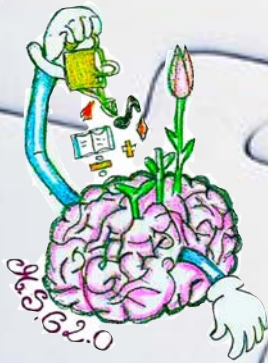


MindSet Go! 2.0



Cultivating a Growth Mindset



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**MINDSET GO! 2.0**

# Parental involvement

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Concrete ideas on how to invite and involve parents  
in creating a Growth Mindset School culture.

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





## Parental involvement

Concrete ideas on how to invite and involve parents in creating a Growth Mindset School culture.

Intellectual Output 4 of the Erasmus+ project: MindSet Go! 2.0  
Erasmus+ project reference number: 2020-1-SE01-KA201-078005

Links to the partner schools

[OS MARIJE VERE](#)

[CEIBAS ARTEAGA](#)

[SCOALA GIMNAZIALA no 4 Bistrita](#)

[COLLEGE LES TAMARINS](#)

[FRIDASKOLAN Vänersborg](#)

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MindSetGo 2.0

Fridaskolan Vänersborg

Repslagarvägen 14

46232 Vänersborg

Sweden



## **INDEX**

<b>Introduction.....</b>	<b>5</b>
<b>Growth Mindset.....</b>	<b>6</b>
<b>The characteristics of a Growth Mindset .....</b>	<b>6</b>
<b>Growth Mindset in an educational context.....</b>	<b>6</b>
<b>The key differences between a fixed mindset and a growth mindset:.....</b>	<b>6</b>
<b>MindSet Go! 2.0 .....</b>	<b>8</b>
<b>Background of the project .....</b>	<b>8</b>
<b>The school partners of MindSet Go! 2.0 .....</b>	<b>9</b>
<b>CEIBas Arteaga .....</b>	<b>9</b>
<b>Le Collège les Tamarins .....</b>	<b>10</b>
<b>Osnovna šola Marije Vere .....</b>	<b>11</b>
<b>Scoala Gimnaziala Nr. 4 .....</b>	<b>12</b>
<b>Fridaskolan Vänersborg .....</b>	<b>13</b>
<b>The impact of the project.....</b>	<b>14</b>
<b>School meetings to achieve parental involvement .....</b>	<b>15</b>
<b>Introduction meeting.....</b>	<b>15</b>
<b>Example of workshops offered for pupils.....</b>	<b>16</b>
<b>Example of workshops offered for parents and families .....</b>	<b>16</b>
<b>Expectations - workshop with the pupils .....</b>	<b>17</b>
<b>Expectations - workshop with the parents .....</b>	<b>18</b>
<b>Back to school meetings .....</b>	<b>21</b>
<b>Follow-up meetings .....</b>	<b>21</b>
<b>Effects .....</b>	<b>22</b>
<b>Evaluation/Recommendation .....</b>	<b>22</b>
<b>Pedagogical activities to involve parents .....</b>	<b>23</b>
<b>Do we really know our own kids? .....</b>	<b>23</b>
<b>School is everything you see and hear .....</b>	<b>23</b>
<b>Describing qualities.....</b>	<b>23</b>
<b>Questionnaire for two generations.....</b>	<b>23</b>
<b>Questionnaire for two generations (Students) .....</b>	<b>24</b>
<b>Questionnaire for two generations (Parents) .....</b>	<b>25</b>
<b>How to talk to your child and what to talk about.....</b>	<b>26</b>
<b>Energising game.....</b>	<b>26</b>
<b>Team activities.....</b>	<b>26</b>
<b>Discussions.....</b>	<b>27</b>
<b>Conclusions.....</b>	<b>27</b>
<b>The psychologist's advice .....</b>	<b>28</b>
<b>Children and their emotions .....</b>	<b>29</b>
<b>The heart analysis .....</b>	<b>30</b>
<b>Questionnaire for parents.....</b>	<b>31</b>
<b>10 Life Skills Parents Should Teach Their Children .....</b>	<b>32</b>



<b>The Last Wagon .....</b>	<b>34</b>
<b>Session evaluation sheet .....</b>	<b>35</b>
<b>Informal activities to involve parents .....</b>	<b>36</b>
<b>Workshop for parents .....</b>	<b>36</b>
<b>Breakfast or a cup of coffee .....</b>	<b>36</b>
<b>Teatime at school.....</b>	<b>36</b>
<b>Parent - Teacher - Student meetings.....</b>	<b>36</b>
<b>Family days.....</b>	<b>36</b>
<b>Tea, gingerbread and sweets...thoughts!.....</b>	<b>37</b>
<b>Extracurricular activities for increased parental involvement .....</b>	<b>39</b>



## Introduction

Parental involvement - Concrete ideas on how to invite and involve parents in creating a Growth Mindset School culture

This guide is one of the results of the European Erasmus+ project cooperation named MindSet Go! 2.0. As you can tell from the project title, ending in 2.0, the cooperation goes further back than the three years of the present cooperation project. Fridaskolan Vänersborg is the leading organisation as parental cooperation is one of the pillars of the school's work.

