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ACTIVE INVOLVEMENT OF PARENTS THROUGH VALUES - WORKSHOPS -

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WORKSHOP 1

THE GROUND OF BECOMING: INNOVATIVE SPIRIT AND CREATIVITY, HOLISTIC DEVELOPMENT, JOY OF LIFE, ABUNDANCE

WORKSHOP 1 The Ground of Becoming: Innovative spirit and creativity, Holistic development, Joy of life, Abundance	
Values	<u>Definition of the values:</u> Creativity – Allow yourself to play, be curious and invent new things together with your family. Abundance – Recognize what you already have, practice gratitude, and remain open to all the good things yet to come. Joy of life – Enjoy the little moments, be authentic, laugh, and share that joy with your loved ones. Holistic development – It is important to find balance among body, mind, heart, and soul — both for yourself and for your child.
Objectives	Level 1 To help families understand values and recognize them by collaboratively exploring their presence or absence in real-life situations, while sharing perceptions and examples. Level 2 To foster deeper understanding and emotional engagement with each value through an activity designed for families to work on them in their everyday environment. Level 3 To promote the development of values through engaging and age-appropriate methodologies, such as picture books and board games, in order to foster emotional connection, active participation, and dialogue within the family.

Start	
Examples	Energizer: “Let’s connect by clapping” The aim of this exercise is to create the connection between the participants and to get to know each other. At the beginning of the activity, each participant will create a badge with his name that he/she is going to wear during the activities. They are free to put on the badge any information they want to share (for example, what class is his/her child, the name of the kid, a symbol that represents him/her as a parent, etc). Then, the activity continues with the participants standing in the circle. The facilitator starts clapping, orienting the hands to the right, to the left or up, saying her/his name. The participant in that direction has to “take” the clap and pass it to the next one, in the same direction, saying his/her name. This will be done in the first round. In the second round, while passing the clap, the participant has to say the name of his/her neighbour. At any moment, any participant can change the direction of the clapping. If the clap is with the hands up, it means that the person next to him/her is skipped and the clap continues in that direction, with the next person. If the aim is to learn the names of the participants, the clap can be oriented to different participants, aleatory, saying their names. Music can be used, with different speeds and claps according to the speed of the music (ex. “Zorba the Greek”). Possible continuation of the energizer: After this introductory game, the participants can form pairs and share the information written on their badges. They will change pairs every 5 minutes for as long as the facilitator considers.
Main part: Activities	
Activity 1: Our values <i>(Level 1: all values)</i>	Description: The aim of this activity is to raise awareness of the personal and shared values present in family life through playful, creative expression and to connect these values with the workshop's core themes of creativity, holistic development, joy of life, and abundance.

Structure of the activity:

1. The coordinator hands out strips of paper and pens to each participant and asks them, individually and confidentially, to think about and write down what two values that they have in their families.

2. The strips are collected, shuffled and redistributed to the group.

Note: It may happen that the participant takes out the topic that he/she has written or that the same value is indicated more than once, so the coordinator should check if this has happened before proceeding with the dynamic.

3. Everyone is asked to silently read the value they've drawn, taking care that their neighbour doesn't see what it's about.

4. Each person will have to think of a non-verbal way of representing the subject described on their paper to the others (gesture, mime, drawing, etc). Signals can be given to the group as they speed up, get closer or make mistakes: e.g. head signals, such as yes or no - hand signals, such as positive or negative or more or less, etc.

5. While one represents, the others will try to find out and say what is being represented. While the value being guessed, the participants say out loud "It is me", if the represented value is from their family's.

6. The coordinator writes down on the flip chart the values represented.

7. The facilitator introduces in this moment, by also noting with another colour, the values that are going to be discussed in this workshop: Innovative spirit and creativity; Holistic development; Joy of life; Abundance and connect them to the ones stated by the participants, through reflection questions.

Reflection questions:

1. What did you feel when representing or guessing a value without words? What does that say about how values are communicated in everyday life?
2. What value did you find hardest to represent or guess?
3. We noticed some values that appeared more than once. Why do you think these are shared by many families?
4. How does your family live out the values you wrote down?
5. Were there any values you saw represented that inspired or surprised you? Why?

	6. If you had to choose one value from today to nurture more intentionally at home, which would it be and why? 7. Can you think of a moment in your home when one of these workshop values naturally appeared? What made it possible?
Activity 2: Creative constructions (Level 2. Value: creativity and innovative spirit)	Description: This activity is experiencing the power of creativity, innovation, and collaborative problem-solving in a hands-on challenge and reflects on how to nurture these abilities in family life. Structure of the activity: 1. The participants will be in groups of 3 or 4. 2. Each team receives: 20 spaghetti, 10-15 marshmallows 3. Challenge: "Build a construction that can stand on the ground without support, in a limited time of 15 minutes". Reflection questions: 1. How did creativity help you in this activity? 2. What were the most innovative ideas? 3. What were the ideas that helped you most? 4. Was it different from your normal way of finding solutions? 5. What did you learn/was your conclusion after this activity?

	6. How can we encourage innovative thinking in the family, in everyday life?	
	Material:	Estimated time: 30 minutes
	Spaghetti, marshmallows.	Tips for facilitator: Applying the exercise at home: 1. Provide the materials and work the task with your kid. 2. Ask him/her all the time what ideas they have. 3. Encourage them, giving suggestions. 4. Ask them: "What do you think ..." 5. Observe your child. Offer them the possibility to change, try other possibilities, create opportunities to solve problems (ex. put a material in a different place than said, ask them to tell other ideas). 6. Different materials can be used for the same task: a. recyclable materials b. sticks, tape, eggs (the construction will sustain the egg) c. Plastic straws; sticky notes; paper (build a house)
Activity 3: The rules <i>(Level 2.</i> <i>Value:</i> <i>creativity)</i>	Description: The aim of this activity is to stimulate creative thinking, teamwork, and flexible problem-solving, by inventing and interpreting rules, and to reflect on how rules both guide and inspire innovation in everyday life. Structure of the activity: 1. Divide the participants into two groups. If they are too many, multiple smaller groups can be created. 2. Challenge: "Invent a new game involving at least two people. It can be inspired by existing games or something totally new. You must create and write down the rules, as many or as few as you wish." 2. Give groups 10–15 minutes to brainstorm, create, and rehearse	

	their game. 3. When ready, each group takes turns playing their game in front of the others, without explaining the rules. 4. The observing groups must guess the rules based only on what they see. 5. After guesses are shared, the game creators reveal the actual rules. Reflection questions: What was fun or surprising about inventing your own game? 1. How hard/easy was it to create a game? 2. How did it feel to try to understand something without being told directly? What did you rely on? 3. How do we usually react when rules aren't clear and how can creativity help in those moments? 4. What does this activity say about how flexible or rigid we are when approaching new challenges? 5. In what ways are we (as parents) setting rules that limit vs. inspire creativity at home?				
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		or at home.”
Activity 4: Human machines (Level 2. Value: creativity)	Description: to help the group understand the feelings of people who are regularly excluded We propose this activity in order to foster teamwork, creative thinking, and imagination through movement and cooperation, while exploring how each individual action contributes to a larger system, just like in families and real-life challenges. Structure of the activity: 1. Divide the group into teams of four people. 2. Explain the challenge: <i>“Your team will create a ‘human machine.’ Each member is one part of the machine. Every movement must trigger or depend on someone else’s movement, just like a chain reaction.”</i> 3. Give each team 10 minutes to plan and rehearse their machine. They must decide: ○ What the machine does ○ What role each person plays ○ How the movements will connect and flow 4. To inspire creativity, offer fun and silly machine prompts such as: ○ A whirlpool bath for giraffes ○ A car wash for elephants ○ A special shower for cats ○ Or let them invent their own! 5. After planning time, each team presents their living machine to the rest of the group, no verbal explanation until after the performance. Reflection questions: 1. What part of this activity did you enjoy the most: planning, performing, or watching? 2. Which part did you find most challenging: coordinating movements, agreeing on ideas, or staying connected? 3. How did you decide who would do what in your machine? 4. What did this activity teach you about how small actions are connected in a bigger system, like in family life? 5. How could we use this kind of thinking: connected, creative, and collaborative, at home or in parenting? 6. Use the machine metaphor to reflect on how “every action creates a reaction”, a great tool for emotional learning.	

	Material:	Estimated time: 20-30 minutes
	Not necessary	Tips for facilitator: Applying the exercise at home: 1. Choose silly machine ideas and have each family member design a movement. Record them and celebrate creativity. 2. Give the kids leadership to invent and assign roles for the machine, as a great way for building planning and social-emotional skills. 3. Record the machines and create a short “family inventions” movie night to watch together and celebrate everyone’s contribution.
Activity 5: The Whole Person Puzzle <i>(Level 2.</i> <i>Value:</i> <i>holistic development)</i>	Description: The objective of this activity is to help participants understand and experience holistic development by exploring five interconnected dimensions of human growth (body, heart, mind, social, and spirit) through a creative self-reflection activity. Structure of the activity: 1. Distribute two large flip chart sheets per participant, along with tape or glue to stick them together vertically, forming a canvas about the size of their body. 2. Participants pair up. One lies down while the other traces the outline of their body on the paper, then switches roles. 3. Inside the body outline, ask each participant to divide the space into five puzzle-like sections. These sections should resemble interlocking pieces and be labeled as: • Body (physical) • Heart (emotional) • Mind (cognitive) • Social (relationships) • Spirit (moral/values) 4. In each puzzle piece, participants should write, draw, or symbolize an activity, memory, or behavior that helped them grow in that dimension, from childhood or adult life. 5. Once completed, hang all “puzzle bodies” around the room for a gallery walk or mini-exhibition. Encourage participants to walk around, notice patterns, and connect with others’ experiences.	

	Reflection questions: 1. Which dimension was the easiest for you to identify an activity in? Why? Which dimension was the hardest? What might that tell you? 2. What happens when one piece of our development is missing or neglected? Is the puzzle whole? 3. What dimension do you most often develop in your child? Which gets less attention? 4. How do the dimensions connect or influence one another in your personal experience? 5. What would a “whole day” of holistic development look like for a child? 6. How can we integrate small, meaningful actions in all five areas throughout the week? <i>Conclusion for the group:</i> “Holistic development means nurturing the whole child, not just academic success, but balance across body, heart, mind, relationships, and values. Growth in one area supports the others. When we nurture the whole being, we raise children with inner strength, emotional health, and character.”				
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		most is doing it consistently and with balance. No one dimension is more important than the others. A whole child thrives when body, heart, mind, relationships, and spirit are all nurtured, regularly, and together”.
Activity 6: Enjoy the moment (Level 2. Values: joy of life through Mindfulness and Awareness)	Description: The purpose of this activity is to help participants experience how simple, present-moment awareness and shared activities can cultivate joy, focus, emotional regulation, and connection and to reflect on how to bring these habits into daily family life. Structure of the activity: <i>Part 1: Sound & Awareness Warm-Up</i> 1. Participants sit or stand in a quiet circle, eyes closed. 2. The facilitator plays a Tibetan singing bowl (or a similar sound on Youtube). ○ Round 1: Participants raise their hand when the sound fades completely. ○ Round 2: While the bowl rings, they notice all other sounds in the environment. Reflect on: <i>How much do we miss when we don't listen carefully?</i> <i>Part 2: Mindfulness Practices Sampler</i> Introduce short mindfulness tools for daily life. Demonstrate and invite short practice: ● 3-5-3 Breathing: Inhale 3 sec – Hold 5 sec – Exhale 3 sec ● “Intention of the Day”: Set one word or purpose in the morning, reflect on it at night. ● Count to 10: Before reacting or replying ● Positive self-talk: Practice noticing a negative thought and rephrasing it kindly ● AWARE practices: Aware walk, aware eat, aware feel, aware talk <i>Facilitator tip:</i> Let participants choose 1 or 2 to integrate into their daily routine with their child.	

Part 3: Focus Challenge – The Obstacle Course

1. Set up a simple physical obstacle course (chairs, ropes, cones, etc.).
2. A volunteer walks through it while narrating (or reflecting after):
 - What did you notice first?
 - What helped you succeed?
 - Where did your focus go, to the problem or the next step?

Conclusion: “Joy comes not from avoiding obstacles, but from learning how to move through them with awareness. Focus on solutions, not on the problems.”

Part 4: Group Awareness Game: Silent Counting

1. Everyone stands in a circle.
2. As a group, they must count from 1 to 10, one number per person, in random order, without planning.
 - If two people speak at once or repeat a number, the group restarts.
3. Repeat the game with eyes closed.

Source: https://www.youtube.com/watch?v=e_-YTHUIWwo

This builds shared focus, patience, and listening, joyful connection through presence.

Part 5: Playful Presence: Balloon Challenge in Pairs

1. Organize participants in pairs, forming a long line.
2. Round 1: Each pair holds both hands and must pass a balloon from start to end of the line without dropping it.
3. Round 2: Holding just one hand (left-left or right-right), they must keep the balloon in the air as long as possible.

Insight: Requires coordination, patience, shared laughter and celebrating simple joy together.

Reflection questions:

1. Which part of today’s experience felt most joyful or surprising?
2. Which mindfulness tool do you see yourself practicing personally?
3. How might one of these exercises help your child manage emotions or attention?

	4. What routines or daily moments at home could you use to introduce mindfulness playfully? 5. How do you think joy and presence are connected?	
	Material:	Estimated time: 15 to 20 minutes
	Tibetan bowl (or a youtube sound), balloons.	Tips for facilitator: Applying the exercise at home: 1. Create a daily or weekly mindfulness ritual: breathing together, intention setting, or a slow walk. Use them to practice focus, stillness, problem solving. 2. Use small routines (e.g., walking to school) to play awareness games like silent counting or “spot 5 things you hadn’t noticed before.” 3. Normalize mistakes as moments to grow and say: “<i>Oops, we start again!</i>” with laughter. 4. Practice “joy in small things”: share a daily laugh, a silly face, or a moment of quiet presence before bedtime.
Activity 7: A Day of Abundance (Level 2. Values: joy of life, creativity, abundance)	Description: The aim of the activity is to help participants reflect on what <i>true abundance</i> means, beyond material wealth, and to express their personal or family vision of a meaningful, joyful, and fulfilled day through creativity and collaboration. Structure of the activity: <i>1. Group Discussion:</i> “What does an abundant day look like for you?” “What does abundance mean beyond material things, like money or possessions?” 2. In groups of 3-4 or in pairs, the participants have to imagine and visually represent their version of a joyful, abundant day, one filled with: meaning, love, time, connection, energy, learning. 3. They may use: drawing, words or key phrases, cut-out magazine images or symbols, stickers, colors, textures.	

	4. A “Dream Day Gallery Walk”, where each group briefly presents their visual collage, sharing what abundance means for them. Reflection questions: 1. How is your idea of abundance different from material wealth? 2. What types of abundance (e.g., time, love, laughter, creativity) showed up most in your dream day? 3. What part of your abundant day is already part of your real life? What small changes could bring you closer to living this kind of day more often? 4. How might your parenting change if you focused more on creating moments of joy, connection, and meaning, rather than control, productivity, or outcomes?		
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Activity 8: Dream map (Level 2. Values: all values)	Description: We propose this activity in order to explore the value of dreaming with intention and courage, while recognizing the emotional, relational, and practical elements needed to pursue personal and shared dreams, both in group settings and family life. Structure of the activity: 1. Form small groups of 3–4 participants. 2. Each group receives a large sheet of paper and drawing materials. 3. Prompt: <i>“Draw a map to your dreams, both personal and shared.”</i> It can be abstract or literal, and should include: ○ Dream destinations (goals, big hopes) ○ Roads or paths (journeys or directions) ○ Stops or signs: steps to take, resources needed, potential obstacles ○ Symbols or images: feelings, people, values, support systems 4. Sharing dreams is encouraged even if they seem “big”, a dream is a space of possibility! 5. After mapping, each group presents their “Dream Map” to the rest of the group. Reflection questions: What did we discover about our dreams and how they reflect our values? What small or concrete steps could help us move closer to these dreams? How do our individual dreams connect with our group or family dreams? What concrete steps can we take to get closer to your dreams? Do you know what your child dreams about, not just for their future, but for their day-to-day joys? Do you take them seriously about their dreams? How do you encourage them to follow their dreams?
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	Material: A3 large sheets of cardboard, markers, felt-tip pens, coloured pencils, stickers, cut-out images, post-it or self-adhesive labels	Estimated time: 20 minutes Tips for facilitator: Applying the exercise at home: 1. Gather as a family and draw out both shared dreams (e.g., a vacation, a tradition, a peaceful home) and personal ones (what each person wants to learn, explore, or become). 2. While doing it, discuss common and personal dreams and how they interconnect or not. 3. Observe yourself in the discussion with the child, how much do you have the tendency to change your child's dreams or make fun of them? 4. In the coming month, take one small action toward a personal dream — and share it with your child. This models courage, persistence, and authenticity.
Activity 9: Our Garden (Level 2. Values: all values)	Description: The aim of the activity is to creatively reflect on the values, habits, and emotional climate we want to nurture within our families and to explore how growth happens through care, intention, and shared responsibility. Structure of the activity: 1. Divide participants into small groups of 4, imagining they are acting as one symbolic family. 2. Each group receives a large sheet of paper (or green cardboard) and materials such as colored paper (cut into leaves, flowers, vegetables, trees), scissors, glue, markers, post-its, and stickers. 3. The group creates a symbolic family garden, using metaphors for emotional, relational, and value-based growth. Encourage them to include: ○ Flowers or vegetables = Family values (e.g., “flower of joy”, “vegetable of honesty”) ○ Seeds = New values, habits, or dreams they want to grow ○ Withered plants = Things they want to let go of or change (e.g., impatience, blame)	

	○ Sun and rain = What helps them grow (support, love, time, rituals) 4. Once the gardens are complete, each group presents their creation during a “Garden Tour” — explaining what each part of their garden represents. Reflection questions: 1. What do we want to nurture more in our family right now? 2. What part of the garden felt most meaningful or hopeful to create? 3. Which plant or part of your garden are you most proud of, and why? 4. What are the “weeds”, habits or challenges, that sometimes get in the way of living our values? 5. Which part of the garden are you most proud of, and why? 6. How might our family life change if we made creativity, joy, abundance, or holistic growth more central in our daily routines? 7. What does your garden say about the kind of family culture you want to grow?				
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Material:	Estimated time: 20 minutes				
A3 large sheets or green cardboard (as a background), colored paper (flowers, leaves, vegetables, trees), glue, scissors, markers, post-it notes, stickers.	Tips for facilitator: Applying the exercise at home: 1. Ask the children: “What values or feelings do we want more of in our home?” Let them invent metaphors: a “laughter flower” or “tree of peace.” 2. Add new leaves, seeds, or clouds over time. Treat it like a visual family diary of growth, effort, and connection. 3. Create mini “weekly garden checkups”, to see if new seeds appeared or some weeds, etc 4. Hang the garden where the family sees it often. 5. Instead of a one-time project, treat the family garden like a living work-in-progress and add to it over time with new leaves, flowers or symbols.				

