

WORKSHOP FOR PARENTS

Grow confidence in primary school children

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<https://confidence.edukopro.com>



GROW CONFIDENCE
IN PRIMARY SCHOOL CHILDREN



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PROJECT PARTNERS

INTRODUCTION

Hello!

These workshops are designed to help parents understand their children's feelings and teach them how to better manage emotions.

It's like when you feel happy, sad, or angry, and your parents help you understand why and what to do about it.

Parents learn fun ways to talk to their children, play games, and even practice being kind and calm, just like we do at school with friends. It's all about helping families feel closer and solve problems together!



WORKSHOP 1

EMOTIONAL INTELLIGENCE

AIMS

- To provide parents with tools and activities to foster empathy in their children, helping them understand and respond to the emotions of others.
- To educate parents about the concept of emotional intelligence, including its definition, components, and importance in children's development.
- To teach parents strategies for helping their children identify and label their emotions accurately.



THEORETICAL BACKGROUND

As teachers we all know that developing emotional intelligence (EI) in children is critically important for several reasons, encompassing their overall well-being, academic success, social interactions, and future professional and personal life. Here are some reasons why fostering EI in children is essential:

- Emotional Regulation and Well-being
- Social Skills and Relationships
- Conflict Resolution
- Academic Success
- Mental Health
- Communication Skills

What is Emotional Intelligence? - [What is Emotional Intelligence? Emotional Intelligence What Is Emotional Intelligence? | Business: Explained](#)

What are the qualities of an emotionally intelligent person? - [The 10 Qualities of an Emotionally Intelligent Person 10 Qualities Of Emotionally Intelligent People](#)

How to develop emotional intelligence in children? - [5 Simple Ways to Develop Emotional Intelligence Parenting Tips: Developing Emotional Intelligence in Children](#)

STRUCTURE OF THE WORKSHOP:

1. Welcome and Introduction (5 minutes)

Warmly welcome your guests and introduce yourself as a trainer. Encourage participants to participate actively and ask questions freely.

Briefly describe what the training will be, explain the main sub-topics that will be covered and the knowledge they will receive at the end of the training. As a trainer you can encourage the participants to know that there are no right or wrong answers here. Every parent's journey is unique, and all experiences and insights are incredibly valuable.

2. Ice-Breakers (15 minutes)

Emotion Story Circle

Description: Participants sit in a circle, and one person starts a story involving an emotional situation. Each person adds a sentence to the story, incorporating an emotional response or strategy until the story is complete.

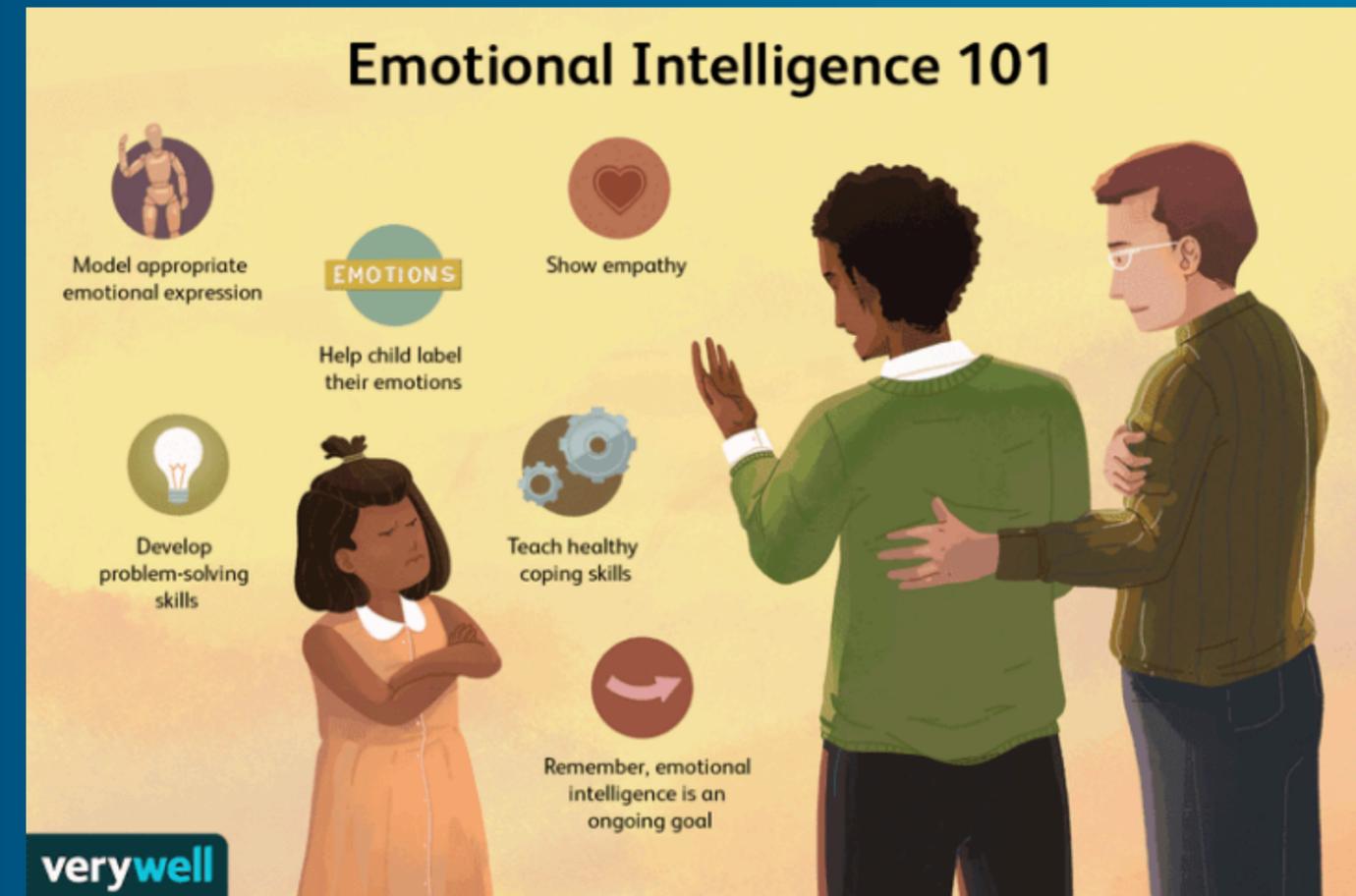
Purpose: Encourages creative thinking and collaborative storytelling around emotional experiences and responses.

STRUCTURE OF THE WORKSHOP:

3. Theoretical Input (20-25 minutes)

Developing emotional intelligence (EI) in children is essential for their overall well-being, social skills, and future success. Parents can play a significant role in fostering EI by adopting various strategies that encourage emotional awareness, empathy, self-regulation, and effective communication.

[Emotional Intelligence in the First Five Years of Life | Encyclopaedia on Early Childhood Development](#)



STRUCTURE OF THE WORKSHOP:

Here are some practical strategies parents can use:

1. Model Emotionally Intelligent Behaviour

Demonstrate healthy emotional responses and behaviours in your own actions.

Example: Show your child how to handle frustration by staying calm and discussing the situation rather than reacting impulsively.

2. Label and Discuss Emotions

Help children identify and name their emotions to build their emotional vocabulary.

Example: When your child is upset, help them label their feelings by saying, "It looks like you're feeling angry because your toy broke." You can use the chart for emotions. Encourage them to write or draw about their feelings daily, noting what happened, how they felt, and how they responded.

3. Encourage Empathy

Teach children to recognize and understand the emotions of others.

Example: When reading a story or watching a movie, ask your child how they think a character is feeling and why.

STRUCTURE OF THE WORKSHOP:

4. Create an Emotionally Supportive Environment

Foster an environment where children feel safe to express their emotions.

Example: Encourage open conversations about feelings and reassure your child that it's okay to express both positive and negative emotions.

5. Teach Problem-Solving Skills

Guide children in finding solutions to emotional challenges.

Example: If your child is upset because of a conflict with a friend, help them brainstorm ways to resolve the issue, such as talking to the friend calmly.

6. Use Positive Reinforcement

Recognize and praise emotionally intelligent behaviours.

Example: Praise your child when they show empathy, manage their emotions well, or resolve a conflict peacefully.

7. Encourage Reflective Thinking

Help children reflect on their emotional experiences and responses.

Example: At the end of the day, ask your child to share a high point and a low point of their day and discuss how they felt during those moments.

STRUCTURE OF THE WORKSHOP:

9. Role-Playing

Strategy: Use role-playing to practise responding to various emotional situations.

Example: Act out scenarios where your child needs to use their emotional intelligence, such as dealing with a bully or comforting a friend who is sad.

10. Discuss Real-Life Examples

Use real-life situations to teach about emotional responses and management.

Example: After a family disagreement, discuss what happened, how everyone felt, and how it could be handled better in the future.

11. Be Patient and Consistent

Remember that developing emotional intelligence is a gradual process that requires patience and consistency.

Example: Consistently apply these strategies and be patient as your child learns to navigate their emotions.

By incorporating these strategies into daily interactions, you as a parents can effectively nurture emotional intelligence in your children. This development will help children understand their own emotions, empathise with others, and handle interpersonal relationships more effectively, setting the foundation for a healthy and successful life.

STRUCTURE OF THE WORKSHOP:

4. Interactive Activity (60 minutes)

Emotion Coaching Role-Play

Objective: To teach parents practical strategies for helping their children identify, understand, and manage their emotions through role-playing exercises.

Materials Needed:

- Printed scenarios involving common emotional situations for children
- Emotion wheel charts or lists of emotions
- Paper and pens
- Comfortable seating arranged in pairs or small groups

Introduction (10 minutes)

Facilitator: "Welcome everyone! Today, we're going to practise a powerful technique called 'Emotion Coaching.' This technique involves recognizing, labelling, and guiding your children through their emotions. It's a hands-on approach that helps kids understand and manage their feelings better."

STRUCTURE OF THE WORKSHOP:

Step 1: Explain Emotion Coaching (10 minutes)

1. **Facilitator:** "Emotion coaching involves five steps:

- Be aware of your child's emotions.
- Recognize the emotion as an opportunity for intimacy and teaching.
- Listen empathetically and validate your child's feelings.
- Help your child label their emotions.
- Set limits while helping your child problem-solve. Let's break these down further with an example."

2. **Example Scenario:** "Your child is upset because they weren't invited to a classmate's birthday party."

- Step 1: Notice your child's upset mood.
- Step 2: Use this moment to connect and teach.
- Step 3: Listen and validate: 'I can see that you're really upset about not being invited.'
- Step 4: Help label: 'It sounds like you're feeling sad and maybe a bit left out.'
- Step 5: Set limits and problem-solve: 'It's okay to feel sad, but let's think about what we can do. Maybe we can plan a fun activity for us or invite a friend over another day.'"

STRUCTURE OF THE WORKSHOP:

Step 2: Role-Playing Activity (30 minutes)

1. **Pair Up:** Divide the participants into pairs. Each pair will take turns playing the role of the parent and the child.
2. **Distribute Scenarios:** Give each pair a printed scenario involving a child experiencing a strong emotion (e.g., anger, disappointment, fear, joy).
3. **Role-Play Exercise:**
 - Parent Role: Practise emotion coaching using the five steps.
 - Child Role: React realistically according to the scenario.
 - Allow 5-7 minutes per role-play, then switch roles.
4. **Scenarios Examples:**
 - Your child is angry because a sibling broke their favourite toy.
 - Your child is anxious about an upcoming school presentation.
 - Your child is overjoyed because they scored a goal in soccer.

Facilitator: Walk around to observe and provide guidance as necessary. After each pair has finished, ask them to discuss what went well and what was challenging.

5. Break (15 minutes)

STRUCTURE OF THE WORKSHOP:

6. Further Skill-Building Exercises (30 minutes)

1. Introduction to Further Skill-Building Exercises:

Explain the purpose of the skill-building exercises.

Activity: Emotion Coaching Practice:

- Objective: Learn and practice emotion coaching skills. These exercises are designed to help you build on what we've learned and practised so far.
- Materials: Emotion coaching guide handouts.
- Instructions: Introduce the concept of emotion coaching, which involves recognizing a child's emotions, empathising, labelling emotions, and setting limits while helping the child problem-solve. In small groups, parents discuss recent emotional situations with their children and role-play using emotion coaching techniques. Share experiences and feedback with the group.

Discussion:

- Purpose: Emotion coaching involves guiding children through understanding and managing their emotions. This practice helps parents teach their children how to deal with feelings in a healthy way.
- Process: Parents learn to recognize and empathise with their child's emotions, help label those emotions, and coach their child through resolving emotional issues.

Benefits: Emotion coaching helps children develop emotional literacy and resilience. Parents become more adept at handling emotional situations, leading to more constructive outcomes.

STRUCTURE OF THE WORKSHOP:

8. Wrap-Up and Reflection (15 minutes)

- The participants can provide feedback by using this example of Reflection worksheet. Encourage brief and concise responses to allow everyone to participate.
- Have participants set specific, measurable, achievable, relevant, and time-bound goals related to what they've learned in the workshop.

REFLECTION
HEAD, HEART AND HAND
Use this worksheet to reflect on your learning.

 Head - What did I learn from this ?

 Heart - How did this make me feel?

 Hand - Can I use this to help others?

STRUCTURE OF THE WORKSHOP:

9. Closing (5 minutes)

- Thank participants for their engagement and participation. Reiterate the importance of applying what they've learned and encourage them to stay connected.
- Compile a list of resources, such as books, articles, websites, or tools, related to the workshop topic and share it with participants. This allows them to further explore the subject matter on their own.
- facilitate a networking session where participants can connect with each other and continue discussions beyond the workshop.
- Encourage participants to express gratitude to each other or to the facilitators for their contributions throughout the workshop.

How are you feeling today?

CHART FOR EMOTIONS

	M	T	W	T	F
Chiaki					
Aaron					
Hannah					
Harper					
Howard					
Jamie					

 Happy  Bored  Confused  Sad
 Nervous  Angry  Surprised  Sick

Note: Choose your sticker based on how you feel today and put it on the table.

WORKSHOP 2



THE ROLE OF PARENTS IN DEVELOPING EI AND IMPLEMENTING EI ACTIVITIES AT HOME

AIMS

- To provide parents with foundational knowledge about Emotional Intelligence (EI)
- To raise awareness on why EI is so important for students wellbeing and growth
- To provide parents with simple instruments to foster EI in their children at home



THEORETICAL BACKGROUND

What the teacher/trainer should know/be familiar with before conducting the workshop:

Basic concepts:

- **Types of intelligence** - <https://www.verywellmind.com/gardners-theory-of-multiple-intelligences-2795161>
- **Gender and age contribute to differences in emotional Intelligence:**

One area of focus in emotional intelligence research is determining why there are differences in emotional intelligence between individuals or groups of people. Research on demographic predictors of emotional intelligence has revealed a significant relationship between age, gender, and emotional intelligence.

Women, on average, have higher emotional intelligence than men. Emotional intelligence seems to be highest in men and women who are between the ages of 32–44 years old. Men older than age 45 are likely to have the lowest levels of emotional intelligence

THEORETICAL BACKGROUND

- More about how parenting affects children - <https://positivepsychology.com/emotional-intelligence-for-kids/#how-does-it-affect-parenting>.
- What is self-regulation - https://www.youtube.com/watch?embeds_referring_euri=https%3A%2F%2Fwww.twinkl.bg%2Fteaching-wiki%2Factivities-to-teach-self-regulation&source_ve_path=MTM5MTE3LDI4NjY0LDE2NDUwMw&feature=emb_share&v=Ejv_1botGpw
- https://www.youtube.com/watch?v=j0YDE8_jsHk&ab_channel=NPR - perfect for children to understand the concept
- <https://www.rasmussen.edu/degrees/education/blog/self-regulation-skills/>
- **Empathy -**
- <https://positivepsychology.com/empathy-worksheets/>
- Free resource that can be used at home - <https://empathycirclegame.com/>
- <https://www.harpertherapy.com/blog/emotions-and-the-body>

STRUCTURE OF THE WORKSHOP:

1. Welcome and Introduction (5 minutes)

As parents, we have the responsibility to encourage our child to develop his intelligence. And that doesn't just include doing well in school and getting good grades. This is by no means the only intelligence that matters. The truth is that happiness and achievement in life are fundamental goals that every human being strives for. Emotional intelligence (EI) plays a key role in achieving these goals. And what actually is Emotional intelligence? This is the ability to be smart about emotions.

Emotional intelligence is directly related to the ability to maintain meaningful relationships with other people, to form long-lasting friendships, to deal with conflict situations.

What are the plans for today's session?

We will not have long and theoretical meeting - Instead we:

- will try different approach to learning:
- will understand how children's emotion work
- will see different perspective
- will set a safe learning environment
- will explore different tools for practical use

STRUCTURE OF THE WORKSHOP:

2. Ice-Breakers (15 minutes)

Two Truths and a Lie Icebreaker (more applicable to groups that know each other already)

The Two Truths and a Lie icebreaker is a quick activity that will help bond the participants through a simple game: guess which is the lie among the three facts stated.

An icebreaker must leave enough room for each participant to express themselves. It is very important that everyone can participate in the session. Therefore, the duration of this activity may vary depending on the number of participants.



STRUCTURE OF THE WORKSHOP:

Here is how to practise Two Truths and A Lie:

1 Give the parents 3-5 minutes so that each of them writes down two truths and one lie about themselves. Emphasise that they should keep these notes secret, and not share them with the rest of the participants.

2 Once you've made sure everyone has come up with their two truths and one lie, invite a random participant to reveal their three statements

3 Give the rest of the parents 30 seconds to decide what the lie is. It's not about debating anyone's assumptions, but it is instead about quickly choosing what the lie is.

4 At the end of these 30 seconds, everyone reveals what in their opinion is the lie among the 3 statements made.

5 Once everyone has spoken, invite the designated person to say what the lie was. People might be surprised!

6 Repeat this cycle until all parents have been able to reveal their 2 truths and 1 lie.

STRUCTURE OF THE WORKSHOP:

If someone is struggling to choose what to share, the teacher/trainer may give some examples in some of the following categories:

- Family - brothers/sisters, birth city, country, ect.
- Talents and skills - training, sports, music, ect.
- Geek - collections, video games, recipe books, ect.
- Habits - I hate/love sth, I am allergic to..., ect.

Random facts - phobia, beliefs, ect.

Questions to introduce the topic after the ice breaker activity:

Was it difficult to spot the lie from the statements?
Did you know that actually the emotionally intelligent people are less good at spotting liars?

Counting Game Ice breaker (applicable for groups that don't know each other)

One of the simplest, yet most challenging drama games. Sit or stand in a circle. The idea is for the group to count to twenty or as far as they can, one person saying one number at a time. Anybody can start the count. Then a different person says the next number – but if two or more people happen to speak at the same time, counting must start again from the beginning. It is possible to get to a really big number but this usually happens when people know each other and everybody really concentrates – but try to be relaxed as well.

