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TOOLBOX

EPSPI PROJECT
2021-1-DE02-KA220-ADU-000026713



Eltern für die Inklusion - Parents for inclusion - Padres por la inclusión
Szülők az inklúzióért - Genitori per l'inclusione

Aids - Aiuti - Ayudas - Segédeszközök - Hilfsmittel



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Video produced by RED INCOLA

Testing M1 in Valladolid, the institution Red Incola and the project “parents for inclusion” Spanish

<https://www.youtube.com/watch?v=Ixx4LNVn9Gw>

The other videos can be found in the Toolbox in front of each module!

Gli altri video si trovano nella Toolbox di fronte a ciascun modulo!

¡Los otros vídeos se encuentran en el Toolbox delante de cada módulo!

¡A többi videó az egyes modulok előtt található Toolboxban található!

Die anderen Videos befinden sich in der Toolbox vor jedem Modul

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M 1



Video produced by ASRP about M1 and M2

Generative themes identification for inclusion and Self-organization English and Spanish

<https://www.youtube.com/watch?v=CJkLFBYd0U&list=PL0thUoyKMMN0CGHrBu02QJPOADSkck1Je&index=5>

Testing M1 in Valladolid, the institution Red Incola and the project “parents for inclusion” Spanish

<https://www.youtube.com/watch?v=lxh4LNVn9Gw>

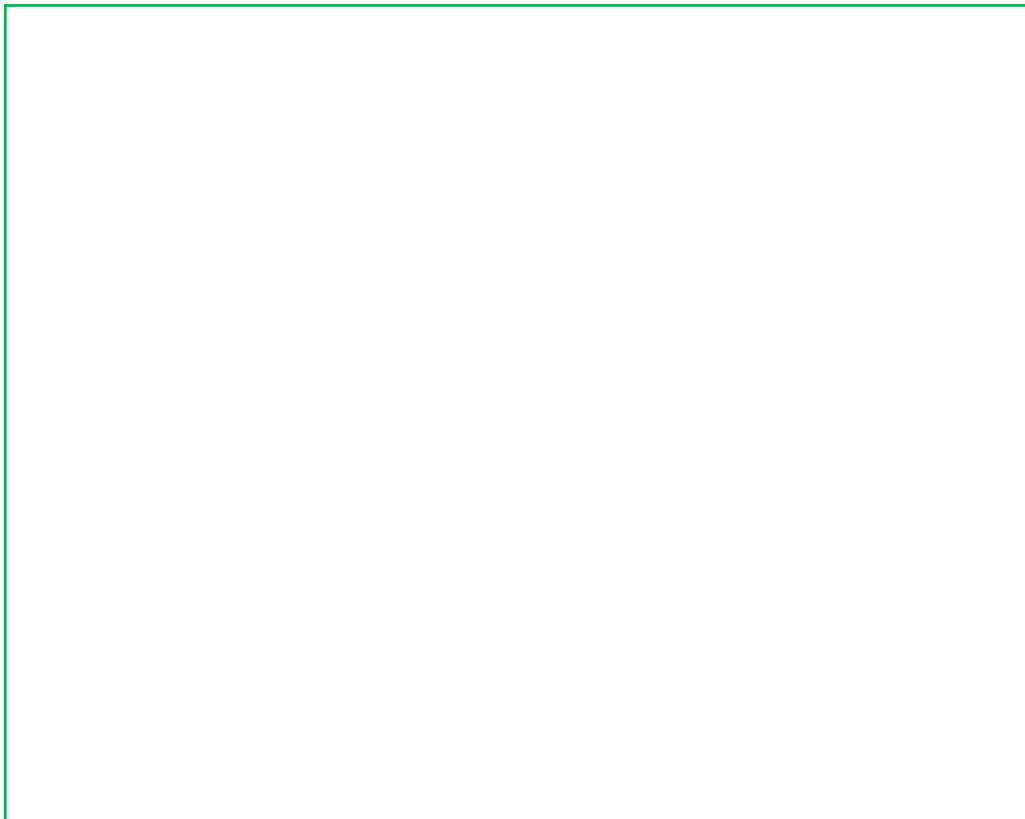


English

Worksheet 1:

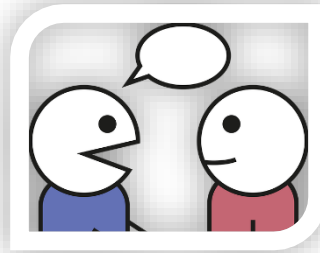
Individual work (10 Minutes)

"Write or name in **4** words or terms the four most important problems, experiences, issues, hopes, values, challenges that most concern you in your personal life situation."

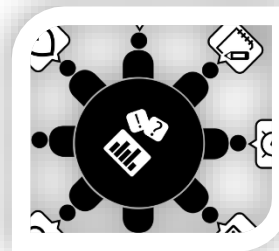


Worksheet 2: Group work (45 Minutes)

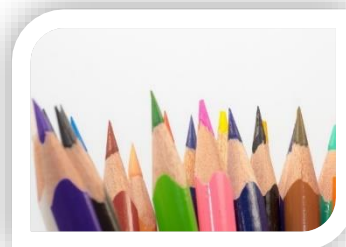
Task 1: Each participant presents to the group his/her **4** words/terms that everyone wrote during the individual work phase.



Task 2: The presented terms are collected and discussed in the group. The group chooses the **5** most important terms/topics from their point of view.



Task 3: The group develops a graphic representation of the selected 5 words/terms and their relationship to each other. For example, pictures, drawings, photos, arrows, geometric shapes, lines, etc. can be used for this.

