

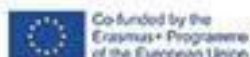


School Parent Involvement to Increase Student Achievement

Handbook for Mentors' Managers Training Course

(English Version)

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1. ABOUT THE PARENT'R'US PROJECT

The School Parent Involvement to Increase Student Achievement (PARENT'R'US) project is a 3-year project funded by the Erasmus+ Programme of the European Union and establish a partnership of 8 non-profit organizations from across Europe. The PARENT'R'US project aims to use a holistic model/approach in order to connect family, school and community related factors. The main targets of the project are families and children in disadvantaged situations. The project foresees the creation of a mentoring course targeting parents, teachers and key-community educators.

Within the PARENT'R'US model there are three main roles:

- Mentor managers (who will mainly be teachers, social workers, psychologists, etc.);
- Mentors (who will be parents more involved in their children's academic achievement and well-being at school);
- Mentees (disadvantaged parents not or less involved in their children's academic achievement and well-being at school).

The partnership will deliver the activities foreseen based on the concept of mentoring as a development-oriented relationship between a less experienced individual (mentee) and a more experienced individual – the mentor (Jacobi, 1991; Kram, 1985; Rhodes, 2005). It is a unique, idiosyncratic relationship marked by an emotional bond between mentor and mentee, where the mentor offers guidance and new learning opportunities to the mentee (DuBois and Karcher, 2005; Eby, Rhodes, and Allen, 2007). A mentoring relationship is also a form of providing a safe environment for self-exploration, reflection, and self-expression to all the actors on the process.

The PARENT'R'US project goals are:

- a. developing innovative and multidisciplinary approaches to empower parental engagement building on lessons learned from the MOMIE, MEGAN and MPATH projects in the field of mentoring and the Includ-ED, FamilyEduNet and ELICIT + projects in the field of parental engagement, student participation and their active citizenship aspects;
- b. identifying a suitable profile and competences needed to support or perform mentoring programs within schools, parent organisations and/or local associations;
- c. designing a mentoring model to improve parenting skills, namely of parents less or not engaged in their children's schooling life;
- d. designing a mentoring model to improve teacher competences for parental engagement in and empowerment for it in children's school life;
- e. delivering a parenthood mentoring awareness toolkit for parents, schools, supervisory/financing organization of school and community organizations.

2. INTRODUCTION

The PARENT'R'US project focuses on:

- I. Empowerment of disadvantaged parents, in order to facilitate parental engagement in their children's schooling.*
- II. Enhancement of the relationship between families from disadvantaged background, school and other community stakeholders.*

An evidence review on studies about parental engagement in the schooling of their children allows us to arrive at the conclusion that complexities arise from both the parental and school sides of the equation.

According to conclusions of the Final Report of Intellectual Output 1 (IO1), Mentor programmes have proven to be a very effective tool for engaging parents, as it can address the individual needs of each family, and tackle the fact that each of them needs help with something else, and it does it in a format in which parties are equal, working towards a common goal: the well-being of the child.

In this sense, partners decided to develop a training program for Mentor Managers, in order to empower them and develop their skills (the ones included in the Self-Assessment Tool for Mentor' Managers – IO2) to perform their role of managing a mentoring process effectively. The present document – a Course Curriculum for Mentor Managers' Training – was designed after having the Mentor Managers' skills profile developed.

The course designed according to the curriculum will be a blended online training, also including a community of practice, face-to-face training and simulations. The community of practice will emphasize and focus on the purpose of peer learning activities and attempt to improve the ability of mentor managers to conduct continuous improvement and scalability processes and activities.

3. COURSE CURRICULUM TO TRAIN MENTOR MANAGERS

According to the MOMIE, MEGAN and MPATH findings, there are several competences that a mentor manager should have in order to be a successful manager and achieve the desired goals, both for mentees and for the mentoring programme as a whole. Thus, we focused on the competences that were identified in these projects and have been validated throughout two different evaluation processes. In addition to this we have used training experiences with curricula developed earlier by Stichting IPA that are related to the specific topics of parenting, parental engagement at school and engagement in learning of children for better learning outcomes.

The Curriculum developed was also informed by IO1 – an evidence review on Mentoring Models and engaging disadvantaged parents in their children’s schooling.

a. Intended audience

This training course is designed for professionals who have educational backgrounds or training in pedagogy, but they do not necessarily need be teachers by profession.

b. Keywords and Glossary

Mentor manager; Mentor; Mentee; Engagement; Lifelong learning; Peer support; Competence

Mentor manager: a person who plays a somewhat administrative role in helping to supervise and support mentors. They also serve as back-up mentors for all mentees (<http://isep.due.uci.edu/wp-content/uploads/sites/23/2017/03/2017-2018-ISEP-Mentor-Coordinator-Job-Descriptions.pdf>).

Mentor: a person who guides a less experienced person by building trust and modelling positive behaviour. According to the Oxford Dictionary, this person is an “experienced and trusted advisor” (https://www2.mmu.ac.uk/media/mmuacuk/content/documents/human-resources/a-z/guidance-procedures-and-handbooks/Mentoring_Guidelines.pdf; <https://www.oycp.com/MentorTraining/3/m3.html>).

Mentee: a person who is supported by a mentor (Dictionary definition: a person who gives a younger or less experienced person help and advice over a period of time, especially at work or school) (in: <https://dictionary.cambridge.org/pt/dicionario/ingles/mentee>).

Engagement: being invited to co-construct something in order to find new ways that better suit all actors (Dictionary definition: the fact of being involved with something (in: <https://dictionary.cambridge.org/pt/dicionario/ingles/engagement>))

Peer support: interventions that build on the capacity of individuals who have experienced a challenging situation to support others adequately in dealing with a similar situation. By listening empathetically, sharing their experiences and offering

suggestions based on their own experience, these people are particularly able to help others in a comparable situation.

Lifelong learning: “the lifelong, voluntary and self-motivated pursuit of knowledge for personal or professional reasons. The overall aim of learning is to improve knowledge, skills and competences. (in: https://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Lifelong_learning).

Competence: the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. (European Qualification Framework, EQF).

c. Language of instruction

English; Hungarian; Portuguese; Romanian and Spanish. (The training will also be available in Dutch, but not implemented)

d. Course delivery

The training course will have an object-based learning design, which means training delivery can be tailored to countries’ and training groups’ needs – based on the results of the self-assessment – by offering a portfolio of learning materials, session plans and training activities to be used with flexibility. Therefore, training providers can easily configure training courses in terms of length/duration of f2f/online sessions or learning materials to be used, according to what learners already know or skills they already have.

- F2f sessions will serve to establish commitment and focus on clarification of theoretical knowledge, debates and sharing experiences, and mainly on practical exercises such as role-play and group dynamics exercises (real situation/non-expected situation). Managers will also have contact with possible mentors/mentees and f2f sessions will provide an opportunity for sharing concerns about teachers, parents and students. It will also serve as a detection point for mentor manager aspirants who do not respect and accept the peer mentors enough to avoid having not suitable managers.
- Online sessions will provide the opportunity to go in depth into contents and for online conferences;

e. Objectives

- Providing knowledge in the field of mentoring processes, especially with parents as mentors and mentees for the mentees to have better engagement and more collaboration with the school;
- Developing or improving the necessary competences for managing a mentoring process, attending to the needs and issues of mentors and mentees;

- Providing knowledge on good practices to apply in the mentoring process.

f. Learning outcomes

The competences defined in the PARENT'R'US Mentor Manager Competence Profile provide a framework for the identification of learning outcomes for the training course. Thus, the training will offer the possibility to develop those competences listed in the Competence Profile that have been considered as the most important to develop. To that end, by the end of the training modules, learners will be able to:

- Understand the impact of cultural differences on communication.
- Recognize the importance of verbal and nonverbal communication and different communication styles.
- Be aware of their own potential and resources, ways of actively overcoming a traumatic situation, being persistent, flexible and motivated, with high levels of self-esteem and self-assurance.
- Manage different people and their attitudes and opinions at the same time, in order to keep a group motivated and comfortable to express themselves;
- Diagnose the origins of possible conflicts and manage/negotiate them in a constructive way, listening actively to others paying attention not only to the contents but also to the feelings and emotions implicated.
- Understand and be aware of basics of brain and cognitive development, related needs and the impact of stress and trauma on child development.
- Understand and implement the difference between parental involvement and parental engagement.
- Enhance collaboration between parents and school and support the training, empowerment, mentoring and coaching of teachers and school leaders for the better engagement of parents.
- Understand the importance of emotional intelligence dimensions in mentoring.
- Recognize and be aware of parenting styles.
- Assure confidentiality and provide authentic advice to mentors, giving adequate support for a mentoring scheme.
- Recognize the scope and limitations of the mentor's role, helping to establish clear boundaries and limits in the mentor-mentee relationship.
- Understand the ecological/systemic approach to individual development and the importance of the educational context, promoting it as a positive influence on mentees' lives.

g. Course content

Module	Contents
I. INTRODUCTION TO PARENT'R'US	<p>What the PARENT'R'US project is about - rationale</p> <p>What the PARENT'R'US model seeks for: outcomes and impacts</p> <p>Who the target groups are: Mentor Managers, Mentors and Mentees</p>
II. COMMUNICATION	<p>Verbal and non-verbal communication (voice tone, facial expressions, gestures, body language, eye contact, dressing)</p> <p>Oral and written communication</p> <p>Communication barriers</p> <p>Cultural diversity awareness</p>
III. RESILIENCE	<p>Awareness of personal potential and resources</p> <p>Internal and external focus of control</p> <p>The importance of self-care and positive coping strategies</p> <p>Strategies to help others finding alternative/positive thoughts</p>
IV. GROUP MANAGEMENT	<p>The role of Mentor Managers in a group</p> <p>Benefits and challenges of working with groups</p> <p>How to keep a group motivated: strategies and group dynamics</p> <p>Working effectively with a group: rules and conditions</p>
V. CONFLICT MANAGEMENT	<p>Origins of and levels on which conflict may occur</p> <p>Positive vs. negative conflict</p> <p>Stress management and negotiating skills/techniques</p> <p>Strategies to deal with conflicts</p>
VI. CHILD DEVELOPMENT AWARENESS	<p>Basics of child development: brain, cognitive and socio-cultural development</p> <p>Developmental stages of a child</p> <p>Development needs and the link with learning support</p> <p>What is trauma, its impact and how to deal with it</p>
VII. PARENTAL ENGAGEMENT	<p>What is parental involvement vs parental engagement</p> <p>Parenting styles (authoritarian, authoritative, permissive and neglectful)</p>

	<p>Working together: home responsibilities vs. school responsibilities</p> <p>Participatory and democratic processes</p> <p>Innovative home-school links: enhancing collaboration between parents and school</p>
VIII. EMOTIONAL INTELLIGENCE	<p>What emotional intelligence (EI) is</p> <p>Domains of EI: self-awareness, self-management, social awareness and social/relationship management</p>
IX. MENTORING DELIVERY	<p>Concept of mentoring and the role/responsibilities of the Mentor Managers</p> <p>PARENT'R'US mentoring scheme</p> <p>Limits and boundaries</p> <p>"Dos and Don'ts"</p> <p>Evaluation and assessment methods and tools</p>
X. SYSTEMIC AWARENESS	<p>Ecological/systemic approach: interactions between people and different contexts</p> <p>Concept of education and its promotion as a positive influence on the Mentee's life</p>

h. Learning effort

The minimum amount of learning effort is 35 hours, including online access to theory, class training/ practical sessions and final evaluation.

The distribution of hours between face-to-face (f2f) and online can be adapted to the profile and needs of learners (e.g. level of experience or professional knowledge). Here is a proposed time plan:

Modules / Contents	Type of session	Hours		
		F2f	Online	Total
I. INTRODUCTION TO PARENT'R'US		-	0,5h	0,5h
II. COMMUNICATION		2h	1h	3h
III. RESILIENCE		2h	1h	3h
IV. GROUP MANAGEMENT		2h	1h	3h
V. CONFLICT MANAGEMENT		3h	1h	4h

VI. CHILD DEVELOPMENT AWARENESS	2h	1,5h	3,5h
VII. PARENTAL ENGAGEMENT	4h	1,5h	5,5h
VIII. EMOTIONAL INTELLIGENCE	3h	1h	4h
IX. MENTORING DELIVERY	4h	1,5h	5,5h
X. SYSTEMIC AWARENESS	2h	1h	3h
TOTAL	24h	11h	35h

i. Learning methods

During f2f sessions commitment to the programme is established, relevant concepts, introduced online, will be supported by practical examples, and learners are encouraged to share their experiences. Discussion based on practical examples will also take place using case studies, role-play and other engaging tools.

Within the PARENT'R'US e-learning platform, learners will be able to locate learning materials such as presentations, activities, quizzes, research papers and other relevant publications. Learners can be asked to carry out written assignments to assess their overall understanding of core concepts.

j. Assessment method

The evaluation process is based on three activities that evaluate the overall outcomes of activities (f2f and online sessions):

- Self-assessment of competences (pre and post training), according to Mentor Managers' Profile and their perception of skills acquired, performed before, immediately after and six months after training (to measure impact) – based on Intellectual Output 2;
- Evaluation of the training course from a learners' and a trainer's perspective, regarding logistics, contents, administrative support and the overall learning process;
- Impact assessment to identify the benefits of the training course on learners' way of managing a mentoring process, not only based on their self-assessment of competences, but also taking into consideration what learners perceive as achievements derived from training.

The training certificate will be issued to those participants who attend at least 80% of the training sessions and who complete the online assignments in time as part of the agreed learning plan.

An evaluation of the implementation of the mentoring process will also take place, according to what is foreseen in the mentoring scheme proposed in the PARENT'R'US project.

k. References

PARENT'R'US (2018). Project Application.

PARENT'R'US (2019). Evidence review on mentoring models to engage disadvantaged parents in their children's schooling.

PARENT'R'US (2019). Self-assessment Tool for Mentor Managers.

l. Code of conduct

It's requested that learners regularly attend sessions and arrive punctually. F2f participation is imperative to enhance the achievement of learning outcomes.

MODULE I - INTRODUCTION TO PARENT'R'US

Session plan

Training: Mentor Managers Training course			
Module: Introduction to PARENT'R'US		Trainer:	
Session nr.: 1		Duration: 30 min	Date:
General objectives:		<p>This is the first module to be delivered in the training course (1 online session), where we want to present the general description of the PARENT'R'US initiative.</p> <p>This module represents an important first step of the training during which participants can understand the importance of a mentoring model in parental engagement.</p>	
Learning outcomes:		<ul style="list-style-type: none"> • Understanding the purpose and products that have been developed in the PARENT'R'US project. • Understanding the role of a mentor manager in the PARENT'R'US model and the process of the project. 	
Methods:		Online	
Content:		<ul style="list-style-type: none"> • What the PARENT'R'US project is about, • What the PARENT'R'US model seeks for: outcomes and impacts, • Who are the target groups: Managers, Mentors and Mentees 	
	Time	Activities:	Resources and materials:
	30'	Online module "Introduction to PARENT'R'US"	<ul style="list-style-type: none"> • computer • internet connection • Power Point presentation "Mentoring Delivery"

Activities

Contents (PPT)

Slide 6:

PARENT'R'US: Purpose

Promoting and reinforcing parents'/guardians' skills in education, in order to achieve effective parental engagement which generates a path to school success and the well-being of children and young people.

Developing a holistic approach through a Mentoring Program

Slide 7:

PARENT'R'US Partnership

Romania

- Asociația Centrul de Cercetare și Formare a Universității de Nord Baia Mare (Promotor)
- Școala Gimnazială Simion Barnutiu
- Universitatea Tehnică Cluj-Napoca

Portugal

- Aproximar, CRL
- Amadora Inova

Hungary

- BAGázs
- AKG

Spain

- Igaxes

The Netherlands

- Stichting International Parents Alliance

Slide 8:

What the PARENT'R'US model seeks for: outcomes and impacts

Slide 9:

Objectives

Empowering multi-challenged parents to be engaged in their children's schooling

Strengthening the dialogue between children and families and schools and other community organizations

Slide 10:

Specific objectives

Making parents/guardians aware of the impact of their engagement in their children's school path

Generating a school environment that promotes school success and the well-being of children and young people

Strengthening communication and sharing between parents/guardians with fewer opportunities, teachers and community organizations
Mobilizing highly engaged and committed parents/guardians in school activities for social inclusion

Slide 11:

Intellectual Outputs

Products that were and have been developed by the PARENT'R'US project:

IO1: Systematic evidence review on Mentoring Models to engage disadvantaged parents' in their children schooling

IO2 + IO3: Self-Assessment Tool for Mentor Managers and for Mentors

IO4 + IO5: Mentoring Programme for Parent Engagement: courses to train Mentor Managers and Mentors

IO6: Mentoring Model for parental engagement in schooling

IO7: Parental Engagement Awareness Toolkit

Slide 12:

IO1 - Systematic evidence review on Mentoring Models to engage disadvantaged parents' in their children schooling

It aims to identify research evidence about the family's influence on their children's learning (focusing on disadvantage parents), making a review on existing projects addressing parental engagement in school achievement.

It aims to provide information on:

What is not known or difficult to implement

The available evidence on mentoring for multi-challenged parents and the influence of the family on student learning

Slide 13:

IO2 and IO3 - Self-Assessment Tool for Mentor Managers and for Mentors

Development of a Self-Assessment Tool, both for Mentor Managers and for Mentors

Helping mentor managers and mentors to raise their awareness of their own skills and knowledge regarding a mentoring process

The self-assessment tool is based on

Past experience of other projects (to find more information, search for MOMIE, MEGAN and MPATH projects)

Training experience

Findings of the IO1 - Systematic evidence review

Slide 14:

IO4 and IO5 - Mentoring for Parental Engagement: the course to train Mentor Managers and Mentors

Face-to-face training

Online training (only for Managers)
Communities of practice
Simulations
Face-to-face training
“Think outside the box”
Real situation/non-expected situation
Having direct contact with possible mentors/mentees
Sharing concerns with teachers, parents and students
Online training
Going in deep through the contents
Online conference
Only for Mentor Managers

Slide 15:

IO6 - Mentoring Model for parental engagement

Parents

Teachers

Community

Development of a model that allows improvements in home-school cooperation and parental engagement

Expected contents of the model

- ❖ Introduction to the project and PARENT'R'US Mentoring Programme
- ❖ Model's pillars and fundamentals
- ❖ Model's theory of change
- ❖ Model's methodology and structure
- ❖ Guide for implementation
- ❖ Project as a case study
- ❖ Support, training and supervision for mentors
- ❖ Evaluation
- ❖ Mentoring tools
- ❖ FAQ's and counselling and advice

Slide 16:

IO7 – Parental Engagement Awareness Toolkit

The Parental Engagement Awareness Toolkit aims to provide consistent support to those willing to engage in project replication but with the need to perform preliminary activities for community awareness.

It will be targeted to:

- Policy makers
- School heads
- Teachers
- Parents
- Community / NGO players

Users will find tips, resources and case studies to engage parents and other stakeholders

Slide 17:

Who the target groups are: mentor managers, mentors and mentees

Slide 18:

Target group

Mentee:

Parents/guardians and children/young people in vulnerable situations: migrants, people with little or no qualifications and/or weak economic resources

Mentor:

Parents more engaged in school and community educators (e.g. NGO's, associations, volunteers' groups)

Mentor Manager:

Professionals with teaching background/training in pedagogy

Slide 19:

Target group

Professionals with background/training in pedagogy

THIS IS WHY YOU ARE HERE!

But we will talk more about your role in the mentoring process later.

Please check Module IX. Mentoring delivery

Slide 20:

PARENT'R'US Website

This is the link for PARENT'R'US website:

<https://www.parentrus.eu/>

Here you can find information about the project and products that can be downloaded.

MODULE II - COMMUNICATION

Session Plan

Training: COMMUNICATION MODULE FOR MENTOR MANAGERS			
Module: Communication			Trainer:
Session nr.:		Duration: 120 f2f, 60 online	Date:
General objectives:		Understanding the importance of communication, learning new methods.	
Learning outcomes:		Participants learn about various communicative methods.	
Methods:		Games and discussions.	
Content:		<ul style="list-style-type: none"> - Verbal and non-verbal communication (voice tone, face expressions, gestures, body language, eye contact, dressing) - Oral and written communication - Communication barriers - Cultural diversity awareness 	
Time	Activities:		Resources and materials:
5'	Check-in		-
10'	Active listening		-
15'	Who am I?		word cards, clothes pegs
15'	Role play		situational cards
15'	Pictures		pictures
20'	Personal mapping		large sheets of paper, colour markers
15'	Opinion line		statements
10'	Magic forest		-
15'	Harvest		flipchart, box of matches, glass of water

Activities

This module consists of 120 minutes of face-to-face training and 60 minutes of online training

The main focus is on the following content:

- Verbal and non-verbal communication (voice tone, face expressions, gestures, body language, eye contact, dressing)
- Oral and written communication
- Communication barriers
- Cultural diversity awareness

The activities of the face-to-face training are numbered because the training was planned with a sequence in mind. It is important to follow the sequence however, the trainer can make certain changes, adapting the training to the needs of the participants.

If, for example, certain activities take longer than planned, the trainer can skip one or more of the following activities:

3. Who am I? (15 minutes)
6. Personal mapping (20 minutes)
8. Magic Forest (10 minutes)

The trainer must make these choices during the training, adapting to the situation, but it is very important to leave enough time for the last exercise: the harvest. Also, the training must start with a short ice-breaking, energizing game, and it is also recommended to do a similar game after the break during the module.

It is the trainer's task to recognize if any of the participants have questionable beliefs regarding the basic values of the project or are not suitable for their task. In such a case, the trainer has to make a note and to inquire further (e.g. during a personal interview). The trainer should also read the online materials to be prepared for possible questions.

TITLE OF THE ACTIVITY: Check-in

Face-to-face	x	Online	
1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)			

5 ‘ All the participants stand in a big circle, they introduce themselves by their first name and an adjective that alliterates with their name and is true for them at that moment.
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)
<ol style="list-style-type: none"> 1. Learning names 2. Setting a relaxed atmosphere
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)
<p>Step 1 Create enough space for all participants to form a big circle.</p> <p>Step 2 Explain the game, give an example.</p> <p>Step 3 Urge participants to think ahead and be as quick as possible.</p> <p>Step 4 Participants with the same first name should think of different adjectives.</p>
4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)
–
5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)
It creates a friendly, honest atmosphere where everybody can express themselves freely, where everybody is treated equally, where it is okay to confess if you are sleepy or tired at the moment.

TITLE OF THE ACTIVITY: Active listening

Face-to-face	x	Online	
1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)			
10’ Participants work in pairs: listener and talker, then swap places.			
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)			

<ol style="list-style-type: none"> 1. Learning to pay attention. 2. Learning to read body language messages.
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)
<p>Step 1 Participants form pairs and decide who will be listener/talker first.</p> <p>Step 2 The talker has 2 minutes to talk about a conflict they could not solve. The listener’s task is to give active attention, not asking questions, speaking as little as possible, but acknowledging the talker continuously by humming, nodding.</p> <p>Step 3 The pairs swap places.</p> <p>Step 4 After the exercise the trainer should ask for some feedback and discuss why active listening is important in this project.</p>
4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)
<p>The topic of the conversation can be something more definite.</p>
5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)
<p>Participants can learn to listen attentively, thus encouraging honest communication. They can learn about their own possible deficits in paying attention. They can experience the feeling of receiving deep attention.</p>

TITLE OF THE ACTIVITY: Who am I?

Face-to-face	X	Online	
1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)			
15' The participants have to find out what the word clipped on their back is by asking questions from the others.			
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)			
<ol style="list-style-type: none"> 1. Asking questions to gain information. 2. Gathering and systematizing information. 3. Giving answers responsibly. 			

<p>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 The trainer uses clothes pegs to pin a different word on each participant’s back. The words can be objects, animals, plants, foodstuff, etc. Step 2 The participants have to find out what their word is by asking questions from the others. They can only ask one question from each person, and the answer can only be <i>yes/no/I don’t know</i>. Step 3 The game goes on until everybody finds out who they are. Step 4 The trainer should go around and help if anybody feels confused.</p>
<p>4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)</p>
<p>The words can be terms we want to use during the project.</p>
<p>5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Participants learn to gather and systemize information that they can rely on. They can experience the responsibility of providing information.</p>

TITLE OF THE ACTIVITY: Role play

Face-to-face	x	Online	
<p>1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>			
<p>15’ Participants work in pairs to perform situations.</p>			
<p>2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)</p>			
<ol style="list-style-type: none"> 1. Building empathy towards others. 2. Learning to look at situations from a different point of view. 3. Raising awareness of the different interests of parents/children/ teachers. 			
<p>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>			

Step 1 Participants work in pairs. Depending on the situation they are given, they have to decide what role they play, but it has to be different from the one they have in their professional capacity. If they are teachers, they will play parents, if they are social workers or organizers, they might choose to play children.

Step 2 The trainer hands out the situations to the pairs. Situations:

- the child gets a bad mark at school
- the parent did not send in the required amount of money for the school excursion
- the child does not have the necessary equipment for the PE lesson
- the school nurse finds head lice in the class (again)
- the child is caught smoking after school
- the child bullies a classmate
- the child stole sweets from a classmate
- the parent slaps a classmate for bullying their child
- an expensive mobile phone disappears from class
- the classroom window is broken
- the parent storms into school because the child got a bad mark
- the school psychologist has evidence that some children are cutting themselves as an after-school activity
- the teacher is reprimanded for not using the school textbook
- the teacher receives threatening messages from a parent
- the parents argue about Christmas gifts for the head teacher


Step 3 The pairs act out the situations on their own.

Step 4 After the exercise the trainer asks 2–3 pairs to perform their situation to the others and ask for some feedback.

Step 5 The trainer urges participants to discuss how they can use role play in the project.

<p>4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)</p>
<p>If the trainer is aware of any particular situations that should be discussed, it can be included.</p>
<p>5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Participants can practice changing their perspective, thereby raising their understanding of others.</p>

TITLE OF THE ACTIVITY: Pictures

Face-to-face	X	Online	
1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)			
15' Participants work in groups of 4, discussing two pictures.			
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)			
1. Identifying violent communication. 2. Discussing possible ways of intervention and non-violent communication.			
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)			
Step 1 Participants work in groups of 4. Each group gets the two pictures.			
			

<p>Step 2 They discuss the first picture, answering the following questions: What could have happened? How could they intervene? What useful ways of communication can they think of?</p> <p>Step 3 The trainer asks for comments.</p> <p>Step 4 They discuss the second picture asking the same questions.</p> <p>Step 5 The trainer asks for comments.</p>
<p>4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)</p>
<p>Different images picturing violent communication, bullying can be used.</p>
<p>5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Participants learn to identify violent communication. They learn to identify the bully, the victim, the onlooker. They share their knowledge of non-violent communicative methods.</p>

TITLE OF THE ACTIVITY: Personal mapping

Face-to-face	X	Online	
<p>1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>			
<p>20'</p> <p>Participants work in groups of 4 to create a picture in which all participants show some of their own characteristics.</p>			
<p>2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)</p>			
<ol style="list-style-type: none"> 1. Learning co-operation by consensus. 2. Experiencing individual values in co-operation. 3. Team-building. 			
<p>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>			

<p>Step 1 Participants form groups of 4.</p> <p>Step 2 The trainer hands out large sheets of paper and colour markers.</p> <p>Step 3 The participants discuss what kind of picture they want to create together. It can be a portrait or a landscape or even a non-figurative image, but all participants must identify with it.</p> <p>Step 4 Groups show their works to the others and discuss what difficulties they had to face when working together and how this experience is relevant in the project.</p>
<p>4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)</p>
<p>–</p>
<p>5) WHAT TO LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>They learn to work as a team while paying attention to individual needs.</p>

TITLE OF THE ACTIVITY: Opinion line

Face-to-face	X	Online	
<p>1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>			
<p>Participants give their opinion regarding various statements by placing themselves along an imaginary line.</p>			
<p>2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)</p>			
<ol style="list-style-type: none"> 1. Learning to form and express an opinion. 2. Learning to accept other opinions. 3. Pinpointing possible problems in the attitudes of participants. 			
<p>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>			

<p>Step 1 Participants are told to imagine a straight line that spans across the room. One end of the line means 0%, the other end is 100%.</p> <p>Step 2 The trainer reads out statements, the participants have to decide how much they agree with the given statement. If they agree with it totally, they stand at the 100% end of the line, if they disagree totally, to the 0%. If they have some counterarguments, they can choose to stand anywhere between 0 and 100.</p> <p>Statements:</p> <ul style="list-style-type: none"> - <i>Problem solving starts with communication.</i> - <i>When communicating with somebody, you should focus on what they say.</i> - <i>If you want a solution to your problem, you should communicate it clearly.</i> <p>Step 3 After each statement the trainer asks some participants to explain their choice, and everybody is given the opportunity to change their places. However, debating should be discouraged, only different arguments should be expressed.</p> <p>Step 4 Participants discuss why it is important in this project to listen to each other's opinions.</p>
<p>4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)</p> <p>Different statements can be used.</p>
<p>5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p> <p>Participants learn to accept the differing opinions of others.</p>

TITLE OF THE ACTIVITY: Magic forest

Face-to-face	X	Online	
<p>1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>			
<p>10'</p> <p>Participants stand in a circle with two people forming a secret gate. A volunteer has to find an exit by using only eye communication.</p>			
<p>2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)</p>			
<ol style="list-style-type: none"> 1. Practising non-verbal communication. 2. Team building. 			
<p>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>			

<p>Step 1 Participants stand in a circle, forming a magic forest.</p> <p>Step 2 One volunteer, the wanderer, leaves the room.</p> <p>Step 3 Two participants who stand next to each other become the secret gate through which the wanderer can leave the magic forest.</p> <p>Step 4 The wanderer returns to the room, stands in the circle and tries to find the gate by looking into the eyes of the participants. Nobody can speak or utter any sound, participants should avoid using any mimics or body language. They can only use their eyes to convey their message. The two participants, who are the gate, try to invite the wanderer with their eyes, all the others must refuse them by looking in an uninviting way.</p> <p>Step 5 If the wanderer tries to leave the magic forest where there is not gate, the participants should block the exit. If the wanderer is successful and can leave the magic forest, another person can take their place.</p> <p>Step 6 The trainer asks participants for feedback on how they felt during the exercise.</p>
<p>4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)</p>
<p>–</p>
<p>5) WHAT LEARNERS CAN TAKE FROM THIS</p>
<p>Participants can experience how effective body language (eye contact) can be.</p>

TITLE OF THE ACTIVITY: Harvest

Face-to-face	X	Online	
<p>1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>			
<p>15'</p> <p>Participants give creative and quick feedback about the training.</p>			
<p>2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)</p>			
<ol style="list-style-type: none"> 1. Gathering feedback. 2. Urging the participants to be creative during the whole project. 			
<p>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>			

<p>Step 1 The trainer puts the letters of the alphabet on the flipchart.</p> <p>Step 2 Participants can list what they take away from the training by using the letters as word starters, but they can only use each letter once, e.g. I take away A for awareness. I take away B for bonding.</p> <p>Step 3 All participants sit in a big circle. They pass around a box of matches and a glass of water. Each participant lights a match and can speak about how they felt during the training until the fire goes out.</p>
<p>4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)</p>
<p>The participants can help each other by making suggestions if it is difficult to find a word starting with any of the letters.</p>
<p>5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Participants learn to think creatively during each step of the project. They understand the benefits of gamification.</p>

TITLE OF THE ACTIVITY: Means of home-school communication

Face-to-face		Online	X
<p>1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>			
<p>By doing this activity, participants will learn about methods and tools of home-school communication. Some of them might not be part of their own national school culture. This will help them to understand what, how, why schools and parents may communicate. Participants should be able to finish this activity in about 35 minutes.</p>			
<p>2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)</p>			
<ol style="list-style-type: none"> 1. Learning about different tools of home-school communication. 2. Understanding of what these are suitable for. 3. Triggering thinking on renewing communication methods used in schools and having the argumentation for it. 			
<p>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>			

<p>Step 1 List the tools you are familiar with/you use for home school communication.</p> <p>Step 2 Read the true/false statements to check how much you know about various tools of home- school communication, and check your answers.</p> <p>Step 3 Check the tools in the statements with your own list, and indicate the ones a) you think could work in your environment, but haven't been used and b) ones that would never work for you.</p> <p>Step 4 Choose one from the a) group and write a short letter/e-mail to the school head on why you think it should be introduced and choose one from the b) group and write an e-mail/letter to the school head who has asked you to introduce it on why you think this would not work for you.</p>
<p>4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)</p>
<p>Part 2 of Step 4 can be skipped</p>
<p>5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Trainees will learn about various means of home-school communication, and reflect on these means and tools taking the target parents' needs as well as the teachers' into consideration.</p>

What tools are there for home-school communication? How well you know them?
True/False statements

	T	F
<p>Statement 1: Parent/Teacher/Student Conferences encourage the participation of all three parties to discuss relevant issues regarding children's development and school progress.</p>		
<p>Statement 2: Report Cards include articles written by heads, teachers, parents, students and maybe other invited people regarding education, the school, news, etc.</p>		
<p>Statement 3: Happy-Grams are printed pads schools can provide to teachers and parents to send each other notes to complimenting students for specific achievements and behaviours.</p>		
<p>Statement 4: School Newsletters, Blogs and e-mails consists of face to face parents-teacher interview on topics regarding children's school learning or behavioural difficulties</p>		
<p>Statement 5. Parent Bulletin Board. It is placed especially for parents at the main entry to the school for them to check notes about parent meetings, suggestions for helping children with homework, notices about family activities and</p>		

calendars of important events		
Statement 6: Assignment Notebooks. A notebook in which students record each day's assignments (and perhaps also keep track of the marks they earn) is helpful in keeping students on track. When parents are asked to view, date and initial the notebook and the teacher routinely examines the notebook, a good student/teacher/parent communication link is established.		
Statement 7: Weekly take-home information from the classroom. Parents like to know what their child is learning at school. A weekly take-home that lists a few topics covered at school that week is helpful. The take-home may also include examples of parent/child activities that would be related to what is being learned at school.		
Statement 8: Parent Bulletin Board is typically used by teachers to inform parents about the child's progress in school. But it can become two-way by including the parents' report of the child's progress at home with school-related topics as: willingness to do homework; reading for pleasure; moderation of watching TV and online gaming; and attitude toward learning. The bulletin board might also encourage parents to note specific concerns or request conferences.		
Statement 9: Informal Communication: Spontaneous and mainly not planned oral talks between parents and teachers, at school or outside the school.		

Answers

Statement 1: Parent/Teacher/Student Conferences encourages the participation of all three parties to discuss relevant issues regarding children's development and school progress **(T)** – however, often it is only the case in theory

Statement 2: Report Cards include articles written by heads, teachers, parents, students and maybe other invited people regarding education, the school, news, etc. **(F- Corresponds to School Newsletters)**

Statement 3: Happy-Grams are printed pads schools can provide to teachers and parents to send each other notes to complimenting students for specific achievements and behaviours. **(T)**

Statement 4: School Newsletters, Blogs and e-mails consists of face to face parents-teacher interview on topics regarding children’s school learning or behavioural difficulties **(F)**

Statement 5. Parent Bulletin Board. It is placed especially for parents at the main entry to the school for them to check notes about parent meetings, suggestions for helping children with homework, notices about family activities and calendars of important events **(T)**

Statement 6: Assignment Notebooks. A notebook in which students record each day’s assignments (and perhaps also keep track of the marks they earn) is helpful in keeping students on track. When parents are asked to view, date and initial the notebook and the teacher routinely examines the notebook, a good student/teacher/parent communication link is established **(T).**

Statement 8: Parent Bulletin Board is typically used by teachers to inform parents about the child’s progress in school. But can become two-way by including the parents’ report of the child’s progress at home with school-related topics as: willingness to do homework; reading for pleasure; moderation of watching TV or playing online games; and attitude toward learning. The bulletin board might also encourage parents to note specific concerns or request conferences. **(F-Corresponds to Report Cards)**

Statement 9: Informal Communication: Spontaneous and mainly no planned oral talks between parents and teachers, at school or outside the school **(T)**

TITLE OF THE ACTIVITY: Moving away from deficit

Face-to-face		Online	X
1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)			
Participants are going to learn about communication styles, effective ways of parent-teacher communication and how to change deficit communication to positive. The activity should take about 25 minutes without recommended reading.			
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)			

1. Learning about different communication styles and their attributes.
2. Understanding the effect of negative messages on the listener.
3. Learning to formulate assertive messages.

3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS

(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)

Step 1 Watch this video and take notes of how the teacher is making the parent comfortable in the situation <https://www.youtube.com/watch?v=4JaPUDa1ck4>

Step 2 Read the description of the four communication styles, and group the characteristics phrases listed below them into categories. (You may have ones that fit more than one.)

Step 3 Look at the list of statements from school-home communication and describe to yourself how you would feel about them as a parent if you received such a statement.

Step 4 Try to rephrase them to become positive messages.

4) DESCRIPTION OF ALTERNATIVES

(what changes can be made to make it more appropriate)

Recommended reading:

Janet Goodall: Parental engagement and deficit discourses: absolving the system and solving parents

– Educational Review 2019

5) WHAT LEARNERS CAN TAKE FROM THIS

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

The most important takeaway of this activity is that the initiative for changing from a deficit discourse to a positive one should come from the professionals. Trainees will also learn about feelings connected to deficit statements and how it can be transformed to become positive.

Communication styles

Statement 1: Passive Communication Style:



The person finds it difficult to communicate directly what she/he thinks, feels, needs, or desires about something. Often this person gives priority to others' needs above his/her own ones, which may make them see themselves as losers. Also, this communication style can make the other party feel as a winner.

Statement 2: Assertive Communication Style:



The person is able to communicate clearly and directly what she/he thinks, feels, needs, or desires about something. The person does it in a way that is respectful of the other's opinions, feelings, needs and desires. By doing so, both communicating parties usually feel satisfied with themselves and with

one another. There are no winners or losers.