Tips

- Try doing it with and without eye contact
- Try with everyone facing outwards and closing their eyes (difficult!)
- Try counting back from twenty to one.

STRUCTURE OF THE WORKSHOP:

3. Theoretical Input (20-25 minutes)

Have you heard of **Gardner's** theory of multiple Intelligences? When you hear the word intelligence, the concept of IQ testing most probably will immediately come to mind. Intelligence is often defined as our intellectual potential; something we are born with, something that can be measured, and a capacity that is difficult to change.

However, other views of intelligence have emerged, including Gardner's suggestion that multiple different types of intelligence may exist. The eight intelligences according to Gardner are:

- **Visual-spatial**
- **Linguistic-verbal**
- **Logical-mathematical**
- **Body-kinesthetic**
- **Musical**
- **Interpersonal**
- **Intrapersonal**
- **Naturalistic**

STRUCTURE OF THE WORKSHOP:

But according to this theory, where actually stands the **EI**? This is the ability to perceive, understand, and influence emotions. It is an important part of all eight intelligences.

Did you know that schools that comprehensively implement SEL (social and emotional learning) life skills as basic curriculum see all the good markers go up? These include improvements in engagement in learning, higher test scores, responsible behaviours, healthy emotional states and quality relationships with others. Also in: clarity of thinking, good decision making, creativity, communications skills, empathy, student self-confidence, and teacher and students satisfaction. Did you know that Emotional Intelligence actually matters more than IQ? Or did you know that gender and age contribute to differences in emotional Intelligence?

Consider this scenario: Samuel is struggling with his maths homework. Instead of yelling and giving up, he tells his mom how frustrated he is and asks for help. Or this one: Samuel's friend gets some upsetting news and cancels their plans to hang out. Samuel understands why his friend doesn't feel like socialising and makes other plans.

These responses might not seem like a big deal. But they're signs of an important set of skills - **EI**. This type of intelligence isn't measured by IQ tests. Yet it's crucial to helping us work through challenges and respond to situations successfully. It also helps us make positive connections with the people around us.

STRUCTURE OF THE WORKSHOP:

Emotional intelligence can be especially helpful to kids with learning and thinking differences. At the same time, certain learning and thinking differences make it harder for some kids to develop it.

A child who can calm down when feeling angry is likely to do well in difficult circumstances. And a child who can express emotions in a healthy way is likely to maintain healthier relationships than a child who yells or says mean things when angry.

The good news is that all children have the capacity to learn emotional intelligence skills. They just need adults to teach them. 😊

One study on how parenting does play a role in **EI development** actually summarises a lot quite concisely:

- **Children learn about ER (emotional regulation) through observation;**
- **Parenting practices and behaviours play a key role – this includes modelling behaviours, coaching, and similar; and**
- **Families create emotional climates – this encompasses how (or when, or even if) they express emotions. These emotional climates can be conducive or otherwise to kids' ER development.**

STRUCTURE OF THE WORKSHOP:

Building on this, and on what we know about learning more broadly, we can add a few more things:

- Children will learn about EI vicariously and through reinforcement – i.e. by watching parents and siblings;
- Kids are going to learn through family experiences – which relates back to the concept of an emotional climate; and
- Parents can teach, support, and scaffold kids' EI development in active ways – essentially just a more specific extension of 'parenting practices'.



STRUCTURE OF THE WORKSHOP:

4. Interactive Activity (60 minutes)

Exercise - Act the emotion

Objective:

The purpose of this activity is to help parents understand that actually acting out/recognizing emotions is not as easy as we often think.

Materials Needed:

You can print [these cards](#) with emotions, or you can write emotions on pieces of paper or cardboard and cut them out. No other preparation is needed.

*Tip: You can prepare more cards than the people expected to present at the workshop. If someone has difficulties acting on their emotion, it will be more comfortable for them to shift the card with another one.

Introduction:

Begin by explaining the importance of understanding and expressing emotions. In fact, the game is easy and fun for both children and parents, but it develops important skills to recognise body language and that upgrade the concept for expressing emotions as a natural process that is necessary to be healthy and happy.

STRUCTURE OF THE WORKSHOP:

Activity Explanation

This activity is extremely easy and quick. Each parent will draw a card without looking at the emotion written/drawn on it.

One by one each parent will act out the emotion written on their card.

The other participants will try to guess which emotion is that.

Emphasise that this is a supportive and non-judgmental activity. The goal is to have fun while learning, not to push ourselves too hard. And we all know that not everyone is an actor and we want to make sure that acting skills are not the focus here 😊.

Have the parents form a circle or a comfortable seating arrangement where everyone can see each other.

Continue the exercise until each parent has had a chance to act out their emotion.

Discussion and Reflection of the activity:

After all parents have had a chance to speak, facilitate a group discussion:

Ask parents how they felt as they acted out the emotions.

Did they find it easy or not so much? How do they think we, as adults, can support this process in our children?

In fact, younger children have an easier time recognising emotions than adults. But not so good with expressing them.

STRUCTURE OF THE WORKSHOP:

4. Interactive Activity (60 minutes)

Conclusion

Summarize the key takeaways from the activity.

Encourage parents to practice this activity (or similar) with their children at home to further develop emotional awareness and to encourage their children in expressing emotions.

* It is important to mention that if children don't learn how to express their emotion or recognise peers' emotions, later they will experience difficulties in many aspects of their personal and social development.

Tips for Trainers:

- Be supportive and encouraging throughout the activity to create a safe and comfortable environment.
- Use positive reinforcement to acknowledge the efforts of all participants.
- Be prepared to offer gentle guidance if a parent struggles with acting out an emotion or if the group has difficulty guessing.

5. Break (15-20 minutes - optional, depending on the group)

STRUCTURE OF THE WORKSHOP:

6. Further Skill-Building Exercises (30-35 minutes)

Exercise: Self-regulation observation

Imagine this: It's a beautiful Friday morning, you're on your way to work, happy that you have a weekend coming up where you've planned to surprise your kids with a long-awaited out-of-town trip with your family. Suddenly, however, another car pulls out in front of your car and crosses your path. You manage to stop at the last moment and the accident is avoided. But, the wonderful mood you were in a little while ago is now gone and has been replaced with a strong wave of negative emotions.

At this moment, your brain has some work to do. Your first reaction to a strong, destructive emotion may be to wish for retribution. But instead of exacerbating the situation with a risky manoeuvre of your own or blowing the horn, most people will take a deep breath and move on with their day.

This is called self-regulation, something your brain has been working on since childhood to help you cope with the strong feelings that arise in circumstances like these. Self-regulation is a process the brain learns. It takes time to develop these skills as we can (ideally) grow from toddlers who lash out in anger into people who are able to balance their feelings and actions.

STRUCTURE OF THE WORKSHOP:

* **Tip:** This scenario in the beginning can be put into application like <https://www.mentimeter.com/>. Basically, the trainer/facilitator can ask the question about the reactions of these situations. What are the initial reactions/feelings the participants will express? After that, the trainer can facilitate discussion about what people actually do and to continue with the concept of self-regulation.

What is self-regulation and why is it an important skill?

Self-regulation is the conscious act of managing your thoughts and feelings, typically in pursuit of a goal. Self-regulation is the way we deal with our strong feelings so they don't overwhelm us and cause us to act in a way we'd regret.

For children, self-regulation is central to facing all the obstacles that come up throughout a day: A disagreement with a friend, answering a question wrong in class, what happens when a classmate cuts ahead of you in line and so on. Developing self-regulation skills can help kids deal with their day-to-day lives, leading to better performance in school, better relationships with others and fewer behavioural difficulties.

STRUCTURE OF THE WORKSHOP:

Exercise: Emotions Mapping

Objective: To help parents recognize, understand, and regulate their emotions by mapping them on a visual representation of the body.

This exercise promotes emotional awareness and self-regulation.

Needed materials: Coloured pencils, markers, or crayons, printed sheets for all participants (optional)

Activity explanation:

Ask participants to close their eyes and take a few deep breaths. When they are standing with closed eyes, ask: if this feeling you are experiencing now had a colour, shape, form, weight, temperature, texture, what would it be like?

Encourage them to think back over the past 24 hours and recall the different emotions they have experienced. This may be hard initially, but if someone is struggling, ask them guidance questions.

STRUCTURE OF THE WORKSHOP:

Once participants have their list of emotions from the past day, the next step is to map these emotions onto the body outline (you can use the template above, but you can also give the participants blank paper and to ask them to draw it). They can use colours, words, or drawings to represent each feeling in the area where they experienced it.

* **Tips for the participants:**

- You do not always have to know what it looks like or visualise the feeling. All you need to do is be willing to work with this feeling.
- Ask yourself, what colour fits or feels right for every feeling? What size, shape or form fits? It's ok if it's difficult to do this at first.

Discussion and Reflection of the activity:

How did you identify the emotions you felt over the past 24 hours? Was it difficult? Do you know why? Are you spending enough time observing how your day was? Most people don't. We are always too busy with other stuff to do and we cannot find time for ourselves. To be able to regulate emotions, first we have to start observing and recognising them. By noticing the early signs of strong emotions, we can predict or even prevent certain situations from escalating. The same happens with the children but they still need some time to practise this self-regulation.

STRUCTURE OF THE WORKSHOP:

Conclusion:

There are many techniques that can be used to practise self-regulation at home with children. Most of them don't need a special environment, except quiet, safe places with no distractions and/or adults to guide them. Observation diaries/diaries of emotion, exercises with following commands from a leader, art/drawing emotions, movement exercises that follow patterns. There are many possibilities.

Tips for parents:

If you have limited time, here are some proposals which can help you put these exercises into the daily routine:

- indoor recess
- before the school day begins
- anytime the child is getting wiggly – you will increase physical activity and encourage impulse control
- weekends when all family is together

STRUCTURE OF THE WORKSHOP:

7. Wrap-Up and Reflection (15 minutes)

Exercise: Suit Yourself

SEL Focus: “Suit Yourself” builds Responsible Decision-Making skills (Reflection, Evaluating) as participants are asked to identify how the engagement impacted them. This opens the group up to developing social and emotional intelligence skills, as well as social awareness, as it is noticed how diverse the individual conclusions are from the same experience.

Needed materials for this activity: deck of cards.

Steps: Randomly pass out a playing card to each participant. Each suit describes a category of responses:

Ø Hearts (♥): Something from the heart. How did you feel? What did it mean to you?

Ø Clubs (♣): Things that grew—new ideas, new thoughts, a new point of view.

Ø Diamonds (♦): Gems that last forever. What are some of the gems of wisdom gathered from people or content?

Ø Spades (♠): Used to “dig in” the garden. Generate conversation about planting new ideas or things participants dug up during the workshop.

Give one minute of quiet time for each participant to jot down (or think about) their answer.

STRUCTURE OF THE WORKSHOP:

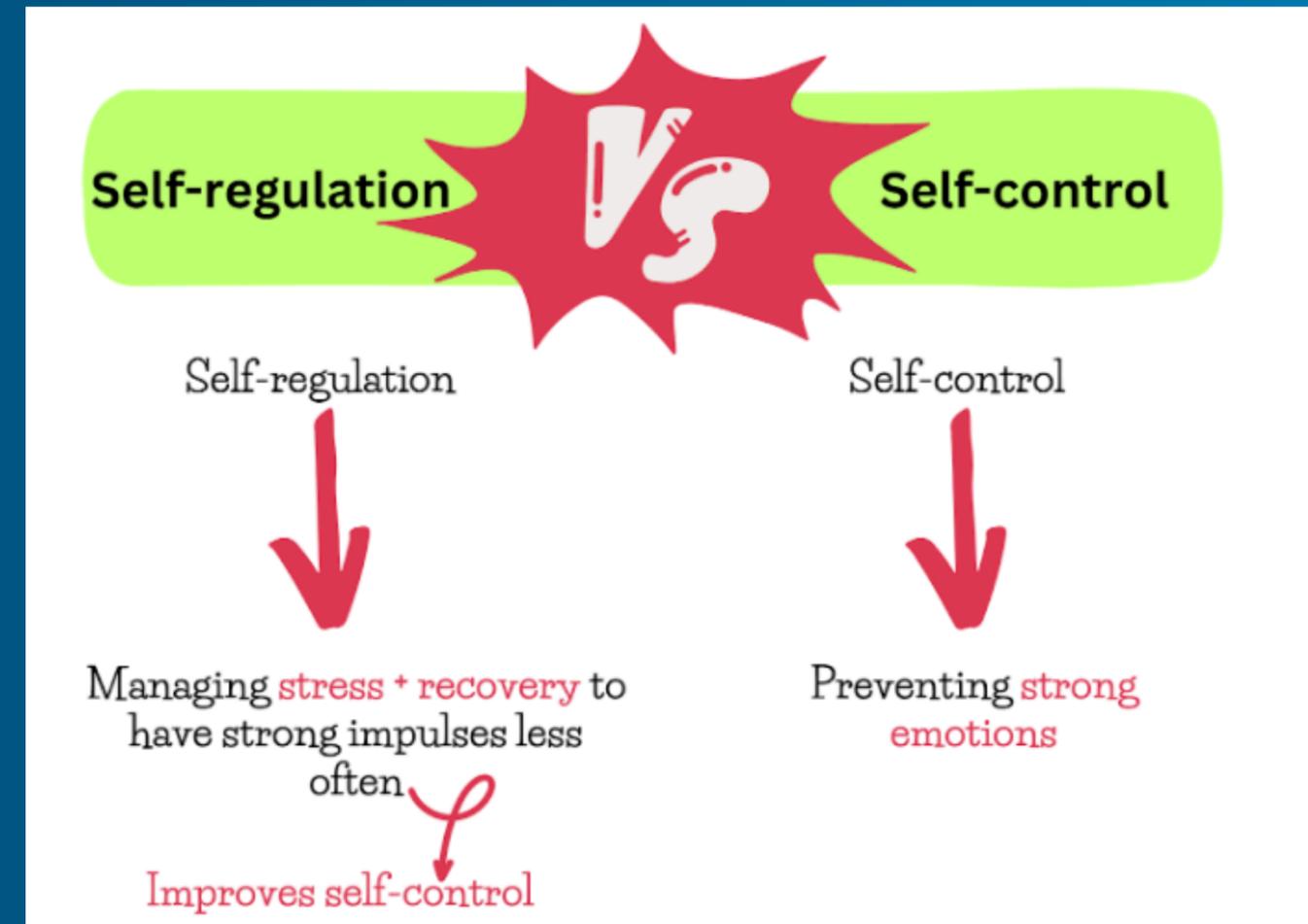
8. Closing (5 minutes)

Thank the parents for their active participation, expressing your appreciation for their commitment to their children's emotional well-being. Remind them that even small efforts CAN make a significant difference. Parents are their children's first teachers, and the emotional climate they create at home has a profound impact on a child's development.

Let them know that they can send a follow-up email with a list of resources and any handouts from the workshop if they want.

Additional Tips:

- Throughout the workshop, be enthusiastic, supportive, and open to questions.
- Encourage a sense of community and shared learning among the parents.
- Tailor the pace and content based on the group's engagement and feedback.



WORKSHOP 3

COMMUNICATION SKILLS FOR EMOTIONAL DEVELOPMENT

AIMS

- To present and discuss with parents the strategies of effective parenting communication, which help parents to establish a warm and affectionate relationship with their children.
- To develop a parent's communication skills for a child's emotional development such as active listening and “I messages”.

5 TOOLS TO SUCCESSFUL POSITIVE PARENTING

1

Responding
to your child in an appropriate manner.



2

Preventing
risky behavior or problems before they arise.



3

Monitoring
your child's contact with his or her surrounding world.



4

Mentoring
your child to support and encourage desired behaviors.



5

Modeling
your own behavior to provide a consistent, positive example for your child.



THEORETICAL BACKGROUND

Parents undoubtedly have the greatest importance for the child's development, therefore the proper methods of parenting and communication with the child are prerequisites for the child 's successful and healthy psychosocial functioning. Respectful and focussed on child 's needs parenting is the best prevention of possible behavioural and emotional difficulties. Effective parenting is based on positive psychology. This approach to parenting focuses on nurturing good behaviour rather than punishing bad behaviour. It reinforces the idea that there are no **“good” or “bad”** kids, just different kids with different needs.

It is very important for parents to learn about the child 's needs and peculiarities of a certain child's age group (what a child of a particular age should know, understand, be able to do). Knowing this it is easier to understand the child's behaviour, emotions, and adapt parents 'behaviour to the child's growing and changing needs. All this is necessary for the smooth child development, for making the parenting challenges easier (then it is even possible to predict how the child will behave, react in certain situations, and to choose the appropriate measures to influence the child's behaviour in time).

It is also very important to know that the **child's personality** is formed in a close relationship with parents. Understanding and knowing the needs of the child, the parents themselves will be less anxious, more self-confident, and will choose the proper way to support the growing child. By doing so, parents will help children to develop resilience and the ability to deal with frustration – tools that will allow them to thrive once they leave the parental home.

STRUCTURE OF THE WORKSHOP:

1. Welcome and Introduction (5 minutes)

Begin by warmly welcoming participants. Outline the workshop's objectives, emphasising the importance of parents' communication role for child's emotional development.

2. Ice-Breakers (15 minutes)

“Name and personal characteristics”

Purpose of the method.

Using this method, parents learn each other's names and characteristics.

Method description.

Each group member receives a piece of paper, on which he must write his name vertically. Each letter needs to write one personal characteristic beginning with that letter. Each person has his sheet to show the group and to say name and characteristics.

STRUCTURE OF THE WORKSHOP:

3. Theoretical Input (15 minutes)

Provide an overview of strategies of effective parenting communication, which help parents to establish a warm and affectionate relationship with their children. To pay attention to a parent's communication skills for a child's emotional development such as active listening and "I message". Incorporate multimedia elements like videos or slides to enhance engagement.

"Communication means talking with your child, not for him."

(Dreikurs, Soltz, 2007)

- Positive two-way communication is the basis of your child's self-esteem.
- Words are a powerful tool that allows us to convey our deepest feelings to a child. A child who hears positive words from his or her parents develops positive self-esteem.
- In order to communicate effectively, we must learn to express our thoughts clearly and openly, teaching our children the same.

STRUCTURE OF THE WORKSHOP:

Talking for a child

- Means an indication of how we would like the child to behave.
- By doing so, we aim to make the child think the same way we do and want the same things.

We try our best to shape our child's character, way of thinking and personality as if it were a piece of clay.

