

EDUCOV TEACHERS TRAINING PROGRAM



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Co-funded by the
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Welcome

TO EDUCOV

TEACHERS TRAINING PROGRAM

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INTRODUCTION

The EduCOV teachers training program is developed via both theoretical concepts and practical exercises. Both the theoretical part of the training content and the exercises are created with the intent for quick presentation of the necessary information and easy application at home.

The exercises are developed by pedagogical experts in the field, many of whom are also parents with children, who had to endure the hardships of online and offline learning during the pandemic. The training is improved upon teachers' and parents' continuous feedback. Pilot testing has been performed and the content has been upgraded.



The EduCOV training content comprises the following modules: Digital skills, Pedagogical skills 1, Pedagogical skills 2, Time management, Stress management and Communication.

Digital skills involve the critical and secure use of information technology for work, leisure, and communication. They encompass skills, knowledge, attitudes, and strategies required for using digital media and information and communication technology.

Pedagogical skills 1 are divided into substantive competencies, didactic and methodical competencies, and, finally, raising competence. Parents are not supposed to dispose of the pedagogical skills understood as the complete combination of substantive, didactic-methodical, and raising competencies instead of the teachers. To be more precise, we should say that parents should realise these competencies with a different emphasis.

Pedagogical skills 2 are focused on teaching methods, the principles and techniques used by teachers to enable student learning. These strategies are determined partly by the subject matter to be taught, and partly by the nature of the learner. There are learning styles introduced in this module. Parents can help their children by recognising these learning styles and identifying which ones apply to their kids.

Time management is the focus of the next module. Time is the most valuable resource people have. As parents, we know that our children lose it like champions. They need extra guidance on how to plan their activities, especially when it comes to schoolwork. Time management is one of the essential skills for all types of education. Parents need to plan their time to find time for their kids and themselves and maintain a good work/life balance.

The course flow of logic continues with Stress management. Parents' stress management is a necessity, especially when it comes to their children. Being a parent can be stressful and overwhelming at times. Still, stress management for parents in the home online educational process is essential if you want to care for your family and provide them with the best life possible. There are many ways that stress impacts people, both mentally and physically; however, stress management can help reduce these effects and make parenting easier.

Last but not least - Communication module. Communication occurred as a simple survival mechanism and remained a vital skill for humans. Furthermore, every parent can confirm that adequately expressing themselves and listening to wins about half of the battle when raising children. Special attention is paid to nonviolent communication.



01

CHAPTER ONE

DIGITAL SKILLS

DEVELOPER: JUMPIN HUB, PORTUGAL

GLOSSARY OF USED TERMS

Digital Skills: the ability to find, evaluate, use, share, and create content using digital devices, such as computers and smartphones.

IT: Information Technology (I.T.)

Online Education: a method of education whereby students learn in a fully virtual environment. Online learning refers to internet-based learning.

Distance Learning: a method of study where teachers and students do not meet in a classroom but use the Internet, email, mail, etc

Hybrid education: an educational model in which students spend at least half of their time learning online and the rest of their time learning in physical classrooms

Google Classroom: is a free blended learning platform developed by Google for educational institutions that aims to simplify creating, distributing, and grading assignments.

Basic IT skills for parents for supporting online educational process at home

There is no doubt that digital skills are becoming increasingly important in all aspects of our lives. This is especially true when it comes to supporting the online education of our children. More and more learning is taking place online, which means that students need to have the ability to use technology effectively in order to succeed.

Therefore, this module it's not just about teaching Basic IT skills to parents for the sake of it. It's about equipping parents with adequate digital skills that can be used in a way that enhances their children's learning and makes the whole experience more enjoyable. With the right digital skills, parents can support online education and make it work in a way that traditional learning never could.

Exercises:

This module deals with exercises related to Basic IT Skills for parents. The exercises in this module are designed to help parents improve their IT skills so that they can better assist their children with their schoolwork. By completing these exercises, parents will be able assess their own knowledge and skills on IT, and build on that knowledge. Plus, they will be able to gain a better understanding of how to use the most common computer applications, such as Google Classrooms, and offer better support to their children's online learning process.

**Learning
Objectives/
Goals of the
Exercise:**

**Exercise 1:
Expectations, Strengths, and Difficulties**

By the end of this exercise parents will be able to:

- Reflect on what are their expectations towards this module;
- Be aware of their biggest difficulties when it comes to support their child through online education
- Reflect on opportunities for learning and improvement
- Reflect and be aware of their biggest strengths and assets when it comes to support their child through online education

**Duration of the
activity**

30 minutes

**Form and type
of activity**

This activity is a practical activity that is an introduction to the module and should work as well as an ice-breaker, fostering a personal and group reflection. Each participant will do their own reflection that will be discussed within the group.

**Necessary
materials and
preparation:**

The trainer should prepare 3 flipsharts - 1 for each segment: expectations, strengths and difficulties. Trainer will deliver to the participants post-its with 3 different colours, one for each segment.

Materials: pens, post-its with 3 different colors, 3 flipcharts

Description of the activity:

Exercise 1: Expectations, Strengths, and Difficulties

Before the activity starts, the trainer should remind the parents about the content of the module and its general goals.

Parents will be asked to reflect and write into the post-its:

- **Their expectations towards the module:** how do they expect to learn? What do they expect to improve? Is there any specific knowledge they find useful and necessary?
- **Their biggest difficulties when it comes to supporting their child through online education:** Where do they feel more difficulties? What are the activities that scare them the most? What is the most stressful thing?
- **Their biggest strengths / assets when it comes to supporting their child through online education:** where do they feel more confident? What activities are easy for them? What makes them feel good and helpful?

Trainer should foster a reflection time for all parents that can use as many post-its as they feel necessary. When all parents are ready, they are instructed to put all the post-its in the respective flip chart prepared previously, and it will be requested to talk a little about it (not mandatory).

This activity will lead the group to reflect about their position regarding children support, and will be the starting point for the following activities.

Follow-up Activities:

Exercise 1: Expectations, Strengths, and Difficulties

The flip charts will be taped to the nearest walls and will be there for the whole duration of the training. Whenever it will be necessary, the trainer should go back to the flipcharts, and address the referred segments.

At the end of the training, the trainer should go back to the flipcharts and do a debriefing with the parents.

Not all parents feel comfortable talking about their expectations, strengths and especially their difficulties. They should not feel obliged to do so. Trainer should facilitate this activity as an ice-breaker and reflection opportunity.

**Facilitation
notes and/or
assessment
Tools for the
trainer**



Exercise 2: **Support Your Child in Online Learning**

Learning Objectives/ Goals of the Exercise:

By the end of this exercise parents will be able to:

- Reflect on their role in their children learning;
- Be aware of what is needed to support their child through online learning
- Reflect on opportunities for learning and improvement

Duration of the activity

60 minutes

Form and type of activity

This activity is a more theoretical activity with information for parents on how they can support their children through online learning.

Each participant will do their own reflection and suggest tips and good practices with other parents.

Necessary materials and preparation:

2 Flipsharts - 1 for each segment: tips for parents or good practices; what not to do!

Participants will be separated into 2 groups. Within the groups, they will be asked to reflect on the best ways to support their children through online learning: what are the best tips & tricks they have used, good practices that have proven to be successful and with positive feedback.

On the other hand, they will be asked to reflect on what they have done wrong and share with others: What not to do!

Materials: pens, post-its with different colors, flipcharts, ppt presentation.

Description of the activity:

Exercise 2: Support Your Child in Online Learning

Following a Parents Guide for Distance Learning (<https://www.acs-schools.com/parents-guide-distance-learning>), teachers will guide parents through the best tips to support children in distance learning.

Before giving them this more theoretical information, parents will be asked to reflect on their own experiences within these last 2 years of hybrid learning (at school and at home).

In the end, the group will do a debriefing with the given information:

Distance learning presents incredible challenges and opportunities for teachers, parents and students. Everyone's circumstances are different. More focused and independent learning from home is easier for some students and families than others. These tips synthesize what schools around the world have been learning during the coronavirus pandemic. Students, teachers and families must adapt to rapid and sometimes unexpected pivots towards hybrid and remote learning.

DISTANCE LEARNING TIPS

1. Establish routines and expectations

It is important to develop good habits from the start. Create a flexible routine and talk about how it's working over time. Chunk your days into predictable segments. Help students get up, get dressed and ready to learn at a reasonable time.

***Description of
the activity:***

***Exercise 2:
Support Your Child in Online Learning***

2. Choose a good place to learn

Your family's regular learning space for occasional homework might not work for extended periods. Set up a physical location that's dedicated to school-focused activities. Make sure it is quiet, free from distractions and has a good internet connection. Make sure an adult monitors online learning. Keep doors open, and practice good digital safety.

3. Stay in touch

Teachers will mainly be communicating regularly through our online platforms and virtual learning environments. Make sure everyone knows how to find the help they need to be successful. Stay in contact with the classroom and support teachers, school leaders and councilors but understand it may take a day or two to get feedback. If you have concerns, let someone know.

4. Help students 'own' their learning

No one expects parents to be full-time teachers or to be educational and content matter experts. Provide support and encouragement, and expect your children to do their part. Struggling is allowed and encouraged! Don't help too much. Becoming independent takes lots of practice.

Description of the activity:

Exercise 2: Support Your Child in Online Learning

5. Begin and end the day by checking-in

In the morning, you might ask:

- What classes/subjects do you have today?
- Do you have any assessments?
- How will you spend your time?
- What resources do you need?
- What can I do to help?

At the end of the day you might ask:

- How far did you get in your learning tasks today?
- What did you discover? What was hard?
- What could we do to make tomorrow better?

These brief grounding conversations matter. Checking in students to process instructions they received from their teachers, and it helps them organise themselves and set priorities – older students too. Not all students thrive in distance learning; some struggle with too much independence or lack of structure. These check-in routines can help avoid later challenges and disappointments. They help students develop self-management and executive functioning that are essential skills for life. Parents are good life coaches.

6. Establish times for quiet and reflection

For families with children of different ages, and parents who may also be unexpectedly working from home more often, it's good to build in some time for peace and quiet. Siblings may need to work in different rooms

***Description of
the activity:***

***Exercise 2:
Support Your Child in Online Learning***

to avoid distraction. Many families will need to negotiate access to devices, priorities for wi-fi bandwidth and schedules throughout the day. Noise-canceling headphones are an idea.

7. Encourage physical activity and exercise

Living and working at home, we will all need some room to let off steam. Moving (independently and together as a family) is vital to health, wellbeing, and readiness for learning. It's a great opportunity to practice exercising 'alone together' with digital workouts and online instructors. Set new fitness goals and plan hands-on, life-ready activities that keep hands busy, feet moving, and minds engaged. You may want to think about how your children can pitch in more around the house with chores or other responsibilities.

8. Manage stress and make the most of an unusual situation

We are going through a time of major upheaval to our normal routines and ways of life, and there's a great deal of anxiety in the world right now. Emotions may be running high, and children may be worried or fearful. Parents may be stressed as well and children are often keenly aware of trouble. Children benefit when they get age-appropriate factual information and ongoing reassurance from trusted adults.

***Description of
the activity:***

***Exercise 2:
Support Your Child in Online Learning***

9. Monitor time on-screen and online

Distance learning does not mean staring at computer screens seven and half hours every day. Teachers will aim to build in variety, but it will require some trial and error before everyone finds balance between online and close-space offline learning experiences. Work together to find ways to prevent 'down time' from becoming just more 'screen time'.

