



Erasmus+



PaRentsEdu - The Parents' Role in the out-of-school Education of their children

Project number: 2017-1-PL01-KA204-038295

Learning Platform – Module 1

‘Diagnosis of the needs of the child in the area of out-of-school education’



Content

1. Structure of Learning Module 1
2. Handouts for Module 1(1.1, 1.2, 1.3, 1.4, 1.5, 1.6)
3. Evaluation Forms
4. Bibliography

Structure of the learning module

Number	MODULE 1
Title of module	Diagnosis of the needs of the child in the area of out-of-school education
Topic / Short Description	<p>Topics: child development, stages of development, needs and interests of children, out-of-school activities</p> <p>Despite every child develops at their own pace, there are common stages of development according to their age.</p> <p>It is important to understand this to meet the needs of each children and therefore to find the more appropriate out-of-school activities to boost children development according to their interest.</p>
Target groups	Trainers working with parents, teachers, social educators, parents, guardians
Training Goal	To carry out a diagnosis of the needs of the child in the area of out-of-school education according to their development and interests
Learning Objectives / Learners skills	<ul style="list-style-type: none"> ● Identify and describe the different areas of child development ● Understand typical developmental characteristics (behaviours and skills development), needs and interests of infants, toddlers and pre-adolescents. ● Identify individual needs of the children ● Select different out-of-school activities according to the needs and interest of the children
Tips for Trainer	<p>Consider the range of age of parent's children to prepare appropriately the contents.</p> <p>An Example of Session program:</p> <ol style="list-style-type: none"> 1. <u>Reception and welcoming the parents</u>. The trainer welcomes the participants and facilitates the access to the place of venue.

	<p>2. <u>Presentations</u>. The trainer proposes an introduction round of presentations of participants and also ask them for relevant aspects for the development of the session and its contents: age of their children and expectations.</p> <p>The trainer starts taking notes and he/she will do it during the whole session to collect all opinions and contributions and make a proper summary at the end of the session.</p> <p>3. <u>Introducing the module</u>. The trainer presents the modules' objectives and topics that will be addressed.</p> <p>4. <u>Theoretical background</u>. The trainer presents the theoretical background. See Handout 1.1 related to ages and stages of child development and Handout 1.2 related to parenting tips for choosing the right out-of-school activities for their children.</p> <p>5. <u>Then, the trainer facilitates a set of chosen exercises</u>:</p> <p>E1. Exercise helps parents to identify the individual needs of their children based on children's interests and select the activities that can contribute to their children development as well. See Handout 1.3.</p> <p>E2. Exercise allows participants to process what they've learned. It is a debriefing method. See Handout 1.4.</p> <p>E3. Exercise related to the parents' role in the education of their children. See Handout 1.5.</p> <p>E4. Exercise allows participants to process what they've learned. It is a debriefing method. See Handout 1.6.</p> <p>6. <u>Summary of the session and evaluation</u>. The trainer gives to participants time for summarizing, commenting and asking the questions after the whole set of exercises or after each of them. A general summary and evaluation should take place.</p> <p><i>Note: The trainer distributes the time of the session according to his/her program. Therefore, he/she will propose the appropriate breaks.</i></p>
--	---

Handouts

There are separate files – Handouts 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6 for Module 1 - PaRentsEdu

Evaluation

The trainer can propose own method of the evaluation or use our forms. There are separate files.

Bibliography and references

In the document named “Bibliography and References” you will find books and links where you could read more about the Children development and extracurricular activities.

Handout 1.1

Name: Ages and stages of child development

Need Materials: Pens, Table of children development milestones (1.1) and Table of needs and interests of children by age (1.2). We need to have them all according to the number of participants.

Number of Participants: No limits

Target Group: (parents, youth workers, teachers, trainers, school educators, counsellors, etc)

Age of Participants: No limits

Time Needed: 30 min.

Preparation: A certain (a few extra copies) number of copies of the Table of children development milestones and the Table of needs and interest by age. Pens should be prepared as well.

Goals:

- Define different areas of child development.
- Describe developmental characteristics, needs and interests of infants, toddlers and pre-adolescents.

Method Description:

The trainer offers a theoretical explanation about the ages and stages of Child Development as described below. S/he will provide participants with the Table of children development milestones (1.1) and propose to use the table to make a reflexion about the developmental progress of their own children.