Activity 10: Picture books <i>(Level 3. Values: all values)</i>	Description: This activity invites families to engage with beautifully illustrated picture books as tools to explore and reflect on core values. Through shared reading, discussion, and creative expression, participants uncover the emotional and moral lessons behind each story and connect them to their own family life. By using storytelling and images that resonate with both children and adults, this activity nurtures empathy, critical thinking, and emotional dialogue in a playful and meaningful way. Structure of the Activity 1. Book presentation (5–10 min): The facilitator/parent presents a small selection of age-appropriate picture books, each one subtly related to one or more core values (Annex 2). Families choose a book (or are assigned one) and explore it together. 2. Shared reading and reflection (20–25 min): Families read the book together and answer 3–4 guided questions designed to prompt discussion about values. Examples: What value do you see in this story? Which character made a choice based on love/trust/respect/peace? How would you have acted in their place? They can have the activities worksheets for home, to read the story, discuss its message and enjoy the activities (Annex 3). Recommended book: Mabel and the mountain https://www.youtube.com/watch?v=ZioU6swILP4 Link for the activities: https://www.penguin.co.uk/discover/childrens-articles/mabel-and-the-mountain-activity-sheets <table border="1"> <tr> <td data-bbox="459 1549 776 1877"> Material: Books or following YouTube videos </td><td data-bbox="776 1549 1364 1877"> Estimated time: 20 minutes Tips for facilitator: Support younger readers with simplified questions or allow them to express themselves through drawing. Highlight that stories are mirrors: we can </td></tr> </table>	Material: Books or following YouTube videos	Estimated time: 20 minutes Tips for facilitator: Support younger readers with simplified questions or allow them to express themselves through drawing. Highlight that stories are mirrors: we can
Material: Books or following YouTube videos	Estimated time: 20 minutes Tips for facilitator: Support younger readers with simplified questions or allow them to express themselves through drawing. Highlight that stories are mirrors: we can		

		see ourselves in them and learn from the characters' experiences.
Activity 11: Board games (Level 3: all values)	Description: To promote the development of core values through carefully selected board games that engage families in reflection, emotional connection, and cooperative play. This activity invites families to play specific games aligned with each value, followed by a shared reflection. It also includes two versatile games that can be used to explore all four values in an integrated way.	
	Material: ▪ Board game ▪ Some of them can easily be created by families	Estimated time: Depends on the board game used
		Tips for facilitator: Reflection after playing: - What value(s) were most visible during the game? - How did you feel when you had to rely on others? - What did this game teach you about expressing love, showing respect, or acting peacefully?
Other activities (There must be a minimum of 10 activities per workshop; however, not all of them will have time to be completed. Include other activities here)		
Energizer (middle of the workshop): Focus&fun Steps: 1. We make a circle with participants. 2. We give them the following instructions: - Say what I say and do what I say. 3. Then we say: Jump right, jump left, jump forward, and jump back. 4. Then we give them slightly different instructions: - Say the opposite of what I say and do what I say.		

5. We repeat step 3.
6. Next instructions: - Say what I say and do the opposite.
7. Repeat step 3.
8. Next instructions: - Say the opposite of what I say and do the opposite of what I say.
9. Repeat step 3.

Variant:

- <https://www.youtube.com/watch?v=a72goyDtjel> - create fun moments and relax: walk/stop, jump/dance, name/clap

Reflection

(Indicate guidelines or questions that can be followed to carry out a joint reflection in the last 10-15 minutes of the workshop)

1. Home Connection: The Growth Journal

To support ongoing reflection and meaningful connection between sessions, a "Growth Journal" can be provided or created.

Participants are encouraged to use this journal, both, at home and during future workshops, to track their experiences, insights, and questions.

In the journal, they can record:

- Activities tried with their children
- Funny or surprising moments
- Children's quotes or reactions
- Challenging moments or questions that arise
- Personal reflections and small insights
- (Optional) Drawings, photos, or creative entries

This journal is a space for honest, joyful, and real reflection. It will help build continuity, encourage intentional parenting, and allow for meaningful sharing in the upcoming workshops.

2. Self-Reflection Prompts

Invite participants to take a moment to reflect. You can read these aloud while calming music plays and then share in the group:

- What moment from today made you feel most connected or inspired?
- What do you feel your family needs more of and what small step can you take toward that?
- What was your biggest insight or "aha" moment today?

- What will be your first action at home to carry this work forward?
- What's one challenge you foresee and one possible creative solution?

Invite them to write these in the "Growth Journal" or the back of a reflection sheet.

3. Celebration Ritual: Affirmation and Closure

- **"We Are the People" song** (<https://youtu.be/kGT73GcwhCU?t=61>) — play the song and invite participants to stand in a circle for a collective moment of gratitude and recognition.
- **Celebration gesture:**
Tap your right shoulder and say: **"Good job!"**

Optional playful additions:

- "Pass the Clap": Start a clap and pass it around the circle — energetic, symbolic, affirming.
- "Takeaway Box": Hand each participant a card that says *"What I'm taking with me today is..."* and invite one-word shares.

Resources

(You can indicate resources that were essential to consult to create this workshop, as well as others that you want to provide to participants to delve deeper into the content)

"101 MORE GAMES FOR TRAINERS", Bob Pike Christopher Busse, HRD Press
"Level up your leadership" - ebook, Group Dynamic Hub

Annexes

Annex 1 -Activity 5 -n THE WHOLE CHILD PUZZLE

 MIND (Cognitive development)	MIND (Cognitive development) Activities that stimulate thinking, creativity and learning • Read a story together and ask open-ended questions • Ask your child to teach something they learned at school • Create a “question of the day” wall • Solve puzzles, build LEGO, or explore science experiments
 BODY (Physical development)	BODY (Physical development) Activities that build strength, coordination and health • Dance together to favorite music • Go for a nature walk or scavenger hunt • Cook a healthy recipe together • Practice yoga or stretching before bed • Set up a mini obstacle course in the living room or garden
 HEART (Emotional development)	HEART (Emotional development) Activities that support emotional awareness and regulation • Use a “feelings chart” each day to talk about emotions • Role-play how to express anger or frustration kindly • Draw a “heart map” of things that make child feel loved • Reflect on “What made you smile today?”
 SPIRIT (Moral&value development)	SPIRIT (Moral&value development) Activities that develop empathy, gratitude • In the evening, say 1-3 things you are grateful for • Every day, sit quietly for 5–10 minutes, listening to the sounds around you, breathing deeply and consciously • Choose a good deed to do together each week
 SOCIAL (Relationship development)	SOCIAL (Relationship development) Activities that develop communication and social skills • Play a team game or cooperative activity • Practice sharing and taking turns with toys or tasks • Role-play greetings or problem-solving with others • Have a family “team” challenge (e.g. clean room together) • Visit a park and make a new friend

Annex 2

Activity 10

<https://www.youtube.com/watch?v=ZioU6swILP4> the story



CREATE A FRIEND FOR MABEL

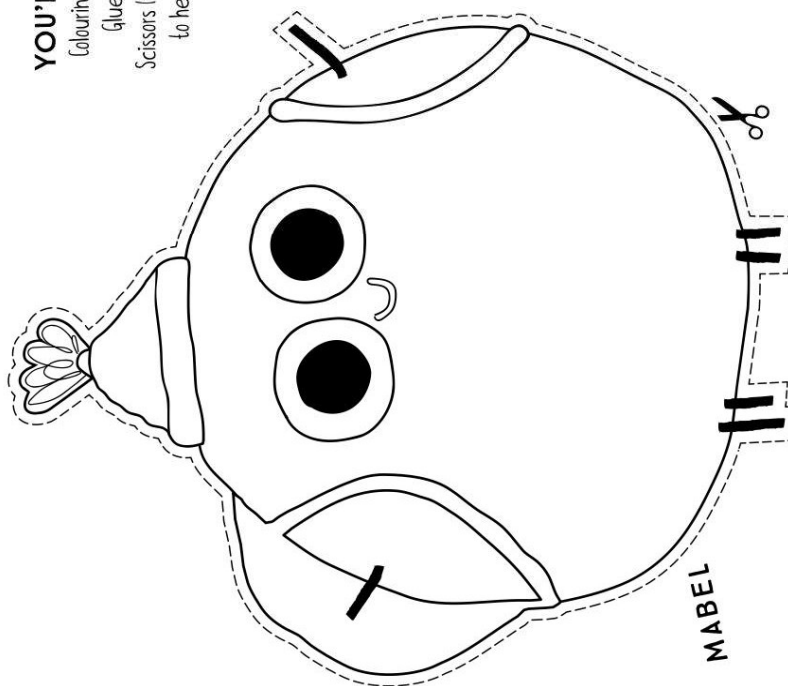
Colour in Mabel and help to build her a friend using the accessories on the next pages.

YOU'LL NEED:

Colouring pencil/pen

Glue/Blu tack

Scissors (ask a grown up
to help you cut!)





CREATE A FRIEND FOR MABEL

Use any of the accessories below to create a new friend for Mabel.



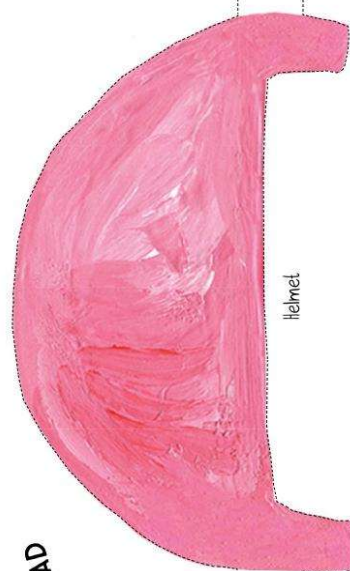
Eyebrows



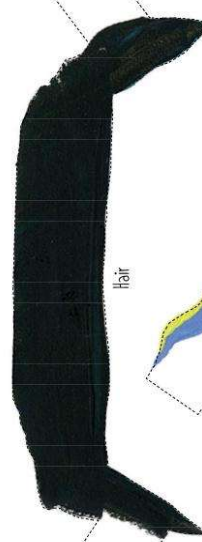
Mustache



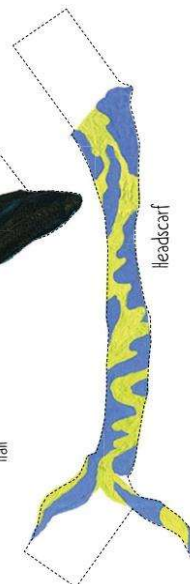
Hat



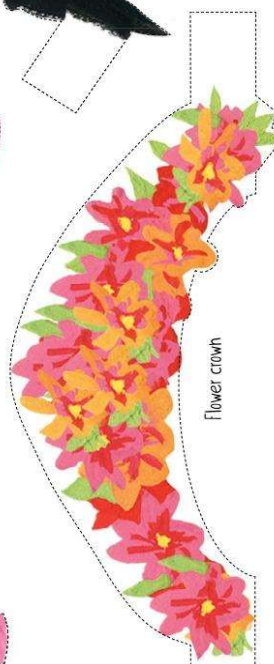
Helmet



Hair



Headscarf



Flower crown

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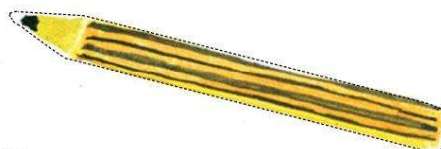
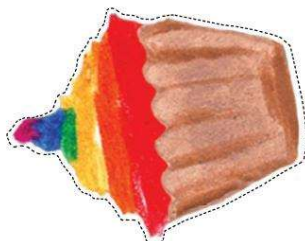
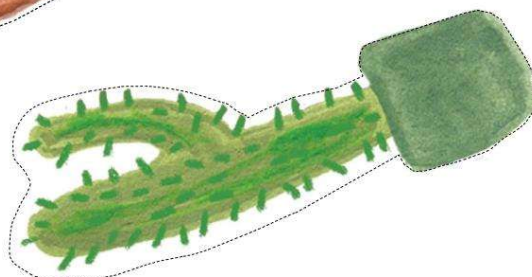
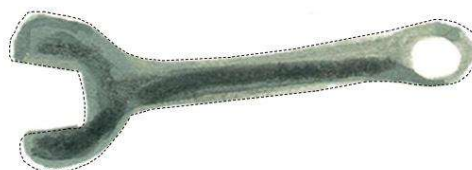


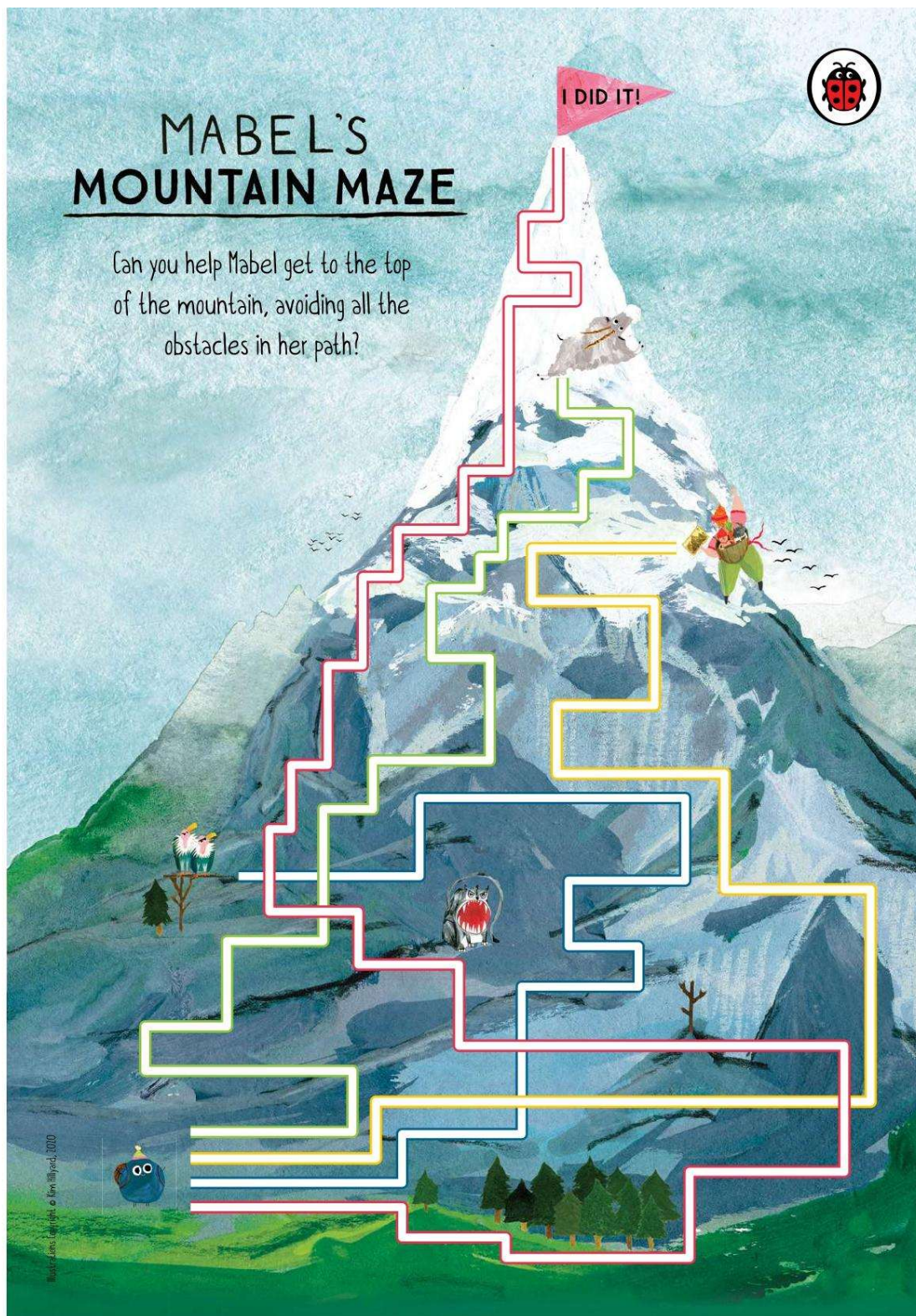
CREATE A FRIEND FOR MABEL

Use any of the accessories below to create a new friend for Mabel.



ACCESSORIES

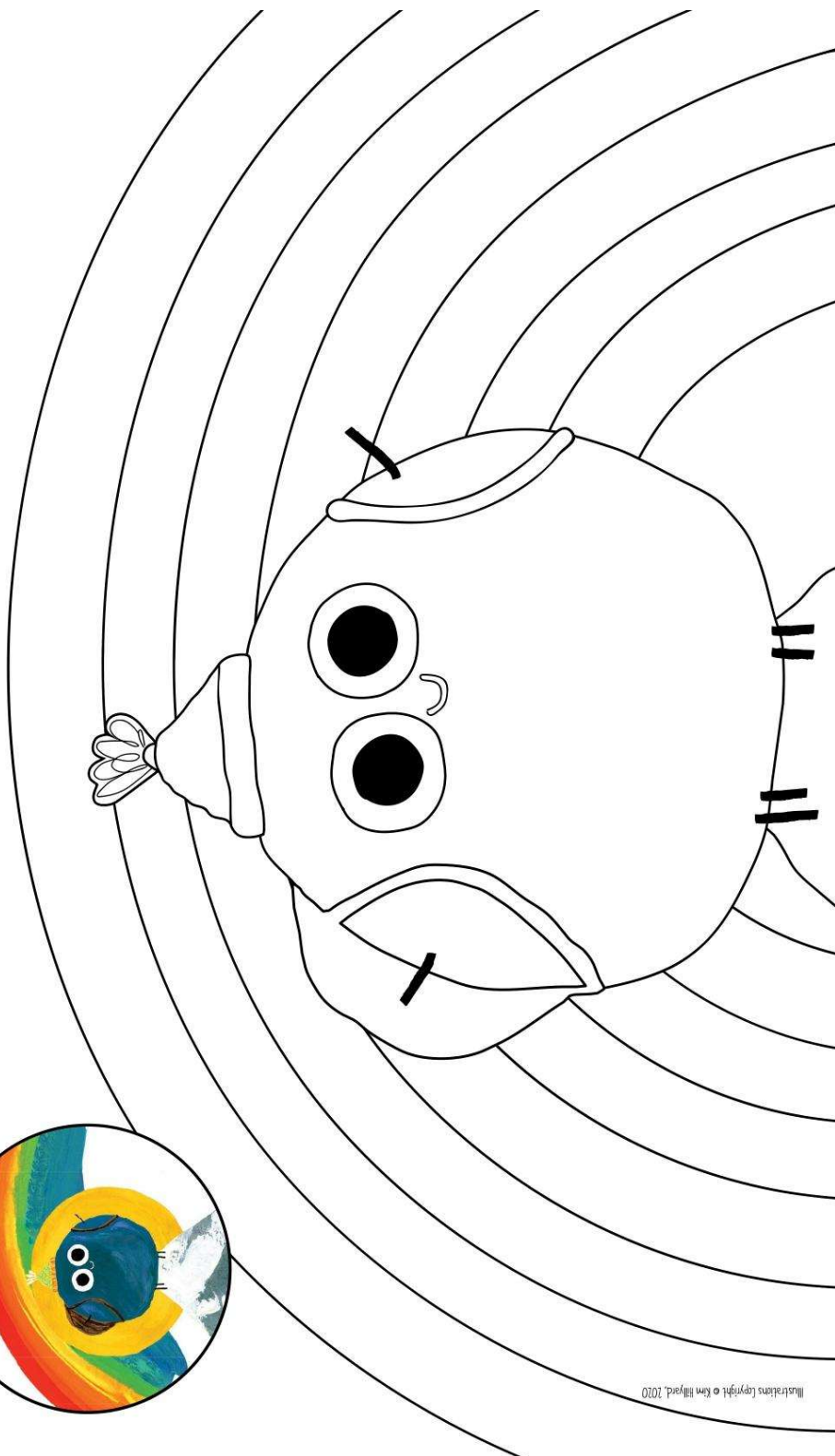






MABEL'S RAINBOW

Colour in Mabel and her rainbow

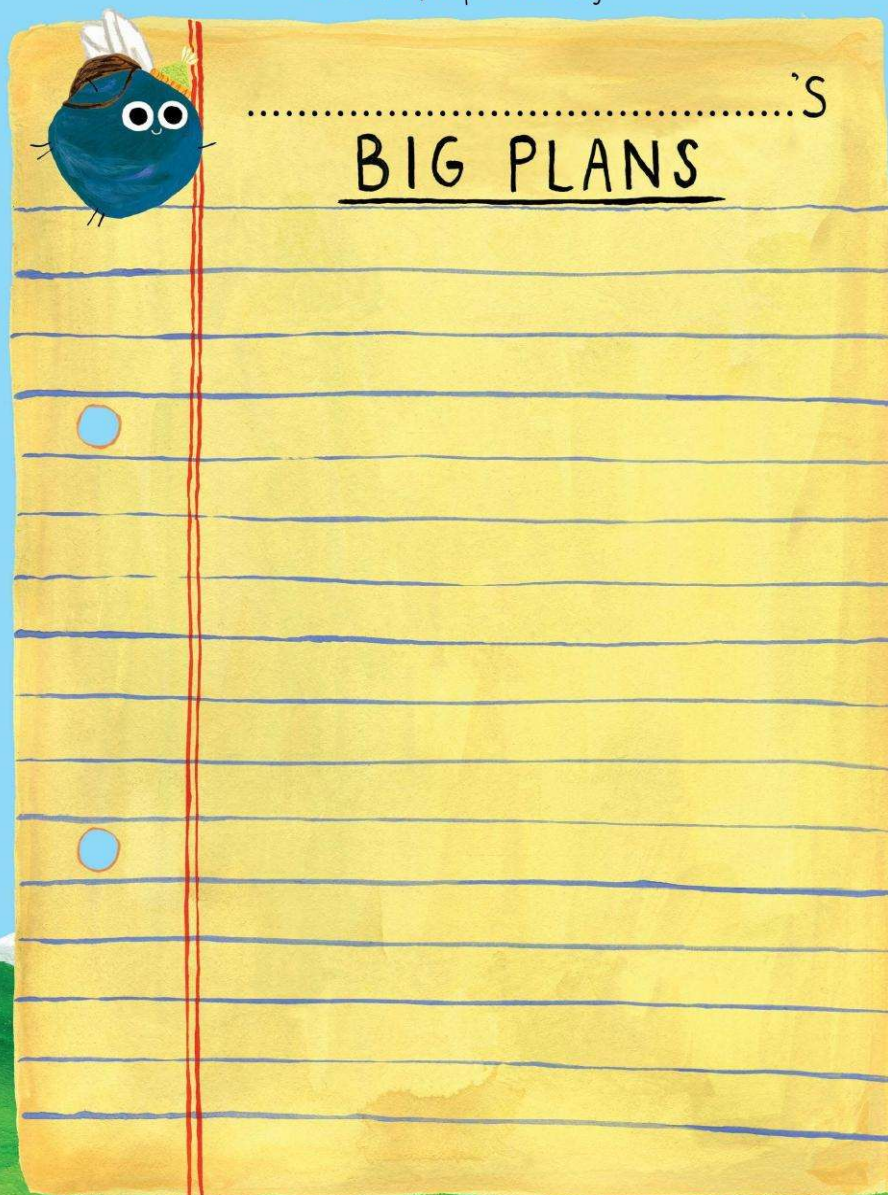


Illustrations Copyright © Kim Hilliard, 2020

MAKE YOUR OWN BIG PLAN



Mabel may be a small fly, but she has some BIG plans.
Write your name in the space below and make a list of your own plans.
Remember, no plan is too big!