The aim of this guide is to give concrete ideas and best practice examples of how to include and cooperate with parents in a school where staff, parents and leaders all cooperate as a team for the good of the students.

In the guide, you will learn about

- the basic principles behind Carol S Dweck's Growth Mindset
- the differences between a fixed and a growth mindset.
- the background of the *MindSet Go! 2.0* project
- the school partners involved in the cooperation and the school context they work in.

Secondary research data and partner experience show that teachers often feel powerless regarding students' development because they don't get enough support from parents. Some partners have experience that parents are reluctant to cooperate, some partners experience that parents put all the responsibility on teachers, and some partners have experience with parents' complaints and lack of trust.

Common ground of all the different experiences is that parents are an integral part of their child's schooling and as such they need to be informed about the growth mindset and encouraged to practice a growth mindset approach at home. The impact on the child/pupils/student is the most efficient when teachers and parents work together in the same direction towards the same vision. Developing students' growth mindset starts with parents. When parents learn about the mindsets and how a growth mindset can help their child become more motivated and engaged, they are more than willing to begin the work at home.

This guide will provide best practice examples of presentations and workshops to be held with parents in a school context, introducing the Growth Mindset ideas in a concrete and practical way. Each school partner has shared their best examples to provide interested schools with different angles and ways to implement the ideas of a Growth Mindset not only at school but also together with the parents, at home. We have collected resources that teachers and school staff can use to initiate the work with parents in an educational context. You will find posters and flyers growth mindset introduction for parents as well as ideas for slide presentations and activities for pedagogical workshops with parents - alone or together with their child.



## Growth Mindset

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### The characteristics of a Growth Mindset

The concept of a growth mindset is central to the work of the renowned psychologist Carol S. Dweck and her research on factors that play an imperative role for achievement and success. Already in the 1980s, Dweck stressed the link between mindsets and achievement. Her studies have explored how our own prerequisites or beliefs about our abilities to achieve something affect our motivation to initiate or carry out something regardless of the efforts it takes. Needless to say, this also goes for the educational context. In her research, Dweck has proven that personal development, and the right mindset has a positive effect also on our perseverance which in turn can increase academic performance and end results.

### Growth Mindset in an educational context

In her work "Mindset: The New Psychology of Success,"<sup>1</sup> Dweck presents ways for fostering a Growth Mindset not only among students but also among parents and educators. Just like we have noticed within our project, Dweck's findings emphasise that when parents embrace and model a Growth Mindset themselves, they create a powerful support system that complements the efforts of teachers and administrators within the school environment.

### The key differences between a fixed mindset and a growth mindset:

#### Fixed Mindset:

- **Belief:** In a fixed mindset, individuals believe that their abilities and intelligence are static and cannot be changed. They see their traits, such as intelligence, talent, and abilities, as inherent and unalterable.
- **Challenges:** People with a fixed mindset tend to avoid challenges because they fear failure. They see challenges as a threat to their self-esteem because they believe their abilities are fixed and any failure reflects negatively on their inherent traits.
- **Effort:** Effort is viewed as fruitless in a fixed mindset. Individuals with this mindset may believe that if they have to work hard, it means they lack innate ability.
- **Response to Failure:** Failure is seen as a reflection of one's lack of ability, and it often leads to feelings of helplessness, despair, and a loss of motivation.
- **Feedback:** Feedback is often taken personally and defensively, as it can be perceived as criticism of one's innate abilities.

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<sup>1</sup> Dweck, C. S. (2006). *Mindset: The New Psychology of Success*. Random House. <https://fs.blog/carol-dweck-mindset/>  
The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



## Growth Mindset:

- **Belief:** In a growth mindset, individuals believe that their abilities and intelligence can be developed and improved over time through effort, learning, and perseverance. They see their traits as malleable.
- **Challenges:** People with a growth mindset embrace challenges as opportunities for learning and growth. They see challenges as a way to develop their abilities.
- **Effort:** Effort is seen as the path to mastery. Those with a growth mindset understand that effort is a necessary part of the learning process and a way to improve.
- **Response to Failure:** Failure is viewed as a chance to learn and grow. It doesn't define one's worth, and it doesn't lead to feelings of helplessness. Instead, it inspires resilience and a desire to try again.
- **Feedback:** Feedback is seen as valuable input for improvement. It's welcomed and used as a tool for self-improvement.

### Summary

The primary difference between a fixed mindset and a growth mindset lies in how we as individuals perceive our own abilities and how we approach challenges and setbacks. While a person with a fixed mindset assumes that all individual abilities are static and avoids challenges, a person with a growth mindset believes there are always possibilities to learn and improve and hence embraces each challenge as a way forward.