It is important to remind parents to keep in mind that each child develops at their own pace and that the milestones in the table are just a reference.

Following, the trainer describes some needs and interests of children according to their age/range of age and provides participants with the Table of needs and interests of children by age (1.2). The trainer proposes them to think about their own children and further contribute with other characteristics (not included in the table) that they have detected.

Ages & Stages of Child Development

Every child grows and develops differently, doing things at their own pace; therefore every child has different needs. However, children generally reach certain milestones in their life at roughly the same time.

Understanding this gives parents the chance to meet the needs and interests of their children according to their stage of development, so that parents can develop new skills and reach the full potential of their children.

Getting familiar with the different stages of child development will also provide parents with information to propose activities in the area of out-of-school education, considering the needs of every single child.

Child development refers to the process through which human beings typically grow and mature from infancy through adulthood.

Changes in child development may occur due to genetically controlled processes known as maturation or as a result of environmental factors and learning, but are usually due to an interaction between both factors. It can also occur as a result of human nature and its ability to learn from its environment.

Child development focuses on the changes that take place in humans as they mature from birth to the end of the adolescence, about age 17, as the human progresses from dependence to its autonomy in different areas: physical and motor, social and emotional, and cognitive.

Motor development means the physical growth and strengthening of a child's bones, muscles and ability to move and touch his/her surroundings. A child's motor development falls into two categories: fine motor and gross motor. Fine motor skills refer to small movements in the hands, wrists, fingers, feet, toes, lips and tongue. Gross motor skills involve motor development of muscles that enable babies to hold up their heads, sit and crawl, and eventually walk, run, jump and skip.

Social-emotional development includes the child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others (Cohen and others, 2005). It encompasses both intra- and interpersonal processes.

The core features of emotional development include the ability to identify and understand one's own feelings, to accurately read and comprehend emotional states in others, to manage strong emotions and their expression in a constructive manner, to regulate one's own behaviour, to develop empathy for others, and to establish and maintain relationships.

Cognitive development is the construction of thought processes, including remembering, problem solving, and decision-making, from childhood through adolescence to adulthood.

Cognitive development refers to how a person perceives, thinks, and gains understanding of his or her world through the interaction of genetic and learned factors. Among the areas of cognitive development are information processing, intelligence, reasoning, language development and memory.

Communication and language development is more than talking; it means all the different ways a child understands and communicates, only part of which are spoken words. Communication and language development is important, because speaking is an indicator of fine motor skill development and a reflection of cognitive development. It also supports thinking and problem-solving, and developing and maintaining relationships.

Reading is one of the best ways to encourage communication and language development. As an infant, hearing words and seeing pictures helps a child understand the two are connected.

Children grow and develop rapidly in their first five years across the four main areas of development. These areas are motor (physical), communication and language, cognitive, and social and emotional. Early intervention services are delivered during this critical time of development.

Throughout history, there have been many theories on how we develop throughout childhood. Some of the most recognized include those developed by Sigmund Freud, Erik Erikson, and Lev Vygotsky.

Sigmund Freud devised a psychosexual stage theory of development. He believed that children move through specific stages of development due to innate unconscious sexual drives. Freud's stage theory ends at adulthood.

Erik Erikson also created a stage theory of development, but his is a bit different from Freud's. Erikson focused more on social relationships as a driving force in development and referred to the developmental tasks as psychosocial stages. Erikson's theory is one of the most comprehensive and covers human development from birth through old age.

Lev Vygotsky's theory of development also focuses on social interactions as important in development. His theory views children in an apprentice role with parents mentoring them through developmental tasks.

The following table shows the children milestones by age.

The needs and interests are listed from 3 years old as starting point. In most countries in Europe, children begin compulsory schooling when they are six years old. Many countries have pre-school systems which the majority of children attend (from 3 years old) and there are already many out-of-school activities at this stage.