.....'S

BIG PLANS

Illustrations Copyright © Lisa Hildyard, 2020

WORKSHOP 2

DIFFERENT TOGETHER: RESPECT, INCLUSION AND DIVERSITY, SIMPLICITY AND EMPATHY

WORKSHOP 2 Different Together: Respect, Inclusion and diversity, Simplicity and Empathy	
Values	Respect, Inclusion and diversity, Simplicity and Empathy
Objectives	Level 1 To help families understand and recognize the values of respect, inclusion and empathy by collaboratively exploring their presence or absence in real-life situations, while sharing perceptions and examples. Level 2 To foster deeper understanding and emotional engagement with each value through activities designed for parents to work on them in their everyday environment. Level 3 To promote the development of values through engaging and age-appropriate methodologies in order to foster emotional connection, active participation, and dialogue within the family.
Start	
Examples	The workshop starts by debriefing Workshop 1. Parents are given Entry Slips and they are asked to answer individually to three reflective questions: 1. Write something you found very useful 2. Write an idea that came up to your mind by experimenting activities/behaviours at home from workshop 1 3. Write a question you have (see annex 2.1)
Main part: Activities	
Activity 1: I am my name	Description: The aim of this activity is to become aware that our names are a key part of who we are, and they are used to identify us, distinguish us

Level 1 (all values)	from others and to foster a sense of belonging. Names are deeply woven into our sense of self and our personal identity. They often carry meanings, honour family history, or reflect cultural traditions, further shaping who we are. When someone makes an effort to learn and correctly pronounce our name, it's a sign of respect and acknowledgment of our individuality. Structure of the activity: 1. The participants are standing in a circle. 2. The facilitator holds a ball, tells its own name and explains why he/she was given this name and its meaning. 3. Then the facilitator throws the ball to a parent that has to catch it and talk about its own name: Who gave the name and why. 4. Then the parent throws the ball to another participant and the game goes on till everyone has explained the origin of its own name. Reflection questions: • Why is having a name important? • Have you ever explained to your children the origin of your name? • Do your children know why you chose their name? • Why is it important to call a person by name?		
	<table> <tr> <td data-bbox="472 1274 787 1780"> Materials: • A soft ball • My Name card template  </td><td data-bbox="787 1274 1377 1780"> Estimated time: 15/20 mn Tips for facilitator Applying the exercise at home: - Suggest parents to help children to create a poster about their name and to decorate it according to the meaning. - Place the poster on the bedroom door or inside the bedroom. </td></tr> </table>	Materials: • A soft ball • My Name card template 	Estimated time: 15/20 mn Tips for facilitator Applying the exercise at home: - Suggest parents to help children to create a poster about their name and to decorate it according to the meaning. - Place the poster on the bedroom door or inside the bedroom.
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	Description: The aim of this activity is to help the group understand how people,		

Activity 2: The Exclusion colour game Level 2 (Respect, Inclusion and diversity)	who are regularly excluded, feel and think of themselves. Structure of the activity: Part 1 - Inclusion - Ask parents to form a circle by facing the outside of the circle. Give each of them a coloured card. - Put some music on and tell them to walk around. When you stop the music they have to group themselves making groups of the same colour card; they must do this without speaking. - Make sure every person is included in a group. - Start a new game by asking parents to form groups where everyone has a different colour card. Again, make sure every person is part of a group. Part 2: Exclusion - Repeat the game a third time by giving new coloured cards; this time you have to prepare a number of cards in four different colours (e.g. red, yellow, blue, green) and one card only of a fifth colour (e.g. orange). Ask parents to form groups of people with the same colour only. The person with the fifth colour (e.g. orange) will be out because the colour doesn't match with the others. Observe the different reactions and possible solutions found by the groups. Reflection questions • How did you feel when you found a group of people you could join? • How did you feel when you couldn't find a group to join right away? • Were you afraid that there was no group for you? • (<i>ask the person who was excluded in Stage 2</i>) How did you feel when every group rejected you? • Have you ever had similar experiences at school, at work, with your friends? Why? • How can we behave if this happens?
	Material: Estimated time: 20 mn

	• a set of cards in different colours • a set of cards in 4 colours (red, yellow, blue, green) plus one of an extra colour (e.g orange) • template for an Empathy Journal (see example below)	Tips for facilitator Applying the exercise at home: - Suggest parents to create a shared chart to be filled weekly by all the family members: The Family Empathy Journal. They have to record acts of inclusive behaviours on it in different contexts: at school, at work, during free time, etc. in order to promote metacognitive reflection about everyday inclusive behaviours.												
	<table border="1"> <thead> <tr> <th>When</th><th>What (inclusive behaviour)</th><th>Where</th></tr> </thead> <tbody> <tr> <td>.../.../...</td><td><i>I have helped a classmate to understand an activity</i></td><td><i>school</i></td></tr> <tr> <td>.../.../...</td><td><i>I have invited a lonely boy to play</i></td><td><i>playground</i></td></tr> <tr> <td>.../.../...</td><td><i>I have listened to a colleague who had problems</i></td><td><i>office</i></td></tr> </tbody> </table>		When	What (inclusive behaviour)	Where	.../.../...	<i>I have helped a classmate to understand an activity</i>	<i>school</i>	.../.../...	<i>I have invited a lonely boy to play</i>	<i>playground</i>	.../.../...	<i>I have listened to a colleague who had problems</i>	<i>office</i>
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.../.../...	<i>I have listened to a colleague who had problems</i>	<i>office</i>												
Activity 3: The Rainbow people Level 2 (Inclusion, Simplicity, Empathy)	Description: The aim of this activity is to foster empathy, cooperation, sharing and raise awareness about the importance of embracing diversity. The Rainbow People story by Carolyn Askar has been featured in various educational and cultural projects worldwide. It has been reprinted by the United Nations. Structure of the activity: The purpose of this activity is to involve parents in staging the story. • Before beginning, the facilitator must prepare the materials (see the “Materials” section). Please note: the number of ribbons must be equal to the number of parents, and the facilitator should aim to have roughly the same number of ribbons for each color. For example, if there are 16 parents, the facilitator should prepare 4 ribbons per color, and if there are 20 parents, 5 ribbons per color. • Parents sit in a circle—the ribbons and materials are placed on the floor in the middle of the circle.													

- The facilitator explains to the parents that he will read the story slowly so that the parents can act out the different situations in the story:
 - standing still at the beginning
 - beginning to come to life
 - looking around to discover the world and greet one another
 - finding the ribbons on the floor and choosing a color
 - dancing with the colors
 - discovering that they are different
 - gathering by color
 - building walls to separate themselves from one another
 - discovering that they have something (e.g., water), but need many things from the others (e.g., food, fire, shelter)
- The facilitator stops reading the story when a “stranger” arrives, sees the walls they have built, and asks the parents how they might solve the problems created by the separation of the colors: Can you find a solution to the problems they are facing?
- Once a solution is found, the facilitator reads the end of the story: the parents knock down the walls and the goods are shared
- The facilitator pauses and asks the parents to reflect on the last part of the story, when the people want to throw away the ribbons but change their minds and decide to keep them: WHY?

Reflection questions:

- Why did the people want to throw away the colours?
- What do the colours represent? (richness of being different)
- Was there a conflict in the story? How was it resolved? What can we learn from that?"
- What do we have to give to other people?
- What do we need from our family, friends, etc?

	Material: • ribbons in 4 colours (red, yellow, green, blue) • Jar of water, basket with fruit, woodsticks, picture of a hut • “The Rainbow People” story by Carolyn Askar (see annex 2.2) or video https://www.youtube.com/watch?v=CMICcBYAP1E • Rainbow family card template (see example below)	Estimated time: 30 mn Tips for facilitator Applying the exercise at home: - Suggest parents to read the story to their children or show them the video. Explain to them that they should involve the children in the story’s plot, just as the facilitator did with them: acting out or imitating the different situations, pausing and reflecting on the various stages of the story by asking questions such as: What do you think happens next? What problems might arise? What possible solutions are there? - Create a ‘rainbow family card’ for all family members to fill in and share with one another to raise awareness of the fact that ‘we need one another’
Activity 4: The city of Talents Level 2 (Inclusion, Simplicity, Empathy)	Description: The aim of this activity is to encourage self awareness, build group cohesion, promote collaboration and problem solving, visualize diversity as a strength and empower participants to recognize their own value and the value of others in collaborative efforts. Structure of the activity: 1. Parents work in groups of four/six. Each parent gets a small card on which to draw a character that represents themselves and a talent/passion/skills they have (5mn). 2. Parents introduce their character to their own group explaining the talent/passion/skills they have. 1. On a big poster on the table, parents place their characters creating the City of Talents. 2. The trainer announces that the City has to face a challenge: e.g organizing a party - building a bridge to reach another city - creating a garden- preparing a festival - facing a flood, etc. 5. Each group has 10 mn to discuss how to face the challenge by involving ALL their talents. They have to write on stickers how each character will help to achieve the common goal.	

	6. At the end each group, in turns, shares how they solved the problem by underlining the role of each member of the group Reflection questions -How did you feel when you were included in the solution? -Which similarities can you find with school and family situations? -How can this game help children to give value to differences? -How could you play this game with your children? <table border="1"> <tr> <td data-bbox="462 630 787 1543"> Material: paper, colours, scissors, a big poster, stickers, timer </td><td data-bbox="787 630 1375 1543"> Estimated time: 40mn Tips for facilitator Applying the exercise at home: Discuss with parents how they can help children develop their talents by encouraging exploration, offering support, and creating a positive environment. Parents should recognize each child's unique strengths and provide opportunities to nurture them. Listening, praising effort, and being patient helps build confidence. It's important to avoid comparisons and let children grow at their own pace. All talents are important— whether academic, artistic, athletic, or social — as they shape a well-rounded personality and contribute to society in different ways. Supporting every kind of talent helps children feel valued and motivated to reach their full potential. Working with people who have different talents helps to reach better results. </td></tr> </table>	Material: paper, colours, scissors, a big poster, stickers, timer	Estimated time: 40mn Tips for facilitator Applying the exercise at home: Discuss with parents how they can help children develop their talents by encouraging exploration, offering support, and creating a positive environment. Parents should recognize each child's unique strengths and provide opportunities to nurture them. Listening, praising effort, and being patient helps build confidence. It's important to avoid comparisons and let children grow at their own pace. All talents are important— whether academic, artistic, athletic, or social — as they shape a well-rounded personality and contribute to society in different ways. Supporting every kind of talent helps children feel valued and motivated to reach their full potential. Working with people who have different talents helps to reach better results.
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Activity 5: Whose present is this? Level 2	Description: The aim of this activity is to make people aware of how our choices or behaviours are often driven by stereotypes, how important it should be to know people beyond the surface and show empathy. Structure of the activity: - Parents work in groups of four. Each group is given a pack of		

(Inclusion, Diversity, Empathy)	12 cards: 4 characters and 8 presents. - Each group has to decide which presents to give to whom in just 5 mn. - Each group shares and motivates the choices they have made. - Fact cards with additional information about the characters are then delivered to each group: they have to read the additional information and decide if changing the presents given to each character. - The facilitator asks to share with the everyone the changes they made and why Reflection questions: - How did you decide to give the presents to the people? - Did you know these people? - How did the additional information change your choices? - Where do stereotypes come from? - How can we change our attitude to judge according to stereotypes?	
	Material: • characters/presents and fact cards (see annex 2.3)	Estimated time: 30 min Tips for facilitator Applying the exercise at home: Parents can help children overcome stereotypes by teaching them to value diversity and think critically. They could: 1. Talk openly about stereotypes and make children realise why they are unfair or untrue. 2. Model inclusive behavior by treating everyone with respect, regardless of gender, race, or background. 3. Encourage friendships with diverse groups of people. 4. Expose children to diverse books, media, and role models that challenge

		stereotypes. 5. Correct biased language or assumptions gently but clearly when they arise. 6. Support children's interests, even if they go against traditional roles (e.g., girls in science, boys in dance).
Activity 6: I think, I see, I wonder Level 2 (Inclusion, diversity, Empathy)	Description: The aim of this activity is to help participants recognise common stereotypes and understand how they can distort our perception of reality, limiting our ability to see people for who they really are, show empathy and include them. Structure of the activity: - The facilitator creates a poster in 3 columns with the following three sentences: I see - I think - I wonder - each of them written as the heading of a column. - Parents are given a set of sticky notes and work individually. - The facilitator shows some images from a slideshow, one at a time, (e.g. pictures of men/women/old people/people with disabilities, people from other countries/people who wear glasses, tall people, etc.); each time parents have to write: what they SEE in the picture and stick the note in the "I SEE" column; then they have to finish a sentence about How they THINK the people in the picture are/can/can't do (e.g. I think..."All men are..." - 'All girls are...' 'Old people can't...' 'People with disabilities don't...' 'People from other countries are...' 'People who wear glasses are...' 'Tall people are...')- - The facilitator then reads all the notes from the two columns and elicits the group to discuss the topic of the third column "I WONDER" in order to find open-minded solutions: Can we find examples that contradict stereotypes? Where do we think these stereotypes come from? (TV, books, social media, etc.); How can we 'change our attitude' in everyday life to see beyond stereotypes and be more inclusive Reflection questions: • The facilitator ends the session with a positive message about the importance of seeing each person as a unique individual: "We are all different, but together we make a whole"	

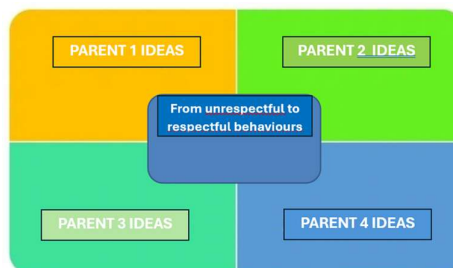
	• Invite people to listen and join the song: Our story	
	Material: • sticky notes • a poster divided into 3 columns  • pictures (see attachment 2.4) • "Our Story" video: https://www.youtube.com/watch?v=wRiCSFFIKiY&t=220s	Estimated time: 30 mn Tips for facilitator Applying the exercise at home: The "I See – I Think – I Wonder" thinking routine is a simple and powerful tool developed by Project Zero at Harvard's Graduate School of Education. Parents can use it to guide respectful conversations, empathy, awareness of differences, challenge assumptions and become more inclusive thinkers. "I See" invites children to observe carefully and notice details about others without judgment. "I Think" helps them reflect on what they understand (or misunderstand) about differences. "I Wonder" opens up curiosity, encourages questions, and makes space for learning about others' experiences, cultures, and identities.
Activity 7: Walking in our children's shoes Level 2 (Respect, diversity, Empathy)	Description: The aim of this activity is to encourage reflection and self-awareness in adults in order to help them to evaluate their expectations, parenting styles from a child's perspective. Structure of the activity: • Parents are sitting in a circle. The trainer shows a scenario card • Everyone has to think - individually - how he/she would feel in that situation as a child	

	• Then, in pairs, they share their emotions or experiences with the person sitting next to them • Each pair shares their feelings and experiences: each person has to report and explain the partner's feelings Reflection questions: • How did it feel to see the world from your child's perspective? • What surprised you the most during this activity? • What challenges did you notice that your child might face daily? • How did this activity change your understanding of your child's behavior or needs? • What specific actions can you take to better support your child after this experience? • How can you create more opportunities to listen and connect with your child's feelings and experiences?				
	<table border="1"> <tr> <td data-bbox="462 1010 787 1087">Material:</td><td data-bbox="787 1010 1375 1087">Estimated time: 30 min</td></tr> <tr> <td data-bbox="462 1087 787 1866">scenario cards (see attachment 2.5)</td><td data-bbox="787 1087 1375 1866"> Tips for facilitator Applying the exercise at home: Suggest parents to reflect the importance of better connecting with and supporting their children by understanding their needs and viewpoints by creating more compassionate, responsive, and nurturing spaces where children feel heard, respected and safe. Some tips: - Give children your full attention when they speak—make eye contact, nod, and respond thoughtfully. - Avoid interrupting or correcting right away. - Reflect back what you hear: <i>"It sounds like you felt sad when that happened."</i> - <i>"That sounds really hard."</i> - <i>"It's okay to feel angry/sad/nervous."</i> - Take deep breaths before reacting, </td></tr> </table>	Material:	Estimated time: 30 min	scenario cards (see attachment 2.5)	Tips for facilitator Applying the exercise at home: Suggest parents to reflect the importance of better connecting with and supporting their children by understanding their needs and viewpoints by creating more compassionate, responsive, and nurturing spaces where children feel heard, respected and safe. Some tips: - Give children your full attention when they speak—make eye contact, nod, and respond thoughtfully. - Avoid interrupting or correcting right away. - Reflect back what you hear: <i>"It sounds like you felt sad when that happened."</i> - <i>"That sounds really hard."</i> - <i>"It's okay to feel angry/sad/nervous."</i> - Take deep breaths before reacting,
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		especially during tough moments. - Avoid sarcasm, shame, or yelling—even when correcting behavior. - Have a calm, cozy spot for them to rest or reset—not as punishment, but as a retreat.
Activity 8: Pointed and soft words Level 2 (Respect, Empathy)	Description: The aim of this activity is to reflect upon the effects of words. Pointed words are words or phrases that are direct, sharp, and intentionally precise—often used to make a strong impression, deliver criticism, or highlight a truth. They may not be loud or aggressive, but they pierce through ambiguity, politeness, or avoidance. Think of them as verbal needles: small but impactful. Soft words are gentle, kind, and calming expressions used to soothe, persuade, or avoid conflict. They tend to ease tension, show empathy, or convey difficult messages in a delicate way. Unlike pointed words, which cut, soft words cushion the blow or wrap truth in kindness. Take into consideration that there are also interpretable neutral words that might have a different meaning to people according to the home culture. Structure of the activity: • The facilitator passes two bags around the circle, one filled with soft cotton and the other one with nails: parents have to put their hands in, touch and feel. The facilitator asks: What's in the bags? What's the difference at the touch between the cotton and the nails? • Give each parent two cards: one shaped like cotton and one like a nail. On the first one they have to write a "soft word"- a kind word that unites", that they would like to hear or tell someone - on the second one they have to write a "sharp word" - a word that separates, that hurts them or that they don't want to hear anymore. • All the words are put in two different baskets. All the "soft words" are shared as a present to each parent; as for the "sharp words" the facilitator reads them and for each of them the parents have to share feelings about the words and eventually find softer words to replace them.	