## MindSet Go! 2.0

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### Background of the project

The project *MindSet Go! 2.0* builds on an earlier Erasmus+ project, *MindSetGo!* which was initiated as a reaction to the ongoing debate in media about the poor quality in education in general and decreasing test results leading to stress, lack of motivation, health problems and an increasing number of pupils who do not finish compulsory education.

The aim of the project *MindSetGo!* was to create a well-functioning network of schools promoting new teaching ideas and methods based on Carol S. Dweck's theories of "growth mindset". [The results of this project are presented here ...](#)

Although the project *MindSetGo!* was very successful in terms of implementing growth mindset methods into the teaching practice, it also revealed the need for a holistic approach among different stakeholders and professions within a school or the municipality or area the school belongs to. It is not enough to introduce ways to work with a growth mindset only to a few teachers or in a few classes whereas the rest of the teachers continue with business as usual. The different teacher approaches may result in contradictory messages to students and create confusion.

These insights led forward to the project *MindSet Go! 2.0*. In this project, the focus has been not only on the classroom learning and teaching experience, but on how to implement a new approach to learning for the entire organisation including all students, school staff and principals as well as parents. One part of the Intellectual Output was to provide concrete ideas and best practice examples on ways to include parents in the steps to implement a growth mindset culture within the school context as well as at home.



## The school partners of MindSet Go! 2.0

The partner schools involved in the *MindSet Go! 2.0*. project have all contributed greatly to this guide on concrete measures for how to involve parents in the schooling of their child and in developing the Growth Mindset school culture. Each school and its school context are presented below.

### CEIBas Arteaga

The CEIBas Arteaga is an infant, primary and secondary state school, with about 400 pupils and 45 teachers. It is located in Murcia, Southeast of Spain, in a rural village called Sucina with about 2000 inhabitants. The two main economic activities in the area are agriculture and residential states for retired citizens. Both activities attract families from different parts of the world that look for employment in the cultivation of the land or in the tertiary sector. Consequently, there is a rich mixture of nationalities that includes families from Spain, Morocco, Rumania, Belgium, England, China, or Venezuela. This multicultural context is also present in the school and has become the main scope of institutional actions and plans to involve families, children, teachers. As explained by the principal, Fulgencio Hernandez:

*"We are an enthusiastic school always ready for exchanging knowledge and applying new methodologies in teaching. In the last decade, the school has implemented active methodologies such as entrepreneurial teaching, the maker culture, and the outdoor learning approach. It has been done with the help of KA1 and KA2 projects that allowed training and cooperation with other schools. For this project, we created an Erasmus team with teachers in charge of the development and implementation of the Growth Mindset activities at our school."*



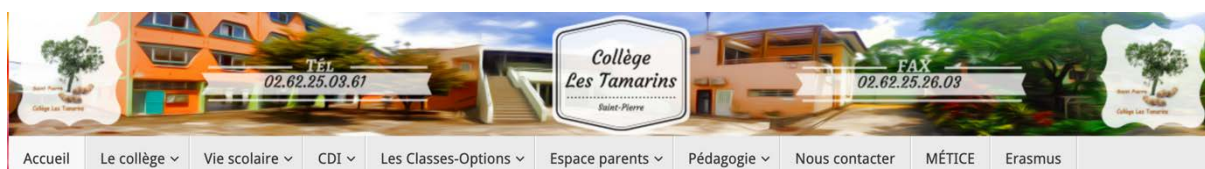


## Le Collège les Tamarins

Les Tamarins Middle School is located in the town of Saint-Pierre in the south of Réunion Island, a French department in the Indian Ocean. It is a small inner-city school with around 500 students and 40 teachers. The school is classified as a "REP+" school. In the French system, there are REP and REP+ classified schools. These are institutions belonging to priority education networks (REP) and reinforced priority education networks (REP+). REPs include middle and primary schools with more significant social difficulties than middle and primary schools outside of priority education. Teachers are therefore strongly encouraged to find innovative teaching techniques to motivate pupils and give them a taste for learning.

As explained by the principal Georges Prugnières:

*"It is in the REP+ context that the Collège les Tamarin school's educational team has invested in the MindSetGo! and MindSet Go! 2.0 projects, with the aim of creating a network of schools that develop and implement new teaching practices and methods based on the 'growth mindset', motivation and self-confidence. This MindSet Go! 2.0 project, with its 'growth mindset', is proposed as a response to our pupils' academic and social difficulties, and their lack of motivation and ambition. An international outlook is important not only for our pupils, most of whom come from socially disadvantaged families, but also for the teachers and educational staff, who are keen to develop their learning methods."*

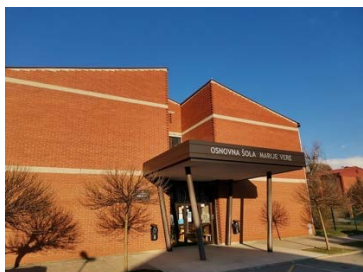


## Osnovna šola Marije Vere

Primary School Marija Vera (Osnovna šola Marije Vere) is a little above the average size of Slovenian primary school. It is in Kamnik, a small town in the northern part of central Slovenia, close to the Alps. About 70 employees take care about around 600 pupils that come from various backgrounds; from totally urban (the school is surrounded by neighbourhood consisting of blocks of flats) to suburban with different socio-economic backgrounds and a great mixture of nationalities and even races. Besides Slovenes many of our pupils originate from the south-eastern Balkans with Albanians being the strongest nationality lately. This gives us a great opportunity to raise our pupils in an environment that promotes and celebrates diversity while appreciating the opportunity to learn from each other. The project MindSetGo 2.0 really helps us there.