Talking with a child

- This means that we accept what the child says, without moral judgments. We realise that there are neither good nor bad things, there is only an assessment of a particular person, something is "good" or "bad" only for that person.
- By freely accepting the child's ideas, discussing them together and examining the possible consequences, we teach the child to solve problems independently.
- To help the child analyse his or her own behaviour, we can ask him or her open-ended questions: "what happens if you do?"; "How will you feel after that?", "How will others feel?"

STRUCTURE OF THE WORKSHOP:

Example

Situation:

Christopher, a six-year-old boy, very often abuses his younger sister Onuta.

Talking for a child:

His mother constantly blames him, "You can't hate your little sister, you have to love her, you are her brother."

Talking with a child:

- I wonder why a brother should hate his sister? What can you say?
- Because she prevents me from playing.
- And what are the other feelings you feel for your sister?

STRUCTURE OF THE WORKSHOP:

Rules for positive communication

- Be mindful of the child's feelings.
- Control your voice tone when talking to the child.
- Respect the child's right to express an opinion, regardless of his or her age.
- Talk with the child about his or her problems without resentment, criticism, accusations, and threats.
- Listen to the child to show that his or her opinion is important to you.
- Use encouragement to encourage his positive behaviour.
- Thank the child for the help.
- Show the child that you believe in his or her abilities.
- Let the child do what he or she does best to boost his or her self-confidence.
- Praise him for his efforts, not just for a good result.
- Avoid constantly correcting the child and do not take away his courage.
- Evaluate the child's behaviour, not himself.
- Often tell the child that you love him or her strongly.
- Formulate positive sentences.

Appreciate the child for being open with you and showing you their confidence by telling the truth.

STRUCTURE OF THE WORKSHOP:

The impact of positive communication on a child's well-being

The child:

- learns to overcome tension
- feels confident
- has a high self-esteem
- takes responsibility for his actions
- learn to be independent.

Main parent's communication skills for the child's emotional development are active listening and “I messages”.

Active listening

- Actively listening to the child means expressing in words how you understand the child's feelings (Gippenreiter, 2008).
- Most often, a child's problems are related to experiencing negative feelings, so the purpose of active listening is to help the child understand his or her feelings and show that you accept them with those feelings.
- Responses to active listening show the child that the parents understand and allow him or her to feel this way. Such parental understanding not only calms the child and helps them to understand the emotions they are experiencing, but also makes a very big impression (**Gippenreiter, 2008**).

STRUCTURE OF THE WORKSHOP:

Situation 1

The girl, returning from the art school, drops her drawings and says, "I'm not going there anymore!"

- The usual answer. The mother, hearing the daughter's statement, shouts in an angry voice, "Don't even think, we've already paid for the two months ahead," or "How are you?" What nonsense are you talking about?" And so on.
- Active listening. "I hear you're upset and don't want to go to art school anymore."

Situation 2

An angry boy runs into the house and says, "Brother broke my tractor!"

- The usual answer. Don't worry, nothing terrible has happened, you have a lot of other toys you can play with now, "or" I told you not to irritate your brother," or "Invite that villain here, I'll charge him soon".
- Active listening. "I see that you are very hurt and angry at your brother."

STRUCTURE OF THE WORKSHOP:

By actively listening

- Focus on the conversation with the child.
- When talking, face the child and make direct eye contact.
- If you see that the child is in a bad mood, don't ask him, just convey his feelings.
- Take a break. After each of your statements, pause and allow the child to think and respond.
- Show interest in what the child is saying.
- Resist the temptation to correct the child's grammatical errors or complete his or her sentences, focusing better on what he or she wants to say.

T. Gordon (2009) singles out barriers of active listening

- Ordering/Commanding
- Warning/Threatening
- Preaching/Moralizing
- Advicing/Giving Solutions
- Lecturing/Giving Logical Arguments
- Blaming/Criticising
- Praising/Agreeing
- Name-calling/Ridiculing
- Interpreting/Analysing
- Consoling/Reassuring
- Questioning/Interrogating
- Humoring/ Withdrawing

STRUCTURE OF THE WORKSHOP:

"I Message" and "YOU Message"

- When we use the words I, ME, for ME in our statements, it is called "I message."
- Psychologists use the statements in which we use the words YOU, YOUR, for YOU to call "You message".
- To tell the child what we don't like without causing him dissatisfaction, resistance, or conflict. we need to learn to change "YOU message" to "I message".

Applying "I" statement

- It is important that children understand how their behaviour affects you.
- The correct application of "I,, statement identifies:
 - Behaviour
 - Your well-being
 - Specific impact on your life

When we properly use „I“, we do not blame.

STRUCTURE OF THE WORKSHOP:

Example

Situation. Your child does not return home at the agreed time and you start to worry.

„You statement“. Why are YOU acting like this? YOU have made me anxious, such irresponsible YOUR behaviour is driving me crazy!

„I statement“. I get very excited when I don't get you home at the agreed time. It scares ME and I come up with all kinds of bad things. I would be very grateful if you would call me.

4. Group Discussion (10 minutes)

Encourage small group discussions where parents can share experiences and insights related to the rules for positive communication and meaning of active listening. Facilitate conversations on barriers of active listening and main skills.

STRUCTURE OF THE WORKSHOP:

5. Interactive Activity (15-20 minutes)

Activity: "Active listening skills practice"

Guide participants through exercises focused on active listening skills development. Provide worksheets to aid in the practical exercises.

Divide the participants into pairs and invite them to role-play the skills.

An example of active listening

A mother came to pick up her daughter from kindergarten and found her crying and said, "I see something happened and you feel upset."

The girl stopped crying and said: "Peter drew in my book."

Mom: "And you got mad at him."

Daughter: "I started yelling at him and he started pulling me behind the cash register."

Mom: "You must have been in pain."

Daughter: "It hurt, and you weren't there..h."

Mom: "You wanted me to be there to sympathise with you?"

Daughter: "I wish you'd come pick me up earlier so we could finally go visit grandma."

STRUCTURE OF THE WORKSHOP:

Active listening practical task

1.The situation. The seven-year-old is very afraid of the dark, gets very excited when you have to do new things, loses control over every change.

The usual answer.

Active listening.

1.The situation. The nine-year-old is very shy and often withdrawn.

The usual answer.

Active listening.

1.The situation. The child is very upset because of the unsatisfactory grade he received.

The usual answer.

6. Break (10 minutes).

Allow for refreshments and informal discussions, promoting a relaxed atmosphere for networking among parents.

STRUCTURE OF THE WORKSHOP:

7. Further Skill-Building Exercises (15-20 minutes)

Activity: "I message" practice

Guide participants through exercises focused on "I message" skills development. Provide worksheets to aid in the practical exercises.

Divide the participants into pairs and invite them to role-play the skills.

"I messages" "YOU messages" practical task

1. The situation. When you return from the store with your six-year-old, you find candy in the girl's pockets that you didn't buy for her.

"YOU messages"

"I messages"

1. The situation. A nine-year-old takes your scarf and leaves it at her friend's house.

"YOU messages"

"I messages"

1. The situation. The 8-year-old, who lies all the time, says she cleaned her room, but you know that's not true.

"YOU messages"

"I messages"

1. The situation. The child talks back and communicates rudely with you.

"YOU messages" "I messages"

STRUCTURE OF THE WORKSHOP:

8. Wrap-Up and Reflection (15 minutes)

Organise feedback from the workshop. Encourage participants to reflect and to share insights on how they can implement theoretical knowledge and practical skills in developing their children's emotional competencies.

9. Closing (5 minutes)

Thank the participants for their active participation.

Note again that parents undoubtedly have the greatest importance in the development of a child, therefore, appropriate methods of parenting and communication with the child are a prerequisite for the successful and healthy psychosocial functioning of the child.

By building children's emotional intelligence, parents will help children develop resilience and the ability to deal with disappointment.

WORKSHOP 4



CULTIVATING MINDFULNESS AND EMOTIONAL AWARENESS

AIMS

- To enhance participants' understanding and practice of mindfulness and emotional awareness.
- To equip parents with practical tools and techniques to incorporate mindfulness and emotional awareness into daily life.
- To foster a supportive community environment through shared experiences and mindful practices.



THEORETICAL BACKGROUND

What you should know as a teacher before conducting the workshop:

Mindfulness

Mindfulness means being present and fully engaged in the moment without judgment. It helps reduce stress, improve focus, and enhance emotional regulation. Techniques include mindful breathing, body scans, and mindful walking.

Emotional Awareness

Emotional awareness is recognizing and understanding your own and others' emotions. It improves communication, decision-making, and empathy. Techniques include emotion journaling, labeling emotions, and reflective listening.

Key Benefits

- Mindfulness: Reduces stress, improves focus, and enhances well-being.
- Emotional Awareness: Improves communication, empathy, and stress management.

Useful Techniques

- Mindfulness: Mindful breathing, body scans, mindful walking.
- Emotional Awareness: Emotion journaling, labeling, reflective listening.

Resources:

- [Mind.org.uk - Mindfulness](https://www.mind.org.uk)
- [NHS - Mindfulness](https://www.nhs.uk)
- Emotional Intelligence by Daniel Goleman

STRUCTURE OF THE WORKSHOP:

1. Welcome and Introduction (5 minutes)

Encourage everyone to participate actively, ask questions, and share your experiences. Let's make this an engaging and collaborative session.

Objectives:

- **For parents:** To enhance your understanding of mindfulness and emotional awareness, and equip you with practical tools to incorporate these into your and your children's daily lives.
- **For parents and children:** To foster an emotionally supportive environment and practice mindfulness together, strengthening emotional regulation and communication skills within the family.

2. Ice-Breakers (15 minutes)

To help us get to know each other and start building a mindful community, we will do a **Mindful Pair Share** activity.

Participants will find a partner and sit together. If there is an odd number of participants, the facilitator will join one of the pairs.

In their pairs, participants will take turns answering the following questions:

STRUCTURE OF THE WORKSHOP:

- **What is your name and something interesting about yourself?**
- **What brought you to this workshop on mindfulness and emotional awareness?**
- **Share one thing you hope to gain from today's session.**

While one participant is speaking, the other will practice mindful listening by giving their full attention, without interrupting or thinking about their response.

Each participant will have about 3 minutes to share. The facilitator will indicate when it's time to switch.

The facilitator will walk around to observe and assist if needed.

- After the activity, participants will be thanked for sharing. The facilitator will emphasize the importance of maintaining mindfulness and openness throughout the rest of the workshop.
- If the group includes both parents and children, modify the Mindful Pair Share as follows:
- For parents and children: Pair parents with their children for the exercise, or parents with other parents and children with other children. Adapt the questions to be more suitable for children (e.g., "What is your favorite way to relax?").

STRUCTURE OF THE WORKSHOP:

3. Theoretical Input (10 minutes)

1. Definition of Mindfulness:

Mindfulness is the practice of being fully present in the moment, aware of where we are and what we're doing, without being overly reactive or overwhelmed by what's happening around us. It involves paying attention on purpose, in the present moment, and without judgment. This state of awareness allows individuals to engage with their thoughts, feelings, and environment in a balanced and clear manner.

2. Definition of Emotional Awareness:

Emotional awareness is the ability to recognize and understand one's own emotions and the emotions of others. It includes the capacity to identify and express feelings appropriately and empathetically. Emotional awareness helps individuals to manage their emotional responses and navigate social interactions effectively.

STRUCTURE OF THE WORKSHOP:

3. Benefits of Mindfulness:

Research indicates that mindfulness can significantly benefit mental and physical health. Some of the key benefits include:

- **Reduced Stress:** Mindfulness practices help in managing stress by promoting relaxation and reducing the physiological symptoms of stress.
- **Improved Focus and Concentration:** Regular mindfulness practice enhances attention and cognitive performance.
- **Enhanced Emotional Regulation:** Mindfulness helps individuals understand and manage their emotions better, leading to improved emotional stability.
- **Overall Well-Being:** Mindfulness contributes to a greater sense of well-being by fostering a positive outlook and increasing resilience.

STRUCTURE OF THE WORKSHOP:

4. Benefits of Emotional Awareness:

Understanding and being aware of emotions provide several advantages:

- **Improved Communication:** Recognizing and articulating emotions can enhance interpersonal communication and relationships.
- **Better Decision Making:** Being aware of emotional influences can lead to more rational and balanced decision-making.
- **Enhanced Empathy:** Understanding one's own emotions helps in empathizing with others, promoting compassion and social connection.
- **Stress Management:** Recognizing emotional triggers and responses can aid in managing stress and preventing emotional overwhelm.

STRUCTURE OF THE WORKSHOP:

5. Mindfulness Techniques:

There are various techniques to practice mindfulness, each helping individuals to cultivate awareness and presence:

- Mindful Breathing: Focusing on the breath as it flows in and out, helping to anchor attention in the present moment.
- Body Scan: Paying attention to different parts of the body and any sensations present, promoting relaxation and body awareness.
- Mindful Walking: Bringing awareness to the experience of walking, noticing the movement of the body and the contact with the ground.
- Mindful Eating: Eating slowly and savoring each bite, noticing the flavors, textures, and sensations associated with eating.

STRUCTURE OF THE WORKSHOP:

6. Emotional Awareness Techniques:

Techniques to enhance emotional awareness include:

- Emotion Journaling: Writing down feelings and the situations that trigger them to identify patterns and understand emotional responses.
- Mindful Emotion Labeling: Practicing the identification and labeling of emotions as they arise, which helps in recognizing and understanding them better.
- Body Awareness: Noticing physical sensations that accompany emotions, such as tension or warmth, to gain insight into emotional states.

Reflective Listening: Engaging in conversations where the focus is on truly understanding and reflecting back the emotions expressed by others.

STRUCTURE OF THE WORKSHOP:

7. Difference Between Mindfulness and Emotional Awareness:

While mindfulness and emotional awareness are interconnected, they are distinct concepts:

Mindfulness:

- Focuses on the present moment, promoting a non-judgmental awareness of thoughts, feelings, and surroundings.
- Techniques include mindful breathing, body scans, and mindful walking.
- Aims to cultivate a general state of awareness and presence.

Emotional Awareness:

- Involves recognizing, understanding, and managing one's own emotions and the emotions of others.
- Techniques include emotion journaling, mindful emotion labeling, and reflective listening.
- Aims to enhance emotional intelligence and improve emotional regulation.

Links:

<https://www.mind.org.uk/information-support/drugs-and-treatments/mindfulness/about-mindfulness/>

<https://www.nhs.uk/mental-health/self-help/tips-and-support/mindfulness/>

<https://www.mind.org.uk/information-support/drugs-and-treatments/mindfulness/mindfulness-exercises-tips/>

<https://www.ukcoaching.org/resources/topics/guides/subscription/the-importance-of-emotional-awareness>

Emotional intelligence - Daniel Goleman

STRUCTURE OF THE WORKSHOP:

4. Interactive Activity (50 minutes)

Introduction to the Activity (5 minutes):

Explain the purpose of the role-playing activity.

The aim of this activity is to practice applying mindfulness and emotional awareness in real-life scenarios. By doing so, we can learn how to handle various situations more effectively and with greater emotional intelligence.

Formation of Small Groups (5 minutes):

- Divide participants into small groups of 3-4 people.
- Each group will receive a scenario to role-play.
- Scenario Distribution and Explanation (5 minutes):

STRUCTURE OF THE WORKSHOP:

Scenario Distribution and Explanation (5 minutes):

Provide each group with a different scenario that involves a common daily challenge. Examples include:

- **Scenario 1:** A stressful work situation where a deadline is approaching, and team members are feeling overwhelmed.

The deadline for a major project is just two days away. The team members are working long hours, and the pressure is mounting. John, the team leader, notices that his colleagues are becoming increasingly stressed and irritable. During a team meeting, Sarah expresses frustration about the workload, while Mike is visibly anxious about meeting the deadline. Tensions are high, and communication is starting to break down.

Role-Playing Instructions:

1. John (Team Leader): Use mindful breathing to stay calm. Address the team with empathy, acknowledging the stress and proposing a short break to regroup.
2. Sarah (Team Member): Express your feelings openly but calmly. Practice mindful listening when others speak.
3. Mike (Team Member): Share your concerns and suggest a collaborative approach to distribute tasks more effectively.

STRUCTURE OF THE WORKSHOP:

Outcome:

John acknowledges the stress everyone is feeling and suggests taking a few moments to practice a group mindfulness exercise, such as a brief guided meditation. After the meditation, John invites each team member to share one thing that is causing them stress and one thing they believe could help alleviate it. Sarah mentions the overwhelming workload, and Mike suggests breaking down tasks into smaller, more manageable parts. The team then brainstorms ways to support each other, such as pairing up for complex tasks and setting mini-deadlines to track progress. This collaborative effort not only helps in reassigning tasks but also strengthens team cohesion and morale. They conclude the session with a sense of mutual support and a clear, revised plan to meet the deadline efficiently.

STRUCTURE OF THE WORKSHOP:

- **Scenario 2:** A conflict between friends where misunderstandings have caused tension.

Story:

Emma and Jake have been friends for years, but recently, they had a misunderstanding that has caused tension. Emma feels that Jake has been ignoring her, while Jake feels that Emma has been overly critical. They haven't talked about their feelings, and the resentment is growing. They decide to meet at a café to discuss their issues.

Role-Playing Instructions:

Emma: Practice mindful emotion labeling. Share your feelings without blaming. Use "I" statements (e.g., "I feel ignored when...").

Jake: Listen mindfully to Emma's concerns. Reflect back what you hear to show understanding. Then, share your perspective using "I" statements.

Outcome:

Emma and Jake have an honest and open conversation. They realize that their perceptions were influenced by their own stress and emotions. By listening mindfully and expressing themselves clearly, they resolve the misunderstanding and strengthen their friendship.

STRUCTURE OF THE WORKSHOP:

Scenario 3: A family disagreement where differing opinions lead to a heated discussion.

Story:

During a family dinner, a discussion about holiday plans turns into a heated argument. Mark wants to go on a beach vacation, while Lisa prefers a mountain retreat. Their teenage son, Alex, feels caught in the middle and becomes upset. Voices are raised, and the disagreement escalates quickly.

Role-Playing Instructions:

Mark: Use mindful breathing to calm down before speaking. Acknowledge Lisa's perspective and express your own calmly.

Lisa: Practice body awareness to recognize your physical response to stress. Use this awareness to stay grounded and communicate your preferences calmly.

Alex: Share your feelings about the disagreement and suggest finding a compromise that makes everyone happy.

STRUCTURE OF THE WORKSHOP:

Outcome:

The family decides to approach the disagreement by using a structured problem-solving technique. Mark suggests they each list the pros and cons of their preferred vacation. Lisa starts by listing the benefits of a mountain retreat, such as peace, nature, and hiking. Mark lists the benefits of a beach vacation, including relaxation, water activities, and sunshine. Alex proposes a family vote where each member gets to score the options based on their personal preferences and the benefits discussed. They tally the scores and realize that both options have strong points. To ensure everyone feels heard, they agree to alternate vacation types each year. This method of structured decision-making helps the family to consider all perspectives and reach a fair compromise, turning a heated argument into a constructive family discussion.