Statement 3: Passive Aggressive Communication Style: 🙄

The person tries to make others understand what she/he thinks, feels, needs, or desires about something without communicating it clearly and directly, but indirectly. This person does not care much about what the other party desires. Often this person feels she/he wins while the other party tends to feel he/she loses.

Statement 4: Aggressive Communication Style: 😡

The person communicates clearly and directly what she/he thinks, feels, needs, or desires about something in a way which is not respectful of other's opinions, feelings, needs and desires. By doing so, the person usually feels as a winner and the other party as a loser.

List of words:

1. low self-esteem
2. subtle manipulation
3. well-respected
4. dominant
5. self-sufficient
6. powerless
7. powerful
8. arrogant
9. shame
10. clear messages
11. weak boundaries
12. latent hostility
13. tyrannical
14. content
15. resigned
16. attacking
17. needs acceptance
18. powerless
19. dominant
20. needs power
21. guilt
22. subtle manipulation
23. comfortable
24. explosive

Passive:

Assertive:

Aggressive:

Passive aggressive:

- 25. self-accepting
- 26. needs power
- 27. hostile
- 28. passive
- 29. acting
- 30. manipulative

Correspondence between list of words and communication styles:

Passive: shame, low self-esteem, guilt, powerless, latent hostility, weak boundaries, needs acceptance, resigned, subtle manipulation, powerless, passive

Assertive: clear messages, well-respected, self-accepting, powerful, acting, content, self- sufficient, comfortable

Passive aggressive: latent hostility, content, subtle manipulation, dominant, needs power

Aggressive: explosive, manipulative, arrogant, tyrannical, attacking, dominant, needs power, hostile

Statement: Your daughter is bad at maths.
How do you feel about it?
Modified statement
Statement: He will never learn irregular verbs.
How do you feel about it?
Modified statement
Statement: She is simply lazy.
How do you feel about it?
Modified statement
Statement: This child has no manners.
How do you feel about it?
Modified statement
Statement: You are all like this, you will never be integrated in this community.

How do you feel about it?
Modified statement
Statement: Why can't you at least do this much for your child's future?
How do you feel about it?
Modified statement
Statement: He is not interested in anything I'm trying to teach them.
How do you feel about it?
Modified statement

MODULE III - RESILIENCE

Session plan

Training: RESILIENCE FOR MENTOR MANAGERS		
Module: RESILIENCE		Trainer:
Session nr.:	Duration: 120' f2f, 60' online	Date:
General objectives:	Understanding what resilience means and applying strategies in order to become resilient.	
Learning outcomes:	Participants will learn that they have personal resources to overcome adversity and shift in perspective from focusing on what is not there anymore, to seeing the potential of the future. They will also learn some strategies to manage stress, to control their negative thoughts.	
Methods:	Games and discussions.	
Content:	- Awareness of personal potentials and resources;	

		<ul style="list-style-type: none"> - internal and external focus of control; - the importance of self-care and positive coping strategies; - strategies to help others finding alternative/positive thoughts.
Time	Activities:	Resources and materials:
10'	Warm-up: M&M – Marvellous Me	<ul style="list-style-type: none"> • a bag of MCM's
5'	Jigsaw puzzles	<ul style="list-style-type: none"> • pieces of the jigsaw puzzles (appendix 1)
25'	Doors closed doors open	<ul style="list-style-type: none"> • worksheets (appendix 2) • post-its • pens • flipchart sheet
15'	Stress balls	<ul style="list-style-type: none"> • stress balls / plastic balls / sponge balls (depending on the number of the participants)
25'	The Blue Butterfly story	<ul style="list-style-type: none"> • the script of “The Blue Butterfly” (Annex 3) • coloured sheets of paper
20'	Positive thinking cards	<ul style="list-style-type: none"> • power cards form (appendix 4) • pens
20'	My happy place	<ul style="list-style-type: none"> • happy places photos • post-its • pens, markers • flipchart sheets
30'	Theory and video	<ul style="list-style-type: none"> • Annex 5
20'	The Resilience Plan (The Four S's)	<ul style="list-style-type: none"> • Annex 6
10'	Quiz	<ul style="list-style-type: none"> • Annex 7

Activities

TITLE OF THE ACTIVITY: Warm-up: M&M – Marvellous Me

Face-to-face	X	Online	
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1) DESCRIPTION OF THE ACTIVITY

(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)

10'

This activity is intended to help relieve tension and encourage participants to become comfortable during the next activities.

2) OBJECTIVES OF THE ACTIVITY

(Please, write 2 or 3 main objectives of this activity)

- 1. Enabling positive thinking.
- 2. Making participants feel comfortable.
- 3. Team building.

3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS

(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)

Step 1. Present the name and the objectives of the activity.

Step 2. Ask the participants to take one M&M from the bag and keep it in their hands without eating it. The trainer has to take one, too.

Step 3. Show the participants (on the slide of the PPT presentation or on a flipchart sheet) the code of colours as follows:

- Green – share 2 things you are very good at
- Red – share 2 things you are proud of
- Yellow – share 2 things you are grateful for
- Brown – share 2 things you love doing
- Blue – share 2 of your qualities
- Orange – WILD CANDY – share about anything



Step 4. Ask the participants to give short responses to the task, taking into consideration the colour of their M&M candy.

4) DESCRIPTION OF ALTERNATIVES

(what changes can be made to make it more appropriate)

If the group is too small, each participant can take more than one candy. The trainers can use any other type of candy as long as they are coloured, or if there are participants who have diabetes or are on diet, pieces of LEGO six bricks or other colourful items can be used.

5) WHAT LEARNERS CAN TAKE FROM THIS

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Participants get to know each other better and feel comfortable.

TITLE OF THE ACTIVITY: Jigsaw puzzles

Face-to-face	X	Online
1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)		
5'		
This activity is intended to make the participants find out what resilience means. They are supposed to learn by discovery.		
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)		
<ol style="list-style-type: none"> 1. Introduce the concept of resilience. 2. Team building. 		
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)		
<p>Step 1. Present the name and the objectives of the activity.</p> <p>Step 2. Form 4 groups by asking the participants to count from 1 to 4.</p> <p>Step 3. Give each group the pieces of a puzzle (Annex 1) and ask them to put the pieces together.</p> <p>Step 4. Each group presents the definition resulted by putting the pieces of the jigsaw puzzles together.</p> <p>Step 5. Explain the concepts if necessary.</p>		
4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)		
The pieces of the jigsaw puzzles can be glued together and displayed on the walls of the room.		
5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be		

given by trainers)

Participants will learn what resilience means.

Annex 1 – puzzle texts

Resilience is the process of, capacity for, or outcome of successful adaptation despite challenging circumstances.

Resilience means that people are able to “bounce back” from adversity, trauma, tragedy, threats or significant sources of stress.

Resilience is the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioural flexibility and adjustment to external and internal demands.

BEING RESILIENT DOES NOT MEAN THAT A PERSON DOESN'T EXPERIENCE DIFFICULTY OR DISTRESS. IN FACT, THE ROAD TO RESILIENCE IS LIKELY TO INVOLVE CONSIDERABLE EMOTIONAL DISTRESS.

TITLE OF THE ACTIVITY: Doors closed doors open

Face-to-face	X	Online	
1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)			
25'			
One way of expressing the feeling of loss is that of a door being closed. However, the end of one thing is always the beginning of something new. We have the option to stay focused on what is not there anymore (the doors that have been closed), or become aware of the new ways that unfold. We should learn to see the doors that are being opened, holding a favourable view about the future.			
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)			
1. Understand the fact that the end of something positive is not only negative, but can also create room for something positive again.			

<p>2. Developing a positive outlook for future negative experiences.</p> <p>3. Identifying those personal strengths which can be used to increase resilience.</p>
<p>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 Present the aims and objectives of the activity. Step 2 Explain the metaphor of “closed doors” and “open doors”. Step 3 Distribute worksheet (Annex 2) to each participant. Step 4 Explain that if someone needs help with the worksheet, the trainer can guide them by providing examples. Step 5 Participants work individually for 15 minutes. Step 6 Two or three (or more) participants are asked to share their experiences. Step 7 All the participants share their personal character strengths by writing them on post-its and sticking them on a flipchart sheet. Step 8 Conclude by connecting the objectives of the activity with the personal experience of the participants.</p>
<p>4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)</p>
<p>If some of the participants can’t recall a negative experience, the trainer can provide ideas or examples or propose them to imagine a difficult situation.</p>
<p>5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>From this activity the participants will learn that they have personal resources to overcome adversity and how to shift in perspective from focusing on what is not there anymore, to seeing the potential of the future.</p>

Annex 2

Appendix 1

DOORS CLOSED DOORS OPEN

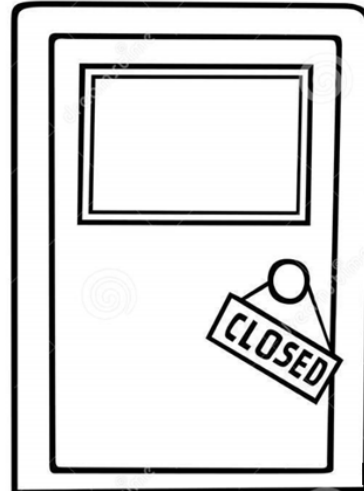
(Adapted from *Resilience exercises for helping professionals*, Positive Psychology, [Seph Fontane Pennock](#) Hugo Alberts, Ph.D.)

Task: Think about a time in your life when you faced a significant negative situation (which you can imagine as a closed door). With that event in your mind, answer the following questions:

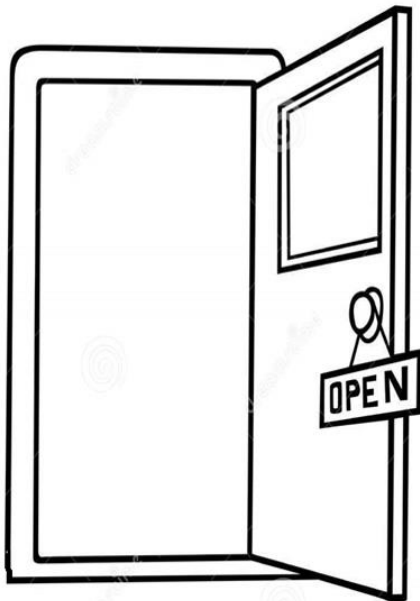
1. How did you feel standing in front of the closed door?

2. What did you think? What thoughts crossed your mind?

3. What did you do?



Task: With the same significant negative situation in your mind, answer the following questions:



1. Did you see any open doors (opportunities to surpass the negative situation)?

- a) If yes, what made you choose which door to enter?
 b) If no, what prevented you from seeing the new open door? Imagine what you could have done.

2. Which character strengths did / could you use to enter the door?

3. What does a closed door represent to you now and what did you learn from these experiences?

TITLE OF THE ACTIVITY: Stress balls

Face-to-face	X	Online	
1) DESCRIPTION OF THE ACTIVITY			
(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)			
15'			
This activity activates participants and offers the unique opportunity to perceive stress as a way of having fun. On the other hand, it focuses on the development of the ability of being mindful.			
2) OBJECTIVES OF THE ACTIVITY			
(Please, write 2 or 3 main objectives of this activity)			
<ol style="list-style-type: none"> 1. Develop the ability of being mindful. 2. Learning how to manage stressful situations. 3. Team-building. 			
HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS			
(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)			
Step 1 Present the aims and objectives of the activity.			

<p>Step 2 Form groups of 5 to 8 people (depending on the total number of participants) and ask the participants to stand in circles.</p> <p>Step 3 Give each group a ball and ask them to pass the ball to each other inside their own group being attentive not to pass the ball to the person who has already received it. Each participant should keep in mind to whom s/he has passed the ball.</p> <p>Step 4 The group has to repeat the pattern of throwing the ball in a more and more alert way until the participants get used to it.</p> <p>Step 5 Introduce one more ball at a time until every group has 5 or 6 balls. Explain the participants that they have to follow the same pattern of throwing the ball. If a ball gets on the floor they should pick it up and continue.</p> <p>Step 6 After five minutes, ask the participants to sit down. Ask them the following questions: What can you learn from this activity? How many of you have thought about something else during this activity? What did you have to do in order to succeed in carrying on this activity?</p> <p>Step 7 Make connections between the game and real-life situations – the balls represent daily things we have to manage, if we are not focused, things might get out of our control. This means that one has to be mindful.</p>
<p>4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)</p>
<p>If the groups don't understand the pattern of the game, the trainer should show it.</p> <p>The balls can be stress balls / plastic balls / sponge balls or any other type of balls which can't harm the participants.</p>
<p>5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>The goal of this activity is to make participants understand that for managing multiple situations appearing in their life it is important to be mindful.</p>

TITLE OF THE ACTIVITY: The Blue Butterfly story

Face-to-face	X	Online	
<p>1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>			

25'

This activity is intended to make participants differentiate between the internal and external focus of control. The trainer will use a story to promote the idea that most of the time we must be in control of our lives. After a short role-play the participants will be guided to analyse their personal type of focus of control. They will also understand that it is important to have an internal focus of control.

2) OBJECTIVES OF THE ACTIVITY

(Please, write 2 or 3 main objectives of this activity)

1. Learning to identify internal and external focus of control.
2. Analysing your personal type of focus of control.
3. Creating awareness of the importance of internal focus of control.

3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS

(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)

Step 1 Present the aims and objectives of the activity.

Step 2 Explain that you need 4 volunteers to role-play a story.

Step 3 The volunteers are taken out of the room, they are given the script of “The Blue Butterfly” (Annex 3).

Step 4 The volunteers have 5' to prepare the role-play.

Step 5 The rest of the participants are given coloured sheets of paper and are asked to make a butterfly by watching a YouTube tutorial

(https://www.youtube.com/watch?time_continue=240&v=qmPTMNBiz0oandfeature=emb_logo)

Step 6 The volunteers return to the room and role-play the story in front of the other participants.

Step 7 The trainer explains what the internal and external focus of control means. **You** have the power to control your life vs. others/other things (chance, destiny, luck) are in charge of your life.

Step 8 Follow-up guided by the trainer.

Questions addressed to **volunteers**:

How did you feel?

What thoughts crossed your mind?

Questions addressed to **all the participants**:

What would you have answered if you had been the wise man? Explain your choice.

What type of focus of control does the wise man promote?

What are the characteristics of a person who has internal/external focus of control? (the trainer uses a flipchart sheet to write down all ideas inside the wings of a butterfly: the left wing internal focus of control, the right wing external focus of control). The trainer asks participants to identify their personal characteristics using the information on the flipchart sheet.

Step 9 The trainer asks the participants to think about a real-life situation they went

<p>through and to identify what their focus of control was. The discussion will be guided by asking the following questions: What were the things you were able to control? What were the things you weren't able to control? Step 10 Feedback - the trainer asks the participants to stick their "handmade" butterflies on the flipchart sheet. They should choose between the left wing (internal focus of control) or the right wing (external focus of control) as a response to the question: Which type of focus of control is better to have?</p>
<p>4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)</p>
<p>If participants don't come up with real life situations, the trainer can provide some examples.</p>
<p>5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Participants will understand what the focus of control means and will be able to identify if they have internal or external focus of control. They will also understand that having an internal focus of control makes them more resilient.</p>

Annex 3
The Blue Butterfly

There's an Eastern legend that tells of a man who many years ago was widowed and left in charge of his two daughters.

The two girls were very curious, smart and were always eager to learn. They constantly overwhelmed their father with questions to satisfy their hunger for learning. Sometimes their father could answer them wisely. However, sometimes he struggled to find a suitable answer for his young ones.

Seeing the restlessness within his two little girls, he decided to send them off on vacation to live with and learn from a sage, who lived on a hilltop. The sage was capable of answering all of the questions the little girls asked him, without even hesitating.

However, the two sisters decided to set a mischievous trap for the sage, to truly measure his wisdom. One night, both of them started to hatch a plan: to ask the sage a question that he was incapable of answering.

"How can we trick the sage? What question can we ask him that he won't be able to answer?" asked the youngest sister to her older kin.

"Wait here, I'll show you right now" replied the older of the two.

The older sister went out to the woods and came back within the hour. She had her apron clasped shut like a sack, hiding something.

“What do you have in there?” asked the younger sister.
 The older sister put her hand in the apron and showed the girl a beautiful blue butterfly.
 “It’s so beautiful! What are you going to do with it?”
 “This will be our tool to ask the sage our trick question. We’ll go look for him, and I’ll be holding this butterfly in my hand. Then, I’ll ask the sage if the butterfly in my hand is alive or dead. If he answers that it’s alive, I’ll squeeze my hand and kill it. If he says that it’s dead, I’ll release it. Therefore, no matter what he answers, his answer will always be incorrect”
 Accepting her older sister’s proposal, both girls went out to look for the sage.
 “Oh, wise one” said the older sister “Could you tell us if the butterfly that I have in my hand is alive or dead?”
 To which the sage, with a mischievous smile, replied: “That depends on you, it is in your hands.”

Our present and future is solely in our hands. We should never blame someone else when something goes wrong in our lives. If we lose something or if we find it, we are the only ones responsible. The blue butterfly is our life. It is up to us what we want to do with it.

TITLE OF THE ACTIVITY: Positive thinking cards

Face-to-face	X	Online	
1) DESCRIPTION OF THE ACTIVITY			
(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)			
20'			
Powerfully positive thinking is self-talk that encourages and promotes a healthy thought process. This activity is intended to make participants design powerfully positive thinking cards in order to encourage them to articulate their valuable qualities and to help them to promote their self-confidence.			
2) OBJECTIVES OF THE ACTIVITY			

(Please, write 2 or 3 main objectives of this activity)
<ol style="list-style-type: none"> 1. Identifying the differences between positive and negative self-talk. 2. Helping participants identify positive qualities. 3. Creating powerfully positive thinking statements.
<p>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1. Present the aims and objectives of the activity. Step 2. Begin a discussion about the difference between positive and negative self-talk. Step 3. Ask each person to talk about a time she/he accomplished something she/he is proud of. When everyone has had a turn, encourage them to reflect upon their individual qualities that helped them to accomplish what they discussed. Encourage everyone to share briefly what they came up with. Step 4. Talk about powerfully positive thinking and explain the three different ways it can be used by them. I AM (a statement of who they are), I CAN (a statement of what they can achieve) and I WILL (a statement of self-belief). Give examples of each statement:</p> <ul style="list-style-type: none"> - I am smart, I am a great cook, I am funny and I am a great friend. - I can get through tough times, I can help my friends out, I can control my anger and I can believe in myself. - I will like myself more, I will be more helpful to my co-workers, I will volunteer more and I will have a great job I love. <p>Step 5. Give each person a Power Cards form (Annex 4) with each of the three categories and encourage them to write a powerfully positive thinking statement in each square. Step 6. When they have all finished, invite everyone to share their powerfully positive thinking statements with the group. Step 7. Remind them to repeat their powerfully positive thinking statements often!</p>
<p>4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)</p>
<p>If anyone is having trouble with the statements, encourage the others to help.</p>
<p>5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Participants learn that they can control their negative thoughts replacing them with positive ones.</p>

Annex 4

POSITIVE THINKING CARDS

I AM (a statement of who you are)

I CAN (a statement of what you can achieve)

I WILL (a statement of self-belief)

TITLE OF THE ACTIVITY: My happy place

Face-to-face	X	Online	
1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)			
20'			
Stress can cause damage. One of the easiest ways to reduce stress and experience happiness is to visit your "happy place". This activity is intended to help participants to manage stress and experience an instant happiness boost.			
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)			
<ol style="list-style-type: none">1. Identifying your own happy place.2. Developing a positive coping strategy.3. Team building.			
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)			
Step 1 Present the aims and objectives of the activity. Step 2 Stick the photos on the walls of the room.			



Step 3 Give each participant a post-it and ask them to write their names on the post-it, go around the room, look at the photos and stick the post-it under the photo which best represents a relaxing place for them.

Step 4 Ask the participants to group according to the chosen photo. Give each group a flipchart sheet.

Step 5 Ask the participants to imagine they are in that place and describe it referring to the five senses (see, hear, smell, taste, touch) and write the descriptions on the flipchart sheets.

Step 6 Groups present their descriptions.

Step 7 After group presentations the trainer explains that regardless of what's going on in their external environment, a few minutes in their happy place can help them revitalize their brain and their body so they can handle stressful situations more effectively. The trainer can emphasize the fact that incorporating the five senses into the visualization process will make the place more vivid.

4) DESCRIPTION OF ALTERNATIVES

(what changes can be made to make it more appropriate)

Trainers are free to choose any other photos.

If there is a considerable difference in the number of group members, the trainer will ask some participants to be a part of another group.

5) WHAT TO LEARNERS CAN TAKE FROM THIS

(Please, explain briefly what can be learned with this activity; what examples might be

given by trainers)
Participants will learn a strategy to manage stress, to co-operate, to share ideas and positive feelings connected to their “happy place”.

TITLE OF THE ACTIVITY: Theory and video

Face-to-face	Online	X
1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)		
30'		
This activity is designed for mentor managers to get acquainted with the theoretical part of this module. It consists of some written information and a TED talk video about resilience.		
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)		
<ol style="list-style-type: none"> 1. Summing up the information of the module. 2. Offering a different perspective on resilience. 		
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)		
Step 1. Read the theoretical part (Annex 5) Step 2. Watch the video https://www.youtube.com/watch?v=NWH8N-BvhAwandt=33s		
4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)		
–		
5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)		
The learners can access additional and organized information about resilience.		

Annex 5

Background reading on resilience

Nowadays, we encounter different challenges and obstacles. Unemployment, low wages, difficult managers, problems with our children, divorce, sickness are some of the traumatic situations that can make someone feel vulnerable. Life has its ups and downs. You have to bounce back.

What is resilience?

According to the APA (American Psychology Association) Help Center, resilience is “the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress”.

Aside from the term “bouncing back,” there are many more similar concepts that resilience is often associated with. For instance, resilience is sometimes associated with mental toughness, grit, mental endurance, fortitude.

Factors that contribute to and act as markers of resilience:

- The capacity to make realistic plans and take steps to carry them out.
- A positive view of yourself and confidence in your strengths and abilities.
- Skills in communication and problem-solving.
- The capacity to manage strong feelings and impulses.

To summarize, if a person has awareness (both of the self and of the environment around them), they manage their feelings effectively, keep a handle on their thoughts, emotions, and behaviours, and understand that life has its inevitable ups and downs.

Characteristics of resilient people

1. Sense of autonomy (having appropriate separation or independence from family dysfunction; being self-sufficient; being determined to be different – perhaps leaving an abusive home; being self-protecting; having goals to build a better life)
2. Calm under pressure (equanimity, the ability to regulate stress levels)
3. Rational thought process
4. Self-esteem
5. Optimism
6. Happiness and emotional intelligence
7. Meaning and purpose (believing your life matters)
8. Humour
9. Altruism, love and compassion

Why is being resilient so important?

- Greater resilience leads to improved learning and academic achievement.
- Resilience is related to lower absences from work or school due to sickness.
- It contributes to reduced risk-taking behaviours including excessive drinking, smoking, and use of drugs.
- Those with greater resilience tend to be more involved in the community and/or family activities.
- Higher resilience is related to a lower rate of mortality and increased physical health.

How do I become more resilient?

- Even if the environment you grew up in wasn't ideal to develop resilience, it's never too late. Being resilient is not a personality trait: it is a dynamic learning process.
- A major point in learning resilience is to take a perspective on things. In moments of stress, it might be useful to place your individual situation into a bigger context and grasp its real severity, or the lack thereof.
- Finding a sense of purpose can play an important role in your recovery. This might mean becoming involved in your community, cultivating your spirituality, or participating in activities that are meaningful to you.
- Research has demonstrated that your self-esteem plays an important role in coping with stress and recovering from difficult events. Remind yourself of your strengths and accomplishments.
- Identifying your strengths from a past difficult experience can help.
- It's important to have people you can confide in. Having supportive people around you act as a protective factor during times of crisis.
- By taking care of your own needs, you can boost your overall health.
- Actively working on solutions will also help you feel more in control. Rather than just waiting for things to happen, being proactive allows you to help make your goals a reality and be fully ready to face life's challenges.
- Resilient people find a way to explain their situations in a more positive light while still accepting reality.
- Identify what you can control. Optimists are among the most resilient of us, and they succeed by virtue of focusing their attention on how they can make their situations better.

A take-home message

You probably already knew that resilience is an important trait to have, but this piece stressed another important concept: that you have the power to build your own resilience.

Watch the following video:

<https://www.youtube.com/watch?v=NWH8N-BvhAw>

TITLE OF THE ACTIVITY: The Resilience Plan (The Four S’s)

Face-to-face	Online	X
5) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)		
20'		
This activity is intended to develop resilience having in mind that it involves behaviours, thoughts, and actions that can be learned and developed in anyone. It also helps you draw on your resilience resources to build a personal resilience plan, which you can use to help you combat any future challenges.		
6) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)		
<ol style="list-style-type: none"> 1. Finding the existing resources in order to develop resilience. 2. Devising a personal resilience plan. 		
3. HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)		
<p>Step 1. List or download “My past sources of resilience and My resilience plan” worksheet (Annex 6).</p> <p>Step 2. Read the tasks and take time to complete each task.</p> <p>Step 3. Think about other situations you could/can use the resilience plan.</p>		
4. DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)		
–		
5) WHAT LEARNERS CAN TAKE FROM THIS		

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

This activity helps participants unpack their personal resources for resilience by giving them a framework (The 4 S's) to bring out what specifically works for them.

Annex 6

MY PAST SOURCES OF RESILIENCE

(Adapted from Resilience exercises for helping professionals, Positive Psychology, Seph Fontane Pennock –Hugo Alberts, Ph.D.)

1. Think about a difficult situation you overcame recently (e.g. you received some negative feedback at work, you had an argument with a family member, you were ill, etc.).
2. Think about “supportive people” in your life who kept you standing when it would have been easier to fall down. (e.g. did you call an old friend, or ask a teacher for advice, or perhaps a parent or grandparent?) Write down who you called on for support in the top right cell of the table below.
3. What ‘strategies’ did you use to help yourself cope with any negative thoughts and feelings that showed up in response to the difficulty? (e.g. did you go for a walk, or listen to a particular song or type of music, etc.). Write down the strategies you used in the bottom left cell of the table below.
4. What ‘sagacity’ helped you bounce back from this difficulty? Sagacity is the wisdom and insight that you hold onto. It can come from song lyrics, novels, poetry, spiritual writings, quotes from the famous, the sayings of one’s grandparent, or learning from one’s own experience. Write down your sagacity in the bottom right cell of the table below.
5. What solution-seeking behaviours did you display to help you actively deal with the problem? (e.g. did you find a solution on your own, or seek out new information, or plan ahead, or negotiate, or speak up and voice your opinion, or ask others for help).

Write down the solution-seeking behaviours you displayed in the top left cell of the table below.

<p>Supports that kept you upright</p>	<p>Strategies that kept you moving</p>
<p>Sagacity that gave you comfort and hope</p>	<p>Solution-seeking behaviors you showed</p>

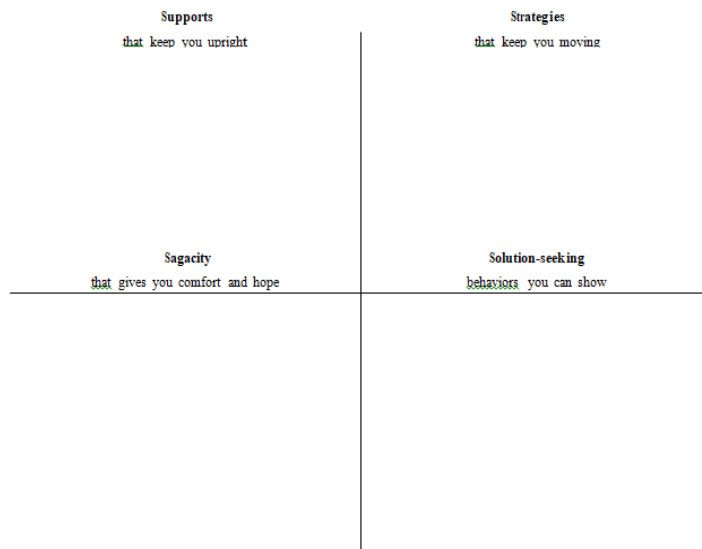
MY RESILIENCE PLAN

1. Think about a current difficult situation.
2. Given the social support, strategies, sagacity, and solution-seeking behaviours that helped you last time, use the same or similar resources to help you bounce back from this current difficulty you are facing (identified in the previous plan). Read through your completed plan and write down the skills, supports, strategies, and sagacity that could work again for you in the table below.
3. The next step is to put your resilience plan into action. To do this, consider the order in which to use your different supports, strategies, sagacity, and solution-seeking behaviours: which resource is most feasible to start with? Often the most feasible resource is the smallest step that you can take.

<p>Supports that keep you upright</p>	<p>Strategies that keep you moving</p>
<p>Sagacity that gives you comfort and hope</p>	<p>Solution-seeking behaviors you can show</p>

TITLE OF THE ACTIVITY: Quiz

Face-to-face	Online	X
<p>1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>		
<p>10' This quiz sums up most of the knowledge acquired during the resilience module. It consists of 10 true or false statements.</p>		
<p>2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)</p>		
<p>1. Systemizing the information. 2. Feedback.</p>		
<p>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>		
<p>Step 1. List/download the document “Resilience Quiz” (Annex 6). Step 2. Take the quiz. Step 3. Check your answers.</p>		
<p>4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)</p>		
<p>–</p>		
<p>5) WHAT TO LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>		
<p>Participants recall, reflect and systemize information from the module.</p>		



Annex 6

RESILIENCE QUIZ

Read the following statements. Decide if they are TRUE or FALSE by ticking in the corresponding box.

Statements	TRUE	FALSE
1. Resilience is “the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress”.		
2. Resilience is a trait that people either have or not. It does not involve behaviours, thoughts, and actions that can be learned and developed in anyone.		
3. Among the factors which contribute to resilience are: a positive view of yourself, confidence in your strengths and abilities and skills in communication and problem-solving.		
4. There is a certain age at which you can develop resilience.		
5. One way to develop resilience is to draw on one’s learning from similar challenges in the past, to remember what one already knows.		
6. A major point in learning resilience is to take a perspective on things, to place your individual situation into a bigger context and grasp its real severity, or the lack thereof.		
7. Among the characteristics of resilient people are: low autonomy, irrational thought process, stress under pressure, believing your life doesn’t matter, egocentrism.		

8. Powerfully negative thinking is self-talk that encourages and promotes a healthy thought process.		
9. In order to be resilient you have to stay focused only on what is not there anymore.		
10. Those with greater resilience tend to be more involved in the community and/or family activities.		

RESILIENCE QUIZ

Answer sheet

Statements	TRUE	FALSE
1. Resilience is “the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress”.	X	
2. Resilience is a trait that people either have or not. It does not involve behaviours, thoughts, and actions that can be learned and developed in anyone. Resilience is not a trait that people either have or not. It involves behaviours, thoughts, and actions that can be learned and developed in anyone.		X
3. Among the factors which contribute to resilience are: a positive view of yourself, confidence in your strengths and abilities and skills in communication and problem-solving.	X	
4. There is a certain age at which you can develop resilience. There is no certain age at which you can develop resilience.		X
5. One way to develop resilience is to draw on one’s learning from similar challenges in the past, to remember what one already knows.	X	
6. A major point in learning resilience is to take a perspective on things, to place your individual situation into a bigger context and grasp its real severity, or the lack thereof.	X	
7. Among the characteristics of resilient people are: low autonomy, irrational thought process, stress under pressure, believing your life doesn’t matter, egocentrism. Among the characteristics of resilient people are: high autonomy, rational thought process, calm under pressure, believing your life matters, altruism.		X

<p>8. Powerfully negative thinking is self-talk that encourages and promotes a healthy thought process. Powerfully positive thinking is self-talk that encourages and promotes a healthy thought process.</p>		X
<p>9. In order to be resilient you have to stay focused only on what is not there anymore. In order to be resilient you don't have to stay focused on what is not there anymore.</p>		X
<p>10. Those with greater resilience tend to be more involved in the community and/or family activities.</p>	X	

MODULE IV - GROUP MANAGEMENT

Session plan

Training: Mentor managers		
Module: Group management		Trainer:
Session nr.:	Duration: 3 hours (2h f2f + 1h online)	Date:
General objectives:	To help mentor managers understand their role in a group (of mentors), the benefits and challenges of working with groups and to help them find ways to keep a group of mentors motivated and effective: strategies and group dynamics, rules and conditions.	
Learning outcomes:	The ability to manage different people and their attitudes and options at the same time, in order to keep a group motivated and comfortable to express themselves.	
Methods:	Theoretical information; group activities	
Content:	The Mentor Manager as a group leader; The concept of the group and its characteristic features (the process of group development, group norm, group atmosphere, manager roles).	
Time	Activities:	Resources and materials:
15'	The knotty problem	–
20'	Types of groups	paper and pens
40'	Group approach	paper, pens, whiteboard
20'	Positioning	pictures
25'	My label	sticky labels, pens
25' (online)	Understanding groups and their management	computer with internet access, writing template
35' (online)	Successful Educational Action	SEA plan and template

Activities

TITLE OF THE ACTIVITY: The knotty problem

Face-to-face	x	Online	
1) DESCRIPTION OF THE ACTIVITY			
(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)			
15'			
Energizing activity that demonstrates that groups empowered to solve their own problems are much more successful than if instructed by outsiders.			
2) OBJECTIVES OF THE ACTIVITY			
(Please, write 2 or 3 main objectives of this activity)			
4. Energizing the group			
5. Empowering the group.			
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS			
(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)			
Step 1 One participant volunteers to act as manager and is asked to leave the room for a short time.			
Step 2 The remaining participants hold hands in a circle and tie themselves into as entangled a knot as possible. They must not let go of each other's hands at any cost. Participants are to follow the managers' instructions literally and not make it easier for him/her by doing what they have NOT been told to do.			
Step 3 Once the knot is complete, the manager is asked to return and try to unravel the knot within 3 minutes, using verbal instructions only. The manager is not allowed to touch the group, only instruct them verbally.			
Step 4 The first attempt is generally not successful and sometimes even produces a more complex knot. Now repeat the exercise with the managers participating in the knot - when the knot is ready, simply ask the participants to get out of the knot themselves.			
Step 5 The trainer initiates a discussion about the experience, asking for comments.			
Discussion points:			
- What relevance this exercise has to the real world?			

- What does the exercise tell us about the role of 'outsiders/managers' and 'insiders' (in the knot)?
- What does the exercise tell us about the effectiveness of 'outsiders' and 'managers' in organizing people?
- What does the exercise teach us about problem solving?
- What does the exercise imply for facilitating participation in community development?

4) DESCRIPTION OF ALTERNATIVES
(what changes can be made to make it more appropriate)

If there are many participants, two or three participants can be appointed as managers.

5) WHAT LEARNERS CAN TAKE FROM THIS
(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Participants will experience the difference between a group that is instructed and a group that is empowered to find its own solutions.

TITLE OF THE ACTIVITY: Types of groups

Face-to-face	x	Online	
1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)			
20'			
Participants discuss their personal involvement in various groups.			
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)			
<ul style="list-style-type: none"> 6. Raising awareness of various affiliations. 7. Comparing various groups. 8. Looking at the family as a group. 			
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)			

<p>Step 1 The trainer divides participants into small groups.</p> <p>Step 2 The trainer asks participants to identify and list existing types of groups in their lives. No further instructions should be given so as not to narrow their focus.</p> <p>Step 3 The groups look at the lists together, comparing the results, looking for common ideas and differences, possible similarities of group types, their tasks/purposes, e.g. provision of services, self-help-activities etc.</p> <p>Step 4 If the family is not mentioned in the lists, the trainer initiates a discussion about this.</p>
<p>4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)</p>
<p>–</p>
<p>5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Participants will have a higher awareness of various group structures.</p>

TITLE OF THE ACTIVITY: Group approach

Face-to-face	x	Online	
<p>1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>			
<p>40'</p> <p>Identifying the characteristics of working together successfully.</p>			
<p>2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)</p>			
<p>9. Discussing various methods of working together.</p> <p>10. Pinpointing possible problems and their solutions.</p>			
<p>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>			

<p>Step 1 Participants are asked which tasks in their working context could be better solved by a group approach.</p> <p>Step 2 The trainer makes a list on the whiteboard.</p> <p>Step 3 Participants are asked for experiences of good team work and for specific characteristics that they think made the experience good.</p> <p>Step 4 The trainer makes another list on the whiteboard.</p> <p>Step 5 Participants are invited to include further preconditions and characteristics of working together successfully.</p> <p>Step 6 The trainer initiates a discussion about the list, checking off the ones that all participants find important.</p> <p>Step 7 The group discusses whether the characteristics they all agreed upon are true for the present group or they are yet to be achieved. The trainer circles the ones that are yet to be achieved.</p> <p>Step 8 Participants are divided into as many groups as the circled characteristics. Each group works on one of the characteristics. They have 5 minutes to come up with a possible strategy on how to achieve it.</p> <p>Step 9 Each group presents its strategies, the trainer takes notes.</p> <p>Step 10 The trainer sums up, asking participants for commitments.</p>
<p>4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)</p>
-
<p>5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
-

TITLE OF THE ACTIVITY: Positioning

Face-to-face	X	Online
<p>1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>		
<p>20'</p> <p>Discussion of various group dynamics.</p>		
<p>2) OBJECTIVES OF THE ACTIVITY</p>		

(Please, write 2 or 3 main objectives of this activity)
<p>11. Raising awareness of the importance of positioning.</p> <p>12. Discussion of what makes participants comfortable.</p>
<p>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 Participants work in small groups, each group gets the pictures (Annex 1). They choose one situation they would be comfortable with and one they would feel awkward.</p> <p>Step 2 The groups present their choices and explanations.</p> <p>Step 3 The trainer initiates a discussion about the differences of positioning that can be seen in the pictures (e.g. the lecturer faces the crowd of listeners, co-workers sit in a circle, soldiers and policemen working side by side).</p> <p>Step 4 Participants discuss how such differences effect co-operation in group work, school and family life.</p>
<p>4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)</p>
Different pictures can be used.
<p>5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
Participants will understand the importance of setting the right scene for group work.