As explained by the principal, Damjan Snoj

*Our school's motto is »Per aspera ad astra«. Which means through difficulties to the stars. We want to promote the growth mindset so that by exerting real effort we (the pupils, the teachers and other school staff and parents) will achieve the goal of better and long-lasting knowledge thus improving our abilities and skills. We share supportive material produced during this project at teacher and parent-teacher conferences and our school website. We promote the project with the usage of tips or pamphlets to raise awareness of our common goals. We also put a big emphasis on movement during our lessons and breaks, so movement and outdoor learning is incorporated into our lessons. We use it from the youngest to the oldest generation.*



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REPUBLIKA SLOVENIJA  
MINISTRSTVO ZA IZOBRAŽEVANJE,  
ZNANOST IN ŠPORTEVROPSKA UNIJA  
EVROPSKI SKLAD ZA  
REGIONALNI RAZVOJ  
NALOŽBA V VAŠO PRIHODNOST

## Scoala Gimnaziala Nr. 4

Scoala Gimnaziala in Bistrita, Romania has about 650 students, aged 6 to 15, grouped into 28 classes. About 7% of the pupils have special educational needs. They are integrated, some accompanied by facilitators, who take extra lessons provided by support teachers. The school works according to the national curriculum, issued by the Ministry of Education. Our personal touch can be retrieved in the optional classes we propose each school year.

The students come from all social backgrounds, some have one or both parents working abroad or they have only one parent living with them. There are a lot of difficult situations we, as a school, have to deal with, we strive to be emphatic and to make our students find their own way in life, to become the best version of themselves. We insist on every teacher to create a comfortable atmosphere in class, encouraging students to embrace challenges, to make mistakes and to learn from them, to try new things and to be responsible.

Non-formal education, achieved through extracurricular activities, is important in order to develop the pupils' personality. It is also a way of making it up for the lack of time of certain parents who, due to their jobs, are unable to educate their children. Therefore, the school also organises social interaction activities, meetings with children and parents, and takes part in educational projects focused on ecology, self-development, sports, arts, and other important topics. As explained by the principal Daniela Danaea:

*The holistic approach of growth mindset is the way we use to empower our students, teachers and parents. For the parents we offer tips on how to deal with the children at home, how to better communicate, how to listen to them, how to approach them at different ages, how to deal with their dilemmas, how to encourage and guide them towards finding their true self, how to encourage efforts and motivation for learning. Evaluations and individual reflection play an important part, offering us the opportunity to further improve and adapt our measures and support.*





## Fridaskolan Vänersborg

The Fridaskolan school in Vänersborg is an independently run school founded in 1993. The school welcomes children from pre-school class to year nine and currently has 529 pupils from ages 6-16. There are also a Frida preschool and a leisure-time centre on the premises. The school is well-known for its relationship building measures and focus on well-being in order to create a good environment for learning. The school's good reputation and successful methods when working with pupils with different learning challenges have made it the first-hand choice for many children with difficulties.

The school is based on Systems theory. In a systemic approach, the whole is greater than the sum of its parts, a perspective that is easily lost in the complexity of everyday school life. We can easily get caught up in focusing on one part at a time and lose sight of the bigger picture. For students, this lack of context can lead to a feeling of not being in control, which has a negative impact on both well-being and motivation. Under 'The school's mission' in the Swedish curriculum for the compulsory school - LGR 11, it is stated that "An important task for the school is to provide an overview and context".

Based on the systemic approach, it becomes important to focus on how the school's subjects relate to each other. Interdisciplinary work can create a whole greater than its parts. Whatever the content or context of the encounter with children and young people, there are elements and general structures that can contribute to increased learning and engagement. The same goes for the teachers' and staff's approach as well as language use. In systems theory (Öqvist, 2014<sup>2</sup>), language is an important tool. It is with language that we describe and thereby shape our perception of ourselves and our surroundings. Our language, both verbal and physical, sends signals that affect our surroundings. We can use language as a tool to change how we perceive ourselves and our surroundings and send positive and empowering signals to those around us.