STRUCTURE OF THE WORKSHOP:

Each group will assign roles (e.g., main character, other participants) and discuss how to incorporate mindfulness and emotional awareness into their responses.

Role-Playing (30 minutes):

Groups will act out their scenarios, focusing on:

- Using mindfulness techniques like mindful breathing to stay calm and present.
- Applying emotional awareness by recognizing and articulating emotions clearly and empathetically.
- Demonstrating effective communication and conflict resolution skills.

Group Discussion and Feedback (5 minutes):

After the role-playing, each group will discuss how they felt during the exercise and what they learned. Encourage participants to share their experiences and insights with the larger group.

Facilitator's Role:

- Observe the groups during role-playing, providing guidance and support as needed.
- After the activity, facilitate a discussion to highlight key takeaways and reinforce the application of mindfulness and emotional awareness in daily life.

STRUCTURE OF THE WORKSHOP:

Additional scenarios:

Scenario 4: A parent-child disagreement over screen time.

- Story: Sarah, a parent, wants her 10-year-old son, Max, to reduce his screen time and spend more time outdoors. Max feels frustrated because he enjoys his games and doesn't want to stop.
- Role-Playing Instructions:
 - Sarah (Parent): Use mindful breathing before addressing Max. Practice emotional awareness by acknowledging Max's feelings and expressing your own calmly.
 - Max (Child): Practice mindful listening to Sarah's concerns. Share your feelings about why screen time is important to you and suggest a compromise.

Scenario 5: A child feeling overwhelmed with schoolwork.

- Story: Emma, a 12-year-old, feels overwhelmed by the amount of homework she has been given and has been getting stressed. Her parents notice that she's becoming more anxious and irritable.
- Role-Playing Instructions:
 - Emma (Child): Use mindful breathing to stay calm. Practice labeling your emotions and sharing them with your parents.
 - Parents: Practice reflective listening by acknowledging Emma's stress and offering support. Work together to come up with a plan to manage schoolwork stress.

STRUCTURE OF THE WORKSHOP:

5. Break (15 minutes)

15 minutes break

6. Further Skill-Building Exercises (37 minutes)

Objective:

To reinforce the knowledge and skills gained from the theoretical input and interactive activities through additional guided exercises. These exercises will help participants deepen their understanding and application of mindfulness and emotional awareness techniques.

Activity Outline:

1. Introduction to Further Skill-Building Exercises (2 minutes):

Explain the purpose of the skill-building exercises.

These exercises are designed to help you build on what we've learned and practised so far. They will give you practical tools to incorporate mindfulness and emotional awareness into your daily life.

2. Guided Mindfulness Exercise (20 minutes):

Activity: Mindful Journaling

STRUCTURE OF THE WORKSHOP:

Instructions:

Provide participants with a worksheet or journal.

We will start with a mindful journaling exercise. This activity helps to deepen self-awareness and reflect on your thoughts and emotions.

Exercise Details:

Prompt 1: "Take a moment to write about a recent situation where you felt stressed or overwhelmed. Describe the situation in detail, including what happened and how you felt."

Prompt 2: "Reflect on how you responded to the situation. Did you react impulsively or were you able to stay calm and mindful? Write about your response and any emotions you experienced."

Prompt 3: "Consider how you could apply mindfulness and emotional awareness techniques in a similar future situation. Write down a few strategies you might use, such as mindful breathing, emotion labeling, or empathetic listening."

3. Pair Sharing and Discussion (15 minutes):

Instructions:

Participants will pair up with a partner.

Now, share your reflections with your partner. Discuss the situations you wrote about and the strategies you plan to use in the future.

STRUCTURE OF THE WORKSHOP:

Discussion Points:

- What did you learn about your typical responses to stress?
- How can mindfulness and emotional awareness techniques help you handle similar situations more effectively?
- Share any insights or strategies that you found particularly useful.

Additional techniques:

- Mindful Breathing for Children: Use simple exercises like blowing bubbles or pretending to blow up a balloon. Ask children to focus on their breathing as they "blow up the balloon," emphasizing slow, deep breaths.
- Body Scan for Younger Children: Use a playful approach by asking children to pretend they're a superhero doing a special body check to see how every part of their body feels.
- Emotion Journaling for Older Children: Provide worksheets with prompts that help children express emotions through drawing or writing simple sentences, such as, "Today I felt ___ because ___."

STRUCTURE OF THE WORKSHOP:

7. Wrap-Up and Reflection (15 minutes).

Key Points to Highlight:

- Definitions and differences between mindfulness and emotional awareness.
- Benefits of practicing mindfulness and emotional awareness.
- Techniques such as mindful breathing, emotion labeling, and reflective listening.
- Practical applications in stressful situations, conflicts, and family disagreements.

Reflective Questions:

-
- What mindfulness techniques will you practice regularly?
- How will you apply emotional awareness in your interactions with others?
- What specific situations do you plan to use these skills in?
- Write down at least three action steps you will take over the next month.

8. Closing (5 minutes).

To conclude the session, the facilitator should express gratitude to all participants for their active engagement and contributions, highlighting that their involvement made the workshop a success. Encourage participants to integrate the mindfulness and emotional awareness techniques into their daily lives and practice them regularly to reap the benefits.

Inform them about upcoming workshops or sessions they might find interesting, and provide any necessary final logistical details, such as collecting personal belongings and disposing of trash. Finally, end on a positive note by wishing everyone a wonderful day and expressing hope to see them at future events.

WORKSHOP 5

HANDLING DIFFICULT CONVERSATIONS AND CONFLICT

AIMS

- Equip parents with effective communication strategies to constructively manage and resolve conflicts with their children.
- Enhance parents' skills in recognizing and addressing their emotional responses during difficult conversations.
- Provide practical tools for fostering a supportive and empathetic home environment that encourages open dialogue and mutual respect.



THEORETICAL BACKGROUND

What you should know as a teacher before conducting the workshop:

Understanding Conflict:

- Conflict is a natural part of human relationships between parents and children. It arises from differences in needs, values, and perspectives.
- It is essential to understand that when managed well, conflict can lead to growth and stronger relationships.

Types of Conflict:

- Intrapersonal Conflict: Occurs within an individual, often involving internal struggles about values or decisions.
- Interpersonal Conflict: Occurs between individuals, typically over differing needs, desires, or perceptions.

Common Causes of Conflict:

- Differences in expectations and goals.
- Miscommunication or lack of communication.
- Emotional triggers and unmanaged stress.
- Differences in personality or behaviour styles.

THEORETICAL BACKGROUND

Emotional Intelligence in Conflict Resolution:

- Self-awareness: Recognizing one's emotions and understanding their impact on behaviour.
- Self-regulation: Managing one's emotions and behaviours healthily.
- Empathy: Understanding and considering other people's emotions.
- Social skills: Communicating effectively and managing interpersonal relationships judiciously and empathetically.

Conflict Resolution Strategies:

- Active Listening: Fully concentrating, understanding, responding, and remembering what the other person is saying.
- I-Messages vs. You-Messages: Using "I" statements to express feelings without blaming, which helps to reduce defensiveness (e.g., "I feel upset when..." vs. "You always...").
- Problem-Solving: Collaborative approach to find a mutually acceptable solution.
- Negotiation: Seeking a compromise where both parties give and take to resolve the conflict.
- Mediation: Involving a neutral third party to help resolve the conflict when direct communication is not effective.

THEORETICAL BACKGROUND

Stages of Conflict Resolution:

1. Identifying the Problem: Understanding the root cause of the conflict.
2. Communicating: Openly discussing the issue without interruption or blame.
3. Exploring Options: Brainstorming possible solutions together.
4. Agreeing on a Solution: Selecting a solution that satisfies both parties.
5. Implementing the Solution: Putting the agreed solution into practice.
6. Reviewing the Outcome: Assessing the solution's effectiveness and making necessary adjustments.

Role of Parental Modeling:

- Parents serve as role models in how to handle conflicts. Demonstrating healthy conflict resolution techniques can teach children valuable life skills.

The Importance of a Safe Emotional Environment:

- It is crucial to create a home environment where children feel safe expressing their emotions and thoughts. This encourages open communication and helps in managing conflicts effectively.

STRUCTURE OF THE WORKSHOP:

1. Welcome and Introduction (5 minutes)

- Instructions:
 - Begin with a warm greeting to make participants feel welcome.
 - Introduce yourself and briefly share your role and background.
 - Outline the session's objectives:
 - To equip parents with effective communication strategies for managing and resolving conflicts with their children.
 - To enhance parents' skills in recognizing and addressing their emotional responses during difficult conversations.
 - To provide practical tools for fostering a supportive and empathetic home environment.

2. Ice-Breakers (15 minutes)

- Activity: "Two Truths and a Lie"
 - Objective: To create a relaxed atmosphere and encourage interaction.
 - Instructions:
 - i. Ask participants to take a few minutes to think of two truths and one lie about themselves.
 - ii. Each participant takes a turn sharing their three statements.
 - iii. The group tries to guess which statement is the lie.
 - iv. Use this activity to highlight how perceptions and assumptions can lead to misunderstandings, setting the stage for the topic of handling difficult conversations.

STRUCTURE OF THE WORKSHOP:

3. Theoretical Input (20-25 minutes)

- **Content:**

- Provide foundational knowledge on handling difficult conversations and conflict.

- **Key Topics:**

- Understanding Conflict: Definition, types, and common causes.
- Emotional Intelligence: Self-awareness, self-regulation, empathy, and social skills in conflict resolution.
- Conflict Resolution Strategies: Active listening, I-Messages vs. You-Messages, problem-solving, negotiation, and mediation.

- The Role of Parental Modeling: Demonstrating healthy conflict resolution techniques.

- Creating a Safe Emotional Environment: Encouraging open communication at home.

- **Possible Activities:**

- Presentation with slides outlining key concepts.
- Short video clips illustrating effective and ineffective conflict resolution.
- Handouts summarizing key points.

STRUCTURE OF THE WORKSHOP:

4. Group Discussion (15 minutes)

Instructions:

- Divide participants into small groups (3-4 people).
- Ask each group to discuss a recent conflict with their child and how they handled it.
- **Discussion Prompts:**
 - What was the conflict about?
 - How did you and your child feel during the conflict?
 - What strategies did you use to address the conflict?
 - What worked well, and what could have been improved?
- After 10 minutes, reconvene and have each group share key insights from their discussions.

STRUCTURE OF THE WORKSHOP:

5. Interactive Activity (30 minutes)

- **Activity: Role-Playing Difficult Conversations**

- **Objective:** To practice conflict resolution skills in a safe and supportive environment.
- Instructions:
 - Divide participants into pairs or small groups.
 - Provide each group with a scenario involving a common parent-child conflict (e.g., homework refusal, bedtime resistance, sibling rivalry).
 - Ask participants to role-play the conversation using techniques discussed in the theoretical input (active listening, I-Messages, etc.).
 - Each participant should be able to play the parent and the child.
 - After role-playing, have groups discuss what strategies worked, what didn't, and what they learned from the exercise.
- **Possible Scenarios:**
 - A child refusing to do homework and the parent trying to understand the underlying issue.
 - A teenager wanting more independence and the parent struggling to set boundaries.
 - Sibling rivalry and the parent mediating the conflict.
- **Debrief:**
 - Facilitate a group discussion on the role-playing experience.
 - Encourage participants to share their feelings and insights.
 - Highlight effective strategies observed during the role-playing.

STRUCTURE OF THE WORKSHOP:

6. Break (15 minutes)

- **Instructions:**

- Announce the break and invite participants to enjoy the refreshments provided.
- Encourage informal discussions among participants to foster networking and sharing personal experiences related to the workshop's theme.

Use this time to address participants' questions or concerns.

7. Further Skill-Building Exercises (30 minutes)

- Activity: "Conflict Resolution Practice"

- Objective: To reinforce the knowledge and skills gained from the workshop through additional guided exercises.

STRUCTURE OF THE WORKSHOP:

- **Instructions:**

- a. **Worksheet Activity:** Identifying Triggers and Responses

- Provide each participant with a worksheet with prompts to identify common conflict triggers with their children and their typical emotional and behavioural responses.
 - **Prompts:**
 - Identify three common triggers of conflict with your child.
 - Describe your typical emotional response to each trigger.
 - Outline your usual behavioural response to each trigger.
 - Ask participants to fill out the worksheet individually and then discuss their responses with a partner.

STRUCTURE OF THE WORKSHOP:

b. Guided Group Exercise: Developing Conflict Resolution Plans

- Divide participants into small groups and provide each group with a blank conflict resolution plan template.
- **Template Sections:**
 - **Conflict Scenario:** Briefly describe a common conflict scenario.
 - **Emotional Response:** Identify the emotional responses of both the parent and the child.
 - **Communication Strategy:** Develop a strategy for addressing the conflict using active listening, I-Messages, and other techniques discussed.
 - **Resolution Plan:** Outline steps to resolve the conflict and prevent it from escalating in the future.

- Ask each group to develop a conflict resolution plan based on a hypothetical or real scenario.
- After 15 minutes, reconvene and have each group present their plan to the larger group.
- **Role-Playing Follow-Up: Implementing Conflict Resolution Plans**
- Have participants return to their original pairs or small groups from the role-playing activity.
- Ask them to implement the conflict resolution plans they developed during the guided group exercise.
- Encourage participants to provide constructive feedback to each other on the effectiveness of the strategies used.

STRUCTURE OF THE WORKSHOP:

8. Wrap-Up and Reflection (15 minutes)

- **Activity: Summary and Personal Action Plans**

- **Summary of Key Takeaways:**

- Summarize the main points covered during the workshop, including the importance of emotional intelligence, effective communication strategies, and stages of conflict resolution.
- Highlight the practical tools and techniques participants can use to handle difficult conversations and conflicts.

- **Personal Action Plans:**

- Distribute personal action plan worksheets to participants.
- Worksheet Sections:
 - Identify one area where you want to improve your conflict resolution skills.
 - List three actionable steps you will take to achieve this goal.
 - Set a timeline for implementing these steps.
 - Identify potential obstacles and strategies to overcome them.

- Give participants 10 minutes to fill out their action plans individually.
- Encourage volunteers to share their action plans with the group to foster accountability and mutual support.

- **Feedback Forms:**

- Provide feedback forms for participants to share their thoughts on the workshop content, format, and facilitation.
- Collect feedback to inform future workshops and improvements.

- **Closing Remarks:**

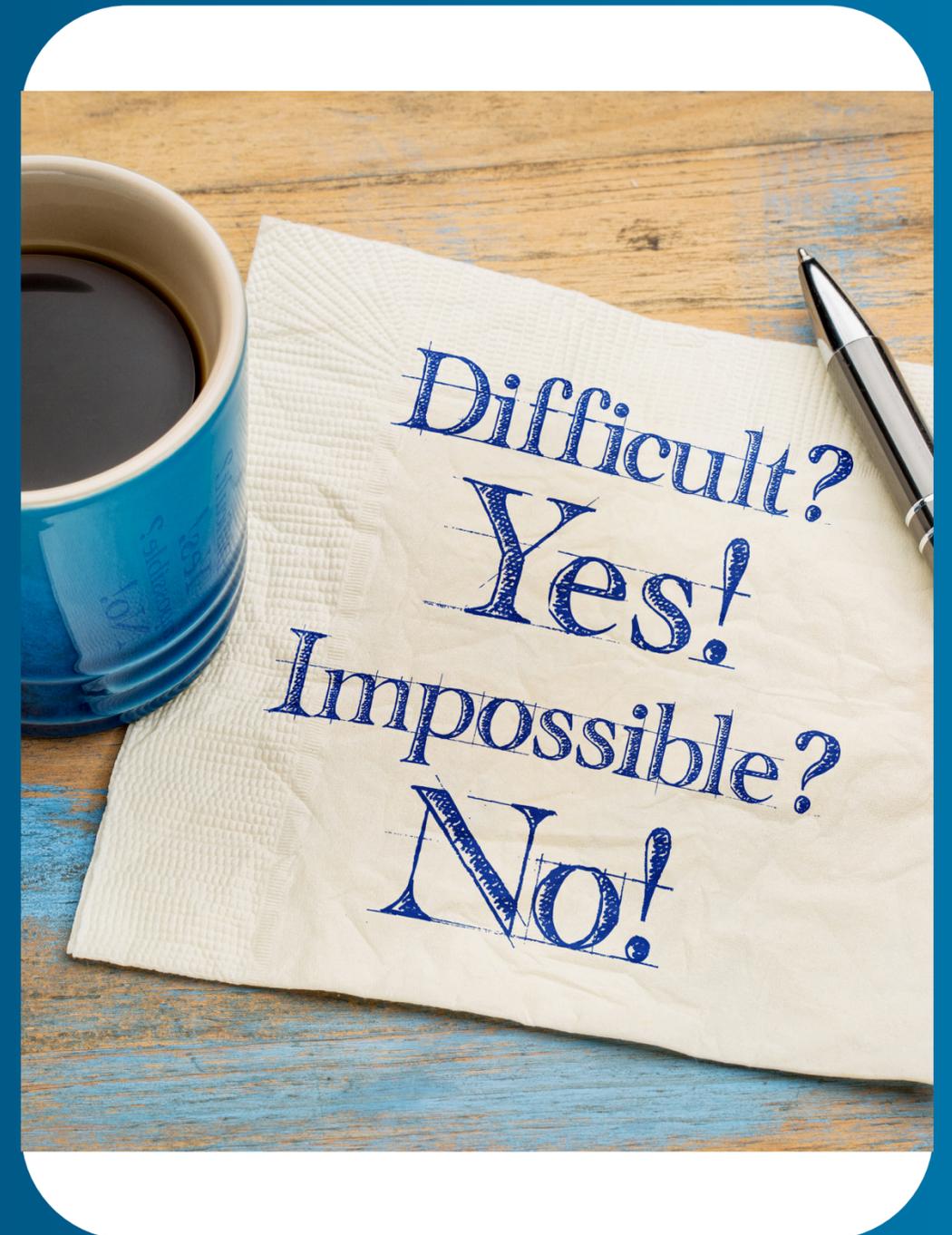
- Thank participants for their active engagement and contributions.

STRUCTURE OF THE WORKSHOP:

9. Closing (5 minutes).

Instructions:

- Thank participants for their active participation and engagement throughout the workshop.
- Summarize the main takeaways and reiterate the importance of implementing the strategies discussed.
- Mention any next steps or upcoming sessions relevant to participants.
- Provide any final logistical information, such as where to find additional resources or how to stay in touch with the facilitator or organization.
- End positively, encouraging participants to apply their new skills and knowledge in their daily interactions with their children and to continue fostering a supportive and empathetic home environment.