Annex 1





TITLE OF THE ACTIVITY: My label

Face-to-face	x	Online	
1) DESCRIPTION OF THE ACTIVITY			
<p>(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>			
<p>25'</p> <p>Participants collect a list of the common values regardless of their background, ability or situation.</p>			
2) OBJECTIVES OF THE ACTIVITY			
<p>(Please, write 2 or 3 main objectives of this activity)</p>			
<p>1.Raising awareness that regardless of any background, ability or situation there are common values that need to be respected for the well-being of both children and adults.</p>			
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS			
<p>(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>			

Step 1 The trainer attaches a label on each participant's forehead so that the label is not visible to the wearer. The trainer should make clear that these labels are being assigned randomly and have nothing to do with the participants' actual attributes. The possible labels include: Muslim girl, Muslim boy, Roma boy, Roma girl, obese child, blind child, athletic/good at sports child, good at math child, forgetful, cute girl, lazy child, a child from a different country, gay son, lesbian daughter, etc. It is very important to have equal number of "positive" and "negative" labels prepared.

Step 2 Participants are asked to talk to at least two other people about "future goals for my child". The participants should talk to one another according to the other person's labeled attribute being a description of their own child. For example, someone talking to a person labeled "forgetful" might be talking about the goals for a forgetful child.

Step 3 Participants are asked to remove their labels, look at them and hold them in their hands. Then they move around again and talk to two other people about the goals for their children according to the labels they have in hands.

Step 4 Participants sit in small groups and discuss what were the common goals or differences.

Step 5 The groups present their findings. The trainer uses the discussion points to sum up the activity.

Discussion points:

- People have common values, rather similar wishes and envisaged life for children regardless of the background, characteristics or situation.
- Prejudice and stereotypes as well as cultural environment may affect these values and goals.
- In this project the participants should work together to enable the fulfilment of the goals for all children.

4) DESCRIPTION OF ALTERNATIVES

(what changes can be made to make it more appropriate)

Another topic can be chosen for discussion: „How I would like for my child to live when he/she grows up“.

5) WHAT LEARNERS CAN TAKE FROM THIS

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Participants will understand that regardless of various differences, all parents share some values.

TITLE OF THE ACTIVITY: Understanding groups and their management

Face-to-face	Online	X
<p>1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>		
<p>25'</p> <p>The activity is aiming at establishing a deeper understanding of what a group is and how groups work. After watching a video, participants are making a catalogue of groups they belong to.</p>		
<p>2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)</p>		
<ol style="list-style-type: none"> 1. Understanding how different types of groups work. 2. Understanding the importance of group rules and leadership. 		
<p>3. HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>		
<p>Step 1 Watch the video Social Groups: Crash Course Sociology # 16 https://youtu.be/wFZ5Dbj8DA (automatic translation works well). Step 2 Use the writing template (Annex 1) to identify some groups you belong to. Step 3 Try to identify social groups of one of the mentors you know quite well.</p>		
<p>4. DESCRIPTION OF ALTERNATIVES (What changes can be made to make it more appropriate)</p>		
<p>The group catalogue can also be done in a f2f setting in small groups: first everybody lists 5 groups they think another person in the small group belongs to. They discuss their catalogues in the small group.</p>		
<p>5) LEARNING OUTCOMES (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>		
<p>Mentor managers as future leaders of a group of mentors will</p> <ul style="list-style-type: none"> - Have a basic understanding of what groups are and how different groups work, - Understand their own group membership and role, - Be able to identify groups their mentors belong to and subsequently to organise their group effectively. 		

Annex 1 – Writing template

Name a group	When did you become a member?	Are you still a member?	Do you have a leading position in the group?	How many are you in the group?
that was the first you belonged to in your life				
that had the largest impact on where you are now				
that has helped you most in your learning				
that has been the most fun to belong to in your life				
that you regret being part of or joining				
where you are/were helping others				
you have had to invest a lot of energy into				

TITLE OF THE ACTIVITY: Successful Educational Action

Face-to-face	Online	X
<p>1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>		
<p>35'</p> <p>The activity is offering a tool to mentor managers to plan activities and intervention in their group by identifying a need and establishing a workplan with assessment to address it.</p>		
<p>2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)</p>		
<ol style="list-style-type: none"> 1. Identifying group needs 2. Designing a group management action plan 		
<p>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>		
<p>Step 1 Read the sample Successful Educational Action (SEA) Plan – Annex 2 Step 2 Identify a need that you may want to address in the group you manage, related to parental engagement Step 3 Plan your SEA using the template – Annex 3</p>		
<p>4) DESCRIPTION OF ALTERNATIVES (What changes can be made to make it more appropriate)</p>		
<p>The group catalogue can also be done in a f2f setting in small groups: first everybody creates their SEA Plan and they discuss their plans in the small group. Participant can also read this book for more information: https://library.parenthelp.eu/successful-educational-action/</p>		
<p>5) LEARNING OUTCOMES (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>		
<p>Mentor managers as future leaders of a group of mentors will</p> <ul style="list-style-type: none"> - Have a basic understanding of what groups are and how different groups work, - Understand their own group membership and role, - Be able to identify groups their mentors belong to and subsequently to organise their group effectively. 		

Annex 2

Successful Educational Action planning

According to research carried out in the framework of the Includ-ED project the following types of action are considered to support educational success of children and that are lifelong learning opportunities for adults at the same time, and thus be called Successful Educational Actions (SEAs):

- actions which improve the educational success of ALL children of a school: these actions should ensure that all children of the school benefit from these actions regardless their conditions.
- actions planned, organised and carried out by families of a school: families should play the leadership role in the actions although other actors, such as teachers or students, can be invited to participate in.
- actions that are part of a wider plan for the involvement of families at school: families of the school should have a plan to develop several SEA's within an organised framework.
- actions based on the existing resources of the community who is organising them: all these actions should be developed with the resources that are in the community, it is the only way for it to be realistic actions.

The **Successful Educational Plan (SEP): how we do it.**

Key 1 / Think

1. Define what goals we want to achieve.

Consider what we need to do to improve educational success in our educational community and what objectives must be defined to meet these needs.

2. Remember that we have experience and competencies.

We know what to do, who could work with us and help us.

3. Consider what we need.

Resources, people, skills, time, etc. What else? Should we learn something before starting? How do we do that?

Key 2 / Organize

1. How will we disseminate outputs to reach all families?

Let them know what we want to achieve. What do we tell families? What do we want to ask of them?

2. How do we distribute the work?

Do we form a sub-group? What time availability do we have? And skills? Do we have allies within the community?

3. What timetable do we propose?

Both for meetings and for the activities we do. How often should we meet: weekly, monthly? When do we start?

Key 3 /Act

1. Communicate. Maintaining communication and coordination with the rest of the educational community always helps us, though the beginnings can be difficult.

2. Share the experience. It will be very useful to communicate results to other families, strengthening links within the educational community, inviting people not yet involved, etc.

3. Learning. We learn by doing and sharing all that we discover. If something does not go right the first time, we must remember that we are learning by trial and error. Do not be afraid to change or make a mistake.

4 key / Value

1. Results. What have we achieved and what have we not? Why? How do we feel?

2. "Lessons learned." What have we learned from this whole experience? What has it brought us individually and collectively, as a group?

3. The future. Do we continue our successful educational actions? Do we want to add more fields, modify some aspects, and continue this first experience of educational success?

Example of a SEA Plan

1. Detected needs	Reading habits of families are not supporting children's reading skills improvement
2. Specific objective/s	Improving reading skills of students by family learning
3. SEA/s	Organise a literary café for parents, where families can bring their concerns and proposals about reading (propose books, show book trailers, discuss compulsory reading, etc.) and can discuss reading habits (bedtime reading, reading commuting, reading while waiting, school library, storytelling, extracurricular activities, book

	exchange, reading club, literary competitions, etc.)
4. Resources needed	Adequate space Volunteers to operate Books for display Books to be borrowed IT tools for book browsing and watching trailers
5. Participants and target groups	Participants: teachers, more engaged parents, mentors Target groups: parents, children, teachers (as often teachers do not read enough either)
6. Dissemination	Disseminate before and after each activity via the schools' website, Facebook, WhatsApp, posters at the school gate, flyers brought home by children.
7. Timetable	At the beginning of the school year, create an organising committee and schedule meetings of the literary cafe. It will be monthly or quarterly (depending on the availability of volunteers): the first could be in October. During the year, you can re-assess frequency. Create a summary of the sessions (read materials, sharing concerns/solutions; include photos, etc.) for future reference and evaluation, and possible share it with those who could not attend.
8. Expected results	Increased time spent reading by the parents and by the children, but also parents reading more to their children. Making reading a discussion topic and creating the habit of sharing books.
9. Evaluation	Quarterly: the organisers will make an assessment of their work. At the end of each literary café session, there is an immediate assessment of the event (dynamics, success and problem points). This feeds into the planning of further activities. End of schoolyear: participant questionnaire with evaluation of the initiative and implementation.

Template for a SEA Plan:

1. Detected needs	
2. Specific objective/s	
3. SEA/s	
4. Resources needed	
5. Participants and target groups	
6. Dissemination	
7. Timetable	
8. Expected results	
9. Evaluation	

MODULE V - CONFLICT MANAGEMENT

Session plan

Training: Conflict management – Definitions and concepts		
Module: Conflict management		Trainer:
Session nr.: 1	Duration: 1 hour	Date:
General objectives:	Learning the definitions and concepts about what is a conflict or types of conflicts, learning strategies to overcome them.	
Learning outcomes:	Understanding the basic strategies for resolving a possible conflict; knowing how to deal with conflict in different ways; perceiving the need for assertive communication in conflict management.	
Methods:	presentation of concepts and group activities	
Content:	Definition of conflict; types of conflict; main sources of conflict; advantages/disadvantages of conflicts; positive and negative effects of conflicts and main perceptions of conflicts.	
Time	Activities:	Resources and materials:
40'	How do you see it	<ul style="list-style-type: none"> • handout • pens
40'	Positive spin	<ul style="list-style-type: none"> • flipchart paper, markers, pens, one copy of the Team Debriefing Discussion Questions handout
30'	Hula hoop	<ul style="list-style-type: none"> • 1 lightweight hula hoop for each team
20'	STEP by STEP	<ul style="list-style-type: none"> • copy paper, markers, and painter's tape
30'	Deceiving the group	–

Activities

TITLE OF THE ACTIVITY: How do you see it

Face-to-face	X	Online	
1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)			
30–40'			
This activity explores the perception of conflict of every participant.			
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)			
<ol style="list-style-type: none"> 1. Understanding our perception of conflict. 2. Considering a different perspective on conflict. 3. Learning techniques to handle conflict better. 4. Building trust. 			
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)			
<p>Step 1 Have participants pair up.</p> <p>Step 2 Provide each person with a copy of the handout (Annex 1). Allow 10 to 15 minutes for partners to interview each other.</p> <p>Step 3 Follow with a group discussion of the interviews.</p> <p>Step 4 Go over the discussion questions.</p> <p><u>Discussion Questions</u></p> <ol style="list-style-type: none"> 1. Were your partner’s perspectives different from your perspective? 2. What were some things you learned by considering another’s perspective? 3. Does discussing conflict like this makes it “less scary”? In what ways? 4. Is conflict good or bad? 5. What are some ways in which conflict is detrimental to the team? 6. What are some ways in which conflict enriches the team? 			
4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)			
–			
5) WHAT LEARNERS CAN TAKE FROM THIS			

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

This activity will help participants become more comfortable with conflict, consider the positive aspects of conflict and understand the possible benefits to themselves and the team.

Annex 1

Handout — Conflict - How Do You See It?

1. How do you define conflict?

2. What is your typical response to conflict?

3. What is your greatest strength when dealing with conflict?

4. If you could change one thing about the way you handle conflict, what would it be? Why?

5. What is the most important outcome of conflict?

TITLE OF THE ACTIVITY: Positive spin

Face-to-face	X	Online	
1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)			
20–40'			
This activity explores the positive aspects in conflict.			
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)			

<ol style="list-style-type: none"> 1. Changing our perspective on conflict in the mentoring relationship. 2. Considering the positive aspects of conflict.
<p>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 Split large groups into smaller teams of four to seven (having at least three teams is necessary).</p> <p>Step 2 Have each team to send a member to collect their supplies of a sheet of flipchart paper, some assorted markers, pens, and the handout (Annex 2).</p> <p>Step 3 Tell the teams that they are to write their definition of conflict. Their challenge is to define conflict without using negative terms. Once team members agree on a definition, have them write it on their flipchart paper along with an illustration.</p> <p>Step 4 Before the group presentations and discussion, have each team answer the debriefing questions on the handout.</p> <p>Step 5 After all teams are finished, have the teams present their ideas to the group. Hang up the flipchart pages on the wall of the room for the duration of the training day.</p> <p><u>Discussion Questions</u></p> <ol style="list-style-type: none"> 1. How does the definition of conflict affect the way we think about conflict? 2. What are some negative consequences of conflict? 3. What are some positive outcomes of conflict? 4. List four potential positive outcomes of conflict in an organization.
<p>4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)</p>
<p>–</p>
<p>5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>This activity will help participants become more comfortable with different aspects of conflict.</p>

Annex 2

Handout

Team debriefing discussion questions

1. How does the definition of conflict affect the way we think about conflict?

2. What are some negative consequences of conflict?

3. What are some positive outcomes of conflict?

4. List four potential positive outcomes of conflict in an organization.

TITLE OF THE ACTIVITY: Hula hoop

Face-to-face	X	Online	
1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)			
30' This activity explores the opportunity to work with conflict.			
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)			
1. Experiencing conflict. 2. Working through conflict to reach a team goal.			
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)			

Step 1 Break a large group into smaller teams of about seven (which is usually the maximum you can get around a hula hoop). Each team gets a hoop.

Step 2 Have team members hold their hands out in front of them, palms facing in.

Step 3 Have them point at the person across the hoop from them with their index finger. This hand position needs to be maintained for the duration of the activity. This prevents them from grasping the hoop.

Step 4 Place the hoop on top of the team’s index fingers to begin. The goal of the activity is to simply lower the hoop to the ground.

Step 5 Every team member’s finger must always maintain contact with the hoop. If anyone loses contact or his or her fingers slip off the hoop, the team must assume the starting position and begin again.

Step 6 Once the team understands the team goal and the rules, place the hoop in the starting position and begin.

Step 7 Participants will notice that instead of going down, the hoop will be rising. (It is because everyone strives to touch it and thereby inadvertently raise it higher) Conflict ensues as team members, convinced that they are doing it correctly, start to accuse the others on the team of lifting the hoop, making comments such as, “Who is lifting the hoop?” and “Stop it!”. Most teams must start over quite a few times before they start to address the challenges and take steps to resolve the conflict and attain success.

4) DESCRIPTION OF ALTERNATIVES
(what changes can be made to make it more appropriate)

When you place the hoop on the team’s fingers, apply slight downward pressure before letting them begin. This helps create the initial upward pressure that creates the “helium effect.”

5) WHAT TO LEARNERS CAN TAKE FROM THIS
(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

They will learn to find ways to overcome conflict and reach a common goal.

TITLE OF THE ACTIVITY: STEP by STEP

Face-to-face	X	Online	
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1) DESCRIPTION OF THE ACTIVITY
(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)

15-20'

This activity explores the conflict resolution process.

2) OBJECTIVES OF THE ACTIVITY

(Please, write 2 or 3 main objectives of this activity)

1. Discovering the steps to effective conflict resolution.
2. Creating a conflict-resolution process that can be used in any conflict.
3. Create buy-in to the conflict-resolution process

3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS

(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)

Step 1 Split your group into smaller teams of four to seven participants. Station the teams in different areas throughout the room.

Step 2 Ask each team to write the word Conflict on one sheet of flipchart paper and the word Resolution on another. Instruct them to tape the sheets of paper about six feet apart on a nearby wall.

Step 3 Invite the teams to brainstorm the specific steps necessary to get from “Conflict” to “Resolution.” Participants should agree on the steps. If the trainer sees major gaps in the process, he/she should ask questions to help. As the steps are agreed upon, have team members write them on pieces of paper (half of an A5 paper, the trainer will have a bunch of these cards available) and place them on the wall between the “Conflict” and “Resolution” sheets.

Discussion Questions

1. What must happen right before “Resolution”?
2. Is there an additional step after “Resolution”? What could be added?
3. How does it benefit us to have a step-by-step approach to conflict?
4. How can we remember these steps in conflict situations?

4) DESCRIPTION OF ALTERNATIVES

(what changes can be made to make it more appropriate)

–

5) WHAT LEARNERS CAN TAKE FROM THIS

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

This activity will help participants find resolutions to conflict situations and form a process of conflict-resolution that can be used in any conflict.

TITLE OF THE ACTIVITY: Deceiving the group

Face-to-face	X	Online	
1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)			
30'			
This activity explores how trust and distrust, honesty and dishonesty can be defensive measures in interpersonal relations.			
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)			
Calling attention to trust and distrust, honesty and dishonesty as defensive measures in interpersonal relations.			
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)			
<p>Step 1 The trainer selects four or five volunteers to report three incidents that occurred during their childhood. These incidents can be true or fictional, or one true and two fictional, or two true and one fictional. It is up to the rapporteurs to decide on the form of the report as well as the sequence. They should try not to reveal which are the true and which are the fictitious ones.</p> <p>Step 2 It will be up to the participating members to guess which incidents are real and which are fictitious. Each member will write down on his or her sheet the incidents he or she thinks are right and those that are not.</p> <p>Step 3 After the incidents have been reported, and the rapporteurs have said which were the real ones and which were the fictitious ones, each one will tell how many times he or she has been misled by the rapporteurs. A summary can be made on the table.</p> <p>Step 4 The exercise is continued by asking the following questions:</p> <ul style="list-style-type: none"> - How did it feel to try to fool the group? - What strategy did you adopt? - How did the group participants feel, knowing that they might be deceived by the rapporteurs? - Why are some participants more easily deceived than others? - Remember situations in which they have been deceived or have deceived others. How did they feel? <p>Step 5 At the end of the exercise, the trainer can ask for opinions.</p>			
4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)			
–			
5) WHAT TO LEARNERS CAN TAKE FROM THIS			

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

The participants can learn that it is important to be aware of the fact that some information provided by others is manipulated. In this way, we can agree that it is crucial to understand and confirm the facts of each situation in order to manage conflicts in an effective way.

MODULE VI - CHILD DEVELOPMENT AWARENESS

Session Plan

Training: MENTOR MANAGERS		
Module: CHILD DEVELOPMENT AWARENESS		Trainer:
Session nr.:	Duration: 90´ online and 120´ f2f	Date:
General objectives:	Being aware of development phases and highlighting the importance of proper stimulation.	
Learning outcomes:	Participants will understand how children develop and how to support children with their needs.	
Methods:	There is a Power Point presentation for the online training that can be used during the f2f sessions to relate the theoretical content with the proposed activities. There is background reading with theoretical information for the trainers who are not trained in the field to understand the presentation. This document could be also available for those mentor managers who would like to have more information.	
Content:	<ul style="list-style-type: none"> - Basics of child development: brain, cognitive and socio-cultural development; - Developmental stages of a child; - Developmental needs and the link with learning 	

		support; - What is trauma, its impact and how to deal with it.
Time	Activities:	Resources and materials:
30´	What age can I...?	<ul style="list-style-type: none"> • box • marker/whiteboard
20´	How do we learn?	-
30´	Be a model	<ul style="list-style-type: none"> • projector
40´	The invisible backpack	<ul style="list-style-type: none"> • paper/ pens • mobile chairs • “Annex 1. 1st part” and “Annex 2. 2nd part” printed
30´	The invisible backpack II (optional)	<ul style="list-style-type: none"> • Annex printed • paper/pens

Content (Power Point)

Slide 1:

CHILD DEVELOPMENT AWARENESS

Slide 2:

Learning outcomes of this module

Aim: In this module we want to talk about the importance of developing well in children’s life and future, and how we can do our best to support this process from a holistic perspective.

Learning outcomes – At the end of the module you will be able to:

1. Understand the basics of children’s development and its importance.
2. Identify different development needs linked with learning support.
3. Reflect on trauma. What is it and how to deal with it?

Slide 3:

Basics of child development: brain, cognitive and socioemotional

Development must be understood as a continuous process throughout the life cycle, from the moment of conception to our death. This is why it is important to have a holistic view of the importance of development of every human being.

✓ HISTORY AND CONTEXT

- ✓ NEUROPLASTICITY
- ✓ MULTIDIMENSIONAL AND MULTIDIRECTIONAL
- ✓ INDIVIDUAL DIFFERENCES

Slide 4:

Basics of child development: brain, cognitive and socioemotional

MAIN DIMENSIONS

Changes in the physical nature of the individual: reflexes, changes in weight and height, motor skills, development of the brain and other organs of the body, hormonal changes of puberty, etc.

Slide 5:

Basics of child development: leading authors

LEADING AUTHORS IN DEVELOPMENTAL THEORIES

Slide 6:

Developmental stages of a child

GENERAL STAGES/PERIODS

Prenatal period

Neonatal period

Breastfeeding period

Early childhood

Middle childhood

Adolescence

AGE

From conception to birth

From birth until 1 month

From 1 month until 2 years old

From 2 to 6 years old

From 6 to 11 years old

From 11 to 20 years old

Slide 7:

Developmental stages of a child

CAUTION

ATTACHMENT

Bowlby defined attachment as a "lasting psychological connectedness between human beings"(1969, p. 194) and proposed that attachment can be understood within an evolutionary context in that the caregiver provides safety and security for the infant. Attachment is adaptive as it enhances the infant's chance of survival.

SECURE

AVOIDANT

AMBIVALENT

UNORGANIZED

Slide 8:

Developmental stages of a child

MILESTONES

COGNITIVE

SOCIAL/EMOTIONAL

LANGUAGE

MOTOR SKILLS

RED FLAGS

Slide 9:

Development needs and the link with learning support

The first level: it would be equivalent to physical security provided by the fact of growing up with the basic needs of food, rest and hygiene covered.

The second level: corresponds to living in a safe environment, home free from threats or abuse.

The third level: the affection of caring parents who protect and emotionally nurture the child, to achieve good self-esteem.

The fourth level: children need trust by and freedom from their parents, if not, their talent and desire to explore may end up drowned by the insecurity and lack of space that their parents transmit to them.

The fifth level: children's brain naturally seeks stimuli that allow them to explore, play, experiment and discover the world of objects and the people around them, always looking for full development.

Slide 10:

Development needs and the link with learning support

MODELING LEARNING

Also called imitation learning or vicarious learning, is a form of social learning that occurs when we observe the behaviour of others without the need for direct reinforcement, only observing the consequences of the behaviour of the model. This type of learning influences us from birth and forms the basis of social learning that explains why children do what they see and not what they are told to do (identified by Albert Bandura in 1961).

This research psychologist echoed the importance of context for individuals and how the environment could shape our behaviour. There are 4 steps necessary for learning by observation or modelling:

- ✓ ATTENTION (the more characteristics it shares with a positive and attractive model, the better), it is important not to have distractors and to be relaxed
- ✓ RETENTION (ability to encode and store modelled events in memory, can occur in two formats—> images or verbal representations)
- ✓ MOTOR REPRODUCTION (turning remembered observation into action)
- ✓ MOTIVATION (the consequences of the behaviour will be what motivates us or not to perform the learning)

Slide 11:

Developmental needs and the link with learning support

PYGMALION EFFECT (self-fulfilling prophecy)

POSITIVE REINFORCEMENT

Motivation

Slide 12:

What is trauma, its impact and how to deal with it

Removed

by Nathanael Matanick

Trauma involves a stressful situation, severe or chronic, that has an impact of negative consequences and that can carry an associated symbolic meaning that determines the consequences of it.

The fundamental core of psychological trauma is a feeling of immense fear, helplessness, loss of control and the threat of disappearance that destroys the normal protection systems that give people a sense of control, connection and meaning.

Slide 13:

What is it and what can cause trauma?

Mental processes involved in establishing trauma

Stress

It is triggered when a situation is ambiguous, overflowing, requires the mobilization of additional psychological resources and is even threatening or harmful.

Emotional process

It activates the reaction to the situation, incorporating all the resources of the organism in a quick preparation for the action most appropriate to those demands.

Memory

In these stress reactions after traumatic events, the person will oscillate between re-experience of these events and the avoidance of memories.

Post-traumatic stress disorder (PTSD)

Slide 14:

Signs and indicators of childhood trauma

Trauma can be the result of an isolated event or can be the result of a series of events over time. Potentially traumatic events can occur in any area of cohabitation of the child:

Family

School

Sport

Accidents and diseases

Migration

And can be triggered at any of the child's operating levels:

Physical

Mental

Emotional

Social

Behavioural

Problematic behaviour of a child can be a learned response to stress, and it may even be what kept him alive in a highly insecure situation. Time and care are needed for the child's body and brain to learn to respond in ways more appropriate to their current and safe environment.

Slide 15:

Impact of trauma

When the person behaves in an unexpected way that seems irrational or extreme, he or she is maybe facing a trigger for trauma. Some aspect of a traumatic event that occurs in a completely different situation but evokes the original event and therefore revives the traumatic experience (sounds, aromas, sensations, places, postures, voice tones and even emotions).

More severe symptoms of trauma or that changes deeply the child's ability to function at home or at school may match a diagnosis of a specific mental illness. So, it is important to ask for professional help and carry out a good differential diagnosis.

These conditions may need to be treated with methods traditionally used to treat mental illness (which may include short-term medication use). However, facing the traumatic event experienced by the child to treat the underlying cause will be much more effective in the long run.

Slide 16:

Trauma approach

Some issues to consider living with or teaching children who have suffered trauma would be:

Identify the triggers of trauma.

Be physically and emotionally available.

Reply, do not react.

Avoid physical punishment.

Do not take their behaviour personally.

Listen.

Show them how to relax.

Promote their self-esteem.

Allow the child to have some control.

Be consistent and predictable.

Therapy by a professional trained to recognize and treat trauma in children can help to address the causes of their behaviour and promote their recovery. A therapist may be able to help the child understand themselves and respond more effectively.

Slide 18:

Resilience

Garmezy (1991) defines it as the "ability to recover and maintain adaptive behaviour after abandonment or initial incapacity when a stressful event starts."

Factors that promote resilience:

individual

constitutional resilience, sociability, intelligence, communication skills and personal attributes

family

families providing support (warmth, encouragement and parental support, cohesion and care within the family, close relationship with an adult who provides care, belief in the child, not to blame, marital support and talent or hobby valued by others)

community

social and environmental resources, school experiences and communities that provide support

Slide 18:

FIND OUT MORE ...!!!

Background reading

IV. CHILD DEVELOPMENT AWARENESS

A) BASICS OF CHILD DEVELOPMENT: BRAIN, COGNITIVE AND SOCIOEMOTIONAL DEVELOPMENT

Development must be understood as a continuous process throughout the life cycle, which begins from the moment of conception and lasts until our death. This is why it is worth highlighting their importance, as well as their influence in order to grow as human beings from a comprehensive perspective.

There are many authors who have offered different theoretical perspectives over time on development and its characteristics. In the following picture we can see a small summary of the most relevant influences:

THEORIES OF HUMAN DEVELOPMENT		
Perspective	Theories	Main ideas

Psychoanalytic theories	Psychosexual (S. Freud)	Emphasis on the unconscious and on early experiences as determining factors in development.
	Psychosocial (E. Erikson)	
Learning Theories	Conditioning theories (J. Paulov, J.B. Watson, B. F. Skinner)	Development is understood from the study of observable behaviour and the stimulus found in the external environment.
	Cognitive-social learning theory (A. Bandura)	
Cognitive theories	Cognitive development theory (J. Piaget)	Emphasis on conscious thinking and how the way of thinking influences behaviour.
	Sociocultural development theory (Vygotsky)	Focuses not only on how adults and peers influence individual learning, but also on how cultural beliefs and attitudes influence the way teaching and learning develops.
	Moral Development Theory (L. Kohlberg)	According to the theory there are six stages of moral development each more adequate at responding to moral dilemmas than its predecessor
Humanist theories	Hierarchy of needs theory (A. Maslow)	Each individual is unique, with the ability to make decisions and control their behaviour to reach their potential.
	Personal growth theory (C. Rogers)	
Ethological theories	Attachment theory (J. Bowlby)	The behaviour of the individual is a product of evolution and is influenced by genetic inheritance.

Other authors, such as Paul B. Baltes, consider that there is a series of principles that have a direct influence on development, such as:

- **History and context:** Each person develops within a specific set of circumstances or conditions defined by time and place. That is, human beings influence and are influenced by their historical and social context.
- **The development is multidimensional and multidirectional.** Development and aging involve gains and losses; Each behavioural skill or category follows different rhythms. The multidimensional concept refers to the fact that development occurs in various dimensions (biological, psychological and social); multidirectional, means that each of these dimensions follows a different evolutionary course, that is, people can gain capacity in one area, while losing it in another.
- **Plasticity in development:** development can be influenced from the outside. Many abilities can improve significantly with performance and practice, even late in life.
- **Importance of individual differences:** increase in inter-individual variability, in relation to age. Development is not the same in all human beings and these differences increase as the age difference increases.

On the other hand, according to María Luisa Delgado Losada (Fundamentos de la psicología, 2015) "*Development is made up of complex interwoven biological, cognitive and socio-emotional dimensions:*

- *From the perspective of **biological development**, it studies the changes in the physical nature of the individual: reflexes, changes in weight and height, motor skills, development of the brain and other organs of the body, hormonal changes of puberty, etc.*
- *From the perspective of **cognitive development**, study changes in cognitive processes such as language, memory, attention or thought.*
- *From a **socio-emotional perspective**, study changes in relationships with other people, changes in personality, and emotional changes.*

Changes in these three areas are both quantitative (quantity and level of abilities that the individual has acquired or has the possibility of acquiring at a certain point in development) and qualitative (quality of acquired abilities). The quantitative changes are easier to observe and measure than the qualitative ones, and for their evaluation there are multiple scales and tests that allow us to know if the level of performance of an individual in a certain area of development corresponds or not to "normal" development with the expected for its chronological age; for example, the McCarthy Children's Skills and Psychomotricity Scales (MSCA), the Bayley Child Development Scales (BSID-III), the Battelle Development Inventory (BDI-2), or the School Neuropsychological Maturity Questionnaire (CUMANES).

There is an average age at which children acquire the skills and abilities, but some do so earlier and others need more time to master them. Each person has a rhythm of growth and development of their own and different from the others. We all start essentially the same path of development, but each of us does it by different paths and experiences events in different ways, each individual is unique and unrepeatable (Fodor, García-Castellón and Morán, 2003). "

As mentioned above, these changes function as indicators that development is occurring properly, therefore, unless there is a genetic or medical condition, this development will occur naturally if the environment is appropriate, being different in each child is different and depending on the stimulation, the context, experiences and all the factors already mentioned.

B) DEVELOPMENTAL STAGES OF A CHILD

One classification of the general periods in children's development could be the following one, based on age groups (the age is approximated):

GENERAL STAGES/PERIODS	AGE
Prenatal period	From conception to birth
Neonatal period	From birth until 1 month
Breastfeeding period	From 1 month until 2 years old
Early childhood	From 2 to 6 years old
Middle childhood	From 6 to 11 years old
Adolescence	From 11 to 20 years old

PRENATAL PERIOD (From conception to birth)

Although childhood is considered to begin at birth, it is sometimes assumed that it may begin earlier, especially in cases of preterm birth. This phase includes and involves processes of rapid formation and improvement of the senses.

It should be borne in mind that, although at this stage the child is totally dependent on others, major learning is already taking place. However, these are subject to a very simple and basic type of memorization.

Maternal health and healthy lifestyle habits are especially important in this phase. The embryo is in development and this is the period in which it is most sensitive to possible damage by various factors such as alcohol and/or drug consumption, certain medications, certain diseases/infections, nutritional deficiencies, etc.

NEONATAL PERIOD (From birth to 1 month)

The neonatal stage of childhood begins at birth and ends at approximately the end of the first month. Babies learn the main regularities of the world around them and the most direct communication with other human beings is established.

From the first days, babies are capable of distinguishing phonemes and are able to discriminate different languages by how they sound.

With regard to physical changes, in this stage of childhood the growth of the whole body begins except for the head. In addition, in this phase one is very vulnerable, and sudden death is much more frequent.

Crying is a normal and primary means of communicating discomfort to caregivers. Babies cry to express their basic needs, such as hunger, thirst, or the desire to be comforted, as well as anger and pain. As parents become more in sync with their babies, they are soon able to recognize different types of crying, based on the pattern, intensity and rhythm of the cry. For example, basic crying is crying that increases in intensity and rhythm in response to hunger, while angry crying and crying for pain are characterized by a long cry followed by a period of silence and rapid inhalation, which usually begins suddenly, and in response to physical discomfort (Hetherington et al, 2006).

BREASTFEEDING PERIOD (From 1 month until 2 years old)

This is still one of the earliest stages of childhood, but in this case, unlike the previous stage, physical and psychological changes are easier to notice, as there are more qualitative changes in behaviour. Changes in these early stages are really fast, especially when compared to a fully dependent child at birth, with a two-year-old boy who is able to put words together, walk alone, and tour the social environment based on a goal.

From birth to 2 years, interactions and attachment patterns between the child and the primary caregiver are important catalysts for cognitive, linguistic, socio-emotional and behavioural development, so we must attach great importance to proper stimulation and care of the child.

Motor development in the first year of life is intense. At birth, the baby has a series of basic reflexes and a large head that moves uncontrollably; at 12 months the child is able to sit alone, stand up, bend over, grasp objects with their hands and start walking. In the second year, the growth rate slows down but the precision in activities such as climbing stairs, running and jumping increases. This progression in motor development follows two fundamental principles:

Cephalocaudal principle. Establishes that growth follows a top-down direction down; starts at the head and upper parts and continues down with the rest of the body. According to this law, the visual capacities and the control of the head is developed long before the ability to sit or walk.

Proximodistal principle. It states that development begins in the centre of the body and goes to the extremities. According to this law, the muscular control of the trunk and arms is developed earlier than precision in the use of the hands.

From birth and during the first weeks of life, a series of reflexes are manifested (organized, unlearned and involuntary responses that occur automatically in the presence of certain stimuli). The examination of reflex behaviour in infants and children allows evaluating their central nervous system; reflexes are flexible signs of neurodevelopment maturation. It is known when they appear and disappear, which helps in the study of the presence of possible neurological damage.

Reflex	Appears	Disappears
Moro	Birth	2 months
Walking/stepping	Birth	2 months
Rooting	Birth	4 months
Tonic neck	Birth	5–7 months
Palmar grasp	Birth	5–6 months
Plantar grasp	Birth	9–12 months

At around 24 months, proper language appears, and serves as a criterion for evaluating its acquisition and the existence of a possible delay in development. Furthermore, regarding social and emotional development, the child becomes aware of the world around him/her as an independent person. The child begins to manipulate objects and shows interest in exploring things, while the first fears arise (separation anxiety). The ability to detect the meaning of the emotional expressions of others arises (approval or anger of the mother). They develop a bond of attachment with their caregivers. As the months go by, their interest in relating and playing with others increases. They will observe and imitate them. During this stage, children first play alone (solitary games) but later, between 18 and 24 months, they will begin to participate in parallel play (a child plays side by side with the others, but without interacting).

Separation anxiety refers to excessive fear or worry about separation from home or an attachment figure. Separation anxiety is a normal stage in an infant's development between about 15-18 months and 2 year, as it helps children understand relationships and master their environment. It ends when the child starts to first explore the world on their own, also known as "terrible two".

IMPORTANCE OF THE ATTACHMENT:

In this section special attention should be directed to the Attachment Theory developed by J. Bowlby:

Attachment is a deep and enduring emotional bond that connects one person to another across time and space (Ainsworth, 1973; Bowlby, 1969). Attachment does not have to be reciprocal. One person may have an attachment to an individual which is not shared. Attachment is characterized by specific behaviours in children, such as seeking proximity to the attachment figure when upset or threatened (Bowlby, 1969).

Attachment behaviour in adults towards the child includes responding sensitively and appropriately to the child's needs. Such behaviour appears universal across cultures. Attachment theory explains how the parent-child relationship emerges and influences subsequent development.

Attachment theory in psychology originates with the seminal work of John Bowlby (1958). In the 1930's John Bowlby worked as a psychiatrist in a Child Guidance Clinic in London, where he treated many emotionally disturbed children.

This experience led Bowlby to consider the importance of the child's relationship with their mother in terms of their social, emotional and cognitive development. Specifically, it shaped his belief about the link between early infant separations with the mother and later maladjustment, and led Bowlby to formulate his attachment theory. He observed that children experienced intense distress when separated from their mothers. Even when such children were fed by other caregivers, this did not diminish the child's anxiety.

Bowlby defined attachment as a "lasting psychological connectedness between human beings" (1969, p. 194) and proposed that attachment can be understood within an evolutionary context in that the caregiver provides safety and security for the infant. Attachment is adaptive as it enhances the infant's chance of survival.

Attachment types (Mary Ainsworth, 1978):

SECURE ATTACHMENT	AVOIDANT ATTACHMENT
It is characterized by an active exploration in the presence of the attachment figure, anxiety in episodes of separation (not necessarily intense), reunion with the mother characterized by search for contact and proximity, and easy to be comforted with her.	Little or no anxiety about separation, absence of a clear preference for the mother in front of strangers, and avoidance of it in the reunion.

<p>AMBIVALENT ATTACHMENT</p> <p>Minimal or no exploration in the presence of the mother, a very intense reaction of separation anxiety, ambivalent behaviours in the reunion (search for proximity combined with opposition and anger) and great difficulty to be consoled by the figure of attachment.</p>	<p>UNORGANIZED ATTACHMENT (Main and Solomon)</p> <p>Inconsistent and contradictory behaviours, they are confused or fearful. They approach the attachment figure with gaze avoidance, in the reunion they can show a search for proximity to suddenly flee and avoid interaction. This is the less secure pattern.</p>
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To find out more..."The strange situation" (Mary Ainsworth's experiment)

https://www.youtube.com/watch?v=m_6rQk7jlrc

EARLY CHILDHOOD (From 2 to 6 years old)

From 2 years of age, growth is slower and more gradual than in the previous stage, but the changes are evident in terms of physical constitution (height and weight, which will depend on diet and genetic factors). Gross motor skills are being refined: children are increasingly able to walk alone, up and down stairs, climb, run, jump, etc., with greater speed and precision. The execution of small movements is more difficult to master, but little by little children acquire the ability to build towers, eat with a spoon, dress, cut with scissors, draw or write.