1. Table of children development milestones

	1 month	2 months	4 months	6 months	9 months	1 year	2 years	3 years	4 years
P h y s i c a l / M o t o r	Reacts to pain	Eyes follow object to midline	Eyes follow object past midline	Transfer objects hand to hand (switches hands)		Pats pictures in book	Copies a line (scribbles with crayons)	Copies a circle Unbutton buttons (undress)	Copies a cross Copies a rectangle (4.5y)
		Head up prone	Rolls over supine to prone	Rolls prone to supine		Stacks 3-4 cubes (18mo)	Stacks 6 cubes	Stacks 9 cubes	Grooms self (brushes teeth)
			Sits with support	Sits well unsupported	Stands with help (8mo) Crawls (9mo) Cruises (10mo)	Walks (13mo) Ascends stairs (child manner) Runs	Walks backwards Descends stairs (child manner) Runs	Rides tricycle Ascends stairs (adult manner)	Hops on one foot Descends stairs (adult manner)
					Fear of falling	Emergence of hand preference (18mo)	Can turn doorknob, unscrew jar lid High activity level	Cut paper with scissors Bowel and bladder control (toilet training)	
						Kick ball, throws ball	Able to aim thrown ball	Catches ball with arms	Throws overhand
	1 month	2 months	4 months	6 months	9 months	1 year	2 years	3 years	4 years
S o c i a l / E m o t i o n a l	Endogenous smile	Exogenous smile	Preferential social smile	Stranger anxiety	Pat-a-cake, peek-a-boo	Separation anxiety Dependence on parental figure (rapprochement) Onlooker and parallel play	Selfish and self-centred Imitates mannerisms and activities May be aggressive "No" is favourite word	Group play Fixed gender identity Sex-specific play Understands "taking tuns" Knows own gender and full name	Imitation of adult roles Curiosity about sex (playing doctor) Nightmares and monster fears Imaginary friends
C o g n i t i v e (P i a g e	Sensation/movement Schemas Assimilation and accommodation No object permanence (if he can't see it anymore, it doesn't exist) <u>Others:</u> Puts everything in mouth. Feet in mouth (5 month) Bang and rattle stage 1 st year of life: play is solitary and exploratory, issues of trust are key, parental figure central.					Achieves object penetrance	A world of objects. Can use symbols Transition objects e.g. blanket or teddy bear Strong egocentrism Concrete use of objects	Repeats 3 digits Points to and counts 3 objects Names colours	Repeats 4 digits Identifies body parts

t)									
L a n g u a g e			Laughs aloud	Babbles	Repetitive responding (8mo) Mama, dada Bye-bye	Use 10 words	Use pronouns Parents understand more Telegraphic sentences 2 word sentences Uses 250 words	Complete sentences Use 900 words, but understand 4x that Strangers can understand Recognizes common objects in pictures	Can tell stories Uses propositions Uses plurals Compound sentences

Notes

Child manner: step by step

Adult manner: alternate feet

Onlooker play: one child watches the other child play

Parallel play: 2 children, each plays alone, but conformed to the fact that another child is playing nearby.

Cruises: walks while holding furniture.

2. Approaching needs and interests of children by age

	1 month	2 months	4 months	6 months	9 months	1 year	2 years	3 years	4 years	5 years
N e e d s								<p>Children want to know about everything and understand words. When encouraged, they will use words instead of grabbing, crying, or pushing. Playing with others</p>	<p>To explore, to try out, and to test limits. Reasonable limits for child protection and for others. To learn to give and take and play well with others. To be given choices and to learn things in my own way. To learn new words and things.</p>	<p>Plenty of active play. To do things myself. Need of affection and love. To be considered as important. Learning about who the child is and how she/he feels with others. Learning detailed answers. To use imagination.</p>
I n t e r e s t s								<p>Physical activities. Recognizing letters. Socializing. Scribbling. Having answers to "Why?" Sharing sometimes. Begin to understand how to solve problems for myself.</p>	<p>Physical activity: Running, hopping, jumping, and climbing. To play with numbers. Understand the world around the child. Interested in playing with friends. Drawing, painting. Maybe sleepovers.</p>	<p>High activity level. Direction. Writing name, drawing pictures, making projects, and going to the library. Group activities. Sharing things. Quiet feelings. Quiet away from the other kids from time to time.</p>

Handout 1.2

Parenting tips for choosing the right out-of-school activities for their children

1. Think about your children interests and natural abilities. Before you start considering specific activities, take a step back. Try to really "see" your child. What does he/she want to do? What are his/her natural gifts? Think about what excites him/her. What makes him/her feel satisfied and accomplished?

How?

