

Activity: CORPOREAL SHADOW THEATER**Type of game :** Visual**Materials :** Papers + Markers**For who :** 12 +**Duration :** Depend**Number of players :** 2+ / 25**Place :** inside**Characteristic :** cheap

Goal : to speak about various theme, for exemple family, children, school, home, differents situations. The child obtain the skills to solve problems independently

Method : Project silhouette shadow on a screen (for example a large sheet) . Create a scenario and play it behind the screen. You can speak about different topics that you want to share or defend. You need someone who will guide people to place themselves behind the screen and act.

The shadow on the white sheet lets the imagination of viewers grow and allows them to interpret some facts themselves , like old silent movies.

Link or picture:

Shadow theater called "Chinese shadows" in France consist in projecting on a screen a shadows produced by a figure in front of the lightbeam, illuminating the display.

General objectives:

- to discover the shadow theater with a set of exercises to do alone and together to build family skits,
- to develop exchanges within the family,
- to provide a safe space of expression for all participants
- to do an interactive activity together,
- to develop parents and children's creativity and imagination,
- to allow everyone to listen and to do something together.
- confront its representations on different topic

Operational objectives:

- to make a joint action with the family,
- to familiarize children with any topic, like for example the Declaration of the Rights of the Child,
- to provide a place to express freely emotions and sentiments on the chosen topic.

Methods:

verbal: Observe, listen, explain, restate and discuss themes and skits.

Visual: discover the Declaration of the Rights of the Child and the illustrations and videos on this theme ..., look at pictures of children and their families from all over the world.

Convenient: small groups prepare skits with their family that will be presented one after the other to the group and then to a wider audience, for example to the whole school.

Shapes:

Group work

Developing cooperation, empathy and solidarity. Anyone can participate regardless of age.

The materials and tools necessities:

The Declaration of the Rights of the Child, a sheet, a projector.

For the decoration: theater costumes and objects which shape can be interesting as a shadow on a sheet.

For the light source: simple or colored projectors and dimmers to simulate the sunset or sunrise.

Tasks for parents:

Acknowledge the emotions and reformulate to communicate better. Ability to manage and defuse conflicts. Confront visions of shadow theatre. It is rewarding, a very pleasant activity and an invitation to travel.

In different situations, provide interactive discussions, support the child in his reactions and observations.

Introductory course:

The shadows are simple silhouettes, articulated or not for us to project on the screen. Create a scenario and play behind the screen. Talk about different topics that you want to share or defend an idea. You need someone who will guide participants to place themselves regarding the light and act.

The shadow on the curtain / white sheet stimulates the imagination and creativity of the viewers and enables them to interpret what they see.

For a group, for example, provide a path behind the screen so children can take turns: the child chooses a shadow to perform, wait for his turn, plays on the screen, chooses another shadow and then takes back his place in the queue ...

Benefits for children:

- develop their talents, creativity,
- Animate stories and endorse roles
- develop sharing and interest in the other,
- develop empathy and tolerance,
- develop his sensitivity and critical thinking.



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

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Module 2

Other Links

1) What type of a parent are you? Parenting attitudes test:

Being a parent is a full-time job. Sometimes we hurt our children when we think we're doing the right thing. Sometimes we don't care what happens or how children are affected by our attitudes. What type of a parent are you? Thanks to the Parenting Attitudes Test you can find out which parenting attitude you have. You will also get suggestions based on the results.

<https://www.fenomenpsikoloji.com/nasil-bir-ebeveyniniz-anne-baba-tutumlari-testi/>

2) What type of a parent are you?

Are you ready to test yourself?

<http://www.testlerin.com/nasil-bir-ebeveyniniz/>

3) How conscious are you as a parent?

We have no doubt that you are a great parent; however, how conscious are you? Answer this test to find out.

<https://onedio.com/haber/sen-ne-kadar-bilincli-bir-ebeveynsin-873023>



4) How do you raise your child?

Are you a control-freak, can you set a good balance between loving and limiting, or do you let your child be in control? Find out what kind of parent you are!

<http://www.pudra.com/anne-cocuk/cocuk-gelisimi/cocuk-yetistirme-turunuz-nedir-2507.htm>

5) What type of a parent are you?

The number of parental attitudes is the same as the number of parents in the world. Each person chooses a parenting model based on their own experiences. So which model are you closer to? You can read about model types in this article.