The process of myelination of the brain and the increase in social relationships and interactions, promote the ability to think in abstract terms, combining ideas of various types and that on the cognitive level children can perform more complex tasks.

The affective bonds that children establish with parents, siblings and friends are the most solid bases of social development. Socialization also implies the acquisition of behaviours considered socially desirable. An aspect of great importance in the child's social-affective development is role playing. At this stage, the game is usually associative (play groups of 3 to 6 children), to progress towards role-playing (playing doctors, parents and children, school, etc.), one of the most popular engines of socialization in the early years. Children begin with social rules and norms, in their role in a social group and in the construction of their personal and gender identity (María Luisa Delgado Losada, 2015).

MIDDLE CHILDHOOD (from 6 to 11 years old)

This stage is quieter than others. Many of the conflicts of the previous stages have been

overcome and the child is not yet immersed in the biological and psychological changes that are coming in adolescence. This stage is characterized by its openness to the external world and by the accelerated acquisition of skills for interaction. Between the ages of 3 and 5, children acquire skills to be autonomous at home, and begin to establish important relationships with their peers and other adults, partly because they normally start their formal education. Identification and attachment to family is strong. There is a tendency to self-centred thinking. The most relevant physical changes have to do with body proportions. Children gain the ability to control their bodies and master new skills as they grow. Control over their attention span and memory processes increase. Language development is characterized by improvements in vocabulary, syntax, and pragmatics. Self-esteem is developed in an important way. At the end of the school period the body begins to show the signs of puberty.

ADOLESCENCE

Adolescence is considered as a stage of change across multiple domains, particularly in the physical and socio-emotional areas. In most cases, there are series of changes, such as pubertal changes beginning at age 11-12 and accompanied by hormonal changes that have an effect on the functioning and achievement of adolescent development milestones in areas of cognition and language, as well as their socio-emotional and behavioural skills.

Adolescence is a period in which young people can increase their risk behaviours and their experimentation (Guerra and Bradshaw, 2008). In general, adolescence prepares young people for the transition to adulthood and for the formation of their adult identity (Erikson, 1968).

Before going deeper into the specific, we must stop to understand that children, especially at the earliest ages, are part of the system that feeds all their stages of development, fathers and mothers function as the engine of the system and this motor, in turn, has lots and lots of functions. If the father or the mother, or both, suffer from not knowing how to contain their anger, they will also suffer. If they arrive angry due to problems at work, each situation that they live will be transmitted to the children, logically also the joys and happiness. Seeing this and understanding that they are the engine of their development, they must be aware of two fundamental aspects for the development of children.

It is necessary to highlight two basic tools in this process that help to reach an adequate development. These tools must be "worked" in a transversal way through the different stages:

SELF-KNOWLEDGE OF PARENTS:

When a child is born it is impossible not to imagine or make ideas about how to treat them, what plans we have for them, what their next and future days and years will be like ... Children also arouse in us very wide and deep emotions such as joy, security, happiness, but worry, guilt or doubt, too. In the same way, fatigue and frustration are present. The problem is that it is difficult for a child to differentiate our different moods: one day we speak with affection, closeness and love and the other we establish the word "no" as a means of dialogue, we are busy on the phone or angry at the disorder, work pressure or by not being able to cover all the functions that we must perform on a day-to-day basis. There is no doubt that we will try every day to do the best of what we are capable of, investing large amounts of time, energy and money in our children, but we must learn to manage these efforts so that they really are effective.

The first focus of attention falls on ourselves, the emotions with which we speak to our children will mark our relationship and, in addition, they will work, under the principle of modelling, as a mirror in which we should look at each other, so if our mood is nervous in a little crisis, children will receive that emotion and will learn that in the face of crises you have to show nervousness. We must not forget that parents are the first source of learning. In the same way, if they learn that in the face of adversity you have to work harder to make things go well, this will be a lesson that they will carry as baggage for the rest of their lives. So, the first task we must do is to self-analyse and answer very basic questions every time we approach a child; what do we want to transmit to you? with which emotion am I going to talk to you? how do we want your learning experience to be? To these questions only you, as a parent, have answers and you must choose the way to answer them. However, it is based on solid respect for oneself.

SELF-ESTEEM

As the problems grow, the worries grow with them. A lot of worries come from the crime rates in our environments, drug addictions, dropping out of school, bullying... however, there is a **key** which we must work with, for all the mechanisms of the development of children and that depends exclusively on the labour that parents can do: work on the **SELF-ESTEEM** of children. The future response of children will depend on their self-confidence; their self-concept will influence most of their choices: the choice of their friends, of games – games that influence the subsequent development of the child on all levels – and will influence also in the relation to the environment establishing a positive relationship with it, or a negative one through fears. A child with good self-esteem knows how to be the host of games and at the same time knows how to take the place of a follower in other games; they do not waste time impressing others, they know that they have value and this value, their own value, constitutes the core of their personality, determines the way they use their skills and abilities, also determines the attitude they have towards themselves and this weighs on all their life stages, self-

esteem, in short, is the factor that decides success or failure of every child as a human being.

But, how can we build the self-esteem? Stanley Coopersmith, in his studies, affirms that this factor is not related to family fortune, nor with the geographical area of residence, nor with education, social classes, nor with work carried out by the father or mother, nor with the fact that the mother is always at home. It depends on the **QUALITY** of the relationships that exist between the child and those who play important roles in their life. These relationships are based on the following convictions that are sure to have caught your attention:

I am worthy of being loved

I matter and I have value because I exist

I am valuable

I can manage myself and manage my surroundings, efficiently.

I know I have something to offer others.

In short, caring for a child is a path that inevitably goes through the relationship we have with ourselves, the healthier and better this relationship with ourselves, the healthier the relationship with the rest of the society and, of course, with our children, the more we respect ourselves, the more respectful we will be in our relationship with our children.

In the following section a classification with small indicators will help us analyse how children develop from different perspectives. The **cognitive** one: following the Piaget theory, cognition is related to knowledge; it is the process by which we are going to learn to use memory, language, perception, problem solving and planning. It involves sophisticated and unique functions in each human being and is learned through learning and experience.

Another perspective is the **social and emotional**; this perspective analyses aspects of children's lives related to the child's ability to create and maintain relationships with adults and other children, awareness and emotional state of oneself, awareness of the emotions of others, ability to experience empathy and sympathy, balance between internal emotion and its correspondence with external expression, emotional self-efficacy.

It also refers to the development of **language** in children, to the innate linguistic competence, and how they learn to communicate verbally using the natural language

used in their social environment at the time of their birth and during their childhood until puberty.

Finally, it refers to **physical and motoric** development, this development is essential in the first years of life since movement is of great importance in healthy growth and is a key factor for the general development of children. Through movement, children experience their ability to think and communicate when interacting with the world. This movement also promotes self-confidence and with it, greater self-esteem. The little ones use their bodies to communicate and solve problems. And, most importantly, through movement you will have a closer bond with the adult.

As it was said previously, despite the fact that the development of children is not linear and does not respond to a rigid pattern, there are some indicators that may be of interest in identifying a development within logical parameters and even anticipate some factors that will affect the subsequent development of the child.

The purpose of the following classification table is to identify the basic phases of development of children linked to their age range, in the different spheres of their lives, thus we will see their cognitive, physical, communicative and socio-emotional development. It shows some of the most important milestones in the development of children, emphasizing again that this development is not linear, it is not a timeline or a plan that the child must meet, it is about examining what the children are doing, how we can help them overcome the stages and, if needed, intervene to avoid future developmental problems.

Birth to 18 months

	1–3 months	4–6 months	5–9 months	9–12 months	12–18 months
Cognitive	Shows interest in objects and human faces May get bored with repeated activities	Recognizes familiar faces Notices music Responds to signs of love and affection	Brings hands up to mouth Passes things from one hand to the other	Watches things fall Looks for hidden things	Has learned how to use some basic things like spoons Can point to named body parts

Social and emotional	<p>Tries to look at you or other people</p> <p>Starts to smile at people</p>	<p>Responds to facial expressions</p> <p>Enjoys playing with people</p> <p>Responds differently to different voice tones</p>	<p>Enjoys mirrors</p> <p>Knows when a stranger is present</p>	<p>May be clingy or prefer familiar people</p>	<p>May engage in simple pretend games</p> <p>May have tantrums</p> <p>May cry around strangers</p>
Language	<p>Begins to coo and make vowel sounds</p> <p>Becomes calm when spoken to</p> <p>Cries differently for different needs</p>	<p>Begins to babble or imitate sounds</p> <p>Laughs</p>	<p>Responds to hearing their name</p> <p>May add consonant sounds to vowels</p> <p>May communicate with gestures</p>	<p>Points</p> <p>Knows what “no” means</p> <p>Imitates sounds and gestures</p>	<p>Knows how to say several words</p> <p>Says “no”</p> <p>Waves bye-bye</p>
Movement/Physical	<p>Turns toward sounds</p> <p>Follows objects with eyes</p> <p>Grasps objects</p> <p>Gradually lifts head for longer periods</p>	<p>Sees things and reaches for them</p> <p>Pushes up with arms when on tummy</p> <p>Might be able to roll over</p>	<p>Starts sitting up without support</p> <p>May bounce when held in standing position</p> <p>Rolls in both directions</p>	<p>Pulls up into standing position</p> <p><u>Crawls</u></p>	<p>Walks holding onto surfaces</p> <p>Stands alone</p> <p>May climb a step or two</p> <p>May drink from a cup</p>

18 months to 2 years

	18 months+	24 months
Cognitive	<p>May identify familiar things in picture books</p> <p>Knows what common objects do</p> <p>Scribbles</p>	<p>Builds towers from blocks</p> <p>May follow simple two-part instructions</p> <p>Groups like shapes and colours together</p> <p>Plays pretend games</p>

	Follows single-step requests like “Please stand up”	
Social and emotional	<p>May help with tasks like putting away toys</p> <p>Is proud of what they’ve accomplished</p> <p>Recognizes self in mirror; may make faces</p> <p>May explore surroundings if parent stays close by</p>	<p>Enjoys play dates</p> <p>Plays beside other children; may start playing with them</p> <p>May defy directions like “sit down” or “come back here”</p>
Language	<p>Knows several words</p> <p>Follows simple directions</p> <p>Likes hearing short stories or songs</p>	<p>May ask simple questions</p> <p>Can name many things</p> <p>Uses simple two-word phrases like “more milk”</p> <p>Says the names of familiar people</p>
Movement /Physical	<p>Can help in getting dressed</p> <p>Begins to run</p> <p>Drinks well from a cup</p> <p>Eats with a spoon</p> <p>Can walk while pulling a toy</p> <p>Dances</p> <p>Gets seated in a chair</p>	<p>Runs</p> <p>Jumps up and down</p> <p>Stands on tip-toes</p> <p>Can draw lines and round shapes</p> <p>Throws balls</p> <p>May climb stairs using rails to hold on</p>

Development table: 3 to 5 years

	3 years	4 years	5 years
Cognitive	<p>Can put together a 3-4 part puzzle</p> <p>Can use toys that have moving parts like buttons and levers</p> <p>Can turn door knobs</p> <p>Can turn book pages</p>	<p>May be able to count</p> <p>Can draw stick figures</p> <p>May be able to predict what will happen in a story</p> <p>May play simple board games</p> <p>Can name a few colors, numbers, and capital letters</p>	<p>Draws more complex "people"</p> <p>Counts up to 10 things</p> <p>Can copy letters, numbers, and simple shapes</p> <p>Understands the order of simple processes</p> <p>Can say name and address</p> <p>Names many colours</p>
Social and emotional	<p>Shows empathy for hurt or crying children</p> <p>Offers affection</p> <p>Understands "mine" and "yours"</p> <p>May get upset if routines are changed</p> <p>Can get dressed</p> <p>Knows how to take turns</p>	<p>May play games that have roles like "parent" and "baby"</p> <p>Plays with, not just beside other kids</p> <p>Talks about their likes and dislikes</p> <p>Pretends; may have trouble knowing what's real and what's pretend</p>	<p>Is aware of gender</p> <p>Likes to play with friends</p> <p>Sings, dances, and may play acting games</p> <p>Switches between being compliant and being defiant</p> <p>Can tell the difference between made-up and real</p>
Language	<p>Talks using 2-3 sentences at a time</p> <p>Has the words to name many things used daily</p> <p>Can be understood by family</p> <p>Understands terms like "in," "on," and "under"</p>	<p>Can talk about what happens in daycare or at school</p> <p>Speaks in sentences</p> <p>May recognize or say rhymes</p> <p>Can say first and last name</p>	<p>May tell stories that stay on track</p> <p>Recites nursery rhymes or sings songs</p> <p>May be able to name letters and numbers</p> <p>Can answer simple questions about stories</p>

Movement/Physical	Can walk up and down steps with one foot on each stair	Can hammer a peg into a hole	May be able to somersault
	Runs and jumps with ease	Walks backwards	Uses scissors
	Catches a ball	Climbs stairs confidently	Hops or stands on one foot for about 10 seconds
	Can slide down a slide	Can hop	Can swing on a swingset
		Pours liquids with some help	Goes to the toilet

School-age

	6-8 years	9-11 years	12-14 years	15-17 years
Cognitive	<p>Can complete instructions with 3 or more steps</p> <p>Can count backward</p> <p>Knows left and right</p> <p>Tells time</p>	<p>Can use common devices, including phones, tablets, and game stations</p> <p>Writes stories and letters</p> <p>Maintains longer attention span</p>	<p>Develops views and opinions that may differ from parents' ideas</p> <p>Grows awareness that parents aren't always correct</p> <p>Can understand figurative language</p> <p>Ability to think logically is improving, but prefrontal cortex is not yet mature</p>	<p>Internalizes work and study habits</p> <p>Can explain their positions and choices</p> <p>Continues to differentiate from parents</p>
Social and emotional	<p>Cooperates and plays with others</p> <p>May play with kids of different genders</p> <p>Mimics adult behaviours</p> <p>Feels jealousy</p> <p>May be modest about bodies</p>	<p>May have a best friend</p> <p>Can see from another person's perspective</p> <p>Experiences more peer pressure</p>	<p>May become more independent from parents</p> <p>Displays moodiness</p> <p>Increased need for some privacy</p>	<p>Increased interest in dating and sexuality</p> <p>Spends more time with friends than family</p> <p>Growth in ability to empathize with others</p>

Language	<p>Can read books at grade level</p> <p>Understands speech and speaks well</p>	<p>Listens for specific reasons (like pleasure or learning)</p> <p>Forms opinions based on what's heard</p> <p>Can take brief notes</p> <p>Follows written instructions</p> <p>Draws logical inferences based on reading</p> <p>Can write about a stated main idea</p> <p>Can plan and give a speech</p>	<p>Can use speech that isn't literal</p> <p>Can use tone of voice to communicate intentions; i.e. sarcasm</p>	<p>Can speak, read, listen, and write fluently and easily</p> <p>Can have complex conversations</p> <p>Can speak differently in different groups</p> <p>Can write persuasively</p> <p>Can understand proverbs, figurative language, and analogies</p>
Movement/ Physical	<p>Can jump rope or ride a bike</p> <p>Can draw or paint</p> <p>Can brush teeth, comb hair, and complete basic grooming tasks</p> <p>Can practice physical skills to get better at them</p>	<p>May experience signs of early puberty like breast development and facial hair growth</p> <p>Increased skill levels in sports and physical activities</p>	<p>Many females will have started periods</p> <p>Secondary sex characteristics like armpit hair and voice changes continue</p> <p>Height or weight may change quickly and then slow down</p>	<p>Continues to mature physically, especially boys</p>

Information source: <https://www.healthline.com/health/childrens-health/stages-of-child-development>

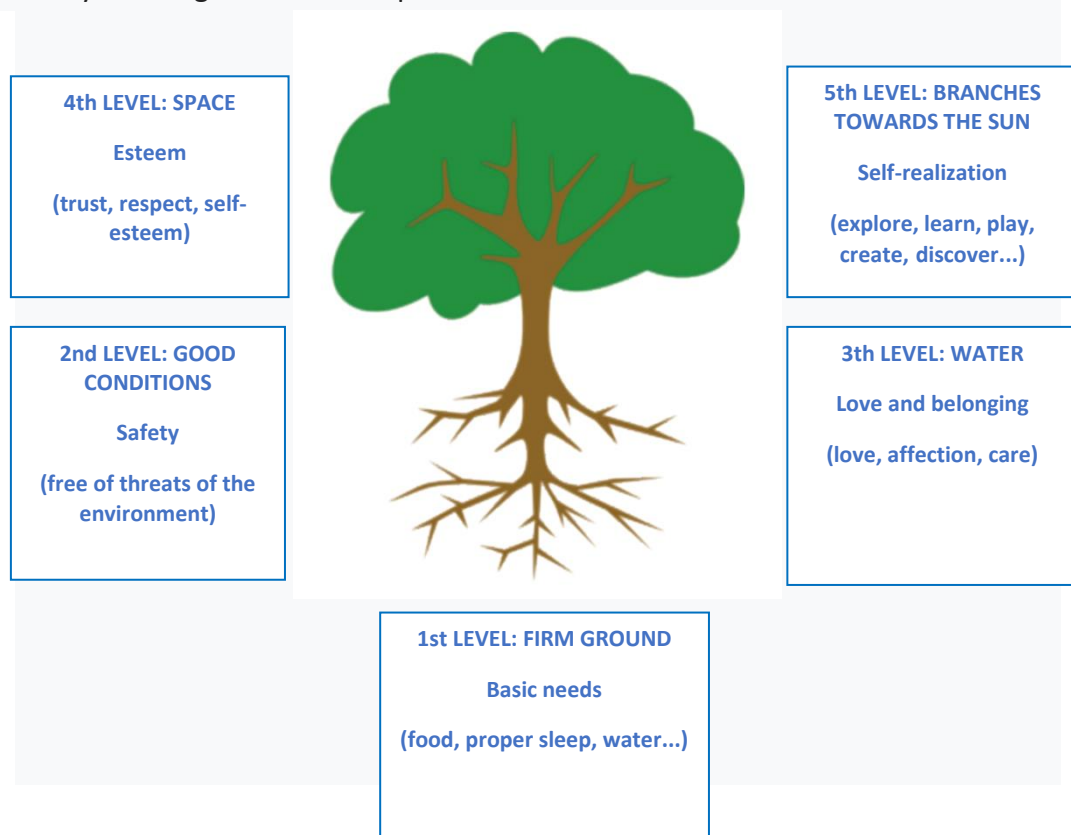
C) DEVELOPMENTAL NEEDS LINKED WITH LEARNING SUPPORT

For children to grow properly and develop comprehensively, they need stability and continuity in their families and in their environment, both physically and emotionally,

offering consistency and security. Offering security implies, on the one hand, that children feel safe from the unexpected, from unknown situations, a world that is unknown.

According to Abraham Maslow, an outstanding figure of humanistic psychology, the human being has a natural tendency to full development. The human brain shows a natural tendency to feel good about itself and with other people, to seek their happiness and to find meaning in their existence. Because of this, there are a series of universal needs that must be met in order to reach this state. Using the image metaphor of Álvaro Bilbao, we can make a similar diagram and define the stages of development of the pyramid in terms of children's needs:

- **The first level:** it would be equivalent to a physical security provided by the fact of growing up with the basic needs of food, rest and hygiene covered.
- **The second level:** corresponds to living in a safe environment, home free from threats or abuse.
- **The third level:** the affection of caring parents who protect and emotionally nurture the child, to achieve good self-esteem.
- **The fourth level:** children need trust and freedom of their parents, if not, their talent and desire to explore may end up drowned by the insecurity and lack of space that their parents transmit to them.
- **The fifth level:** children's brain naturally seeks stimuli that allow them to explore, play, experiment and discover the world of objects and the people around them, always looking for full development.



In order to achieve the integral development of the child as a person and efficiently cover these needs, the role of the family is essential, but we cannot forget that in these years there is another fundamental socializing agent, the school. In both environments, an adequate stimulus is key to favouring the achievement of these objectives/needs, therefore it follows that a coordinated action between the two would be the most beneficial for the child; however, on many occasions, they act as independent agents.

Self-government and motor skills examples:

- ✓ SELF-CARE: washing hands, brushing teeth, brushing hair, blowing nose, buttoning and unbuttoning, dressing, putting on shoes, putting on gloves, making bed, cleaning shoes,
- ✓ TAKE CARE OF THE EXTERNAL ENVIRONMENT: planting; raking leaves or stones, caring for plants, using a watering can, caring for an animal.
- ✓ TAKE CARE OF THE INTERIOR ENVIRONMENT: sweeping, dusting, cleaning, draining, washing clothes, opening and closing the tap, hanging clothes, cleaning a glass.
- ✓ PARTICIPATE IN THE KITCHEN: setting the cutlery, removing the table, washing a table, washing fruit or vegetables, making a vinaigrette, washing the dishes, drying the dishes, loading and emptying the dishwasher, transferring grains from one jar to another.
- ✓ CONTROL THE MOVEMENTS: move calmly, motor skills, body expression, hold, transport and place an object; walk on the edge of a sidewalk, walk on a line, open and close a door or window, hang or pick up an object, cut paper, fold paper, creative activities (modelling, drawing, finger or brush painting), playing motor games (construction games, puzzles).
- ✓ MANNERS ROLE PLAYING: wave, bye, please, thank you; answering the phone, do not interrupt someone when they are speaking, knowing how to wait, asking for forgiveness, asking for help, looking into the eyes, helping someone, etc.

Sensory activities examples:

- ✓ GAMES OF COLOURS: match or associate coloured objects.
- ✓ SENSATION ACTIVITIES: Be able to make differences between smooth and rough, hard and soft, hot and cold, light and heavy, pairing or grading work, isolating the concepts.
- ✓ CHOICE ACTIVITIES: sort objects by colour, size, topic, etc.
- ✓ RECOGNIZE ODORS AND SOUNDS: match objects by their smells or sounds.

- ✓ RECOGNIZE SOUNDS: from animals, noises, relatives, etc.
- ✓ MAKE CONSTRUCTIONS: involving gradations from largest to smallest, shortest to longest, etc.

Language activities examples:

- ✓ Enrich the vocabulary by naming what surrounds the child. Don't be afraid of complicated words.
- ✓ Choose small objects in a treasure box and talk about them.
- ✓ Read books.
- ✓ Tell stories or create new ones.
- ✓ Sing songs or texts.
- ✓ Imagine stories together.
- ✓ Tell the beginning of a story and propose to the child to imagine how it ends.
- ✓ Invite the child to illustrate/draw a story.
- ✓ Look at photos together and comment on them.
- ✓ Make a photo album for the child of their personal history or their first year, the beginning of the course or the holidays.
- ✓ Make the child guess the name of a hidden object by describing it.
- ✓ Recognize fruits or vegetables, or other types of objects, talk about them, describe them, comment on them, etc.
- ✓ Invite the child to name all the parts of the body or all the animals that they like.
- ✓ Play the game of silence: invite the child to be as calm as possible, not to make the slightest noise, to focus on distant noises, interior noises such as breathing, moving without noise ... The child will become familiar with silence and its benefits.
- ✓ Make role-playing/imitation games.
- ✓ Find out objects with names that begin with a given sound.
- ✓ Listen to song records.

Writing activities examples:

- ✓ Write syllables or words with a mobile alphabet.
- ✓ Draw or trace the alphabet with your finger on the sand.
- ✓ Trace letters on a board.
- ✓ Associate letters to images.
- ✓ Make a lottery of the letters and images.
- ✓ Match lowercase letters with capital letters.

Reading activities examples:

- ✓ Recognize their name.
- ✓ Read words when they are composed spontaneously with the mobile alphabet
- ✓ Try to decipher words.
- ✓ Recognize familiar words.
- ✓ Make a book and read it to family and friends.
- ✓ Read books together.

This list of activities is far from complete. The field of possibilities is vast. In this same line, and despite not being an educational activity in the academic sense, it is necessary to make a special mention about the act of **playing**, specifically about free play and its importance for learning and development.

Huizinga (1995) defines playing as *"A free action, felt as fictitious and situated on the fringes of everyday life, capable, however, of totally absorbing the player."* There are two kinds of play: spontaneous and directed. Spontaneous play is one that arises on the child's own initiative, that is, there are no adults who influence the child's decision. As opposed to spontaneous play we have directed play, in which there is an adult presence. The game itself has predetermined objectives, which are usually the occupation of leisure and, purely recreational purpose, recreation or therapy. If we ask ourselves why children play, the answer is because they feel like it. Play is (and should be) a pleasant activity in itself. They do not do it because they should, or for a reward, but because they want to.

Playing is the only thing that children should be concerned about during their first years of life, since, through it, they learn and feel like a human being. But for authentic learning to take place, play must be free and spontaneous, allowing children to observe, experience and live the world around them. Free play can be individual, in which the child freely chooses to do something according to their internal needs, without receiving any kind of direction from the adult, or the desire to join other children may arise, contributing to the development of positive social behaviour, while reinforcing personal identity and self-esteem. There are many benefits of free play:

- It satisfies the basic needs of physical exercise, thus developing its psychomotricity.
- It is an excellent way to express and carry out your wishes. They can even create instruments through imagination if they don't have them.

- In turn, the imagination of the game facilitates the moral positioning and maturation of ideas.
- It is a channel of expression and discharges of feelings, positive and negative, helping emotional balance.
- With imitation games you are rehearsing and exercising for adult life.
- When you play with other children, you socialize and develop your future social skills.

The role played by the adult in the child's free play may be that of an observer, that is, noticing the child's actions and reactions, or an accessory to games, accompanying them in their learning. Another aspect to be considered by the adult is the need to allow boredom. It is the boys and girls who must make the mental effort to create their ways of having fun. Boredom precedes the processes of creation and encounter with ideas. It is learning to do something on your own initiative without adult people being the ones who always solve it.

The places where children can enjoy free and spontaneous play are endless. It is true that outdoor settings such as the mountains, the beach or a park are idyllic to take advantage of a game day, but you can also play freely at home.

To influence positively, adults who want to participate in children's free play will have to consider certain aspects:

- Do not forget that the main protagonist in the game is the child.
- If possible, make a play space, facilitating a calm, cosy and safe environment where there is no danger.
- Use simple and clear, but not childish language.
- Leave the child to act independently so that they become more autonomous, as their age and abilities allow.
- Respect each child's play preferences, avoiding imposing a game or activity.
- Facilitate contact with other children to share play.
- Observe the child's behaviour in the game to know them better and to know what motivates them the most.

D) WHAT IS TRAUMA, ITS IMPACT AND HOW TO ADDRESS IT.

What is it and what can cause trauma?

Pierre Janet (1894, 1919) defines trauma as "the result of exposure to an inevitable stressor event that goes beyond the person's coping mechanisms". Trauma involves a stressful situation, severe or chronic, that has an impact of negative consequences and

that can carry a symbolic meaning that determines the consequences of it. So, we can say that all adverse life events are likely to have a traumatic impact.

The fundamental core of psychological trauma is a feeling of immense fear, helplessness, loss of control and the threat of disappearance that destroys the normal protection systems that give people a sense of control, connection and meaning. The important thing is how the traumatic fact changes the vision that the person has about himself and the world. This fact will establish a before and after and it will be what defines it as *traumatic*. How the person is affected will depend on their personal history, the type of traumatic situation, the circumstances around them, and which cognitive patterns identify them.

During childhood, many perceived threats come more often from the lack of affective signs and accessibility of the caregiver than from the actual level of physical danger or risk to survival. Stress is at the basis of traumatic fact as it is triggered when a change in environmental conditions is perceived. When a situation is ambiguous, overflowing, threatening or harmful it requires the mobilization of additional psychological resources and this process begins.

Psychological stress is defined as "a particular relationship between environment, which is assessed by them as threatening or overflowing, or endangering their well-being" (Lazarus and Folkman, 1986). So therefore, it does not correspond exclusively to the characteristics of the individual or the environment, but represents a type of relationship, and more specifically a type of evaluation: that established by the person with respect to each situation. The theory of Lazarus and Folkman identifies two kinds of processes that allow us to understand why certain events are stressful for some people, while for others they are not. These processes are:

- The cognitive assessment of such events and the personal resources available to address them.
- The coping strategies to handle these events.

Stress is intimately related to emotions, although it is not one of them. It lacks an affective tone, though it can be provided by an emotion, as if it is necessary, it will be activated by the stress itself. One of its main effects is to prevent negative emotional consequences, attenuating conscious memories, but keeping its record for future situations. The emotional process is the main mechanism of adaptation, as it is an information processing system of special significance for survival, the achievement of vital goals and social life. It is also a system of reaction to the demands of the environment, for which it recruits all the resources of the person in a quick preparation for the most appropriate action to answer those demands. It is also a system of pro-action that allows to predict possible situations of emotional demands, and anticipate them by choosing the appropriate action.

Another human quality that protects us and helps us to adapt to changes and overcome adversity is memory. We can define it as "the psychological process that serves to

encode information, store the encoded information in our brain and retrieve such information when the individual needs it." (Ballesteros, 2012)

The emotions, cognitions, behaviours and physical sensations that are provoked by the experiences that we live, are recorded in the autobiographical memory along with the details of the events that produced them, allowing us to have integrated memories of this life experience that we can evoke through effective, inclusive storytelling. In traumatic life experiences, emotional reactions, cognitions, behaviours and sensations are separated from the narrative of events and recorded while maintaining fragmented memories with difficulty for evocation. Recalling these memories, we relive the traumatic experience as if it were happening in the present. In these stress reactions after traumatic events, the person will oscillate between re-experiencing these events, and the avoidance of memories.

In situations that are difficult to deal with or over discomfort situations, that is not known how to handle, people can resort to various systems that protect them and prevent them from connecting with their sensations or emotions. Feeling vulnerable, guilty, insignificant or unprotected can be intolerable sensations around which "protective layers" develop. We can define dissociation as a defence mechanism facing the impossibility of integrating traumatic experience, which facilitates the continuous living with previous schemes at the cost of expelling a painful part of the life experience from consciousness, because we can't be aware of two incoherent scenes at the same time. Dissociative symptoms manifest themselves in the form of psychological phenomena such as nightmares, hearing voices, amnesia or loss of affections or as bodily phenomena such as tics, pain, self-harming behaviours, perceptual or motor losses, paralysis dissociative or eating symptoms.

Signs and indicators of childhood trauma.

When we talk about childhood trauma, the damage can be equally physical or emotional, real or perceived, and can pose a threat to the child or to a person close to him. Trauma can be the result of an isolated event or can be the result of a series of events over time. Potentially traumatic events can occur in any area of cohabitation of the child:

Family:

- ✓ Dysfunctional family dynamics
- ✓ Family violence (negligence, demand, isolation, physical, psychological and sexual abuse)
- ✓ Child or close family member's illness
- ✓ Death of a family member
- ✓ Mental pathologies of a family member
- ✓ Early trauma of parents
- ✓ Divorce
- ✓ Adoption or fostering

School:

- ✓ Abuse
- ✓ Negligence
- ✓ Harassment
- ✓ Bullying
- ✓ School violence

Sport:

- ✓ High-competition sport
- ✓ Physical, psychological and mental abuse in sport activities.
- ✓ Sports violence

Accidents and diseases:

- ✓ Own or family accident
- ✓ Own or family member medical treatment
- ✓ Hospital admissions
- ✓ Medical negligence

Migration:

- ✓ Changing countries for reasons beyond their control (countries at war, human trafficking, extreme poverty)

Psychological and emotional trauma is not, a priori, visible to the family and social environment of the child or adolescent, but its consequences are more visible in the short, medium or long term. A characteristic of these symptoms is that they can appear at the time of the event or traumatic events or several years later, making it difficult to associate it with symptomatology and stressful events. These symptoms can be triggered at any of the child's operating levels:

Physical:

- ✓ Inability to control physical responses to stress
- ✓ Chronic diseases, including adulthood (e.g. heart disease and obesity)

Mental:

- ✓ Difficulty in thinking, learning and concentrating
- ✓ Memory problems
- ✓ Difficulty in switching from one activity or thought to another

Emotional:

- ✓ Low self-esteem
- ✓ Feeling insecure
- ✓ Inability to regulate their emotions
- ✓ Difficulty in establishing an attachment or relationship with care providers

Social:

- ✓ Difficulties in building up friendships
- ✓ Problems with trusting others
- ✓ Depression, anxiety

Behavioural:

- ✓ Lack of impulse control
- ✓ Fighting, aggressiveness and homelessness
- ✓ Substance abuse
- ✓ Suicide

When children have experienced trauma or several traumatic events over an extended period of time, their bodies, brains and nervous systems adapt in order to protect them. This can lead to behaviours characterized by increased aggression, mistrust and disobedience towards adults, and even dissociation (feeling of being disconnected from reality). When children are in danger, these behaviours can help them survive. However, once they are in a safe environment, their brains and bodies may not recognize that the danger has passed. These protective behaviours or habits are strengthened as they recur (just as a muscle grows and strengthens if exercised regularly). It takes time and retraining for "survival muscles" to learn that they are not needed in this new environment (their home) and that they can relax.

It might help to remember that the problematic behaviour of the child can be a learned response to stress, and that it may even be what kept them alive in a highly insecure situation. Time and care are needed for the child's body and brain to learn to respond in ways more appropriate to their current and safe environment.

Factors that determine the impact of traumatic events include:

- ✓ Age. Younger children are more vulnerable. Even infants and children up to 2 years old who can't talk about what happened retain "sensory memories" of traumatic events that can affect their adult well-being.

- ✓ Frequency. Experiencing the same type of traumatic event multiple times, or multiple types of events, will cause more damage than an isolated event.
- ✓ Relationships. Children with positive relationships with health care providers are more likely to recover.
- ✓ Skills to deal with a situation. Intelligence, physical health and self-esteem help the child cope with a traumatic situation.

Impact of trauma

When the person behaves in an unexpected way that seems irrational or extreme, he or she may be facing a trigger for trauma. A trigger is some aspect of a traumatic event that occurs in a completely different situation but evokes the original event and therefore revives the traumatic experience. Examples include sounds, aromas, sensations, places, postures, voice tones and even emotions.

It is possible than young people who have experienced traumatic events may re-create previous patterns when they do not feel safe or are in the presence of a trigger. Depending on whether you have a "fight, "flight" or "freeze" reaction, it will seem that the child is throwing a tantrum, ignoring or challenging. However, reactions to a trigger are a reflex, not deliberate or planned. When the body and the brain of the child are overwhelmed by a traumatic memory, he is not able to assess the consequences of its behaviour or the impact it has on others. In many cases, children who have suffered trauma, experience a delay in their development with respect to their chronological age. It may be normal for them to exhibit behaviours more typical of a younger child.

Some of the symptoms and behaviours that children who have experienced a traumatic event might exhibit at every stage of development are the following (although the age range should be considered as a guide only):

Children between 0 and 5 years old:

- ✓ They are irritable, "picky"
- ✓ They get scared easily or find it hard to calm down
- ✓ Frequent tantrums
- ✓ They cling to people or things, are reluctant to explore the world
- ✓ They have much higher or lower activity levels than other children of their age
- ✓ Relive traumatic events over and over again in dramatizations or conversations
- ✓ Have delays in physical and language development, among others

Children between 6 and 12 years old:

- ✓ They find it difficult to pay attention
- ✓ They are very quiet or withdrawn
- ✓ Cry or shout easily
- ✓ Talks frequently about alarming feelings and ideas
- ✓ Have difficulty switching from one activity to another
- ✓ Fight with children of their age or with adults
- ✓ There are changes in their academic achievement
- ✓ They want to be left alone
- ✓ Eat much more or much less than other children of their age
- ✓ Get into trouble at school or at home
- ✓ Frequent, unexplained headaches or stomach pains
- ✓ Exhibit behaviours of a younger child (they suck their finger, pee the bed, fear the dark)

Adolescents between the ages of 13 and 18:

- ✓ They talk constantly about the traumatic event or deny that it has happened
- ✓ They refuse to obey the rules or are often insolent
- ✓ They feel tired all the time, sleep much more (or less) than other teens of their age, have nightmares
- ✓ Exhibit risky behaviours
- ✓ Fight
- ✓ Don't want to spend time with their friends
- ✓ Use drugs or alcohol, leave home or get into trouble with the law

These signs do not necessarily indicate that the child has experienced trauma. However, if the symptoms are more severe or last longer than normal for a person of their age, or if they interfere with their ability to feel good at home or at school, it's important to think that they may need help.

More severe symptoms of trauma, or symptoms that change child's ability to function at home or at school deeply, may match a diagnosis of a specific mental illness.

- Children who have difficulties concentrating may be diagnosed with attention deficit hyperactivity disorder (ADHD).
- Those who seem anxious or feel easily overwhelmed by emotions can be diagnosed with anxiety or depression.
- Children who have trouble dealing with unexpected events can respond by trying to control each situation or reacting extremely to a change. In some cases, these behaviours may be mistaken for a defiant negativist disorder or intermittent explosive disorder.

- Dissociation in response to a trauma trigger can be seen as a challenge to authority, or it can be diagnosed as depression, ADHD and even as a developmental delay.

These conditions may need to be treated with methods traditionally used to treat mental illness (which may include short-term medication use). However, facing the traumatic event experienced by the child to treat the underlying cause will be much more effective in the long run.

Trauma approach

Although childhood trauma can have serious and lasting effects, there is always hope. With the help of understanding and caring adults, children can recover.

Some issues to consider living with these children would be:

- ✓ Identify the triggers of trauma.

Something we say or do, or a harmless element at home, may be causing reactions in the child without you noticing. It is important to look at patterns of behaviour and reactions that do not seem to "fit" the situation. What causes distraction, makes them anxious, or causes a tantrum or emotional outburst. It's important to help them to avoid situations that trigger traumatic memories, at least until they have recovered.
- ✓ Be physically and emotionally available.