10. Connect safely with friends, and be kind

The initial excitement of school being closed will fade quickly when students start missing their friends, classmates, and teachers. Help your children maintain contact with friends through social media and other online technologies. But monitor your child's social media use. Remind your child to be polite, respectful and appropriate in their communications, and to follow school guidelines in their interactions with others. Report unkindness and other problems so that everyone maintains healthy relationships and positive interactions.

Exercise 2:

Support Your Child in Online Learning

Follow-up Activities:

The flip charts will be taped to the nearest walls and will be there for the whole duration of the training. Whenever it will be necessary, the trainer should go back to the flipcharts, and address the referred segments.

The trainer should use the parents feedback on the flipcharts and the given information through a PPT presentation and do a debriefing with parents:

Are these tips useful?

Do they match their needs?

Do they have other ideas to add that might be helpful?

Since this practice is more about theoretical information and tips / good practices, it is really important to give time for debriefing and reflection with the parents at the end of the exercise, and to make sure this information is consolidated.

**Facilitation
notes and/or
assessment
Tools for the
trainer**

Exercise 3:

Parents Guide to Google Classroom

Learning Objectives/ Goals of the Exercise:

By the end of this exercise parents will be able to:

- navigate through Google Classroom: login, access classes, make assignments, etc.
- make use of all of its features to help their child be successful

Duration of the activity

60 minutes

Form and type of activity

This activity is a theoretical / practical activity that is a step-by-step guide for parents (and students) for the usage of Google Classrooms.

Necessary materials and preparation:

The trainer will prepare a presentation with the Guide for using Google Classrooms, and show in real-time all the steps.

Materials: Projector, computer; internet

Description of the activity:

Before the activity starts, the trainer should introduce parents to the Google Classroom platform.

A growing number of school districts are turning to Google's educational products to facilitate the use of technology in the classroom. This can be both exciting and overwhelming for parents and students alike. This guide will help you navigate Google Classroom and make use of all of its features to help your child be successful.

Description of the activity:

Exercise 3: Parents Guide to Google Classroom

What is Google Classroom?

Google Classroom is a safe and secure web service that allows teachers to create, distribute and grade assignments in a paperless way. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. It can improve communication between teachers, students and parents by providing access to assignments, resources, grades and due dates. You can think of it like a “digital binder” for your child’s assignments and resources.

How do I find my child’s classes?

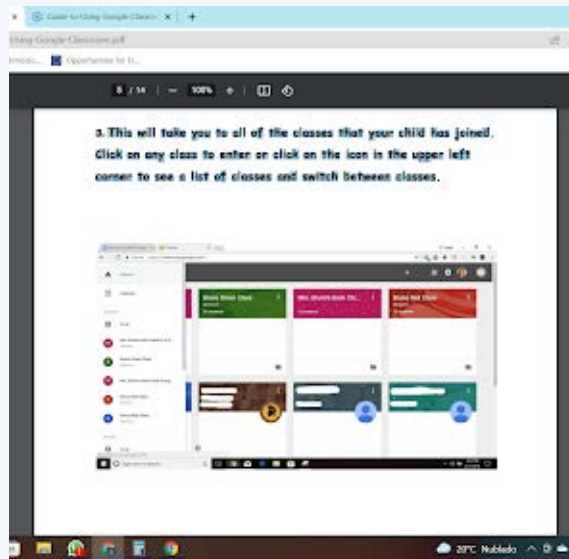
At this time, the easiest way to locate your child’s Google Classrooms is to log in using their school Google account. In addition, some districts will provide teachers with access to a feature that enables them to send parents weekly or daily email summaries of assignments, announcements and due dates. Follow the steps below to locate all of your child’s classes: 1. Log in to Google with your child’s school email account. 2. Locate the “waffle” or Google Apps icon and select Google Classroom from the drop down menu.



Exercise 3: **Parents Guide to Google Classroom**

Description of the activity:

This will take you to all of the classes that your child has joined. Click on any class to enter or click on the icon in the upper left corner to see a list of classes and switch between classes.



What information is on the main page and how is it organized?

On the main page of the classroom you will find tabs at the top of the screen that will help you navigate between the stream, classwork and people section. More about each of these tabs will follow. In addition, you will find the stream, which will be explained in detail in the next section and due dates for assignments.



Description of the activity:

Exercise 3: Parents Guide to Google Classroom

What is the stream and what information can I find there?

The stream is where teachers post information for students. If you are accessing an older version of Google Classroom you will find announcements, assignments and questions. The newer version of Classroom has announcements in the stream, with assignments and questions under the tab titled “Classwork.”

More information can be found in detail in the Guide to Use Google Classrooms for parents:

<https://www.kippjax.org/wp-content/uploads/2020/04/Guide-to-Using-Google-Classroom.pdf>

Follow-up Activities:

The trainer will set up a google classroom with the participants of the training and define assignments similar to the ones their children have to fulfill.

This will make parents use the platform as students and not look at it only from the parents perspective.

Facilitation notes and/or assessment Tools for the trainer

Not all parents are comfortable with digital tools or have great knowledge of elearning platforms.

Therefore the trainer should pay special attention to all parents!

Exercise 4:

Parents Guide to Zoom

Learning Objectives/ Goals of the Exercise:

By the end of this exercise parents will be able to:

- navigate through Zoom
- make use of all of its features to help their child be successful

Duration of the activity

60 minutes

Form and type of activity

This activity is a theoretical / practical activity that is a step-by-step guide for parents (and students) for the usage of zoom.

Necessary materials and preparation:

The trainer will prepare a presentation with the Guide for using Zoom, and show in real-time all the steps.

Materials: Projector, computer; internet

Description of the activity:

Exercise 4: Parents Guide to Zoom

Before the activity starts, the trainer should introduce parents to the Zoom platform.

Zoom is a free video conferencing solution (at least for participants). It allows multiple people to come together online and thus has been a popular choice for online classes and lessons. This can be both exciting and overwhelming for parents and students alike. This guide will help you navigate Zoom and make use of all of its features to help your child be successful.

Creating a Zoom Account

While you don't need to have a Zoom account to join a meeting as a participant, it is helpful to have an account. Having a Zoom account allows you to update your profile settings or even host your own meetings.

The free Zoom client / app can be downloaded from the Zoom website (under Resources > Download Client), or from the Apple App Store or Google Play Store.

When you open up the client / app, you will have the option to sign up your free Zoom account using your email.

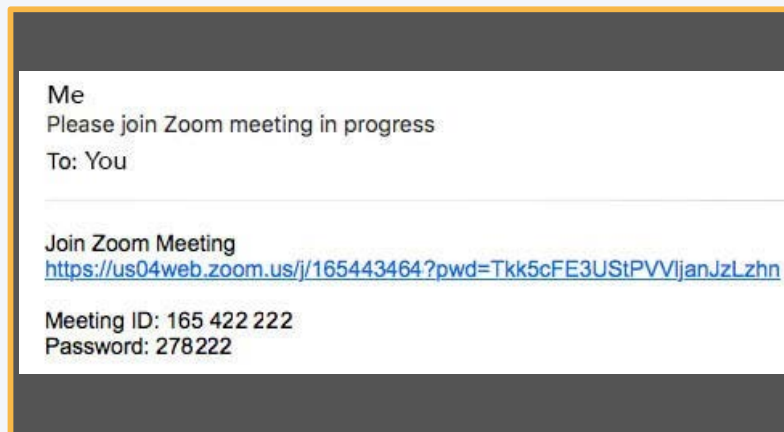
How to Join a Zoom Meeting / Online Class

In order to join a meeting, you will receive an invitation via email or other channels such as WhatsApp.

Description of the activity:

Exercise 4: Parents Guide to Zoom

The invitation message should look like this:



To join the meeting, you can either click on the web link, or enter in the Meeting ID and Password on the Zoom app / client.

When you enter into the video conference, you have the choice of either having your video on or off. Once inside, you should also be able to see the other meeting participants.

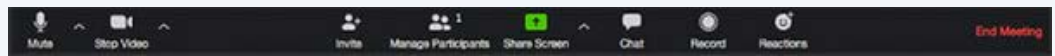
Using Zoom

In the Zoom meeting, you should be able to see the other participants (assuming they have their cameras on). There are different views available – speaker view and gallery view. The button to toggle between the various views is at the top right of the screen on the computer desktop app.

Let us walk you through what you can do at this screen, based on the computer app interface.

Description of the activity:

Exercise 4: Parents Guide to Zoom



At the bottom of the screen is a black bar. From left to right, the functions are:

Mute: This turns on and off your microphone. As a pro tip, if there are many people in the conference, you can set this to mute so that it doesn't become too "noisy". If you want to speak, press and hold the SpaceBar. This will turn on the mic to allow you to speak. Once done speaking, let go of the Space Bar to go back to mute.

Stop/Start Video: This turns on and off the video function. One feature here is that you can add a Virtual Background. You will need to download a virtual background pack and you can choose one to mask your real background. This feature is useful if you don't want to show everyone what your home looks like. Some of the virtual backgrounds include scenes such as the Golden Gate Bridge or Outer Space. If that's too weird to show your teacher and other online participants, just find a spot at home with a plain background instead. There are some minimum requirements for virtual backgrounds.

Invite: This can be used to add people to the conference. If it is an online class, the teacher would have already invited people to the group.

Manage Participants: This opens up a side bar and allows you to see who is in the group. On a computer client / app, if you hover your cursor over your name, you have the option to change your name and profile picture.

Description of the activity:

Exercise 4: Parents Guide to Zoom

Share Screen: This allows you to share a specific screen on your computer, the entire screen or open up a whiteboard to share with other participants.

Chat: This opens up a sidebar with a chat function. There is also a function to allow the sharing of files too.

Record: This allows you to record the session.

Reactions: This allows you to give a “thumbs up” or “clap”.

Raise Hand / Lower Hand: Participants can also get the attention of the Host without interrupting the flow of the presentation by using a “Raise Hand” button. This flags out the Host that the participant has something to ask. The “Lower Hand” button brings down the hand.

End Meeting: Use this to leave the Zoom session

Troubleshooting & Help

Sometimes, technology can trip up. If you need any help with the technical setup for your Zoom, you can try referring to the [Zoom Help Center](#). There are videos and articles which cover common topics such as configuring the audio and video.

Here is the link to the [Zoom Help Center](#).

Description of the activity:

Exercise 4: Parents Guide to Zoom

Security Issues

There have been security and data issues flagged about Zoom. While they are beyond the scope of this article, you can read more about them [here](#).

One point to highlight is to make use of the latest and most up-to-date Zoom client / app. These would contain the latest fixes which have been made.

A lot of the security also lies with the person who is organising the Zoom meetings. At the basic level, the organiser should make use of the “Waiting Room” feature to control who can enter the meetings and set passwords for the Zoom session so that only authorised persons can join.

Zoom has been making security updates in response to recent bad press. Hopefully, they will roll out the fixes quickly so that it is more secure for its users.

Three Tips for Those Hosting Zoom Meetings

Finally, three bonus points for those who may be hosting Zoom meetings.

