

A scenario of common activity of parents and children

Theme: Adventure with your child in nature (Hiking, tracking animals, orienteering)

General goals:

- Developing a strong relation between parents and their kids
- Developing a habit of undertaking joint activities
- Developing the sense of protection of nature and animals
- Building a positive emotions and family relations
- Developing the sense of “surviving in nature”

Operational goals:

- Willingness to take joint actions in nature
- Familiarizing the child with nature, animals and orientation in the nature
- Acquainting the child with different methods and ways of surviving in nature and practicing healthy sport (e.g. hiking)
- Creating opportunity for kids to learn and discover more about nature and it's beauty
- Shaping respect for the efforts made by yourself and others

Methods:

Verbal: conversation, explanation, situational dialogue, artistic' activities: singing songs and listening to the birds

Visual: Watching movies and videos related to nature and animals

Practical action: physical activities as it is needed in nature, equipment is that you might need in nature

Forms:

Group work: joint similar activities with other group's e.g. hiking, animal hunting, listening to birds

Individual work: everyone prepares equipment's that they need for nature, share duties and responsibilities

Aids:

Clothes and equipment's for hiking and being in nature, audio/video player, and different songs.

Task for parents:

- Observing the child's behavior in different situations
- Supporting the child in positive and negative situations
- Teaching the child how to cope in different situations
- Inspiring to action

- Observation of the child by parents and recognition of his/her abilities and interests
- Creating a situation to develop the child's talents and interests
- Creating a situation of success, strengthening, self-confidence, tolerance towards others

Introductory classes:

1. Joint decision on hiking and animal tracking
2. Viewing photos from previous years hiking and nature of places they were visiting
3. Preparing for physical condition's to take joint action's

Appropriate classes:

1. Hiking and animal tracking in nature
2. Helping each other to reach the top (peak)
3. Listening and singing songs

Classes:

1. Enjoying your own and others presence
2. Taking pictures of group and nature
3. Thanking the group/parents for being all together

Benefits for a child:

- Sense of closeness and family life
- Sense of acceptance
- Sense of security
- Experience of positive emotions and feelings
- Developing talents and interests
- Developing empathy and tolerance

A scenario of common activity of parents and children

Theme: Celebrating the summer solstice together

General goals:

- enhancing joint family motivation
- developing family ties by cultivating summer solstice's tradition together,
- developing a habit of undertaking joint activities,
- increase positive emotions throughout the family
- improve family communication
- developing environmental awareness
- encourages creativity and openness to new interests and activities

Operational goals:

- promoting socialization in children
- promote the expression of emotions and feelings
- developing respect and empathy through others
- inculcate respect and care for the environment
- undertaking joint action
- promote curiosity, initiative and active exploration

Methods:

The different methods will be adapted to the age of the children and the interests of the family.

Verbal: storytelling (meaning of the summer solstice, tales, legends), explanation about the position of the earth and sun and Saint Johns' bonfires, conversation, songs.

Visual: observe the sky at night with or without a telescope, watching the bonfires, browsing themed illustrations, watching pictures, watching figures and forms using flares.

Practical action: collect fresh herbs (as lavender) to throw them to the bonfire while making a wish and to make crowns of flowers for the hair, preparing magic potions (with water, salt and stones), make a solar wheel with plants and papers with everyone wishes, making figures and forms using flares.

• Forms:

Group work: go together to nature (a park, countryside, field), make a crown of flowers together, make a solar circle together, preparing magic potions

Individual work: everyone collects herbs, write own wishes on paper, make figures and forms using flares.

Aids:

Natural elements as plants, flowers, water, salt, stones, wood; pen and paper; storybooks, illustrations, books, telescope (when possible); items related to fire: candles, flares...

Tasks for parents:

- observing your child, how s/he behave in different situations, his/her interests and skills
- putting themselves in the place of the child in order s/he feel comfortable
- taking into account the specific skills and preferences of each child before deciding on one activity or another in order to enhance his/her talent and avoid frustrations.
- serving as a model for children to care and respect other people, environment and thing.
- supporting the child in all situations
- recognizing of his/her efforts and abilities
- motivating to action

Introductory classes:

1. Joint decision on preparing the celebration of the Summer Solstice and Saint Johns' night.
2. Viewing photos and videos about the celebration from previous years.
3. Viewing examples of handcrafts and rituals about the celebration.
4. Setting a moment to prepare the materials and tools to take joint action.
5. Security precautions in face of fire.