<https://www.cocukinicerik.com/makaleler/cocuk-yetistirme/nasil-bir-ebeveynsiniz/>

6) Test your parenthood:

Every parent who has a child occasionally raises the issue of what kind of parent he is. If you want to evaluate yourself on this issue, do this test.

<http://www.testler.org/test.php?test=150>

Title: Preparation of the training session

These training modules are mainly addressed to professionals/trainers working with parents for school age children, teachers, social workers and other staff for designing their own training for parents. They can be also used by parents and guardians, for self-learning.

Trainers will prepare training session/s to accomplish the objectives of the modules and to give the best information in order to carry out a diagnosis of the needs of the child in the area of out-of-school education.

TO DESIGN AND DELIVER A TRAINING SESSION FOR PARENTS it is necessary a plan. Below there are some steps that professionals/trainers can follow for planning a training session effectively:

1. **Scenario of the training session.** Trainers should chose and prepare the place of venue for the training session and the equipment according to the number of participants and their characteristics. It is also important that the locations where the meetings take place are quiet, silent and familiar to parents.
2. **Needs' Assessment.** Establishing the needs of the parents will guide the structure of the training session and enable to design a training session that will up-skill them.
3. **Take into account the principles of learning.** Trainers may guide their training session around the adult learning principles of the Adult Learning Theory (Andragogy) by Malcolm Knowles:
 - **Self-Concept:** As a person matures he/she moves towards becoming a self-directed human being.
 - **Adult Learner Experience:** As a person matures she/he accumulates a growing reservoir of experiences that becomes an increasing resource for learning.
 - **Readiness to Learn:** As a person matures his/her readiness to learn becomes oriented increasingly to the developmental tasks of their social roles.
 - **Orientation to Learning:** As a person matures her/his perspective changes and they become more focused on solving problems.
 - **Motivation to Learn:** As a person matures the motivation to learn is internalized.
4. **Define Learning Objectives for any training session:** what you want the trainees (parents) to learn: important concepts and skills and determine how to evaluate or measure that. Trainers may formulate the Learning Objectives of the training session according to the S.M.A.R.T format:
 - **S — Specific:** Goals for training must be specific to the training you are running.
 - **M — Measurable:** Learning objectives need to be measurable so that you are able to evaluate the success of your training session.
 - **A — Attainable:** Learning objectives can be ambitious, but keep in mind that they must also be realistic and attainable given the factors at play.
 - **R — Relevant:** Consider the implications for attendees and the business alike.
 - **T — Time:** A goal without a deadline isn't feasible. In this case, consider both the time for the session as well as the time to implement the skills learned in the workplace.
5. **Design a structure:** timeline and contents to resolve the parents' training assessment needs. It is a good idea to share a simplified version of your training session with parents in advance, so they can be better prepared the day of the training.

Trainer should manage their time, considering that probably some contents will need more time to explain than others.

Trainers can draft a lesson outline and use the [5 E Learning Cycle](#) (see figure 1) to link information to parents' existing skills and knowledge. This will help them to put it into a personal context, which, in turn, will help them retain it better.

Figure 1. The 5E Learning Model. Source: [Swift](#)



- **Engage:** To learn, trainees must be able to contextualize this experience and have readily available activities to guide them.
- **Explore:** Usually a group activity, this phase focuses on helping trainees understand and develop new skills.
- **Explain:** As an organizer and trainer, emphasize why the previous stage was relevant for this session and for your greater goal.
- **Elaborate:** Employs participants to hone in those conceptual skills by implementing practical training activities.
- **Evaluate:** This stage applies to organizers and trainees alike. Both must conclude and internalize the lessons learned throughout.

6. **Preparation of training materials.** Materials for the training session will be prepared according to the number of participants. Trainers will ensure that each participant has a copy of the material that they want to distribute.

The above developed contents can be used on designing of training materials themselves.

Firstly, trainers have to produce a clear and detailed presentation to guide the whole training session.

Some suggestions of presentation techniques for trainers for a training session are: lectures, discussion, role playing, small group teaching and case studies.

7. **Evaluation.** Include an evaluation in the training session to check that trainees have understood key points. Self-assessment tests (like the one depicted above) or satisfaction surveys will help trainees and trainers to have an overview of the whole activity, the learned contents and the lessons to learn for future sessions.