First, get to know the security settings for Zoom better. Make sure to use the “Waiting Room” feature and set a password for the Zoom meeting so that you can avoid “Zoombombers”. You can also lock the meeting once all

Description of the activity:

Exercise 4: Parents Guide to Zoom

participants are in. These features are all available from the Security icon at the bottom of the screen for Hosts. Get more Zoom security tips [here](#).

Secondly, Hosts should take note of is that if you remove participants out of the Zoom meeting, by default, they will not be able to join back in using the same email address. Therefore, only remove participants if you are very certain they are not supposed to be in the meeting. If you want to change the setting to allow removed participants to rejoin, follow the steps [here](#).

Third, if you are the Host, it is best to have a stable internet connection. One way to do so is to make use of a wired LAN cable to connect to the internet, rather than using Wi-Fi, especially if you have a lot of participants. A chain is only as strong as the weakest link.

More information can be found in detail in the Guide for parents and students on How to Use Zoom:

<https://www.littledayout.com/parents-students-guide-how-to-use-zoom/>

Exercise 4: ***Parents Guide to Zoom***

Follow-up Activities:

Facilitation notes and/or assessment Tools for the trainer

Trainer will set up a Zoom session with the participants of the training and define assignments similar to the ones their children have to fulfil.

This will make parents use the platform as students and not look at it only from the parents perspective.

Not all parents are comfortable with digital tools or have great knowledge of elearning platforms.

Therefore the trainer should pay special attention to all parents!



CHAPTER TWO

02

PEDAGOGICAL SKILLS PART 1

DEVELOPER: BALTICUM UNIVERSITY, POLAND



GLOSSARY OF USED TERMS

Active listening: the listening can be called “active” when we focus on the person we are listening to, on their words, emotions, body language. It also means we are able to repeat the information we were given and understand links between every part of the story and between the speaker’s words and emotions.

Asking questions: the basic and simple way to show our interest and to assure others that we listen to them. The question can be very simple, i.e.: “What happened then?” or very detailed, concerning a particular part of the conversation.

Communication skills: knowledge and ability to communicate with communication tools, i.e. verbal and nonverbal communication rules, active listening, strengthening, paraphrasing, “I-message” and empathy. Communication skills are necessary for the successful communication with people in every age and every situation.

Didactic and methodical competences: knowledge about the teaching process, teaching techniques and methodology of educational process.

Educational triangle: three members of the pedagogical process: the pupil, the parent and the teacher. Each of them impact on the pedagogical process and the other two parts of the triangle. Every time we talk about education, we also talk about the relationship between: pupil and parent; pupil and teacher; parent and teacher.

Emotional intelligence: the ability to understand, manage and use our emotions in a positive way to communicate, solve conflicts, overcome challenges, build relationships and achieve goals.

Emotional intelligence also allows us to see our own feelings and the way they impact our behaviour, decisions and choices.

Emotional intelligence connects features like: self-management (ability to control oneself, manage emotions and adapt to circumstances), self-awareness (understanding one's emotions and their impact on one's behaviour), social awareness (empathy, understanding others, being socially adapted) and relationship management (ability to build, develop and maintain relations with people). Emotional intelligence allows us to use emotions as a valuable and useful tool in our work and private life.

I-message: shows our feelings, uses the word "I" (so I talk about myself, my feelings), shows emotions, our needs and expectations. I-message concerns the particular situation, shows what happened and how we react. It avoids labels ("lazy", "stupid", "irresponsible") and avoids dividing the world into only good and only bad.

Nonviolent communication: communication method defined and developed by the psychologist Marshall B. Rosenberg; is also called "the language of the giraffe" or "the language of heart". NVC is a way of communication which allows us to communicate in a respectful way, uses emotional intelligence, allows us to avoid communication traps (such as: negative labels, blaming others, using stereotypes) and creates a positive atmosphere. The basics of NVC focus on our feelings, needs and on the particular situations, without generalising.

One of the most important tools in NVC is “I-message”. NVC consists of four steps: 1) we speak about our feelings 2) in a particular situation or because of particular action other person takes, then 3) we show what we want, need, expect from other person and 4) we ask this person to do it – in a particular situations, in a particular way, even with the particular words if it is needed.

Strengthening: showing the speaker our interest by our behaviour, i.e.: body position (sitting closer, nodding), words (questions, verbal encouragement like “I see”, “Oh!”, “Really? Tell me more”) and eye contact.

Paraphrasing: saying something with our own words, repeating things said by someone again but in our own way. Paraphrasing allows us to show other people what we have actually heard. It is sometimes used with a question, i.e.: “Do I understand correctly that you said you decided / you thought / you wanted...?”. Paraphrasing is a very good tool which helps us understand each other better and prevents misunderstandings.

Pedagogical skills: knowledge and ability which are necessary in teachers’ and parents’ work with children, divided into three levels: substantive competences; didactic and methodical competences; raising competence.

Raising competence: knowledge and skills necessary for bringing up someone, teaching them values, life rules and understanding emotions.

Substantive competences: knowledge and skills of the particular school subject or the scientific field.

You-message: the way of speaking which generalises incidents and divides everything into two parts: only good (mine) and only bad (yours). You-message uses general descriptions like: “you always / you never”, “everyone / no one”, “always / never” and shows particular situations as general situations (i.e.: you forgot your homework today – you always forgot your homework, you are lazy, you are irresponsible).

PEDAGOGICAL SKILLS

Pedagogical skills are divided into three levels: substantive competences, didactic and methodical competences and, finally, raising competence. Parents are not supposed to be able to dispose of the pedagogical skills understood as the complete combination of substantive, didactic-methodical and raising competences. The most important component for parents is the last one: the raising competence.

The module “Pedagogical skills” is focused on the skills which can enrich and reinforce parents’ raising competence. Communication, emotions, motivation and emotional intelligence are the main subjects of these activities.

Exercise 1: **Parent-friendly Communication**

Learning Objectives/ Goals of the Exercise:

By the end of this exercise parents will be able to communicate better, to use the rules of nonviolent communication, to solve conflicts.

Duration of the activity

60 minutes (no break)

Form and type of activity

This activity consists of two group work exercises and one presentation. The exercises are designed to be performed in small groups of 4–5 participants. The presentation is given by the trainer.

Necessary materials and preparation:

Big and small sheets of paper, markers, flipchart, laptop.

Sources that can be used for this activity:

BOOKS

- Albert Mehrabian, Significance of posture and position in the communication of attitude and status relationships, "Psychological Bulletin", 71 (5), 1969.
- Marshall B. Rosenberg, Living Nonviolent Communication: Practical Tools to Connect and Communicate Skillfully in Every Situation (any edition).

**Necessary
materials and
preparation:**

Exercise 1:
Parent-friendly Communication

- Marshall B. Rosenberg, Nonviolent Communication: A Language of Life: Life-Changing Tools for Healthy Relationships (any edition).
- John Stewart, Bridges Not Walls: A Book About Interpersonal Communication (any edition).

ARTICLES

- Defining Verbal Communication,
<https://courses.lumenlearning.com/introductiontocommunication/chapter/defining-verbal-communication/>
- Nonverbal Communication Skills: Definition and Examples, <https://www.indeed.com/career-advice/career-development/nonverbal-communication-skills>
- Verbal Communication Skills,
<https://www.skillsyouneed.com/ips/verbal-communication.html>

LINKS

- Nonverbal Library,
<https://www.linguaggiodelcorpo.it/sezione-internazionale/>
- The Center for Nonviolent Communication,
<https://www.cnvc.org/>

Description of the activity:

Exercise 1: Parent-friendly Communication

Exercise 1: Three Big Questions (15 minutes)

Divide the participants into three groups. Each group is given one big sheet of paper and markers. There is one question on every sheet:

Sheet One: What makes communication difficult for you as a parent of a child who is learning online?

Sheet Two: What communication difficulties can you expect from a child who is learning online?

Sheet Three: What kind of conflicts are the most serious between: a child and a parent, a child and a teacher, a parent and a teacher?

Every group writes down ideas and thoughts on one sheet, then moves and works with the sheets two and three. After the full circle every group comes back to its initial sheet.

Now it is the time to analyse and discuss everything that is written down on the sheets.

Presentation: Communication skills (duration: 15 minutes)

Time for trainer's presentation: verbal and nonverbal communication, communication skills, "you-message" and "I-message", the reasons for the conflict, conflict management and techniques of effective communication (with the backgrounds of nonviolent communication).

***Description of
the activity:***

***Exercise 1:
Parent-friendly Communication***

Exercise 2: TWS: Think, Write, Show (duration: 30 minutes)

Every group works with their initial sheet. The task is to choose 3 issues from everything that is written down. For every of the 3 issues the group is supposed to prepare at least 1 solution for every issue (using the knowledge about communication skills, conflict management and nonviolent communication techniques).

The participants have 10 minutes to prepare the solutions and 5 minutes to present their solution in front of the other groups.

The last 5 minutes for the end of this exercise is for the feedback from every group to the others about their work.



Exercise 1:

Parent-friendly Communication

Follow-up Activities:

Facilitation notes and/or assessment Tools for the trainer

The homework for the participants:

1. Find three situations in your life: one at work, one at home, one in communication with your child – in which you need some skills and tools you have learned during this exercise.
2. Decide how you can use these skills and tools in these situations.
3. Use them at least once in every situation this month.
4. After using, ask yourself: how do you feel now? What is different? What is better and why? What can you improve next time and what can you do in the same way?

- The discussion after every exercise is a simple evaluation tool.
- The simulation scenes with a new ending are the evaluation of the whole module.
- It is good to ask the participants what is new or strange for them, how do they feel during the particular exercise and what do they expect after learning this or that ability.

**Learning
Objectives/
Goals of the
Exercise:**

**Exercise 2:
Good Conversations With Children**

By the end of this exercise parents will understand better what emotions are, why we have emotions and how they affect us. The parents will be able to realise what emotions can appear in the children's minds (especially during online education) and why, as well as how to deal with "the difficult emotions". They will also be aware of what emotional intelligence is and how we can use EI to help children. Finally, they will be prepared to talk to children about emotions.

**Duration of the
activity**

90 minutes (one break, 10 minutes)

**Form and type
of activity**

This activity consists of one short introduction, one presentation and four exercises which are group work and workshops. The exercises are designed to be performed in small groups of 4–5 participants. The presentation is given by the trainer.

**Necessary
materials and
preparation:**

Flipchart, laptop, big sheets of paper, markers, pictures, photos (i.e. cut from magazines), notebooks, pens.