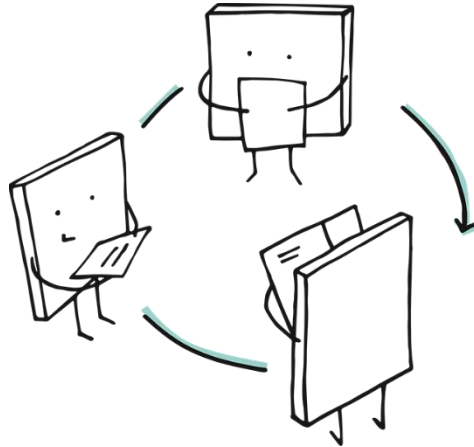


Attention: please **do not write** out words or use textual explanations!

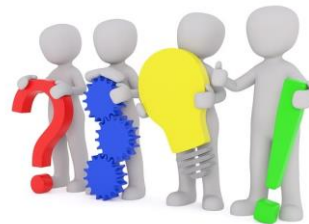
Worksheet 3: Group work II (20 Minutes)



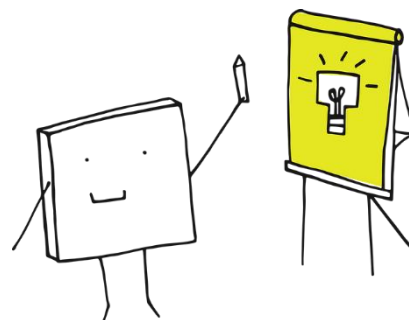
Task 1: The groups exchange their pictures/graphics with each other.



Task 2: The groups interpret the pictures of the other group and try to find out and **name the 5 words/terms** depicted there.



Task 3: The group presents the picture of the other group in the plenum and justifies its selection of the 5 words/terms.



M 2



Deutsch:

Aufbauseminar zum Tagesseminar generative Themen: Erarbeitung eines Aktionsplans

Vorherige Information an den Seminarleiter: Sie übernehmen keine lehrende Funktion, sondern sind Vermittler und Moderator. Die Teilnehmer sind die Experten.

Phase 1 (Gruppenarbeit 2- 3 Personen)

Ernennen Sie einen Gruppensprecher und wählen Sie einen konkreten Vorschlag von der Tafel.

Erstellen Sie einen Aktionsplan¹ für die Durchführung eines konkreten Vorschlags (siehe folgendes Arbeitsblatt)



Phase 2 (Plenum)

- Besprechung der Ergebnisse. Was bedeuten die einzelnen Unterpunkte. Was ist beispielsweise ein „Ziel“ oder was ist kein „Ziel“ Überprüfung und Berichtigung der Punkte.
- Welche vorliegenden Vorschläge sind realistisch, welche lassen sich durchführen?

¹ Adaptiert von dem Projekt der AEF AMitE „AMitE.Seminario hibrido del 24-26.06.2022“



Aktionsplan

Zeit	Ziele und Inhalt	Methoden/Ablauf/Vorgehensweise	Mittel/Materialien/u.a
			

English:

Example worksheet of a basic plan

Block	OBJECTIVES	PROCEDURE	RESOURCES
BLOCK 1: INTRODUCTION Time:			
BLOCK 2: ICEBREAKER Time:			
BLOCK 3: ACTIVATING KNOWLEDGE ON THE RELEVANT THEME Time:			
BLOCK 4: MAIN THEMATIC <i>EXAMPLE: Bilingualism in the family, school system, bullying...</i> Time:			
BLOCK 5: MOBILISATION AND SELF- ORGANISATION OF PARENTS Time:			
BLOCK 6: EVALUATION AND CLOSING Time:			

M 3



Video produced by ASRP

Inclusive parenting for early childhood development and identification of learning deficits I (English and Spanish)

<https://www.youtube.com/watch?v=DeQTMNVISpQ&list=PL0thUoyKMMN0CGHrBu02QJPOADSkck1Je&index=6>

Inclusive parenting for early childhood development and identification of learning deficits II

<https://www.youtube.com/watch?v=uhCAcrLaT1A&list=PL0thUoyKMMN0CGHrBu02QJPOADSkck1Je&index=14>



Pro tip: Getting kids to stay on the paper use a tray with a lip (/frame). It can create a boundary and automatically make it easier for kids to control materials inside the space. To get kids to stay inside the lines there are several tricks. Create boundaries, for example with lining the borders of the paper wax sticks that can be sculpted and adhered to basically anything. These will create a small barrier to prevent the child from veering off of the paper. If the child gets too distracted by the bright sticks, squeeze thin lines of liquid glue all around the edges and let dry to create a clear, invisible boundary. If you don't have time for glue to dry, use masking tape around the edges instead.



English:



Light and shadow game



Age group
3-5 yrs



Theme: Creativity



Developmental area: Perception and sensory integration, Gross motor and fine motor



Number of children:
3-7 ppl



Ingredients

- a blanket or a larger veil

Areas it develops: *creativity, imagination, cause-effect relations, using of tools, problem solving skills, learning about the world.*

Description: Observing and experiencing the qualities and changes of light, darkness, shadows and contrasts with sunlight, natural and artificial light sources.

The emphasis is on allowing them to find a solution so it is important not to show them what to do with a certain object. Give them time to explore but make sure to observe in the meantime as some problems might surface during this activity.

This activity is especially beneficial for kids who have difficulties with new experiences or for those who want results right away. In the description you will also find tips on how to help kids who find it hard when something touches their face.





Let's talk about light! First, always make observations about the current situation

Instructions:

How is the light inside and outside? When is it light and dark outside? Who prefers which and why? (personal, emotional effects). The kids curl up in pairs under a blanket or a coat. Ask them to see if any light shines through to them. Once they are done, let them share their experiences with the others.



Lights under the blanket

Instructions:

The kids hide under a blanket, a coat or a larger veil in pairs. Ask them to see if any light gets to them. When they get out of the blanket, they should tell the others what they have experienced.