WORKSHOP 6

BUILDING SELF-CONFIDENCE IN CHILDREN

AIMS

- To provide parents with foundational knowledge about building Self - confidence in children
- To raise awareness on why self-confidence is so important for children's wellbeing
- To provide parents with simple instruments to foster the subject of self-confidence in their children's behaviour and their own
- Provide practical strategies and tools that parents can use to overcome , set goals, and cultivate a positive self-image in their children's growth .



THEORETICAL BACKGROUND

What you should know as a teacher/trainer before conducting the workshop:

Before conducting the workshop, it's essential to understand:

<https://www.youtube.com/watch?v=M6H0w03GJrQ>

1. The developmental stages of self-confidence in children, including factors that influence its formation such as environment, experiences, and social interactions.

<https://www.entreeearlyyears.com.au/building-self-confidence-in-children-a-guide-for-parents-and-educators/>

2. The role of self-efficacy theory, social learning theory, and positive psychology in understanding and promoting self-confidence in children.

Self-efficacy is a person's belief in their ability to complete a task or achieve a goal. It encompasses their confidence in themselves to control their behaviour, exert an influence over their environment, and stay motivated in the pursuit of their goal.

Self-efficacy is important because it plays a role in how you feel about yourself and whether or not you successfully achieve your goals in life.

THEORETICAL BACKGROUND

3. Strategies for fostering a supportive and nurturing everyday surrounding that encourages risk-taking, autonomy, and resilience. Practising these strategies will increase self-confidence in primary school children. Praise children's effort, not just achievements, to instil confidence and demonstrate the importance of hard work and resilience.

- Encourage positive self-talk and provide opportunities for role-playing and reflection to help kids internalise encouragement and develop a positive mindset Foster independence and responsibility in children through age-appropriate choices and involving them in household contributions, building self-worth and a sense of capability.
- Emphasise the importance of raising confident children and how it shapes their view of themselves, interactions with others, and engagement with the world. Confidence benefits children in learning, social skills, resilience, independence, and mental health
https://www.youtube.com/watch?v=-rTvHgE9_Ys

STRUCTURE OF THE WORKSHOP:

1. Welcome and Introduction (5 minutes)

Welcome participants warmly to the workshop. Briefly introduce yourself and your role as the facilitator. Outline the objectives of the workshop, emphasising the importance of self-confidence in children and what parents can expect to gain from the session.

As parents, we have the responsibility to encourage our child to develop their self- confidence. Building confidence in kids is an important part of helping them grow into happy, successful adults. Confidence can affect every aspect of a child's life, from their social skills to their resilience. Understanding and encouraging confidence and self-esteem can empower children to try new things, express their thoughts, and believe in their abilities.

2. Ice-Breakers (15 minutes)

- **Activity: "Strength Circle"** (have parents sit in a circle)

-Method description:

1-2 min.- Tell parents to think about a situation that has happened with their children where they will be sharing one strength they have or one thing they're proud of when communicating with their children

10-15 min. In turns parents explain a given situation connected with the above topic.

5 min. Encourage positive feedback and support from the group after each sharing. Once everyone has spoken, invite parents to suggest their own opinion about others experiences

- Purpose of the activity: This activity fosters a sense of community and starts the workshop on a positive note.

STRUCTURE OF THE WORKSHOP:

3. Theoretical Input (20-25 minutes)

- Sometimes it's easy to notice when kids feel good about themselves and when they don't. This idea of feeling good about yourself is called **self-confidence**.

Kids with self-confidence feel liked, accepted, and confident. They're proud of what they can do and think good things about themselves. Kids with low self-esteem criticize themselves and doubt they can do things well. They feel they're not as good as other kids and think of the times they fail rather than when they succeed.

Why Does Self-confidence Matter?

Kids who feel good about themselves have the confidence to try their best at new things. They feel proud of what they can do. Self-esteem also helps kids cope with mistakes. They feel encouraged to try again, even if they fail at first. Self-esteem helps kids do better at school, at home, and with friends.

Kids with low self-confidence feel unsure of themselves. If they think others won't accept them, they may not join in. They may let others treat them poorly and have a hard time standing up for themselves. They may give up easily or not try at all. Kids with low self-esteem find it hard to cope when they make a mistake, lose, or fail. So they may not do as well as they could.

STRUCTURE OF THE WORKSHOP:

How Does Self-Confidence Develop?

Self-esteem can start to develop when a baby gets positive attention and loving care. It begins when a child feels safe, loved, and accepted.

As babies become toddlers and young children, they're able to do some things by themselves. They feel good about when they can use their new skills. Their self-esteem grows when parents pay attention, let them try, give smiles, and show pride.

As kids get older, self-confidence can grow any time children try things, do things, and learn things. This may happen when kids:

- make progress toward a goal
- learn things at school and get good grades
- make friends and get along
- do favourite activities, like music, sports, art, cooking, tech skills
- help, give, or be kind
- try hard at something and get praised
- feel understood and accepted

When kids have self-esteem, they feel confident, capable, and accepted for who they are.

STRUCTURE OF THE WORKSHOP:

How Can Parents Help Build Self-Esteem?

If kids don't feel good about themselves, parents can help. Boost your child's self-esteem by doing things like being a good role model. Help kids learn to do stuff so they can feel proud. Praise effort and ban harsh criticism.

By helping build kids' self-esteem, you let them know how valued and important they are.

As a parent, you want your kids to feel happy about themselves and have good self-esteem (also called a self-image). Your words and actions affect it more than anything else, starting from when they're babies. Your child absorbs your tone of voice, body language, and every expression.

Boost your child's self-confidence by doing these things :

Self-esteem can come easier to some kids than others. If your child's self-esteem is low, here are 9 ways you can help boost it:

1. **Help your child learn to do things.** For a baby, learning to hold a cup or take first steps sparks a sense of understanding and delight. As a child grows, things like learning to dress, read, or ride a bike are chances for self-esteem to grow.

STRUCTURE OF THE WORKSHOP:

Teach by showing and helping at first. Then let kids do what they can, even if they make mistakes. This is a key part of developing positive self-esteem. Be sure your kids get a chance to learn, try, and feel proud. Don't make new challenges too easy or too hard. Encourage them to always do their best but explain that they don't have to be perfect. No one is!

2. Praise efforts. Avoid praising only results (like getting an A) or qualities (like being smart or athletic). Instead, congratulate kids on effort, progress, and attitude. For example: "You're working hard on that project," "You're getting better at these spelling tests," or, "I'm proud of you for practicing piano — you've really stuck with it." With this kind of praise, kids put effort into things, work toward goals, and try. This makes them more likely to succeed.

3. Be honest. Praise that doesn't feel earned doesn't ring true. For example, telling kids they played a great game when they know they didn't can feel hollow and fake. Instead you can say, "Even though that wasn't your best game, I'm proud of you for not giving up." Add a vote of confidence: "Tomorrow, you'll do well."

4. Be a good role model. When you put effort into everyday tasks (like making a meal or washing the dishes), you set a good example. Your child learns to put effort into doing homework, cleaning up toys, or making the bed.

Modeling the right attitude counts too. When you do tasks without grumbling or complaining, you teach your child to do the same. When you avoid rushing through chores and take pride in a job well done, your child also learns to do that.

STRUCTURE OF THE WORKSHOP:

5. Avoid being critical. The messages kids hear about themselves from others often affect how they feel about themselves. Harsh words or negative statements (like calling a child lazy) don't motivate kids and can hurt their self-esteem. Correct kids with patience. Focus on what you want them to do next time. When needed, show them how.

6. Focus on strengths. Pay attention to what your kids do well and enjoy. Make sure they have chances to develop these things. Focus more on strengths than weaknesses to help them feel good about themselves. This improves behavior too.

7. Notice what goes well. It can be easy for kids to focus on what went wrong, like not doing well on a test. Unless they balance it with the good, they'll just feel bad. When you hear your kids complain about themselves or their day, have them find something that went well instead.

And try this:

Each night before bed, have your child say at least 3 good things that happened that day. Soon kids will start to notice more positive things about the people in their life and themselves.

STRUCTURE OF THE WORKSHOP:

8. Encourage healthy friendships. Teach kids that the best friends are those who treat them well, and lift them up by what they say and do. Kids should avoid people who act in ways that tear others down. Instead, they should choose friends they can be themselves with and who help them feel OK about who they are. Help them be that type of friend for others.

9. Let kids help and give. Self-confidence grows when kids see that what they do matters to others. Kids can help at home, do a service project at school, or do a favour for a sibling. Helping other people and doing kind acts builds self-esteem and other good feelings.

By helping boost your child's self-esteem, they'll have the courage to try new things and make smart choices.

Provide foundational knowledge on self-confidence in children, covering:

- Developmental stages of self-confidence.

Factors influencing self-confidence formation (environment, experiences, social interactions).

<https://www.youtube.com/watch?v=8VW8qQWQbSg>

- Key theories (self-efficacy theory, social learning theory, positive psychology) and their relevance.

https://www.youtube.com/watch?v=Wd4A_m7RjLg

STRUCTURE OF THE WORKSHOP:

4. Group Discussion (10 minutes)

Facilitate exchange of ideas and experiences among participants.

Divide participants into small groups to discuss:

- How the theoretical concepts resonate with their own experiences as educators or caregivers.
- Challenges they've faced in promoting self-confidence in children and potential solutions.
- Reconvene as a whole group to share insights and reflections.



STRUCTURE OF THE WORKSHOP:

5. Interactive Activity (30 minutes)

Warm up activity :

"Goal-Setting Journey"

For the "Goal-Setting Journey" activity, you'll need the following materials:

1. Worksheets or Journals: Provide each participant with a worksheet or journal where they can write down their goals and action steps. You can create these in advance or provide blank sheets of paper if preferred.

2. Pens or Pencils:

Ensure that participants have writing utensils to record their thoughts and plans.

3. Goal-Setting Guide:

-Create a simple guide that outlines the steps of effective goal setting. Include prompts for participants to consider, such as:

- What specific aspect of building self-confidence in children do you want to focus on?
- What is your main goal related to this aspect?
- What smaller, actionable steps can you take to achieve this goal?
- What potential obstacles might you encounter, and how can you overcome them?
- How will you measure your progress towards this goal?

STRUCTURE OF THE WORKSHOP:

4. Guide participants through a goal-setting exercise where they identify one personal goal related to building self-confidence in children.

- Encourage them to break down the goal into smaller, achievable steps and to consider potential obstacles and strategies for overcoming them.
- Facilitate sharing and discussion of their goals within small groups.
- Wrap up with each participant sharing one takeaway or action step they will implement based on the activity.
- Workshop 1 :

Main Activity 1

SOMETHING HAS CHANGED AND SOMETHING REMAINS THE SAME

- MATERIALS
- Writing utensils
- Worksheet for parents : Activities and relationship
- Worksheet for parents: letter

The participants are divided into groups of four and each parent receives a copy of the Activity and Relationship Parent Worksheet on which they should write what their favourite activities were with each family member three years ago and what they are now. They should choose their children and some of the family members who can be close or distant relatives.

STRUCTURE OF THE WORKSHOP:

DISCUSSION 1

1. Are the activities the same? Why?
2. Is the relationship the same? Why?
3. What has changed?
4. How would you like to be treated by your children?
5. Does the fact that children at this age have a greater need for independence and independence mean that they don't need their parents at all? Why?
6. How do you think your children are developing in a relationship with you? Why? Have they stopped loving you?
7. Have you asked them?

Discussion

...

CONCLUSION

During puberty children usually have a need for more independence and privacy. Parents, on the one hand, tend to treat their teenagers as if they were still small children, and on the other hand, demand that they behave like adults. It's the same with teenagers. They want to be treated like adults, but on the other hand, it is difficult for them to take full responsibility for their actions. Both parents and children have to get used to and accept this new situation. Parents and children should discuss these changes openly.

STRUCTURE OF THE WORKSHOP:

MAIN ACTIVITY 2

Each participant receives a copy of the 'Letter' parent worksheet and has to write a letter to their children:

1. Expressing their feelings about their children (Parents should write what their children mean to them)
2. telling them how they want to be treated by them.
3. Five keywords that would motivate your children to feel free and communicate about sensitive topics.
4. After completing the activity, everyone should take the letter with them, if they want to give or read it to their children.
5. Whoever wants can read the letter in front of the others.

DISCUSSION 2

1. How did you feel while writing the letter?
2. What was easy or difficult for you? Why?

CONCLUSION

Sometimes it is very difficult to speak openly about yourself and ask for help or support even if it is from someone who knows you very well and cares for you, especially when it happens in a period of life when the need for independence and freedom of personal selection has increased. Admitting that we need support is a virtue, not a flaw.

Practising open communication in imagined circumstances prepares us to be able to communicate openly in real situations.

STRUCTURE OF THE WORKSHOP:

FINAL ACTIVITY

All the participants stand in a circle and everyone has to say what they have in common or similar with one of their family members. It can be a trait, a physical characteristic, a good or bad habit, an interest, a hobby, or the like.

How does these common traits affect the relationship between the family members.

6. Break (15 minutes)

Refreshments, informal discussions.

STRUCTURE OF THE WORKSHOP:

7. Further Skill-Building Exercises (20 minutes)

Guided exercises:

"Self-Confidence Boosters"

- Provide participants with a list of self-confidence boosters (e.g., positive self-talk, setting and achieving goals, seeking support from others).

- Groom yourself. ...
- Dress nicely. ...
- Photoshop your self-image. ...
- Think positive. ...
- Kill negative thoughts. ...
- Get to know yourself. ...
- Act positive. ...
- Be kind and generous.

- Ask them to choose one booster they'd like to focus on and develop a specific action plan for incorporating it into their interactions with children.

- Encourage participants to share their plans and strategies with a partner or small group for feedback and support.

How parents' self esteem affects children ;

<https://anitaclear.co.uk/how-parents-self-esteem-affects-children/>

STRUCTURE OF THE WORKSHOP:

8. Wrap-Up and Reflection (15 minutes)

Summarise key takeaways from the workshop, emphasising the importance of fostering self-confidence in children and the practical strategies discussed.

- Ask participants to reflect on how they can apply the knowledge and skills gained in their own work or personal lives.
- Distribute personal action plan worksheets and give participants time to fill them out, outlining specific steps they will implement all the skills that they learned through the workshop.
- Invite volunteers to share their action plans with the group, fostering accountability and mutual support.
- Provide feedback forms for participants to anonymously share their thoughts on the workshop content, format, and facilitation.

9. Closing (5 minutes)

- Thank participants for their active engagement and contributions throughout the workshop.
- Remind them of any next steps, such as resources for further learning or upcoming sessions in a series.
- Encourage participants to stay connected and share their progress or insights with each other.
- End the session on a positive note, expressing confidence in their ability to make a difference in children's lives through promoting self-confidence.
- Provide any final logistical information, such as where to return materials or how to access additional resources.

WORKSHOP 7



IDENTIFYING AND ADDRESSING LOW SELF-ESTEEM

AIMS

- To equip parents with the knowledge and skills to recognize signs of low self-esteem in their children.
- To provide practical strategies for parents to help build and boost their children's self-esteem.
- To foster a supportive community among parents for sharing experiences and insights on raising confident and self-assured children



THEORETICAL BACKGROUND

What you should know as a teacher before conducting the workshop:

As a teacher facilitating this workshop, it is essential to understand the psychological aspects of self-esteem in children. Familiarise yourself with the signs of low self-esteem and its potential impact on a child's development. Additionally, explore effective strategies for nurturing and enhancing a child's self-worth. Be prepared to address common challenges parents face in this regard.

Self-esteem refers to a person's overall subjective sense of their own worth and value. In children, this encompasses their beliefs about themselves, their abilities, and their place in the world.

Signs of Low Self-Esteem: Teachers should be familiar with common signs that may indicate low self-esteem in children. **These can include:**

- Negative self-talk and self-criticism
- Avoidance of challenges or new experiences
- Social withdrawal or difficulty forming relationships
- Perfectionism and fear of failure
- Lack of confidence in their abilities

Impact on Development: Low self-esteem can significantly impact a child's emotional well-being, social interactions, academic performance, and overall development. It may lead to increased vulnerability to mental health issues such as anxiety and depression if left unaddressed.

THEORETICAL BACKGROUND

Effective Strategies for Nurturing Self-Esteem: Teachers should be knowledgeable about evidence-based strategies for fostering healthy self-esteem in children. These may include:

- Encouraging a growth mindset by praising effort and persistence rather than just innate abilities.
- Providing opportunities for success and autonomy to build confidence.
- Teaching coping skills to manage setbacks and failures constructively.
- Promoting positive self-talk and self-compassion.
- Creating a supportive and inclusive classroom environment where all students feel valued and accepted.

Challenges Parents Face: Teachers should anticipate common challenges parents may encounter when trying to support their children's self-esteem. These could include:

- Balancing praise and constructive feedback effectively.
- Dealing with societal pressures and unrealistic expectations.
- Addressing comparison and competition among peers.
- Managing the impact of family dynamics and personal experiences on a child's self-perception.

STRUCTURE OF THE WORKSHOP:

1. Welcome and Introduction (5 minutes)

Begin by warmly welcoming participants. Outline the workshop's objectives, emphasising the importance of recognizing and addressing low self-esteem in children.

2. Ice-Breakers (15 minutes)

Activity: "Share Your Strengths"

Participants take turns sharing positive qualities or achievements of their children. This encourages a positive atmosphere and establishes a sense of community.

STRUCTURE OF THE WORKSHOP:

Introduction:

Welcome, everyone, to our **"Share Your Strengths"** activity! This activity is designed to foster a positive atmosphere and establish a sense of community among participants. We'll take turns sharing positive qualities or achievements of our children, celebrating their strengths and accomplishments together.

The purpose of this activity is to create a supportive and uplifting environment where parents can acknowledge and celebrate the strengths and achievements of their children.

Foster a sense of connection and community among participants by sharing personal experiences and insights.

Encourage participants to reflect on the positive qualities and accomplishments of their children, reinforcing a strengths-based approach to parenting.

Activity Instructions:

Round-Robin Sharing:

Invite participants to form a circle or virtual space where everyone can see and hear each other.

Explain that we'll be taking turns sharing positive qualities or achievements of our children.

Encourage participants to speak one at a time, taking turns clockwise or in another agreed-upon order.

STRUCTURE OF THE WORKSHOP:

Guidelines for Sharing:

Remind participants to focus on the positive aspects of their children, such as their strengths, talents, or accomplishments.

Encourage participants to be specific and descriptive in their sharing, providing examples or anecdotes that highlight their children's qualities or achievements.

Emphasize active listening and support, encouraging participants to acknowledge and affirm each other's sharing.