Appropriate classes:

1. Listening stories and tales about the Summer Solstice and Saint John's night.
2. Fieldtrip to collect plants and herbs together.
3. Preparing the traditional handcrafts together.
4. Listening stories, legends and tales about the celebration.
5. Watching the bonfire, burning papers with desires (when there is no risk for children, it's traditional to jump over bonfires)

Classes:

1. Enjoying the celebration, your own creations and others'.
2. Appreciating nature and its elements.
3. Taking pictures and making videos of the celebration.
4. Thanks to others for spending time together.

Benefits for a child:

- Promotion of values
- A sense of belonging to a family, a community
- Experience of positive emotions
- Developing self-esteem and self-confidence

- Developing new interest and skills
- Developing autonomy and the ability to decide through active decision making
- Developing social skills
- Learning to enjoy little things in life
- Well-being and personal satisfaction through emotions, feelings and positive affections.

A scenario of common activity of parents and children

Theme: Dressing the Christmas Tree together

General goals:

- developing family ties by cultivating Christmas' tradition together,
- developing a habit of undertaking joint activities,
- integrating children and parents,
- building positive emotions and family relations,
- developing creativity and imagination of parents and children.

Operational goals:

- willingness to take joint action in the family,
- familiarizing the child with Christmas' traditions,
- undertaking joint action,
- acquainting the child with the principles and norms of joint action,
- creating an opportunity to externalize emotions and feelings,
- shaping respect for the efforts made by yourself and others.

Methods:

Verbal: conversation, explanation, situational dialogue, artistic' activities: singing songs.

Visual: browsing themed illustrations, watching movies, ads, watching work products of others.

Practical action: making Christmas decorations, preparing a Christmas tree, decorating the Christmas tree,

Forms:

Group work: joint performance of Christmas decorations, e.g. chain, dressing a Christmas tree.

Individual work: everyone prepares their Christmas tree decoration.

Aids:

Christmas tree, materials and tools needed to prepare Christmas decorations, illustrations, pictures, charts, themed cards, Audio / Video player, themed song discs, thematic magazines.

Tasks for parents:

- observing the child's behavior in different situations,
- supporting the child in positive and negative situations,
- teaching the child how to cope in different situations,
- inspiring to action,
- observation of the child by parents and recognition of his abilities and interests,

- creating a situation to develop the child's talents and interests,
- creating a situation of success, strengthening, self-confidence, tolerance towards others.

Introductory classes:

1. Joint decision on preparing Christmas decorations and Christmas tree.
2. Viewing photos of Christmas trees from previous years.
3. Viewing magazines and thematic illustrations.
4. Preparing the Christmas tree, materials and tools to take joint action.

Appropriate classes:

1. Making Christmas decorations.
2. Dressing the Christmas tree together.
3. Listening and singing theme songs.

Classes:

1. Enjoying your own and others work.
2. Taking pictures of the Christmas tree.
3. Thanks to others for spending time together.

Benefits for a child:

- a sense of closeness and family life,
- a sense of acceptance,
- sense of security,
- experience of positive emotions and feelings,
- developing talents and interests,
- developing empathy and tolerance.

A scenario of common activity of parents and children

Theme: Easter Eggs

General goal:

- discover the Easter holiday with a set of easy manual activities to do together,
- develop motor skills with your hands
- provide a space for words to all the participants,
- develop creativity and imagination by decorating the eggs.

Operational goal:

- do a common activity in family,
- familiarize the child with the Easter and the egg hunt,
- the child will make his choices and his learning during the activity in autonomy

Methods:

Verbal: Listen, explain, reword, exchange, ask questions

Visual: Observe, discover, watch, repeat, mime

Convenient: small group, in family, sit around a table, put down all the materials, use an oilcloth not to stain the table.

Think of dish towels, sponges, aprons and soap to protect children.

Form: Individually on his egg or in collective

Develop cooperation and solidarity. Anyone can participate regardless of their age. It is possible to decorate plastic eggs or polystyrene for toddlers.

Tasks for parents

Accompany children in activities. Ensure their safety in the different steps.

Reformulate the actions to better communicate on the different steps.