Pro tip 1: Having an adult around is very important, especially with kids who are afraid of the dark or who don't like when something touches their face. In these cases, the game should happen gradually. First, they only put their hand under the blanket. Ask them to peek under a little and see how light works there. Building a fort or a tent is also a great idea because those aren't fully dark. This way the blanket will not touch the kid, there is no complete darkness but the changes in light can still be detected.



Things' shadow

Instructions:

This is also a great opportunity for a child to realise that when they do something, it will have an effect. With the help of flashlights, show them the shadows of furniture, toys or basically anything. The adult can point out that as the light moves, so does the shadow. Then the children play the shadow game (which means that they stand behind each other and pretend to be each other's shadows) but make sure that they regularly switch up the roles. Later, a performance can be done and the kids can evaluate the shadow play. When they give feedback it is always important to say what they liked about a certain element.

Pro tip 2: This activity is especially beneficial for kids who have difficulties with new experiences or for those who want results right away.





Catch the shadows

Instructions:

Try to repeat the same shadow or motion multiple times but with changing brightness or a different sized object. The direction of the light source or the movement of the object might also change. Children can play with shadows too: they can jump over each other's shadows or might throw a bean bag on it.



Draw the ball's shadow

Instructions:

At the end of the session let's put a ball or a box on the floor and light it in a way that its shadow becomes long. If the sun is out, let's use it. Ask the kids to outline the ball then its shadow with their fingers and then ask them to do the same but this time with a pencil and on a paper. Once they are done let's reflect on the activity: What did we do? What can we see in the pictures?





Make collage

Instructions:

Let's use magazines, postcards, wrapping paper. Initially let's categorize the papers together by texture and by how easy it is to cut them. Then, all children should choose a couple they would like to use. Later we discuss the steps: what should be done first, second... If it's necessary the adult can write down the steps or can draw them on a large piece of paper. Everyone makes their collage and then there is group discussion and evaluation of the pieces along with placement of the pieces on the



Let's make a collage!



Age group
3-5 yrs



Theme: Creativity



Developmental area: Communication and socialization, Perception and sensory integration, Gross motor and fine motor



Number of children:
3-7 ppl



Ingredients

- magazines, postcards wrapping paper etc.
- scissors
- glue

Areas it develops: sensory development, hand-eye coordination, using of tools, fine-motor skills.

Description: During this game we create a collage using different papers and techniques.

Collage is an approachable material that can decrease resistance and increase the opportunity for self-expression. The material eliminates the pressure of making the artwork look perfect by using realistic images. A collage can be used to explore themes of friends, family, self-identity, wishes, hopes, fantasies, fears, likes and dislikes.

Sensory based creative art activities are commonly used to develop and increase imagination and strengthen fine motor skills. These activities also aid in helping children practice decision making skills and explore creative expression. When done in a group setting, these activities help to increase socialization skills, increase self-regulation and awareness of others and explore shared spaces by creating an extension of the self to others.





Group puzzle

Instructions:

Another option for this theme is to create a group puzzle. Each person decorates his/her puzzle piece and then the group comes together to put the puzzle together!



M 4



Video by popolie insieme

<https://www.facebook.com/100094196587677/videos/768331248495522>

Videos produced by ASRP

the empowerment element of cultural awareness (Spanish and English)

<https://www.youtube.com/watch?v=4WJiVxwnRbo&list=PL0thUoyKMMN0CGHrBu02QJPOADSkck1Je&index=10>

<https://www.youtube.com/watch?v=oRaNvTjKsLU&list=PL0thUoyKMMN0CGHrBu02QJPOADSkck1Je&index=11>

<https://www.youtube.com/watch?v=dF4U1ILkWyI&list=PL0thUoyKMMN0CGHrBu02QJPOADSkck1Je&index=12>

Video produced by RED INCOLA

“La vida es una historia llena de aventuras” in Valladolid Spanish

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



Deutsch:

Unterrichtsplan Seite 1 von 2

Unsere internationale Buchmesse.

Interkulturelle Schreibwerkstatt:

„Das Leben ist eine Geschichte voller Abenteuer“

für ca. 12-25 Personen 4 h-5 h

1) Kennenlernnetz Plenum, 10 min

Alle stehen im Kreis. Ein Wollknäuel wird herumgeworfen. Die Person die das Wollknäuel bekommt stellt sich vor. Dann wirft die Person das Knäuel zur nächsten Person. So entsteht ein Netz.

2) Eisbrecher: Plenum, 30min

Es gibt mindestens zwei Ecken/Seiten im Raum: Ja oder Nein. Die Teilnehmenden sollen die Fragen beantworten, indem sie sich in die „Ja-Ecke“ oder „Nein-Ecke“ stellen. (Kommentar: Mein Vorschlag wäre auch noch eine Ecke „Privatsache“ zu etablieren (dh. im Dreieck), um keinen Druck auszuüben die Frage beantworten zu müssen. Das funktionierte bei Workshops, die ich gegeben hatte immer sehr gut. Wichtig ist da nur immer zu betonen, dass „Privatsache“ nicht gleich „Ja“ ist. Die letzte Frage ist bei uns auch immer gewesen: „Wer hat mindestens einmal gelogen“. So können auch „heiklere“ Fragen gestellt werden.)

Wer hat letztes Jahr eine Reise gemacht? Wer hat heute einen Kaffee/Tee getrunken? Wer hat gestern 2 oder mehr Sprachen gesprochen? Wer hat mit seiner Familie, die nicht in Bonn oder Umgebung wohnt, gesprochen? Wer hat seinem Kind dieses Jahr ein Kinderlied in einer anderen Sprache als Deutsch vorgesungen?