Sharing Examples:

Provide examples to kickstart the sharing, such as:

"I'm proud of my daughter's kindness and empathy. She always goes out of her way to help others in need."

"My son recently won an award for his academic achievements. His dedication and hard work have been truly inspiring."

Open Sharing:

Facilitate the sharing process, inviting participants to take turns sharing positive qualities or achievements of their children.

Encourage participants to listen attentively and express support and appreciation for each other's sharing.

STRUCTURE OF THE WORKSHOP:

Closing Reflection:

Conclude the activity with a brief reflection on the experience. Invite participants to share any thoughts or feelings that emerged from the activity.

Thank participants for their openness, support, and willingness to celebrate each other's children's strengths and achievements.

Conclusion:

Thank you all for participating in our "Share Your Strengths" activity! By celebrating the positive qualities and achievements of our children, we've created a supportive and uplifting atmosphere that reinforces the strengths-based approach to parenting. Let's continue to support and uplift each other as we navigate the joys and challenges of raising our children.

STRUCTURE OF THE WORKSHOP:

3. Theoretical Input (10 minutes)

Provide an overview of self-esteem in children, discussing signs of low self-esteem and its impact on overall well-being. Incorporate multimedia elements like videos or slides to enhance engagement.

Introduction:

Welcome, everyone, to our workshop on understanding and addressing low self-esteem in children. Today, we'll delve into the crucial topic of self-esteem and its profound impact on the well-being of our children. Through this brief theoretical input session, we aim to equip you with foundational knowledge and insights that will empower you to support your children in developing healthy self-esteem.

PARENT-CHILD RELATIONSHIP

5 Problems that can Ruin Parent-Child Relationship



STRUCTURE OF THE WORKSHOP:

Overview of Self-Esteem: Self-esteem lays the foundation for how children perceive and interact with the world around them. It encompasses their beliefs about their worth, capabilities, and potential. Healthy self-esteem empowers children to navigate challenges, form meaningful relationships, and pursue their goals with confidence.

Signs of Low Self-Esteem:

Let's explore some common signs that may indicate low self-esteem in children. These signs can manifest in various ways, including:

- Negative self-talk and self-criticism
- Avoidance of challenges or new experiences
- Social withdrawal or difficulty forming relationships
- Perfectionism and fear of failure
- Lack of confidence in their abilities

[Video Clip: Short documentary featuring real-life scenarios illustrating signs of low self-esteem in children.]

https://www.youtube.com/watch?v=AU_PmuTS30E

STRUCTURE OF THE WORKSHOP:

Conclusion:

In conclusion, understanding self-esteem in children is paramount for fostering their holistic development. By recognizing signs of low self-esteem and its impact on well-being, we can take proactive steps to support our children in building a positive self-image and navigating life's challenges with resilience.

Interactive Activity: Q&A session to address any queries or concerns from participants.

Thank you for your attention, and let's continue our journey towards nurturing confident and self-assured children together.

STRUCTURE OF THE WORKSHOP:

4. Group Discussion (10 minutes)

Encourage small group discussions where parents can share experiences and insights related to the theoretical input. Facilitate conversations on practical challenges and potential solutions.

Facilitator Instructions:

Welcome, everyone, to our small group discussion segment. This is an opportunity for us to come together and share our experiences, insights, and perspectives related to the theoretical input we've just covered. Let's engage in meaningful conversations about practical challenges we face as parents and explore potential solutions collaboratively.

STRUCTURE OF THE WORKSHOP:

Discussion:

- Can anyone share experiences or observations of signs of low self-esteem in their children? How did you recognize these signs, and what impact did they have on your child's well-being?
- How do you currently encourage your child's self-esteem at home?
- What do you find most challenging when trying to balance praise and constructive feedback for your child?
- What are some practical challenges you've encountered in nurturing your child's self-esteem? How do societal pressures, family dynamics, or personal experiences influence your approach?
- Have you implemented any strategies that have effectively boosted your child's self-esteem? What approaches have you found most helpful in promoting a positive self-image and confidence in your child?
- Where do you turn for support and resources when addressing challenges related to your child's self-esteem? Are there any community resources, parenting groups, or professional services that have been particularly valuable?
- How can we, as a community of parents, support each other in raising confident and self-assured children? What opportunities exist for us to share experiences, insights, and resources to collectively empower our children?

STRUCTURE OF THE WORKSHOP:

As facilitators, let's encourage open and respectful dialogue within our small groups. Foster an inclusive environment where all participants feel comfortable sharing their experiences and perspectives. Guide the discussion towards practical insights and potential solutions, and encourage active listening and mutual support among participants.

Conclusion:

Thank you to all participants for your valuable contributions to our discussion. Let's continue to draw upon each other's experiences and insights as we navigate the journey of supporting our children's self-esteem. Together, we can create a supportive community where every child feels valued, confident, and empowered to thrive.

STRUCTURE OF THE WORKSHOP:

5. Interactive Activity (15 minutes)

Activity: "Positive Affirmations Workshop"

Participants engage in creating positive affirmations for their children. This hands-on activity helps parents apply the concepts learned and fosters a proactive approach.

Purpose of the Workshop:

The purpose of this workshop is twofold:

1. To empower parents to craft personalized positive affirmations that resonate with their children's strengths and qualities.
2. To encourage parents to integrate positive affirmations into their daily interactions with their children, fostering a supportive and affirming environment at home.

Activity Instructions:

1. Reflect on Your Child's Qualities: Take a few moments to reflect on your child's unique qualities, strengths, and positive attributes. What are some characteristics that you admire or appreciate about your child?

STRUCTURE OF THE WORKSHOP:

2. Craft Positive Affirmations: Based on your reflections, begin crafting positive affirmations that affirm and celebrate your child's strengths. Keep your affirmations concise, specific, and affirming. For example:

- "I am proud of you for being kind and compassionate."
- "You are capable of achieving your goals with determination and perseverance."
- "Your creativity and imagination inspire me every day."

3. Share and Receive Feedback: Once you've crafted your affirmations, share them with a partner or small group. Listen to each other's affirmations and provide feedback or suggestions for refinement. Consider how each affirmation resonates with the intended message and the unique qualities of the child.

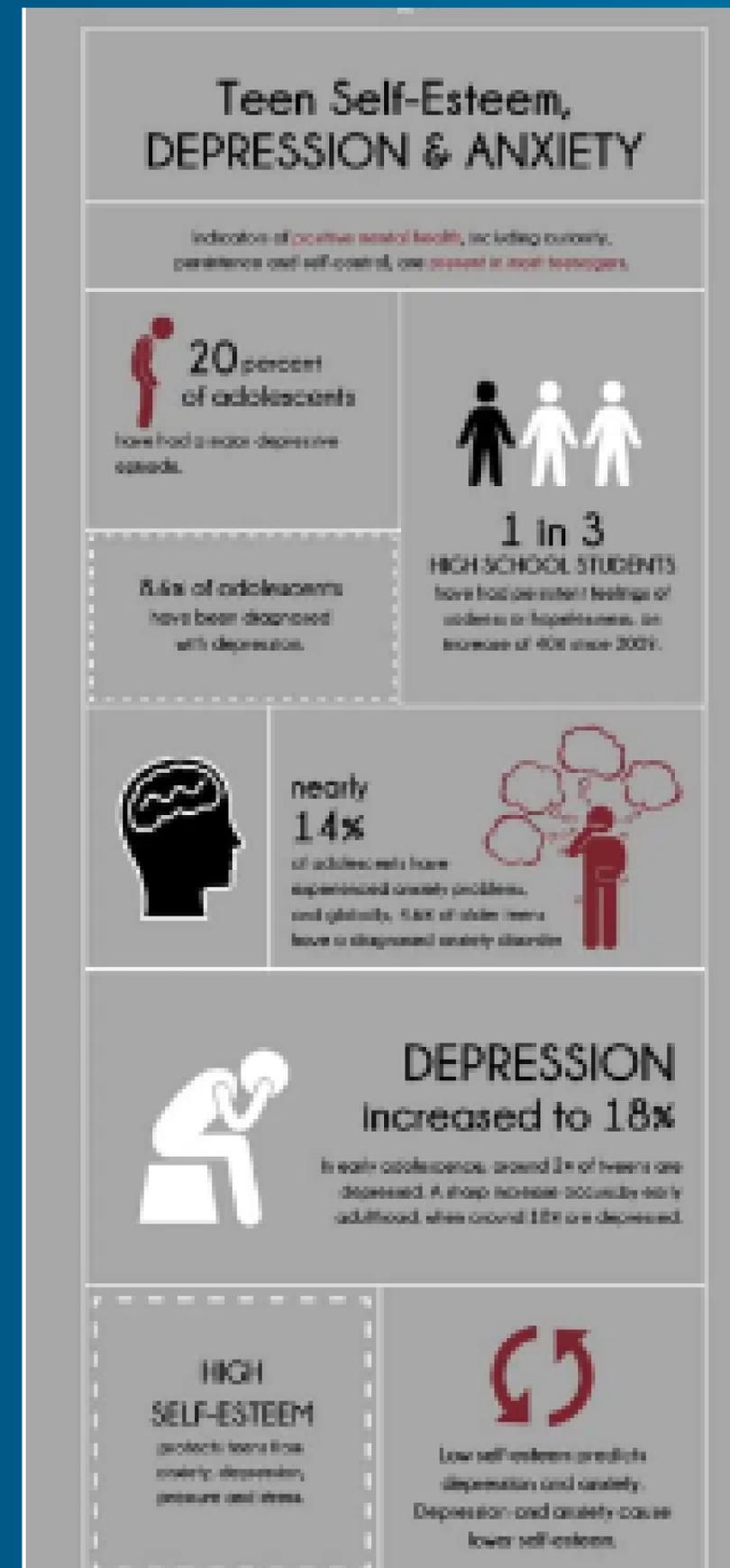
4. Refine and Finalize Affirmations: Based on the feedback received, take the opportunity to refine and finalize your affirmations. Ensure that they accurately reflect your child's strengths and qualities while instilling confidence and encouragement.

5. Commit to Integration: Finally, commit to integrating these positive affirmations into your daily interactions with your child. Whether it's through verbal affirmations, written notes, or visual reminders, make a conscious effort to reinforce your child's self-esteem and sense of worth regularly.

STRUCTURE OF THE WORKSHOP:

6. Break (15 minutes)

Allow for refreshments and informal discussions, promoting a relaxed atmosphere for networking among parents.



STRUCTURE OF THE WORKSHOP:

7. Further Skill-Building Exercises (15 minutes)

Activity: "Building Resilience"

Guide participants through exercises focused on building resilience in children. Provide worksheets or materials to aid in the practical application of strategies.

Introduction:

Welcome, parents, to our "Building Resilience" activity! Today, we're going to explore practical strategies aimed at fostering resilience in our children.

What are some ways you've noticed your child demonstrating resilience? How can you support and build upon these strengths? Resilience is the ability to bounce back from adversity, cope with challenges, and adapt to change effectively. By equipping our children with resilience skills, we empower them to navigate life's ups and downs with confidence and strength.

Purpose of the Activity:

The purpose of this activity is to:

Introduce parents to evidence-based strategies for building resilience in children.

Provide opportunities for hands-on practice and application of resilience-building exercises.

Equip parents with tools and resources to support their children in developing resilience skills.

STRUCTURE OF THE WORKSHOP:

Activity Instructions:

Identify Strengths and Coping Strategies:

Distribute worksheets or materials that prompt participants to reflect on their child's strengths and existing coping strategies.

Encourage parents to identify specific strengths and coping mechanisms that their child has demonstrated in the face of adversity.

Positive Self-Talk Exercise:

Guide participants through an exercise on positive self-talk. Encourage parents to model and practice positive self-talk with their children.

Provide examples of positive affirmations or statements that parents can use to reinforce resilience and self-belief in their children.

Problem-Solving Skills Development:

Facilitate a discussion on problem-solving skills and their importance in building resilience.

Provide scenarios or case studies that prompt parents to brainstorm problem-solving strategies with their children.

Encourage parents to guide their children through the process of identifying challenges, generating solutions, and evaluating outcomes.

STRUCTURE OF THE WORKSHOP:

Emotional Regulation Techniques:

Introduce parents to practical techniques for teaching children to regulate their emotions, such as deep breathing, mindfulness exercises, or progressive muscle relaxation.

Demonstrate these techniques and encourage parents to practice them with their children during times of stress or emotional distress.

Create a Resilience Plan:

Guide participants through the development of a resilience plan for their children. This plan should outline specific strategies and resources for fostering resilience in various areas of life.

Encourage parents to involve their children in the creation of the resilience plan, fostering a sense of ownership and empowerment.

- Reflect on the resilience-building strategies discussed today. Which ones do you think would be most helpful for your child, and why?

Conclusion:

Congratulations on actively participating in our "**Building Resilience**" activity! By engaging in these exercises and discussions, you're taking proactive steps to support your child's resilience and well-being. Remember, resilience is a skill that can be cultivated and strengthened over time. By equipping our children with resilience tools and strategies, we empower them to thrive in the face of adversity and embrace life's challenges with confidence. Thank you for your participation, and keep nurturing resilience in your children every day!

STRUCTURE OF THE WORKSHOP:

8. Wrap-Up and Reflection (15 minutes)

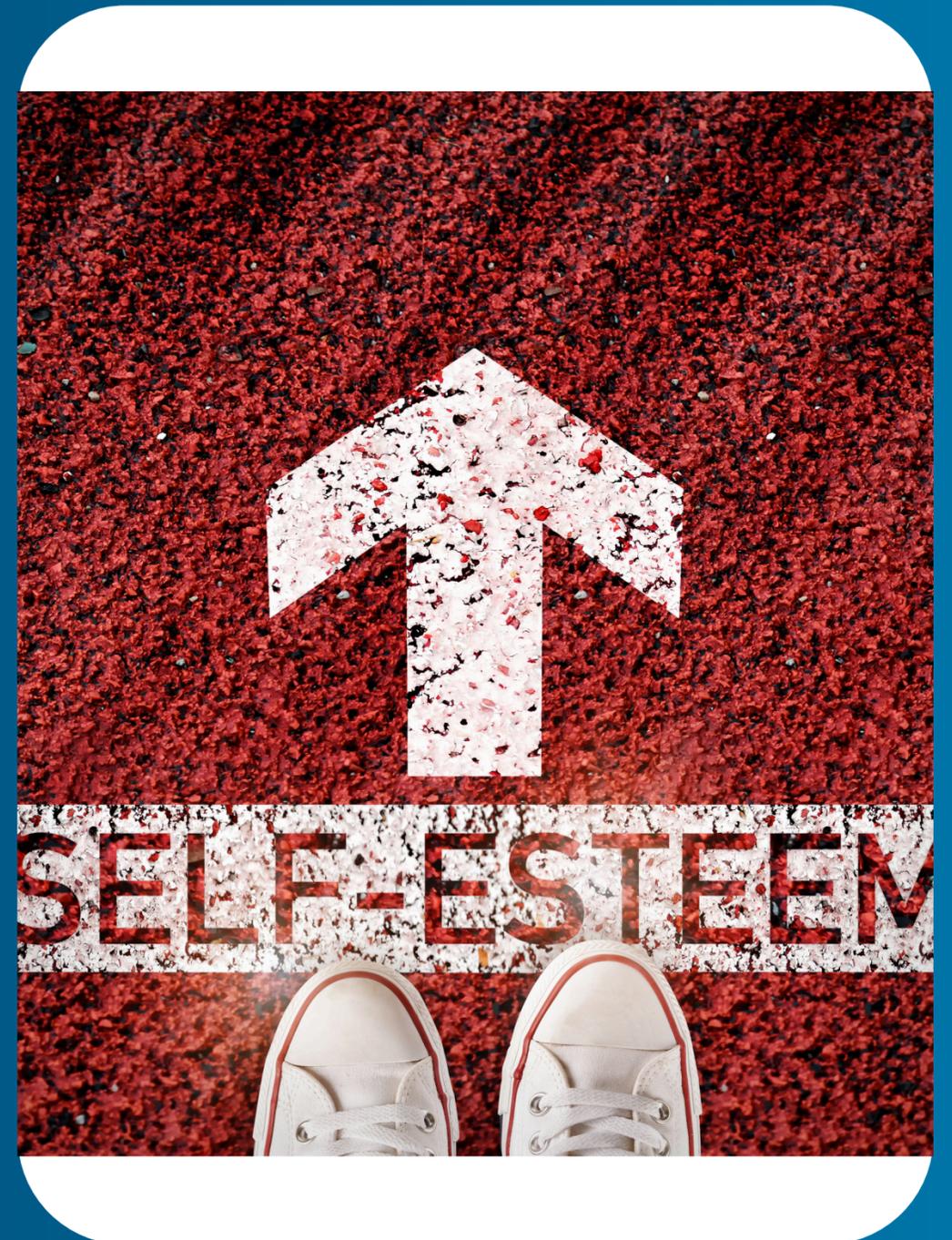
Activities:

1. Key Takeaways Summary:

- Provide participants with a handout or digital presentation summarizing the key concepts, strategies, and insights learned throughout the workshop.
- Encourage participants to reflect on the key takeaways individually or in small groups.
- Facilitate a discussion where participants can share their most significant learnings and insights from the workshop.

2. Personal Action Plans:

- In what areas do you feel you've grown as a parent when it comes to supporting your child's self-esteem?



STRUCTURE OF THE WORKSHOP:

- After participating in today's workshop, how has your understanding of your child's emotional needs changed? What new perspective have you gained?
- Prompt participants to identify specific goals and actionable steps they will take to apply the skills and information learned in their parenting journey.
 - Encourage participants to set realistic timelines and milestones for achieving their action plan goals.

3. Reflection and Feedback Forms:

- Provide participants with reflection prompts or feedback forms to gather their thoughts and feedback on the workshop experience.
 - Ask participants to reflect on how they plan to incorporate the workshop learnings into their parenting practices.

- Invite participants to provide feedback on the workshop content, format, facilitation, and any suggestions for improvement.

4. Commitment Ceremony:

- Conclude the workshop with a commitment ceremony where participants publicly declare their commitment to implementing the skills and strategies learned.
 - Celebrate each participant's commitment and encourage them to support each other in their journey towards positive parenting practices.

STRUCTURE OF THE WORKSHOP:

9. Closing (5 minutes)

1. Express Gratitude:

- Begin by expressing sincere gratitude to all participants for their active participation, contributions, and engagement throughout the session. Acknowledge the value of their insights, questions, and shared experiences.

2. Highlight Achievements:

- Reflect briefly on the valuable learning experiences and insights gained during the workshop. Highlight key achievements and takeaways, emphasizing the positive impact of the session on participants' parenting journey.