Sources that can be used for this activity:

BOOKS

- Brené Brown, *Rising Strong* (any edition)
- Joseph Burgo, *Why Do I Do That?* (any edition)

**Necessary
materials and
preparation:**

Exercise 2:
Good Conversations With Children

- Yong Kang Chan, Parent Yourself Again (any edition)
- Cori Doerrfeld, The Rabbit Listened (any edition)
- Daniel Goleman, Emotional Intelligence (any edition)
- Amanda McCardie, Salvatore Rubbino, A Book of Feelings (any edition)
- Matthew McKay, Patrick Fanning, Patricia Zurita Ona, Mind and Emotions (any edition)
- Tiffany Watt Smith, The Book of Human Emotions (any edition)

ARTICLES

- Are there basic emotions?,
https://web.archive.org/web/20181015022148/http://www.emotional.economics.uni-mainz.de/Dateien/Ekman_1992_Psy_Review_Basic_Emotions.pdf
- Big feels and how to talk about them,
<https://www.healthline.com/health/list-of-emotions>
- Emotion, <https://plato.stanford.edu/entries/emotion/>
- Recognition and simulation of emotions,
<https://web.archive.org/web/20080528135730/http://ls12-www.cs.tu-dortmund.de/~fink/lectures/SS06/human-robot-interaction/Emotion-RecognitionAndSimulation.pdf>

**Necessary
materials and
preparation:**

**Description of
the activity:**

**Exercise 2:
Good Conversations With Children**

- The 6 types of basic emotions and their effect on human behaviour,
<https://www.verywellmind.com/an-overview-of-the-types-of-emotions-4163976>
- Theories of emotion, <https://iep.utm.edu/emotion/>
- What is an emotion?,
<http://psychclassics.yorku.ca/James/emotion.htm>

LINKS

- Daniel Goleman, <https://www.danielgoleman.info/>
- Daniel Goleman Introduces Emotional Intelligence, <https://www.youtube.com/watch?v=Y7m9eNoB3NU>
- Psychologist Daniel Goleman Reveals How to Strengthen Your Emotional IQ, <https://www.youtube.com/watch?v=kQnEvSU1Buc>
- Strategies to become more emotional intelligent, <https://www.youtube.com/watch?v=pt74vK9pgIA>

Introduction: What do you feel? (5 minutes)

The whole group sits in a circle. Every participant is asked “What do you feel right now?” and is supposed to give a short answer. Then another question: “How do you know that you feel that?” and the answers. The last question: “What makes you feel that?” and the answers. After three circles with three questions the introduction is over.

Presentation: Emotions and emotional intelligence (15 minutes)

The trainer presents the information about emotions (what they are, what emotions we can name and

Description of the activity:

Exercise 2: Good Conversations With Children

recognize, how do we recognize our own and others emotions, what evokes emotions, why and how) and about the emotional intelligence (what is EI, why it is useful, how can we develop our EI).

Exercise 1: Group discussion about emotions (10 minutes)

The whole group discusses this subject: “Emotions, education and e-education, how do they cooperate?”. The participants can make notes.

Exercise 2: Emotional-educational mind map (15 minutes)

Divide the participants into small groups (3–5 persons). Every group chooses one emotion and prepares a mind map. The subject is “Chosen emotion in online education”; the aim is to analyse and show how this chosen emotion can be provoked in a child’s mind during online learning, how it can affect the child, how it can help or disturb the child during online education.

After this exercise: 10 minutes break.

Exercise 3: Emotional workshop (20 minutes)

First part of the exercise: every group works out the ideas how to work with the chosen emotion when it affects the child in a bad way during online education.

Second part of the exercise: two participants from the group play a simulation scene between a child and a parent. The aim of the scene is to check the prepared ideas (how to work with the emotion) and to analyse if the solutions seem effective.

Description of the activity:

Exercise 2: Good Conversations With Children

During the group work (first and second part) the trainer walks around from group to group, observes the work, helps if it is needed and analyses the scenes.

Exercise 4: Ending discussion and good practice database (15 minutes)

The whole group sits in a circle once again and the trainer asks everyone these questions:

- ☐ What is the most important thing you have learnt today about emotions?
- ☐ Which way of dealing with a child's emotions during the online education you find the most helpful?
- ☐ If you were supposed to tell us one short sentence about "How to work with children's emotions during online education", what would you say? Please write it down!

Every participant writes down (on a big paper sheet) their sentence. This is our good practice database. Participants can write all sentences down in their notebooks but it is recommended that the trainer writes them down after the session, as the online document, and shares with the participants.

Exercise 2: **Good Conversations With Children**

Follow-up Activities:

Facilitation notes and/or assessment Tools for the trainer

Suggest parents to discuss some parts of this activity with their children.

Encourage parents to create emotional maps of their family with their partners and children.

- The last exercise (discussion and good practice database) is the first evaluation.
- After some time (i.e. during the next meeting, next module session) the trainer can ask about using the good practice database).



Exercise 3: **MaRC!: Motivate, Relax, Concentrate!**

Learning Objectives/ Goals of the Exercise:

By the end of this exercise parents will know the motivation, relaxation and concentration techniques. They will be able to give children pedagogical support and build children's confidence. They will also enrich their teaching skills. Finally, parents will be better prepared to work with children's emotions, motivation and concentration.

Duration of the activity

65 minutes (no break)

Form and type of activity

This activity consists of one individual exercise, one presentation and one group work. The group work is designed to be performed in small groups of 4–5 participants. The presentation is given by the trainer.

Necessary materials and preparation:

One classroom (or outdoors), flipchart, notebooks, markers, pens, blankets or mats for everyone, at least 2 big sheets of paper, countdown timer (or mobile phone).

Sources that can be used for this activity:

BOOKS

- Mihaly Csikszentmihalyi, Flow: The Psychology of Optimal Experience (any edition)
- Nir Eyal, Indistractable: How to Control Your Attention and Choose Your Life (any edition)

**Necessary
materials and
preparation:**

Exercise 3:
MaRC!: Motivate, Relax, Concentrate!

- Daniel Goleman, Focus: The Hidden Driver of Excellence (any edition)
- Stephen R. Covey, The 7 Habits Of Highly Effective People (any edition)

ARTICLES

- 11 ways to focus on your own self-improvement, <https://www.bustle.com/articles/173734-11-little-ways-to-focus-on-your-own-self-improvement>
- 13 science-backed tips to stay focused and avoid distractions, <https://www.insider.com/how-to-focus>
- 15 ways to improve your focus and concentration skills, <https://www.betterup.com/blog/15-ways-to-improve-your-focus-and-concentration-skills>
- 27 smart and simple ways to motivate yourself, <https://www.positivityblog.com/motivate-yourself/>
- How to motivate yourself: 20 ways to find motivation, <https://www.oberlo.com/blog/how-to-motivate-yourself>
- 40 Ways to Relax in 5 Minutes or Less, <https://greatist.com/happiness/40-ways-relax-5-minutes-or-less>
- Need help staying focused? Try these 10 tips, <https://www.healthline.com/health/mental-health/how-to-stay-focused>
- Relaxation, <https://www.mind.org.uk/information-support/tips-for-everyday-living/relaxation/relaxation-tips/>

**Necessary
materials and
preparation:**

***Description of
the activity:***

***Exercise 3:
MaRC!: Motivate, Relax, Concentrate!***

LINKS

- 5 life hacks that will motivate you to do anything, <https://www.youtube.com/watch?v=aG-1IRwYWqU>
- How to reduce stress with the 2:1 breathing technique, <https://www.youtube.com/watch?v=CQjGqtH-2YI>
- James Clear, <https://jamesclear.com/>
- Stay focused: 11 psychological tips, https://www.youtube.com/watch?v=8RV_vYsHceQ

Introduction. Mind maps: what makes you motivated, what makes you concentrated? (10 minutes)

Two big sheets of paper, one with the word “motivation”, second with the word “concentration”, are put on the walls. Every participant can write down her/his own associations with these two words. Participants have 5 minutes for writing the words and then 5 minutes to talk about the notes.

Description of the activity:

Exercise 3: MaRC!: Motivate, Relax, Concentrate!

Presentation: MaRC techniques are friendly (15 minutes)

The trainer presents and explains some techniques for motivation, concentration and relaxation, such as:

- ☐ how to eat the elephant (to-do list) (for motivation)
- ☐ the pomodoro technique (for concentration)
- ☐ breathing (for relaxation)
- ☐ timeline (for motivation)
- ☐ rewarding yourself (for motivation)

The trainer can put here other techniques which she/he finds useful.

Exercise: My own MaRC set (40 minutes)

Divide participants into small groups (3–6 persons). Every group chooses 2–3 techniques (from the trainer's list or their own ideas). First task: prepare a short and simple way to teach your child these techniques. Second task: find the moments during online learning when your child can use these techniques to motivate, relax or concentrate. Third task: make a plan how you encourage your child to use this MaRC set regularly during online education.

20 minutes for preparing the MaRC set, 20 minutes for presentations and discussions about prepared sets.

Follow-up Activities:

Facilitation notes and/or assessment Tools for the trainer

Exercise 3: MaRC!: Motivate, Relax, Concentrate!

The participants can be given a homework:

“Use at least one of your MaRC set techniques when you help your child during lessons (online or traditional). Do it twice this week / month. Write down one or two sentences about the effect and yours and your child’s feelings. What has changed? What is different, better or easier now, wit MaRC set?”.

Remember to ask about the homework some time after!

- The first evaluation is the end of exercise when every group presents their MaRC set.
- The proper evaluation is the homework given to the participants.

CHAPTER THREE

03

PEDAGOGICAL SKILLS PART 2

DEVELOPER: GOLBASI DIRECTORATE, TURKEY



With pedagogical skills, in this module, parents can help their children learn, take responsibility, etc. It aims to improve and to increase their skills. Along with the module prepared in this context, this section includes activities to increase the attitudes and skills of parents.

GLOSSARY OF USED TERMS

Teaching method: The principles and methods used by teachers to enable students to learn.

Learning styles: The term “learning styles” speaks to the understanding that every student learns differently. Technically, an individual’s learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information.

Self-confidence: Self-confidence is an attitude about your skills and abilities. It means you accept and trust yourself and have a sense of control in your life.

Self-efficacy: Important Topic. Self-efficacy refers to an individual's belief in his or her capacity to execute behaviours necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997). Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behaviour, and social environment.

Responsibility: Responsibility means you do the things you are supposed to do and accept the results of your actions. A responsibility: something you are expected to do. Being responsible: doing the things you are supposed to do. Accepting responsibility: taking the praise or the blame for something you have done.

Exercise 1: Corner Grab

Learning Objectives/ Goals of the Exercise:

- Experiencing methods and techniques for parents to gain responsibility for their children
- Increasing awareness of parents about giving responsibility to their children

Duration of the activity

30 minutes

Form and type of activity

Brainstorming, storytelling, animation, painting and presentation

Necessary materials and preparation:

Craft paper, colour pencils, board marker

Description of the activity:

Parents are divided into 4 groups. Craft papers are pasted on the 3 corners of the classroom. The 1st group is asked to write on a paper at the 1st corner the words that come to their minds when they think about the word 'RESPONSIBILITY'. Trainer reads the written words and then, while the 2nd group creates a story with the words, the 3rd group draws a picture inspired by words. Then, the 4th group prepares an animation by using the words and presents.

Exercise 1: Corner Grab

Follow-up Activities:

Facilitation notes and/or assessment Tools for the trainer

The trainer hands out blank dialogue cards to the parents. Then asks parents to write about their children's problems about taking responsibility and solution strategies on these cards until the next session.

When necessary, the instructor should refer back to the flipcharts and address the sections referenced.

At the end of the training, the instructor should go back to the presentation and inform the parents.

The instructor should encourage the parents in sharing their experiences.



Exercise 2:

March of Confidence

Learning Objectives/ Goals of the Exercise:

Understanding the importance of gaining self confidence
Increasing the awareness of self confidence

Duration of the activity

30 minutes

Form and type of activity

This activity consists of observation, speaking chain, question-answer

Necessary materials and preparation:

Handkerchief

Description of the activity:

Trainer pairs the parents, one of the couples becomes a guide and the other one is blindfolded. The guide one guides his/her pair around the classroom without hitting any objects and other parents around by giving voice guidance. The pairs change the roles after a while. At the end of the activity parents are asked how they felt while blindfolded and not.