	Reflection questions: - What do the words you used represent? Are they respectful? How do soft words affect the tone of a conversation? How about pointed words? - Think of a recent time when you used pointed words. How did the other person react? How did you feel afterward? - Why do you think people sometimes choose pointed words instead of soft ones? What are the effects? - What are some situations where using soft words is especially important? - What might be the long-term impact of using mostly pointed words in relationships? - How can tone and body language affect how soft or pointed words are perceived? - What steps can you take to pause and choose your words more thoughtfully in emotionally charged moments?	
	Material: • a bag with some soft cotton in it • a bag with some nails in it • Example of Kindness tree	Estimated time: 20 min Tips for facilitator Applying the exercise at home: Parents can create a Kindness tree at home by outlining one arm and hand of the child: every week each family member can write a kindness act or word on a sticker note and put it on the tree branches.
	Activity 9: Family Respect agreement Level 3 (Respect, Empathy)	Description: The aim of this activity is to promote mutual respect, understanding, and positive behavior within the family everyday life. Structure of the activity: • Parents work in groups of four: they have to fill in a placemat (see model below) with unrespectful behaviors (referred to their personal and their children's daily life) and write in the center how to turn them into respectful ones. • Groups share ideas and reflect on how to be a model for

children at home.



Reflection questions:

Here is a list of possible behaviours and reflection questions:

<u>Shouting or yelling</u>	<u>Speaking calmly and clearly</u>	<u>"Why is it important to stay calm when you're upset?"</u>
<u>Disobeying Parents/Adults</u>	<u>Following directions and asking Questions</u>	<u>"Why is it important to listen to rules from adults?"</u>
<u>Not sharing</u>	<u>Sharing and taking turns</u>	<u>"How do you think sharing makes others feel?"</u>
<u>Being dishonest</u>	<u>Telling the truth</u>	<u>"What does it mean to be trustworthy, and why is it important?"</u>
<u>Refusing to apologize</u>	<u>Apologizing when you hurt someone</u>	<u>"Why is it important to apologize when we make a mistake?"</u>

Material:

-paper, pens,
placemat sheets
-The Respect
Family Agreement
template (see
annex 2.6)

Estimated time: 20 mn

Tips for facilitator

Applying the exercise at home:

Suggest parents to create a **Respect Family Agreement**, by involving the whole family components. Every week, the family agrees about family respect rules and takes notes of positive effects of the rules (e.g. no yelling,

	Respect Family Agreement 	taking turns speaking, helping with chores, resolving conflicts peacefully, rules for screentime, use of mobile phones, doing the dishes, tidying up, taking turns in speaking, etc.)
Activity 10: Pack for a trip Level 3 (Simplicity)	Description: It is an activity about “Simplicity” and its meaning: choosing what matters most and letting go of things that just take up space. Life feels lighter when we don’t carry too much — on our backs or in our minds.” Structure of the activity - Give each parent a large sheet of paper or a backpack template and tell them: “Pack everything you <i>might</i> want to take with you for a trip” - Let them draw or list as many items as they like (10 minutes). - Then give them a twist: “You can only take 5 things. Choose carefully. What really matters?” - Let them revise their list/drawings. Reflection questions: - Was it hard to choose? - What did you leave out? Why? - Which version would be easier to carry or manage? - How does it feel to only take what’s essential?	
	Material: Backpack model Coloured pens	Estimated time: 20 mn Tips for facilitator Applying the exercise at home: Introducing the value of simplicity to children isn't about depriving them of things, it's about helping them recognize what truly matters, feel content with less, and live more intentionally. Here are practical, age-

		appropriate ways parents can introduce and model simplicity: -let them see you enjoying free or simple pleasures: a walk, a book, a conversation - limit impulse buying -board games instead of digital overload -encourage “one in, one out” rules: if a new toy comes in, an old one goes out. -talk About Needs vs. Wants -discuss the idea of “enough”. -encourage gratitude -Create “White Space” in Life -Teach kids that not every moment needs to be filled.
--	--	--

Other activities

Dixit board game



Description:

The aim of this activity is to Use Dixit to help players understand and appreciate different ways of seeing the world, thereby reinforcing inclusive attitudes and behaviors.

Structure of the activity:

- Distribute the cards
- One player is the narrator for the round: they secretly choose 1 card from their hand.
- The narrator says a clue aloud, which can be a word, a phrase, the lyrics of a song, a sound, etc.
- The narrator says a clue aloud, which can be a word, a phrase, the lyrics of a song, a sound, etc.
- The clue must be related to the image, but vague enough that it is not obvious.
- Each player chooses a card from their hand that best matches the narrator's clue.
- All the chosen cards (including the narrator's) are shuffled face down and then laid face up around the board.

- Players must guess which card belongs to the narrator by choosing the number corresponding to the card without showing it to the other players.
- The narrator reveals their card and points are awarded according to the instructions on the board

Reflection questions

- What did you learn about the others?
- Did anything surprise you?
- How can we carry this openness into real life?
-

Applying the exercise at home:

Parents can use this game with children keeping in mind that it is important to:

- Play cooperatively, not competitively
- Keep the mood light, non-judgmental, and open.
- Connect clues to real-life situations or emotions.
- Use cards to talk about times they've felt the feelings evoked by the cards
- Encourage children to think about what others might feel or think when they see an image.
- Ensure everyone listens without interrupting.
- Reflect on others' ideas with validation.

Reflection

1. Home Connection: The Growth Journal

To support ongoing reflection and meaningful connection between sessions, a "Growth Journal" can be provided or created and used through all the workshops

Participants are encouraged to use this journal, both, at home and during future workshops, to track their experiences, insights, and questions.

In the journal, they can record:

- Activities tried with their children
- Funny or surprising moments
- Children's quotes or reactions
- Challenging moments or questions that arise
- Personal reflections and small insights
- (Optional) Drawings, photos, or creative entries

This journal is a space for honest, joyful, and real reflection. It will help build continuity, encourage intentional parenting, and allow for meaningful sharing in the upcoming workshops.

2. Exit slips

Invite participants to take a moment to reflect and fill in an Exit Slip (see attachment 2.7)

- One value I connected most today
- One “aha” moment I had during the workshop
- Which value do you think is a challenge to pass on in your family? Why?
- Something I want to explore more
-

Resources

Picturebooks that can be read to the children to support the values:

- Kindness Grow -Britta Teckentrup, Tiger Tales
<https://www.youtube.com/watch?v=9TSosYVeqfM>
- The rainbow people - Carolyn Askar_ Terracotta Press
-/<https://www.youtube.com/watch?v=CMICcBYAP1E>
- You are welcome - Barroux - HarperCollins Publishers
<https://www.youtube.com/watch?v=arIU0qK4jvQ>
- Same same but different - Jenny Sue Kostecki_Shaw - Henry Holt and co
<https://www.youtube.com/watch?v=nJccxo3JITY>

ANNEX 2.1

**ENTRY
TICKET**

An activity I found very useful

**ENTRY
TICKET**

An idea that occurred to me

**ENTRY
TICKET**

A question I have

Annex 2.2

THE RAINBOW PEOPLE

In the beginning, the world was very peaceful and quiet. The ground was covered with grey stones. But looking closer, they were very small men who did not move. One day, a gentle wind began to blow across the land. It warmed the men and filled their hearts with life and love, and they began to move, to look at each other... to talk to each other... and take care of each other.

One day, while exploring their world, they found coloured ribbons on the ground. They had fun running to pick them up. Some chose blue ones, others yellow ones, others red ones and still others green ones. They tied them around their waists and looked at each other in their dazzling colours.

Suddenly, the wind picked up again. This time it was a cold wind. They looked at each other, realised they were different from each other and stopped trusting each other.

The red ones gathered together and ran to take refuge in a corner.
The blue ones gathered together and ran to take refuge in a corner.
The yellows gathered and ran to take refuge in a corner;
The greens gathered and ran to take refuge in a corner

They forgot that they loved each other, and those who were not the same colour suddenly seemed strange and different. They built walls to isolate themselves from each other.

But soon they realised that life had become difficult, because:

The reds had water but no food
The blues had food but no water
The yellows had twigs to light fires but no shelter
The greens had shelter but nothing to keep them warm

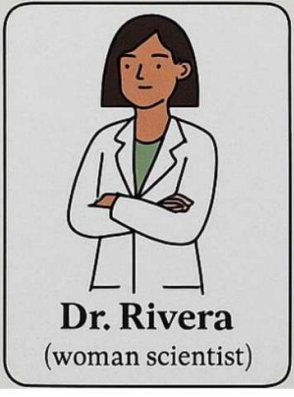
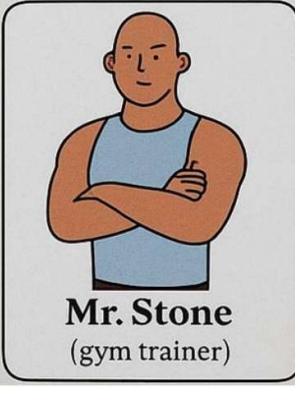
Suddenly, a stranger appeared and stood in the centre of the village. He looked with great surprise at the little people and the walls that separated them, then said loudly, "Come on! Everyone out! What are you afraid of? You must talk to each other!" The little people looked at him in amazement, then slowly each one came out of their corner to meet in the centre. 'Now tell each other what you have to give and what you need.

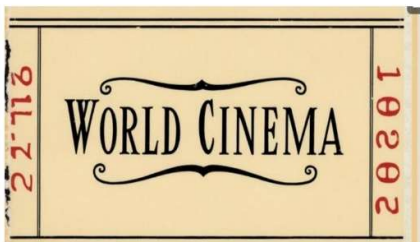
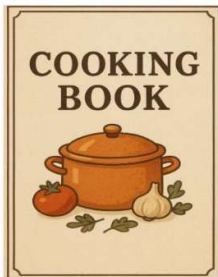
The blue ones said, 'We have plenty of food to give, but we need water.'
The red ones said, 'We have plenty of water to give, but we need food.'
The yellow ones said, 'We have plenty of wood to light fires, but we need shelter.'
The green ones said, 'We have shelter, but we need to keep warm.'

The stranger then said, 'Why don't you gather what you have and share it? That way, you will all have enough to eat and drink, and you can keep warm and sheltered.'

They talked for a while, and love returned to their hearts. They remembered that they had been friends, and they tore down the walls and were happy to meet again as good old friends. **When they realised that the ribbons had divided them, they wanted to throw them away.** But they had grown fond of their bright colours. So instead of throwing them away, they mixed the colours together to create a beautiful rainbow ribbon. They decided to call themselves the rainbow people, and the rainbow ribbon became their symbol of peace.

Annex 2.3

 Mrs. Appleton (sweet elderly lady)	 Jake (teenage skateboarder)
 Dr. Rivera (woman scientist)	 Mr. Stone (gym trainer)
GYM MEMBERSHIP 	PAINTING SET 

CINEMA TICKET 	HEADPHONES 
BINOCULARS 	KNITTING SET 
COOKING BOOK 	ROCKING CHAIR 

Mrs Appleton loves watching movies and keeping fit	Jake's favourite hobbies are painting and bird watching
Dr Rivera collects old furniture and relaxes by knitting	Mr Stone likes listening to music while cooking
Mrs Appleton loves watching movies and keeping fit	Jake's favourite hobbies are painting and bird watching
Dr Rivera collects old furniture and relaxes by knitting	Mr Stone likes listening to music while cooking
Mrs Appleton loves watching movies and keeping fit	Jake's favourite hobbies are painting and bird watching
Dr Rivera collects old furniture and relaxes by knitting	Mr Stone likes listening to music while cooking



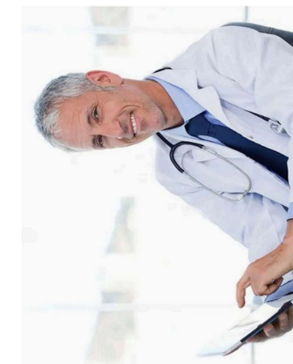
Annex 2.4

I SEE

I THINK

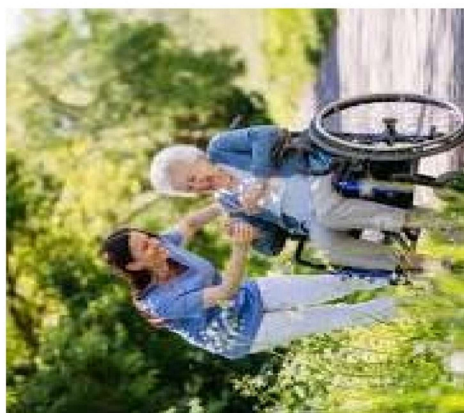
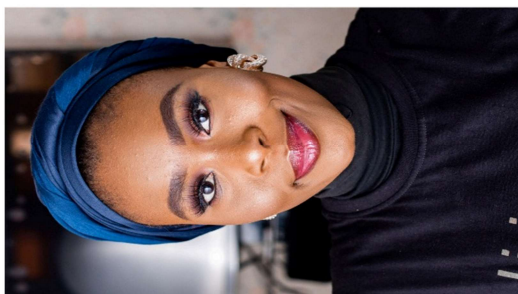
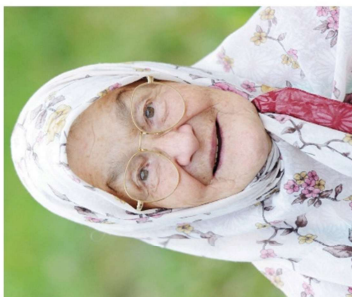
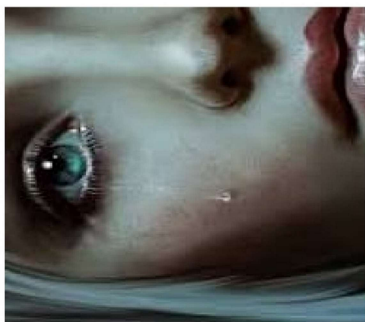
I WONDER





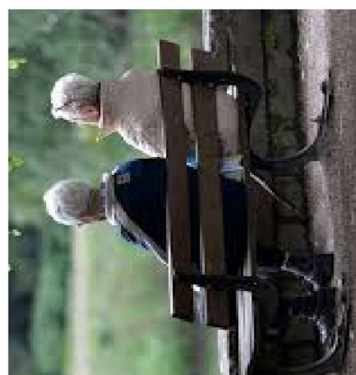
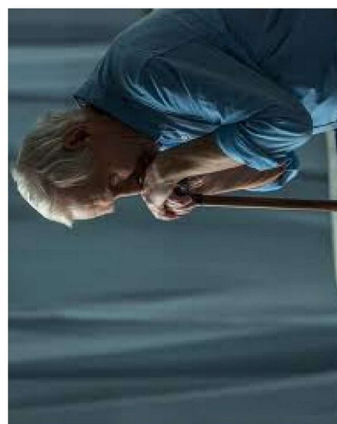
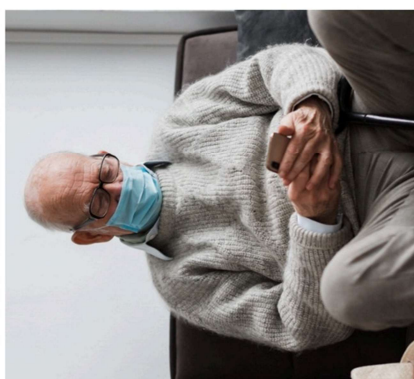
All men ...





All girls ...



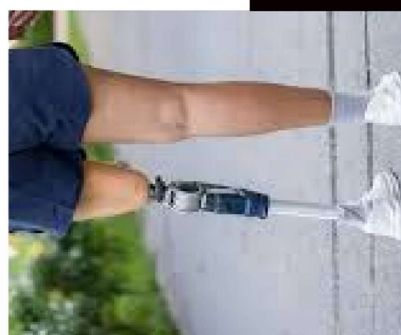
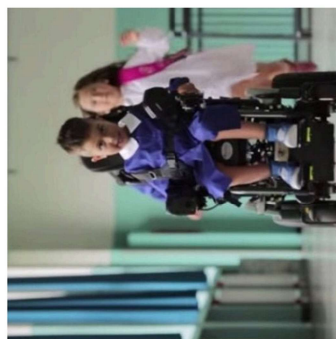
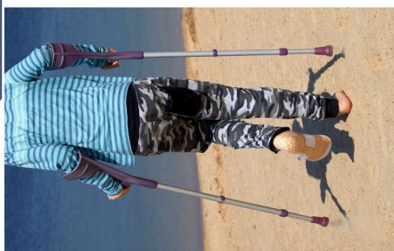


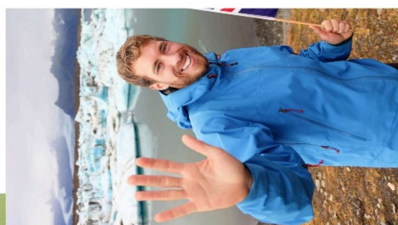
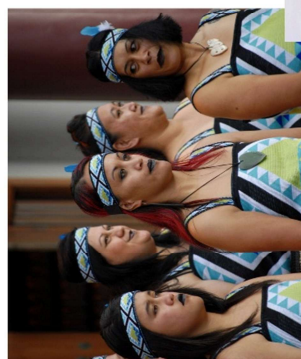
Old people...





People with disabilities ...





'People from other countries ...



People who wear glasses ...





Annex 2.5

WALKING IN YOUR CHILDREN'S SHOES

Lena studied hard but got a bad grade on her test. She's quiet and keeps her head down.



A classmate falls and the other children laugh at him.



It's a classmate's birthday and you find out you're the only one who wasn't invited to the party.



In class, a child uses special tools (e.g. a tablet, a special notebook) to study. Some of the other children look at him strangely.



A new classmate arrives from another country and does not speak your language very well.



A friend is excluded from a game during recess.



A classmate is nervous before a performance or a test.



You want to answer the teacher's questions but you are never called on



A classmate has special eating habits and does not want to participate in the class dinner.



Annex 2.6

Respect Family Agreement

sunday	monday	tuesday	wednesday	thursday	friday	saturday

week of _____

strengths	weaknesses
	



Annex 2.7

EXIT TICKET

One value I connected with most today

One "aha moment" I had during the
workshop

Which value do you feel is a challenge to
pass on in your family? Why?

Something I want to explore more

EXIT TICKET

One value I connected with most today

One "aha moment" I had during the
workshop

Which value do you feel is a challenge to
pass on in your family? Why?