Example Closing Script:

"Thank you all for your active participation and thoughtful contributions throughout our workshop today. Your engagement and insights have made this session truly valuable and enriching for everyone involved. As we come to the end of our time together, I want to highlight the significant strides we've made in understanding and applying strategies for nurturing our children's well-being and resilience.

STRUCTURE OF THE WORKSHOP:

Moving forward, I encourage each of you to reflect on the key learnings and insights gained today and consider how you can incorporate them into your daily interactions with your children. Remember that small steps can lead to significant positive changes in our parenting practices.

For those interested in further exploration, we have upcoming sessions and resources available to support your ongoing learning journey. Please check your email for details on accessing workshop materials and recordings, as well as information about future sessions or opportunities for continued engagement.”

- What is one specific action you will take this week to help boost your child’s self-esteem based on what you learned in this workshop? How can you involve your child in conversations about their self-esteem and encourage them to recognize their own strengths?

WORKSHOP 8

RESPONSIBILITY AND CRITICAL THINKING

AIMS

- Equip parents with knowledge and skills on how to foster responsibility amongst their children
- Equip parents with skills on how to practise critical thinking skills with their children on a daily basis.



THEORETICAL BACKGROUND

Theoretical Background: Responsibility, Creative Thinking, and Problem-Solving

Responsibility as a Foundation of Growth

Think of responsibility as the cornerstone of growing up, much like laying the foundation for a strong house. Jean Piaget, a pioneer in developmental psychology, believed that children between the ages of 9 and 12 begin to understand rules and how things are interconnected. This cognitive shift, which Piaget called the stage of concrete operational thinking, allows children to reason about the world around them, take responsibility for their actions, and understand social rules.

Albert Bandura, known for his social learning theory, emphasized that children also learn through observation, especially by watching their parents and role models. This means that the actions of adults—how they handle responsibility, solve problems, and show creativity—are crucial in shaping how children develop these skills. Bandura's idea of "modeling" explains why it's so important for parents and educators to demonstrate responsible behavior.

From the perspective of positive psychology, responsibility goes beyond chores or following rules. It is considered a **"superpower"** that helps children grow into happier, more fulfilled, and more successful individuals. Taking responsibility gives them a sense of agency and accomplishment, contributing to their well-being and helping them solve problems in their daily lives.

THEORETICAL BACKGROUND

Creative Thinking and Divergent Thought

Creative thinking can be thought of as a treasure hunt for ideas. **J.P. Guilford** coined the term "divergent thinking" to describe the ability to generate many different solutions to a single problem. This process opens up numerous possibilities and is a key part of creative problem-solving. It contrasts with "convergent thinking," which focuses on finding the single best solution.

E. Paul Torrance, another key figure in creativity research, identified four essential components of creativity:

1. **Fluency:** The ability to come up with a wide range of ideas.
2. **Flexibility:** The capacity to shift perspectives and think in different ways.
3. **Originality:** Coming up with unique, innovative ideas.
4. **Elaboration:** Adding details to enrich and improve ideas, making them more practical or interesting.

These skills are directly connected to problem-solving, as they allow individuals to approach challenges from various angles and develop solutions that may not be immediately obvious. By practicing divergent thinking, children enhance their critical thinking skills, which help them assess multiple potential outcomes before deciding on a course of action.

THEORETICAL BACKGROUND

The Role of Parents and Family Systems

Parents play the most significant role in shaping both responsibility and creative thinking in children. According to family systems theory, the family operates as a team where each member contributes to the functioning of the whole. When parents set clear expectations while maintaining a warm, nurturing relationship, they create an environment that encourages children to take on responsibility confidently. This balance of warmth and firmness offers guidance, while still allowing room for creativity and personal growth.

Attachment theory also shows that a child's sense of security, derived from the bond they form with their parents, is crucial to their exploration of the world. Children who feel safe and loved are more likely to take risks, think creatively, and solve problems independently. This safe attachment fosters a "secure base" from which children can explore new ideas and approaches without fear of failure.

THEORETICAL BACKGROUND

Connecting to Problem-Solving and Critical Thinking

The ability to think critically and solve problems effectively is a natural extension of both responsibility and creative thinking. When children are taught to be responsible, they develop organizational and self-regulation skills that are essential for problem-solving. These skills help them break down challenges into manageable parts, plan their actions, and evaluate outcomes.

On the other hand, **creative thinking**, particularly through divergent thinking, empowers children to approach problems from multiple perspectives. This flexibility in thought enables them to identify alternative solutions and find innovative ways to overcome obstacles.

The combination of responsibility and creativity enhances critical thinking in the following ways:

- **Responsibility encourages logical thinking and task ownership**, fostering a mindset that seeks efficient and practical solutions.
- **Creative thinking inspires children** to think outside the box and to not fear mistakes, which is essential for tackling complex problems where traditional approaches may not work.

In sum, a child's ability to be responsible, think creatively, and solve problems is deeply interconnected. By developing these skills together, children learn to approach both simple and complex problems with confidence, resilience, and a variety of tools at their disposal.

STRUCTURE OF THE WORKSHOP:

Structure of the Workshop:

Max-Min Number of people: 10

Preliminary Preparation:

- You will need chairs in a circle formation
- Pens and papers
- Projector and laptop for the video presentation

1. Welcome and Introduction (5 minutes)

Welcome all parents and have them sit in the circle. Introduce them to the objectives of the workshop, what they will gain. Introduce them to the theoretical background to the topic. Explain that they will be able to use the exercises they learn in the workshop on daily basis with their children.

2. Ice-Breakers (10 minutes)

Stand in a circle and have a ball of yarn in hand. Toss the yarn ball while saying your name. Person catching introduces themselves and tosses to another. Continue until everyone's introduced.

STRUCTURE OF THE WORKSHOP:

3. Theoretical Input (15 minutes)

1. **Introduce first the top of responsibility**, and that we will talk about what each individual is responsible about and how to take credit only for those things you are responsible for.

Start by watching this **TED X video**: <https://www.youtube.com/watch?v=CxCcBmxBGvk>

Sam Montag talks in this video about taking responsibility for our own actions.

Taking credit for their own work and what they finish and what not.

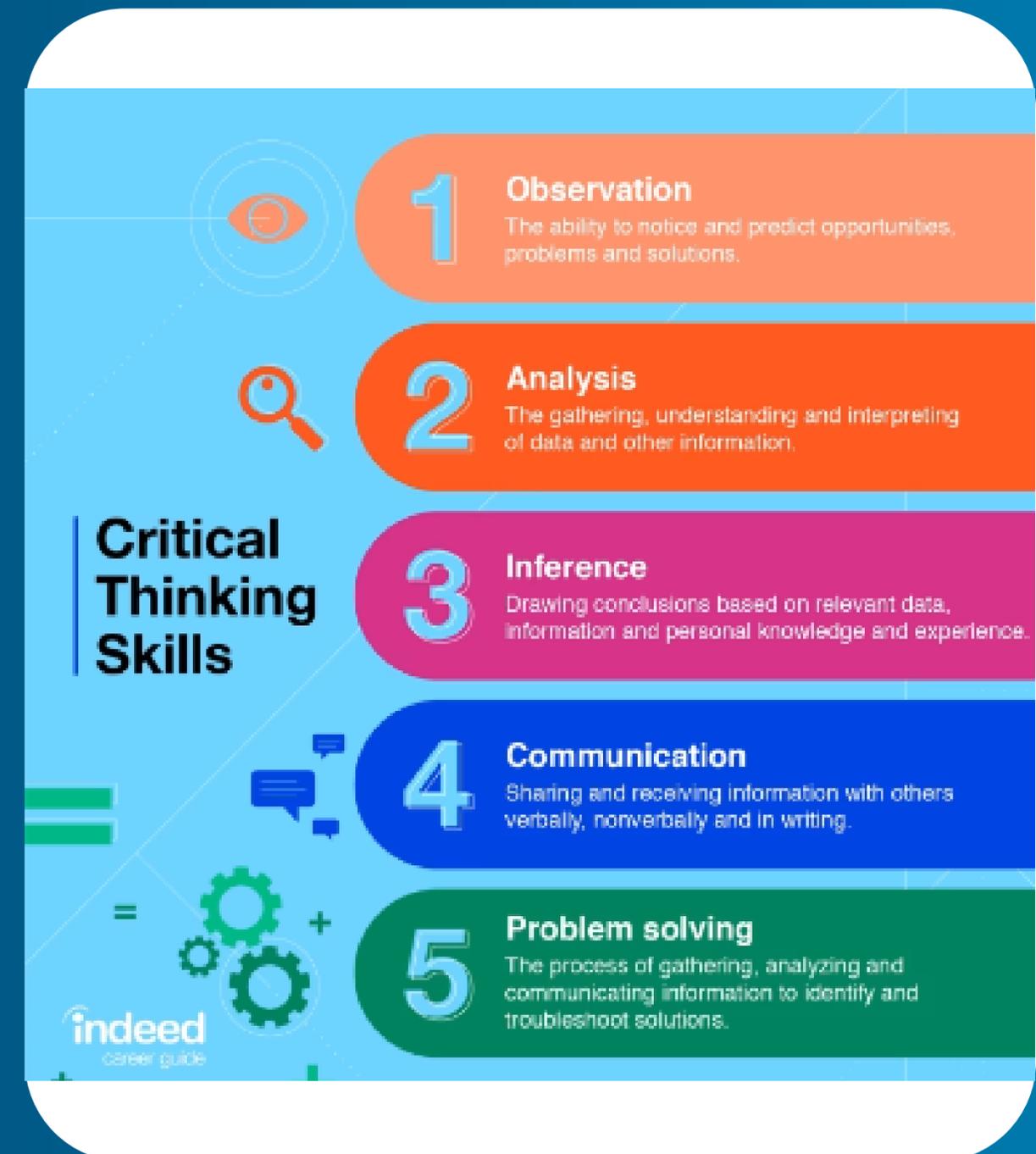
2. **Critical thinking** is the ability to analyse, evaluate, and interpret information or situations effectively. It involves employing logical reasoning, questioning assumptions, and considering multiple perspectives to arrive at well-informed conclusions or solutions. **For parents**, it's important to understand that critical thinking equips children with essential skills for navigating the complexities of life. It empowers them to make informed decisions, solve problems creatively, and adapt to various challenges they encounter. By fostering critical thinking in their children, parents are helping them develop the confidence and capability to thrive in both academic and real-world settings, setting them on a path towards success and fulfilment.

STRUCTURE OF THE WORKSHOP:

Present the parents to the 5 key skills to develop critical thinking:

Critical thinking skills:

- Observation: The ability to notice and predict opportunities, problems and solutions.
- Analysis: The gathering, understanding and interpreting of data and other information.
- Inference: Drawing conclusions based on relevant data, information and personal knowledge and experience.
- Communication: Sharing and receiving information with others verbally, nonverbally and in writing.
- Problem solving: The process of gathering, analysing and communicating information to identify and troubleshoot solutions.



STRUCTURE OF THE WORKSHOP:

4. Group Discussion (15 minutes)

Break parents into smaller groups of 4 or 5. Give them paper and pens. Have them answer the following questions. Give each group also the 5 critical thinking skills paper

1. What do you think about the perspective of responsibility presented in the video? DO you ever take credit for the work that you did not do or think you are not responsible for? How does this correlate with your child?
2. If you had to put in order from most important to least important critical thinking skill, how would you line them up? Give an explanation.

Have each group present their discussions to each other in a bigger circle.

STRUCTURE OF THE WORKSHOP:

5. Interactive Activity (40 minutes)

RESPONSIBILITY:

Ask the parents to individually put on a piece of paper what they were responsible for this week, what they were not responsible but took credit for and what they were responsible for but did not take credit for. Ask them to analyse the reasons why they took credit for something they did not do and why they did not take responsibility for obligations they did have but did not do.

(no need to share with others)

Explain to parents that they can use the same exercise with their children. They can practise this every week, for example every Sunday go through their list of responsibilities and see what they took credit for and what not. By doing this regularly you can track their improvement on understanding responsibility

STRUCTURE OF THE WORKSHOP:

CRITICAL THINKING

1. Improving OBSERVATION exercise - active listening

"Draw This" – Fun Game on Active Listening

This exercise is designed to help children or students practice active listening by following and giving instructions. The activity will guide them in drawing an image step by step, while also fostering communication, problem-solving, and reflection.

Step 1: Introduction

1. Explain the purpose:

- "Today, we're going to play a fun game where you'll follow instructions to draw a picture."
- "The goal is to listen carefully and follow each instruction exactly as you hear it."

Step 2: Materials Needed

- Paper
- Pencils or crayons

STRUCTURE OF THE WORKSHOP:

Step 3: Active Listening Drawing (Instructor or Student Lead)

1. **Choose an image:** Start with a simple image like a house.

2. Give step-by-step instructions:

- **Example:**

- a. "Draw a large square in the center of your page."

- b. "Then draw a small rectangle vertically on the bottom of the square."

- c. "Draw two small squares on either side of the rectangle."

- d. "Now draw a large triangle on top of the largest square."

3. Reveal the drawings:

- Ask the students to show their drawings to the group.

- **Reflection:** "Does everyone's drawing look similar? Where do they look different?"

Step 4: Analyse the Results

- **Ask questions:**

- "Where did the instructions become unclear?"

- "Why do you think some parts were harder to draw than others?"

STRUCTURE OF THE WORKSHOP:

Step 5: Inference and Communication

1. Reverse the roles:

- Let the student give you step-by-step instructions for a different image.
- Follow their instructions and draw the image.
- Analyse the result: "Where were their instructions clear, and where did I get stuck?"

2. Communication Reflection:

- Discuss how both of you felt giving and receiving instructions.
- Questions:
 - "Was it harder to give instructions or to listen?"
 - "Why do you think some areas of the drawing were difficult to follow?"

Step 6: Problem-Solving

1. Discuss improvements:

- Ask the students, "What would you improve in your instructions to make the drawing easier to follow?"
- Encourage them to think of ways to simplify or clarify their language.

STRUCTURE OF THE WORKSHOP:

Step 7: Challenge Variation

- If the children are ready for more complexity, try a more intricate drawing, like an animal or a landscape. You can have the image ready to guide the instructions.

This exercise builds listening skills while also helping students develop problem-solving and communication abilities. It's an engaging way to explore the importance of giving and following clear instructions!

6. Break (15 minutes)

Refreshments, informal discussions.

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STRUCTURE OF THE WORKSHOP:

7. Further Skill-Building Exercises (30 minutes)

Break parents into groups of 2 so each group has 4 or 5 participants.

Ask them now to think of other ways they can encourage responsibility and critical thinking amongst their children. Have them brainstorm, share experience and write everything down on paper. After 15 minutes or so, have the groups present their sharings to echo others and allow time for commenting.

8. Wrap-Up and Reflection (15 minutes)

In a circle have each parent share what they are taking with them after this workshop in a couple of words. Once all parents have had a turn in saying conclude the session.

9. Closing (5 minutes)

Thank everyone for coming and telling them about other workshops that will happen in the future.

WORKSHOP 9

ENCOURAGING CREATIVITY AND EMOTIONAL EXPRESSION

AIMS

- Enable parents to understand the importance of creativity and emotional expression in a child's development.
- Equip parents with practical tools and activities to nurture creativity and emotional intelligence at home.
- Foster a supportive environment where parents feel confident in fostering their child's emotional growth.



THEORETICAL BACKGROUND

Imagine a world where every child is empowered to explore their imagination freely and express their emotions confidently. For parents, exploring creativity and emotional expression in children is essential for unlocking their full potential.

Creativity is the spark that ignites a child's curiosity and ingenuity, encompassing innovative thinking, problem-solving skills, and the ability to see the world from different perspectives (**Gardner, 1993**). By encouraging children to explore diverse interests, experiment with new ideas, and embrace mistakes as part of the learning process, we cultivate their self-confidence to address challenges creatively (**Csikszentmihalyi, 1996**).

Emotional expression is equally vital, forming the base of emotional intelligence (**Goleman, 1995**). When children can articulate their feelings effectively, they build stronger connections with others and develop healthier management mechanisms. Parents play a crucial role in modelling emotional expression. By openly sharing their own emotions and validating children's feelings, they create a safe space for open and authentic communication (**Gottman & DeClaire, 1997**). This not only strengthens the bond but also empowers children to navigate social interactions with empathy and confidence.

THEORETICAL BACKGROUND

The relationship between **creativity** and **emotional expression** is symbiotic, interlacing to form a powerful tool for self-discovery and personal growth. Creative activities allow children to express complex emotions they may struggle to put into words.

Whether painting a picture, writing a story, or engaging in imaginative play, these activities allow children to explore their inner world safely and constructively (**Vygotsky, 1967**). When children feel supported in expressing their emotions, they develop a strong sense of self-confidence that becomes a robust foundation for navigating life's challenges with resilience and optimism (**Robinson, 2015**).

By embracing creativity as a pathway to self-discovery and fostering emotional expression as a key to healthy relationships, we help children become confident, empathetic, and resilient individuals ready to embrace the world with open hearts and minds.



STRUCTURE OF THE WORKSHOP:

Max-Min Number of people: Ideally, **10-20 participants**

Preliminary Preparation:

- Classroom with chairs in a circle and space to work in groups
- Pens, markers and A4 paper sheets
- Magazines, scissors, glue and A4 Cardstock with different colours
- Projector and laptop for the video presentation

1. Welcome and Introduction (5 minutes)

Start with a warm welcome, inviting participants to circle to foster a comfortable and inclusive atmosphere. Introduce the workshop's objectives: To explore creativity and emotional expression, and to equip parents with practical strategies to support their child's development.

Provide a brief theoretical background of the topic, emphasizing the importance of equipping parents with tools to foster their children's creativity and emotional expression and highlight the transformative impact these skills can have on their overall growth and well-being.

STRUCTURE OF THE WORKSHOP:

2. Ice-Breakers (15 minutes)

"Express Yourself Collage"

- Provide magazines, scissors, glue, and A4 Cardstock.
- Instruct participants to create a collage in a A4 Cardstock representing themselves and their feelings about parenting, having in mind creativity and emotional expression.
- Encourage sharing and discussion about the collages.



STRUCTURE OF THE WORKSHOP:

3. Practical Strategies for Parents

Parents and educators play a crucial role in fostering creativity. During childhood, creativity is instrumental in developing essential skills such as flexibility, imagination, and resilience (Robinson, 2015). When children engage in creative pursuits like drawing, storytelling, or inventing games, they learn to explore their interests, experiment with ideas, and embrace uncertainty. These experiences lay the foundation for lifelong learning and innovation (Gardner, 1993).

- **Create a Routine:** Set aside specific times for creative activities—art, music, or imaginative play.
- **Embrace Variety:** Use different mediums (drawing, storytelling, music) to encourage exploration and self-expression.
- **Find Inspiration:** Look for creative ideas in everyday life—nature, family experiences, or even everyday objects.