Some traumatized children keep distance with adults (whether on purpose or unintentionally). We must find a way to offer them care, comfort, and support without discomfort. The little ones may want to be embraced or held; young people might just want to spend more time with their family. It is positive to follow the child's initiative and be patient if he or she seems to need it.
- ✓ Reply, do not react.

Adult reactions can trigger certain responses in a child or young person who is already overwhelmed. (Some feel uncomfortable even when someone is staring at them for a long time.) When the child is upset, we should do our best to stay calm: Lower the voice, recognize the feelings of the child and try to comfort them and be honest.
- ✓ Avoid physical punishment.

This can make the stress or panic of a child who has been abused worse. Adults need to set reasonable and consistent limits and expectations, and should praise desirable behaviour.
- ✓ Do not take their behaviour personally

We must allow the child to experience their feelings without judging them. Help them find the right words and acceptable ways to express their feelings, and praise them every time they use them.
- ✓ Listen.

Don't avoid difficult issues or awkward conversations. (But don't force the child to talk about something if he or she isn't ready to.) We should help the child to know that experiencing many feelings after a traumatic experience is completely normal. We must take their reactions seriously, correct any misconceptions related to the traumatic event and help them understand that what happened was not their fault.

✓ Show them how to relax.

Encourage the child to practice slow breathing, listen to soothing music, or say positive things to the child.

✓ Be consistent and predictable.

Develop a daily routine for meals, play hours and bedtime. Prepare your child in advance for a change or new experience. Be patient. Each person recovers from trauma differently, and trust in others does not grow overnight. It is important to respect the pace of recovery of each child.

✓ Allow the child to have some control.

Reasonable and age-appropriate choices encourage them to feel that they have control over their own life.

✓ Promote their self-esteem.

Positive experiences can help children recover from trauma and increase their resilience. Examples of this include acquiring a new skill; feel part of a community, group, or cause; establish and achieve objectives; be useful to other people.

If the child shows these symptoms mentioned above over a very long period, or if they get worse rather than better, it is necessary to look for help. Therapy by a professional trained to recognize and treat trauma in children can help to address the causes of their behaviour and promote their recovery. A therapist may be able to help the child understand themselves and respond more effectively. Sometimes medications may be needed to manage symptoms and improve a child's ability to learn new skills.

This type of professional work will help the child to increase their sense of safety and manage their emotions, especially in the presence of trauma triggers. They will help them to develop a positive image of themselves that gives them a greater sense of control of their life. In addition, it will help improve the child's relationships with family members and others.

No less important is self-care for the family. Living with a child who has experienced trauma can be difficult. Families may feel isolated, as if no one can understand what they are going through, so this can deteriorate the relationship with the child but also with other family members (including the relationship between the couple). Learning about the child's traumatic experience can even be a trigger for himself or herself, if he or she has its own history of trauma that hasn't fully healed. Being affected by someone else's trauma is called "secondary trauma." Signs that may indicate this possible situation:

Physical symptoms:

- ✓ Headaches
- ✓ Stomach problems
- ✓ Sleep problems
- ✓ Weight gain or loss

Behavioural symptoms:

- ✓ Increased drug use¹
- ✓ Isolation of others

Emotional symptoms:

- ✓ Anxiety
- ✓ Frequent crying
- ✓ Irritability
- ✓ Loneliness
- ✓ Depression

Cognitive symptoms:

- ✓ Inability to concentrate
- ✓ Bad memory
- ✓ Loss of sense of humour
- ✓ Inability to make decisions
- ✓ Lack of energy

Prevention is the best way to intervene on secondary trauma:

- Be honest about your expectations for your child and your relationship. Having realistic expectations regarding the upbringing of a child who has suffered trauma increases the chances of a healthy relationship.
- Celebrate small victories. Take note of the improvements your child has made.
- Do not take your child's difficulties personally. These are the results of the experienced traumatic event, not a sign of your failure as a parent.
- Self-care. It is important to spend time on activities that give you pleasure and nourish you physically, emotionally, and spiritually.

¹ In a longitudinal study in Southeast Michigan, post-traumatic stress disorder showed an increased risk of drug abuse or dependence (average risk, 4.5; 95% safety interval, 2.6-7.6, depending on sex), while exposure to dramatic events without signs of PTSD did not increase the risk of abuse or drug dependency. The risk of abuse or dependence was highest in prescription psychoactive drugs (average risk, 13.0; 95% safety interval, 5.3-32.0). Howard D. Chilcoat, ScD; Naomi Breslau, PhD (2000). Post-traumatic stress disorders and drug addiction disorders. Checking the trajectory of the causes. RET, Journal of Drug Addiction, n°23

- Concentrate on your own recovery. If you've experienced trauma, it's important to start your own recovery process, independent of your child's.
- Look for support. Your circle of support may include friends, family and professional support, if you need it.

Resilience

Garmezy (1991) defines it as the "ability to recover and maintain adaptive behaviour after abandonment or initial incapacity when a stressful event starts."

The person will be exposed to severe adversity and, at the same time, carries out a positive adaptation despite the significant aggressions on the development process. It involves not so much a vulnerability to stress but the ability to recover from negative events.

There are three groups of factors involved in resilience development:

- Attributes of the children themselves.
- Aspects of your family.
- Characteristics of its wide social environment.

It is not entirely clear whether it is a personality trait or rather a behavioural pattern. This is of great relevance in order to identify a possible intervention based on this construct to increase the protection against problem behaviours in people with a low level of resilience.

As factors that promote resilience, Olsson et al. (2003) differentiate between these resources:

- At the individual level: constitutional resilience, sociability, intelligence, communication skills and personal attributes.
- At the family level, families providing support (warmth, encouragement and parental support, cohesion and care within the family, close relationship with an adult who provides care, belief in the child, not blaming marital support and talent or hobby valued by others)
- At the community level: social and environmental resources, school experiences and communities that provide support.

Some high-risk children exhibit competition in some domains but exhibit problems in others. For example, they can perform well in their academic performance and poorly in social competence. For this reason, we begin to add an adjective to resilience and talk about educational, emotional, behavioural resilience...

In all cases, the idea of resilience is that the individual passes in his childhood or adolescence through a situation of exposure to a significant risk, loss or trauma and the

implementation of adaptive mechanisms to overcome that situation and to be able to carry a normal adult life.

Masten (2001) argues that resilience is much more common in humans than we think and in many occasions is a "normal" adaptive process for humans. But it works when the human group performs its functions as it has throughout history: adult care relationships (whether or not their parents) with the child, intellectual competence, self-regulation skills, positive self-care, motivation intrinsic to success. When these basic protection systems for the child fail, it is not possible to lead a normal life and then resilience develops.

Hence, programs to increase resilience start from detecting these parenting deficits in children to correct them and avoid problems in the short, medium and long term in them.

Activities

TITLE OF THE ACTIVITY: What age can I...? - Face to face

<p>1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>20-30'</p> <p>Mentor Managers will go deeper into the developmental needs and characteristics of children of various ages. The search for self-fulfilment and assumption of responsibilities are very important parts of the growth of all children. It will reflect on how assuming or delegating responsibilities favour or damage school success.</p>
<p>2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)</p>
<ol style="list-style-type: none"> 1. Knowing the most common and approximate age at which children perform or can perform certain actions. 2. Understanding how children develop and, in this way, promote self-learning and self-realization. 3. Promoting school success by knowing more about the child's development and its possible delays.
<p>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>

<p>Step 1 The trainer has a box with tasks and actions (Annex 1).</p> <p>Step 2 Each person takes a piece of paper and reads it aloud.</p> <p>Step 3 The participant must place their paper on the table, in the age range that they think corresponds to them (Annex 2).</p> <p>Step 4 As each person places the action, the trainer will create a debate through questions: what do you think (the rest of them)? Older or younger? What kind of need is this? Can the lack of this ability influence their future? Will it affect their academic and social life at school?</p>
<p>4) DESCRIPTION OF ALTERNATIVES (What changes can be made to make it more appropriate)</p>
<p>If there are many participants, they could take a paper in pairs and follow the same dynamic explained. It could also be done by forming 2 groups. In this way, each group would place the actions in the age range that they consider appropriate (thus promoting teamwork) and, afterwards, they would be brought together in a large group for correction by the trainer and debate. The list of tasks that are presented is very extensive so that each mentor can choose (between 10 and 15) those that are more convenient and can be better adapted to the sociocultural reality.</p>
<p>5) LEARNING OUTCOMES (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Participants will have more knowledge about the developmental milestones in a practical way and they will see how the fact that children assume certain responsibilities, according to their age, will give them greater autonomy in their academic life. They will also identify possible delays if the child doesn't develop the abilities according to their age.</p>

ANNEX 1. LIST OF TASKS / ACTIONS TO CLASSIFY BY AGE

Depending on the number of participants, choose between 10 and 15 items adapted to the sociocultural reality.

2-3 years old

- Store their toys in boxes and on the shelf
- Stretch the comforter on their bed
- Water plants
- Eat alone
- Put away their books
- Removes their shoes and socks

- Drink without help
- Seek independence, but need help
- Like to be close to the family, because it gives them security
- Do projects and work alone, but start playing with other children

4-5 years

- Make order in their room
- Clean and store dishes well
- Arrange the cutlery
- Set the table with everything
- Dress alone
- Wash up
- Use the knife to spread
- Ask Why? constantly
- Ask many questions because they want to learn
- Button up
- Be aware of the time and duration of an activity
- Be obedient in tasks and routines

6-7 years

- Pick up the trash
- ☐ Prepare their backpack
- ☐ The group (friends) starts to have more influence
- ☐ Like to win, enjoy competition and change rules at their own convenience
- ☐ Be able to pay attention when necessary
- ☐ Like to have more responsibility and independence and be constantly concerned with doing everything right
- ☐ Show less decision making and don't like criticism

8-9 years

- Wash the dishes
- Play organized games
- Interest in team games and competition

10-11 years

- Clean the bathroom thoroughly
- Start ironing clothes
- Check their class schedule and ask their classmates if they have forgotten to write something important

From 12 years

- Make simple repairs at home
- Interest in social issues (14-15 years)

ANNEX 2 CLASSIFICATION TABLE

Table to draw or print (A3)

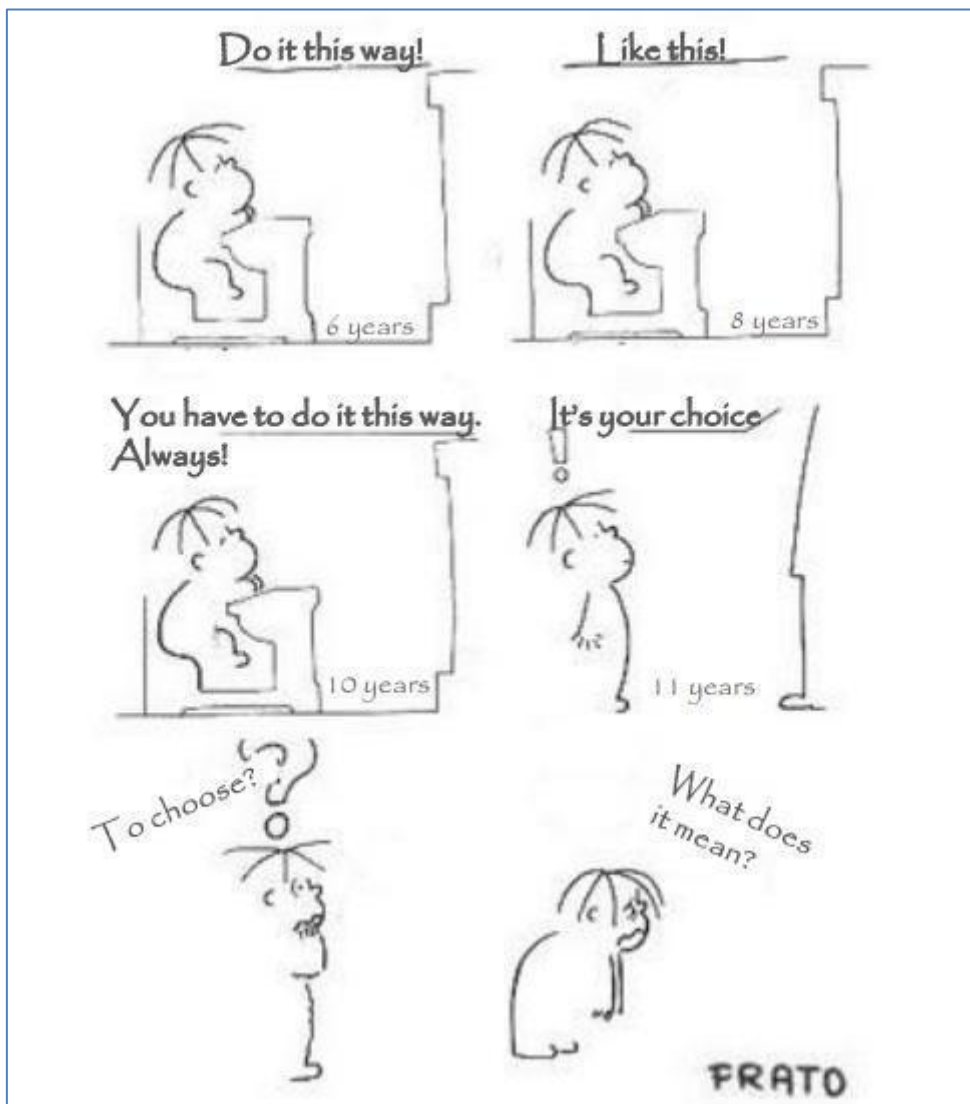
2-3 years	4-5 years	6-7 years	8-9 years	10-11 years	>12 years

TITLE OF THE ACTIVITY: How do we learn?

Face-to-face	x	Online	
1)DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)			
20' We'll create a place for dialogue and discussion about children's opportunities to know and develop their preferences, attitudes and capacities through a comic strip from Francesco Tonucci (also known as Frato). He is an Italian thinker, educational			

<p>psychologist and cartoonist.</p>
<p>2) OBJECTIVES OF THE ACTIVITY</p> <p>(Please, write 2 or 3 main objectives of this activity)</p>
<ol style="list-style-type: none"> 1. Promoting the development of autonomy. 2. Learning about how children learn. 3. Promoting active listening to children’s interests so they can express themselves at school and with their families.
<p>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS</p> <p>(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 Comic strip presentation: ask the participants what they see in the picture (Annex 3)</p> <p>Step 2 To connect the vignette to the theoretical content: What values can influence development? Does the historical context matter? Do we really let them choose and enhance their individual differences? Who offers security and stability to children?</p> <p>Step 3 In everyday practice, how is it possible to promote the development of autonomy.</p> <p>Step 4 Ask the participants how we could find balance between freedom and safety.</p>
<p>4) DESCRIPTION OF ALTERNATIVES</p> <p>(what changes can be made to make it more appropriate)</p>
<p>Explain the social and culture reality shown in Francesco Tonucci’s work: the value that he indicates in educational game in the learning progress, child in the city...</p>
<p>5) WHAT LEARNERS CAN TAKE FROM THIS</p> <p>(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Think about the current learning model and its consequences in children’s development.</p> <p>Are we really letting them choose?</p>

Annex 3



TITLE OF THE ACTIVITY: Be a model - Face to face

1) DESCRIPTION OF THE ACTIVITY

(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)

30'

By means of the presentation of the video of the “Bandura's bobo doll experiment” we want to achieve a space for reflection on how and to what extent they can influence the learning of their children, even indirectly.

<https://www.youtube.com/watch?v=128Ts5r9NRE>

2) OBJECTIVES OF THE ACTIVITY

(Please, write 2 or 3 main objectives of this activity)

1. Understanding that there are different types of learning: direct and indirect.
2. How we influence their learning with our attitude and behaviours.
3. How they can modify their behaviour to serve as positive role models for their children.

3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS

(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)

Step 1 The trainer explains that they are going to watch a video on a social experiment by contextualizing it.

Step 2 The trainer asks the participants to reflect on what they have just seen and what conclusions they draw from said video. In the video they can see children exposed to a model who attacks the doll and the children can relate in the same way to it. The trainer explains the importance of modelling and the characteristics that this model must present (be similar, be attractive, if there is no motivation or has negative consequences, such behaviour will not be reproduced).

Step 3 The trainer explains the importance of not being contradictory in our messages, if we want them to do something, then we cannot do the opposite because we are their role model. (For example, if we ask them to pick up their books after reading we must do the same.)

4) DESCRIPTION OF ALTERNATIVES

(What changes can be made to make it more appropriate)

–

5) LEARNING OUTCOMES

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Thinking about how indirectly parents influence the development and learning of their children. Keeping in mind that they learn from direct orders and the importance of learning by observation.

TITLE OF THE ACTIVITY: Invisible backpack

Face-to-face	X	Online	
1) DESCRIPTION OF THE ACTIVITY			
(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)			
40'			
We show Mentor Managers some cases of students with different problems in class and then they are introduced to the lives of these children outside of school.			
2) OBJECTIVES OF THE ACTIVITY			
(Please, write 2 or 3 main objectives of this activity)			
<ol style="list-style-type: none"> 1. Identifying the problems of the students in a comprehensive way and linking them to the coverage of basic development needs. 2. Promoting academic success working on educational equity in the classroom. 			
2) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS			
(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)			
<p>Step 1. We divide Mentor Managers in groups. Each group is presented with 2 stories of 4 students and their behaviour in the classroom. The following questions will be asked to work in groups:</p> <ul style="list-style-type: none"> - What do you think is the cause of the behaviour? - What feelings does this behaviour generate in you? - What would you do to stop these behaviours? - Do you think there may be some causes that justify them? If there are, are they internal or external to the school environment? <p>You are given 10 minutes to read the story and complete the questions.</p> <p>Step 2. Each group shares their cases and their answers to the questions.</p> <p>Step 3. In a second part, the complete story is presented to each group and the following questions are asked:</p> <ul style="list-style-type: none"> - After learning about this child life story, does your perspective about him/her change anything? - Would you provide a different solution to the previous ones? 			

<ul style="list-style-type: none"> - Would the feelings that the child's behaviour generated in you change now? - Each group gets 10 minutes to reflect again. <p>Step 4. Each group presents the answers to these questions and their reflection.</p> <p>Step 5. The trainer will have to make a final reflection talking about the need to for the teacher to understand trauma and reasons behind various behavioural problems. To achieve academic success there are a series of basic needs that must be met first, and not all the students have the same situation.</p>
<p>3) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)</p>
<p>Based on how the group of Mentor Managers works, this activity can be carried out by groups or individually, all working on a specific case. If the group of managers has a very different work methodology, this would be the best solution for the activity to work.</p> <p>If there is a small group of managers operating, cases can be reduced.</p> <p>If there is more time, some managers can be given the opportunity to tell a similar case story.</p>
<p>5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>They will know the importance of the integral development of the students and the importance that the students have their development needs covered. They will learn the meaning of working in the classroom based on educational equity, treating each student according to their needs, enhancing their abilities and using motivation and communication as the fundamental basis in the classroom.</p>

Annex 1 1st part

JULIA. 11-year-old girl

- ☒ Falls asleep in class
- ☒ In the subjects that she does not like (most) she does nothing.
- ☒ Gets along well with classmates. She has no conflict.
- ☒ She uses her cell phone during class and gets angry if the teacher reprimands her.

MARCOS, 7-year-old boy

- ☒ Gets good grades and tries hard.
- ☒ Does not want to integrate with his peers. He has no interest in establishing a peer group.

- ☐ He keeps bothering his classmates.
- ☐ He uses every opportunity to speak in class to express his discontent with the institute and with his family.
- ☐ Shows anxiety, not justified, by the activities to be carried out in the classroom.

ANTÍA, 9-year-old girl

- ☐ Has a low academic level. She tries hard, but doesn't reach the level of the class.
- ☐ It is difficult for her to integrate with her peers. She is gruff and suspicious.
- ☐ She is quiet in class.
- ☐ She always has a sad and unpleasant expression.
- ☐ She lives with her father, his wife (she is not Antía's mother) and 4 little brothers.

JACOBO, 10-year-old boy

- ☐ Does not repeat a course or has any pending subjects.
- ☐ There is nothing to highlight in his academic record.
- ☐ The course starts well, but as the months go by, the teachers begin to notice a drop in his grades. Does not show the same good attitude with which the course began (happy, eager, motivated).
- ☐ Whenever parents are called to the centre, they go to appointments and show collaboration. They do not know what may be happening to their child.

Annex 2 2nd part

JULIA'S LIFE STORY:

- Her parents live together, but currently they are not in a relationship.
- Low economic resources.
- Her mother has cardiovascular and movement problems due to her morbid obesity.
- Her father is an ex-convict for drug trafficking. Julia blames herself for it because she thinks he did it in order to raise her.
- Her sister is in a detention facility.
- She is one of the best in her basketball team with the possibility of competing in the national league.
- Her parents are more concerned with sports than her school successes, they do not demand anything from her in this regard. They think that this will bring them economic benefits in the future.

- At home, all communication is based on screaming, but good behaviour is never rewarded or recognized.

MARCOS'S LIFE STORY:

- His parents divorced and they force him to live with his father and his partner.
- His mother lives far away, she sees him one weekend a month. But they can communicate by phone. He wants to live with her.
- He believes that the only way to get back to his mother is for the judge to verify how badly he behaves in high school and at home and he tries to provoke situations that corroborate him.
- The relationship with the father was good until the moment of having to live with him. He blames the father for the divorce and for having separated him from the mother.
- The mother manipulates him so that he has bad behaviour so that he can return to her. Still, she worries that the child is doing well and the father is not.
- He has a younger brother and sister who live with the father, but who do not show similar behaviours.

ANTIA'S LIFE STORY:

- Her mother died of an overdose when she was little. When she was living with the mother, she used her to steal. Her drug-addicted father served a 3-year prison sentence.
- Antía lives in the house of her paternal grandparents, with her father and his girlfriend, and all her brothers.
- She has an older brother on her mother's side with whom she barely has a relationship, and a younger brother (son of both parents). She also has two younger brothers on the father's side, born after her mother's death.
- The father had several partners. With the last known, they lost a child when she was 4 months pregnant. While he was in this relationship, he lived a parallel life with the mother of his two young children, who are almost always in Antía's house.
- The two younger brothers have behaviour problems and one of them is diagnosed with autism.
- The father tries to act "as a father", but his lack of social skills and his deterioration due to drug consumption means that he does not know and/or cannot exercise his role as a father.
- Antía often states that the father yells at them a lot, admitting that on occasions there was pushing and hitting.
- Antía had eating disorders feeding problems and possible alcohol consumption.

- Antía's case is in the juvenile court, to proceed to remove father's custody

JACOBO'S LIFE STORY:

- He is new to the school for a transfer of work of one of the parents, this has also implied a change of city.

- He does not know anyone in the city and does not have a family nearby.

- He hasn't had any academic or social problems in the previous centre.

- Parents are very interested in the schooling of their child.

- He played soccer and participated in a youth association, but in the new centre he cannot make friends and there aren't activities that he likes and motivates him.

TITLE OF THE ACTIVITY: The invisible backpack (part II)

Face-to-face	x	Online	
1) DESCRIPTION OF THE ACTIVITY			
(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)			
20-30'			
Activity that complements the dynamic "The invisible backpack". The participants will be asked to work on Marcos' case and to formulate a long-term intervention to work with the parents. The trainers will assess the four interventions to identify which aspects are missing, if any.			
2) OBJECTIVES OF THE ACTIVITY			
(Please, write 2 or 3 main objectives of this activity)			
<ol style="list-style-type: none"> 1. Designing an intervention as real as possible of a specific case considering the needs of the student and their position regarding the intervention that we are going to carry out. 2. Knowing the importance of empathizing with students knowing their personal situation. 3. Relating the needs in the classroom with the basic development needs of the students, helping teachers to promote a proper development on students. 			
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS			
(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)			

Step 1. It is necessary to carry out the activity "The invisible backpack" first, because it is a continuation of it.

Step 2. The trainer creates new groups with different participants. They are going to work on the case of Marcos (it appears in the dynamic "the invisible backpack" that we did before but it is in Annex 1 of this file).

Step 3. Each group will carry out a medium-term intervention to work with Marcos and his parents. It must be an intervention as truthful as possible, considering Marcos' life circumstances, empathizing with his case, and being realistic about how far we can influence his personal development. They will have 15-20 minutes to design it (the main ideas).

Step 4. The developed interventions will be exposed to the group. The trainer will coordinate this second part: first they will listen to the designed interventions and then give the rest of the participants a turn to give their opinion. As trainers we will be able to comment on whether there is something that is not realistic, that is out of our hands or that is not feasible to do.

Step 5. We will finish with a reflection by the trainer. They will talk about the importance of the engagement of the teaching staff with the students to help in their comprehensive development, and the importance of a good intervention to improve the quality of school, academic and family life. It is also necessary to talk about the importance of positive reinforcement to create greater motivation in the classroom by the students and that will also help create a good climate of trust to be able to communicate with the teacher.

4) DESCRIPTION OF ALTERNATIVES

(what changes can be made to make it more appropriate)

We can develop the activity in big groups instead of small groups, being careful that everyone participates. We can write the ideas on a blackboard and then develop an intervention with everyone. This way, we can reduce the dynamics realization time, although it would be poorer.

5) WHAT LEARNERS CAN TAKE FROM THIS

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

They will learn to work on a practical case and carry out a comprehensive intervention with students who show deficiencies in the classroom.

They discover that deficiencies in the classroom can be due to the lack of interest in the school but also other external factors, so it is necessary to know the root of these deficiencies to be able to work on them and to manage to eliminate them.

They experience a motivating intervention.

MODULE VII - PARENTAL ENGAGEMENT

Session plan

Training: PARENTAL ENGAGEMENT FOR MENTOR MANAGERS (PAMPER)			
Module: Parental engagement		Trainer:	
Session nr.:	Duration: 240' f2f, 90' online	Date:	
General objectives:	Understanding and applying parental engagement		
Learning outcomes:	Participants will understand the necessity of parental engagement and will learn methods of engagement		
Methods:	Games and discussions.		
Content:	<ul style="list-style-type: none"> – What is parental involvement vs parental engagement – Parenting styles (authoritarian, authoritative, permissive and neglectful) – Working together: home responsibilities vs school responsibilities – Participatory and democratic processes – Innovative home-school links: enhancing collaboration between parents and school 		
	Time	Activities:	Resources and materials:
	10'	Check-in	-
	10'	Bingo	tables on sheets
	10'	Where do you stand?	-
	40'	Involvement and engagement	papers, markers, whiteboard
	20'	Change your perspective	situational cards
	10'	Molecules	-

	45'	World café	large sheets of paper, markers
	15'	Anthill	chairs
	20'	Comfort zones	ropes or chalk
	10'	Meaningful listening	-
	25'	Family heirloom	scissors, tape, colourful yarns, sticker paper, markers
	25'	Harvest	photos, image cards, whiteboard

The activities of the face to face training are numbered, because the training was planned with a sequence in mind. It is important to follow the sequence, however, the trainer can make certain changes, adapting the training to the needs of the participants.

If, for example, certain activities take longer than planned, the trainer can skip one or more of the following activities:

- 3. Where do you stand (10 minutes)
- 8. Anthill (15 minutes)
- 11. Family heirloom (25 minutes)

The trainer must make these choices during the training, adapting to the situation, but it is very important to leave enough time for the last exercise of the harvest. Also, the training must start with a short ice-breaking, energizing game, and it is also recommended to do a similar game after the break during the module.

It is the trainer's task to recognize if any of the participants have questionable beliefs regarding the basic values of the project or are not suitable for their task. In such a case, the trainer has to make a note and to inquire further (e.g. during a personal interview).

The trainer should also read the online materials to be prepared for possible questions.

Activities

Title of the Activity: Check-in

Face-to-face	X	Online	
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1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)	
10'	All the participants stand in a big circle, they introduce themselves by their first name and some kind of movement
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)	
1.	Learning names.
2.	Team building.
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)	
Step 1	All the participants stand in a big circle.
Step 2	They introduce themselves by their first name and some kind of movement.
Step 3	The others greet each person by saying Hello, repeating their name and the movement.
4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)	
–	
5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)	
Mentor managers experience the relaxing effect of an ice-breaker.	

Title of the Activity: Bingo

Face-to-face	X	Online	
1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)			
10'	Each participant goes around asking questions.		
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)			
1.	Team building.		
2.	Recognizing different talents and life stories.		
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)			

<p>Step 1 Each participant gets the table on a piece of paper (Annex 1)</p> <p>Step 2 They go around asking questions until they can fill at least three cells in a row.</p> <p>Step 3 The trainer asks for comments on what interesting/funny/surprising information they learnt about the others.</p>
<p>4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)</p>
<p>The contents of the table can be changed.</p>
<p>5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Participants get to know each other better.</p>

Annex 1

FIND SOMEONE WHO...

<p>1. WAS BORN IN THE SAME YEAR AS YOU!</p> <p>Name:</p>	<p>2. HAS EVER BEEN CALLED TO THE HEADMASTER'S OFFICE!</p> <p>Name:</p>	<p>3. CAN REPAIR A CAR!</p> <p>Name:</p>
<p>4. LIKES SINGING IN THE BATHROOM!</p> <p>Name:</p>	<p>5. HAS EVER SLAUGHTERED A FARM ANIMAL!</p> <p>Name:</p>	<p>6. HAS EVER ORGANIZED A SCHOOL TRIP!</p> <p>Name:</p>
<p>7. HAS EVER COOKED FOR MORE THAN 30 PEOPLE!</p> <p>Name:</p>	<p>8. HAS MORE THAN THREE SIBLINGS!</p> <p>Name:</p>	<p>9. HAS EVER BEEN REPRIMANDED AT SCHOOL!</p> <p>Name:</p>

Title of the Activity: Where do you stand?

Face-to-face	X	Online	
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<p>1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>
<p>10'</p> <p>Participants can decide between two options.</p>
<p>2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)</p>
<ol style="list-style-type: none"> 1. Accepting different opinions/methods of coping. 2. Getting to know each other.
<p>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 Participants are asked to imagine a line that divides the room in two. Step 2 Using the left and the right hand, the trainer points to the two areas asking: Where do you stand? The right side is X and the left side is Y. The first round is just to make sure they understand the task: Which do you prefer? X: chocolate ice-cream – Y: vanilla ice-cream Step 3 The participants take their place according to their opinions, the trainer asks some of them to explain their choices. Step 4 If the participants appear to have problematic (e. g. racist) comments, the trainer should make a note and enquire further.</p> <p>Further possible pairs: Which do you prefer doing? singing – cooking What do you believe in? words – deeds What do you do when stressed? eating – drinking What do you do when you are angry? shouting – silence What is your ideal way of relaxation? staying in – going out How do you help others? listening – talking What do you do if you see an adult shouting with a child? stay away – interfere How do you solve problems? asking for help – solving problems yourself Who do you trust when you have problems? friends – family What do you do if somebody starts shouting with you? answer calmly – shout back</p>
<p>4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)</p>
<p>Other pairs can also be used.</p>
<p>5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>

Participants learn to accept different coping mechanisms.

Title of the Activity: Involvement and engagement

Face-to-face	X	Online	
1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)			
40' Participants work in groups to define involvement and engagement.			
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)			
<ol style="list-style-type: none"> 1. Understanding basic terms. 2. Sharing ideas. 			
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)			
<p>Step 1 Participants sit in groups of 4-5.</p> <p>Step 2 They are asked to list all the ways the parents can at that moment participate in the schools' life.</p> <p>Step 3 The trainer collects the items from the lists on a white board (without the possible duplications).</p> <p>Step 4 Participants are asked to imagine the ideal school and list other ways of participations that are not possible for some reason, but would be useful.</p> <p>Step 5 The trainer makes a new list of these and discusses the reasons why they would be useful, why they are not possible at the moment and what they could do to make them possible.</p> <p>Step 6 During this discussion the trainer explains the practical and theoretical differences between parent involvement and parent engagement, e.g. 'parents are asked to bring cake to the school ball' versus 'parents are asked to participate in the planning of the school ball'.</p> <p>Step 7 Each group makes a plan on how an ideal school should approach the parents.</p> <p>Step 8 They present their strategies to everybody and – with the help of the trainer – participants discuss which methods are viable.</p>			

4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)
–
5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)
Clarification of basic terms, new ideas about possible methods, understanding the reasons why some methods are not viable.

Title of the Activity: Change your perspective

Face-to-face	X	Online	
1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)			
20'			
Participants use role play to practise changing their perspective.			
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)			
<ol style="list-style-type: none"> 1. Learning to understand others. 2. Learning to ask questions instead of just handing out punishments. 			
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)			
<p>Step 1 The participants form groups of three: one plays the parent, one is the child, the third is the teacher.</p> <p>Step 2 The trainer asks them to imagine the following situation: <i>The child goes home in the afternoon. The parent is waiting for the child and is very angry, because the teacher called to say that the child did not go to school that day.</i></p> <p>Step 3 The participants are asked to act out this situation. Each character can say and ask whatever they think.</p> <p>Step 4 In the next round, the parent becomes the child, the teacher becomes the parent, the child becomes the teacher. They act out the same situation, asking and saying whatever they think (it can be a completely new story with new explanations.)</p> <p>Step 5 The trainer asks: “How did the change of perspective change your feelings, acts, explanations?”</p> <p>Step 6 The groups/participants can share their experience.</p>			

4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)
There can be groups of 4 with an added role (e. g. headmaster, mayor or social worker).
5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)
Learning to ask about the real story in the background of events.

Title of the Activity: Molecules

Face to face	X	Online	
1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)			
10'			
Participants form various sizes of groups according to the number given by the trainer.			
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)			
<ol style="list-style-type: none"> 1. Team building. 2. Energizing activity. 			
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)			
<p>Step 1 The participants are asked to stand up.</p> <p>Step 2 The trainer should count them silently and without drawing attention to it.</p> <p>Step 3 When the trainer shouts a number, that many people should join hands. E.g. 2 – they should stand in pairs. 4 – they should form groups of four.</p> <p>Step 4 The total number of participants should also be shouted in one of the rounds.</p>			
4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)			
The trainer can try to trick the participants by shouting a bigger number than their total number.			

<p>5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>They should be aware that during a meeting/training energizer activities must be included to keep up the attention of the participants.</p>

Title of the Activity: World café

Face-to-face	X	Online	
<p>1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>			
<p>45' Participants discuss various questions in groups.</p>			
<p>2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)</p>			
<ol style="list-style-type: none"> 1. Team building. 2. Sharing ideas. 3. Ventilation of problems. 			
<p>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>			

<p>Step 1 Participants are asked to sit at different tables in groups of 4–5.</p> <p>Step 2 One participant/table volunteers to be the table host whose responsibility is to stay at the same table during the same exercise and relate to the newcomers what has been discussed before. There is a large piece of paper on the table and various coloured markers, the participants are encouraged to make notes and drawings.</p> <p>Step 3 The trainer poses each question, the participants discuss it at the tables, then they move to another table (not together, but everybody to different groups) to listen to the new question.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What is a good family like? 2. What kind of fears and worries do you have about your family? 3. What do you do personally to make your family happy? 4. Share an important family moment with the others! <p>Step 4 Each following table discussion starts with the table host summarizing briefly what was said before.</p> <p>Step 5 After the last round, each table host gives a short summary to the whole group.</p>
<p>4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)</p>
<p>Different questions can be asked.</p>
<p>5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Participants will practice sharing ideas, they can ventilate their problems.</p>

Title of the Activity: Anthill

Face-to-face	X	Online	
<p>1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>			
<p>15'</p> <p>Participants move around as if they were ants in an anthill.</p>			
<p>2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)</p>			
<ol style="list-style-type: none"> 1. Team building. 2. Concentration. 			

3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)
<p>Step 1 The trainer makes a big circle out of chairs.</p> <p>Step 2 Participants should imagine they are ants living in an anthill inside the circle. They have to keep moving continuously, but they cannot touch each other, just like ants never run into one another.</p> <p>Step 3 The trainer walks around and by moving the chairs makes the circle smaller and smaller making the exercise more and more difficult.</p> <p>Step 4 At the end the trainer asks for comments on how an anthill is similar to a well-run family.</p>
4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)
The activity can be even more challenging by placing some obstacles (chairs) inside the circle that also have to be avoided.
5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)
Participants can reflect on responsibility and cooperation.

Title of the Activity: Comfort zones

Face-to-face	X	Online	
1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)			
20'			
Participants decide what they feel comfortable/challenging.			
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)			
<ol style="list-style-type: none"> 1. Raising self-knowledge. 2. Learning about the comfort/challenge/panic zones. 			
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)			

<p>Step 1 Two circles are formed from ropes or drawn in chalk on the floor.</p> <p>Step 2 The trainer explains that the inner circle is the comfort zone where one feels safe and comfortable. This circle should be big enough to hold all the participants. The zone between the two circle lines is the challenge zone, this is where one has to make an effort so that one can develop. The outer line is the boundary of the panic zone where one is frozen with fear or might act aggressively and without thinking.</p> <p>Step 3 The trainer lists activities and each participant can decide in which zone they would be if they had to perform that activity.</p> <p>Activities:</p> <ul style="list-style-type: none"> - talking to a mass of people - dress a bleeding wound - talk to an angry parent - pet a spider - comfort a crying child - plan a wedding for a hundred people - visit the headmaster's office - make an official complaint - sing publicly <p>Step 4 The trainer asks some of the participants to explain their choices and feelings. If somebody goes to the panic zone, the trainer asks what could help in these situations to ease the panic.</p>
<p>4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)</p>
<p>Other activities can be listed (e.g. some tasks connected to the project).</p>
<p>5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Participants can reflect on their own comfort/challenge/panic zones.</p>

Title of the Activity: Meaningful listening

Face-to-face	X	Online	
<p>1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>			

10'
Participants form pairs and take turns to listen to each other.
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)
<ol style="list-style-type: none"> 1. Experiencing both sides of meaningful listening. 2. Learning about the DOs and DON'Ts.
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)
<p>Step 1 The trainer holds as many shoe strings in the middle as half the number of the participants.</p> <p>Step 2 Each person grabs the end of a shoestring, then the trainer lets go. Those who grabbed the two ends of the same string form pairs.</p> <p>Step 3 The pairs sit down separately. They have 2x2 minutes to share a personal problem with their pair. They can choose a deep, intimate problem or a lighter one, it is up to them. While one talks for two minutes, the other person listens intently.</p> <p>Step 4 The trainer explains that questions cannot be asked, because the listener must respect the choices the talker made by sharing information they want (any nothing else). The listener should show their attention by keeping eye contact, nodding, grunting and other non-verbal ways of encouraging and confirmation. The listener can also make a very short summary in their own words, e.g. <i>So you are saying that you feel lonely</i>. The talker can confirm this interpretation or contradict it by giving further explanations.</p> <p>Step 5 After two minutes the listener and the talker swap places.</p> <p>Step 6 In the end the trainer asks the participants to comment on the experience. What was easier/more interesting/challenging/comfortable: to talk or to listen?</p>
4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)
–
5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)
Participants get to know each other better, learn to listen meaningfully.