As explained by the principal, Johan Arnell

*The project has given us the opportunity to share experiences of our development work and best practice examples with colleagues from four other countries. Based on the concepts of Growth Mindset and Grit, our school has promoted an approach where both staff and students dare to challenge themselves, try new things and see failure as a way of learning.*



<sup>2</sup> Öqvist, O. (2014). Den seende läraren – Systemteori för skolbruk. Vänersborg: Didaktikum



## The impact of the project

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Our mindset is shaped by our language and what we choose to praise and/or assess in school plays a major role in whether we promote a growth or fixed mindset. Throughout the project, also the language aspect has been deepened. The linguistic content of competence development is extremely relevant. We believe that increasing students' linguistic awareness of how they communicate with themselves, and their environment plays a major role in their own and others' well-being.

Carol S Dweck's catch phrase - "not yet"- goes in line with the praise and overall positive language used in the education context. The aim of this guide is to introduce the language of the Growth Mindset also to parents. Parental involvement is a crucial component of a child's educational success. In order to make a change for the students, we need to team up with the parents so that they can continue using the same positive approach and growth mindset language with their child at home.

Teachers and health team staff regularly communicate with parents about their child's progress and areas where additional support may be needed. That way, parents are seen more as partners in their child's educational journey.

The Fridaskolan school in Vänersborg, Sweden is the leading partner in this work. Together with all the partner schools in the project we will share our best practice examples.

*In conclusion, achieving better parental contacts is essential for the holistic development of students. The collaboration between all staff, i.e. teachers, health team, special needs pedagogues and school management, and parents is essential and creates a channel for open and effective communication. This enables early identification of any issues or challenges a student may be facing and allows for timely intervention. We have also noticed that the ongoing cooperation between the school and the student's home creates a positive school culture, a sense of community and togetherness, striving towards the same goals, for the well-being of the students.*

*"When parents and schools work together, students thrive".*



## School meetings to achieve parental involvement

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Below, you will find best practice examples on how to provide parents with a structured and clear introduction to the school, its policy, house rules and community ideas as well as its staff and important health, special needs and inclusion support functions. This is essential when creating a team for the well-being of the child. Within our project we have gathered best practice examples of different ways to achieve this.

For successful parental involvement, we have found that a school needs to have a well-functioning plan for parent involvement and a clear expectation expressed to the parents on how to get involved in their child's education and school life from day one.

The school needs to provide parents with important information as well as a so-called parents' toolkit with information about school support resources, essential ways to find information and communicate with the school, and, where available, access to a digital school portal to facilitate communication and provide more than one way to bring the home and the school together. In this case, one of the most important parts done during the introduction is to help parents activate their digital accounts to access their child's school monitoring, see how the school distributes important documents to the parents to provide them with a toolkit for monitoring their children's schooling.

Recurring introductory meetings for all new students, *together* with their parents and siblings, are crucial. These meetings are organised by a team, ideally made up of the school's management team and different support functions organisational team includes the principal and the management team, the health team and the school's special needs pedagogues as well as the class teachers. Follow-up meetings and recurring parental days or evenings for individual classes or years are essential to keep the contact up-to date.

### Introduction meeting

At the start of the new school year, parents are given a warm welcome and introduced to all school staff in an informal way so that we can prepare the best possible support for families and pupils. It is also important to provide as much information as possible about the organisation of the school, so that parents can feel confident.

The introduction can take place as part of an "Open school" event or as another separate introductory event. A bigger gathering and a presentation of the school, its staff, support functions as well as the Growth Mindset concept, is followed by workshops. The workshop groups are led by members of the categories mentioned above and are organised for parents together with the child and for the children and parents as separate groups.

It is very important that the first impression of the school is as positive as possible in order to establish a climate of trust with families' children, siblings and parents. Families of children with educational challenges, fewer opportunities or other special needs are especially invited.



The meeting is a first encounter for pupils where they are invited to discover their new school and its expectations, but it is also an opportunity to welcome parents to discussions and workshops to integrate them into the child's educational community. Parents and children take turns to take part in the various activities, with the aim of feeling reassured and relaxed about their first encounter with the new school.

### Example of workshops offered for pupils

- Integration / school discovery workshop :

Work on a back-to-school booklet inspired by the parents' information booklet, a tour of the school, finding your way around, understanding the annual school year calendar, how to read a timetable, information about the school's policy and work methods, house rules, etc.

- **Expectations** - how do you want to feel at school?

This workshop with the children is carried out by the school's health team, special needs pedagogues, school nurse or similar staff, as it is an important part of the mental preparation and introduction to the new school culture. – see presentation on the following page

- Relaxation workshop

An application of relaxation techniques through the practice of yoga and mindfulness in education to channel energy, relax and learn to manage emotions. Putting pupils in a positive frame of mind to enjoy their morning in peace and quiet, to relax, to unite as a group.

- School subject workshops

Short, fun activities in for example maths and the mother tongue. Exercises focusing on stories, geometry, mental arithmetic...