Something I want to explore more

WORKSHOP 3

PILLARS OF CONNECTION: LOVE, PEACE, TRUST AND DIGNITY

WORKSHOP 3 Pillars of connection: love, peace, trust and dignity	
Values	Love, Peace & non-violence, Faith or trust, Human dignity
Objectives	Level 1 To help families understand values and recognize them by collaboratively exploring their presence or absence in real-life situations, while sharing perceptions and examples. Level 2 To foster deeper understanding and emotional engagement with each value through an activity designed for families to work on them in their everyday environment. Level 3 To promote the development of values through engaging and age-appropriate methodologies, such as picture books and board games, in order to foster emotional connection, active participation, and dialogue within the family.
Start	
MONSTER PRESENTATION This workshop is gamified with different monsters that represent the absence of these values. Each family must help these poor monsters. The steps to follow are: - Read the description of each monster as a family. - Each family member will draw each monster. You can draw all four on one sheet of paper or each one on a different sheet of paper. - The drawings will be shown to family members, presenting each of the monsters. 1. RENCOR (<i>The Monster of Bitterness</i>) Represents: The absence of Love Description:	

Rencor is full of spikes—no one can get close without getting hurt. His heart is locked inside a frozen cage. He holds a list of old arguments and never forgets a single one. He turns sweet memories sour and whispers things like “Don’t forgive. Don’t forget.” His favorite food is silence at the dinner table and slammed doors.

“If I can’t feel love, no one should,” he hisses, wrapping families in cold distance.

2. GUERRERUS (The Monster of Fighting and Chaos)

Represents: The absence of Peace & Non-Violence

Description:

Guerrerus carries broken toys and shattered words. He has wild eyes and storm clouds for hair. Wherever he goes, he causes yelling, pushing, and slamming. His fists are always ready, but his ears are closed. He fears calm and hates when people listen to each other. His cape is stitched with anger and fear.

“Let’s fight! Let’s win!” he screams, dancing in the middle of every argument.

3. DESCONFICIUS (The Monster of Mistrust)

Represents: The absence of Faith or Trust

Description:

Desconficius is always sneaking around, hiding secrets in his big coat full of locked pockets. He has tiny, suspicious eyes and constantly whispers “You can’t trust anyone.” He plants doubt between friends and builds walls in families. His favorite game is making people second-guess everything and everyone.

“Better to stay alone,” he mutters, vanishing whenever honesty shows up.

4. INDIGNO (The Monster of Humiliation)

Represents: The absence of Human Dignity

Description:

Indigno has sharp, judgmental eyes and a long pointing finger that always blames others. His body is covered in mirrors that show only what’s “wrong” with people. He stomps around with heavy boots that trample kindness and equality. His voice is loud and mocking, and he loves when people feel small, excluded, or ashamed.

“Everyone is less than me!” he growls, feeding on insults and unfair treatment.

MONSTERS TRANSFORMATION

By completing the activities in this workshop, the monsters will transform. An adult family member should prepare 10 envelopes. Write the following information on the outside of each envelope:

- a) Envelope number
- b) Envelope title
- c) Requirement for opening
- d) If desired, add an image of the original monsters. (Some suggestions are generated by AI.)

Initial monster → Final Monster (transformed)

Indigno → Dignus (*Dignity*)

Rencor → Amoroso (*Love*)

Guerrerus → Pacificus (*Peace*)

Desconficius → Confé (*Trust/Faith*)

Envelopes content:

Envelope 1 – "Everyone needs help sometimes"

Opening requirement: Finish activity 1

- 4 mini flags with the word "HELP" (one for each monster).
- Children glue a flag next to each monster to show they've asked for help.
- Optional speech bubble: "Can someone help me?"

Envelope 2 – "Kindness begins with one word"

Opening requirement: Finish activity 2

- 4 speech bubbles to cut out. Children can write or draw a kind word inside (e.g., "Hello," "Thanks," "Sorry," "I care").
- Stick one next to each monster's mouth to show their words are changing.

Envelope 3 – "A heart starts to grow"

Opening requirement: Having generated the first two OLA pages

- A paper heart to cut and glue over Rencor's frozen heart.
- You can include mini hearts for the others too.
- Prompt: "Color the heart red if you felt loved this week."

✉ **Envelope 4 – "Listening opens the door"**

Opening requirement: Finish activity 4

- A big ear cutout or a small door drawing.
- Kids can glue it near Guerrerus' head or draw an open door on his chest.
- Prompt: "What could Guerrerus listen to today?"

✉ **Envelope 5 – "A hug can change a monster"**

Opening requirement: Having performed 3 different exercises from activity 6 on 3 days

- Include two paper arms that children can glue around each monster (like they're being hugged).
- Or have them draw arms wrapping around the monster.
- Prompt: "Who gave or received a hug today?"

✉ **Envelope 6 – "Peace is soft and light"**

Opening requirement: Finish activity 7

- A feather illustration to cut out and glue near Guerrerus' hands (his fists are relaxing).
- Children draw a peaceful scene around him (e.g., birds, clouds, flowers).

✉ **Envelope 7 – "Respect makes you shine"**

Opening requirement: The week after implementing Activity 8 and verifying that it was successful. Otherwise, repeat Activity 8.

- Include a small gold star or medal to glue on Indigno's chest.
- Prompt: "What does Indigno do now to show respect?"
- Speech bubble: "You are important."

✉ **Envelope 8 – "Truth unlocks trust"**

Opening requirement: Accumulate 5 consecutive days doing exercises from activity 5

- A small paper key and padlock drawing.
- Paste the key over Desconficius' coat pocket to show he's ready to open up.
- Add a bubble: "You can trust me."

✉ **Envelope 9 – "Planting trust together"**

Opening requirement: Finish activity 9

- A small seed or sprout drawing to glue near Desconficius' feet.
- Prompt: "What is one thing your family did this week that built trust?"

✉ **Envelope 10 – "Time to transform!"**

Opening requirement: After having put into practice 4 games or adaptations of the same from activity 10.

- Four transformation stickers/cards: Dignus, Amorooso, Pacificus, Confé.
- Instruction: *"You did it! Now draw or glue the new versions of your monsters. What changed? What do they say now?"*

Main part: Activities

Activity 1: Value puzzle: What do we know? (Level 1: all values)	Description: Parents/families will work individually or in small groups. Each group receives a "Value Puzzle Poster", a large sheet divided into four sections—one for each value. In each section, they will respond to a series of prompts or guiding questions designed to elicit their definitions, everyday examples, and perceived importance of each value. This can serve both as an icebreaker and a diagnostic tool to understand the participants' starting points before deeper exploration of each value. Each value section includes these guiding prompts: ▪ What does this value mean to you? ▪ What words do you relate with this value? ▪ How is this value shown in daily family life? ▪ Give examples from your daily life where these values are lacking. Possible reflection questions after the activity: - What did you discover about the importance of these values in your family? - Were there any values that were more difficult for you to identify in your daily life? Why do you think this was? - How do you think the absence of these values affects family dynamics? - What concrete actions could you take to strengthen these values in your family?		
	<table> <tr> <td data-bbox="410 1543 857 1900"> Material: ▪ A3 or A2-size sheets with a 4-part "Value Puzzle" template (<i>can be printed or drawn</i>) ▪ Markers or colored pens ▪ Sticky notes (<i>optional – for adding thoughts individually before sharing</i>) </td><td data-bbox="857 1543 1385 1900"> Estimated time: 20 min Facilitator tips: - Work in 1, 2 & 4. Share together - Encourage openness—there are no "right or wrong" answers. - Use answers to identify themes, misunderstandings, or areas of strength. </td></tr> </table>	Material: ▪ A3 or A2-size sheets with a 4-part "Value Puzzle" template (<i>can be printed or drawn</i>) ▪ Markers or colored pens ▪ Sticky notes (<i>optional – for adding thoughts individually before sharing</i>)	Estimated time: 20 min Facilitator tips: - Work in 1, 2 & 4. Share together - Encourage openness—there are no "right or wrong" answers. - Use answers to identify themes, misunderstandings, or areas of strength.
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	Name tags or stickers (<i>if group-based, to identify contributions</i>)	
Activity 2: Mirror of values: presence vs. absence (Level 1: all values)	Description: Families collaborate to build a large mural divided into eight columns—two for each value: one representing presence, and the other absence. They receive a set of images and short texts (situations, quotes, or examples). As a group, they discuss and place each item in the column where they believe it best fits. After placing all items, families briefly reflect on what behaviors they want to promote or avoid at home. This activity promotes critical thinking, moral reasoning, and group dialogue, helping families align their understanding of values. Structure of the mural: 8 labeled columns: - Human Dignity → Presence / Absence - Love → Presence / Absence - Peace & Non-Violence → Presence / Absence - Faith or Trust → Presence / Absence Each column will include relevant examples, chosen and placed by the participants. Final reflection: - Which value is strongest in your home? - Which absence worries you the most? - What small action could strengthen one of these values at home? - What behaviors do you want to promote in your home through this activity?	Estimated time: 20 min Facilitator tips: - Work collaboratively - Encourage families to explain their reasoning as they place items. - Suggestions: fewer statements can be chosen.
	Material: - Large mural paper or cardboard - Pre-labeled headers for each value and its two aspects - Printed images and texts - Adhesive - Markers for optional comments	

Activity 3: OLA “Our Love Album” – A family memory project (Level 2: Love)	Description: Families will create their own “Love Album”—a physical scrapbook where they collect and preserve special memories over an extended period (recommended: 3 to 6 months). This album becomes a living testimony of love, filled with photos, diary entries, small objects, drawings, and tokens that reflect the joy and affection experienced in everyday life. Through this process, families not only celebrate the moments they spend together but also build a lasting symbol of unity, emotional security, and love that they can look back on with pride in the future. 1. Album presentation (10 min) At the workshop, the facilitator will show a sample <i>Love Album</i> to the attendees. Participants will brainstorm ideas about what their albums could be like, what kind of material they could include, whether that material is something they already have or could get for future family experiences, etc. 2. Ongoing collection (over 3–6 months): Families are encouraged to add to their album after each meaningful shared experience, no matter how big or small. Prompts can be given monthly to encourage contributions (e.g., “Add a page for a rainy day spent together” or “Include a compliment someone gave you this week”). Possible reflections during or after creating the album: - What did creating this love album mean to you? - What moments and memories captured in the album do you find most meaningful? - How do you think this album can strengthen relationships in your family? - What concrete actions can you take to continue celebrating love in your family? <table border="1" data-bbox="391 1507 1443 1869"> <tr> <td data-bbox="391 1507 688 1869"> Material: ▪ A blank scrapbook or binder (A4 or A5 size) ▪ Pens, colored markers, and stickers </td><td data-bbox="688 1507 1443 1869"> Estimated time (in workshop): 15 min Home process: 3 to 6 months Facilitator tips: Encourage creativity—each family’s album will look different and reflect their unique story. Emphasize that it’s not about perfection, but presence: capturing love in simple, honest moments. </td></tr> </table>	Material: ▪ A blank scrapbook or binder (A4 or A5 size) ▪ Pens, colored markers, and stickers	Estimated time (in workshop): 15 min Home process: 3 to 6 months Facilitator tips: Encourage creativity—each family’s album will look different and reflect their unique story. Emphasize that it’s not about perfection, but presence: capturing love in simple, honest moments.
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		Consider including reminders or prompts throughout the months (e.g., via WhatsApp or email). Offer optional printing of photos if needed, to ensure all families can participate fully.
Activity 4: Love letters (Level 2: Love)		Description: Each family member writes a personal love letter addressed to someone important in their life. This could be a current family member, someone who has passed away, or even a future child or relative. The letter should express genuine feelings of love, gratitude, hope, or longing. Suggestion: After writing, the family could gather in a quiet, warm setting and, one by one, reads their letters aloud to the group. This moment is meant to foster deep listening, emotional safety, and closeness. Afterward, the letters can be stored together in a special envelope, box, or album as a lasting memory of this shared experience. Possible structure of the activity <i>1. Introduction (10 min):</i> Brief discussion about different forms of love (affection, support, presence, memory). Reflect on people in the family who deserve to hear or feel that love. <i>2. Writing phase (20–30 min):</i> Each person writes their own love letter. Younger children can draw or dictate with help. Prompts can be offered to guide the writing (i.e. What do I admire most about you?; A memory with you that I'll never forget...; When I think of love; I think of you because...; I want you to know that...) Even if you're not here right now, I still feel...). <i>3. Reading Circle (20–30 min)</i> Family members take turns reading their letters aloud in a calm, respectful environment. Listeners are encouraged to respond with hugs, smiles, or silence—whatever feels right. <i>4. Reflection (10–15 min):</i>

	A short guided conversation helps the family reflect on the experience and what they learned or felt. - <i>How did it feel to write your letter?</i> - <i>How did it feel to hear others read theirs?</i> - <i>Was there anything surprising about what was shared?</i> - <i>What did this experience remind you about the love in your family?</i> - <i>Is there someone else you'd like to write to in the future?</i> - <i>What concrete actions can you take to continue expressing love and gratitude in your daily life?</i>		
	<table> <tr> <td data-bbox="394 680 810 1848"> Material: ▪ Paper or stationery ▪ Envelopes (optional, for storing letters) ▪ Pens, markers, or crayons ▪ A quiet and comfortable space ▪ A decorative box or folder to save the letters </td><td data-bbox="810 680 1443 1848"> Estimated time: 60 – 85 min Facilitator tips: Create a safe, warm space – Encourage emotional expression without judgment. Normalize vulnerability – Let participants know it's okay to feel emotional or shy. Support the writing process – Offer prompts and help to those who need it. Respect boundaries – No one is forced to read their letter aloud. Handle emotions gently – Be prepared for tears or strong feelings; offer support. Celebrate the meaning – Remind families that the letters are gifts of love. Close with unity – Use a simple ritual or reflection to end on a connected note. </td></tr> </table>	Material: ▪ Paper or stationery ▪ Envelopes (optional, for storing letters) ▪ Pens, markers, or crayons ▪ A quiet and comfortable space ▪ A decorative box or folder to save the letters	Estimated time: 60 – 85 min Facilitator tips: Create a safe, warm space – Encourage emotional expression without judgment. Normalize vulnerability – Let participants know it's okay to feel emotional or shy. Support the writing process – Offer prompts and help to those who need it. Respect boundaries – No one is forced to read their letter aloud. Handle emotions gently – Be prepared for tears or strong feelings; offer support. Celebrate the meaning – Remind families that the letters are gifts of love. Close with unity – Use a simple ritual or reflection to end on a connected note.
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Activity 5: “Love Languages” – Understanding how we give and receive love - (Level 2: Love)	Description: This activity helps families explore the concept of the 5 Love Languages, developed by Gary Chapman, and understand that people express and receive love in different ways. Through reflection, discussion and a short self-assessment test, participants discover their predominant love language and become aware of how this influences communication, emotional connection and relationships within the family. The activity encourages empathy and understanding by helping family members recognize that others may feel loved differently than they do. Parents are also invited to reflect on their children’s love languages and how adapting their expressions of affection can strengthen emotional connection and trust. As a follow-up for home, families are encouraged to explore the children’s book A Perfect Pet for Peyton, which introduces the concept of love languages in an accessible and child-friendly way. Structure of the activity 1. <i>Introduction (5–10 min):</i> Short explanation: “People express and receive love in different ways.” Introduce the concept of the 5 Love Languages: • Words of Affirmation • Quality Time • Acts of Service • Physical Touch • Receiving Gifts Discuss how misunderstandings can sometimes appear when family members express love differently.
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	2. Family Love Language Discovery Activity (20–30 min): Step 1 – Individual Reflection Participants complete a short Love Languages Test to identify their predominant love language(s). Step 2 – Pair or Family Discussion The participants discuss: • their results, • whether they agree with them, • and examples of moments when they felt especially loved or appreciated. Step 3 – Closing Reflection Participants reflect on: • how they usually express love, • whether this matches what their child or partner needs, • and how understanding love languages can improve relationships. What was your predominant love language? Did the result surprise you? How do you usually show love to your child/family? Do you think your child feels loved in the same way you naturally express love? Which love language do you think is most important for your child? How can understanding love languages improve communication and emotional connection in your family? What is one thing you would like to practice more often at home after this activity? Optional: Families create a small “Love Languages Map” for their family. <table border="1" data-bbox="391 1633 1351 1898"> <tr> <td data-bbox="391 1633 724 1898"> Material: ▪ Printed or digital Love Languages Test ▪ Pens or markers ▪ Reflection </td><td data-bbox="724 1633 1351 1898"> Estimated time: 30 – 40 min Facilitator tips: ▪ Emphasize that there is no “better” love language—people simply experience and express love differently. </td></tr> </table>	Material: ▪ Printed or digital Love Languages Test ▪ Pens or markers ▪ Reflection	Estimated time: 30 – 40 min Facilitator tips: ▪ Emphasize that there is no “better” love language—people simply experience and express love differently.
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	sheets or journals ▪ Optional: flipchart or sticky notes for family mapping activity ▪ Optional: copy or image of the book <i>A Perfect Pet</i> for Peyton	▪ Encourage participants to reflect openly, without judgment or pressure. ▪ Remind families that children's love languages may differ from those of their parents or siblings. ▪ Focus on empathy, understanding, and emotional connection rather than "correct" answers. ▪ Encourage practical application at home through small everyday gestures adapted to each family member's emotional needs.
Activity 6: The peace path (Level 2: Peace & non-violence)	Description: "The Peace Path" is a collaborative game or card-based activity where children move through four environments (Home, Shelter, School, Relative's House), drawing scenario cards that reflect real-life challenges. Each card prompts them to think critically, reflect on their feelings, and identify peaceful solutions. Children are supported by facilitators (parents) to develop realistic strategies for safety, self-expression, and non-violent conflict resolution—skills essential for those living in unstable or unsafe environments. 1. Structure of the game (using proposed cards) Children draw a card, read the scenario aloud (or hear it from a facilitator), and discuss or act out how they would respond using peaceful and self-protective strategies. 2. Alternative structure (using self experience) Initial discussion: <i>What does peace mean in a family?</i> Families use a template to identify situations that create tension or conflict in each of the four environments. Prompts may include:	

- What kind of arguments happen at home?
- What makes you feel uncomfortable or unsafe?
- When do you feel unheard or disrespected?

For each situation, families create a scenario card and write:

- What happened?
- What would be a peaceful way to respond?
- What could help prevent it next time?

Younger children can draw or use symbols to express their ideas.

Possible **reflection** questions after the activity:

- How did you feel while participating in the "Peace Path" activities?
- What did you discover about the importance of peace and nonviolence in conflict resolution?
- Which scenarios were most challenging for you, and how did you address them?
- What concrete actions can you take to continue practicing these peace and nonviolence strategies in your daily life?

Material:

- Printed scenario cards
- Flipchart or whiteboard for brainstorming safe actions
- A quiet, supportive space with a trained adult facilitator

Estimated time: 45 – 60 min

Facilitator tips:

- Create a safe space where reflect about the situations and change something, where children feel heard and never judged.
- For each card, guide the child to name:
 - What are they feeling?
 - What could they say or do safely?
 - Who could they go to for help?
- Reinforce that the violence is never their fault.

		Practice responses out loud to build confidence.
Id	Environment	Scenario
1	Home	Someone at home is yelling and throwing things. What can you do to stay safe?
2	Home	You feel scared when your parent drinks. Who can you talk to and where can you go?
3	Home	Your sibling hits you when they get angry. What is a safe way to respond?
4	Home	You hear your parents fighting again. Where can you go in the house to feel safer?
5	Home	You want to tell someone at school what's happening at home. How can you start?
6	Shelter	You hear other children arguing loudly in the shelter. How can you respond peacefully?
7	Shelter	You want to talk to an adult in the shelter but feel nervous. What can you say?
8	Shelter	Someone at the shelter keeps taking your things. What can you do?
9	Shelter	You feel alone and miss your old home. Who could you talk to?
10	Shelter	Another child in the shelter is bullying others. What should you do?
11	School	A classmate is pushing you in line. How can you use assertive words to stop it?
12	School	You are sad and having trouble concentrating in class. Who can you tell?