3) Wunsch und kulturelles Element Einzelarbeit, 10 min

Die Teilnehmenden sollen einen Wunsch (allgemein, nicht unbedingt auf das Elternsein bezogen) aufschreiben und diesen an die erste Schnur hängen. Die



Teilnehmenden sollen etwas „Typisches“/ein kulturelles Element aus ihrer Kultur aufschreiben und es an die zweite Schnur hängen.

Unterrichtsplan Seite 2 von 2

4) Kreatives Schreiben und Migration Plenum, 30 min

Im Plenum wird gemeinsam reflektiert. Folgende Fragen werden gestellt.

Was hat kreatives Schreiben mit Migration zu tun? Was ist ein Märchen (Struktur)? Was sind die Gemeinsamkeiten zwischen einem Helden und einer Person, die in ein anderes Land zieht? Wie kann die Verfolgung eines Ziels oder eines Wunsches, der den „Verlauf einer Geschichte“ ändern?

5) Gefühle zum Thema Eltern sein Einzelarbeit, 10min

Die Teilnehmenden sollen in Einzelarbeit ein Gefühl auf einen kleinen Zettel schreiben, was sie mit dem Elternsein verbinden. Die Zettel werden in einer Dose gesammelt oder mit der Rückseite nach außen an eine Pinnwand gehängt.

6) Einteilung und Erklärung Gruppenarbeit, 20 Min

Die Teilnehmenden werden in Gruppen mit 4-5 Personen eingeteilt. Jede Gruppe bekommt einen Wunsch und zwei kulturelle Elemente von den Schnüren. Außerdem bekommen alle Gruppen 3 Proppkarten. Am Tisch liegen Stifte, Scheren und Papier und eine Pappe für das Buchcover.

Pause

7) Schreiben/Austausch/ Reflexion/Ausdruck Gruppenarbeit, 40 Min

Die Teilnehmenden sollen aus allen Elementen (3 Proppkarten, Kulturelle Elemente, Wunsch) eine Geschichte schreiben. Die Teamenden sollten darauf achten, dass Alle sich einbringen und es ein sicherer Raum für alle entsteht. Die Struktur und Besonderheiten eines Märchens sollen mit einbezogen werden.

8) Gestaltung des Buchcovers Gruppenarbeit, 30 Min

Das Buchcover soll kreativ und passend zur Geschichte gestaltet werden.

9) Internationale Buchmesse Plenum, 60 Min

Die Geschichten werden vorgelesen, wenn gewünscht. Wenn vorgelesen werden alle Bücher ausgestellt.



Nr. 0

Die Situation

Der Held, sein Umfeld, seine Familie.

Nr. 2

Das Verbot

Der Held darf das Verbot nicht verletzen. Sonst kommt Unglück.



Nr. 4

Der Gegner

Der Feind fängt an etwas zu planen.

Nr. 1

Die Abreise

Der Held verlässt die sichere Heimat.

Nr. 3

Die Übertretung

Der Held (oder jemand anderes) macht das, was er nicht darf

Nr. 5

Die Information

Der Feind schafft es, Informationen über ein potenzielles Opfer zu bekommen.



Nr. 6

Der Plan zum Betrug

Der Feind versucht sein Opfer zu überlisten (belügen).



Nr. 8

Der Schaden

Der Feind schädigt den Helden.



Nr. 10

Die Bereitschaft

Der Held entscheidet sich zur Gegenhandlung.

Nr. 7

Der Reinform

Das Opfer glaubt leider dem Feind.

Nr. 9

Die Entdeckung des Schadens und die Bitte

Der Held soll helfen und geht auf eine Reise.

Nr. 11

Die erneute Abreise.

Der Held geht von zu Hause weg, dieses Mal mit einem klaren Ziel.



Nr. 12

Die Prüfung

Der Held bekommt eine Probe von einem Helfer (Fragen, Kampf, Rätsel...).

Nr. 13

Die Reaktion auf die Prüfung *Der Held schafft die Prüfung.*

Nr. 14

Das Geschenk

Der Held schafft den Test. Deshalb bekommt er eine Sache als Hilfe.

Nr. 15

Ort von dem Geschenk

Der Held kommt an den Ort der gesuchten Sache.

Nr. 16

Der Kampf

Der Held und der Feind treffen sich und haben einen (Wett-)Kampf.

Nr. 17

Das Kennzeichen

Der Held bekommt ein Zeichen. (Narbe, Ring, Halstuch...)



Nr. 18

Der Sieg

Der Held gewinnt.

Nr. 19

Die Wiedergutmachung

Es gibt Lösungen (Sachen zurück, Personen sind frei...)

Nr. 20

Die Rückkehr

Der Held reist zurück nach Hause.

Nr. 21

Die Verfolgung

Jemand verfolgt den Helden.



Nr. 22

Die Rettung *Der Verfolger hat Probleme, eine andere Person hilft, der Held ist unsichtbar ...*

Nr. 23

Unerkannt

Der Held kommt an einen Ort, aber andere Personen erkennen ihn nicht.



Nr. 24

Die Täuschung

Der falsche Held möchte etwas, was dem Helden gehört.

Nr. 26

Die Auflösung der Aufgabe

Der Held schafft eine schwierige Aufgabe.

Nr. 28

Die Erkennung des Gegners.

Alle Personen erkennen den falschen Helden.



Nr. 25

Die schwierige Aufgabe

Der Held hat eine neue Prüfung - etwa einem Rätsel oder einer Probe.

Nr. 27

Die Erkennung des Helden

Der Held wird wiedererkannt.

Nr. 29

Die Verwandlung

Der Held bekommt ein anderes Aussehen.



Nr. 30

Die Strafe

Der Feind bekommt eine Strafe.

Nr. 31

Das glückliche Ende

Der Held bekommt eine Belohnung.