### Example of workshops offered for parents and families

- A presentation of the school, the annual school year calendar, how to read a timetable, information about the school's policy and work methods, house rules, etc. as well as the various partners involved,
- **Expectations** - how do you want to feel at school - this workshop is conducted with the children and parents separately, whereafter the results from the children's group are compared with the parent's expectations and the similarities and differences are discussed. – see presentation on the following page
- A lecture and workshop on cyberbullying and the use of the internet, the positive and negative aspects of the use of social media, networks, etcetera.
- An introduction to parent/child educational yoga to help families bond and manage their emotions.





## Expectations - workshop with the pupils

The pupils are seated in a circle with the board in front of them

### Introduction - Your way through school is like a journey

The adults in charge of the meeting go into the circle at the centre of the room.

They are all dressed as “backpackers” and they talk about finding which track the train is on, at what time it leaves, their dream destination, clothes they have packed, tools and other things they need for their journey, etcetera. This introduction to the concept of backpackers should emphasise the importance of the skills you need together with the knowledge, such as social skills, courage, communication skills together with numeracy, language, knowing the time.

The adults ask the pupils: Can you guess what we are supposed to represent?

What does it mean to be an individual traveller compared to being part of a group in an organised charter trip? Perhaps you have heard of grandmothers, grandfathers etc. planning their own journey and route for a month around Europe? Going by train for a month through Europe, choosing your own goal, route how to get there and the different places to stop.

Brainstorm: The meaning and concept of the term “backpacker”. When we talk about school and education, we want to look not only at the importance of learning things but also about how to use the knowledge. This means, you do not only need knowledge but also skills together as a whole about educating backpackers.

- What do you think it means to be a backpacker?
- What qualities, knowledge and skills should a backpacker have to make the best of their journey?

You will now start your journey at your new school...

What do you want your time at school to look like? What are the most important things you need in order to feel comfortable and succeed in your studies?

Peace and quiet to be able to study and do your schoolwork, alone and together with others.

What would you like to say about your years at the school when you graduate? You should focus on the positive aspects and things you have experienced.

What would you need to graduate feeling both content and proud?

1. Think about it on your own
2. Think about it in a group of three – if you have a meeting for additional pupils that join a class later, this exercise can be done with groups of both old and new pupils
3. Each group writes down on Flipchart papers important things needed during your time at school for you to graduate feeling both content and proud.
4. Then, get together in groups of six - two groups. Compare your papers, jointly select the four most important points from your lists.
5. Rank them according to what is the most important
6. Each group shares their results with the others in the circle of trust

The pupils are told that they cannot tell their parents what they have talked about since the parents will do the same exercise.

The responsible staff collect the results and use it during the parents' workshop - the same evening or week.



## Expectations - workshop with the parents

The importance of pupils' well-being for learning. Workshop – following the workshop with pupils – to promote a Growth Mindset cooperation with parents.

The parents are seated in a circle with the board in front of them

### Introduction - Your way through school is like a journey

You can choose your way on how to achieve your goals but to be able to go forward you also need to feel good at school.

Presentation: Health and Wellbeing - What makes your child feel good at school?

The aim of the meeting is to create:

- a sense of belonging – a "we" – in the pupil/student group.
- a sense of belonging – a "we" – in the parent group.
- a common understanding of how we can work together to give all pupils the best possible conditions at school and at home.

Task for the parents to do individually and then agree on as a group:

What **knowledge, skills** and **qualities** do you want your child to have when they graduate?

- List your answers on your paper!
- Rank the answers.
- Which are your top four?
- Circle your top four answers and present them to the rest of the group. (Four-five parents)

The teachers ask one person per group to name some of the qualities they had on their list.

The group members then discuss and compare the results within the whole group to agree on a list of four skills or qualities.

The teachers write the four examples on the board:

1. *"Knowing how to ask the right questions and how to ask a question to get an answer"*
2. *"You need a willingness to explore and come up with new things"*
3. *"Creativity - without it you can't figure out what to do to move forward"*
4. *"You need a goal, to achieve but you also need to be spontaneous and flexible, and to take on challenges"*

The teachers then show examples of **the pupils' responses** to the questions:

- **What are the qualities of a backpacker?**

- Good understanding of the environment
- Ability to plan, organise and structure.
- Flexibility, spontaneity
- Taking on responsibilities
- Taking in information and knowledge
- To be brave and to dare to try new things. Not afraid to take on challenges.
- The ability to communicate in English and preferably other languages.
- To be creative, set goals to achieve and to come up with ideas.
- Patience
- Curiosity



**- When you finish school, what do you think has been important for you to enjoy going to school?  
Example of what the pupils' replied:**

"Friends are important and even though I don't know everyone, I can talk to everyone."  
"We talk to each other"  
"Changing groups makes you get to know each other" "We feel like a big family".  
"Even when I don't have my closest friends in my group, I feel at home in the group, because I know everyone."  
"Camps, when everyone does activities together and when we do things outside of school."  
"A new environment can break group constellations."  
"The teachers are important for well-being. We feel that they care about us. If you have had a bad day or failed a test, they ask how you are doing and how they can help you".  
"Teachers care about how you are doing not just in school; they care about the whole of me".