- a. talking to your children about what kinds of activities they want to sign up for;
- b. observing your children's behaviour;
- c. using the questionnaires (applying them effectively or using them as a reference in a. and b.).

2. Think about skills you want your children to develop. In addition to his/her strengths, identify what you would like to improve about him/herself. Use activities as a way to round him/herself out. Consider his/her priorities. What do you want your child to gain from an activity? Do you want these activities to help build friendships, physical fitness, self-esteem, work ethic? Many different types of out-of-school activities build these abilities. By keeping the big picture in mind, you will avoid tunnel vision and can more readily embrace your children choices.

3. Try new activities. You might even look for something outside of your children comfort zone that you could try together. This can be important not only for developing new interests, but also for kids to experience competence in different areas.

4. Don't force it if they want to drop out. There will likely come a time when a children's enthusiasm for an activity will wane. It's natural for kids to lose interest in some activities. If your child is expressing a dislike of particular activities or a desire to do less, talk to them about what is motivating those feelings. Think about how you might be able to balance their activities in a way that gives them opportunities to develop skills and participate in activities they enjoy while also having some time for play and socializing in safe and structured environments.

5. Out-of-school activities can be expensive. So make sure you know how much an activity costs before you commit to it. If you can't afford it, make sure it's not included in the list of choices, or be prepared to have a frank discussion about money!

6. Think about how much time an activity will actually take. It's better to start with one activity and see how your child reacts. If the change is positive, look at adding another activity the following term. Re-assess this whenever in your child life a change happens.

Handout 1.3

Name: Me and my child interests

Materials: Pens, CHILD INTERESTS CHECKLIST FOR PARENTS according to the age of their children and REMINDER LIST OF ACTIVITIES (Annexes 1.1, 1.2, 1.3, 1.4). We need to have them all according to the number of participants.

Number of Participants: No limits

Target Group: parents as well as youth workers, teachers, trainers, school educators, counsellors etc.

Age of Participants: No limits

Time Needed: 30 min.

Preparation: A certain (a few extra copies) number of copies of the CHILD INTERESTS CHECKLIST FOR PARENTS according to the age of their children and REMINDER LIST OF ACTIVITIES (Annexes 1.1, 1.2, 1.3, 1.4) and pens should be prepared.

Goals:

- To identify individual needs and interests of the children,
- To select different out-of-school activities according to the needs and interest of the children.

Method Description: The pre-prepared Pens, CHILD INTERESTS CHECKLIST FOR PARENTS according to the age of their children and REMINDER LIST OF ACTIVITIES (Annexes 1.1, 1.2, 1.3, 1.4) are given to each of the participants.

The trainer gives a short explanation and a few rules about each step:

Step 1. Identifying a Child's Interests (15 min.)

Please read the list below and place a green check (✓) next to the activities that your child currently enjoys doing and add activities that are not included on the checklists that are important to your family or happen because of where you live and which are or would be interesting to your child.

Step 2. Reminder list of activities (15 min.)

After you have identified your child's interests, list the top 10 of them that are most likely to help your child development. It can be used as a reminder list of activities.

Annex 1.1**Step 1. Identifying a Child's Interests**

Please read the list below and place a green check (✓) next to the activities that your child currently enjoy doing and add activities that are not included on the checklists that are important to your family or happen because of where you live and which are or would be interesting to your child.

**CHILD INTERESTS checklist for parents
- for children till 4 years old -**

- being outdoors
- playing with children
- visiting neighbours, friends, relatives
- drawing
- painting
- sketching
- cutting/tearing pictures
- playing with animals
- being around animals
- feeding animals
- gardening/planting flowers
- dancing
- singing
- playing musical instruments
- listening to music
- listening fairy tales/stories/legends/...
- looking at and talking about photographs
- going fishing with mom or dad
- going on a bike ride
- hiking
- walking
- watching TV/videos
- having cookouts/barbecues/picnics

Other things not listed:

.....
.....
.....

Step 2. Reminder list of activities

After you have identified your child's interests, list the top 10 of them that are most likely to help your child development. It can be used as a reminder list of activities.

REMINDER LIST OF ACTIVITIES

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Annex 1.2

Step 1. Identifying a Child's Interests

Please read the list below and place a green check (✓) next to the activities that your child currently enjoy doing and add activities that are not included on the checklists that are important to your family or happen because of where you live and which are or would be interesting to your child.