Exercise 2: **March of Confidence**

Follow-up Activities:

Facilitation notes and/or assessment Tools for the trainer

Every week parents are asked to take 2 photos about the activities related with their interests and send them to their teachers.

At the end of the training, the instructor should go back to the presentation and inform the parents.

The instructor should encourage the parents in sharing their experiences.



Exercise 3: Coaching

Learning Objectives/ Goals of the Exercise:

At the end of this exercise, the parents will be able to do the following:
Coach their children by helping them with their homework.

Duration of the activity

30 minutes

Form and type of activity

This activity consists of warm-up, dramatisation, informative presentation, evaluation and homework.

Necessary materials and preparation:

“Motivation”

Flipcharts prepared under the headings “Not knowing studying strategies, Not taking responsibility”.

The difficulties that the parents had put on the posters during the previous session regarding the problems experienced by their children are grouped and hung on the wall under the headings of motivation, not knowing studying strategies, and not taking responsibility.

Material: Pen, paper, boardmarker, smart board or projection

Exercise 3: Coaching

Description of the activity:

Prior to the start of the activity, the instructor reminds the parents the content and general goals of the module.

The instructor asks questions about the parents' experiences while preparing the discussion cards that were given to be filled out in the previous lesson. Answers are summarised and highlighted.

It is stated that in the previous session, the post-its filled in by parents regarding the kinds of problems children experienced with homework were grouped under three sections. The parents are invited to visit this location. Following this, the presentation is used to provide information about motivation and study tactics.

Follow-up Activities:

When necessary, the instructor should refer back to the flipcharts and address the sections referenced. At the end of the training, the instructor should go back to the presentation and inform the parents. The instructor should encourage the parents in sharing their experiences.

Facilitation notes and/or assessment Tools for the trainer

When necessary, the instructor should refer back to the flipcharts and address the sections referenced.

At the end of the training, the instructor should go back to the presentation and inform the parents.

The instructor should encourage the parents in sharing their experiences.



04

CHAPTER FOUR

TIME MANAGEMENT

DEVELOPER: LANGUAGE SCHOOL SKY, BULGARIA

GLOSSARY OF USED TERMS

Time Management - ability to plan, organise, and control one's time;

Prioritise - determine the order for dealing with (a series of items or tasks) according to their relative importance;

Work/ life balance - an equilibrium state, where one effectively balances work or career demands and those of their personal life. An individual who lacks a work-life balance has more work and home obligations, works longer hours, and lacks personal time.

Procrastination - the action of delaying or postponing something;

Four burners theory - provides a straightforward method to consider your life duties in terms of Family, Friends, Health, and Work.

Eisenhouer matrix - is a productivity, prioritisation, and time-management framework designed to help you prioritise a list of tasks or agenda items by first categorising those items according to their urgency and importance.

SMART goals - SMART is an acronym that stands for Specific, Measurable, Achievable, Realistic, and Timely.

Delegate - entrust (a task or responsibility) to another person, typically one who is less senior than oneself.

GLOSSARY OF USED TERMS

Getting things done (GTD) - time management and productivity system that helps a person to complete tasks and meet commitments in a stress-free and efficient manner.

Pomodoro technique - a time management method based on 25-minute stretches of focused work broken by five-minute breaks.

TIME

Time is the most valuable resource people have. As adults, we are well aware that once lost, we can never get it back. As parents, we know that our children lose it like champions. They need extra guidance on how to plan their activities, especially when it comes to schoolwork. But how are we supposed to help them if we don't know how to manage our time efficiently? We are expected to have figured it out by ourselves, and no one has taught us how to plan, prioritise and follow through on our intentions. For many of us, this can be a vague concept that needs extra effort to develop.

This module deals with time management. It provides an idea why time management is important, what is our work-life balance, how we can do time audit, etc. In this module, you will find some valuable ideas, tools and resources to deepen your knowledge further if you are interested. You will also be able to gain new skills in prioritising, scheduling, setting the right goals, and focusing on the things that matter.

Exercise 1: **Last Week “Overview”**

Learning Objectives/ Goals of the Exercise:

By the end of this exercise parents will be able to

- have clear understanding of their work-life balance;
- have an idea if they want to change their work-life priorities.

Duration of the activity

30 minutes

Form and type of activity

This activity is a warming up and starting point of the module.

It is designed to be performed individually. However, it is planned to end with a short discussion.

Necessary materials and preparation:

The necessary materials are as follows:

- Projector , white screen or wall and Internet - to project short movie;

Link for the movie: [Babet Brothers Real Estate - Imagine for a moment you had \\$86,400 in your bank account... | Facebook](#)

- Paper and pens for the trainees - to write down their tasks;
- Flipchart and something to write on it - to summarise the outcomes of discussion for the trainer.

Description of the activity:

Exercise 1: Last Week “Overview”

Warming up - 7 min.

Trainer exposes his/her attitude towards time and time management. Sharing personal experience is a good starting point.

For example: “I work on personal efficiency for 10 years, Time management including. However, just recently I touched on the real value of time. Shortly ago, I realized what it means : 20 years of marriage, 21 and 11 years of motherhood, a few months spent with a very dear person, a minute to lose a beloved one.”

Let's see a short movie about that!

Link for the movie: [Babet Brothers Real Estate - Imagine for a moment you had \\$86,400 in your bank account... | Facebook](#)

What about you? What do you do with your time?

Let us jump into the topic. Let's try to make a “picture” of your time distribution. It is for your personal usage.

Make a list with 10 tasks from your past week. List in writing tasks that you clearly remember. You have 7 min to do it. Save your list. We are going to use it afterwards.

Description of the activity:

Exercise 1: Last Week “Overview”

Introduction of 4 burners theory. That piece of theory is provided below. However, it could be visualized via a short movie (6 minutes long). Link to the movie: [The Problem With A Balanced Life - The Four Burners Theory](#)

The Four Burners Theory

Four Burners Theory is a way to look at work-life balance. Imagine that your life is depicted as a stove with four burners on it. Each burner symbolises one major topic of one's life.

1. The first burner represents family.
2. The second burner - friends.
3. The third burner - health.
4. The fourth burner - work.

According to that theory, “in order to be successful you have to cut off one of your burners. And in order to be really successful you have to cut off two.”

People often react with a search for a way to avoid it.

“Can I succeed and keep all four burners running?

Maybe I could combine two burners. What if I combine family and friends into one category? Maybe I could do the same with health and work.” Often people realise they invent these workarounds because they don't want to face the real issue: life is filled with tradeoffs. If you want to excel in your work and in your marriage, then your friends and your health may have to suffer. If you want to be healthy and succeed as a parent, then you might be forced to grow back your career ambitions. Of

***Description of
the activity:***

***Exercise 1:
Last Week “Overview”***

course, you are free to divide your time equally among all four burners, but you have to accept that you will never reach your full potential in any given area.

So, what are your life priorities? What matters most to you? When you're offered possibilities to join up for, can you always determine if the activity matches your values and priorities? In the long run, prioritising will make you a happier person and a better parent. So, once you've realised your current work-life balance, you will be able to modify it to match your life's priorities and fit the children's needs.

Facilitation

Go to your past week tasks list. Cluster the tasks you have listed to the burners. You have 5 min. to do it.

Short discussion on (10 min.):

What surprised you?

What are your full burners? What do you think about that?

Think about your work/ life balance. Do you want to change something?

Exercise 1: ***Last Week “Overview”***

Follow-up Activities:

Facilitation notes and/or assessment Tools for the trainer

Let's make a new list

Now point out 10 tasks for the week ahead. You have 7 min. Keep that list as well.

No specific facilitation notes are required here. Exercise is successful when parents make their second list of tasks. It means that they have been through the process of creating awareness of their work-life balance.

Links for additional movies for inspiration (usage upon trainer decision 2-3 minutes each):

[CGI 3D Animated Short: "Distracted" - by Emile Jacques | TheCGBros](#)
[Time is Precious | HD Short Film](#)

Exercise 2: Pomodoro

Learning Objectives/ Goals of the Exercise:

- By the end of this exercise parents will be able to
- help their children to train their ability to focus;
 - increase their child`s productivity;
 - reduce their child's stress levels;
 - balance quality and quantity;
 - have more output in less time
 - fight procrastination.

Duration of the activity

30 minutes

Form and type of activity

This activity is an individual assignment, followed by giving and receiving feedback in pairs.

Necessary materials and preparation:

Stationary for trainees
Flipchart and something to write on it for the trainer

Description of the activity:

Exercise 2: Pomodoro

Introduction to the Pomodoro technique.

The Pomodoro technique is a time management tool to gain more out of one's time, to fight procrastination, to boost concentration. Pomodoro uses a timer to break work into intervals, usually 25 minutes long with some short breaks.

The original approach has six steps:

- Decide on the task to be done;
- Set the timer - for 20 or 25 minutes;
- Work on the task;
- End work when the timer rings and take a 5-minute break (stretching, having a beverage...);
- After you do three/four such work-break repetitions, take a more extended break - 20 or 30 minutes.

All distractions must be turned off or disabled (phones, blocking sites on computers,...) for the method to be successful. It is essential that during the break the person does not use any distraction devices. What has been previously

disabled and put away must not be used until the task is finished.

The pomodoro rule of thumb for younger children refers to the number of minutes of their ability to focus. It is their age plus one. This means that if a pupil is 9 years old, he/she should be able to focus for 10 min. straight and after that a 5 min. break should follow up. When students are about the age of 15 and up, they should be able to focus for a full 25 minutes.

Description of the activity:

Exercise 2: Pomodoro

Short Brainstorm

Brainstorm on what areas of your kid's life you could use pomodoro? Do it for 10 min. Trainer writes down on a flipchart all the ideas, i.e. - maths homework, cleaning the kids room, making a sandwich, etc. After writing down the areas where Pomodoro is applicable, parents need to outline a plan on how to implement it. The trainer gives steps for the following individual work. It should be implemented in writing. Parents need to develop a step by step written plan.

Instruction

1. Planning

Select proper kid tasks to apply to Pomodoro. Break it to Pomodoro sessions.

For example, let's say your kid needs to do his/her homework in maths. The parents' job here is to make an estimate of how many pomodoro sessions will be needed. Let's assume we have a 9 year old child - 10 min.session, 5 min.break. The next step is to write down what needs to be finished in accordance with Pomodoro sessions, preferably in a check-box. Think how you will get rid of all the distractions, i.e. the cell phone is on silent mode and in the pink box. For example:

- *Rehearsal what you have done in class - First Pomodoro*
- *Do problems from 1 to 7 - Second Pomodoro*
- *Solve texts problems 8-10 - Third Pomodoro*
- *Big break - 20 min.*

Description of the activity:

Exercise 2: Pomodoro

2. Organising

A timer

Choose a suitable timer, preferably NOT a phone, a kitchen timer works best (fun fact that is why it's called a pomodoro method, pomodoro means tomato in italian). If you must use a phone, be sure not to leave it in the child's sight.

Focus

You could make it like a game - 10 minutes of total focus on a task. For example studying for Maths, no multitasking is allowed. The focus should be on one task only. Then when the timer is up the child steps away for a break.

Break time

During the 5 min break let the child stretch, walk around the house, play with the pet or have a little light snack.