***The parents are shown the Fridaskolan school's own explanation of the backpacker metaphor –  
Each school can choose another word or metaphor that works within their own school context.***

*Our task is to make sure that the pupils:*

- are prepared for challenges and unforeseen events,
- make an effort to acquire information and solve problems,
- have an active approach with personal responsibility and initiative,
- work to create a positive and inspiring environment for learning.

*"All schools help children and young people grow and develop into responsible, creative and imaginative individuals. The aim is for children and young people to have a good understanding of the world and to be willing and able to participate in the democratic processes of society in the future".*

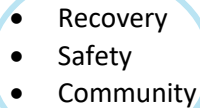
*However – we face challenges:*

*Over time, schools have an increasing number of pupils who do not experience joy, pleasure and pride in their schoolwork. It is clear that, despite our good intentions, we have failed to take into account an essential part of children's learning, namely the basic needs as the foundation for the children's well-being and thus also learning.*

Parents are made aware of the importance of balance and well-being in school and the importance of both knowledge and skills for the pupil to succeed and achieve their goals in school.

**The basic needs** and steps **towards self-realisation** are:

- Sleep
- Food
- Physical activity

- 
- Recovery
  - Safety
  - Community

Every person needs to be noticed. The so called “circle of trust” – where the pupils, sitting in a circle, are gathered to share and discuss everyday issues or events together with their teacher focuses on the three top steps on the ladder towards self-realisation: Recovery, Safety and Community. Everybody is “seen”, the circle means you share within a community without being judged and you are able to be yourself, relax and recover with your peers. You get a sense of sociability and meaning.

### **Signs of Sociability**

- I know what happens and why it happens.
- I have the tools to deal with what is happening.
- I feel that I have the power to influence what is happening which makes my behaviour meaningful.

### **Emotional intelligence**

To be able to interpret and understand the emotions of others, you must be able to recognise them in yourself. Therefore, the basis of empathy is awareness of your own emotions.

Professor Peter Salovey divides the assessment of emotional/feeling intelligence into four parts:

- Perceiving, assimilating emotions
- Using emotions
- Understanding emotions
- Managing your own and others' emotions

### **Summary**

The parents are invited to summarise the evening with a word or a phrase that best expresses their impressions, feelings or thoughts about what they have experienced.



## Back to school meetings

After the introductory meetings you can organise a so called "back-to-school meeting" as an annual contact for parents with all the staff at the school. In order to get to know the members of the educational community and their role within the school as well as possible.

For example, you can bring together the parents of each class in different rooms, and then each member of staff will take it in turns to introduce themselves and define their role. For the families, this is a necessary contact, enabling them to identify the staff and know who to contact according if different problems or challenges arise.

Each class is in the presence of their class teacher and several members of staff introduce themselves:

- Health & Social Unit: e.g. Nurses + Social Assistant - Presentation of the Parents toolkit concept, debates/awareness-raising sessions on health and well-being, bullying, etc.
- Management team: e.g. Principal and Deputy Principal - Introducing the management team, explaining how the school operates, partnerships with schools in the network,
- Career Counsellors and student involvement: Presentation of the options and facilities available at the school, explanation of the role of the student representatives (class representatives), etc.
- School Follow-up Unit: Presentation of possible educational workshops offered by the school, for example the "homework help" integrated into the timetable, presentation of the various forms of support available for monitoring pupils' progress at school (evening educational support, digital tools, etcetera).

## Follow-up meetings

After approximately a month of classes, the school invites the parents to take part in a new meeting. The aim of this is to take stock of the first month at the school and to share the difficulties encountered by families in an attempt to find solutions. This is a key stage for the school and an opportunity to meet some of the parents again and put in place support to meet the needs of the households.

At this meeting, based on the same principle as before, several groups are organised and the facilitators include the same people as before, with the exception of the management team and the team in charge of IT and digital tools.

This is an opportunity for everyone to discuss their first feelings about their child's entry into the new school, and several points are addressed:

- relations with other students in the school,
- relations with teachers,
- managing emotions,



- various forms of social assistance for families,
- managing and monitoring homework
- managing and monitoring the child's schooling (communication ways)
- how can we reduce the workload and the weight of schoolbags?
- possible educational workshops (homework help, chess, dance, cross-fit, etc.),
- preventing bullying at school,
- the various parental aid functions (discussion groups, nurse, social worker,
- health and lifestyle monitoring,
- the organisation of life outside the school

### Effects

During the development of the methods in this three year project we have seen how effective the scheme is, helping pupils and parents to better understand the transition to a new school, its routines, the roles of the different staff at the school and the positive aspects of the Growth Mindset school culture. Pupil absences are reduced and family participation has increased which can be seen as proof of the impact on parenthood and everyone's commitment.