CHILD INTERESTS CHECKLIST FOR PARENTS - for children between 4 and 6 years old -

- playing individual sports
- playing team sports
- playing indoor games
- playing outdoor games (e.g., hide-n-go-seek)
- playing on the computer/phone/tablets/...
- visiting neighbours, friends, relatives
- having or going to parties
- socializing
- participating in competitions
- looking at magazines, catalogues, etc.
- drawing
- painting
- sketching
- cutting/tearing pictures
- hands-on activities
- collecting objects (e.g., leaves, rocks, napkins, ...)
- playing with animals
- taking care of animals
- gardening
- dancing
- singing
- playing musical instruments
- listening to music
- listening fairy tales/stories/legends/...
- looking at and talking about photographs
- going fishing with mom or dad
- going on a bike ride
- hiking
- walking
- watching TV/videos
- having cookouts/barbecues/picnics

- ___ going on a camping trip
- ___ visiting zoos/museums/aquariums/planetariums/...
- ___ going to a movie/theatre/concert/sport event/...

Other things not listed:

.....
.....
.....

Step 2. Reminder list of activities

After you have identified your child's interests, list the top 10 of them that are most likely to help your child development. It can be used as a reminder list of activities.

REMINDER LIST OF ACTIVITIES

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Annex 1.3

Step 1. Identifying a Child's Interests

Please read the list below and place a green check (✓) next to the activities that your child currently enjoy doing and add activities that are not included on the checklists that are important to your family or happen because of where you live and which are or would be interesting to your child.

CHILD INTERESTS CHECKLIST FOR PARENTS - for children between 6 and 12 years old -

- playing individual sports
- playing team sports
- playing indoor games
- playing outdoor games (e.g., hide-n-go-seek)
- playing on the computer/phone/tablets/...
- using social media tools
- watching TV/videos
- visiting neighbours, friends, relatives
- having or going to parties
- socializing
- participating in family talks
- meeting people
- public speaking
- participating in competitions
- looking at magazines, catalogues, etc.
- reading
- listening fairy tales/stories/legends/...
- studying languages
- drawing/painting
- decorating things
- building/designing things
- hands-on activities
- collecting objects (e.g., leaves, rocks, napkins, ...)
- playing with animals
- taking care of animals
- gardening
- dancing
- singing
- playing musical instruments
- listening to music
- theatre playing

- ___ going on a bike ride
- ___ hiking
- ___ walking
- ___ traveling
- ___ exploring new places
- ___ studying nature
- ___ having cookouts/barbecues/picnics
- ___ going on a camping trip
- ___ visiting zoos/museums/aquariums/planetariums/...
- ___ going to a movie/theatre/concert/sport event/...

Other things not listed:

.....
.....
.....

Step 2. Reminder list of activities

After you have identified your child's interests, list the top 10 of them that are most likely to help your child development. It can be used as a reminder list of activities.

REMINDER LIST OF ACTIVITIES

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Annex 1.4**Step 1. Identifying a Child's Interests**

Please read the list below and place a green check (✓) next to the activities that your child currently enjoy doing and add activities that are not included on the checklists that are important to your family or happen because of where you live and which are or would be interesting to your child.

**CHILD INTERESTS CHECKLIST FOR PARENTS
- for children 12+ years old -**

- playing individual sports
- playing team sports
- playing indoor games
- playing outdoor games (e.g., hide-n-go-seek)
- playing on the computer/phone/tablets/...
- using social media tools
- watching TV/videos
- visiting neighbours, friends, relatives
- having or going to parties
- socializing
- participating in family talks
- meeting people
- public speaking
- participating in competitions
- looking at magazines, catalogues, etc.
- reading
- listening fairy tales/stories/legends/...
- studying languages
- studying art
- drawing/painting
- decorating things
- rearranging furniture
- building/designing things
- creating new things
- learning how things work
- hands-on activities
- collecting objects (e.g., leaves, rocks, napkins, ...)
- playing with animals
- taking care of animals
- gardening
- dancing