M 5



Videos produced by ASRP

Mothers for inclusion - voice and action (Spanish and English)

Workshop 1

<https://www.youtube.com/watch?v=-uDEmejPr2U&list=PL0thUoyKMMN0CGHrBu02QJPOADSkck1Je&index=8>

Workshop 2

<https://www.youtube.com/watch?v=w4EXinX8UeA&list=PL0thUoyKMMN0CGHrBu02QJPOADSkck1Je&index=9>



Español

ALEGRÍA

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OBJETIVOS

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PLANIFICACION

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ORGANIZACION

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OPTIMISMO

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NEGATIVIDAD

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PELIGRO

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DESCONTROL

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DESCONFIANZA

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CONTROL DE EMOCIONES

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FATIGA

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DESCANSO

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INSEGURIDAD

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MIEDO

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TENSION

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COMPROMISO

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ESFUERZO

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DUREZA

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PREMIO

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RESPONSABILIDAD

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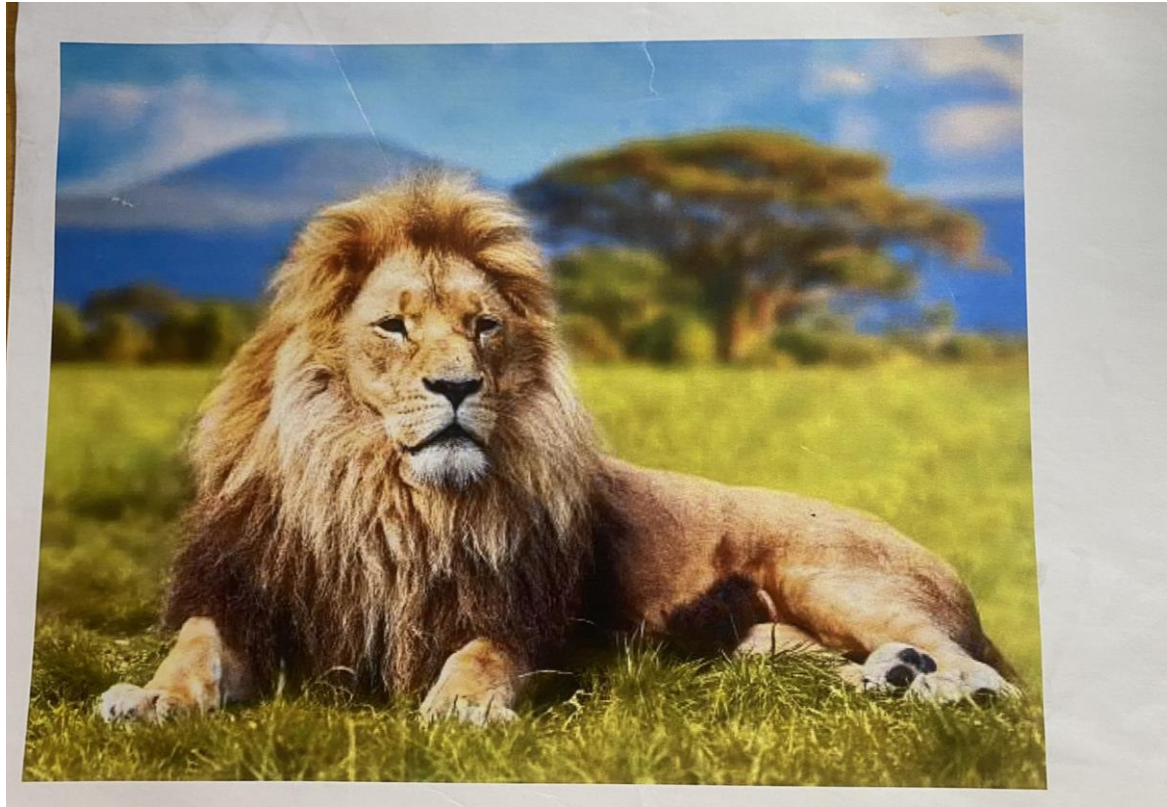
DESCANSO

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M 6



Video presentacion ASRP English:

<https://www.youtube.com/watch?v=Bv5bGG3rV5M&list=PL0thUoyKMMN0CGHrBu02QJPOADSkck1Je>

The Workshop English and Spanish

https://www.youtube.com/watch?v=Xf_ZSkHTI98&list=PL0thUoyKMMN0CGHrBu02QJPOADSkck1Je&index=13

Promoting the inclusion of families through the work of parents IKIGAI Español

<https://www.youtube.com/watch?v=2CAFrm9hbXU&list=PL0thUoyKMMN0CGHrBu02QJPOADSkck1Je&index=7>

Búsqueda Activa de Empleo Autocandidatura Español

<https://www.youtube.com/watch?v=iTNuelthA3g&list=PL0thUoyKMMN0CGHrBu02QJPOADSkck1Je&index=2>