13	School	A teacher yelled at you in front of others. How did it make you feel? What can you do?
14	School	You see another student being picked on. How can you help safely?
15	School	You don't want to join in when friends are teasing someone. What can you say?
16	Relative's House	A cousin teases you constantly. How can you set boundaries without fighting?
17	Relative's House	You feel unsafe staying overnight at your relative's house. What could you do?
18	Relative's House	An adult relative makes you uncomfortable with their behavior. What should you do?
19	Relative's House	Your relatives argue often. Where can you go to feel calm and safe?
20	Relative's House	You want to leave your relative's house but don't know how. Who could help you?

Activity 7: “Human dignity charter” – Group manifesto creation (Level 2: Human Dignity)	Description: Families work together to create a visual and written “Human Dignity Charter”—a declaration of how they wish to treat one another with respect, fairness, and care. The charter is developed through a guided reflection process where families discuss real-life situations, brainstorm dignity-related principles, and then express them in a creative, collective poster. This charter serves as both a personal commitment and a visible reminder of how dignity should be practiced at home. 1. Warm-up discussion (~10 min): Small group reflection using questions like: ▪ What does “dignity” mean to you? ▪ How do we feel when we are treated with dignity? ▪ How can we show respect for dignity at home (toward children, elders, visitors...)? 2. Inspiration cards (optional – 5–10 min): Distribute example cards with words or phrases (e.g., “Listen without interrupting”, “Say please and thank you”, “No name-calling”, “Respect privacy”). Families can use, reject, or modify them for their charter. Optionally, Dixit cards can be used. 3. Charter creation (20–25 min): The Human Dignity Charter can include: ▪ 5 to 8 key principles they agree on. ▪ A title or slogan (e.g., “In our home, everyone deserves respect”). ▪ Drawings or symbols made by children. ▪ Signatures of each family member. 4. Sharing & Celebration (10–15 min): Families briefly present their charters to other family members or friends doing like a celebration party. <table border="1" data-bbox="464 1749 1370 1904"> <tr> <td data-bbox="464 1749 883 1822"> Material: ▪ A3 sheets, large construction paper or a </td><td data-bbox="883 1749 1370 1822"> Estimated time: 45 min </td></tr> <tr> <td data-bbox="464 1822 883 1904"></td><td data-bbox="883 1822 1370 1904"> Facilitator tips: </td></tr> </table>	Material: ▪ A3 sheets, large construction paper or a	Estimated time: 45 min		Facilitator tips:
Material: ▪ A3 sheets, large construction paper or a	Estimated time: 45 min				
	Facilitator tips:				

	notebook ▪ Colored markers, crayons, pencils ▪ Glue sticks and scissors ▪ Stickers or embellishments (optional) ▪ Pre-made “inspiration cards” or Dixit cards	- Emphasize that each charter is unique—there’s no “right” way to express dignity. - Invite children to help choose the words or draw what dignity looks like. - Encourage families to take their charter home and display it, and consider reviewing it regularly.
Activity 8: The trust chain (Level 2: <i>Faith or trust</i>)	Description: This activity transforms the concept of trust into a concrete network of family commitments. Each member takes on a small, freely chosen responsibility and selects a “trust partner” in the family to help them carry it out. Through this exercise, families reinforce the idea that trust is built through commitment, responsibility, and mutual respect. It also includes an optional emotional subactivity where participants can share a personal thought or secret with a family member, without fear of being judged. Structure 1. Introduction: “What does it mean to trust?” Brief group conversation: - What does it mean to trust someone? - What makes a person trustworthy? - What happens when someone doesn’t do what they promised? <i>“Trust isn’t just a feeling—it’s something we build. When we keep our promises, we help others trust us.”</i> 2. Family commitments Each participant receives a Trust Commitment Sheet with three parts:	

- **My responsibility** – Something I commit to doing this week (e.g., setting the table, feeding the pet, turning off the lights, calling grandma...).
- **My trust partner** – A family member who will support me and trust that I will do it.
- **Our trust signal** – A symbolic way to “seal” the commitment (could be a handshake, a drawing, a code word, a gesture...).

Then, the family links each commitment into a "Trust Chain": each person's paper strip becomes a chain link joined with the others (like a garland), symbolizing their collective effort.

3. Optional sub-activity: The secret box

Like a piggy bank, you can put messages of trust and respect in it, and one day, you can open it to share what you've written.

Material:

- Commitment sheets (with the 3 parts mentioned above)
- Paper strips to build the “Trust Chain”
- Tape or glue
- Small envelopes or papers for the "secrets" (optional)
- Markers, pens, decorative stickers

Estimated time: 45 - 60 min

Facilitator tips:

What is shared stays private and respected.

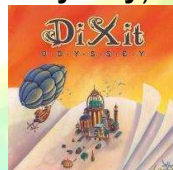
Just listen—don't judge.

It's perfectly fine not to participate if someone doesn't feel ready.

Make sure the commitments are realistic and age-appropriate.

Emphasize: *“Trust isn't demanded—it's earned and built.”*

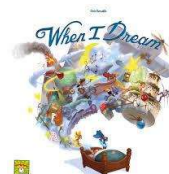
Activity 9: Picture books Level 3: 1 book per value	Description: This activity invites families to engage with beautifully picture books as tools to explore and reflect on core values. Through shared reading, discussion, and creative expression, participants uncover the emotional and moral lessons behind each story and connect them to their own family life. By using storytelling and images that resonate with both children and adults, this activity nurtures empathy, critical thinking, and emotional dialogue in a playful and meaningful way. Structure of the Activity 1. Book presentation (5–10 min): The facilitator/parent presents a small selection of age-appropriate picture books, each one subtly related to one or more core values. Families choose a book (or are assigned one) and explore it together. 2. Shared reading and reflection (20–25 min): Families read the book together and answer 3–4 guided questions designed to prompt discussion about values. Examples: What value do you see in this story? Which character made a choice based on love/trust/respect/peace? How would you have acted in their place? Recommended books: - What Is Love? by Mac Barnett - The Day War Came by Nicola Davies <table border="1" data-bbox="459 1598 1372 1900"> <tr> <td data-bbox="459 1598 883 1680"> Material: - Books or YouTube videos </td><td data-bbox="883 1598 1372 1675"> Estimated time: 20 min </td></tr> <tr> <td data-bbox="459 1680 883 1900"></td><td data-bbox="883 1675 1372 1900"> Facilitator tips: Support younger readers with simplified questions or allow them to express themselves through drawing. </td></tr> </table>	Material: - Books or YouTube videos	Estimated time: 20 min		Facilitator tips: Support younger readers with simplified questions or allow them to express themselves through drawing.
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		Highlight that stories are mirrors: we can see ourselves in them and learn from the characters' experiences.
Activity 10: Board games (Level 3: all values)	Description: To promote the development of core values through carefully selected board games that engage families in reflection, emotional connection, and cooperative play. This activity invites families to play specific games aligned with each value, followed by a shared reflection. It also includes two versatile games that can be used to explore all four values in an integrated way. 1. Imagine (Human dignity) Players: 3-8 Strengths: Encourages symbolic thinking, respectful expression of abstract concepts, and non-verbal communication. Ideal for discussing human rights, inclusion, and moral imagination. Suggested use: Customize the cards with terms related to dignity (e.g., "equality," "listening," "respect") and let families guess and discuss. 2. Dixit (Love) Players: 3–6 (or up to 12 with Dixit Odyssey) Strengths: Promotes emotional expression, empathy, and personal storytelling. Each image becomes a doorway to share memories, affection, and experiences of love. Suggested use: Encourage players to connect their clues with loving moments or messages to family members. 3. The Mind (Peace and non-violence) Players: 2-4 Strengths: Builds silent cooperation, patience, emotional synchronization, and non-verbal teamwork. Encourages calm, presence, and peaceful group alignment.	  

Suggested use: After each round, reflect on how players managed frustration, respected others' rhythm, and stayed connected in silence.

4. **When I Dream** (*Faith / Trust*) Players: 4-10

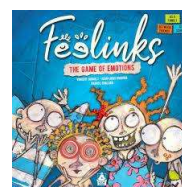
Strengths: Encourages active listening, imagination, and especially trust in others, even amid confusion. Builds confidence in being guided.



Suggested use: Focus on how it feels to trust others blindly, and how players navigate truth and doubt.

5. **Feelinks** (*all values*) Players: 3-8

Strengths: Deepens emotional intelligence, empathy, and discussion of values in various life situations. Players vote on how they'd feel in given scenarios and reflect on shared or different reactions.



Suggested use: Use cards that touch on everyday family experiences. Reflect on which value was present or missing in each scenario.

6. **Time's up – Custom cards** (*all values*)

Players: 4-12 in teams

Strengths: Reinforces key vocabulary and concepts related to all four values through fun, fast-paced guessing. Can be customized with terms specific to each workshop.



Suggested use: Prepare cards with words like "forgiveness," "kindness," "bullying," "solidarity," etc. Adapt rounds to practice description, single-word clues, and pantomime.

Material:

- Board game
- Some of them can easily

Estimated time: Depends on the board game used

Facilitator tips:

	be created by families	Reflection after playing: - What value(s) were most visible during the game? - How did you feel when you had to rely on others? - What did this game teach you about expressing love, showing respect, or acting peacefully?
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Annex Monsters



Annex Activity 2







Sentences Activity 2

Human Dignity

Absence of Human Dignity

1. Only Adults Speak: At a family dinner, a child tries to give their opinion, but an adult interrupts: "Don't talk. You're just a kid." The child lowers their eyes and stays silent.
2. Laughing at Her Clothes: During school drop-off, a group of parents and kids make fun of a girl's worn-out coat. She hugs her backpack tighter and walks away alone.
3. No Place at the Table: An elderly grandparent is left eating alone in the kitchen while the rest of the family dines in the living room, laughing together.
4. Blaming the Youngest: A broken plate leads to yelling. Without asking, the youngest sibling is blamed and punished, even though they were not responsible.
5. You're Always Wrong: Every time a teenager speaks up, their ideas are dismissed: "That's stupid. You don't know anything." They eventually stop sharing.
6. Mocking a Mistake: A child mispronounces a word during a game. The whole family laughs loudly. The child's face turns red, and they refuse to continue playing.
7. Comparing Siblings: Parents praise one child constantly and tell the other: "Why can't you be more like your brother?" The second child turns away and frowns.
8. No Privacy Allowed: A child's diary is read aloud as a joke during a family gathering. Everyone laughs. The child feels exposed and betrayed.
9. The Invisible One: A child with a disability is left out of a family activity. No one asks if they'd like to join or suggests an alternative way to include them.

10. Judging the Visitor: A neighbor is invited for coffee. After they leave, the family mocks their accent and clothes. The youngest child listens in silence, confused.

Presence of Human Dignity

11. Every Voice Counts: During dinner, each family member—no matter how young—gets a turn to share their thoughts. Everyone listens with attention and interest.
12. A Seat for Grandpa: The family sets the table together, making sure grandpa sits at the center. They serve him first and ask about his day with warmth.
13. Nice Try!: A child makes a mistake while reading out loud. Instead of correcting harshly, the parent smiles: “That was brave of you. Want to try again together?”
14. Privacy Respected: The door to a teenager’s room is closed. The parent knocks softly and waits before entering. “I just wanted to ask something—when you’re ready.”
15. The Helping Hand: The older sister notices her younger brother struggling with his jacket. She kneels down and helps him, gently saying, “You’ve almost got it.”
16. You Belong Here: A new classmate with a different accent is invited to play after school. The child says, “Wanna join us? We’re building a fort.”
17. We’re All Different: The family talks about a classmate with special needs. The father says, “That’s what makes the world interesting—every person brings something unique.”
18. Kind Words Matter: Siblings argue, and one says something mean. The parent guides a repair: “What could you say to show respect now?” They try again, with care.
19. Celebrating Small Wins: After a hard week, the mother hugs her daughter and says, “You tried your best, and that’s what matters. I’m proud of your effort.”

20. No One Left Out: During a board game night, the family makes sure the youngest child gets clear instructions and celebrates when they succeed, just like everyone else.

LOVE

Absence of Love

21. Forgotten Birthday: No one remembers the little boy's birthday. There's no message, no cake, and no hug. He quietly eats his cereal while the rest of the family scrolls through their phones.
22. Too Busy for a Hug: The girl runs to show her drawing, but her parent, still on their laptop, replies without looking up: "Not now, I'm working." She walks away holding the picture.
23. No One Tucks Me In: While the house settles down for the night, the youngest child climbs into bed alone. The hallway light stays off, and no one says goodnight.
24. The Cold Goodbye: A teenager leaves for school. "Bye," they say softly. No one answers or looks up from the kitchen table. The door closes behind them.
25. That's Not Important: A child excitedly tells a story from school. An older sibling interrupts, and the parent says: "Let your brother speak. What you're saying can wait."
26. Silent Ride Home: After a school performance, the family walks to the car without saying a word about it. The child looks out the window the whole ride back.
27. Always Alone at the Table: Every meal, the same child finishes eating first. They ask to play a game. "Later," the others say. But later never comes.
28. No Photo, Please: During family photos, one child is excluded because they "never smile right." They're told to take the picture instead of being in it.
29. Just Stop Crying: The child is upset and overwhelmed. The adult sighs loudly and says, "You're being dramatic. Go to your room and come back

when you've calmed down."

30. Where's My Drawing?: A handmade card gets thrown away with the trash. "We can't keep every scribble," says the parent. The child quietly picks up their backpack for school.

Presence of Love

31. The Morning Note: A parent leaves a small handwritten note in their child's lunchbox: "You're amazing. I love you. Have a great day!"
32. Holding Hands at the Crosswalk: On the way to school, a child instinctively grabs their mother's hand. They smile at each other while waiting for the green light.
33. Just One More Story: At bedtime, the child begs for another book. The parent yawns, smiles, and says: "Alright, one more. But then... straight to sleep!"
34. Shared Blanket, Shared Silence: Two siblings sit under the same blanket, watching a movie. One leans their head on the other's shoulder without saying a word.
35. I Saved You the Last One: At the dinner table, the older brother notices there's one cookie left. He passes it to his little sister: "I know they're your favorite."
36. Hug Before Goodbye: Even when rushing out the door, the family never skips the morning hug. "Have a great day!" echoes down the hallway.
37. Drawing for Dad: The child hands a drawing to their father: "This is you and me playing catch." The father kneels down and hugs them tightly.
38. Crying Together: A child is sad after losing a pet. The parent wraps them in a warm hug, lets them cry, and whispers, "I'm here with you."
39. Washing Her Hair: The older sister gently helps her younger sibling wash her hair during bath time, making funny shapes with the bubbles.
40. Waking Up with Pancakes: On Sunday morning, the family surprises the youngest with pancakes shaped like hearts. "Because we love you more than syrup," says the mom, smiling.

Annex Activity 6: The Peace Path – Response Scenarios

1. Someone at home is yelling and throwing things. What can you do to stay safe?

- Go to another room and close the door until things calm down.
- Yell louder so they stop and listen to you.
- Talk to a trusted adult when you feel safe again.

2. You feel scared when your parent drinks. Who can you talk to and where can you go?

- Talk to a school counselor or trusted teacher.
- Keep it to yourself so you don't make things worse.
- Call a helpline or talk to someone you trust.

3. Your sibling hits you when they get angry. What is a safe way to respond?

- Tell a trusted adult and stay away when they're upset.
- Hit them back so they know how it feels.
- Say firmly, 'Please stop. I don't like that.'

4. You hear your parents fighting again. Where can you go in the house to feel safer?

- Go to your room or a quiet space and play music or read.
- Stand between them to make them stop.
- Find a calm place and do something that helps you relax.

5. You want to tell someone at school what's happening at home. How can you start?

- Say, 'Can I talk to you about something that's been worrying me?'
- Say nothing because it's private.
- Tell someone you trust that things are hard at home.

6. You hear other children arguing loudly in the shelter. How can you respond peacefully?

- Tell a nearby adult what's happening.
- Join the argument and take sides.
- Stay away and speak to someone if you feel unsafe.

7. You want to talk to an adult in the shelter but feel nervous. What can you say?

- Excuse me, can I talk to you for a minute? I need help with something.
- Stay silent and wait until they notice you.
- Ask if they have a moment to talk.

8. Someone at the shelter keeps taking your things. What can you do?

- Tell a staff member and ask for help setting boundaries.
- Hide their things in return.
- Say, 'That belongs to me. Please give it back.'

9. You feel alone and miss your old home. Who could you talk to?

- Talk to a friend, parent, or counselor about your feelings.
- Keep your feelings to yourself and stay in bed.
- Write down what you miss or draw it.

10. Another child in the shelter is bullying others. What should you do?

- Tell an adult in charge what you saw.
- Ignore it and hope it stops.
- Let the child know kindly that it's not okay.

11. A classmate is pushing you in line. How can you use assertive words to stop it?

- Say, 'Please don't push me. I don't like it.'



- Push them back harder.

- Tell the teacher or step away.

12. You are sad and having trouble concentrating in class. Who can you tell?

- Tell your teacher or school counselor how you're feeling.

- Pretend everything is okay.

- Ask to take a short break if needed.

13. A teacher yelled at you in front of others. How did it make you feel? What can you do?

- Talk to the teacher later and explain how it made you feel.

- Yell back in front of the class.

- Talk to someone you trust about what happened.

14. You see another student being picked on. How can you help safely?

- Tell a teacher or adult right away.

- Laugh along so you don't get picked on too.

- Check on the student later and be kind to them.

15. You don't want to join in when friends are teasing someone. What can you say?

- I don't think that's funny. Let's stop.

- Stay quiet and do nothing.

- Say, 'I'm going to do something else.'

16. A cousin teases you constantly. How can you set boundaries without fighting?

- Say, 'I don't like that. Please stop.'

- Tease them back twice as hard.

- Tell an adult what's going on.

17. You feel unsafe staying overnight at your relative's house. What could you do?

- Call your parent or guardian and ask to leave.
- Stay quiet so you don't upset anyone.
- Say, 'I'm not comfortable and want to go home.'

18. An adult relative makes you uncomfortable with their behavior. What should you do?

- Tell a trusted adult immediately.
- Ignore it and hope it stops.
- Avoid being alone with them.

19. Your relatives argue often. Where can you go to feel calm and safe?

- Go to a quiet room and listen to music or draw.
- Join the argument to make your point.
- Go for a walk or spend time with a calm person.

20. You want to leave your relative's house but don't know how. Who could help you?

- Ask a trusted adult to help make a plan to leave.
- Run away without telling anyone.
- Talk to someone at school or in your family.

WORKSHOP 4

EMPOWERED CHOICES: BEYOND RULES TO FREEDOM & RESPONSIBILITY

WORKSHOP 4 Empowered Choices: Beyond Rules to Freedom & Responsibility	
Values	Freedom, Rule of Law, Autonomy, Responsibility.
Objectives	Level 1 To help families understand values and the importance of balancing autonomy and responsibility in their children's lives by collaboratively exploring real-life situations that illustrate or lack these values, while sharing perspectives and concrete examples. Level 2 To deepen emotional engagement with values by guiding families through practical activities that emphasize setting clear, respectful rules and encouraging children's independence in daily routines and decisions. Level 3 To promote the internalization of values by using age-appropriate, participatory methods that foster emotional connection, open communication, and shared responsibility between parents and children.
Start	
Activity 1 Welcome & Icebreaker/Engizier <i>(Level 1: all values)</i>	WELCOME & ICEBREAKER (30 MIN) Activity: Parent Bingo Purpose: Encourages parents to mingle and get to know each other; Creates a fun, relaxed atmosphere before diving into deeper discussions; Helps parents discover commonalities and different parenting experiences. How It Works:

- Each parent receives a Bingo sheet with a 5x5 grid filled with parenting-related statements (annex 1).
 - Parents walk around the room and find others who match the statements (e.g., “Has a teenager at home”, “Likes game nights” or “Has a family rule regarding screen time”). The goal is to interact with the other participants and find one person who matches each statement.
 - If a parent matches a statement, they sign their name in the corresponding box.
 - The goal is to get five in a row (horizontally, vertically, or diagonally) and call out “BINGO!”
- Optional: The first few parents who get Bingo can win a small prize (stickers, candy, or a fun parenting book).