It is a very pleasant activity and an invitation to inspiration, to the freedom to act.

Support the child in his motor skills, his singularity, his rhythm and his motivation.

Help the child make choices about the material.

Initiation course:

The activity has been described in three steps: empty the eggs, then, you can dyeing, coloring, decorating and personalizing the eggs....

Benefits for children: Expand, Promote, Develop

- Work the sense of the touch for the fragility of the eggs
- Work the sense of the view with the precision of the decoration
- Develop concentration and patience,
- Develop the child's talents, spontaneity and creativity
- Develops his free will, the choice of colors, materials ...
- Develops sharing around one table and interest in the other,
- Development of cohesion, laughter and joy
- Develops sensitivity and critical thinking.

The egg is a symbol of Easter for Christians as for the pagans that we find everywhere in the approach of spring. The egg is a symbol of fertility, new life but also of renewal and reminds of the hatching of nature. The decoration of the Easter egg is one of the oldest popular tradition. It is a tradition established over the centuries to celebrate the spring. This consists of emptying raw chicken eggs to dye them and then decorate them with the family.

Today is especially eggs in chocolate or sugar that children receive on Easter Sunday. At Easter, rabbits or bells bring the eggs to the parks and gardens and invite the children of each family to hunt for Easter eggs (at home, in gardens, in parks, etc.).

Easter eggs:

The tradition of giving natural eggs, then decorated, dyed or worked long predates Christianity, it's probably one of the oldest traditions of the world.

This tradition is found in many countries. Eggs can be painted or dipped in a mixture of food coloring, vinegar and water. The colored hulls can then be used to create mosaics.

With children, under the watchful eyes of parents!

1. Empty eggs to decorate
 - Gently wash eggs with children and wipe them
 - Pierce the egg at each end with the spike or bug while accompanying the children.
 - The hole must be big enough so that it does not exhaust your child's cheeks when he blows in. (About 1/2 cm in diameter)

- Place on top of a container and empty the egg by blowing into one of the holes.
- Wipe the eggs as needed, if necessary, rinse them and let them dry
- Place a dot of glue on the holes and place a small square of paper to close them
- If you use the eggs without painting put a dot of glue on the hole and put on a stick, a pearl, glitter, a flower to hide the hole
- Let dry.

2. Color, dye eggs with natural dyes

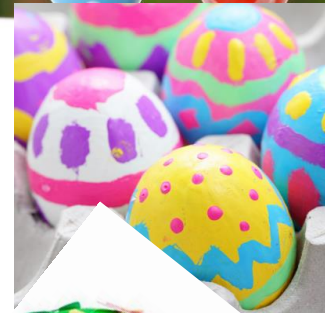
The results obtained with natural dyes are not always those expected, there may be surprises, the eggs we get are not always what we expected!

- Put the eggs very gently in the pan and pour water over them to cover them completely (count 3 to 4 cm above the eggs)
- Put the eggs on medium heat for 45 to 60 minutes. Be careful, the water should not boil if you cannot crack the eggs. under the supervision of an adult.
- Meanwhile, prepare the dye baths with the children, decide together what you are going to test, with what dosage and what time of dyeing.
- As soon as your eggs are cooked, immerse them for 5 to 10 minutes in the chosen dye bath. To avoid breaking them, place them in the bottom of the pan with a ladle.
- Remove the eggs from the dyebath and ask the children to rinse them to remove deposits and excess dyeing
- Wipe them, then polish them in a kitchen oil soaked towel
- You will get beautiful colored and shiny eggs that you can leave as is or that you can decorate with stickers, glitter, ribbons, cut patterns or paint... You can keep them as long as you want. With time the contents dry and harden.



3. Decorate eggs, materials and tools

Markers, scissors, rope, Easter motifs (eggs, rabbits, chickens ...), paints, brushes, stickers, beads, glue, stencils, paper napkins, crepe paper, feathers, photos, etc.





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A scenario of common activity of parents and children

Theme: Making a Herbarium together

General goals:

- developing family ties by undertaking joint activities;
- familiarizing children with the terms botanist, specimen, and herbarium;
- making observations about a pressed plant specimen;
- making observations about the some work a botanist does in a lab;
- using their observations to decide what a herbarium is and how it could be used for plant studies.