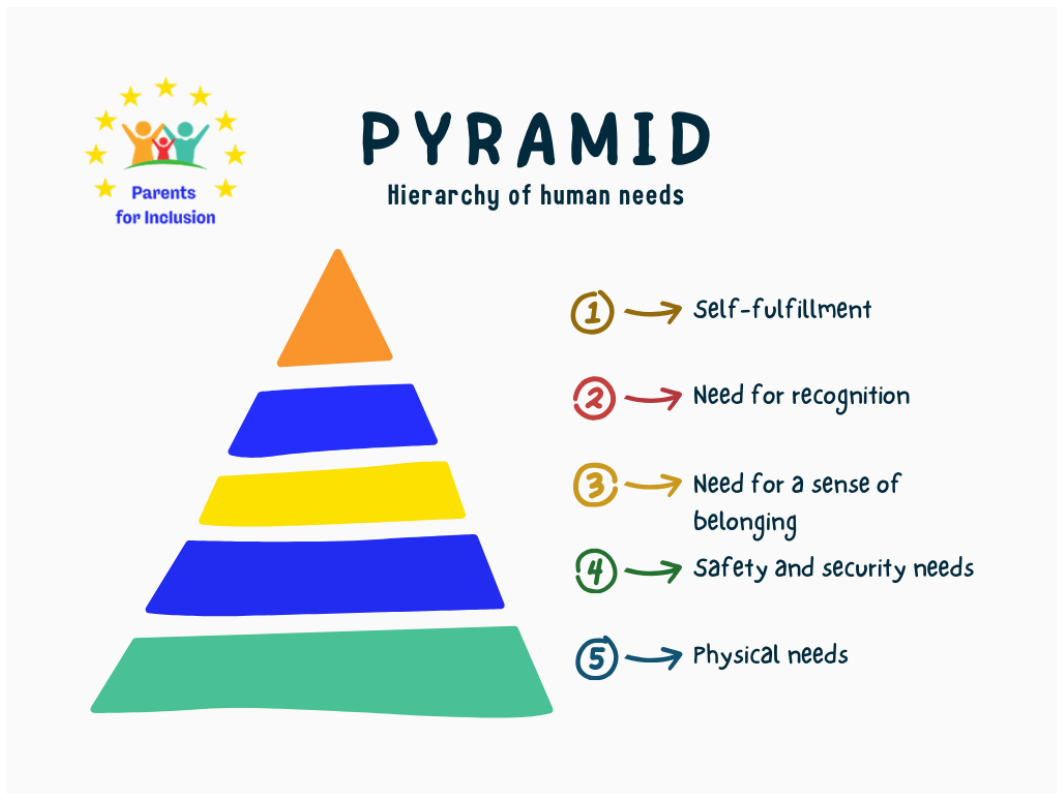
Búsqueda Activa de Empleo Inscripción Español

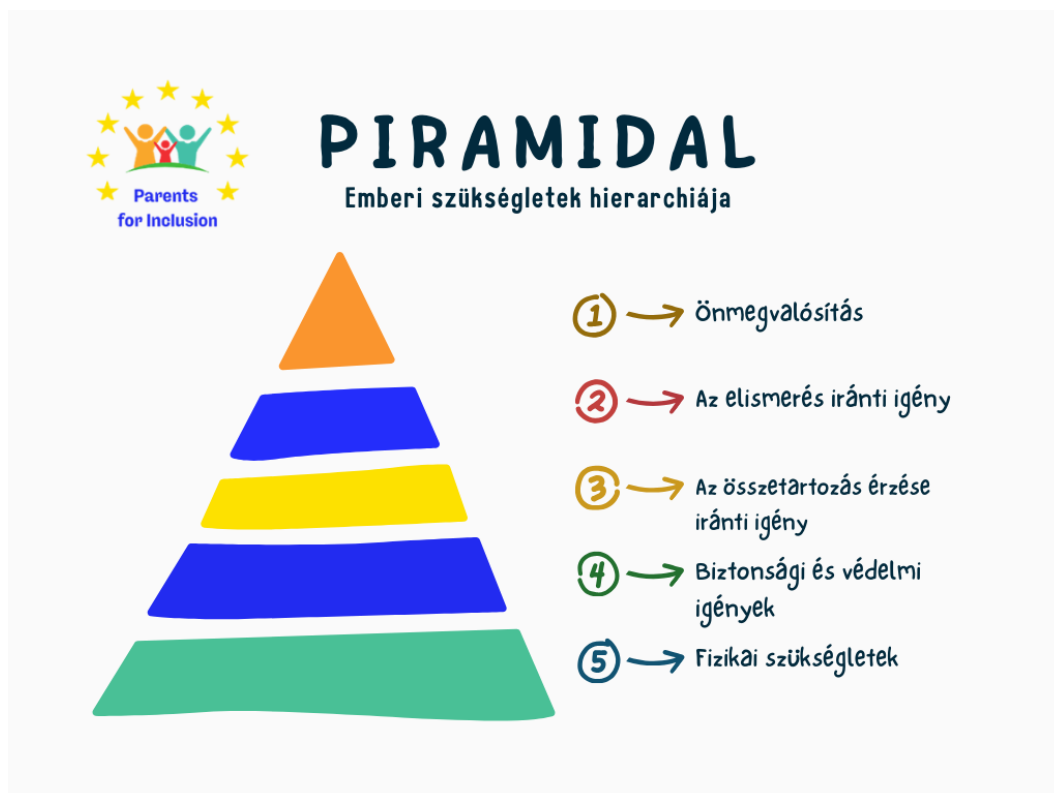
<https://www.youtube.com/watch?v=zZHQmssaG14&list=PL0thUoyKMMN0CGHrBu02QJPOADSkck1Je&index=3>

Mapa de la Empleabilidad Español

<https://www.youtube.com/watch?v=IlcF5EbqTfM&list=PL0thUoyKMMN0CGHrBu02QJPOADSkck1Je&index=4>









PYRAMIDE

Hierarchie menschlicher Bedürfnisse



- ① → Selbstverwirklichung
- ② → Bedürfnis der Wertschätzung
- ③ → Bedürfnis nach Zugehörigkeit
- ④ → Sicherheitsbedürfnis
- ⑤ → Grundbedürfnisse