Title of the Activity: Family heirloom

Face-to-face	X	Online	
1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not			

write more than 200 characters)
25' Participants form groups to work creatively in co-operation.
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)
<ol style="list-style-type: none"> 1. Team building. 2. Experiencing the positive effects of gamification and creativity.
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)
<p>Step 1 Participants sit in groups of 4-5. They are asked to imagine that they are a family.</p> <p>Step 2 The trainer explains that a very old document was found which says that each family has a very valuable heirloom. The groups have 5 minutes to decide what it is, how it looks like and what magic properties it has.</p> <p>Step 3 This magic object is in a faraway land. If the families want to retrieve it, they have to create a magic carpet that flies them there. The more elaborate and beautiful the carpet is, the better it will fly, so participants have to work together to make it very nice. Each group is given a piece of strong nylon sheet or cardboard (1x1 m), scissors, tape, colourful yarns, sticker paper, markers.</p> <p>Step 4 When the carpets are ready, each group should stand on their own, close their eyes and imagine flying.</p> <p>Step 5 The trainer explains that all groups have arrived successfully to the castle of the evil magician, who took their heirloom away. They could even find their magic objects, and were just about to leave, but there are guards coming! These guards are blind, but are very sensitive to movement, so everybody should turn into a sculpture and not move!</p> <p>Step 6 After all the groups managed to turn into a statue, the trainer continues the tale: Fortunately, the guards passed. The groups can start their flight home. But during the flight it turns out that the magic flying carpets got really worn out, they are not safe anymore, so the participants must turn the carpets to their other side. But as they are flying, nobody can step down on the floor, so they have to turn the carpets while standing on them. If anybody touches the floor, that participant dies a horrible death, so the participants should help each other!</p> <p>Step 7 When all the groups have completed the task, the trainer finishes the tale: The groups arrived home. The families must discuss where they will keep their heirloom and how they will use it.</p> <p>Step 8 Each group presents their ideas to the others.</p>
4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)
Various other materials can be used to make the carpets ornamental.

<p>5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Participants learn to co-operate.</p>

Title of the Activity: Harvest

Face-to-face	X	Online	
<p>1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>			
<p>25'</p> <p>Participants gather what they can take away having completed the module.</p>			
<p>2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)</p>			
<ol style="list-style-type: none"> 1. Listing and systematizing information 2. Raising self-knowledge. 			
<p>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>			
<p>Step 1 Photos of families are cut in 4–5 pieces. Each participant gets a piece and finds their group by fitting the pieces of the same picture together.</p> <p>Step 2 The groups are asked to make a list of what new information, ideas they learnt during this training. They should circle the three most important.</p> <p>Step 3 The trainer puts the ideas on the whiteboard (omitting items that are repeated).</p> <p>Step 4 The groups discuss what kind of skills they had to use during the games and what the games helped with. They also list ideas about how gamification can be used in parental engagement.</p> <p>Step 5 The trainer puts the skills and ideas on the whiteboard (omitting items that are repeated).</p> <p>Step 6 Participants are asked to sit in a big circle. Various image cards are put on the floor. They have to choose one that somehow shows how they feel. They reflect on the training one by one by showing the card and explaining why they chose that card.</p>			

4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)
–
5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)
Repeating, reflecting on and systematizing the new information they learnt during the module.




Online activities

Title of the Activity: How to improve home-school collaboration

Face-to-face		Online	X
1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Refer if it is to be delivered face-to-face, online or it is suitable for both. Do not write more than 200 characters)			
90'			
Based on a video inspiration, participants will make a catalogue of potential activities that can support the learning of children, reflect on their related feelings and concerns so that you can give genuine advice to mentor parents and their mentee parents later on.			
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)			
<ol style="list-style-type: none"> 1. Build a deeper understanding of the role of parents and educators. 2. Understanding what activities can support learning. 			
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)			
<p>Step 1 Watch the YouTube Video of a TEDx Talk by Cecile Carroll on parent-teacher relationships, focusing on how parents can support their children’s learning – make sure to put on automatic translation in the subtitles. https://youtu.be/FxJlsZsYKQQ</p> <p>Step 2 Use the first page of the writing template to create your own catalogue.</p> <p>Step 3 Try to identify your feelings about these practices and try to ask a child to do the same.</p> <p>Step 4 Formulate your concerns about these practices in vulnerable families and think about others you can share these concerns with.</p>			

<p>4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)</p>
<p>We recommend to do this activity as is. Recommended reading can be added or changed. Some ideas:</p> <p>Eszter Salamon: Parental engagement as active citizenship - European and global inspirations to address major (Annex 1)</p> <p>Eszter Salamon: Parents: Primary Educators, Caregivers, Gatekeepers, Scaffolders in Italian Journal of Educational Psychology, January 2020 (Annex 2)</p> <p>Janet Goodall: Narrowing the Achievement Gap, Routledge 2017</p> <p>Janet Goodall: Learning-centred parental engagement – Freire reimaged, Educational Review 2017.</p>
<p>5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>This activity helps mentor managers to identify practices that help families support the learning of their children, to understand that a breadth of activities can support learning that has nothing to do with school work.</p> <p>For those interested in the topic more in-depth, we recommend reading Janet Goodall’s article.</p>

<p>Behaviour, activities and practices in a family that I think contribute to a child’s development and ability to learn at home and at school:</p>	
<p>1) Relationships with my child</p>	<p>Examples:</p> <ul style="list-style-type: none"> ● Daily conversation about everyday events; ● Expressions of affection; ● Family discussion of books, newspapers, magazines, television programmes; ● Family visits to libraries, museums, historical sites, cultural activities; and ● Encouragement to expand vocabulary. <p>Add your own practices ideas:</p>

<p>2) Routine of family life</p>	<p>Examples:</p> <ul style="list-style-type: none"> • Formal study time at home; • A daily routine that includes time to eat, sleep, play, work, study and read; A quiet place to study and read; • Family interest in hobbies, games, activities of educational value. <p>Add your own practices ideas:</p>
<p>3) Family expectations and supervision</p>	<p>Examples:</p> <ul style="list-style-type: none"> • Priority given to schoolwork and reading over television, videogames • Expectation of punctuality; • Parental expectation that children do their best; • Concern for correct and effective use of language; • Parental monitoring of children’s peer group; • Monitoring and joint analysis of watching TV and computer gaming; • Parental knowledge of child’s progress in school and personal growth. <p>Add your own practices ideas:</p>
<p>4) Togetherness</p>	<p>Examples:</p> <ul style="list-style-type: none"> • Preparing meals together; • Dedicated time to playing together; • Working side-by-side; • Helping your children with homework <p>Add your own practices ideas:</p>
<p>Write about how you as a parent <u>feel</u> about these practices If you are not a parent, write about your feelings as a professional. If you are a parent, ask your child(ren) about their feelings</p>	<p>As a parent I feel (you might complement your writing with some emoticons!): </p> <p>As a professional I feel (you might complement your writing with some emoticons!): </p> <p>As a child I feel: ask him/her and write what he/she says </p>

Choose one practice from the lists above and think about its	<p>Positive effects on a child:</p> <p>Positive effects on family life:</p>
<p>Some of my concerns or doubts about how a disadvantaged family is contributing to their children's development and learning are:</p> <ol style="list-style-type: none"> 1. 2. 3. <p>I can share these concerns for advice with:</p> <ol style="list-style-type: none"> 1. 2. 3. 	

Annex 1 - Article 1

Parental engagement as active citizenship - European and global inspirations to address major

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Abstract

The current article is attempting to summarise challenges and solution in parental engagement for equitable, quality education to successfully address general educational challenges as well as challenges around meaningfully engaging all parents for the benefit of their children and themselves. It is based on the active citizenship and participation aspect of parental engagement for the benefit of not only one's own child, but for the benefit of school as a community the parent belongs to. The paper combines desk research on educational challenges, trends and practices in the field of working with parents and current issues around active citizenship and citizenship education with an analysis of our own research on parental involvement and engagement in Europe partly in view of school costs that parents need to cover. Desk research was done using primary and secondary research resources, legislation, policy papers as well as position papers and guidance by international institutions such as the World Bank, UNESCO and the Council of Europe. Our own research was carried out in 23 countries (22 EU Member States and Norway) using a detailed online research questionnaire filled by invited parent leaders and policy makers with a 100% response rate. Outcomes show that meaningful participation of parents is only possible in some fields and in maximum 2/3 of all countries examined. While according to our research there is a long way to go for school

leaders, teachers and parents to collaborate on transforming school and education in general for the 21st century, there are inspiring, successful practices to build on.

Challenges in education that require parental engagement

The world is facing a global learning crisis (World Bank, 2018) that has a number of surprising, but shocking characteristics. It is not only about children with no access to school anymore, but about those who do attend formal education, even receive some kind of school leaving certification, but do not acquire basic literacy and numeracy skills, not to mention other skills necessary for the 21st century. School has little to do with real life which is a multifaceted phenomenon. First of all, school curricula are often overcrowded with skills and academic content that is outdated and without consensus on why they are necessary to teach and learn. School is also often sheltered from the outside world meaning that it provides little support and skills development in the field of everyday life situations – present and future – especially for those whose parents are less able to provide such necessary education at home struggling with aspects of everyday life themselves.

At the same time, there is a consensus that there is a need to change as quality, inclusive education is one of the keys to sustainable development all over the world. This is defined in the United Nations' Sustainable Development Goals (SDG), and education has a highlighted position being given number 4 as an SDG. (United Nations, 2015) There is also a growing consensus on the changing role of school and education that necessitates a change of approach from educating obedient workers for the assembly line to educating creative, critical thinkers for a robotised world.

By now there is a full consensus about the fact that meaningful learning is not confined to schools (rather real learning often only happens outside of school), while nearly all countries are still trying to find ways to acknowledge, build on, evaluate and certify learning happening in non-formal and informal settings. In 2015 the UNESCO published Rethinking Education calling for the world to change its approach to the organisation and governance of education based on treating it as a common good rather than a public one. It is a major move towards not only re-thinking, but also co-thinking about education. Education as a common good implies that the state is still responsible for offering adequate financial provisions for education as all countries are obliged to do so by the UN Convention on the Rights of the Child (UNCRC), but the organisation and evaluation of education is based on an active citizenship approach, understanding that quality education is the responsibility of all, but it also makes a lifelong learning mindset necessary as everybody in this framework is a learner and an educator at the same time.

Role of schools in engaging parents and children in finding the solutions

The above global demands make it necessary for the teaching profession to change and for teachers to see themselves as facilitators of learning and not as sources of knowledge anymore. This change also means that teachers should understand and prepare for their role in supporting parenting and supporting parents in general to become better

educators of their children as well as more active citizens, starting from school contexts. This also requires a lifelong learning mindset on the teachers' side, an urge to constantly develop their professional knowledge and skills.

It is of crucial importance that school should open up on the one hand allowing education provisions to be linked with real life challenges – not restricting it to immediate labour market needs, but the necessity to educate responsible 21st century citizens who understand how to navigate in current and future realities – that means inviting external players into the classroom and the school in general. On the other hand, 'school' needs to leave the building and provide guided learning opportunities for their students as well as the community in venues like parks, community centres, businesses or even homes. A high number of inspiring practices have been collected on open school practices in the Open Schools for Open Societies Horizon2020 project that Israel participates in. Its little sister is Open School Doors that provides teacher training and methodology support for teachers in engaging parents, especially disadvantaged ones. An open school approach looks at parents as resource, a key to find the right solution to the above-mentioned challenges. Considering parents as a resource must not be limited to highly educated parents, this is why teachers need training in working with parents below their own socio-economic status level. Research done in the Open School Doors project (Kendall et al., 2018) clearly shows that teachers lack skills and knowledge in this field. At the same time teacher training provisions in the field - be it initial teacher education or continuous professional development (CPD) - are scarce in nearly all school systems. School systems with Anglo-Saxon traditions, such as the UK and Ireland, are clearly in the lead in this field.

There is a need to mention two factors beyond teachers in establishing parental engagement practices and finding solutions for the need to change schools. Legislative frameworks should be in place that makes it necessary for schools to engage parents and also the students themselves in all procedures. There are countries that regulate student and parent representation in main decision-making bodies, such as school boards. Other systems oblige the school to seek the opinion of parents (and students) and in certain topics (e.g. choice of school books, time of holidays, election of school head) the school's decision is not valid without such an opinion. Some countries give parents (and students) veto rights in certain areas. This in itself will not ensure meaningful participation. An extensive research done in 23 European countries on participation (Salamon – Haider, 2015) clearly uncovered a pattern that it only provides for structures and thus participation is often restricted to formalities. This is a dangerous trend as schools that only wish to tick the boxes will find ways to involve 'tame' parents, resulting in representation of white middle class only in decision-making structures.

This is the reason why the other important factor is the school leader / principal in implementing inclusive participatory structures at school level. Research (Salamon – Haider, 2015) shows that there is no school system in Europe that forbids school leaders to engage parents and students, so inclusive participatory practices can be implemented even in systems where there is no legislative requirement for that. An equally important task for school leaders is to change existing practices in school boards, parent committees and similar structures to provide engagement opportunities for all students

and teachers. It depends on the school leader most of all if existing formal structures become meaningful or not. For a short period of time the driving force behind such changes can be a small group of committed parents, but for lasting changes the school leader needs to take a lead in this field, too. According to very recent research (Kelly, 2019 and Salamon, 2019) school heads understand the importance of collaborating with parents and engaging students, but they have little professional help in doing so. Ken Robinson in his 2018 book *You, Your Child and School* provides inspiring practices, mostly from the United States, but he also makes it clear that there are no recipes, local solutions must be found understanding the context of that given school, and thus it is the task of the school leader.

Parental engagement and student participation are practical examples of active citizenship, and a perfect training field for present and future active national or global citizens, where they can experience and experiment at a low-risk environment. Teachers also need to look at engagement as active citizenship practice and support their students and their parents in it. Often, teachers need to approach their own active citizenship as a field where they need more conscious approaches and even training. In short, teachers also need to be active citizens of their school. Parent-teacher-student collaboration is also a good opportunity to experience the impact of non-participation, opting out, but also to learn that active citizenship includes active bystandership. Thus, parent engagement and student participation are very closely linked with citizenship education – and this link needs to be made clearly for all.

Current approaches to citizenship education

Citizenship education is one of the areas identified as important by all critiques of current education systems. However, there is no consensus on how provisions are to be organised and how to identify learners and educators in this domain. Recent developments in the world clearly show that even in countries with a long-standing democratic tradition have serious knowledge and competence benefits in this field in the general population (Harari, 2018, Snyder, 2018) So far, the prevalent approach to citizenship education has been the inclusion of the domain in the curriculum, and thus creating the framework for learning ABOUT citizenship and democracy.

Parents organisations in Europe have demanded a learning by doing approach (EPA, 2015), to make it part of school culture. In an ideal case citizenship education starts at a very early age, at home, but given the general levels of democratic practices schools need to play an important role here. As it is not only students who need to embrace this culture of democracy, school has a responsibility to educate parents and teachers in this field (Robinson, 2018.). Meaningful engagement in decision making is an important tool for this. Becoming responsible citizens can be a natural process that can be systemised and structured as a knowledge and skills set later in school life for all students. Israel has a well-established tradition of democratic schools, but in most cases these schools only engage students themselves in school decision-making. While it is a major achievement, the engagement of parents is also an imperative.

For definition's sake, let us identify the most important features of democracy. Contrary to general belief and colloquial discussions about it, democracy is primarily not about freedom, but trust and responsibility (Harari, 2018) The general discourse usually focuses on active citizenship, and when it comes to day-to-day practices it discourages many that they do not wish to become candidates in elections, they don't generally take action in most situation. In citizenship education we have two major tasks that need to be highlighted as often neglected areas, but ones that schools can easily offer experience in for students, but also for teachers and parents. One is that school is a safe environment to experience citizenship, including experiencing the consequences of opting out of decision-making. Another field is the education towards and appreciation of active bystanders. Active bystanders are aware of news, trends, event, their active citizenship may not exceed exercising the right to vote, but they are conscious that there might be instances when they need to become active, e.g. by participating in a demonstration or boycotting a product.

In an ideal case both parents and teachers act as trainers, counsel for students in becoming active citizens. The key is to trust in children from an early age, but not overburdening them with decisions and helping them making informed choices the consequences of which they have to live with. My personal favourite example of early citizenship education is when your 2-year-old insists on having lemon ice cream. You know he does not like it, you advise him to opt for chocolate, his favourite, but if he insists on lemon, you buy it and – this is the key for citizenship education – make him eat it regardless the tantrum thrown.

In the past decade or so citizenship education started to focus on citizenship in the digital age or active digital citizenship. It is the Council of Europe that has done substantial work in the field with recommendation for promoting the development of digital citizenship education being developed by a working group I am a member of. It is expected to be adopted by the Council of Ministers at the beginning of 2020 latest.

It builds on the work of academic experts such as Janice Richardson, Sonia Livingstone and Brian O'Neill and tackles the need for education un 10 digital citizenship domains. The 10 domains are grouped into 3 areas: Being online (related domains: access and inclusion, learning and creativity, and media and information literacy), Well-being online (related domains: ethics and empathy, health and well-being, and e-presence and communication) and Rights online (related domains: active participation, rights and responsibilities, privacy and security, and consumer awareness) Our Council of Europe expert group also defined the necessary competences for democratic culture in order to safely navigate the 10 domains. This is represented in the butterfly below. It should be obvious for the reader that on the one hand these competences need to be developed in and outside of school, but also that the overwhelming majority of both parents and teachers need competence development for becoming active digital citizens of the 21st century.

The benefits and types of parental engagement with schooling

The role parents in developed countries are expected to play in their children's schooling has changed significantly over the past 20-30 years expecting parents to be engaged acting as "...quasi-consumer and chooser in educational 'marketplaces'" and "monitor and guarantor of their children's engagement with schooling" (Selwyn, 2011). Research evidence (Harris and Goodall, 2008, Desforges and Abouchaar, 2003) also shows it clearly that parental involvement results in better learning outcomes and school achievements for young people. This makes it imperative to involve parents in schooling and this approach has gained widespread political traction in many European countries.

However, defining what is meant by parental involvement/engagement in schooling, the kind of interactions and methods most likely to benefit children, the role and responsibility of players, especially that of parents, teachers and school leaders, remain somewhat complicated. Politicians, researchers, schools, teachers and parents' groups and children are yet to settle on shared definitions or priorities that sometimes lead to confusion. Although often presented as a "unified concept" parental involvement/engagement "has a range of interpretations, which are variously acceptable or unacceptable by different constituents" (Crozier, 1999). Different stakeholders often use this fact in a way that leads to power struggles and tensions between different stakeholders, and sometimes also lead to some kind of a 'blame game'. As Harris and Goodall's 2008 study of parental interaction in schools illustrates, whilst parents were more likely to understand their involvement as support for their children and children, in turn, saw their parents as 'moral support', teachers viewed it as a "means to 'improved behaviour and support for the school'" (Harris and Goodall, 2008). This may lead to a void between expectations of schools towards parents and vice versa.

Epstein's (2002) classification has been widely used in establishing a typography for parental involvement with school. It is important to take note of the fact that Epstein goes beyond the notion of involvement or engagement in learning of the individual child, but rather introduces the notion of partnership schools that are governed based on a mutual, balanced appreciation of home and school that has a major impact on establishing participatory leadership structures. This definition is the fully in line with our approach to tackle parental engagement as active citizenship. Epstein's Framework defines six types of involvement, parenting, communicating, volunteering, learning at home, decision making, collaborating with the community. It is important to state that these types have no hierarchy whatsoever, although they are often seen by some schools and teachers as levels of different value and formulating unfounded expectations towards parents whose need for engagement is different (Hamilton, 2011)

Goodall and Montgomery (2013) have argued for an approach that moves interest away from parents' interactions with school generally and back to a more specific focus on children's learning. They make a key distinction between involvement and engagement suggesting that the latter invokes a "feeling of ownership of that activity which is greater than is present with simple involvement" and propose a continuum that moves from parental involvement with schooling to parental engagement with children's learning. This approach includes the recognition that learning is not confined to school and the importance of supporting the learning of children inside and outside school. This

approach can be particularly important in the case of parents (and of course children) from ethnic minorities, with low levels of education (and bad experiences with their own schooling) or those facing economic difficulty who, research has shown, are more likely to find involvement in school difficult but who nevertheless have strong commitments to their children's learning.

Goodall (2017) urges for a paradigm shift towards a partnership that is based on the following principles formulated on the basis of reimagining Freire's banking model of education for the 21st century's reality:

1. School staff and parents participate in supporting the learning of the child.
2. School staff and parents value the knowledge that each brings to the partnership.
3. School staff and parents engage in dialogue around and with the learning of the child.
4. School staff and parents act in partnership to support the learning of the child and each other.
5. School staff and parents respect the legitimate authority of each other's roles and contributions to supporting learning.

This approach is also in line with the distinction made between involvement and engagement with regards to school in general, especially with regards to ownership. In the classification traditionally used by parents' association (Salamon, 2017), based on Epstein, parental involvement in school means that the school and teachers initiate that parents join certain activities that are mostly aiming at the better working of current structures of school, while engagement is based on the partnership principles and implies that the school leader, teachers, parents, students and, if necessary, other stakeholders jointly take action for establishing practices and procedures based on the initiative of any of them. In this framework of definition parental involvement in school corresponds to the tokenism levels (informing, consultation and maximum placation) while parental engagement with school corresponds to citizen power levels (partnership, delegated power or citizen control) on the Ladder of Participation (Arnstein, 1969).

The two approaches, engagement with children's learning and engagement with school has the common feature of ownership, and with time parents should become active bystanders even if only focusing on children's learning, having enough insight to act as active citizens if a situation making intervention necessary arises.

According to Kendall et al. (2018) these frameworks acknowledge the complex, dynamic nature of relationships between parents, school and children and offer open meaningful opportunities for dialogue and re-negotiation of roles and responsibilities, but they may not go beyond questioning traditional paradigm of home-school relations. Re-imagining home-school relations need to be based on reflection on the purpose of learning, of

school and going beyond the immediate and often narrow priorities based on testing and other policy accountabilities (Grant, 2009). Grant goes on to suggest, many parents may choose, quite reasonably, to invest in insulating the boundaries between school and home life seeing “part of their role as protecting children from school’s incursions into the home and ensuring that children socialise, play and relax as well as learn”, and this is the underlying thinking in home-schooling and unschooling movements gaining momentum (Robinson, 2018). This also gives us reasons to explore reasons of non-involvement or low levels of involvement with schooling when designing any intervention on parental empowerment and reimagining parental engagement as active citizenship. This is a result of the above-mentioned phenomena in the global learning crisis (World Bank, 2018) that requires a paradigm shift engaging parents in the rethinking process. The only way to ensure equity and inclusion in school is to co-create an offer that answer correspond to and reflect on the needs of each individual child.

Working with ‘hard-to-reach’ parents

The term ‘hard-to-reach’ has often been used to ‘label’ and pathologize “parents who are deemed to inhabit the fringes of school, or society as a whole—who are socially excluded and who, seemingly, need to be ‘brought in’ and re-engaged as stakeholders (Crozier and Davis, 2007). Although the label has been discussed and tackled in recent literature and practice, it remains an enduring concept in policy and practice discourses in Europe (Hamilton, 2017). Campbell (2011) defines ‘hard to reach’ parents as those who: “have very low levels of engagement with school; do not attend school meetings nor respond to communications; exhibit high levels of inertia in overcoming perceived barriers to participation” (2011:10). The term is often used to refer to parents who fail to reproduce the attitudes, values and behaviours of a ‘white middle class’ norm described in Deforges above, which, argue Crozier and Davies (2007), underpins consciously or unconsciously, school expectations.

Goodall and Montgomery (2013) discuss the situation of parents who are often ‘labelled’ as ‘hard-to-reach’ because school may not yet have facilitated an appropriate or effective way of building relationships with them. Findings from the Engaging Parents in Raising Achievement Project (EPRA) indicated that for some parents, often those characterized as ‘hard-to-reach’, schools, especially secondary schools, can be experienced as a “closed system”, as hostile or disorientating, due perhaps to the parent’s own experiences of school or wider structural relations that they may feel position them negatively in relation to the ‘authority of school’ (Harris and Goodall, 2008).

Bursting myths around impactful engagement

Deforges’ (2003) systematic review of the positive impact of parental involvement on children’s school attainment establishes the degree of significance of this topic. He found that whilst parents engaged in a broad range of activities to promote their children’s educational progress (including sharing information, participating in events and school governance) degree of parental involvement was strongly influenced by social class and the level of mothers’ education: the higher the class and level of maternal educational

qualification the greater the extent and degree of involvement. In addition, the review also noted that low levels of parental self-confidence, lack of understanding of 'role' in relation to education, psycho-socio and material deprivation also impacted negatively on levels of participation in school life with some parents simply being "put off involvement by memories of their own school experience or by their interactions with their children's teachers or by a combination of both.". The review concluded that whilst quality interactions with school (for example information sharing and participation in events and governance) are characteristic of positive parental involvement in education, a child's school attainment was more significantly bound up with a complex interplay of a much broader range of social and cultural factors, including "good parenting in the home...the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfilment and good citizenship. Identifying 'at-home good parenting' as the key factor in determining children's attainment the review found that this form of involvement "works indirectly on school outcomes by helping the child build a pro-social, pro-learning self-concept and high educational aspirations" and had a much greater impact on achievement than the effects of school in the early years of schooling in particular. Grouping these factors together as 'spontaneous parental involvement' the report reviewed various interventions that aim to enhance engagement.

Interventions included parenting programmes, home-school links and family and community education, the review was not able to find a positive correlation between these activities and attainment data and suggested they were "yet to deliver the achievement bonus that might be expected."

Price-Mitchell (2009) highlights an over-emphasis on school learning as the only, or priority, objective of home/school interactions. As such schools offer a 'mechanistic view' which separates educators and parents rather than connecting them with "educators see[ing] themselves as experts" in children's learning "rather than equals". According to her this creates hierarchical relationships and limits capacity to understand and develop partnerships that create new knowledge. Mitchell-Price also pays attention to the way that social capital circulates within the context of school and its potential to include or exclude parents from different social and cultural groups.

European policies on parental involvement

Several reports and studies (e.g. OECD, 2012, MEMA ,2017) confirm that significant obstacles still exist in the educational pathways of children with a disadvantaged background in the educational systems of the EU Member States. This is accompanied by an increase of intolerance and xenophobia in most EU Member States.

At the same time successful, mostly local or municipality-level initiatives show that there are effective solutions for these issues that are best tackled together. Some countries have implemented effective national policies for inclusion in education (e.g. Austria,

Germany, Ireland), but none have introduced a systemic approach to vulnerable parents' inclusion.

Research on parental participation in Europe

The research carried out in 23 European countries (22 EU members and Norway) by my colleague, Brigitte Haider and myself was originally aiming at finding correlations between the direct costs of education (costs not covered from taxpayer sources, but burdening family budgets directly) and the legislative provisions related to the participation of parents in decision making related to school activities and processes with some focus on decisions that have a direct impact on family budgets. While the Charter of Fundamental Rights of the European Union reinforces the UNCRC regulations by obliging EU member states to offer education free, there is no country among those we worked in that has these provisions in place.

The first part of our research focused on school practices and school cost realities, so they do not reflect on legislative provisions. In the second part of the research we also examined legislative frameworks and their implementation on decision-making levels. This may mean the level of government or the level of a region or municipality, respondents were asked to refer to the level where decisions are made in their countries. As this greatly varies in countries in Europe, this was the most meaningful way of asking our research questions. Respondents were experienced parent representatives and policy makers with a solid understanding of the situation in their school and country.

Methodology

The research was done using two separate questionnaires, one on school costs and one on parental engagement/involvement in decision making. These were sent to national parent organisations in the target countries, and they were invited to provide answer based on their national realities. All questionnaires were followed up, thus we managed to receive answers for all countries we wanted to include. The subjects were asked to detail their answer so that we could differentiate between school levels and types. We also collected as much legislation text translated to languages we speak (English, German, Hungarian) as possible, and during the analysis phase we also double-checked answers whenever it was possible with legislative texts.

For the school costs research, we worked together with the European School Student Union, OBESSU and some experienced parent leaders to cover all costs that are school-related. By this we meant such costs that do not normally occur if a child does not go to school but compulsory/absolutely necessary if they do. This includes school material (books, stationery, etc.), special clothing (for sport, for hands-on activities, uniforms), parental financial contribution to school activities (e.g. entrance tickets, room rent), costs of school activities that fall on parents (e.g. photocopying), necessary extra tuition and getting to the school. Putting together this questionnaire happened with the participation of parents with experience at different school levels and countries.

For parental involvement, we were interested in the first place in how the voice of parents is delivered in all aspects of school life given that parents are the ones schools are accountable to and whose needs should be taken into consideration. At the same time, we were also exploring how parents are involved in decisions about schooling and schools, at legislative and budgetary levels. While most of the questions were objective, and were verified through analysing legislation, we were also interested to have the opinion of parents whether a legally regulated involvement form is a meaningful one (meaning that decision makers actively seek and rely on parent opinions) or if it is a formality (meaning representatives, often chosen by the school leader from among the “tamest” parents tick the box by having a representative present, but do not actively encourage meaningful input).

In the analysis phase, we cross-referenced the two questionnaires, making separate analyses for different school levels and types (pre-primary/primary/lower and upper secondary; state/church/private). We also took it into consideration if schooling at the given level is compulsory in the country or a choice of parents how they educate their children. We were also interested to see cultural patterns, similarities and differences depending on schooling traditions, and our assumption that this is a factor was verified by the research.

Research outcomes

It is interesting to note that while 58% consider school to be free in their countries, and in-depth analysis has shown that in reality the case is very far from it. While it is school budget that parents have the highest percentage of say in with 56% having consultative and 16% decisive role, when it comes to the choice of teaching material (books, tools, etc.) only 32% is consulted and 8% has an impact on decisions. At the same time 75% of parents pay directly for compulsory stationery, 42% pay for workbooks and 17% for coursebooks. 29% of parents have to pay directly for material for practical activities such as special paper, wood, metal, 67% are obliged to buy necessary IT equipment from family budgets that also needs investment in 63% of the cases on software. There is no country where compulsory sport equipment is not paid from family budgets and 2/3 of parents also pay directly for other kinds of working and protective clothes. These percentages show the total of parents that surely pay themselves, for others there are local provisions to a certain extent, so school costs largely depend in many countries on where you live. These high numbers should indicate that parents are involved in decision making, but practice does not prove this requirement.

When it comes to active participation in decision-making, the other area where parents are mostly involved is creating school rules with 28% having decision-making powers and another 52% are consulted. It seems that parents are considered to be competent with regards to school meals in most countries, so 60% are consulted and another 8% also has decision-making powers. However, while parents are mostly involved in this field, only 50% of parents pay for meals.

The picture is less bright when it comes to professional matters in education. Only 8% of parents have decisive power over curriculum and 4% over teaching programme contents with 40% and 36% respectively are consulted. In only 20% of the cases parents are even consulted in the recruitment, evaluation and dismissal of teachers, while 8% have decision-making powers and 32% are consulted when recruiting or dismissing the school leader. Our research was conducted in 2015 in 23 countries, but the same trends were reported in the research on careers of teachers and school leaders in the European Education Policy Network (Kelly, 2019 and Salamon, 2019)

When it comes to school student representation, it is present to a certain extent in 19 of the 23 countries and only in secondary schools in the other 4 (Netherlands, Spain, Liechtenstein, Slovenia), but our research did not go into detail about their extent and form. Student representation is only present in 3 countries up to national level and a total of 7 countries up to municipality level. In only 28% of respondents reported proportionate representation of key stakeholders (parents, teachers and students) in decision making related to school in general (Hungary, Austria, Germany, Norway, Netherlands, Lithuania, Estonia).

On the level of government in 60% of the cases there is no parental representation on government level, and even if there is, it is not equal and proportionate. This was reported in only 32% of cases. In 56% percent of the cases the government is not obliged to involve parents and other stakeholders in decision-making, and in 52% of the cases parents are not consulted about the financing of education. Only 8% of countries offer decision-making powers to parents in relation to national curricula and another 50% is consulted in some form. When it comes to the organisation of the school year and defining school holiday times, 52% of countries do not even consult parents, while 12% of countries offer parents decisive power in this with 4% of them giving parents the right to veto. Overall, 48% of governments are obliged to involve parents in decision making in some areas, but only 24% of respondents reported meaningful participation, the other 24% is just a formality.

Looking at the full picture it is not only clear that schools and governments don't find it important to consult parents in issues that directly concern them, but it is also clear they do not understand the importance of parental involvement and engagement as a form of active citizenship.

Research done at the same time in Israel (Schaedel et al., 2015) shows similar patterns in Israel.

Inspiring European practices in the field of parental inclusion

All successful projects and initiatives in the field of parental involvement include an element that helps to overcome language/vocabulary barriers and also support inclusion of the parents themselves in society. However, successful, long-term engagement programs often build on the acceptance of differences in languages and culture made visible in school settings.

Another type of program that is in place in many local contexts is aiming at raising cultural awareness and create mutual understanding by that. Inviting parents into school settings to introduce their home cultures create more trust in school. This is especially important in the case of parents who have low levels of education themselves. It is often necessary for school staff to leave their comfort zone and the school premises for successful outreach to parents with migrant background.

The most successful and sustainable programmes (e.g. SEAs or Schools as Community Learning Centres) tackle the whole community as one, consider language and cultural differences, but offer a holistic solution.

There are two main aims of parental involvement/engagement that were explored in inspiring practices and related literature. One is the engagement of parents in the learning of their own children for better learning outcomes, the other is engagement in school life as a form of active citizenship. The second, broader approach necessarily includes the first one, parents engaged in school life also understand the importance of learning and support their own children more. At the same time, it must be mentioned that deeper engagement in your own children's learning can be successful without more engagement in school, especially if the intervention is aiming at parents' understanding of learning processes, their role as primary educators and the fact that school plays only a minor role in the learning of children.

Inspiring practices in some cases focus on a certain narrow target group, for example parents of a certain nationality or level of education, while others have a more holistic approach, targeting all migrants or all parents that are generally difficult to reach and engage. Inspiring practices collected during the needs analysis period show that successful models are transferable from one target group to the other, e.g. Roma programmes and migrant-centred ones often use very similar methodologies.

Recommendations and methods developed in Includ-ED as well as FamilyEduNet, building on methodology developed in the Include-ED project and partnership school's methodology offer a useful universal source that OSD can build on. It supports an approach, where all interested parties participate in designing and implementing inclusion activities. It tackles both sides of parental engagement – in learning and in school life.

Parent Involvement 3.0 is a useful general handbook to help teachers and school heads understand the importance and possible tools of parental involvement. The methods suggested can be implemented by school leadership even in systems, where school autonomy is on a low level.

Schools as Community Learning Centres is an initiative that is very much in line with current policy trends, but implementing it needs full school autonomy and a school leader committed to it. However, even individual teachers may be able to implement certain aspects building on local community.

A simple assessment tool on parental involvement developed by NPC-p, Ireland can be used for awareness-raising as well as monitoring development in practice.

ParentHelp trainings show that its activities are equally useful for parent leaders, teachers and school heads to understand parental involvement/engagement, embrace diversity and be able to manage challenges.

Annex 2 – Article 2

PARENTS: PRIMARY EDUCATORS, CAREGIVERS, GATEKEEPERS, SCAFFOLDERS

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Abstract

Parents as primary educators need empowerment support in order to become gate openers and scaffolders for better learning of their children. In this paper the results of relevant desk research is presented in order to establish a common understanding of widely used notions such as parental involvement and parental engagement, discuss the benefits and successful methods of engaging with all parents and its impact on children's learning and well-being. The paper also discusses successful practices and bursts some myths around parental impact, with special focus on identifying the role of parents in the learning of their children as opposed to their schooling.

Parents are the primary educators of their children. This doesn't only mean they are the first educators, but on the one hand they are responsible for educating them according to the UNCRC, and on the other hand they have the largest impact on children's learning outcomes regardless their own education and ability to directly support school work or lack of it. For these reasons, parents should be a primary target group in educational discourse. They need to understand why new educational paradigms are more beneficial for their children than old pathways they experienced in their own childhood. More and more parents have well-being concerns for their children (while others put extra workload on their shoulders), and it is a global trend that needs to be stopped that those who can afford it, opt out of public education or formal education as such. In a world where schools are exploring new ways of working and parents are concerned, the only way forward is to engage parents, all of them, into transforming formal education for 21st century needs, and define new pathways together. Parents and teachers need to engage the children themselves, too, and explore unknown territory together. We live in times when the type of education we need to offer children is not like anything experienced by the majority of adults of today. In this presentation we will explore ways and methods to implement the necessary engagement practices, showing inspiring practice and research evidence, focusing on learning outcomes in traditional competence areas (the 3Rs) as well as soft skills, STEM, arts and digital literacy.

Parental involvement and parental engagement

Parents are the primary educators of their children. This statement is a twofold one: on the one hand there is no need for research to prove that parents are the first to educate their children from birth, there is also a solid body of evidence showing that up to about 11 years of age parents have the largest impact of the learning outcomes of their children (Desforges, 2003.) This role is then taken over by the peer group, but parents still remain the second most impacting group. Thus, for the educational and learning success of the individual child, parental attitudes are crucial.