Operational goals:

- undertaking joint action;
- bringing up web pages from hyperlinks in a text document;
- learning the proper way to handle a pressed plant specimen.
- using hand lenses to make observations about a plants structure.
- using deductive reasoning to form a working definition of the term herbarium.

Methods:

Verbal: conversation, explanation, situational dialogue.

Visual: observing, making comparisons, sorting, classifying.

Practical action: develop descriptions, explanations, predictions, and models using evidence; use appropriate tools and techniques to gather, analyze, and interpret data; think critically and logically to make the relationships between evidence and explanations.

Forms:

Group work: collecting, pressing, sorting, classifying plants, making a Herbarium.

Individual work: everyone will bring up web pages from hyperlinks in a text document about their collected plant specimens.

Aids:

Hand lenses; a herbarium specimen; a computer with online access and a printer for research; a science journals (to record information); gloves, shears and trowels for collecting specimens; small plastic bags; paper, newspaper, blotting paper, small and large envelopes; stamps, labels, old phone books for pressing; pins, glue - preferably water based woodworking adhesive, library paste, latex adhesive, linen or cotton thread, and string; pencils, pens, markers, colored pencils and watercolors for recording date; digital camera to record work.

Tasks for parents:

- observing the child's behavior in different situations,
- supporting the child in positive and negative situations,
- teaching the child how to cope in different situations,
- inspiring to action,
- observation of the child by parents and recognition of his abilities and interests,
- creating a situation to develop the child's talents and interests,
- creating a situation of success, strengthening, self-confidence, tolerance towards others.

Introductory classes:

1. Joint decision on making a Herbarium together.
2. Viewing sample herbarium specimens on the websites.
3. Preparing all materials and tools to take joint action.

Appropriate classes:

1. Collecting, pressing plants.
2. Description of the plants.
3. Sorting and classifying plants.
4. Making the Herbarium.

Classes:

1. Enjoying your own and others work.
2. Taking pictures of the Herbarium and common/individual work.
3. Thanks to others for spending time together.

Benefits for a child:

- a sense of closeness and family life,
- a sense of acceptance,
- sense of security,
- experience of positive emotions and feelings,
- developing talents and interests,
- developing empathy and tolerance,
- developing skills.

A scenario of common activity of parents and children

Theme: Planning a day trip together

General goals:

- developing family ties by undertaking joint activities;
- empowering children to make decisions;
- creating more excitement and ownership in activities they plan;
- giving them experience in working together to set and accomplish goals.

Operational goals:

- undertaking joint action;
- identifying at least three reasons why trip planning is important;
- describing the key elements included in successful planning preparation;
- creating a planning and preparation list to use in making travel decisions in the future;
- planning and calculating group needs for calories, weight, and cost and then develop a food planning list.

Methods:

Verbal: conversation, explanation, situational dialogue.

Visual: looking at brochures, maps or websites, watching videos.

Practical action: figure out where you want to go; plan your own day trip: transport, itineraries, things to see and do, visit timetables, meals, budget; check your documents.

Forms:

Group work: trip decisions making.

Individual work: child is responsible for planning the day trip and parents offer their support in this process.

Aids:

Computer with online access and a printer for research; maps; brochures; bloc notes for making lists/plans; pencils, pens, markers, colored pencils; digital camera to record work.

Tasks for parents:

- observing the child's behavior in different situations,
- supporting the child in positive and negative situations,
- teaching the child how to cope in different situations,
- inspiring to action,
- observation of the child by parents and recognition of his abilities and interests,

- creating a situation to develop the child's talents and interests,
- creating a situation of success, strengthening, self-confidence, tolerance towards others.

Introductory classes:

1. Joint decision on planning a day trip together.
2. Viewing photos of trips from previous years.
3. Looking at brochures, maps or websites, watching videos.
4. Preparing all materials and tools to take joint action.

Appropriate classes:

1. Choosing where you want to go.
2. Making lists/plans for the day trip: transport, itineraries, things to see and do, visit timetables, meals, budget.
3. Checking the documents.

Classes:

1. Enjoying your own and others work.
2. Taking pictures of the common/individual work.
3. Thanks to others for spending time together.

Benefits for a child:

- a sense of closeness and family life,
- a sense of acceptance,
- sense of security,
- experience of positive emotions and feelings,
- developing talents and interests,
- developing empathy and tolerance,
- developing skills.