- singing
- playing musical instruments
- listening to music
- theatre playing
- going on a bike ride
- hiking
- walking
- traveling
- exploring new places
- studying nature
- having cookouts/barbecues/picnics
- going on a camping trip
- visiting zoos/museums/aquariums/planetariums/...
- going to a movie/theatre/concert/sport event/...
- analysing movies/theatres/concerts/sport events/...
- volunteering
- charity work
- anticipating others' needs
- visiting the elderly
- caring for the sick
- giving advice
- solving problems
- analysing systems
- engaging in business
- teaching others
- supervising people
- organizing information/records
- scientific research
- studying the media
- budgeting
- joining public causes
- talking about politics
- doing electrical work
- studying stocks/investments
- data processing
- science fiction
- photography
- writing poetry and stories
- programming computers
- observing human behaviour
- church activities
- solving crossword puzzles

- ___ philosophy
- ___ dissecting an organism
- ___ planning events
- ___ studying artefacts
- ___ studying maps
- ___ selling things
- ___ analytical writing
- ___ working with numbers

Other things not listed:

.....
.....
.....

Step 2. Reminder list of activities

After you have identified your child's interests, list the top 10 of them that are most likely to help your child development. It can be used as a reminder list of activities.

REMINDER LIST OF ACTIVITIES

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Handout 1.4

Name: Me, myself and I

Materials: Printed Annex 1.5 and pens / pencils / markers according to the number of participants

Number of Participants: No limits

Target Group: parents as well as youth workers, teachers, trainers, school educators, counsellors etc.

Age of Participants: No limits

Time Needed: According to the group size and number of the questions (30 min)

Preparation: A certain (a few extra copies) number of copies of Annex 1.5 and pens / pencils / markers should be prepared.

Goals:

- To reflect after an activity,
- To help participants acknowledge and talk about their feelings and experiences.

Method Description: Printed Annex 1.5 and pens / pencils / markers are given to each of the participants. The trainer gives a short explanation/examples and a few rules about what each part of the picture actually means.:

- (a) the head represents the mental condition,
- (b) the body - the feelings,
- (c) the legs represent the psychical condition (15 minutes).

Have participants write down their thoughts for all the 3 parts of the drawing regarding the last activity and then everybody in the circle will share the result.

Annex 1.5

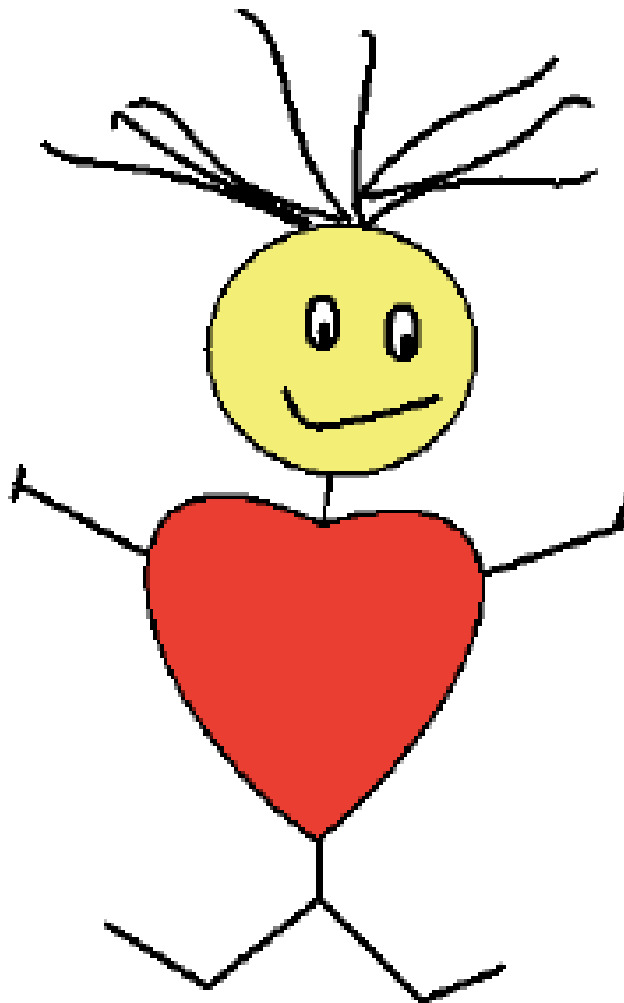
Me, myself and I

What each part of the picture actually means?

