is frequent and appropriate to the child's level of understanding.
- Authoritative parents are nurturing.
- Expectations and goals are high but stated clearly. Children may have input into goals.

Impact on child development: Authoritative parenting styles tend to result in children who are happy, capable, and successful.

Glossary

Active listening

Active listening is a way of hearing what we are told with an intentional effort to understand the point of view of others.

Child

The child is a person in the early stages of his life path who builds himself biologically, psychologically and socially in activities shared with adults (family members and other reference figures) and with peers (children).

Parental competence

It is the ability to recognize the needs of children and respond adequately, putting in place multiple skills useful to accompany them in their growth path in relation to the different developmental phases and family events.

Sharing

Tool through which the human being can evolve, learn, discover, give meaning to things, helping and collaborating with each other.

Empathy

Ability to fully understand the state of mind of others.

Tale

Short story, narrated in verse or prose, whose protagonists can be people, animals or things, and whose purpose is to make a moral truth understood easily and slowly

Emotional intelligence

The ability to recognize, use, understand and consciously manage their and other people's emotions.

Resilience

The ability of an individual to cope with and overcome a traumatic event or a period of difficulty.

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