Big break

After the end of the third pomodoro session the break should be 20 min. For older children that can be done after the 4-th pomodoro session. You might want to use this break as an opportunity to boost the child's motivation. For example, if the child is going to have a sandwich, you might draw a smile out of mayonnaise on top of it.

Short overview

Trainer invites parents (volunteering) to share their plans, so that all parents may come up with new ideas. How can you use this technique in your child's everyday life?

Exercise 2: **Pomodoro**

Follow-up Activities:

Pomodoro for parents

Where else in your life can you implement the pomodoro method?

For example, it can be implemented in a fitness routine or with everyday boring chores like cleaning or doing the laundry. Think about it for a little while - 5 min.

Peers discussion

You will have 10 minutes to discuss this with the person on your left side.

Short summary

Share your thoughts.

None

**Facilitation
notes and/or
assessment
Tools for the
trainer**

Exercise 3: DDDD Tasks

Learning Objectives/ Goals of the Exercise:

- By the end of this exercise parents will be able to
- prioritise tasks in accordance with task time span;
 - increase their child`s productivity;
 - reduce their child's stress levels;
 - balance quality and quantity;
 - have more output in less time
 - fight procrastination.

Duration of the activity

30 minutes

Form and type of activity

This activity is an individual assignment.

Necessary materials and preparation:

Stationary for trainees
Flipchart and something to write on it for the trainer

Description of the activity:

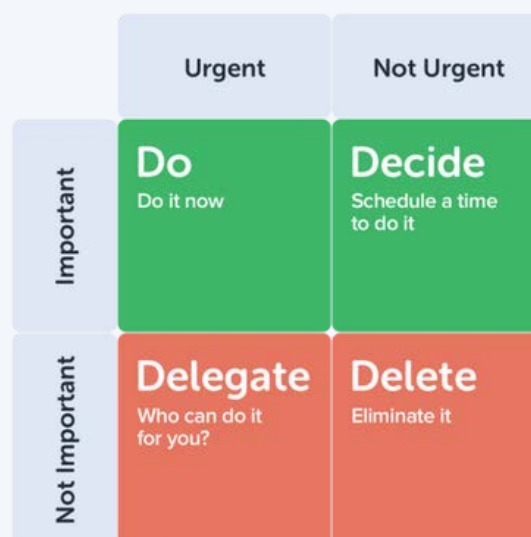
Exercise 3: DDDD Tasks

Introduction to the ABCD tasks (Eisenhower matrix).

Before Dwight Eisenhower became president in 1953, he served in the U.S. Army as an Allied Forces Commander during World War II. He was faced with difficult decisions every day that led him to invent what is now called the Eisenhower matrix, or the urgent-important matrix. Now this matrix is very popular among critical thinkers, people in leadership positions, multitaskers, etc.

How does it work?

Organise your task list into four separate quadrants, sorting them by important vs. unimportant and urgent vs. not urgent, as shown in the graphic below. Urgent tasks are those we feel need to get done immediately. Important tasks are those that contribute to your long term goals or values. Ideally, you should only work on tasks in the top two quadrants—the other tasks, you should delegate or delete.



 tameday.com

Description of the activity:

Exercise 3: DDDD Tasks

Examples of these four categories:

Urgent and Important: child test in maths for tomorrow.

Not urgent, but important: to make a choice and enrol the kid in sport or creative activities, to develop his/her talents.

Urgent, but not important: to prepare dinner for the family.

Not urgent, not important: to browse to social media.

Individual exercise: Your next week matrix:

Let's go back to your 10 tasks for the week ahead from Activity 1. Organise them into these four separate quadrants. You have 7 min. to do it.

Short overview

Trainer invites 1-2 parents (volunteering) to share the tasks in their matrices. The trainer pays attention if the tasks are put into the right category.

The trainer asks parents which of the four categories prevails.

Trainer summarises on a flipchart the prevailing quadrants in the group. For example, the majority of parents have put most of their tasks in the Decide quadrant. Make a short comment in accordance with

Facilitation notes below.

Exercise 3: ***DDDD Tasks***

Follow-up Activities:

Facilitation notes and/or assessment Tools for the trainer

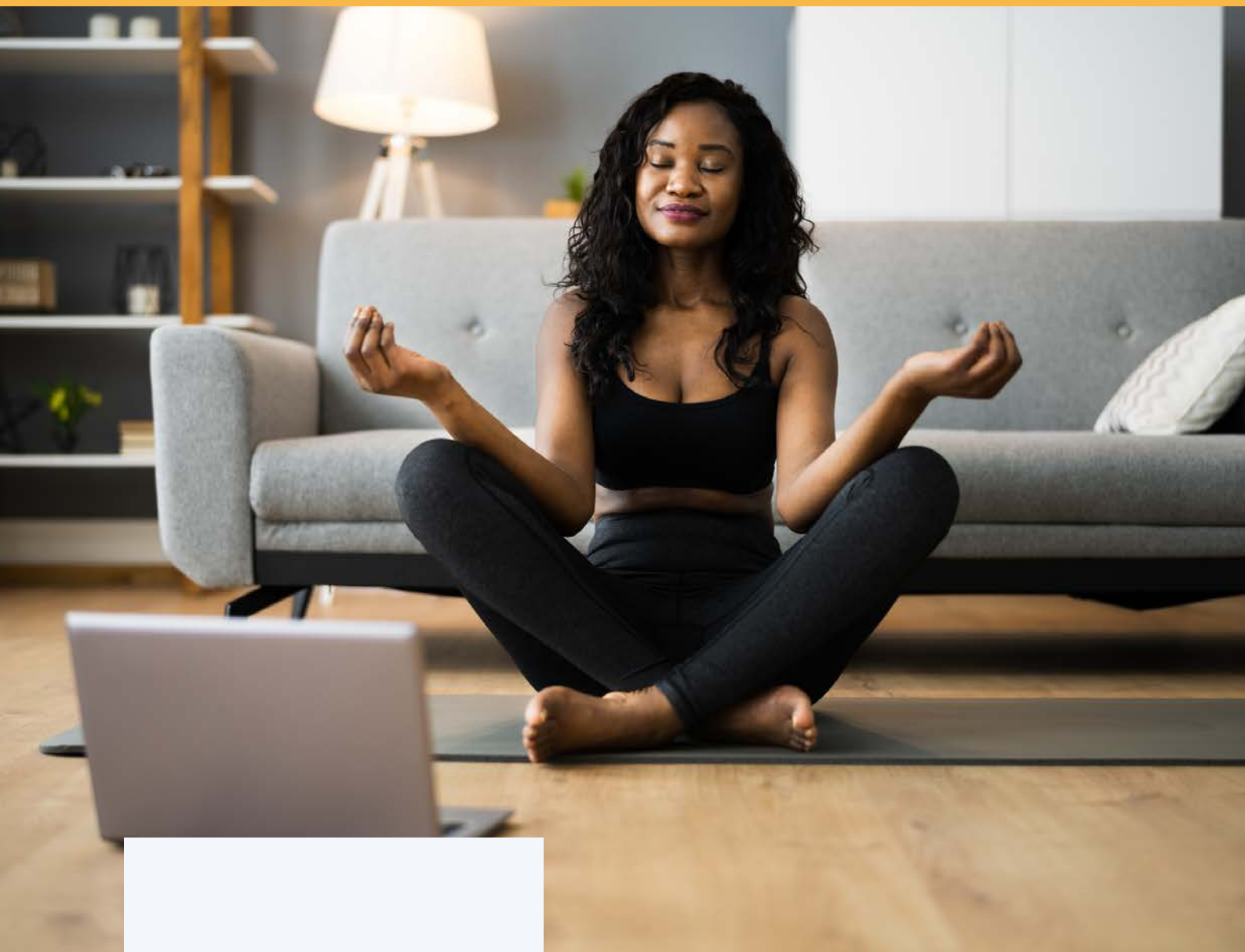
For further readings:

[9 Proven Time Management Techniques and Tools | USAHS](#)

If the DO quadrant prevails and the tasks are properly allocated there, parents may have too much on their plate. We would suggest considering once again the 4 Stove model.

If the DECIDE quadrant prevails it shows good long run orientation. However, the challenge here is not to postpone them too much. Thus, they could become urgent and move to the DO category, which costs a lot of headaches and may be dropping some good things. If the DELEGATE quadrant prevails the obvious decision is to delegate. However, if there is no chance to do so we would suggest parents reconsider whose priorities match these tasks and may be a 4 Stove model again.

If the DELETE quadrant prevails, there may be room for more tasks, improvement and satisfaction.



05

CHAPTER FIVE

STRESS MANAGEMENT

DEVELOPER: VRIJEME PUBLISHING HOUSE,
BOSNIA AND HERZEOVINA

GLOSSARY OF USED TERMS

Stress

The process by which an individual perceives and responds to events that are perceived as overwhelming or dangerous to one's well-being.

Stressors

Environmental events that can be interpreted as threatening or demanding; stimuli that start the stress response.

Response

The body's immediate physiological reaction to a threatening situation or other emergency; analogous to the fight-or-flight response; the first stage of the general adaptation syndrome.

Exposed

When exposed to a stressor, the adrenal glands release a stress hormone that helps to provide an energy boost, preparing the individual to take action.

Distress

Bad type of stress; usually intense; frequently causes exhaustion, fatigue, and a sense of being burned out; associated with declines in performance and health

Positive Stress

A good type of stress is one that is low to moderate in intensity and is associated with positive feelings as well as optimal health and performance.

Fight Reaction

Set of physiological reactions (increases in blood pressure, heart rate, respiratory rate, and sweat) that occur when an individual encounters a perceived threat; these reactions are caused by sympathetic nervous system and endocrine system activation.

General Adaptation

Model of the body's physiological responses to stress and the process of stress adaptation: alarm reaction, resistance stage, and exhaustion stage.

PSYCHOLOGY OF HEALTH

Stress management is important in every area of our life, especially now during pandemic. It also concerns children who have to deal with online education stress, a new kind of stress for young and adult people.

Cronin, S., Becher, E. H., Christians, K. S., Maher, M., & Dibb, S. (2015, May). Parents and stress understanding experiences, context and responses. St. Paul, MN University of Minnesota Extension, children, Youth and family consortium. - references - scientific research publishing. Retrieved February 24, 2022, from:
[https://www.scirp.org/\(S\(351jmbntvnsjt1aadkposzje\)\)/reference/referencpapers.aspx?referenceid=2977842](https://www.scirp.org/(S(351jmbntvnsjt1aadkposzje))/reference/referencpapers.aspx?referenceid=2977842)

Exercise 1:

Mindful Breath Count

Learning Objectives/ Goals of the Exercise:

By the end of this exercise parents will be familiarised with one technique of stress management, helping them cope with stress when feeling overwhelmed.

Duration of the activity

20 minutes

Form and type of activity

The activity can be used as an energizer that is in sync to what the workshops is about, which is stress management. Therefore, it would be best to be performed within a larger group of people.

Necessary materials and preparation:

No materials needed

Description of the activity:

1. Practice this exercise sitting up to enhance mindful awareness. Once you are experienced in the technique you can use it in bed as a technique to help you fall asleep.
2. Use slow deep breathing, aiming to move your belly button on each inhale.