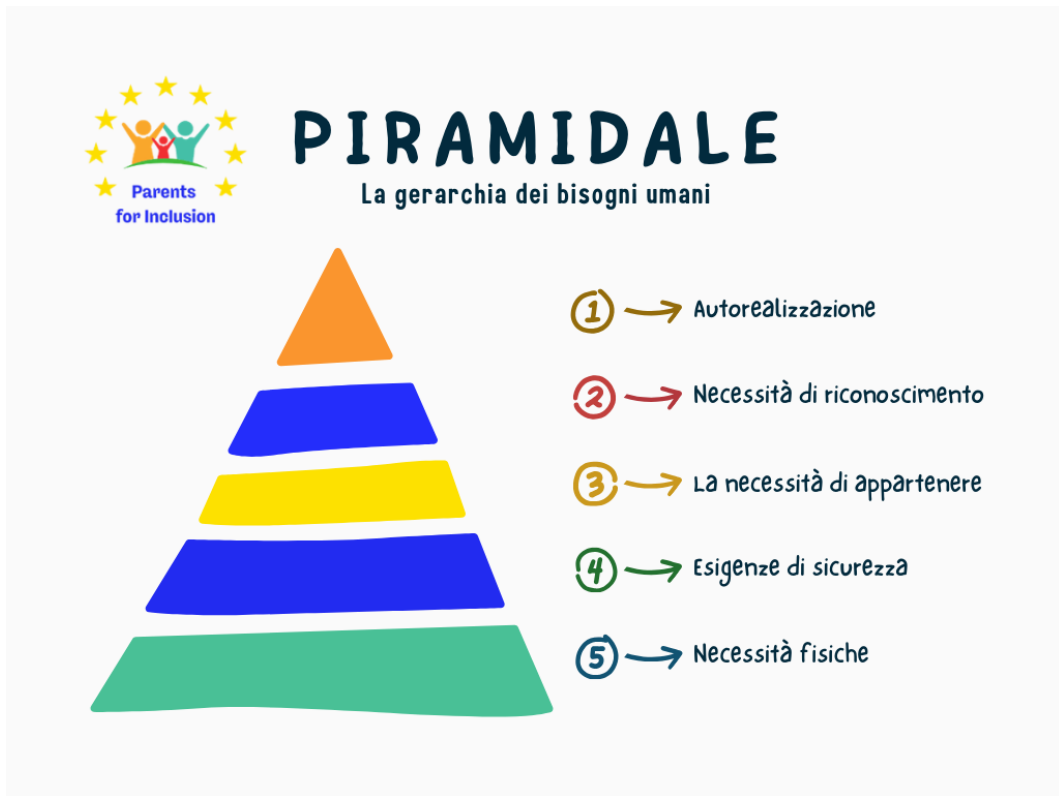
PIRÁMIDE

Jerarquía de necesidades humanas



- ① → Autorrealización
- ② → Necesidad de reconocimiento
- ③ → Necesidad de pertenencia
- ④ → Necesidad de seguridad
- ⑤ → Necesidades físicas





English:



Deutsch:

Familiäre Bedürfnisse

¹Nahrungsmittel

Hygiene

Ruhe/Schlaf

Wohnen

Bildung

Gesundheit

Krankenversicherung

Arztbesuch

Vertrauen

Respekt

Liebe

Zeit

Arbeit

Geld

Gespräche in der Familie

ein Auto

Freunde

Kleidung

Schule/Kindergarten

Verein

Zertifikat

gute Noten

Sport

Unterhaltung/Entspannung/

Freizeit

Religion

Bildung

Ämter

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Unternehmen in meiner Umgebung

Name	Adresse	E-Mail und Telefonnummer	Wichtige Informationen	Berufe/Stellen	Evtl. Uhrzeiten	Andere Informationen



English:

Parenting competence assessment – Parents for inclusion

Name	Surname	
ID / Passport	Date of birth	Country of origin
School-age children	Civil status	Telephone number
Level of studies: <input type="checkbox"/> University <input type="checkbox"/> High PF <input type="checkbox"/> Medium <input type="checkbox"/> Elementary <input type="checkbox"/> No studies		
Language level: <input type="checkbox"/> Spoken and written <input type="checkbox"/> Fluent spoken but not written <input type="checkbox"/> Spoken but not good <input type="checkbox"/> None		
Family structure: <input type="checkbox"/> Single mother <input type="checkbox"/> Single father <input type="checkbox"/> Mother and father <input type="checkbox"/> Different situation		



1. Time schedules Describe a day in the life of your child/ family.

1.1 What are the family routines?

1.2 With whom does your child do each activity?

1.3 How do they spend their free time?

(The interviewer will give space for the interviewed to elaborate on each answer. The information will appear on this chart so it can be easily consulted when it is time to set the goals.)



time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	ADULT in charge
Waking up								
Grooming								
Breakfast								
Getting dressed/ preparing backpack								
Going to school								
Picking up from school								
Lunch								
Extracurricular activities								



Afternoon snack								
Doing homework								
Checking agenda and backpack								
Playing/ free time								
Dinner								
Taking a shower/bath								
Family time								
Sleeping								



2. Parenting style

2.1 How do you distribute the parental responsibilities?

2.2 Are there any rules or limits in the family? How do you decide this?

2.3 Are you satisfied about your parenting style and the way other members of the family act in this sense? Name some strenghts and weaknesses of each of them.

2.4 What do you enjoy the most when you spend time with your children?

2.5 How do you encourage your children to develop skills and healthy habits? (food, higiene, physical activity, higiene, sleep, as well as cognitive, social and emotional capacities)

3. School involvement

3.1 How is the child doing at school? Does he/she like it? Which subjects does he/she enjoy the most? Do you have conversations with your child about school life, their behavior and their friendships?

3.2 Where does the child do their homework and with whom? Does he/she usually need help? Do you make sure he/she does them and complete them? Do you check their agenda and assignments?

3.3 Do you usually attend parent meetings, voluntary activities at the school or take part in parental school associations?

3.4 Do you often comunicate with the teachers? For what reason and how often?

4. Social integration

4.1 Do you have any help or accept help from people around you in order to meet your needs as a parent?

4.2 Do you interact with other parents? In which way, for what reason and how often? Do you know your child's friends? Do you get involve in any of their activities outside school, such as going together to the park or to a birthday party?