STRUCTURE OF THE WORKSHOP:

4. Interactive Activity (60 minutes).

Interactive Activity: Creativity in Action

1. Group Discussion:

- Prompt: Share how you currently encourage creativity at home. What challenges do you face?
- Goal: Exchange strategies and insights to foster a creative environment.

2. Hands-On Activity:

- Create Together: In small groups, choose a medium (e.g., drawing, storytelling, music) and collaborate on a mini project. This could be a group story, a small art piece, or a song.

Share and Reflect: Present your creation to the larger group and discuss how the process felt and what it revealed about collaboration and creativity.

STRUCTURE OF THE WORKSHOP:

Activities to Encourage Creativity in children:

1. Art Exploration

Provide various art materials (e.g., crayons, markers, paints, clay) and encourage children to create freely without specific instructions. Explore different art techniques such as collage-making, finger painting, or sculpting to spark creativity.

Example:

- Theme-Based Art: Choose a theme (e.g., seasons, emotions) and provide prompts to inspire art projects, allowing children to express their interpretation of the theme.

2. Exploration of Nature

Take nature walks and encourage children to observe their surroundings. Collect natural materials like leaves, rocks, or flowers to use in art projects or creative play.

Example:

- Nature Collage: Instead of using magazines, collect leaves, flowers, and twigs during a nature walk to create collages on cardstock. This encourages outdoor exploration and appreciation for nature.

STRUCTURE OF THE WORKSHOP:

3. Storytelling and Role-Playing

Encourage children to invent stories or act out scenes using their imagination. Use props or costumes to enhance storytelling and role-playing activities.

Examples:

- Story Stones: Paint simple images on stones representing characters, settings, or events. Children can use these stones to create and tell stories, promoting creativity and narrative skills.
- Puppet Shows: Create puppets from socks or paper bags. Children can write and perform their own plays, developing storytelling and performance skills.

4. Music and Dance

Introduce children to different types of music and encourage them to express themselves through movement. Provide musical instruments or create homemade ones to explore sound and rhythm.

Examples:

- Soundtrack Your Day: Ask children to create a playlist that represents their day or mood. They can explain their choices, enhancing emotional expression through music.
- Movement Stories: Combine storytelling with movement. As a story is read aloud, children act out the events or emotions through dance or gestures.

STRUCTURE OF THE WORKSHOP:

5. Building and Construction

Use building blocks, LEGO, or other construction toys to promote spatial reasoning and creativity. Encourage children to build structures and inventions using their imagination

- Recycled Materials: Use items like cardboard boxes, plastic bottles, and paper towel rolls for building projects. This encourages creativity in using everyday materials.
- Themed Structures: Set a theme (e.g., castles, space stations) and challenge children to build a structure that fits. This fosters imagination while incorporating engineering skills.

6. Cooking and Baking

Involve children in cooking or baking activities, allowing them to experiment and express creativity through food preparation.

Examples:

- Creative Recipes: Let children design their own dishes using a selection of ingredients. They can name their creations and present them, encouraging culinary creativity and decision-making.
- Decorating: Use cookies or cupcakes as a canvas for decorating with icing, fruits, or edible glitter, promoting artistic expression through food.

STRUCTURE OF THE WORKSHOP:

7. Digital Creativity

- Digital Storybooks: Use apps or software to create digital storybooks where children can combine text, images, and voice recordings to narrate their stories.
- Virtual Art Gallery: Create a virtual gallery using a platform where children can upload and showcase their artwork, encouraging them to think about presentation and audience.

8. Emotion Expression Activities

- Emotion Wheel: Create an emotion wheel with different feelings illustrated. Children can spin the wheel and share a time they felt that emotion, enhancing emotional vocabulary and sharing.
- Feelings Charades: Play charades with emotions where children act out feelings for others to guess, promoting understanding and recognition of emotions.

9. Mindfulness and Relaxation

- Mindful Coloring: Provide intricate coloring pages and discuss mindfulness while coloring. This activity encourages relaxation and focus.
- Gratitude Journals: Encourage children to keep a journal where they draw or write about things they are grateful for, fostering positive emotional expression.

STRUCTURE OF THE WORKSHOP:

10. Community Art Projects

- Murals: Organize a community mural where children contribute their artwork on a large canvas or wall, promoting collaboration and creativity.
- Art Exhibitions: Set up a small exhibition of children's artwork in a community space, encouraging them to present their work and articulate their creative process.

11. Adaptations

- Sensory Art: Use materials that stimulate the senses, like textured papers or scented paints, allowing children with sensory sensitivities to explore creativity in a comfortable way.
- Assistive Technology: Utilize apps that aid children with disabilities in expressing creativity, such as digital drawing tools or storytelling apps that allow for varied input methods.

These adaptations encourage creativity across different mediums, promote emotional expression, and can be tailored to fit the interests and abilities of children.

Conclusion

Encouraging creativity is essential for nurturing children's cognitive and emotional development. By engaging in creative activities together, parents can foster a supportive environment that promotes lifelong learning and innovation.

TEDx Talks: A lesson for parents about raising a creative genius: <https://www.youtube.com/watch?v=Jv0oEjs68l4>

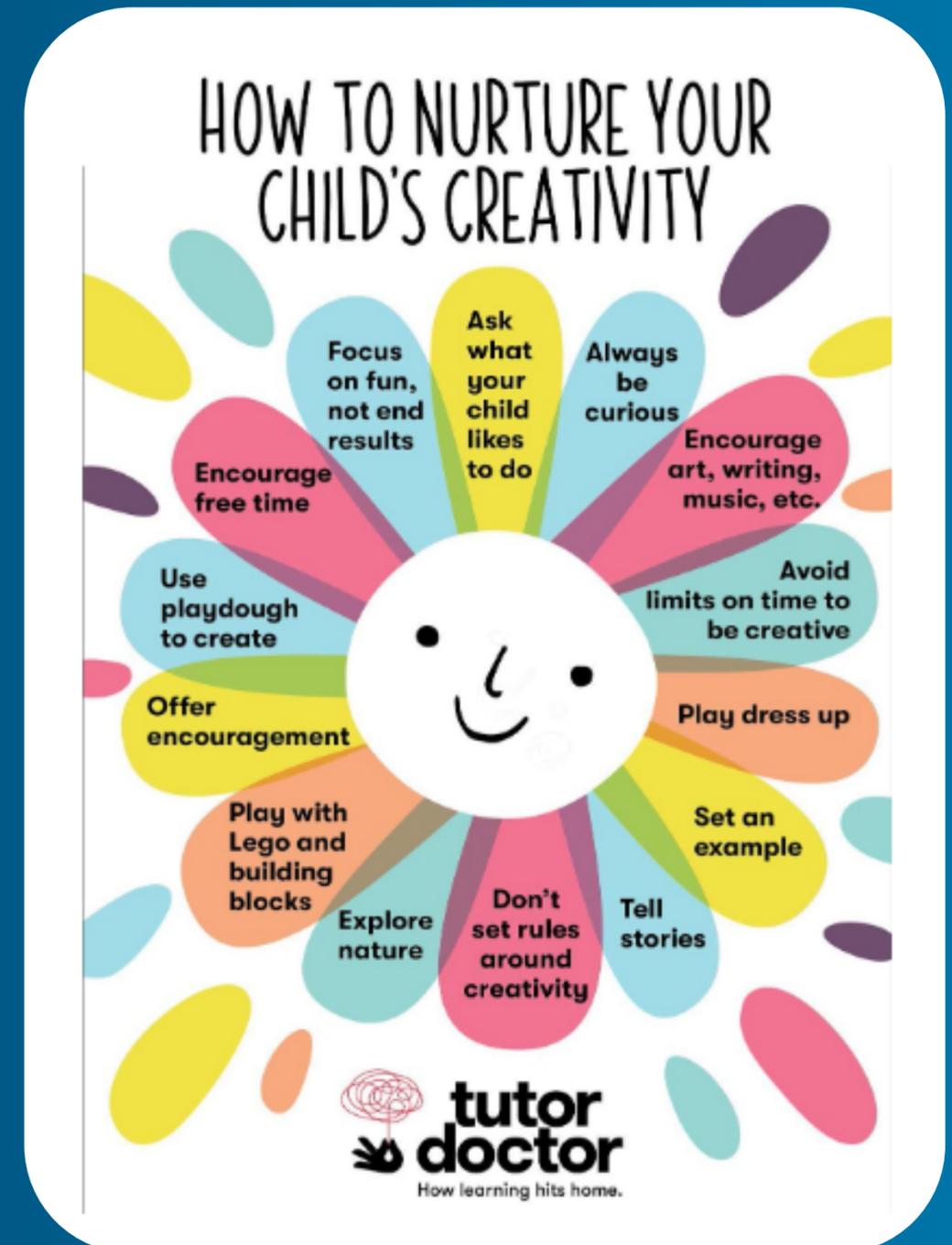
STRUCTURE OF THE WORKSHOP:

2. Exploring Emotional Expression

Objective: Understand the significance of emotional expression in children and engage parents in interactive discussions and activities.

1. What is Emotional Expression?

Definition: Emotional expression involves recognizing, understanding, and communicating feelings constructively. This includes both verbal (words) and non-verbal (facial expressions, gestures) cues. It's crucial for building self-awareness, empathy, and healthy relationships.



STRUCTURE OF THE WORKSHOP:

2. Why is Emotional Expression Important?

- Social-Emotional Development: Helps children develop coping strategies and communication skills, fostering resilience and enabling them to navigate challenges effectively.
- Role of Parents and Educators: By modeling emotional expression, parents create supportive environments that encourage open communication and empathy, empowering children to express themselves authentically.
- Emotional Intelligence: Teaching children to label and manage their emotions promotes emotional intelligence, essential for academic success and personal growth **(Denham & Brown, 2010)**.

3. Regulating Emotions

- Skill Development: Teaching children to acknowledge and process difficult emotions equips them to manage stress and frustration, laying the groundwork for lifelong emotional regulation **(Gross, 2015)**.

STRUCTURE OF THE WORKSHOP:

Interactive Activity: Emotions in Action

1. Group Discussion:

- **Prompt:** Share experiences about how you encourage emotional expression in your children. What challenges do you face?
- **Goal:** Exchange strategies and insights to foster emotional awareness.

2. Hands-On Activities:

- **Feelings Journal:** Set up a mini journal activity where parents brainstorm prompts for their children to write or draw about their feelings.
- **Emotion Charades:** Play a quick game where parents act out emotions, helping them experience the importance of non-verbal cues.

3. Empathy Exercise:

- **Role-Playing:** In pairs, create scenarios where parents practice responding empathetically to different emotional situations their children might face.

STRUCTURE OF THE WORKSHOP:

Activities to Encourage Emotional Expression in children:

Feelings Journal: Provide a journal or notebook where children can write or draw about their emotions.

Encourage open discussions about feelings and validate their emotional experiences.

Emotion Charades: Play a game of charades in which children act out different emotions (e.g., happy, sad, and excited) and discuss what each emotion means.

Empathy Exercises: Engage in role-playing scenarios where children can practice empathy and perspective-taking. Discuss how others might feel in different situations and encourage empathy towards peers and family members.

Mindfulness and Relaxation: Practice simple mindfulness exercises with children, such as deep breathing or guided relaxation. Teach children calming techniques to manage stress and emotions effectively.

Family Sharing Circle: Create a safe and supportive environment for family discussions where everyone can share their feelings and experiences. Use this time to listen actively to each other and offer encouragement and support.

Creative Story Creation: Encourage children to create stories expressing their emotions through words and illustrations.

Art Therapy: Use art as a therapeutic tool to explore and process emotions nonverbally.

STRUCTURE OF THE WORKSHOP:

Conclusion

Encouraging emotional expression is vital for children's social-emotional development. By engaging in these activities, parents can create a nurturing environment that promotes emotional intelligence, resilience, and meaningful connections.

How To Raise Emotionally Intelligent Children:
<https://www.youtube.com/watch?v=6fL09e8Tm9c>

7 STRATEGIES FOR TEACHING KIDS ABOUT EMOTIONS

Children have big emotions, but they often don't have the words to talk about how they are feeling. You can help your children understand and express their emotions using the following strategies:



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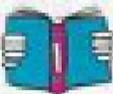
Give feelings names and **encourage your kids to talk** about how they're feeling.

"You're sad because Dad left for work. You want him to stay home and play with you."
- 

Give your kids lots of opportunities to **identify feelings** in themselves and others.

"Riding bikes is so much fun! I hear you laughing. Are you happy?"
"Joey bumped his head on the slide. How do you think Joey feels?"
- 

Talk with your kids about different **ways you deal** with your feelings.

"When I get mad, I take a deep breath, count to three, and then try to think of the best way to handle my problem."
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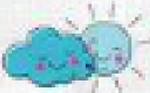
Explain feelings by using words your kids can easily understand. Use pictures, books, or videos to help get your point across.

When reading a book together, ask, "What is (character in book) feeling right now? How do you know? Have you ever felt that way? What do you do when you feel that way?"
- 

Let your kids come up with their **own ways to deal** with their feelings.

"You are having a difficult time putting that puzzle piece in. You look frustrated. What can you do? Could you ask for help or take a deep breath and try again? What do you want to do?"
- 

Teach your kids **new ways to respond** to feelings by discussing situations they might remember.

"Yesterday, you were angry because Joey wouldn't let you play with his truck. When you feel angry that he won't let you have a turn, what should you do?"
- 

Praise your kids when they talk about their feelings instead of just reacting. It's very important to let your kids know exactly what they did right and how proud you are of them for talking about feelings. It should always be OK to say what we are feeling!

Adapted from the Center on Social and Emotional Foundations for Early Learning, Vanderbilt University



STRUCTURE OF THE WORKSHOP:

3. Impact of Creativity and Emotional Expression on overall growth and well-being

Objective: Highlight the importance of creativity and emotional expression in children's development and engage parents in practical discussions and activities.

1. The Power of Creativity and Emotional Expression

- **Overall Growth:** Cultivating creativity and emotional expression enhances children's self-confidence, empathy, and problem-solving skills.
- Resilience and Adaptability: Encouraging these traits leads to greater resilience and adaptability in facing challenges (Goleman, 1995; Csikszentmihalyi, 1996).

2. Academic and Emotional Benefits

- **Correlation with Success:** Studies show that creativity and emotional intelligence are linked to academic success and psychological resilience (Robinson, 2015).
- Cognitive Function: Engaging in creative activities boosts cognitive abilities and emotional regulation (Denham et al., 2003).

3. Empowering Children

- **Navigating Challenges:** Fostering creativity and emotional expression equips children to handle life's challenges with confidence and compassion.
- **Building Relationships:** These skills contribute to positive self-esteem and healthy relationships, essential for personal growth.

STRUCTURE OF THE WORKSHOP:

Interactive Activities: Nurturing Creativity and Emotional Intelligence

1. Group Discussion:

- **Prompt:** How have you seen creativity or emotional expression impact your child's growth? Share specific examples.
- **Goal:** Facilitate sharing of insights and strategies among parents.

2. Creative Practice Brainstorm:

- **Activity:** In small groups, brainstorm simple creative activities that can be easily integrated into daily routines. For example, storytelling, art projects, or nature exploration.

Conclusion

Fostering creativity and emotional expression is crucial for children's overall development. By participating in these activities, parents can cultivate environments that support their children in becoming adaptable, empathetic, and confident individuals, ready to thrive in a dynamic world.

STRUCTURE OF THE WORKSHOP:

4. Group Discussion (30 minutes)

“Importance of Creativity and Emotional Expression in Children”

Objective: Encourage participants to reflect on the importance of creativity and emotional expression in parenting and share practical strategies for fostering these skills in children.

Instructions:

1. Divide participants into small groups of 4-5 individuals.

2. Provide each group with the following discussion prompts:

- How do you currently encourage creativity in your child's daily life?
- Share a memorable experience where emotional expression significantly affected your child's development.
- What are the connections between creativity and emotional expression? How do they complement each other?
- Discuss the challenges you face in nurturing your child's creativity and emotional expression, and share strategies for overcoming them.

1. Allow 15-20 minutes for group discussions.

2. Encourage groups to designate a spokesperson to share key insights with the larger group.

STRUCTURE OF THE WORKSHOP:

5. Interactive Activity (40 minutes)

“Emotion Solutions”

Objective: Engage participants in a collaborative problem-solving activity that requires creativity and emotional intelligence.

Scenario:

Imagine a child who is experiencing difficulty expressing their emotions and needs constructive ways to cope with challenging situations.

STRUCTURE OF THE WORKSHOP:

Task Instructions:

- Divide participants into small groups of 3-4 individuals.
- Present the following problem-solving task:
- Your group is tasked with designing a creative solution to help a child express and manage their emotions effectively.
- Consider different emotions (e.g., anger, sadness, anxiety) and potential triggers or situations that the child may encounter.
- Develop a practical and engaging activity or tool that promotes emotional expression, resilience, and self-regulation.
- Allocate 15-20 minutes for groups to brainstorm and design their solutions.

Solution Presentation:

After the brainstorming session, invite each group to present their creative solutions to the larger group.

Encourage groups to explain the rationale behind their solutions, including how they address specific emotional needs and promote positive coping strategies.

Allow time for questions and feedback from other participants.

6. Break (15 minutes)

STRUCTURE OF THE WORKSHOP:

7. Further Skill-Building Exercises (15 minutes)

“Emotion Expression Practice”

Parents will participate in a role-play activity where they demonstrate responses to different emotions in hypothetical scenarios. Each parent will select an emotion (e.g., happiness, sadness, excitement) and role-play a situation where their child expresses it (e.g., winning a game, feeling disappointed). Parents will practice empathetic responses, active listening, and validation of their child's emotions using basic props or gestures. This interactive exercise encourages parents to reflect on their communication styles and develop practical strategies for supporting children's emotional well-being in everyday interactions.

STRUCTURE OF THE WORKSHOP:

8. Wrap-Up and Reflection (15 minutes)

1. **Gather participants in a circle**, ensuring everyone has a chance to speak and be heard.
2. **Facilitate the following process:**
 - a. Invite each parent to share one or two words or phrases summarizing what they are taking away from the workshop (e.g., "empathetic listening," "creativity at home," "validation of emotions," etc.).
 - b. Encourage brief and concise responses to allow everyone to participate.
3. **Go around the circle**, giving each parent a turn to share their reflections.
4. **Conclude the session** by summarizing key topics and key insights shared by participants.

9. Closing (5 minutes)

1. **Thank Participants:** Thank participants for their contributions and engagement.
2. **Next Steps and Future Sessions:** Mention any follow-up resources, reading materials, or upcoming parenting and child development sessions. Provide information on how participants can stay connected or continue learning.
3. **Final Logistics:** Remind participants of any logistical details, such as where to find workshop materials or how to access additional support resources.

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