Description of the activity:

Exercise 1: Mindful Breath Count

3. As you are breathing, choose one of these 3 options as you are inhaling and exhaling:

Option 1	Option 2	Option 3
Exhale – say, "One." Exhale – say, "Two." Exhale – say, "Three." Exhale – say, "Four."	Exhale – say, "This too shall pass." Exhale – say, "This too shall pass." Exhale – say, "This too shall pass." Exhale – say, "This too shall pass."	Visualize the surf coming in to the beach and slowly leaving the beach. Inhale – see the surf come in. Exhale – see the surf leave.
Repeat		

4. As thoughts enter your consciousness or as your mind goes blank, simply observe the thoughts or the blankness without judgement or expectation, and then return to counting your breaths.

5. If you lose track of your count, simply start over again at one.

None

Follow-up Activities:

Facilitation notes and/or assessment Tools for the trainer

Please write down any notes that the trainer needs to facilitate the group successfully. Provide directions for assessment of the level of engagement and the general success of this exercise for the group and (if applicable) for each participant.

**Learning
Objectives/
Goals of the
Exercise:**

**Exercise 2:
Parents - Thought Sharing**

This is a two-part activity that provides participants an opportunity to:

- relieve stress by talking about what they are thinking or feeling in the moment, while being intentionally listened to, and;
- talk about opportunities and solutions related to the topic at hand to help move beyond current feelings of stress and/or tension. Parent talking while his/her partner (can be the other parent, or someone they just met) listens without comment. Set the stage by establishing rules for safe sharing. For example: Be respectful, information shared is not talked about once activity ends (stays in the classroom), respect all feelings, ideas, opinions. Before beginning, model the activity using yourself and volunteers to clearly demonstrate the activity.

**Duration of the
activity**

40 minutes

**Form and type
of activity**

This activity is a workshop where parents are supposed to work in a pair, or with 3 to 4 people.

**Necessary
materials and
preparation:**

No materials needed for the activity

Description of the activity:

Exercise 2: Parents - Thought Sharing

Part One

1. Participants should be in pairs; have them find a partner (e.g. you can number of students 1, 2, 1, 2...).
2. Person t #1 talks while person#2 simply listens (e.g. ask person 1 to share how they are feeling today and why? Or how they are feeling at the moment Or about any concerns or worries they are experiencing).
3. After 1-3 minutes they should switch roles and participant #2 talks while participant #1 listens for another 1-3 minutes (participant #2 now talks about the same question, e.g. how they are feeling today and why?).

Part Two

4. After the pairs are done sharing, group participants in triads (groups of three; again you may have a number off them 1, 2, 3, 1, 2, 3 ...).
5. Parent #1 talks while parents #2 and #3 listen (e.g. ask parent 1 to talk about opportunities and solutions related to current issues or stressors he/she is experiencing or concerned about).
6. Every 1-3 minutes switch until each parent in the group has a turn to talk.
7. OPTIONAL: Participants may share with the whole class their experience of sharing thoughts and feelings while being listened to and what it is like to listen intentionally without comment.
8. Check in with parents to see if they feel any sense of relief, calmness, focus or less stressed as a result of the activity.

Exercise 2: **Parents - Thought Sharing**

Follow-up Activities:

Trainer may follow-up by having parents practise peer sharing at other times. Encourage parents to practise this method on their own amongst themselves (other colleagues, friends, relatives) for mutual support.

Facilitation notes and/or assessment Tools for the trainer

Please write down any notes that the trainer needs to facilitate the group successfully. Provide directions for assessment of the level of engagement and the general success of this exercise for the group and (if applicable) for each participant.



Exercise 3:

Attention Control By Mindful Observation

Learning Objectives/ Goals of the Exercise:

This exercise allows you to take a new look at the issues and make more informed decisions by diverting your attention away from the problematic, stressful, and irritating scenario.

It also improves concentration, as well as the ability to focus one's attention on the current moment and accept it without judgement.

Duration of the activity

10 to 15 minutes

Form and type of activity

This activity is a workshop and is designed to be performed either individually or in smaller groups.

Necessary materials and preparation:

No materials needed for the activity

***Description of
the activity:***

***Follow-up
Activities:***

**Facilitation
notes and/or
assessment
Tools for the
trainer**

***Exercise 3:
Attention Control By Mindful Observation***

The ability to pay attention to and concentrate on the chosen object is the first step in strengthening self-regulation, as is the ability to clear the mind of everything that isn't needed right now. The goal of the activity is to improve the ability to maintain proper and strong willed attention control. This activity is simple yet extremely effective because it encourages you to notice and appreciate seemingly little aspects of your surroundings in a more profound way. The practice of cultivating moment-by-moment awareness of our surroundings aids us in better coping with the tough thoughts and feelings that bring us tension and worry in everyday life.

None

1. Choose a natural object from within your immediate environment and focus on watching it for a minute or two. This could be a flower or an insect, or even the clouds.
2. Don't do anything except notice the thing you are looking at. Simply relax into watching for as long as your concentration allows.
3. Look at this object as if you are seeing it for the first time.
4. Visually explore every aspect of its formation, and allow yourself to be consumed by its presence.
5. Allow yourself to connect with its energy and its purpose within the natural world.



06

CHAPTER SIX

COMMUNICATION

DEVELOPER: TRAINING CENTRE RAGINA, BULGARIA

This Module focuses on the general theory of communication, some of the most common mistakes we all make as parents, and most importantly - on how to communicate effectively with our children. The exercises below were developed with the intention of helping parents reflect on their own communication patterns - their roots and consequences and with the intent to help them start their journey to improving their relationship with their children. The contents of this module deal with some sensitive subjects as each parent carries their own background, memories and reasons for particular character traits. We suggest that if at any moment you notice that a parent feels uncomfortable or they stop responding or taking part in an exercise you respect this and not pressure them in any way.

GLOSSARY OF USED TERMS

Communication: the imparting or exchanging of information by speaking, writing, or using some other medium.

Express: convey (a thought or feeling) in words or by gestures and conduct.

Exchange: an act of giving one thing and receiving another (especially of the same kind) in return.

Sender: a person who sends or transmits a message, letter, email, etc.

Receiver: a person who gets or accepts something that has been sent or given to them.

Emotion: a strong feeling deriving from one's circumstances, mood, or relationships with others.

Feeling: a state or reaction; an idea or belief, especially a vague or irrational one.

Conflict: a serious disagreement or argument, typically a protracted one.

Facilitate: make (an action or process) easy or easier.

EXERCISES:

The three exercises below have been developed as three connected parts targeting different stages of miscommunication between parents and children. Being prepared for before, during and after conflict is an effective tool for intensive and efficient resolution of those patterns who are deeply ingrained in the family relationships and need to change.

It is recommended that the exercises be implemented after an icebreaker and/or a warm-up activity connected with communication (ex. splitting into teams of two and miming a dialogue and the others have to guess what this is about or having one of them talk and the other move their arms to illustrate the words of the first).

Please note that each exercise must be followed by a short break and a small warm-up. Applying the exercises directly and without such preparation is most likely to lessen the end result and to disturb the performance of the group.

Exercise 1:

Prepare for Hard Times

Learning Objectives/ Goals of the Exercise:

By the end of this exercise parents will be able to:

- Better observe their emotional state
- Identify some of their emotional triggers
- Plan better their actions before and during a conflict

Duration of the activity

30 minutes

Form and type of activity

This activity is a workshop and is designed to be performed in a group of maximum 12 people. It can be executed in a room or in an open space. It is suitable for groups that have done one more exercise together before and can be used as a teambuilding activity for the parents in a class.

Necessary materials and preparation:

The trainer needs to prepare sheets of paper, pens, writing surface (small board or a hard cover notebook), a flipchart and a marker for it.
Whiteboard or projector is optional.

Description of the activity:

Exercise 1: Prepare for Hard Times

At the beginning of the exercise the trainer asks the group to sit down and take a friendly look at the other participants. They remind them that each of them is a parent with their own background, questions and struggles. A good warm-up can be telling a parenting joke (*Ex. I was excellent at parenting. And then I had my own children.*) or showing a parenting meme on a screen if available.

After the parents are seated the trainer introduces them to the theory of emotions and feelings on a surface level of explanation. In a maximum of 7 minutes they explain the difference between the two terms using or drawing illustrations such as [this](#) or [this](#) one.

After this the trainer asks the parents to take pens, paper and to write down 3 occasions of conflict that often occur in their home and nothing else and to leave space for more writing below each. They make a joke that those who never have any disagreements at home can write down their recipe for this. The time given is 5 minutes. After the time is up the trainer asks any parents that have written no conflicts but had the time for a picture to raise their hand. If there are none, they say that apparently no perfect parents have come here today either. If there are some, they congratulate them and invite them to share their picture.

**Description of
the activity:**

**Exercise 1:
Prepare for Hard Times**

After this, the trainer shares one of the types of **conflicts they have at home** or have heard from their close people (eg. I have to repeat myself too often until my children do something I ask of them.) They ask if other people have experienced this, too and write it down on the flip chart/ whiteboard. They invite other parents to share their experiences and ask if other people in the room have had the same. They write them down. The activity goes on until no one feels ready to share more but no more than 15 minutes.

After everything is written down the trainer asks the parents to try and identify the emotion/ feeling they experienced at the beginning of the conflict. Give them 1 minute. Ask them to write down other times in their life when they have felt the same and give them 4 minutes for this. Ask them to try and find out how their brain reasons when put in these situations and experiencing this emotion/ feeling. What convictions do they have and why do they think they come to the surface in the current arguments with their child/ren?

To conclude, leave 5 minutes for a reflection. Ask what the parents discovered during the exercise. Were they able to make any conclusions? Is there any idea that comes to mind if these situations happen again?

Follow-up Activities:

Exercise 1: Prepare for Hard Times

Invite the parents to apply the same chain of thought for any conflicts that happen in their home for the next week.

As a complementary activity for those who would like to try, provide each of them with a notebook and ask them to label it as their “Communication Diary”. Explain that this is a useful tool for tracking down communication issues and for resolving dysfunctional communication patterns. It can be done on paper or digitally via voice messages or notes in apps like [Google Keep](#) or [Google Docs](#) (available for Android, iOS, Windows). Suggest that they split it in three parts and label the first part “Before Miscommunication Occurs”. Explain that they can use this part of the Diary to track their emotions/feelings and the events around them **before** any miscommunication that took place during the week.

**This activity will be completed and explained thoroughly during the third exercise.*

**Facilitation
notes and/or
assessment
Tools for the
trainer**

***Exercise 1:
Prepare for Hard Times***

For the purpose of this and the other two exercises it is really important that the trainer makes it explicitly clear that there are no perfect parents and this is a place of acceptance and sharing. The friendlier the trainer is, the better this is for the outcome of the exercise. It is recommended that after each direction given the trainer asks if there are any questions and makes it clear that it is okay to ask anything. Adults have more barriers than children and adolescents so it is useful to bear in mind that they might need more help to participate by sharing or by asking anything. As always in such exercises the wishes of those participants who would like to refrain from sharing must be respected.

Please note that this exercise features illustrations and explanations that are universal and can be found in all partner languages. Their selection and presentation depends on the trainers' choice and it is recommended that they take some time to prepare them before performing the exercise.

Exercise 2: Own The Hard Times

Learning Objectives/ Goals of the Exercise:

By the end of this exercise parents will be:

- Better prepared to express their feelings in an appropriate manner during conflicts;
- Better prepared to avoid escalation of conflicts;
- Able to demonstrate a healthy and efficient communication approach to their children

Duration of the activity

40 minutes

Form and type of activity

It can be executed in a room or in an open space. It is suitable for groups that have done one more exercise together before and can be used as a teambuilding activity for the parents in a class.