4.3 Do you know any local entities that offer activities for children? Do you attend any of them? (toy libraries, libraries or workshops)



COMPETENCIES	CAPABILITIES	INDICATORS
<p>1- Time schedules</p> <p>Describe a day in the life of your child / family</p> <p>1.1 What are the family routines?</p>	<p>1.1 Organizing routine</p>	<p>1 They don't get involved in the organization of family routines, nor do they know how to clearly detail them.</p> <p>3 They know the main routines but they don't take part in the organization.</p> <p>5 They establish the routines wisely.</p>
<p>1.2 With whom does your child do each activity?</p>	<p>1.2 Actively participating in the family life</p>	<p>1 They sporadically participate in some family activities</p> <p>3 They participate as much as they can</p> <p>5 They participate in the activities and organize them.</p>
<p>1.3 How do they spend their free time?</p>	<p>1.3 Enjoying productive leisure time</p>	<p>1. They Sporadically spend their free time in family activities</p> <p>3 They get involve in family activities at least twice a month</p> <p>5 They get involve in family activities every week.</p>
<p>2- Parenting style</p>		



<p>2.1 How do you distribute the parental responsibilities?</p>	<p>2.1 Parental co-responsibility. Cooperation in tasks related to upbringing and education.</p>	<p>1 One person is in charge of all the tasks</p> <p>3 A great part of the tasks are taken care of by one of the adults, whereas the other only participates in certain tasks on a regular basis.</p> <p>5 The tasks are shared equally.</p>
<p>2.2 Are there any rules or limits in the family? How do you decide this?</p>	<p>2.2 Establish family rules together by consensual agreements.</p>	<p>1 There is clearly a disagreement between the parents.</p> <p>3 Parental figures agree on most of the rules but differ in how to establish them.</p> <p>5 There is evidence of a consensual agreement and a clear congruence between attitudes and educational practices.</p>
<p>2.3 Are you satisfied about your parenting style and other members' style? Name some weaknesses and strengths of each.</p>	<p>2.3 Appropriately assessing their performance as parents</p>	<p>1 There is no willingness to reflect on their parental roles.</p> <p>3 The degree of self-knowledge is moderate and the assessment of their skills is unrealistic.</p> <p>5 They show a realistic view of their strengths and weaknesses.</p>



<p>2.4 What do you enjoy the most when you spend time with your children?</p>	<p>2.4 Showing interest and enjoying parenting-related issues.</p>	<p>1 They are dissatisfied with the upbringing and education of their children or show no interest in improving.</p> <p>3 They are satisfied with their role, although they show that they enjoy other roles more (partner, job, friends, sports...)</p> <p>5 They show that they fully enjoy upbringing and education.</p>
<p>2.5 How do you encourage your children to develop skills and healthy habits? (food, physical activity, hygiene, sleep, as well as cognitive, social and emotional capacities)</p>	<p>2.5 Carrying out specific actions for the comprehensive development of children.</p>	<p>1 They can't talk in detail about concrete actions in most areas of their children's development</p> <p>3 They show interest but they are unable of carrying out effective actions to achieve them.</p> <p>5 They spend time thinking of concrete actions to contribute to the comprehensive development of children and carry them out successfully.</p>
<p>3- School involvement</p>		
<p>3.1 How is the child doing at school? Does he/she like it? Which subjects does he/she</p>	<p>3.1 Showing interest in the socio-educational reality of children.</p>	<p>1 They don't show interest, nor do they know the details of their children's school life</p>



<p>enjoy the most? Do you have conversations with your child about school life, their behavior and their friendships?</p>		<p>3 The interest they show is moderate, as they don't know details of the reality of their children.</p> <p>5 They talk with their children daily and are able to detail their preferences, weaknesses, their behavior and their social life.</p>
<p>3.2 Where does the child do their homework and with whom? Does he/she usually need help? Do you make sure he/she does them and complete them? Do you check their agenda and assignments?</p>	<p>3.2 Accompanying and supporting the school performance of minors.</p>	<p>1 They don't know the school tasks, nor do they supervise or support the school performance of their children.</p> <p>3 They show interest but they are not able to provide help in an effective way.</p> <p>5 They support and encourage responsibility in this area</p>
<p>3.3 Do you usually attend parent meetings, voluntary activities at the school or take part in parental school associations? Do you often comunicate with the teachers? For what reason and how often?</p>	<p>3.3 Taking active part in the educational community</p>	<p>1 They don't participate in the activities of the school, nor do they attend meetings or tutorials.</p> <p>3 They attend tutorials, but they don't maintain regular contact with members of the educational community.</p>



		5 They attend tutorials, parties, meetings, and they maintain contact with other parents and with teachers.
<p>4-Social integration</p> <p>4.1 Do you have any help or accept help from people around you in order to meet your needs as a parent?</p>	4.1 Creating a support network	<p>1 They don't have a support networks and they don't want to have one.</p> <p>3 They have some support in case of need in at least two areas of help (care of minors, educational and/or emotional)</p> <p>5 They have an effective and satisfactory support network in all aspects: material, educational and emotional</p>
4.2 Do you interact with other parents? In which way, for what reason and how often? Do you know your child's friends? Do you get involve in any of their activities outside school, such as going together to the park or to a birthday party?	4.2 Showing interest and supporting children's social relationships.	<p>1 They don't know their children's friends nor their families.</p> <p>3 They know their children's close friends and their families, but they don't communicate.</p> <p>5 They are actively involved in the social life of their children and support their</p>



		development.
4.3 Do you know any local entities that offer activities for children? Do you attend any of them? (toy libraries, libraries or workshops)	4.3 Using the social resources offered by the city/town/village.	<p>1 They don't know the local entities that promote activities related to upbringing and education.</p> <p>3 They know some of these resources and parenting aids but they don't usually participate in the activities.</p> <p>5 They take advantage of the economic, socio-educational, leisure and training resources offered by the local entities.</p>