- (a) the head represents the mental condition,
- (b) the body - the feelings,
- (c) the legs represent the psychical condition.

- Please write down your thoughts for all the 3 parts of the drawing regarding the last activity (15 min.).

- Everybody in the circle will share the result (15 min. in total).



Handout 1.5

Name: Car

Materials: Printed Annex 1.6 and pens / pencils / markers according to the number of participants

Number of Participants: No limits

Target Group: parents as well as youth workers, teachers, trainers, school educators, counsellors etc.

Age of Participants: No limits

Time Needed: According to the group size and number of the questions (30 min.)

Preparation: A certain (a few extra copies) number of copies of the Annex 1.6 and pens / pencils / markers should be prepared.

Goals:

- To help them identify their role in the education of their children,
- To help them acknowledge and talk about their feelings and experiences.

Method Description: Printed Annex 1.6 and pens / pencils / markers are given to each of the participants. The trainer also gives a short explanation/examples about what they should express themselves, bearing in mind the parts of the car (for instance, the driver, the accelerator, the motor, the mirror, etc) (15 min.).

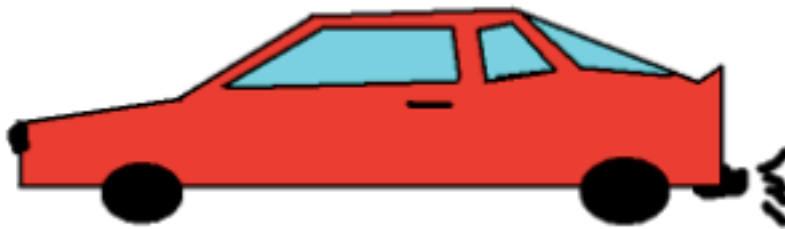
- With which part of the car do you identify when you think about the role you play in education of your child? For instance: the driver (someone who drives a car), the accelerator (controls the speed of a car), the motor (propels the car), the mirror (reflects the view at side and behind car), etc.
- Write down why did you choose that part of the car to represent yourself. (15 min.)

Then everybody in the circle will share the results and explain why they chose that part of the car to represent themselves. (15 min.)

Annex 1.6

Car

- With which part of the car do you identify when you think about the role you play in education of your child? For instance: the driver (someone who drives a car), the accelerator (controls the speed of a car), the motor (propels the car), the mirror (reflects the view at side and behind car), etc.
- Write down why did you choose that part of the car to represent yourself. (15 min.)
- Then everybody in the circle will share the results and explain why they chose that part of the car to represent themselves. (15 min.)



Handout 1.6

Name: Questioning

Materials: No special material needed

Number of Participants: 10 - 30

Target Group: parents as well as youth workers, teachers, trainers, school educators, counsellors etc.

Age of Participants: Minimum 14 years old

Time Needed: 20 minutes

Preparation: Facilitators should prepare in advance a list of questions that they think they will want to use. This list should focus on the original aim of why you chose to lead the activity. Facilitators should also prepare a list of questions for unexpected issues that could arise from the activity.

Goals:

- To reflect after an activity,
- To help participants acknowledge and talk about their feelings and experiences,
- To support self-evaluation and self-learning,
- To transfer the knowledge gained in activities to real life.

Method Description: The facilitator guides the participants through a series of steps that funnel attention from the experience toward making beneficial changes in their lives. Each question is a type of filter which focuses the essential aspects of the learning experience.

Step 1 - Review, Recall, and Remember

Refresh the participants memory about a particular topic or issue.

Step 2 - Affect/Effect

Ask what the impact was on the individual and on the group.

Step 3 - Summation

Ask the group to summarise what they have learned.

Step 4 - Application

Ask how they can apply this new information to real life.

Step 5 - Commitment

Ask them how they will apply this to their lives.

Question Examples:

Step 1: What happened?

Step 2: How did the experience affect you? Did the activity affect the group?

Step 3: Can you sum up what we have been discussing?

Step 4: Do you see a connection between this and you in your life?

Step 5: What would you do differently next time?

Closing questions:

1. How did you feel during the activity / in your role/ as a member of your team etc?

a) Comfortable; b) Neutral; c) Uncomfortable;

2. Do you think you can apply this activity to other situations?

a) Yes; b) No; c) I don't know.