In the next section we quote research around parental involvement and parental engagement, the first being an invitation taking part in something that is already in place and the latter one being a cocreation procedure between partners – namely school and home – mutually recognising each other’s role and impact and working in partnership around learning. Although it is beyond the scope of this review, it is important to mention that in modern pedagogy that considers the child rights this can only be designed in a participatory way with regards to children as competent partners (see the UN Convention on the Rights of the Child).

The benefits and types of parental engagement with schooling

The roles parents in developed countries are expected to play in their children’s schooling has changed significantly over the past 20-30 years expecting parents to be engaged acting as “...quasiconsumer and chooser in educational ‘marketplaces’” and “monitor and guarantor of their children’s engagement with schooling” (Selwyn, 2011). Research evidence (Harris and Goodall, 2008, Deforges and Abouchaar, 2003) also shows it clearly that parental involvement results in better outcomes for young people. This makes it imperative to involve parents in schooling and this approach has gained widespread political traction in many European countries.

However, defining what is meant by parental involvement/engagement in schooling, the kind of interactions and methods most likely to benefit children, the role and responsibility of players, especially that of parents, teachers and school heads, remain somewhat controversial. Politicians, researchers, schools, teachers and parents’ groups and children have failed to settle on shared definitions or priorities that sometimes lead to confusion. Although often presented as a “unified concept” parental involvement/engagement “has a range of interpretations, which are variously acceptable or unacceptable by different constituents” (Crozier, 1999: 219). Different stakeholders often use this fact in a way that leads to power struggles and tensions between different stakeholders (ibid 220), and sometimes also lead to some kind of a ‘blame game’. As Harris and Goodall’s 2008 study of parental interaction in schools illustrates, whilst parents were more likely to understand their involvement as support for their children and children, in turn, saw their parents as ‘moral support’, teachers viewed it as a “means to ‘improved behaviour and support for the school’” (2008: 282). This leads to a split between expectations of schools towards parents and vice versa.

Epstein’s (2002) classification of practice has been widely used in establishing a typography for parental involvement with school. It is important to take note of the fact

that Epstein goes beyond the notion of involvement or engagement in learning of the individual child, but rather introduces the notion of partnership schools that are governed on the basis of a mutual, balanced appreciation of home and school that has a major impact on establishing participatory leadership structures.

Epstein's Framework (2002:6) defines six types of involvement: parenting, communicating, volunteering, learning at home, decision making, collaborating with the community. It is important to state that these types have no hierarchy whatsoever, although they are often seen by some schools and teachers as levels of different value and formulating unfounded expectations towards parents whose need for engagement is different (Hamilton 2011.)

Goodall and Montgomery (2013) have argued for a more refined approach that moves interest away from parents' interactions with school generally towards a more specific focus on children's learning.

They make a key distinction between involvement and engagement suggesting that the latter invokes a "feeling of ownership of that activity which is greater than is present with simple involvement" (2013: 399) and propose a continuum that moves from parental involvement with schooling to parental engagement with children's learning. This approach includes the recognition that learning is not confined to school and the importance of supporting the learning of children inside and outside school. This approach can be particularly important in the case of parents (and of course children) from ethnic minorities, with low levels of education (and bad experiences with their own schooling) or those facing economic difficulty who, research has shown (ibid 400) are more likely to find involvement in school difficult but who nevertheless have strong commitments to their children's learning. This is a key issue to consider when designing mentoring models for parents in the PARENT'R'US project.

Goodall (2017) urges for a paradigm shift towards a partnership that is based on the following principles formulated on the basis of reimagining Freire's banking model of education for the 21st century's reality:

1. School staff and parents participate in supporting the learning of the child.
2. School staff and parents value the knowledge that each brings to the partnership.
3. School staff and parents engage in dialogue around and with the learning of the child.
4. School staff and parents act in partnership to support the learning of the child and each other.

5. School staff and parents respect the legitimate authority of each other's roles and contributions to supporting learning.

According to Kendall (2018) these frameworks acknowledge the complex, dynamic nature of relationships between parents, school and children's learning and open meaningful opportunities for dialogue and re-negotiation of roles and responsibilities, but they may not go as far as questioning traditional paradigm of home-school relations. Re-imagining home-school relations need to be based on reflection on the purpose of learning and going beyond the immediate and often narrow priorities of schools based on testing and other policy accountabilities (Grant, 2009:14). Grant reminds us that "reframing children's lives outside school and family life purely in terms of an educational project" could lead to the "worst case scenario" of children being "continuously worked on by ambitious parents and teachers" (Grant, 2009:14). Grant goes on to suggest, many parents may choose, quite reasonably, to invest in insulating the boundaries between school and home life seeing "part of their role as protecting children from school's incursions into the home and ensuring that children socialise, play and relax as well as learn" (ibid). This leads to the necessity to explore reasons of non-involvement or low levels of involvement with schooling when designing any intervention on parental empowerment.

Working with 'hard-to-reach' parents

The term 'hard-to-reach' has often been used to 'label' and pathologize "parents who are deemed to inhabit the fringes of school, or society as a whole – who are socially excluded and who, seemingly, need to be 'brought in' and re-engaged as stakeholders (Crozier and Davis, 2007). Although the label has been discussed and tackled in recent literature and practice, it remains an enduring concept in policy and practice discourses in Europe (Hamilton, 2017:301) and may have particular implications for the target group of the PARENT'R'US project. Campbell (2011) defines 'hard to reach' parents as those who: "have very low levels of engagement with school; do not attend school meetings nor respond to communications; exhibit high levels of inertia in overcoming perceived barriers to participation" (2011:10). The term is often used to refer to parents who fail to reproduce the attitudes, values and behaviours of a 'white middle class' norm described in Deforges above, which, argue Crozier and Davies (2007), underpins consciously or unconsciously, school expectations. Here we see the definition used pejoratively to describe the deficit characteristic of 'non-responsive' which is explicitly linked to economic status, class and ethnicity, serving to stigmatise and 'other' particular groups of parents.

Goodall and Montgomery (2013) discuss the situation of parents who are often 'labelled' as 'hard-to-reach' because school may not yet have facilitated an appropriate or effective way of building relationships with them. Findings from the Engaging Parents in Raising Achievement Project (EPRA) indicated that for some parents, often those characterized as 'hard-to-reach', schools, especially secondary school, can be experienced as a "closed system", as hostile or disorientating, due perhaps to the parent's own experiences of

school or wider structural relations that they may feel position them negatively in relation to the 'authority of school' (Harris and Goodall, 2008).

Goodall and Montgomery also demand that attention is paid to the way social and cultural issues position different groups of parents in relation to schooling. Citing Reay's (2000) work Harris and Goodall (2008) draw attention to the way that middle class parents tend to increase their positional ambition to ensure they maintain a relative advantage as the educational aspirations of the lower classes rise. This they argue ensures that barriers continue to be manufactured as others, for example access to education, are broken down.

Bursting myths around impactful engagement Deforges' (2002) systematic review of the realised benefits of parental involvement on children's school attainment establishes the degree of significance of this. He found that whilst parents engaged in a broad range of activities to promote their children's educational progress (including sharing information, participating in events and school governance), the degree of parental involvement was strongly influenced by social class and the level of mothers' education: the higher the class and level of maternal educational qualification, the greater the extent and degree of involvement. In addition, the review also noted that low levels of parental self-confidence, lack of understanding of 'role' in relation to education, psycho-socio and material deprivation also impacted negatively on levels of participation in school life with some parents simply being "put off involvement by memories of their own school experience or by their interactions with their children's teachers or by a combination of both." (2003:87). The review concluded that whilst quality interactions with school (for example information sharing and participation in events and governance) are characteristic of positive parental involvement in education, a child's school attainment was more significantly bound up with a complex interplay of a much broader range of social and cultural factors, including "good parenting in the home...the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfilment and good citizenship; (2002:5). Identifying 'at-home good parenting' as the key factor in determining children's attainment, the review found that this form of involvement "works indirectly on school outcomes by helping the child build a pro-social, pro-learning self- concept and high educational aspirations" (2003:87) and had a much greater impact on achievement than the effects of school in the early years of schooling in particular. Grouping these factors together as 'spontaneous parental involvement' the report contrasted the positive correlation with children's attainment they combined to secure, with the effects of "interventions that aim to enhance "spontaneous levels of engagement" (ibid 5). Although the extent and variety of intervention activity, which included parenting programmes, home-school links and family and community education, was noted to be substantial, the review was not able to find a positive correlation between these activities and attainment data and suggested they were "yet to deliver the achievement bonus that might be expected."

Price-Mitchell highlights an over-emphasis on school learning as the only, or priority, objective of home/school interactions. As such schools offer a 'mechanistic view' which separates educators and parents rather than connecting them with "educators see[ing]

themselves as experts” in children’s learning “rather than equals” (2009:5). According to her, this creates hierarchical relationships and limits capacity to understand and develop partnerships that create new knowledge. (2009:8)

Mitchell-Price pays attention to the way that social capital circulates within the context of school and its potential to include or exclude parents from different social and cultural groups. Citing Santana and Schneider (2007) Mitchell-Price suggests that “lower income and ethnically diverse parents who traditionally have less access to resources for their children benefit greatly from social networks as a way of accruing benefits otherwise unavailable to them” (2009:19). Hamilton argues that this requires teachers to develop an ‘outreach mentality’ (2017:313) going beyond “promoting awareness among parents of rules and expectations” towards deep, reflexive exploration of their own socio-cultural positionality as a ‘teacher’ and representative of authority, and taking responsibility for the agency they have in the processes and practices of home school interaction.

Family learning provisions

The educational provision of family learning has been alluded to in some of the literature so far. At its roots is a social and humanistic approach to learning, with the underpinning principles of ‘parents as educators, the acknowledgement that language is power and the central position of dialogue in education’ (Mackenzie, 2009: 5–6). Traditionally aimed at both disadvantaged families and communities who may be experiencing poverty and social exclusion for a variety of reasons, family learning provision incorporates both hard and soft outcomes. The former based on improvements in the parent and child’s attainment levels in literacy and numeracy and developing employment skills for the parent, whilst the latter in the form of improved confidence, interpersonal skills, and improved mental and physical wellbeing. While they may not have a direct impact on the learning outcomes of children (see above), these provisions are useful tools to support the lifelong learning of parents.

European policies on parental involvement

Several reports and studies (EC, 2012; OECD, 2006, 2009 and 2012a and Eurostat, 2014, MEMA, 2017) confirm that significant obstacles still exist in the educational pathways of children with a migrant or Roma background in the educational systems of the EU Member States. Most EU Member States have developed, to some degree, educational policies for migrant and Roma children, however differences in the depths, extent and support of these measures show major differences (MEMA, 2017). Eurydice has reported that high percentages of disadvantaged (especially migrant and Roma) children experience discrimination in school systems, and in most countries a clear achievement gap is also clearly present. This is accompanied by an increase of intolerance and xenophobia in most EU Member States.

At the same time successful, mostly local or municipality-level initiatives show that there are effective solutions for these issues that are best tackled together. Some countries have implemented effective national policies for inclusion in education (Austria,

Germany, Ireland), but none have introduced a systemic approach to vulnerable parents' inclusion.

Inspiring European practices in the field of parental inclusion

All successful projects and initiatives in the field of parental involvement include an element that helps to overcome language/vocabulary barriers and also support inclusion of the parents themselves in society. However, successful, long-term engagement programs often build on the acceptance of differences in languages and culture made visible in school settings.

Another type of program that is in place in many local contexts is aiming at raising cultural awareness and create mutual understanding by that. Inviting parents into school settings to introduce their home cultures create more trust in school. This is especially important in the case of parents who have low levels of education themselves. It is often necessary for school staff to leave their comfort zone and the school premises for successful outreach to parents with migrant background.

The most successful and sustainable programmes (e.g. SEAs or Schools as Community Learning Centres) tackle the whole community as one, consider language and cultural differences, but offer a holistic solution.

There are two main aims of parental involvement/engagement that were explored in inspiring practices and related literature. One is the engagement of parents in the learning of their own children for better learning outcomes, the other is engagement in school life as a form of active citizenship. The second, broader approach necessarily includes the first one, parents engaged in school life also understand the importance of learning and support their own children more. At the same time, it must be mentioned that deeper engagement in your own children's learning can be successful without more engagement in school, especially if the intervention is aiming at parents' understanding of learning processes, their role as primary educators and the fact that school plays only a minor role in the learning of children.

Inspiring practices in some cases focus on a certain narrow target group, for example parents of a certain nationality or level of education, while others have a more holistic approach, targeting all migrants or all parents that are generally difficult to reach and engage. Inspiring practices collected during the needs analysis period show that successful models are transferable from one target group to the other, e.g. Roma programmes and migrant-centred ones often use very similar methodologies. Recommendations and methods developed in Includ-ED as well as FamilyEduNet, building on methodology developed in the Include-ED project and partnership school's methodology offer a useful universal source that OSD can build on. It supports an approach, where all interested parties participate in designing and implementing inclusion activities. It tackles both sides of parental engagement – in learning and in school life.

Parent Involvement 3.0 is a useful general handbook to help teachers and school heads understand the importance and possible tools of parental involvement. The methods suggested can be implemented by school leadership even in systems, where school autonomy is on a low level.

Schools as Community Learning Centres is an initiative that is very much in line with current policy trends, but implementing it needs full school autonomy and a school leader committed to it. However, even individual teachers may be able to implement certain aspects building on local community.

A simple assessment tool on parental involvement developed by NPC-p, Ireland can be used for awareness-raising as well as monitoring development in practice.

ParentHelp trainings show that its activities are equally useful for parent leaders, teachers and school heads to understand parental involvement/engagement, embrace diversity and be able to manage challenges.

MODULE VIII - EMOTIONAL INTELLIGENCE

Session Plan

Training: Emotional Intelligence MENTOR MANAGERS		
Module: Emotional Intelligence		Trainer:
Session nr.:	Duration: 180' f2f, 60' online	Date:
General objectives:	Highlight the importance of emotions and introduce the key role emotions play in the mentoring process.	
Learning outcomes:	Understanding the importance of increasing emotional literacy Initiating the shift in attitudes and developing the skills of the adults who play a major role in creating learning environments for children	
Methods:	Activities and discussions.	
Content:	<ul style="list-style-type: none"> ✓ Recognize emotions in self and others ✓ Understand the causes and consequences of emotions ✓ Label emotions (as accurately as possible) 	

		<ul style="list-style-type: none"> ✓ Express emotions appropriately ✓ Regulate emotions effectively
Time	Activities:	Resources and materials:
15'	Emotion choir	<ul style="list-style-type: none"> • speakers • laptop, tablet or phone • internet access
30-40'	Feeling zone	<ul style="list-style-type: none"> • masking tape • bulletin board paper (red, green, blue, yellow) • markers (red, blue, green, yellow)
30-35'	The Ruler	<ul style="list-style-type: none"> • annex nr.1 • additional pieces of paper (red, green, blue, yellow) • markers • pens and pencils
40'	Emotions at work (if you name it, you can tame it)	<ul style="list-style-type: none"> • annex nr.2 • flip-chart paper • markers • pens and pencils • additional pieces of paper (red, green, blue, yellow)
35'	My best self	<ul style="list-style-type: none"> • annex nr.3 • flip-chart paper • pens and pencils • colours, stickers
15'	Snowstorm	<ul style="list-style-type: none"> • A4 pieces of paper • pens and pencils • speakers • laptop, tablet or phone • internet access
+60',	Inside out (movie) – online	<ul style="list-style-type: none"> • internet access • laptop, tv, phone, tablet • instructions from the RULER activity • instructions from the Best Self activity

Activities

Face to Face Activities

Emotional intelligence – Mentor Managers Training

“No one cares how much you know, until they know how much you care”

Theodore Roosevelt

In this module, we will highlight the importance of emotions and introduce the key role emotions play in the mentoring process.

The activities listed below are meant to be used in order (1-5), however, the trainer can make certain changes based on the specific needs of the group (for example: certain activities are not suitable for the group, certain activities take a longer period of time to implement, client resistance, etc.).

TITLE OF THE ACTIVITY: Emotion choir

Face-to-face	Online
1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)	
15 ‘ The trainer will play the following song: What It’s Like by Everlast https://www.youtube.com/watch?v=uUORUtHRjts . Based on the song and its lyrics, the trainer will ask the participants to express the feeling that this song evoked. Out of the list of feelings 3 will be chosen. The group is asked to represent those feelings with a sound. After each feeling’s sound was established and rehearsed, the trainer will be a conductor of an orchestra that will vary the different sounds.	
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)	
1. Introduce the topic of emotions/ feelings 2. Introduce the connection between feelings and expression 3. Have fun with the choir	
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)	
Step 1: Play the song (<i>What It’s like, by Everlast</i>) Step 2: Ask the participants to express the feelings that were evoked by the song (e. g. compassion, anger, pity, shame, guilt). Step 3: Ask the group to choose 3 feelings.	

<p>Step 4: Represent the feelings with a sound (after the sounds are chosen, rehearse the sound 2-3 times).</p> <p>Step 5: Once the sounds are rehearsed, the trainer will conduct a choir of emotions. (E.g. please play the sound for anger; once they did it, please play the sound for compassion, please play the sound for surprise.)</p>
<p>4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)</p>
<p>Due to the fact that the song is in English, you can choose a song, in the group's native language, that would incite an emotional response from the participants.</p>
<p>5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Raising awareness about the fact that people respond to stimuli or cues from the environment through feelings. People have certain ways in which they express and externalize these feelings (sounds in this case). Prepares the ground for future activities.</p>

TITLE OF THE ACTIVITY: Feeling Zone

Face-to-face	Online
<p>1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>	
<p>30-40'</p> <p>This activity is designed to empower people to express themselves. It is an introduction to a way of approaching Emotional Intelligence. Also, it is a tool to use with people who may not be able (at the moment) to clearly express the way they feel (their mood).</p>	
<p>2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)</p>	
<ol style="list-style-type: none"> 1. Recognizing feelings (introduce the mood meter). 2. Presenting the four main areas of the mood meter. 3. Making connections between energy levels and pleasantness. 	
<p>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>	

Step 1: Introduce the mood meter (see picture attached below). (10-15')

The Mood Meter is a tool developed by the Yale Center for Emotional Intelligence. The Mood Meter is designed to help people of all ages learn to recognize emotions, in themselves and others, with increasing subtlety and to develop strategies for dealing (regulating, to use fancy words) with those emotions. It has the potential to provide people with a “language” to talk about feelings.

The Mood Meter is a square divided into four quadrants — red, blue, green, and yellow — each representing a different set of feelings. Different feelings are grouped together on the Mood Meter based on their pleasantness and energy level.

Step 2: The four Quadrants:

- **Yellow Zone (high energy, high pleasantness)**: pleasant, happy, joyful, hopeful, focused, optimistic, proud, cheerful, lively, playful, excited, thrilled, inspired etc.
- **Green Zone (low energy, high pleasantness)**: at ease, calm, easy-going, secure, grateful, blessed, satisfied, restful, loving, balanced, comfy, cosy, carefree, mellow, thoughtful, serene, etc.
- **Red Zone (high energy, low pleasantness)**: peeved, annoyed, irritated, worried, frightened, jittery, tense, troubled, angry, furious, panicked, stressed, anxious, etc.
- **Blue Zone (low energy, low pleasantness)**: apathetic, bored, sad, down, uneasy, miserable, depressed, disheartened, exhausted, hopeless, alienated, despondent, despair, etc.

Step 3 Connection between energy level and pleasantness. As seen above, each quadrant is represented by the relation between the various levels of energy and pleasantness.

Activity description:

Make a life-sized grid on the floor using masking tape and large pieces of bulletin board paper in red, yellow, green and blue. Each area should be at least 1m x 1m large (or big enough for several people to stand in).

Assign group members emotion words (you can choose from above) or ask them to pick their own. Invite group members to write their word on the front of a piece of paper, and write a definition in their own words on the back. Then ask participants to tape their emotion word to their shirt. (10')

Ask students the following questions:

- A. Is this feeling pleasant or unpleasant?
- B. Is this feeling high energy or low energy?

Based on their answers, invite group members to stand in the area that their emotion word belongs to: RED, BLUE, YELLOW, GREEN (you may need to do this in waves if your group is large) (10-15')

One by one, invite participants to explain why their emotion belongs in that zone. Open the floor for constructive, respectful discussion if there is disagreement about where the emotion word fits. (10')

4) DESCRIPTION OF ALTERNATIVES

(what changes can be made to make it more appropriate)

If there is not enough space to perform the activity as it is written above, the trainer can create a mood meter in the room or available space (walls, in case there is no floor room available). The trainer will choose four spots which will be labelled with Red, Blue, Yellow and Green. From this point on the activity can continue as described above.

5) WHAT LEARNERS CAN TAKE FROM THIS

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Participants will learn to recognize emotions and classify them based on their level of energy and pleasantness.

TITLE OF THE ACTIVITY: The Ruler

Face-to-face	Online
1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)	
<p>30–35'</p> <p>The RULER is the follow-up of the Feeling Zone. In the first activity the participants were introduced to the Mood Meter. They were able to recognize the area in which their emotions fit (red, blue, yellow, green). During this activity, the participants will deepen their understanding of Emotional intelligence by:</p> <p>Recognizing emotions</p> <p>Understanding emotions</p> <p>Labelling emotions</p> <p>Expressing emotions</p> <p>Regulating emotions</p>	
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)	
<ol style="list-style-type: none"> 1. Identifying the cues that help them understand what they are feeling. 2. Understanding the causes and consequences of an emotion. 3. Labelling emotions. 4. Learning how to express emotions in a socially acceptable way. 	

5. Learning how decrease, increase or maintain the intensity of an emotion.
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)
Step 1: The participants (in their groups formed for the previous Activity) will be asked to complete Annex 1. (15-20') Step 2: Once participants completed the task, each group will have 10 min to debrief about their experience. <u>Helping Questions:</u> What do you think about the task? Did you encounter any difficulties during this exercise? Please explain why! Which part was easy? Please explain why! In your opinion what would enhance this activity? Step 3: At the end of the allocated time, each group will choose a volunteer to present a summary of their discussions (10')
4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)
–
5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)
Learners will start to be aware of how emotions that they feel impact what they do, what they think, their decision pattern, the way they relate to others in order to become a more open, productive and effective person.

Annex 1: The Ruler

Feeling: _____

Recognizing	What does this feeling look like in our faces and bodies and sounds like in our voices?
Understanding	What kind of things happen that might make us feel this way? How does feeling this way affect our behaviour?
Labelling	What is the definition/word for this feeling? What other feelings relate to this feeling?
Expressing	When you have this feeling, what can you do to show it appropriately?
Regulating	Do you usually like to feel this way? If yes, what can you do to have

	<p>this feeling more often or help others have this feeling?</p> <p>If not, what can you do to change your feeling or help a friend change their feeling?</p>
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TITLE OF THE ACTIVITY: Emotion at Work (If you name it, you can tame it)

Face-to-face	Online
<p>1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>	
<p>40'</p> <p>Usually this activity will follow the Ruler Activity. By this time, hopefully, participants will have started to understand how to RULE their emotions. As a mentor's manager, individuals will be asked to transfer and apply the lessons learned in their work environment or mentoring activity.</p>	
<p>2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)</p>	
<ol style="list-style-type: none"> 1. Recognizing emotions that can surface in the mentoring relationship. 2. Understanding and labelling emotions. 3. Expression of emotions (connection between emotion and behaviour) 2. Management of emotions (steps) 	
<p>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>	
<p>Step 1: Following the Ruler activity, the trainer will provide each group with a flipchart or a large piece of paper, which will look like Annex 2. (5')</p> <p>Step 2: Participants will be asked to complete the activity in their groups (10').</p> <p>Step 3: Each group will present their results (15').</p> <p>Step 4: Based on the presentations the trainer will develop a final flipchart using the same format presented in Annex 2, where the most relevant information from all groups will be included. Finally, using this information, the trainer will realize a summary of the activity (10').</p>	
<p>4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)</p>	

For this activity the groups formed for the Mood Meter activity will be kept, if there is a fairly uneven number of participants in activity #1, then the group will be rearranged. Ways to accomplish this are: counting 1-4; division by height, colour of shoes, colour of top (black, coloured, white, with prints, etc.)

5) WHAT LEARNERS CAN TAKE FROM THIS

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Through this activity, participants explain the way in which they want to feel at work and within the mentoring relationship. They will describe the behaviours that will elicit the feelings that they prefer. At the same time, participants will present actions, tools, techniques (created by them, which provides a sense of ownership) for regulating unwanted feelings and conflict. These common goals have the potential to hold individuals motivated and responsible for the change they envision.

Annex 2: Emotion at Work (Activity # 3)

How do we want to feel at work each day?

Write down your group’s top 5 feelings.

What will we do to have these feelings and create a positive work environment?

Write down 5 specific behaviours (one for each feeling)

What do we do if we have uncomfortable feelings or conflict?

Write down 5 specific strategies.

TITLE OF THE ACTIVITY: My Best Self

Face-to-face	Online
<p>1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>	
<p>35'</p> <p>Participants will be asked to imagine the perfect self, in order to practice, if only at an imaginary level, (for the present) the techniques, tools identified in the previous activity. This activity will allow participants to reflect on their behaviour and how their</p>	

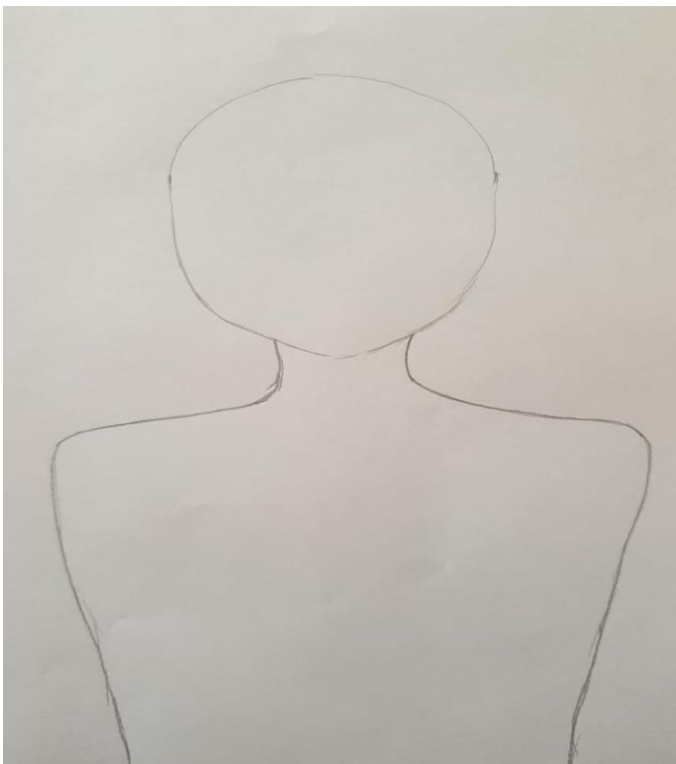
best self looks like (happy, relaxed, comfortable, calm, etc.).
<p>2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)</p>
<ol style="list-style-type: none"> 1. Identifying characteristics that enhance their persona (best self). 2. Comparing actual self with best self. 3. Revisiting strategies developed in the previous activity in order to facilitate the journey from the actual self to the best self (revisiting the strategies will allow people to come up with additional resources).
<p>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>This is an individual activity. There is a possibility to work in smaller groups (see alternatives).</p> <p>Step 1: Please describe yourself by using the way you see yourself at work (qualities, defects, and certain behaviours). (5')</p> <p>Step 2: Please imagine that you look in a mirror and staring back at you in your best self. What does your best self look like? Describe your best self using 5 of your best qualities. Please see Annex 3 for an image of the best self. Participants will be asked to use their imagination in presenting their best self (colour, words, emoji stickers, etc.) (10')</p> <p>Step 3: Once you have established you top five qualities, list one or two specific behaviours for each quality. (5')</p> <p>Step 4: Out of the top five qualities, chose two that you believe are most important. Develop a strategic plan to change your present self to become your best self in order to ACHIEVE THESE QUALITIES. (15')</p>
<p>4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)</p>
<p>Participants will visualize their current/present self (as a group). They will describe certain qualities, defects, behaviours.</p> <p>Participants will be asked to visualize their best self (as a group), name five top qualities of the group, list one or two specific behaviours for each quality.</p> <p>The groups will choose two qualities out of the five that they believe are the most important. Together, they will develop a strategy to accomplish those goals (moving from the present self to the best self)</p> <p>Each group will present the “BEST SELF”</p>
<p>5) WHAT LEARNERS CAN TAKE FROM THIS</p>

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

- Awareness of one's qualities and defects (or work in progress areas).
- Making connections between perceived qualities/ defects and behaviour.
- Creating a goal (the best self) towards which they can aspire.
- Brainstorming strategies to achieve your goal.
- Ownership of the strategies → increasing motivation for change.
- Accountability.

Annex 3: Best Self

On the drawing below, please write down your top 5 qualities that describe your best self. You can use colours, stickers or any other means that you have at your disposal to personalize your drawing (a sketch/ outline of a person is presented because it does not have to be perfect and it is open to everyone's imagination).



In the table below, list one or two specific behaviours for each quality

Quality	Behaviour
1	

2	
3	
4	
5	

TITLE OF THE ACTIVITY: Snowstorm

Face-to-face	Online
<p>1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>	
<p>15'</p> <p>Closing activity. Provides an opportunity to share what was learned, and what is relevant for the participants.</p>	
<p>2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)</p>	
<ol style="list-style-type: none"> 1. Listing key ideas from the workshop. 2. Naming their importance. 3. Informal evaluation. 4. Sharing, feedback 	
<p>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>	
<p>Step 1 Give participants a piece of paper. Step 2 Ask participants to write down key ideas from the workshop and why they were important. Once they have done that, ask them to wad it up. (5') Step 3 When the trainer gives the signal, participants throw the paper snowballs in the air. Step 4 Each participant picks up a nearby “snowball” and reads it aloud. (10')</p>	
<p>4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)</p>	

<p>This activity can be made with chairs as well.</p> <p>Place the group in a circle or semicircle. Ask each member to write on a piece of paper key ideas from the workshop and why they were important. Once they have done that ask them to stand up.</p> <p>Play a short song or ask them to mingle until you say stop. Once the song stopped or you as a trainer said the word, they will have to sit on the nearby chair and read aloud the piece of paper left on the chair.</p>
<p>5) WHAT LEARNERS CAN TAKE FROM THIS</p> <p>(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Sharing their experience in a non-formal way.</p> <p>Summing up the main ideas from the workshop.</p> <p>Evaluation.</p>

Online activities

TITLE OF THE ACTIVITY: Inside Out

Face-to-face	Online	X
<p>1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>		
<p>94'</p> <p>The participants will watch the movie <i>Inside Out</i> (https://www.imdb.com/title/tt2096673/). It is an opportunity to check out new ways in which you can promote emotional intelligence with your family and with yourself.</p>		
<p>2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)</p>		
<p>3. Awareness about emotions. 4. Example of emotion management. 5. Awareness about perceptions and their role in affect management. 6. Developing empathy.</p>		

7. Connecting leaders and expectations (see the part when parents have an unrealistic expectation about the movie)

3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS
(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)

Step 1: Watch the movie.
Step 2: Select a character.
Step 3: Apply RULER to the identified character.
Step 4: Apply the Best Self activity to the identified character.

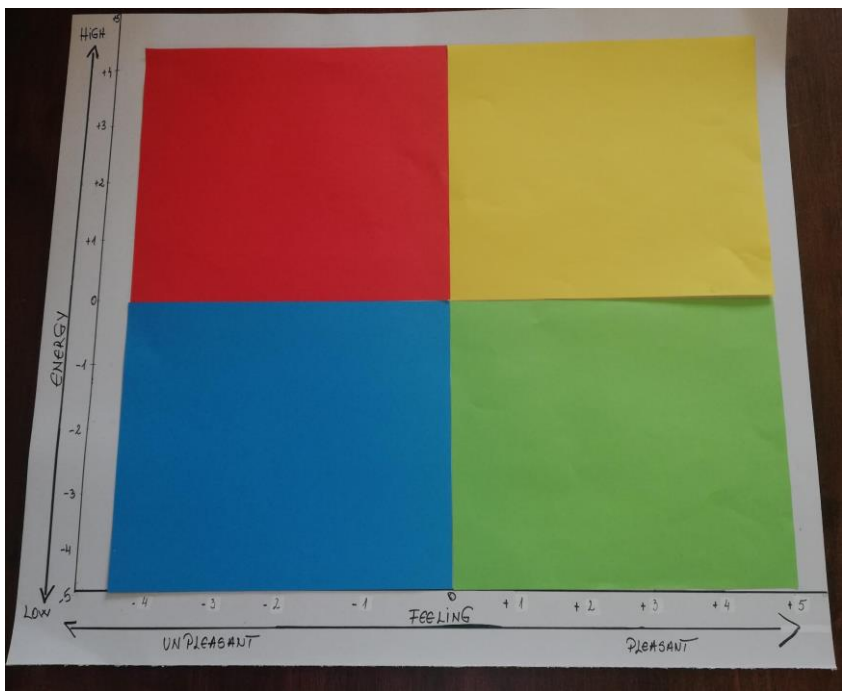
4) DESCRIPTION OF ALTERNATIVES
(what changes can be made to make it more appropriate)

Due to the fact that Inside Out movie's duration is 94 minutes, it exceeded our time slot of 1 hour. It is therefore voluntary for the participants to watch the whole movie. It is up to each partner/trainer to choose the part that they consider to be most relevant.

5) WHAT LEARNERS CAN TAKE FROM THIS
(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Family time, self-care, application of what they have learned in their families.
Useful movie to use with mentors, parents and their children.
Practicing the skills and techniques used in the workshop.

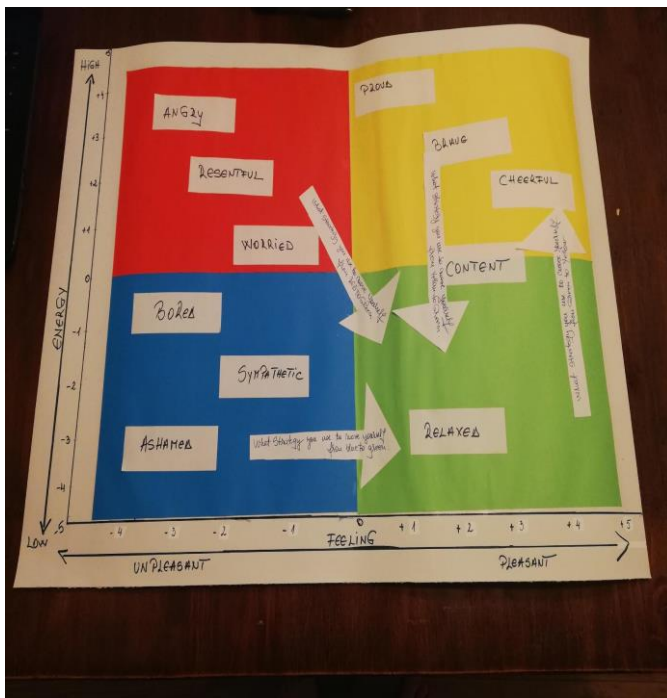
Picture of the Mood Meter



Picture of the Mood Meter with emotions



MOOD METER (strategy to change the Zone/Quadrant)



MODULE IX - MENTORING DELIVERY

Session Plan

Training: Mentor Managers Training Course			
Module: Mentoring Delivery			Trainer:
Session nr.:		Duration: 55h total	Date:
General objectives:		With this module, we aim to provide key information and knowledge on how to deliver a mentoring process	
Learning outcomes:		Understanding the responsibilities of a Mentor Manager in a mentoring process, in order to perform the role in an effective way Recognizing the scope and limitations of the mentor's role, helping to establish clear boundaries and limits in the mentor-mentee relationship	
Methods:		Online + Practical	
Content:		<ul style="list-style-type: none"> - Concept of mentoring and the role/responsibilities of the Mentor Managers - PARENT'R'US mentoring scheme - Limits and boundaries - Evaluation and assessment methods and tools 	
	Time	Activities:	Resources and materials:
	90'	Online module "Mentoring Delivery"	<ul style="list-style-type: none"> • computer • internet connection • Power Point presentation "Mentoring Delivery"
	30'	The concept of mentoring and the role/responsibilities of the Mentor Managers	<ul style="list-style-type: none"> • flipchart • markers
	45'	Different types of mentors	<ul style="list-style-type: none"> • case studies (printed) • pens • papers • flipchart • markers

30'	PARENT'R'US mentoring scheme	<ul style="list-style-type: none"> • computer • projector
15'	COFFEE BREAK	
30'	"Action plan of a mentoring program"	<ul style="list-style-type: none"> • printed worksheets • "Action plan of a mentoring program" • pens • markers • flipchart
20'	Crossing the line	<ul style="list-style-type: none"> • Flipchart • markers
30'	Limits and boundaries	<ul style="list-style-type: none"> • computer • projector • Power Point presentation "Mentoring delivery" • flipchart • markers
15'	Evaluation and assessment methods and tools	<ul style="list-style-type: none"> • computer • projector • Power Point presentation "Mentoring delivery" • flipchart • markers
15'	Conclusions	<ul style="list-style-type: none"> • flipchart • markers

Content (Power Point)

Slide 1:

Mentoring Delivery

Slide 2:

Learning outcomes of this module

Aim: With this module, we aim to provide you key information and knowledge on how to deliver a mentoring process

Learning outcomes

1. Understanding the responsibilities of a Mentor Manager in a mentoring process, in order to perform your role in an effective way
2. Recognizing the scope and limitations of the mentor's role, helping to establish clear boundaries and limits in the mentor–mentee relationship

Slide 3:

In this module, we will talk about:

The concept of mentoring and the role/responsibilities of the Mentor Managers

PARENT'R'US mentoring scheme

Limits and boundaries

“Dos and Don'ts”

Evaluation and assessment methods and tools

Slide 4:

Concept of mentoring and the role/responsibilities of the Mentor Managers

Slide 5:

What is mentoring?

Mentoring is a process through which an individual offers professional *know-how* as well as support to a less experienced or potential colleague/peer (mentee).

The mentee benefits from the experience and knowledge of the mentor

Mentee is someone less experienced.