Example Bingo Statements:

- Has a teenager at home
- Loves game nights with their kids
- Has a family rule about screen time
- Has let their child stay up past bedtime on a special occasion
- Has made a “funny” parenting mistake
- Has a child under 5 years old
- Has gone on a road trip with kids
- Uses a chore chart at home
- Has hidden snacks from their kids
- Has made up a bedtime story
- Has let their child dress themselves in wild outfits
- Has set a rule and later changed their mind
- Prefers quality time over expensive gifts
- Has given in to “just one more episode”

Debrief Discussion:

- What was the most interesting statement you found?
- Did anything surprise you? Why?
- What is one thing you have in common with someone?
- Did you discover that you have something in common with someone that you would not have expected?
- What was the most interesting or funny conversation you had during the game?
- Was there a statement that you could not find anyone suitable for? What do you think this says about us as a group?

Use the Bingo Annex provided.

	Brief Introduction: Share the goal and objectives of the workshop and agenda. In this workshop we aim to explore exactly that delicate balance between giving our children freedom and autonomy, but also helping them to become responsible: with clear rules, with support, with trust. We will work practically, we will discuss and we will go through real situations, so that each of you will leave here with useful ideas and concrete tools that you can use at home. Workshop Goal: To support parents in finding a healthy balance between freedom, setting rules, and developing responsibility in their children, through authentic discussions and practical activities that stimulate reflection and sharing of experiences. Workshop Objectives: • To explore together how we can support children's autonomy, without losing sight of responsibility and healthy boundaries. • To provide parents with interactive and relevant experiences that help them reflect on their own parenting style. • To provide concrete and applicable tools to establish clear rules and encourage children's independence in a balanced way.		
	<table> <tr> <td data-bbox="444 1234 732 1562"> Material: • Pens, Bingo sheet hand-outs </td><td data-bbox="732 1234 1395 1562"> Estimated time: 10-15 min Facilitator tips: • Keep the activity non-judgmental. • Encourage short reflections, not debates. • Remind parents that context matters: age, safety, maturity, and family values. </td></tr> </table>	Material: • Pens, Bingo sheet hand-outs	Estimated time: 10-15 min Facilitator tips: • Keep the activity non-judgmental. • Encourage short reflections, not debates. • Remind parents that context matters: age, safety, maturity, and family values.
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Activity 2: Understanding Freedom & Responsibility "Design Your Own Family"	Activity: "Design Your Own Family World" Exploring Freedom, Rule of Law & Responsibility Through Microgroup Posters Objective: To help parents understand how freedom, responsibility, and the rule of law function in family life—by imagining and designing a world (or household) where these principles must work together. The		

World” (Level 2: all values)	creative poster-making approach encourages dialogue, reflection, and shared values. Instructions Imagine a Mini-World (2 min) Ask your group to design a brand-new community, such as a family or village, where everyone feels safe, respected, included, and treated fairly. Include symbols, drawings, or examples from real life. Group Task – Make a Poster (20–25 min) Each group creates a poster answering and illustrating the following: The Poster should Include 3 sections: 1. FREEDOM ZONE • What choices or freedoms do people (or kids) have in your world? • What does independence look like here? 2. RULES & LAWS • What are the key rules everyone agrees on? • Who makes the rules? Who enforces them? 3. RESPONSIBILITIES • What do people have to do to keep things fair and functioning? • What happens when someone breaks a rule? Present Your World (10–15 min) Each group briefly presents their poster to the full workshop. As they present, ask them: • “Where did you find it hard to balance freedom and responsibility?” • “What surprised you as you created your rules?” • “Did your poster reflect your current family or an ideal one?” Facilitator Wrap-Up (5 min): Use these insights to lead into discussion: • In real life, what happens when freedom exists without rules? • How can rules empower rather than restrict children? • What’s the difference between control and guidance?
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	Optional Add-Ons: • Hang posters around the room like a gallery. • Revisit them later in the workshop and have participants reflect: "What would you change about your world now?"	
	Material: • Large chart paper or poster board • Markers, sticky notes, magazines (for collage), tape/glue	Estimated time: 30-40 min Proposed organization: • Divide participants into small groups (3–5 people). Applying the activity at home: Each family member draws their own world based on the given instructions, and at the end all the posters are presented and discussed.
Activity 3: Understanding Freedom & Responsibility "Tug of War" (Level 3: Freedom & Responsibility)	Activity: "Tug-of-War: Freedom vs. Rules" describes the constant tension between two powerful forces: • Freedom: the desire for personal choice, creativity, independence, and spontaneity. • Rules: the need for structure, order, safety, fairness, and predictability. Imagine a literal tug-of-war rope pulled tight between two teams. On one side, freedom tugs for the ability to do whatever feels right in the moment, to innovate, express, and act without restriction. On the other side, rules pull back, insisting that boundaries exist for a reason, to protect people, ensure fairness, and create a stable society. This "game" is played everywhere: • In governments (liberty vs. law) • In companies (innovation vs. compliance) • In personal lives (impulse vs. responsibility) • In art (breaking norms vs. respecting tradition) The healthiest systems usually find a dynamic balance, not letting either side dominate completely. Too much freedom can lead to chaos; too many rules can smother growth and spirit.	

Metaphorical story for Tug-of-War: Freedom vs. Rules: The Village of Windsway

In a valley between two tall mountains lay the village of Windsway. The people of Windsway loved two things above all else: their wide, open skies and their ancient stone bridges.

The Skydancers of the village believed the open skies meant they could fly wherever the wind carried them. They painted wild colors in the air, built homes in odd shapes, made music that had no rhythm, and invented games no one had ever seen before. To them, freedom was life itself.

Across the river lived the Bridgemasons. They treasured the stone bridges, each brick placed according to old blueprints, each step safe and known. They wrote clear laws, celebrated old traditions, and taught their children to walk only along the tested paths. To them, rules were the lifeblood of the community.

Every year at the Festival of Balance, the Skydancers and Bridgemasons meet at the village square for a friendly tug-of-war. They laughed, joked, and pulled the great golden rope, not to win, but to feel the pull.

Some years, the Skydancers pulled stronger, and the village bloomed with art, new inventions, and unpredictable joys. Other years, the Bridgemasons held firm, and the village grew safer, wiser, and more enduring.

Whenever the rope snapped, when one side pulled too hard, disaster came. Homes collapsed without guidance, or creativity withered under suffocating laws.

So the people of Windsway learned: the rope must stay taut but unbroken.

Freedom and Rules were not enemies, they were the two hands holding the village together.

Link to the story

<https://youtu.be/oqD3Re7vS-o>

Understanding Freedom & Responsibility – “The Tug-of-War Game for Parents” (45 minutes)

This activity is designed to help parents explore the balance between freedom and rules in parenting. Through a fun, interactive game of

Tug-of-War, they'll physically experience what it feels like when one side is too dominant and then reflect on how to find balance in their own parenting approach. The discussion afterward will focus on balancing autonomy and structure in the home.

Introduction (5 minutes)

Objective: To introduce the activity and its purpose: understanding the balance between freedom and rules in parenting.

Tell the group that the activity will involve a friendly game of Tug-of-War, with two teams pulling in opposite directions—one advocating for “More Freedom” and the other for “More Rules.” The game will allow participants to physically experience what happens when one side becomes too dominant.

The goal is not to “win” the game but to understand the dynamics of balance, too much force in one direction (freedom or rules) can lead to instability or conflict.

Instructions (15 minutes)

Split the Parents into Two Teams:

- **Team 1 – “More Freedom”:** This team will advocate for a parenting style with minimal rules and maximum freedom.
- **Team 2 – “More Rules”:** This team will advocate for a structured, rule-driven approach to parenting.

Instructions:

Have each team pulls on opposite sides of the rope, with the center of the rope clearly marked by a flag or marker on the ground.

First, both teams pull the rope with full strength to see which side wins, the Rules team or the Freedom team, so participants can experience what happens when only one side has power. Repeat the game 2–3 times.

After each round, the facilitator asks:

- If the Rules team wins: *What would a world look like if rules had all the power?*
- If the Freedom team wins: *What would a world look like if freedom had all the power?*
- How did it feel when the tension became too much? Was there any strain or discomfort in that imbalance?

Invite participants to imagine and describe how such a world would function.

In the second phase, participants are asked to pull the rope with just enough strength so that neither team wins and the first participant does not cross the boundary line. In this way, they experience balance between rules and freedom. The rope should remain tense, but without being pulled too strongly in either direction.

The facilitator then asks reflection questions such as:

- How did you feel when the rope was balanced?
- How did you adjust to the strength of the opposite team?
- What helped the group maintain balance?
- When the rope was centered or the forces were balanced, how did it feel? What does that tell us about balance?

Group Discussion: Balancing Autonomy and Structure at Home (10-15 minutes)

Discussion Prompts:

- In your home, how do you currently balance freedom and rules? Are there areas where you feel there's too much freedom or too many rules?
- How do you make decisions about when to give your child more autonomy versus when to set rules? Can you think of an example where one approach worked well, and one where it didn't?
- How do you think your child's age and personality impact the balance between freedom and rules? (For example, a teenager might need more freedom, but younger children might need more rules.)
- What challenges do you face when trying to find this balance? How do you overcome them?

Wrap-up and Key Takeaways (5 minutes)

- a. The Tug-of-War game highlighted how extremes (too much freedom or too many rules) can lead to imbalance, tension, and discomfort.
- b. Balance is crucial in parenting. Both freedom and rules are necessary, but finding the right balance depends on understanding the needs of your child and adapting your approach.

- c. There isn't a one-size-fits-all answer. The balance between freedom and rules will evolve as your children grow and as circumstances change.

Variations for families at home:

A. The Invisible Line

Goal: Feel the tension and find balance.

- Place a long scarf or rope on the floor (the “balance line”).
- Stand on either side, hold hands, and **gently pull**, not to win, but to feel when it's balanced (arms slightly extended, no one moving).
- Talk: *“Can we feel when it's fair?”*
“What happens when one side pulls too much?”

B. Lean & Catch

Goal: Trust, balance, and mutual support.

- Stand toe-to-toe, hold each other's hands.
- Lean away slowly (like a counterweight), keeping balance.
- If one lets go or leans too far, you both fall!
- Talk: *“Freedom is leaning. Rules are holding.”*
“How do we stay connected without falling?”

C. Walk the Line Together

Goal: Cooperate while staying on the “balance line.”

- Tape a straight line on the floor.
- Walk **side by side**, holding hands, balancing each step (like on a tightrope).
- Add a twist: one child leads with freedom (improvise dance or steps), the parent helps guide to stay on the line (structure).
- Talk: *“How can we be free without going off track?”*

Material:

- Rope for the Tug-of-War game (long enough for teams)

Estimated time (45 min)

Facilitator tips:

- Mark a clear boundary line on the floor before starting the activity.

	to pull on either side) • Clear boundary markers (for example, a line on the ground to mark the center) • Two flags or markers to represent the middle point of the rope • Optional: Cones or other markers to set up boundaries for the game area	• Remind participants to pull safely and avoid sudden or excessive force. Applying the activity at home: As described above.
Activity 4: Understanding Freedom & Responsibility – “Traffic Light Rules” (Level 2: all values)	Activity: Traffic Light Rules Objective: To help parents create a customized system of rules and boundaries for their household using the metaphor of traffic lights (Red, Yellow, Green). Explain the Concept of Traffic Light Rules: • Red Light 🚦 (Non-Negotiable Rules): These are your absolute rules—rules that are firm and non-negotiable, ensuring safety and well-being. Examples might include curfew times, screen time limits, and household safety rules (e.g., no running in the house). • Yellow Light ⚠️ (Negotiable Boundaries): These are rules or guidelines that can be discussed or adjusted based on circumstances. For example, chores or bedtime might be flexible depending on the situation, but still require a conversation or agreement. • Green Light ✅ (Freedoms & Choices): These are areas where children have the freedom to make decisions and exercise autonomy. For example, choosing their own clothes, what to eat for lunch, or what hobby they want to pursue. It's about giving them space to make choices. Instructions:	

	Provide parents with paper and pens to create their own “traffic light” system for their household. Encourage them to think about their non-negotiable rules, negotiable boundaries, and freedoms/choices. Suggest parents use the following as a guide to think through their categories: Red Light (Non-Negotiable Rules): What are the rules that absolutely must be followed for safety or family well-being? Yellow Light (Negotiable Boundaries): What are the guidelines that could be adjusted or discussed with the child, based on certain situations? Green Light (Freedoms & Choices): What are the areas where your child can have the freedom to make their own choices, and how can you empower them to take responsibility for those decisions? Allow 10 minutes for parents to write down their rules and boundaries for each “traffic light” category. Encourage them to think about specific examples that are meaningful in their household. Group Discussion & Sharing (10-15 minutes) Objective: To share and discuss the “traffic light” systems created by parents, exchange ideas, and reflect on the importance of boundaries. Discussion Prompts: • “What are some examples of ‘Red Light’ rules that you’ve set for your children? Why are these non-negotiable for you?” • “Which rules do you consider negotiable? How do you approach discussions about flexibility with your children?” • “What freedoms and choices do you allow your children? How does this impact their behavior and sense of responsibility?” Sharing: Allow parents to share their traffic light systems with the group, if they feel comfortable. This could foster new ideas and solutions. Encourage others to ask questions or offer suggestions in a supportive and constructive way.				
	<table> <tr> <td data-bbox="453 1667 816 1740"> Material: • Paper & pen </td><td data-bbox="816 1667 1385 1740"> Estimated time: 25 min </td></tr> <tr> <td data-bbox="453 1740 816 1877"></td><td data-bbox="816 1740 1385 1877"> Facilitator tips: • Boundaries are essential for creating a safe and structured </td></tr> </table>	Material: • Paper & pen	Estimated time: 25 min		Facilitator tips: • Boundaries are essential for creating a safe and structured
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		environment for children. They help children know what is expected and provide the framework within which they can thrive. • The “Traffic Light Rules” system helps parents clearly distinguish between what is non-negotiable, what can be adjusted, and what areas provide freedom. • Balance is key: A healthy balance between structure (rules) and autonomy (freedom) will help children feel secure and empowered. Applying the activity at home: As described above, in the mail description.
Activity 5: Understanding Autonomy & Accountability – “The Responsibility Ladder” (Level 3: Autonomy & Accountability)	Activity: The Responsibility Ladder – Parents map out ways to gradually increase their child’s independence while ensuring accountability. Objective: To help parents map out a framework for gradually increasing their child’s independence while ensuring they are still held accountable. Introduction (5 minutes) Start by asking the group: • “What does autonomy mean to you when it comes to parenting?” • “Why is accountability important in the development of our children?” Key Points to Cover: • Autonomy helps children feel independent and capable, boosting their confidence and decision-making skills. • Accountability ensures that children understand the consequences of their actions and take responsibility for their behavior, helping them develop a strong moral compass.	

- The challenge for parents is finding the **right balance**: How do we encourage independence while still ensuring our children are accountable for their choices?

Development & instructions

Explain the Concept of the Responsibility Ladder: The Responsibility Ladder is a way to visualize how a child's responsibilities and level of autonomy can increase over time. As parents, we need to gradually increase responsibility while providing the support and guidance necessary to ensure accountability.

Key Points to Emphasize:

- **Start Low:** At the bottom of the ladder, the child's responsibilities are smaller, and the parent's role is more involved (providing a lot of guidance).
- **Gradually Increase:** As the child grows, the responsibilities become bigger, and the parent steps back to allow more independence.
- **Maintain Accountability:** At every step, the child must be held accountable for their responsibilities. This helps them understand the consequences of their actions.

Instructions:

- Ask each parent to draw their own **Responsibility Ladder** on a piece of paper. The ladder should have several steps, each representing a level of responsibility.
- Encourage parents to think about their child's current age and stage, and map out ways they could gradually increase their child's independence in different areas (e.g., chores, homework, managing time, decision-making).

Example Ladder for homework:

Step 1 (Bottom): Parent does everything for the child: gives answers, explains everything, ensures it's done.

Step 2: Parent provides guidance but allows some decision-making: Child chooses task order or tries first; parent helps if needed.

Step 3: Child is responsible for their homework with minimal guidance: Parent gives reminders or checks at the end.

Step 4 (Top): Child fully owns their homework – Plans, does, and reviews independently.

Allow 10-15 minutes for parents to create their Responsibility Ladders, providing time for them to reflect and personalize the activity.

- After the parents finish creating their ladders, bring everyone together for a “**Gallery Walk**”.

Small Group Discussion: How Do We Allow Freedom While Still Guiding Our Children? (15 minutes)

Divide parents into small groups (4-5 people). Ask each group to discuss the following questions:

- How do we provide our children with the freedom to make their own choices while still ensuring they are accountable for their actions?
- What strategies have you found helpful in gradually increasing your child’s independence without letting them go off-track?
- How can we ensure that children feel supported and guided while also being given the opportunity to take responsibility for their decisions?

Encourage the group to share personal examples and ideas that have worked (or not worked) for them in balancing autonomy and accountability.

Applying the activity at home

To begin, the parent chooses a specific area to work on together with the child, such as: homework, keeping the room tidy, preparing the school bag, or managing pocket money.

Then, on a sheet of paper, the parent draws several steps (4–6) and explains to the child that each step represents a move toward greater independence and responsibility.

The steps are created together:

- **First step:** the parent does almost everything and closely supervises the child.
- **Middle steps:** the parent offers guidance, but the child begins making decisions and acting independently.
- **Final step:** the child takes full responsibility for the task, while the parent only checks when needed.

It is important for the parent to have an open conversation with the child, asking questions such as:

- “What do you think you can do on your own now?”

	• “Which step do you feel you are on, and what do you need to learn to move higher?” The practical application starts from the step where the child feels ready. If the child succeeds, they move up one step. If difficulties appear, the parent supports the child by temporarily returning to the previous step. At the end of the day or week, the parent discusses the experience with the child (“How was it to do this on your own?”) and encourages them by praising especially the effort and responsibility, not only the result.		
Activity 6: Walk the Line Level 1 (all values)	<table border="1"> <tr> <td data-bbox="444 774 816 1545"> Material: • Whiteboard or flip chart for group discussion • Markers and pens for parents to map out their Responsibility Ladder • Optional: Printed handouts of the Responsibility Ladder template for parents to write on (if you prefer a more structured approach) </td><td data-bbox="816 774 1395 1545"> Estimated time: 30-40 min Facilitator tips: • Fostering autonomy in children helps them grow into independent, confident individuals who can make their own decisions. • Accountability ensures that children understand the importance of their actions and learn responsibility. • The Responsibility Ladder provides a visual way to think about how to gradually increase independence while maintaining guidance and accountability. Applying the activity at home: As described above, in the main description. </td></tr> </table>	Material: • Whiteboard or flip chart for group discussion • Markers and pens for parents to map out their Responsibility Ladder • Optional: Printed handouts of the Responsibility Ladder template for parents to write on (if you prefer a more structured approach)	Estimated time: 30-40 min Facilitator tips: • Fostering autonomy in children helps them grow into independent, confident individuals who can make their own decisions. • Accountability ensures that children understand the importance of their actions and learn responsibility. • The Responsibility Ladder provides a visual way to think about how to gradually increase independence while maintaining guidance and accountability. Applying the activity at home: As described above, in the main description.
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- Parents start by standing on the line in the middle.
- The facilitator reads a series of parenting dilemmas (e.g., "Your child wants a later bedtime").
- Parents must step left for 'Yes' (I would allow this) or step right for 'No' (I would not allow this).
- After each question, the facilitator invites a few parents to share why they chose their answer.