Necessary materials and preparation:

The trainer needs to prepare sheets of paper, colourful felt-tip pens or pencils, blue pens, writing surface (small board or a hard cover notebook), a flipchart and a marker for it.

Whiteboard or projector is optional.

Description of the activity:

Exercise 2: Own The Hard Times

At the beginning of the exercise and after the warm-up the trainer asks the group to sit comfortably and asks them how they feel. After the collective answer from the group they ask if the participants think about their feelings and emotions often. After the collective answer from the group they ask the participants to share the emotion/ feeling they think about mostly and write it down on the flipchart. After the group has finished sharing, the trainer turns their attention to the fact that we are usually so busy during the day that we tend to focus on our performance and the tasks that we have and we do not have time to think about our feelings and emotions too much. Then they share the observation that even if we do, we tend to focus on certain ones and not pay attention to others. To illustrate this, they show them the “Emotional wheel” (like [this](#) or [this](#) one). This part takes about 10 minutes.

After this small discussion the trainer asks the parents to divide one sheet of paper in 4 rectangles and in each rectangle to write down 4 things that they tell their children most often when they experience a conflict and gives them 4 minutes for this. After they are done the trainer invites them to turn the paper around and use the felt-tip pens or the pencils to draw simple illustrations of these moments on the back. They can jokingly ask the parents to not overdo it as they can only give their children marks and there are no prizes for 1st place here.

They give them 6 minutes for the illustration.

Description of the activity:

Exercise 2: Own The Hard Times

Upon completion of this phrase the trainer explains that very often in communication with others and during a conflict we tend to say what we think of others and to use the situation as character assessment instead of focusing on the current moment. They explain that with all people including children this usually leads to taking a defensive stance. This leaves no brain resources for reasoning and for behaviour improvement as emotions/feelings become involved.

The trainer explains that putting the focus back on the parents' feelings instead of blaming (even if they are in the right) helps get the message across better. It also allows them to own their feelings and emotions as adults thus demonstrating responsible communication behaviour to their children.

The trainer invites the parents to think about the way they say these 4 phrases and to reword them focusing on the way they feel. The time for this is 10 minutes.

They can use the example (or similar):

"You always forget to clean your room. I am tired of your laziness and of reminding you." and change it to "I feel really bad when I have to remind you to clean your room so many times. I would like to discuss this with you if that's okay. Why do you think that you avoid doing this?"

Description of the activity:

Follow-up Activities:

Exercise 2: Own The Hard Times

When time is up the parents are invited to share their pictures and most used phrases. The time for this is 6 minutes total. The trainer can share one or two stories of their own with their family members.

To conclude, leave 5 minutes for a reflection. Ask what the parents discovered during the exercise. Were they able to make any conclusions? Is there any idea that comes to mind if these situations happen again?

Invite the parents to apply the same chain of thought for any conflicts that happen in their home for the next week.

As a complementary activity for those who would like to try, explain that they can use this part of the Diary to track their emotions and the events around them during any miscommunication that took place **during** the week. They can also note and write down any other often used phrases that come to mind.

**This activity will be completed and explained thoroughly during the third exercise.*

**Facilitation
notes and/or
assessment
Tools for the
trainer**

***Exercise 2:
Own The Hard Times***

For the purpose of this and the other two exercises it is important to note that writing is not the only way of expression, especially when it comes to emotional and social intelligences. The trainer should explain this to the participants and suggest that they can express themselves using stickers, drawing a picture, performing a series of motions or do this in any way that feels authentic to them.

Please note that this exercise features illustrations and explanations that are universal and can be found in all partner languages. Their selection and presentation depends on the trainers' choice and it is recommended that they take some time to prepare them before performing the exercise.



Exercise 3: After the Storm

Learning Objectives/ Goals of the Exercise:

By the end of this exercise parents will be:

- Better prepared to express their feelings in an appropriate manner during conflicts;
- Better prepared to avoid escalation of conflicts;
- Able to demonstrate a healthy and efficient communication approach to their children;
- Better at observing their emotional state
- Able to identify some of their emotional triggers
- Able to plan better their actions before, during and after a conflict

Duration of the activity

30 minutes

Form and type of activity

It can be executed in a room or in an open space. It is suitable for groups that have done one more exercise together before and can be used as a teambuilding activity for the parents in a class.

Necessary materials and preparation:

The trainer needs to prepare sheets of paper, colourful felt-tip pens or pencils, blue pens, writing surface (small board or a hard cover notebook), a flipchart and a marker for it.

Whiteboard or projector is optional.

Description of the activity:

Exercise 3: After the Storm

At the beginning of the exercise and after the warm-up the trainer asks the group to sit comfortably. He can then jokingly ask them if they have rested enough sitting and asks them to stand up now.

He splits them in pairs and invites them to walk around the room if they want and to take 10 minutes to discuss some of the discoveries and the conclusions they drew during the previous two exercises. The trainers go around the pairs and facilitate the process of exchange, paying special attention to the pairs that seem to be having difficulty without pressing them.

After the 10 minutes are over the trainers allow 5 more minutes to the pairs to discuss how to present their common findings to the others - it could be by explaining, writing, even dancing. Each pair is given 2 minutes to present while the trainer takes notes of the keywords on the flipchart. After the final pair has finished presenting the trainer leads a group discussion on everything shared so far.

The final part of the exercise is the trainers' invitation to everyone to use the last page of the notebook where to write down or draw 3 things they would like to try for the next two weeks in their communication with their children.

Follow-up Activities:

Facilitation notes and/or assessment Tools for the trainer

Exercise 3: After the Storm

Invite the parents to apply the same chain of thought for any conflicts that happen in their home from here on. Tell them that this is just a different point of view regarding human relationships and communication and they could try it out and observe how it influences their families.

Thank them for their efforts and praise them. They deserve it.

As a complementary activity for those who would like to try, explain that they can use this part of the Diary to track their emotions and the events around them **after** any miscommunication that took place during the week.

Each Sunday they are invited to take a look at and reflect on the circumstances that led to the miscommunication by writing a “Reflection on the week” chapter with their thoughts and by designing a very short “Action Plan” focusing on their actions should similar situations happen again.

For the purpose of this and exercise it is necessary to explain to parents that reflection is a vital part of the whole process and is the one that contributes to actual change the most.



PARTNER AUTHORS

EduCOV parent's training program combines different backgrounds from various experts. Below, you can find a short introduction to the partner organisations involved in training development.

Collegium Balticum Akademia Nauk Stosowanych (CB ANS) is a Polish private university which educates in social sciences, homeland security and medical sciences. Collegium Balticum realises many international projects as a coordinator or partner in the Erasmus+ programme.



Smart Idea is a private enterprise established in 2017. The company is developing and implementing innovative educational methodologies and tools, as well as the digitalisation of educational products and processes. In the last few years, Smart Idea has specialised in the introduction of new techniques of learning and management into schools and actively lectures at educational conferences (SIRIKT Slovenia, InfoCom Tech Slovenia, Future of Education, Italy).

Vrijeme Publishing House was established in 1998. Vrijeme publishes around 30 titles annually, included in several editions: Bosnian Portraits, New Sensibility, World Literature, Text, Cultural Memory, Pippi Longstocking, etc. Since 2004, the Vrijeme Book Club has been acting within the Vrijeme Publishing Company, providing book lovers with many national and world production publications. On average, a valuable team of this publishing house treats readers with a dozen new editions during the year. It is essential to note if it is known that during these difficult times, some of the once most respected Bosnian publishing houses stopped working for the book and publishers.

JumpIN Hub - Association for Innovation and Entrepreneurship is a non-profit organisation established in 2019 in Portugal. The Association's main objective is to promote, in a sustainable way, innovation and entrepreneurship as promoters of development in the social and business areas through integrated education supported by non-formal education methodologies for young people (NEET) and adults, covering three main areas:

- Socio-cultural education;
- Education for personal development;
- Professional qualification.

Training Centre Ragina (TCR) was established in 2011 with the main focus - on corporate training and language courses for adults. We subsequently expanded our products and implemented innovative methodologies - vocational education, critical competencies training, specialised language training, etc.

Our main goal is to be innovators, imposing a new vision of learning and trying to pave the way for the world trends of modern education in Bulgaria. Created as a language centre, we are among the first who implement fully interactive learning.

Gradually we expanded our services, but we retained our basic philosophy - to look for the best systems and forms of teaching we can implement in each educational product.

GÖLBAŞI İLÇE MİLLİ EĞİTİM MÜDÜRLÜĞÜ is an organisation under the Ministry of National Education and situated in the provincial organisation that conducts national education service is a public institution. It is the local authority responsible for education. Golbasi National Education comprises 39 primary schools, 36 secondary schools, 36 high schools, and several institutions dealing with adult and special needs education. There are 3300 teachers and 34.500 students.

Language school Sky is an SME established in 2017, providing extracurricular activities in kindergartens and primary schools in the Rousse region. The company is a leader in the market of extracurricular activities for children. Each year, 550-600 children participate in different educational activities of the centre – Bulgarian and foreign language activities, maths, art ateliers, mental arithmetic, etc. The centre currently has contracts for extracurricular activities in 6 public kindergartens and three public primary schools. It also provides equipment for training halls in all kindergartens/schools that it is working with, implementing a fully interactive learning environment, including education for the team of the public entity and how to use it for the needs of the formal education process during the study year.

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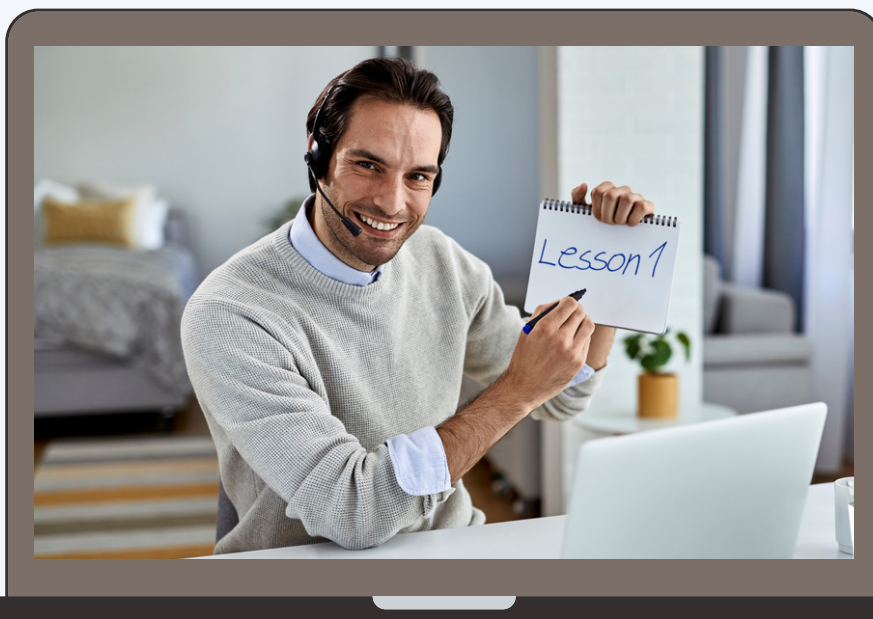
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