The mentor in this process may serve various roles to a mentee:

teacher, counsellor, coach, advocate, sponsor.

Mentoring has the potential to have mutually beneficial results (both professionally and personally).

Slide 6:

Spectrum of mentoring styles

The mentoring styles can present themselves as a spectrum, the mentor has to identify in which part of the spectrum he/she is and feels more comfortable.

Direction

Guidance

Hierarchy

Reciprocity

Control

Empowerment

Inequality

Equality

Dependence

Autonomy

Source: Adapted from Gay and Stephenson (1998)

Slide 7:

Actors and roles in mentoring

The mentoring process is built upon three main actors who perform different roles.

These actors perform different tasks in the mentoring programme and have different levels of responsibility.

Mentee

Mentor

Mentor Manager

Slide 8:

Actors and roles in mentoring

As a Mentor Manager, what is your role in the mentoring program?

Role of the Manager – promoting mentors' development through:

Self-development

Individual reflection

Internal / external resources

Monitoring

Self-motivation

Leadership

Goals/objectives

Empowerment

Using a supervision model

Slide 9:

Supervision: conceptual framework

Introduction on supervision is essential in a mentoring model. It allows:

refocusing objectives and methodologies,

identifying constraints during mentoring,

highlighting good practices and sharing it with others,

mobilizing helpful strategies.

Slide 10:

Supervision: conceptual framework

The supervisor (Mentor Manager) is an expert who puts him/herself at the service of the *mentor*:

Helps the mentor to acquire new knowledge and skills.

Discovers the areas of greatest potential for the mentor and promotes emotional intelligence.

Helps to analyse the mentor's mistakes and establish his/her goals.

Slide 11:

PARENT'R'US mentoring scheme

Slide 12:

Planning a mentoring programme

SCOPE

Who is the target group?

What are the conditions and context?

OBJECTIVES

Why should a mentoring programme be implemented?

The main questions when thinking about the scope and objectives of the mentoring programme:

What is the vision of the mentoring programme?

At the end, what do you want to achieve?

Slide 13:

Planning a mentoring programme

Embedded purpose

Goals are included in the design and execution of the project.

Common goals from the beginning

Objectives are articulated and understood by mentors and mentees.

«Having a clearly defined goal can increase the likelihood of mentoring addressing that specific need.»

Slide 14:

Planning a mentoring programme

ACTION PLAN

Alignment with organizational culture and legal guidelines

Programme's structure

Scope and objectives

Training needs

Format (time, model)

Impact

Budget

Resources to allocate

Expenses

Dissemination

Identification of funding sources

Fundraising activities

Dissemination of the programme and results

Programme's positioning in the context

Slide 15:

PARENT'R'US Mentoring stages

Programme Launch

- Mentors' and mentees' recruitment

Mentors' Training

- Initial self-assessment

- Administrative matching

Mentoring Roll Out

- Welcome

- Matching confirmation

Mentoring Process

- Meetings

- Ongoing self-assessment

Follow Up

- Progress monitoring

- Supervision and support

Evaluation

- Final self-assessment

- Mentoring closure

Impact and Review

- Outcomes

- Learning and improvement

Slide 16:

Limits and boundaries

Slide 17:

Limits and boundaries – Tips

In the following part, you can find some boundary tips that can be useful during the mentoring process. In the original article they were designed for mentors, but they also work for mentor managers:

Engage with your mentor in an open and clear discussion about boundaries and mutual expectations and set them in a written contract at the initial meeting.

Ask yourself the question 'Are mentee's interests being best served here?'

Be aware of your own mental and emotional states and motivations.

Make sure you have formal mechanisms in place for conflict resolution.

Slide 18:

Evaluation and assessment methods and tools

Slide 19:

Evaluation of a mentoring programme

Evaluation levels

Individual

Skills improvement in the mentee, mentor's development, impact

Relational

Relationship typology, matching, trust between mentors, achievement of goals

Structural

The programme itself: administrative burden, mentoring model adopted, frequency of sessions, programme duration.

It is important to collect data and feedback throughout the programme.

Slide 20

Evaluation of a mentoring programme

The programme evaluation also provides for a closing moment.

The closure should include specific activities to end the relationship, according to the scope of the programme.

Be positive and give support regarding the future and the post-programme.

Slide 21:

References

Activities

TITLE OF THE ACTIVITY: Crossing the line

1) DESCRIPTION OF THE ACTIVITY

(Please, insert a short description of the activity. Include time allocated. Refer if it is to be delivered face-to-face, online or it is suitable for both. Do not write more than 200 characters)

5'+10'

Pairs will have the opportunity to touch each other with different body parts. The activity ends when pairs feel too uncomfortable to follow the instruction. The main goal of this activity is to raise awareness regarding limits and boundaries in a mentoring relationship.

Being aware of the importance of limits and boundaries, participants can be grouped

in pairs to create a code of conduct for the mentoring programme.
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)
1. Making participants gradually feel uncomfortable in order to make them understand their own limits. 2. Raise awareness regarding the fact that each person has a comfort zone.
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)
Step 1 The trainer asks participants to stay in front of a partner (in pairs). Step 2 Each pair should follow the trainer’s instructions, touching “elbow to elbow”; “shoulder to shoulder”; “finger to finger”; “knee to knee”; “palm to palm”; “face to face”; “neck to neck”; “nose to nose”. Step 3 Group discussion. The trainer should promote awareness regarding limits and boundaries in the mentoring relationship. Step 4 The group should create a code of conduct. Participants are paired and together they create a code of conduct for the programme. Step 5 Sharing and discussion of main topics to consider.
4) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)
Every person has a comfort zone. Mentors must be aware of how they know when they are uncomfortable. Comfort changes if the context (person, environment) changes. Mentors’ managers must be aware of many ways to tell if someone else is uncomfortable.

TITLE OF THE ACTIVITY: Different types of mentors

1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Refer if it is to be delivered face-to-face, online or it is suitable for both. Do not write more than 200 characters)
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10-15' + 20-30'

This activity is based on 3 case studies (Annex 1) that reflect possible situations that can happen during a mentoring process, which can affect the mentoring relationship and the process, if the mentor is not able to deal with them in an effective way. The situations are: 1) time management issues; 2) the mentor is setting too high standards; 3) lack of ongoing motivation.

2) OBJECTIVES OF THE ACTIVITY

(Please, write 2 or 3 main objectives of this activity)

1. Exposing different situations that can happen to a mentor in a mentoring process.
2. Improving Mentor Managers' ability to deal with different situations that can compromise the mentoring relationship/process.

3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS

(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)

Step 1 Ask participants to form small groups (3-4 people).

Step 2 Provide a case study to each group (if you have more than 3 groups, the groups with the same case study can compare solutions for a more effective discussion).

Step 3 Give 10-15 minutes to each group to read the case study and reflect on a solution.

Step 4 Each group should present its solution.

Step 5 The trainer should promote group discussion and make a general conclusion.

4) WHAT LEARNERS CAN TAKE FROM THIS

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

These case studies are examples of situations that can arise in a mentoring process. It is important to make Mentor Managers reflect on this type of issues in order to be more effective when guiding mentors. Mentor managers will improve their awareness of mentoring issues and their ability to attend mentors' needs (in terms of motivation, management, relationships, etc).

Annex 1

Case study 1: time management issues

Definition of the situation: Often, you may come across a mentor who is not following the set deadlines, or is having issues with time management, such as missed meetings, delayed appointments etc.

Analysis: Try to identify the reasons why this happens to the person. Is it because they are having too many responsibilities and are busy with other things? Can it be that the mentor is not very committed to the purpose? Is the time and/or place that you defined for the meetings not very suitable for the mentor? By identifying the reasons behind the action, you will be able to find a solution to the problem.

Solution: Consider possible actions to tackle the issue above. At the end, discuss the results with the others.

Case study 2: the mentor is setting too high standards

Definition of the situation: The mentor has overextended himself to such a degree that it's difficult for his mentee to keep on track. The expectations of the mentor set for the relationship seem to fail. Although this pair might appear to be very promising and enthusiastic, at the end they seem to lose motivation.

Analysis: Putting realistic expectations from the very beginning is very important in the process, as it enables the person to keep up with what has been set and avoid getting 'lost' along the way. It is not necessarily bad to have realistic expectations, as you are more aware of your capabilities and you manage to reach your goals.

Solution: Consider possible actions to tackle the issue above. At the end, discuss the results with the others.

Case study 3: Lack of ongoing motivation

Definition of the situation: The mentor does not appear to be very motivated, or s/he is at the beginning but then her/his interest gradually starts to diminish.

Analysis: It is extremely important to keep the mentor interested from the very beginning, but it is equally crucial to keep her/his interest high at all times, as the mentoring process is one that requires time and effort. Try to find the source of the problem: is it internal (maybe s/he is not so interested personally), does it have to do

with something that you are doing as a supervisor, or are there any other possible issues to this?

Solution: Consider possible actions to tackle the issue above. At the end, discuss the results with the others.

TITLE OF THE ACTIVITY: Action plan of a mentoring programme

<p>1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Refer if it is to be delivered face-to-face, online or it is suitable for both. Do not write more than 200 characters)</p>
<p>15' + 5'</p> <p>Individual exercise to make participants reflect on the importance of planning a mentoring program. The mentoring program will be defined by PARENT'R'US project, but Mentor Managers will have to adapt it to their own school/context.</p> <p>Participants will have the opportunity to fill a template (see below) with key points for an effective action plan of a mentoring program.</p>
<p>2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)</p>
<ol style="list-style-type: none"> 1. Raising awareness of the importance of planning a mentoring programme. 2. Providing opportunity for Mentor Managers to reflect on the resources they can provide to their mentors in order to have a successful mentoring programme.
<p>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>
<p>Step 1 Give a worksheet template of this activity to each participant. (Annex 1) Step 2 Ask participants to reflect on the points mentioned in the template, regarding their own situation/context (15') Step 3 Brief discussion about planning a mentoring program in our (each participant's) own context.</p>
<p>4) WHAT T LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Developing objectives for the mentoring program. Adapting PARENT'R'US model to the participants' own context.</p>

Annex 1

Worksheet: Action Plan of a mentoring programme

Description: Think about how you will apply the mentoring programme in your own context. It is important that you reflect on these topics so you can internalise the programme in your daily offer at the school environment.

Specific issues to be solved (what is emerging in the school)

Challenges ahead (considering the profile of parents and students in your school)

What kind of support do you envisage to provide to your mentors

Next steps (how you will announce the programme to mentors, how you will recruit them)

MODULE X - SYSTEMIC AWARENESS

Session Plan

Training: MENTOR MANAGERS			
Module: Systemic awareness			Trainer:
Session nr.:	Duration: 3 hours (1online + 2 F2f)		Date:
General objectives:	Developing or improving the necessary competences for managing a mentoring process, attending to the needs and issues of mentors and mentees.		
Learning outcomes:	Understanding the ecological/systemic approach to individual development and the importance of the educational context, promoting it as a positive influence on mentees' lives.		
Methods:	Theoretical information and group activities		
Content:	The role of parents in the ecological system around the child; The necessity of a dynamic systemic change		
	Time	Activities:	Resources and materials:
	60'	Presentation of Bronfenbrenner's theory	<ul style="list-style-type: none"> • video • presentation
	10'	I'm unique	<ul style="list-style-type: none"> • pieces of paper (1 per participant)
	10'	Active listening - activity	–
	40'	Channel surfing	–
	20'	Alien dinner	pictures of dinner tables pen, paper and colour pencils/markers for pairs
	25'	A critical approach to today's school	video template
	15'	Wrap up and closure	template

Activities

TITLE OF THE ACTIVITY: Presentation of Bronfenbrenner's theory

Face-to-face		Online	X
1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)			
60' Participants watch a short video and a presentation.			
2) OBJECTIVES OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)			
3. Understanding the role of parents in the ecological system around the child.			
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)			
Step 1 Participants watch this short introduction to Bronfenbrenner's Theory: https://youtu.be/HV4E05BnoI8 (use automatic captioning if necessary) Step 2 Participants watch the presentation (Annex 1)			
4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)			
–			
5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)			
Participants will be able to identify key structural indicators for systemic strategies.			

Content (Power Point)

Slide 1:

Training Course for Managers

SYSTEMIC AWARENESS

Slide 2:

Learning outcomes of this module

Aim: Identifying key structural indicators for such a systemic strategic issue. Developing these structural indicators at local/municipality level, then national level, and finally, European level.

Learning outcomes:

The role of parents in the microsystem

The necessity of a dynamic systemic change

Slide 3:

Topics for discussion:

1. Education and its promotion as a positive influence on the mentor's life
2. Structural indicators for strategic priorities
3. Ecological/systemic approach: interactions between people and different contexts
4. Inclusive systems and overcoming blocked systems
5. Manager profile

Slide 4:

Formal – Non-formal – Informal education

Formal education – offered by school;

Non-formal education – learning activities organized by other institutions;

Informal education – spontaneous or not formalised process of cultivating learning.

The distinction is purely theoretical – they function as a complex system with almost invisible boundaries.

Slide 5:

Formal – Non-formal – Informal education

Recent trends:

Non-formal education – getting closer to the formal system of education;

School – accept social challenges by enlarging their areas of interest, initiating partnerships with the local community and different cultural institutions;

Learning is “not exclusively related to school or other organized contexts. The main perception about learning is based on the idea that a great deal of our learning experiences took place outside the formal educational system: at work, at home surrounded by family, in different organisations” (Pasi Sahlberg).

Slide 6:

Educating adults

Adults:

- might be resistant to changes = structural alterations of the already existing models (values, knowledge, actions);
- their education = process of assimilation, development as well as re-organization and re-consideration of their relationship with the surrounding world;
- passive attitude towards learning due to their reluctance to change and fear for being unable to reach others' expectations or diminishing their social image;

Slide 7:

Educating adults

Their education:

- a mostly practical learning process that values their previous knowledge and life experience;
- methodology – active and participative techniques with an emphasis on personal opinion.

Slide 8:

Motivating adults

“The concept of motivation is one of the most spectacular in the whole psychology” (Lindworsky).

Motivation is a superordinate term for all those feelings or phenomena that can be translated through the concepts of desire, hope, will, interest, etc. (Thomas).

As an impulse, the motive is the cause of action, but to become a cause, it has to be defined”; “motives are determined by the problems man has to face” (Hiebsch).

Slide 9:

Motivating adults:

The existence of motivation leads to changes in behaviour; it:

- generates action;
- activates the subject;
- guides behaviour towards a purpose;
- sharpens attention, etc.

The importance of creating motivating situations

Adults should understand the relationship between the proposed learning activities and their own interests.

Slide 10:

The secret of efficient management: open relationship between those involved.

The management:

- has a fix agenda and takes place within a specific, well-established period of time;
- attempts to develop the abilities that can lead to performance increasing.

The manager:

- sets the objectives from the very beginning and monitors their attainment;
- facilitates the proper insertion/accommodation of the employee in a certain position;
- his influence is given by his authority which corresponds to his position in the organization.

Slide 11:

The secret of efficient management: open relationship between those involved.

The type of relationship between a manager and a mentor differs from one method to another.

Mentoring and coaching are efficient instruments for a manager seeking to improve the performance of his organization.

The two methods are a “moral”, rather than “financial” investment that any modern manager has to have in view and apply.

Slide 12:

Structural indicators for strategic priorities

It's important to go beyond an approach that simply recommends particular models of good practice, whether as an off-the shelf packaged programme or specific project.

A difficulty occurs as to identifying which are the core rather than peripheral features of any good practice, whether it has to be taken wholesale without adaptation to other contexts.

There is a need to go beyond such a mode of comparative analysis to one which extracts structural features of good practice that can be taken for transfer across different contexts.

Slide 13:

Structural indicators:

Developing by analogy: structural indicators are generally framed as potentially verifiable yes/no answers, they address whether or not key structures, mechanisms or principles are in place in a system.

A. Guiding principles: active involvement of target groups in design and in delivery.

B. Roles in organizational structures

- Intervention of sufficient intensity to bring change
- System change focus and not simply individual change focus
- Clear focus on level of prevention – universal, selected and/or indicated
- Distinct age cohort focus
- Clear outreach strategy to reach marginalised groups
- Alternatives to suspension

C. Physical spaces: specific space in school buildings for parents to meet

Slide 14:

Benefits of structural indicators for parental engagement

They can offer transparent criteria for establishing a municipality's and school's institutional progress in this area over time.

Structural indicators offer a system focus not simply an individual focus – a policy relevant focus.

Structural indicators provide a focus on prevention and promotion.

They offer a framework for ongoing review and dialogue both within a municipality and across municipalities and countries.

They allow for self-assessment of progress. The comparison point for progress is the municipality's and a given school's previous performance in relation to these indicators.

Clear targets for progress can be established based on the indicators.

The indicators can distinguish municipality and school effort from actual outcomes; they can offer an incentive for governments to invest in the area of parental involvement for early school leaving.

The indicators, as a cluster, provide a systemic level focus for change rather than reducing change to one simplistic magic bullet cause.

Slide 15:

Structural indicators

- very useful and are indeed an eye-opener for an organisation or for community work;
- community work tends to “think for” groups of people in need of service but have undeveloped methods to involve the targeted group;
- the way of working with SI may take some time but could bring in some new ideas and system changes and it will probably also lead to more empowerment and a feeling of deeper democracy.

Slide 16:

Urie Bronfenbrenner (1917-2005)

Ecological Systems Theory of Development

Psychologist; he created the ecological theory of development and an individual's behaviour change.

29 April 1917 - 25 September 2005

Most important contribution = the ecology of human development

The relation between social politics and science:

- The creation of contexts for primary and secondary development
- Curriculum based on the care and attention of people
- Community intervention
- Establishing communities between microsystems and "mesosystems"

Slide 17:

Contribution to education – ecological perspective

Ecological development: process through which a developing individual gains a wider awareness of an ecological environment.

Ecological transition: life events that imply a change of role or environment.

The ecology of human development represents the progress of an active individual in development and the changing characteristics of the environments in which the developing individual lives.

It is necessary to place and concentrate development into a "context".

Slide 18:

The ecological environment is conceived as a set of nested structures, each inside the next like a set of Russian dolls".

Within this structure there are five layers arranged from the one closest to the individual to the farthest one: the microsystem, the mesosystem, the exosystem, the macrosystem, and the chronosystem.

These systems have continuing impacts on an individual's development.

Slide 19:

The participation of microsystems in the psychological development through interpersonal roles, relations, and activities.

The ecological level:

1. microsystem: = the one closest to the individual, with direct contact
2. mesosystem: = the relation between two or more microsystems (altered by the

environment).

3. exosystem: one or more settings which do not include the developing individual as active participant.

4. macrosystem: refers to the cultural environment in which the individual lives and all the other environments which influence him/her.

5. cronosystem: the time dimension in relation to the individual's environment.

Slide 20:

The microsystem is the most direct level that impacts upon the individual, such as work. The next levels are the mesosystem, or linkages between direct impacts, such as the individual's family and work, and the exosystem which impacts indirectly the mesosystem.

For example, the individuals themselves may have weathered the great recession with no direct economic or life impact, but their development will have changed as a result of shifts in the broader economic and societal spheres. The macrosystem is comprised of broad groupings, such as society or religion. The chronosystem is both an individual's passage through time and their position within history.

Slide 21:

Evaluating Ecological Systems Theory

Ecological systems theory focuses upon the environmental aspects of development with a particular focus on the youth.

From an observer's perspective, there is little the observer can do about an individual as framed by the microsystem aside from their individual interactions.

Similarly, the macrosystem and chronosystem are too large for an observer to encompass. However, the macrosystem and chronosystem are interpretable through understanding various sociological, environmental, and time factors that influence an individual.

The mesosystems and exosystems are easier to observe, since they result from the interactions between other systems, such as between microsystems. The exosystem is the external influence upon the microsystem. An example would be a parent performing less effectively at work because of their child's difficulty in school. Bronfenbrenner's focus upon development, particularly in children, makes the application of the ecological systems theory to adults somewhat more difficult than might otherwise occur.

The analysis done by Bronfenbrenner demonstrates that factors, such as birth weight, mother's education, and family situation impact childhood development. The concept of external factors influencing an individual makes sense. Lastly, understanding that the

time one develops in, as well as the passage of time, both influence psychological development.

Slide 22:

Application of Ecological Systems Theory to Management

Numerous approaches have utilized Ecological Systems Theory to understand phenomena observed today.

Bronfenbrenner's theory is best applied in developing a manager's understanding of individuals, actions, and interactions. In particular, understanding the mesosystem and exosystem can benefit managers through understanding sources of employee satisfaction or dissatisfaction.

There is a correlation between job satisfaction, home satisfaction, and spousal support for dual-earner families (Kulik and Rayyan 2006).

Pock (2005) used Ecological Systems Theory to create charts showing linkages between microsystems within the mesosystem and impacts of the mesosystem upon the mesosystem and vice versa.

Similar analysis could be done to aid management.

Slide 23:

The PPCT MODEL

The PPCT Model: PROCESS = The dynamic relation between the individual and the context (in time).

The PERSON = Biological, cognitive, emotional, behavioural and individual repertoire.

The CONTEXT = the ecologic environment (micro-, meso-, exo- and macrosystems).

The TIME = An individual can be influenced by the time of an event, the time of his/her development, as well as his/her experiences.

Slide 24:

The Role of the Community

The community must be considered as an educational agent that can influence an individual's psychological development both with regard to their wellbeing and the quality of life.

Slide 25:

Other influences

It is a challenge to explain the usually hidden macrocultural forces that provide people with life contexts, or educational and behavioural experiences (Esteban Zall).

The INTERACTION is followed by DEVELOPMENT (= the evolution and product of the interaction of the individual with the environment)

Ecological transitions cause a change of perception, change the way the person is treated.

Slide 26:

Ecology of human development

= Scientific study of mutual progressive accommodation between a developing individual and the changing characteristics of his/her immediate environment.

= The characteristics are dynamic and growing.

Slide 27:

Irrational dedication

“In order to develop, a child needs the sacrificial and irrational dedication of one or more adults who care for him/her and share their life with him/her.”

When asked what “irrational dedication” means, Urie Bronfenbrenner answered: “It has to be someone that is crazy about that child.”

Slide 28:

The Mother

According to numerous research the mother’s personality can cause issues in a child’s development.

Characteristics such as neurosis and extroversion can influence the child’s issues.

A neurotic mother creates negative emotional experiences in her child (Tallegen 1985).

Another negative factor beside a mother’s neurosis, is her social class, because when faced with stressful situations, these influence their personality and the child’s behaviour (Bronfenbrenner).

Slide 29:

The role of parents in the microsystem

The Ecological System Model distinguishes the role of parents in the microsystem.

Bronfenbrenner advocated for a system level focus on transitions, because there is a need for sustained interventions, developing over time, rather than merely once-off interventions.

Another important contribution of Bronfenbrenner’s systemic model is the focus on the promotion of growth rather than simply focusing on deficits.

Slide 30:

Understanding of system blockages.

Focusing on understanding of system blockages.

Municipalities were asked to agree on key areas where their systems are blocked with regard to parental involvement in education – to identify points of blockage or inertia to change.

Slide 31:

Focusing on developing inclusive systems.

Developing inclusive or enabling systems for parental involvement for early school leaving prevention. This concern with system enablers gives expression to the multidisciplinary and cross-sectorial needs approach emphasized across the Commission and Council documents on early school leaving. The structural indicators can be interpreted as key system enablers for parental involvement.

Slide 32:

Focus on system blockages

Anticipation of what may be the systemic splits and disconnections in communication and goals across the relevant actors.

Highlight where such system blockages to parental involvement are occurring in systems.

Importance of a problem-posing approach, rooted in the realities of lived experience in given contexts.

The key system blockages are: a) time, b) fragmentation of services and responsibility, c) teacher roles, d) school principal roles, e) money.

Slide 33:

Focus on system blockages

Engaging teachers in parental involvement – seen as peripheral to their perceived main role of engaging with the pupil.

Low salaries of teachers in some countries may contribute to low morale and lack of incentive to 'go the extra mile' and actively engage with parents.

Parental involvement – treated as a bonus rather than the intrinsic part of the teacher's educational role.

As well as the issue of incentivisation of teachers to engage in a more open approach with parents, the issue of power sharing with parents involves matters of trust.

Slide 34:

Focus on the key role of school leaders

The parental engagement will only happen with their active support.

A school leader may perceive some parents, especially from different cultures or from marginalised backgrounds as a 'problem' to be managed, as a threat to the smooth workings of the school.

It emphasises the importance of constructive relationships and communication with parents (Day 2003).

Highlights concerns that a school leader may deliberately exclude a few parents, including those with backgrounds of low education and social marginalisation (O'Reilly 2012).

Active engagement of parents in co-constructing school policy and the school's organisational culture necessarily involves a power shift from a hierarchical model of organisation to one more founded on a network of power sharing initiatives.

Slide 35:

To promote systemic awareness managers should have knowledge and awareness about:

- systemic racism as issues of organizational power,
- the clinical guidelines for workers.
- the supervisees' cultural and racial identity,
- the impact of power and privilege and the impact of various social oppressions as a crucial part of the supervision work,
- the way to address in supervision the subtle and complex issues of race/ethnicity/culture/class that arise in the work,
- space for difference in voice, style, lived experience in the supervisory relationship,
- the necessity and difficulty of sorting out the impact of racism,
- making space in supervision for differences between supervisor and supervisee in voice, style and lived experience,
- the impact of prejudice, culture, discrimination and other 'isms',
- techniques to explore the impact of race, culture, ethnicity discrimination and other aspects of identity and oppression without blame, shame or judgment.

Slide 36:

Mentor Managers' involvement

The Mentor Managers

- should be involved in all the steps of the process if the mentoring process is to be successful;
- are responsible for pairing mentors and mentees, evaluating the training costs and assisting the trainees in the process of putting into practice the acquired knowledge;
- are involved in the evaluation process as they can judge better than anyone if the transmitted knowledge is useful and can reach the desired standards of performance.

Slide 37:

References

TITLE OF THE ACTIVITY: I'm unique

Face-to-face	X	Online	
1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)			
10'			
Icebreaker activity that includes sharing personal information.			
2) OBJECTIVES (Purpose) OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)			
<ol style="list-style-type: none"> 1. Helping people get to know one another at the start of the workshop. 2. Energiser before the beginning of a session 3. Highlighting problems associated with our perceptions when judging people. 			
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)			
<p>Step 1 The trainer re-teaches/discusses some concepts that might be encountered during the activity, such as: stereotypes, discrimination, cultural differences, etc.</p> <p>Step 2 The trainer asks each person to get a piece of paper and write their name on it. They need to discreetly write down a unique fact about themselves – one that no one else in the room will know.</p> <p>Step 3 Each person will hand their paper to the trainer and he/she jumbles them up so no one knows the order the papers.</p> <p>Step 4 The trainer will then read aloud each unique fact and ask participants to write down who they think that unique fact relates to.</p> <p>Step 5 The trainer asks them to explain their choice of a name (be it right or wrong).</p> <p>Step 6 The group has a brief discussion about how our perceptions can often be incorrect, even for people we work with on a regular basis.</p>			
4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)			
<ul style="list-style-type: none"> - The trainer forms groups of three or four people. - The trainer provides each group with a piece of flipchart paper and asks them to draw a large circle in the middle of the flipchart. - Each group then needs to write down (in the circle) things that all the group members have in common. 			

<ul style="list-style-type: none"> - Outside the circle, each delegate should write their name, their position and how long they have been in that role. - At the bottom of the flipchart each participant should write one unique fact about themselves that no one else will know. - After all the groups have done this, the trainer asks for a volunteer from each group to present their flipchart to the whole group. - If time permits, the trainer asks the other groups to try and guess who each of the unique facts relate to.
<p>5) WHAT LEARNERS CAN TAKE FROM THIS</p> <p>(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>
<p>Links could then be made to the course content highlighting that if our perceptions can let us down this way, there's no wonder that so many other things around us can do the same thing.</p>

TITLE OF THE ACTIVITY: Active listening

Face-to-face	X	Online	
<p>1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>			
<p>10'</p> <p>Listening practice.</p>			
<p>2) OBJECTIVES (Purpose) OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)</p>			
<p>1.Highlighting that a key part of the communication process is to be able to actively listen rather than just hear information.</p>			
<p>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>			
<p>Step 1 The trainer asks participants to rate their listening skills. The trainer can draw four columns on a flipchart headed excellent/ very good/ good /average and ask participants to select one column that best reflects their current ability.</p> <p>Step 2 The trainer informs participants that he/she will be reading aloud a series of</p>			

numbers. Their task is to listen and add them up in their head without making any notes.

Step 3 After the last number is read out they must record the total figure on a piece of paper.

Step 4 The trainer reads out the numbers at a moderate pace.

- Start with the figure 1,000
- add 10 – what do you get? - (1010)
- add 1,000 – what do you get? - (2010)
- add 30 – what do you get? - (2040)
- add 1,000 – what do you get? - (3040)
- add 50 – what do you get? - (3090)
- add 1,000 – what do you get? - (4090)
- add 10 – write down the final answer – (4100).

Step 5 The trainer asks participants to highlight the final figure they have arrived at. (This should be 4100).

Step 6 Many people get 5000 as the answer. One of the reasons for this is because, since people can see a pattern emerging, they stop listening fully and start making assumptions and/or second guessing what the next numbers may be.

Discussion points

- How easily did participants complete this task?
- How many assumptions were made as the numbers were being read aloud?
- How focused were the participants on what was being said?
- How often does this type of situation happen in their working environment?
- How can participants improve their listening skills?
- What have participants learnt from this activity?

The trainer should explain that another reason for many people arriving at 5000 as the answer is that when the human brain starts to see a pattern forming, which in this case was numbers of 1000 the subconscious brain can sometimes override our normal thoughts and make us follow its direction. When the last figure of 10 was read out, many people will inadvertently add up in 1000s instead of 10s.

4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)

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5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)
Starting a discussion as to why some people arrived at the wrong answer.

TITLE OF THE ACTIVITY: Channel surfing

Face-to-face	X	Online	
1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)			
40' Changing well-known situations in order to learn about new approaches.			
2) OBJECTIVES (Purpose) OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)			
1. Imagining new endings to old situations to gain the power to change the future. 2. Learning that to change the outcome of something, we often need to change our approach. 3. Helping the team develop new norms.			
3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)			
<p>Step 1 The trainer asks the team if they have ever been in a situation where they can predict how people will behave. They should give an example, think about simple, common experiences that people repeat on a regular basis. One simple example is the morning routine: Can you predict what others in your family will do each morning? What will they say? What will they do? In what order will they do it? The trainer should explain that predictability is fine, but sometimes when it comes to human interaction, breaking predictable patterns could be useful.</p> <p>Step 2 The trainer asks the team members if they can think of some situations in which breaking the norm or predictable behaviour would be desirable. The trainer equates the idea of breaking the norms to changing the channel during a familiar TV rerun and viewing a completely new ending.</p> <p>Step 3 The trainer asks each team member to think about a predictable pattern related to the team’s interaction. He/she should guide the team to use real examples, such as what people say when they enter the workplace each morning,</p>			

who goes to lunch with whom, who is the first to get stressed about the workload, what happens when a mistake is made, and who is the first to crack a joke or smile. Step 4 The trainer asks each team member to relay a simple scenario about one of the predictable patterns that the team has fallen into. However, this time, the trainer asks the team member to change the channel or create a new ending to this familiar scenario.

Key Questions

- What benefit is there to changing the channel of our interactions?
- How can changing the channel create new interactions?
- When we change the channel, do others follow?
- If each of us changed the channel, how could that benefit our team?
- What would happen if you changed the channel of how you react to conflict?
- If you had a particular person that you react to in a negative manner, how could changing the channel change your relationship?

Step 5 The trainer asks for commitment. After the meeting, he/she should ask, “How might you be willing to use what we discussed today in your daily work?”

**4) DESCRIPTION OF ALTERNATIVES
(what changes can be made to make it more appropriate)**

This activity can be used to change the patterns and interactions of the team meeting. The group can even experiment with simple things like changing the order of the agenda items to create a new experience. Or asking a different person to facilitate the team meetings. The goal is to change our patterns of interaction to produce a different result. Those different results could surprise everybody.

**5) WHAT LEARNERS CAN TAKE FROM THIS
(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)**

Using their imagination, participants can learn to widen their scope of solutions.

TITLE OF THE ACTIVITY: Alien dinner

Face-to-face	X	Online	
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**1) DESCRIPTION OF THE ACTIVITY
(Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)**

20'

Participants will imagine to participate at a normal dinner as an alien from another planet. They will try to observe familiar actions through alien glasses.

2) OBJECTIVES (Purpose) OF THE ACTIVITY
(Please, write 2 or 3 main objectives of this activity)

1. Changing perspectives.
2. Understanding that something good for one person may not be suitable for another one.
3. Becoming less resistant to change.

3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS
(Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)

Step 1 The trainer should divide participants into pairs. Each group is given a picture of a dinner table. (See Annex 1)

Step 2 In each pair, one person will be the host and the other the “alien” just landed from another planet. The aliens will come up with questions they find “strange”, and the hosts will decide if they want to come up with an explanation or not. They list all questions that the host found intriguing.

(Some examples: Why do they drink poisonous alcohol? Why do they knock their glasses together when celebrating? Why do they bring the food on separate plates?)

Step 3 In plenary each pair in turn shares one question they collected. If they managed to collect many questions, they can go two rounds.

Step 4 The trainer explains that sometimes you have to put on somebody else’s glasses to see clearly. The group agrees on one question they find most interesting.

Step 5 They go back to pairs and draw a picture of a new dinner table, making a change as a result of the chosen question

4) DESCRIPTION OF ALTERNATIVES
(what changes can be made to make it more appropriate)

-

5) WHAT LEARNERS CAN TAKE FROM THIS

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Participants will experience that changing their perspectives can raise new ideas.

Annex 1



TITLE OF THE ACTIVITY: A critical approach to today's school

Face-to-face	X	Online	
<p>1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>			
<p>25'</p> <p>Participants will compare school and family life in the present and in their childhood and come up with ideas to make school more desirable for children.</p>			
<p>2) OBJECTIVES (Purpose) OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)</p>			
<p>1. Understanding change as a phenomenon. 2. Experiencing what interventions can an individual or a stakeholder group make to achieve systemic change.</p>			
<p>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>			
<p>Step 1 Participants compare some characteristic of school life in their childhood and in the present using a template (Annex 2). Step 2 In pairs, participants discuss their findings. Step 3 In groups of four they identify one characteristic that they think they can change supporting parents (mentors) to take the initiative. Guiding questions:</p> <ul style="list-style-type: none"> ○ What has changed since you were a child and what needs to be changed to make children liked school more? ○ What do you think you can do about it as an individual? ○ What do you think an organized group of parents can do about it? ○ What could the media do about it? ○ How a parent mentor could help teachers to change this in school? 			
<p>4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)</p>			
<p>As thought-provoking introduction, participants may watch this TEDx Talk by Nikhil Goyal https://youtu.be/AMxgSgAgwbk</p>			
<p>5) WHAT LEARNERS CAN TAKE FROM THIS (Please, explain briefly what can be learned with this activity; what examples might be given by trainers)</p>			

Mentor managers can learn they do not have to accept the school status quo, it can be a changing and changeable organisation. They can also learn that parents and parent mentors have a major role in introducing changes.

Annex 2

	Your childhood	Nowadays	Is it good for children today?	Can a parent do something to change it?
Start of school day				Yes/No/No need to change
Contents of school bag				Yes/No/No need to change
A Maths lesson				Yes/No/No need to change
Length of lessons				Yes/No/No need to change
Homework				Yes/No/No need to change
Grading and assessment				Yes/No/No need to change
Other (characteristic of choice)				Yes/No/No need to change

TITLE OF THE ACTIVITY: Wrap up and closure

Face-to-face	X	Online	
<p>1) DESCRIPTION OF THE ACTIVITY (Please, insert a short description of the activity. Include time allocated. Do not write more than 200 characters)</p>			
<p>15'</p> <p>This activity is designed to wrap up the whole training and offer some kind of closure. For this reason, it has two parts: harvesting main takeaways and airing any ideas participants don't feel comfortable about.</p>			
<p>2) OBJECTIVES (Purpose) OF THE ACTIVITY (Please, write 2 or 3 main objectives of this activity)</p>			
<ol style="list-style-type: none"> 1. Identifying some main takeaways of the course for all participants. 2. Identifying any major issues that individuals or the whole group has that may prevent the success of their work as mentor managers. 3. Offering a closure at the end of the training 			
<p>3) HOW TO APPLY THIS ACTIVITY – TIPS FOR TRAINERS (Please, describe how to apply this: Step 1, Step 2, Step 3, etc.)</p>			
<p>Step 1 The trainer draws an apple tree on a flipchart paper. All participants are given an apple and asked to write a single takeaway they find most important at the end of the course. They do it silently and individually, and once they are ready they put their apples on the tree using Blutack.</p> <p>Step 2 The trainer asks for volunteers to briefly present their apple.</p> <p>Step 3 The trainer offers some fallen, imperfect apples, and asks if anybody has anything they don't feel comfortable about after finishing the course. If anybody comes forward with any such idea, it is put on an imperfect apple and blutacked under the tree. Depending on the problems, the trainer has to decide if they need to have a brief discussion about each of them in plenary, if the mentor manager should be offered individual discussion time or if the issue is so severe that the mentor manager should not work with mentors.</p> <p>Step 4 At the very end, all mentor managers are given a single match and they stand in a circle. The trainer explains that he/she will light the match of one participant. The participant will say how he/she feels at the end of the training. The participant can talk as long as the match is still on, but he/she needs to spare time to light the match of the person next to him or her. The trainer walks around with a glass of water in hand, and participants drop their matches in the water as they expire.</p>			
<p>4) DESCRIPTION OF ALTERNATIVES (what changes can be made to make it more appropriate)</p>			
<p>–</p>			

5) WHAT LEARNERS CAN TAKE FROM THIS

(Please, explain briefly what can be learned with this activity; what examples might be given by trainers)

Learners will identify main takeaways and also possible barriers to them being successful mentor managers. The activity is also aiming at having a closure at the end of the training.



parent'r'us