3. How useful was this training for you?

a) Not useful at all; b) Not useful; c) Ok; d) Useful; e) Very useful

Special Notes: The debriefing can be navigated by the facilitator in the direction of a proper aim.

If there are some time limits the leader should create some rules in order to limit the time for each answer (for example they can say that each participant has to respond with one sentence or has one minute for his explanation). The leader can also create rules according to the order of answering.

Make sure that you use clear questions.

This method can also be used in a written way as an individual questionnaire for each participant.

BIBLIOGRAPHY AND REFERENCES. MODULE 1

California Department of Education. Social-Emotional Development Domain. Retrieved on December 03, 2018.

<https://www.cde.ca.gov/sp/cd/re/itf09socemodev.asp>

California Department of Education. What I like, What I need. Retrieved on December 03, 2018. <https://www.cde.ca.gov/sp/cd/re/cagdevelopment.asp>

Child Developmental Milestones by Age". *Gold Learners*. Retrieved on December 03, 2018. <https://www.goldlearners.com/toddler-and-preschooler>

Cognifit: Salud, Cerebro y Neurociencia. Etapas del desarrollo cognitivo del niño según Piaget. Retrieved on December 03, 2018. <https://blog.cognifit.com/es/teoria-piaget-etapas-desarrollo-ninos/>

Developmental Milestones by Age". *Autism Speaks*. Retrieved on December 03, 2018. <https://www.autismspeaks.org/learn-signs>

Encyclopedia of Children's health. Cognitive Development. Retrieved on December 03, 2018. <http://www.healthofchildren.com/C/Cognitive-Development.html>

Help me grow. What is motor or physical development. Retrieved on December 03, 2018.

<http://helpmegrowmn.org/HMG/HelpfulRes/Articles/WhatMotorPhysicalDev/index.html>

"Sign Me Up!: The Parents' Complete Guide to Sports, Activities, Music Lessons, Dance Classes, and Other Extracurriculars", Paperback – August 1, 2003, by Stacy M. DeBross

"Organized Activities As Contexts of Development: Extracurricular Activities, After School and Community Programs", 1st Edition by Joseph L. Mahoney (Editor), Reed W. Larson (Editor), Jacquelynne S. Eccles (Editor)

Toga AW, Thompson PM, Sowell ER; Thompson; Sowell (2006). «Mapping brain maturation». *Trends Neuroscience* 29 (3): 148-59. PMC 3113697.

USMLE *Step 1 Lecture Notes* 2018: 7-Book Set (*Kaplan Test Prep*) 1st Edition ... *First Aid for the USMLE Step 1* 2018, 28th Edition by Tao Le Paperback



Project number: 2017-1-PL01-KA204-0382

<https://books.google.ro/books?id=nNc-uO9683cC&printsec=frontcover&dq=How+to+Choose+Extracurricular+Activities&hl=en&sa=X&ved=0ahUKEwjvwbWewYvgAhWRZFAKHwSB6IQ6AEIMDAC#v=onepage&q=How%20to%20Choose%20Extracurricular%20Activities&f=false>

<https://books.google.ro/books?id=0E54AgAAQBAJ&printsec=frontcover&dq=How+to+Choose+Extracurricular+Activities&hl=en&sa=X&ved=0ahUKEwjvwbWewYvgAhWRZFAKHwSB6IQ6AEINTAD#v=onepage&q=How%20to%20Choose%20Extracurricular%20Activities&f=false>



PaRentsEdu

The Parents' Role in the out-of-school Education of their children

1. Did the course cover the content you were expecting? Why yes or why not?

2. What topics would you have liked to see addressed that were not covered?

3. What are the strengths and weaknesses of this e-learning course?

4. Did the content adequately explain the knowledge, skills, and concepts it presented?

5. Did the quiz feedback present new knowledge?



6. How much time did you spend on this e-learning course?

7. Did you understand where you had to click to move forward? If not, why not?

8. Did you utilize any links to external websites?

9. Did any of the activities help you gain a clearer understanding of the subject?





Erasmus+



ParentsEDU

Project number: 2017-1-PL01-KA204-038295

10. What would you change or add to this Module?

Keep in mind that any suggestion from your side is more than welcomed to us!



Erasmus+

This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the European Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein.

Co-funded by the
Erasmus+ Programme
of the European Union