Example Scenarios for this activity:

- "Your child wants a later bedtime"
- "Your teen wants to dye their hair bright blue"
- "Your 10-year-old wants to pack their own lunch every day"
- "Your teenager wants to go to a concert alone"
- "Your 5-year-old refuses to wear a jacket in winter"
- "Your 12-year-old wants to decide their own bedtime"
- "Your 8-year-old wants to manage their own allowance"

Debrief Discussion:

- What was easy to decide on? What was difficult?
- Did you notice patterns in your decision-making?
- How do we balance trust, independence, and responsibility?

Applying the Activity at Home

Goal: To help parents and children reflect on family rules, the freedoms offered, and the situations in which it is easier or more difficult to find a balance between autonomy and responsibility.

Option 1 – The Parent Does the Exercise with the Child

Instructions:

- Create an imaginary line or use tape on the floor.
- One end means: "This is easy for me to accept"
- The other end means: "This is difficult for me to accept"
- The parent reads different situations, and the child positions themselves on the line according to how they feel.

Example Situations:

- "Doing my homework by myself"
- "Choosing my own clothes"

- “Managing my own screen time”
- “Going to bed later on weekends”
- “Going alone to a friend’s house”
- “Packing my own school ba.”
- “Preparing my own lunch for school”
- “Managing my own pocket money”
- “Choosing my own after-school activities”
- “Cleaning my room by myself”
- “Deciding when to take breaks during homework”
- “Going alone to the nearby store”
- “Choosing my own friends”

After each choice, the parent asks:

- “What feels difficult about this?”
- “What would you need in order to receive more freedom?”
- “What responsibilities would come with this freedom?”

Option 2 – The Child Does the Exercise with the Parent

The child reads different situations, and the parent positions themselves on the line between:

- “It is easy for me to offer this freedom”
and
- “It is difficult for me to offer this freedom”

Example Situations:

- “The child wants to choose their own clothes”
- “The child wants to do homework independently without help”
- “The child wants to manage their own phone or tablet time”
- “The child wants to go to bed later on weekends”
- “The child wants to go alone to the store”
- “The child wants to organize their own school bag”
- “The child wants to choose their own friends”
- “The child wants to decide which extracurricular activities to do”
- “The child wants to spend their pocket money independently.”
- “The child wants to prepare their own breakfast.”
- “The child wants to stay home alone for a short period”
- “The child wants to create their own schedule for homework and play”
- “The child wants to use social media”
- “The child wants to go on a trip without parents”
- “The child wants to decide when to clean their room”
- “The child wants to cut or dye their hair differently.”

	• “The child wants to choose what to eat at school” • “The child wants to attend a party where not all adults are known” • “The child wants to solve conflicts with classmates independently” • “The child wants to shop online independently” Final Reflection: At the end, the parent and child discuss: • Which rules are easier to accept? • Which rules create tension? Key Message: In every family, the balance between freedom and responsibility is built through dialogue, trust, and gradual adaptation.	
	Material: • Paper with situations • Tape for the line	Estimated time: 10-15 min Facilitator tips: • Keep the activity non-judgmental. • Encourage short reflections, not debates. • Remind parents that context matters: age, safety, maturity, and family values. Applying the activity at home: As described above, in the main description.
Activity 7: Fostering Autonomy & Responsibility – “Our Bricks – My Style, Their Style” <i>(Level 3: all values)</i>	Activity: “Our Bricks – My Style, Their Style” Objective: • To explore the differences and overlaps in parenting reactions and value systems. • To reflect on each parent’s unique contribution to the child’s autonomy and responsibility. • To identify shared values and potential sources of conflict, with an emphasis on cooperation. Instructions Fill in the Comparative Grid (10–15 min). Distribute the worksheet with the following table:	

	• Concrete Situation • How I Respond • Value I Want to Instill • How My Partner Responds • Value They Want to Instill Concrete Situations • Child is late for school • Child forgets to clean up their toys • Child asks for more screen time • Child refuses to do homework • Child gets upset about having rules Note: Ask participants to go beyond behavior—what is the value behind each reaction? (e.g., independence, order, empathy, respect, control, flexibility) Reflect & Discuss (10 min) After filling in the grid, ask participants to reflect or discuss: • Which actions offer more autonomy to the child? • Who emphasizes responsibility more? • What values are supported by each approach? • Are there any conflicting methods or value clashes? Participants may share in pairs or small groups, highlighting “aha” moments or surprises.				
	<table border="1"> <tr> <td data-bbox="453 1293 816 1373">Material: Worksheet and pens</td><td data-bbox="816 1293 1391 1373">Estimated time: 20-25</td></tr> <tr> <td data-bbox="453 1373 816 1879"></td><td data-bbox="816 1373 1391 1879"> Facilitator tips: Encourage your participants when they fill the table to keep in mind the following ideas when they see differences with their partner. Stay Curious, Not Critical – Use: “Tell me more...” instead of “That’s wrong.” – Try to understand the <i>why</i> behind each response. Accept Differences – It’s okay to have different styles. – Talk about how your approaches can </td></tr> </table>	Material: Worksheet and pens	Estimated time: 20-25		Facilitator tips: Encourage your participants when they fill the table to keep in mind the following ideas when they see differences with their partner. Stay Curious, Not Critical – Use: “Tell me more...” instead of “That’s wrong.” – Try to understand the <i>why</i> behind each response. Accept Differences – It’s okay to have different styles. – Talk about how your approaches can
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		complement each other. Highlight the Child's Needs – Ask: “What helps our child learn best?” – Focus less on who's right, more on what works for the child. End with a Team Goal – Choose one value to emphasize more clearly together (e.g., independence). – Celebrate one thing you each do well. Applying the activity at home: The exercise should also be completed by the other parent, and the differences should be discussed in order to become aware of different ways of thinking about the same values.
Activity 8: Fostering Autonomy & Responsibility – “The Path to Independence ” (Level 3: all values)	Activity: “The Path to Independence” Objective: Help parents explore the balance between guiding their children with structure and allowing them the freedom to make choices, through an interactive, hands-on experience. Introduction The facilitator invites participants to reflect on their parenting style and choose one word that describes it. The facilitator writes the words on a flipchart, board, or digital word cloud. The facilitator briefly highlights the diversity of answers and introduces the activity as an exploration of the balance between parental guidance and children's independence. Instructions 1. The facilitator prepares a simple and safe obstacle course using chairs, cones, or other objects. 2. Participants are divided into pairs. In each pair, one participant is blindfolded and the other participant acts as the guide. 3. The facilitator explains that each pair will complete the course twice, using two different parenting styles: strict guidance and	

free encouragement. Participants are encouraged to choose roles that may differ from their usual parenting style.

Stages of the Activity

Round 1: Strict Parent

The guide gives clear, direct, firm instructions, such as “Stop,” “Go forward,” “Turn left,” or “Move slowly.” Use the sample affirmations from below for strict parenting.

The blindfolded participant follows the instructions through the obstacle course.

Round 2: Liberal Parent

The guide does not give direct commands. The guide offers only general encouragement, such as “You can do it”, “Trust yourself” or “Take your time.” Use the sample affirmations from below for permissive parenting.

The blindfolded participant tries to complete the course with more independence.

Balanced Parent

The guide combines safety instructions with space for choice. The guide offers support when needed, while allowing the blindfolded participant to make some decisions.

Debriefing

The facilitator invites participants to reflect on their experience in each role. The facilitator asks how it felt to be guided strictly, how it felt to receive only encouragement, and which style felt safer, freer, or more difficult. The facilitator connects the activity to parenting, emphasizing that children need both structure and autonomy. The facilitator closes by inviting participants to identify one way they can support their child’s independence while still offering clear guidance.

Here’s a list of additional strict parent and liberal parent commands to use in your obstacle course activity, keeping them varied to match the different styles of guiding:

Strict Parent Commands (Clear, Direct, and Action-Oriented):

1. "Turn right immediately!"
2. "Walk forward three steps"
3. "Duck down and crawl under the table"

4. "Step over the cone!"
5. "Go around the chair in front of you."
6. "Stop! Take two giant steps back"
7. "Spin around quickly and then move forward"
8. "Jump over the obstacle in front of you."
9. "Move quickly, you're almost there!"
10. "Turn left at the next chair!"
11. "Crawl under the first obstacle, then stand up"
12. "Step carefully between the cones"
13. "Keep your eyes straight ahead, do not look down!"
14. "Now, sprint to the finish line!"
15. "Do a quick pivot and keep moving forward."
16. "Go around the edge of the table to your left"
17. "Take a small step to the right, then go forward"
18. "Lean to the left side to avoid the obstacle"
19. "You need to reach the next checkpoint in 10 seconds!"
20. "Hold your position for 5 seconds before moving again"

Liberal Parent Commands (Giving no direction):

1. "You've got this, take your time and find your way!"
2. "What do you think your next step should be?"
3. "You can do it! Move confidently forward!"
4. "Take a deep breath and decide where to go next."
5. "How would you approach this obstacle?"
6. "If you need help, I'm here, but I believe you can do it yourself!"
7. "Feel free to take it slow and steady"
8. "What do you think will work best here?"
9. "Trust your instincts! You know what to do"
10. "I'm so proud of you, just keep going"
11. "How does the path look to you? What's your next move?"

12. "You're doing awesome! Keep going, but take your time"
13. "You don't have to rush. What's your strategy?"
14. "It's okay if you make a mistake—what do you want to try next?"
15. "Step by step, you can figure this out!"
16. "You're getting closer—what do you need to do to get there?"
17. "Trust yourself and take that next step. You've got it!"
18. "No need to hurry; just listen to what your body tells you"
19. "What's your plan to get past this part? I'm here to support you!"
20. "You're doing great, what's the next move that feels right?"

These commands are designed to provide a clear contrast between the two parenting styles. By using these commands, parents will gain a firsthand experience of how different guiding styles impact a child's sense of autonomy and responsibility!

Adaptation at home: Obstacle course – Parent as guide

Homework Activity: "Treasure of Trust"

Objective:

Strengthen the parent-child relationship through a game that practices communication, trust, and autonomy.

Instructions:

Step 1: Preparing the route

The parent hides 5 notes around the house, each with a clue to the next place. Some clues will be clear ("Go under the kitchen table"), and others will be more open ("Where do you read stories?"). The last one leads to the "treasure".

Step 2: Role play

The child is the blindfolded "explorer". The parent guides the child through two rounds:

Round 1 – Firm Guidance

The parent gives clear instructions: "Three steps to the right", "Bend over and look under the bed".

	Round 2 – Gentle Guidance The parent only gives encouragement: “Think about where you’ve hidden treasures before”, “Trust yourself”, “Where do you think the next clue is?” (Role reversals can be done if the child’s age allows – the child gives the clues and the parent searches) Final Reflection (at the family level): • Which type of guidance did you like best? • How did you feel when you received clear commands? What about when you received encouragement? • Which style do you think suits you best when learning something new?				
	<table border="1"> <tr> <td data-bbox="453 835 818 1507"> Materials for the activity with parents during the workshop: • Blindfolds or scarves • Chairs • Cones or markers • Tape to mark the start and finish lines • Soft objects, such as pillows or cushions • Rope or string to create boundaries • Open space with enough room for safe movement • Timer </td><td data-bbox="818 835 1391 909"> Estimated time: 45 min </td></tr> <tr> <td data-bbox="453 1507 818 1873"> Materials for activities that parents can do at home with their children: • 5-6 notepads with messages (or simple clues) • A small surprise item at the end (a snack, a funny </td><td data-bbox="818 909 1391 1873"> Facilitator tips: Here are some key ideas to take home: • Provide space for mistakes – immediate intervention blocks learning. • Ask thought-provoking questions, instead of commands. • Let the participant own their choices and learn from the consequences together. • Praise effort, not just the result – it’s essential for independence. Applying the activity at home: As described above, in the main description. </td></tr> </table>	Materials for the activity with parents during the workshop: • Blindfolds or scarves • Chairs • Cones or markers • Tape to mark the start and finish lines • Soft objects, such as pillows or cushions • Rope or string to create boundaries • Open space with enough room for safe movement • Timer	Estimated time: 45 min	Materials for activities that parents can do at home with their children: • 5-6 notepads with messages (or simple clues) • A small surprise item at the end (a snack, a funny	Facilitator tips: Here are some key ideas to take home: • Provide space for mistakes – immediate intervention blocks learning. • Ask thought-provoking questions, instead of commands. • Let the participant own their choices and learn from the consequences together. • Praise effort, not just the result – it’s essential for independence. Applying the activity at home: As described above, in the main description.
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	message, a symbolic toy) • An eye mask (optional).	
Activity 9: Reflection & Connection: “Parent Corners LIVE!” (Level 2: all values)	Activity: “Reflection & Connection: “Parent Corners LIVE!” Objective: To help parents reflect together on rules, freedom, and responsibility in order to spark self-awareness, build empathy, and create authentic dialogue about the real struggles. Instructions Create a safe, nonjudgmental atmosphere. Emphasize honesty over perfection. The facilitator indicates to the participants to choose the corner with the statements that feel most true to their own parenting. Mini-Talk Circles (15 min) Each group forms a circle and discusses guided prompts. Appoint a timekeeper or “conversation host” in each group. Prompts: • What real-life moment led you to pick this corner? • What’s the hardest part of this struggle? • What’s one thing you’ve tried that helped—or failed? • If someone else here is struggling with this too, what do you want them to know? Optional: Provide a talking piece (small object passed around) so everyone gets a turn. Cross-Connection + Spotlight Sharing (10 min) • Facilitator invites one brave volunteer per corner to share: • A powerful insight their group had • A takeaway they’re bringing into their families Optional Enhancements: Give each parent a sticky note to write their takeaway and post it on a “Wall of Wisdom.” Use colored wristbands or cards based on corners to carry the theme throughout the day.	

Home Version – “Family Corners”

Objective:

To help children and parents reflect together on rules, freedom, and responsibility in a playful and interactive way.

Prepare the space:

- Choose 3–4 corners in the room.
Place cards or A4 sheets on the walls with simple statements (adapted for children).

Examples of statements:

- “I like having clear rules.”
- “I like having the freedom to choose.”
“I learn best when I make mistakes and try again.”
“I like when we decide the family rules together.”

Choose your corner:

- Tell the children: *“Pick the corner that best fits how you feel right now.”*
Everyone goes to their chosen corner.

Family discussion: Each person explains why they chose that corner.

Simple questions for children:

- “What do you like about this?”
- “What’s difficult for you here?”
“How can we make our family better, considering this?”

Perspective shift: Encourage children to go to another corner and see how it feels to think from a different perspective.

Closing ideas :

- The family chooses together one value or one small rule to try out in the coming week (e.g., *“We try to listen to each other more”* or *“We have the freedom to choose Sunday dessert”*).
- Praise the fact that everyone contributed an idea.
- Children feel their voice matters, parents better understand how kids perceive rules and freedom, and the family strengthens cooperation and connection through shared

	values.
	Material: pens, cards or A4 sheets Post large, vibrant signs in each corner with emojis or visuals: “I struggle with enforcing rules.” “I struggle with giving my child freedom.” “I want to learn how to balance both.” “I feel I have a good balance right now.” Optional: Light instrumental music during movement. Estimated time: 30 min Facilitator tips: • Create a safe, judgment-free tone from the start • Emphasize honesty over “right” answers • Use warm, neutral language (e.g., “what feels true today”) • Thank people for vulnerability, not performance • Remind: <i>“Raising children through values is a journey, not a fixed corner”</i> Applying the activity at home: As described above, in the main description.
Activity 10: “Letter to My Future Self” <i>(Level 3: all values)</i>	Activity: “Letter to My Future Self” Objective: Conscious reflection and personal commitment to a positive change in the parenting role. Introduction The facilitator invites participants to take a moment of personal reflection on their role as parents. The facilitator explains that the activity focuses on one small change each participant would like to make in their parenting approach. The facilitator presents the letter as a symbolic tool for clarifying an intention and making a personal commitment for future growth. Writing the Letter The facilitator gives participants 15–20 minutes to write a letter to their future self. Participants may choose to write the letter on paper or use www.futureme.org to receive it by email at a future date. The facilitator invites participants to reflect on the following questions: • What change do I want to make as a parent?

	• Why is this change important to me? • How will it affect my relationship with my child? • How will I feel when I succeed? The facilitator encourages participants to write in a kind, honest, and supportive tone, as if speaking to a wiser version of themselves. The facilitator may offer possible openings, such as: “Dear future self, today I realized that I want to...” or “I want to become a parent who...” Sealing the Letter The facilitator invites participants who wrote on paper to fold the letter and place it in an envelope. Participants write on the envelope the date when they want to open it, such as in six months, one year, or later. The facilitator reminds participants to keep the letter in a safe place. Optional Sharing The facilitator invites participants who feel comfortable to share one thought, idea, or commitment from the writing process. Sharing may be done in the whole group or with a partner. The facilitator emphasizes that sharing is optional and that participants should only disclose what feels safe and appropriate. Debrief & Reflection: • What was it like to put your thoughts on paper, instead of just keeping them in your mind? • What did you learn about yourself as a parent from this exercise? • If you could convey one supportive thought to your future self, what would it be? • If your child could read the letter you just wrote, what would you want them to understand about you as a parent?		
	<table> <tr> <td data-bbox="453 1530 815 1887"> Material: • Pen & paper • Phone & Internet </td><td data-bbox="815 1530 1391 1887"> Estimated time: 30 min Facilitator tips: • Offer guiding questions, but allow freedom in expression • Encourage a personal, friendly tone in the letter • Remind participants the letter is private and for themselves </td></tr> </table>	Material: • Pen & paper • Phone & Internet	Estimated time: 30 min Facilitator tips: • Offer guiding questions, but allow freedom in expression • Encourage a personal, friendly tone in the letter • Remind participants the letter is private and for themselves
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		• Make sharing optional and pressure-free • Suggest a future date for reading (e.g., 6 months or 1 year) • Allow a few silent minutes for reflection after writing • End with a positive reminder: this letter is a promise of growth
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ANNEX 1

Parent Bingo

Find someone who fits the description and write their name in the blank space. The goal is to interact with the others and find a person who fits each statement. Try to fill in as many boxes as possible and, if you fill in a whole row (horizontally, vertically or diagonally), say: Bingo!

has a teenager at home 	loves game nights 	has a family rule about screen time 	has ever taken a family road trip
makes dinner every night 	has ever had a family movie marathon 	has a favorite bedtime story 	loves to bake with their kids
is part of a parenting group or club 	is a fan of family movie nights 	has ever volunteered at school events 	has a child who plays sports
has a no phones at the dinner table rule 	has a child who loves to draw or paint 	has a favorite family vacation destination 	has tried a parenting technique they learned from a book
has a child who is a picky eater 	has an organized family calendar 	has ever used a reward system for good behavior 	can relate to the phrase <i>parenting is a full-time job</i>

PAVE

Active Engagement of Parents Through Values

Annex 2

Exercise 7 - Family Bricks: How I See It, How He/She Sees It

Concrete situation	How I respond	The value I want to convey	How HE/SHE responds	The value he/she wants to convey
Child is late for school				
Child forgets to tidy up toys				
Child asks for more screen time				
Child refuses homework				
Child is upset about rules				
Child refuses bedtime				
Child interrupts adults' talks				

Child wants to choose own clothes				
Child loses calm when losing a game				
Child ignores the agreed homework time				
Own situation:				
Own situation:				
Own situation:				
Own situation:				
Own situation:				

Project title: Active Engagement of Parents through Values

Project Acronym: PAVE

Code: 2024-1-RO01-KA220-ADU-000244513

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Partners: European Institute for Modern Board Games (Spain), Scoala Primara
Lorelay (Romania), SmartEdu4All (Italy)