### Evaluation/Recommendation

Although these workshops take place during the evening or days off, the stakeholders enjoy developing these activities, which co-creates a positive feeling, sharing the same vision which in turn gives an added value for all the participants, school staff, parents and children and a sense of community. The introduction efforts also enhance the school's image and helps to maintain a generally more favourable school climate by identifying children's needs more quickly, so that support can be provided as soon as the new school year starts.



## Pedagogical activities to involve parents

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### Do we really know our own kids?

The aims of these activities are

- to encourage parents' participation in the educational process,
- to promote tolerant communication and real, objective knowledge of the child
- to recognize the role of the parent as a voluntary supporter of the teacher in the didactic activity and in the relation to the school

The teachers present the material, the questionnaires and facilitate the activities and the discussion.

Material needed: Whiteboard, drawing of the school, Flipchart, markers for Whiteboard and Flipchart, Sticky/Post-it notes, the questionnaire for two generations.

Time: 60 minutes

### School is everything you see and hear

Write "School is everything you see and hear..." N. Iorga, on the board.

Parents are asked to comment on this quote through their own experience: as a student, as a parent, as an arbitrary person. All ideas are written down on the poster. The poster is in the form of the school where the child studies (drawing/sketch).

### Describing qualities

The children have been asked to draw their self-portrait on a post-it note, inside a frame like a phone screen. These drawings are displayed on a flipchart. Parents are asked to pick out their own child among the drawings. If they recognize their child, they are asked to say three qualities about their child but if they choose another child, they have to find three qualities using discussions they have had at home with their own child.

### Questionnaire for two generations

Students are given a questionnaire during a civics class at school. It asks for information about themselves. The questionnaire is handed in to the teacher.

In this exercise, the same questionnaire is also given to the parents. They are asked to fill out the questionnaire using their knowledge about their own child. The two versions – the child's and the parent's versions - of the answers are then compared and discussed.



## Questionnaire for two generations (Students)

1. My name is...
2. I was born on ...
3. My favourite food is...
4. My favourite book is...
5. My favourite game is...
6. If I could invent something, I would invent...
7. What I like most to do with my family during the summer vacation is ...
8. I would like to learn ...
9. If I could choose another name, it would be ...
10. If I had a superpower, it would be...
11. I like vacation the most because ...
12. My favourite programme on TV is...
13. My favourite colour is...
14. My favourite film is...
15. My favourite computer/tablet/laptop game is...
16. The last time I received a present was...
17. The latest gift I received was..
18. When I am nervous, I ...
19. When I am angry, I ...
20. When I get good grades, my parents ...
21. When I get low grades, my parents ...
22. I do homework more often with ...
23. In the family I help with...
24. My passion is ...
25. I lied when ...
26. I like school the most when ...
27. For the next day I am preparing ...
28. I go to bed at ...
29. My parents don't know about me that ...
30. I am most spoiled by ...
31. At home we respect / don't respect the rules ...
32. When I want to get something from my parents, I ...
33. They buy me most of the presents when ...
34. What stresses me out the most is ...
35. I like / I don't like school because ...
36. Three qualities:





## Questionnaire for two generations (Parents)

1. My child's full name is...
2. He / She was born on ...
3. His / Her favourite food is...
4. His / Her favourite book is...
5. His / Her favourite game is...
6. If he / she could invent anything, he / she would invent...
7. What he / she likes most to do with family during the summer vacation is:
8. He / She would like to learn...
9. If he / she could choose another name, it would be ...
10. If he / she had a superpower it would be ...
11. He / She likes the holiday the most ...
12. His / Her favourite TV program is ...
13. His / Her favourite colour is ...
14. His / Her favourite film is ...
15. His / Her favourite game on the computer/tablet/laptop ...
16. The last time he received a present was ...
17. The latest gift he / she received was ...
18. When he / she is nervous ...
19. When he / she is angry ...
20. When the parents get good grades...
21. When the parents receive less good grades ...
22. He / She does his homework more often with ...
23. In the family he / she helps to ...
24. His / Her passion is ...
25. He / She lied when ...
26. He / She likes school the most ..
27. For the next day he / she is preparing ...
28. He / She goes to bed at ...
29. You didn't know about him / her that ...
30. He / She is most spoiled by ...
31. At home he / she respects / doesn't respect the rules ...
32. When he / she wants to get something from his / her parents ...
33. Most of the gifts are bought by ...
34. What stresses him / her the most ...
35. He / She likes or doesn't like school because
36. Three qualities

## How to talk to your child and what to talk about

### Constructive vs Destructive Communication between parents and children

The aim of the activity is to provide the parents with skills/skills and attitudes they need to positively influence their children's behaviour, and awareness of the role of communication rules in interpersonal relations. The teachers present the material and facilitate the activities and the discussion.

Material needed: flipchart and flipchart sheets, worksheets, cards, markers, one board game for each group of 4 people;

Time: 60 minutes

### Energising game

Description Energising exercise (5 min) - **The blind car**

The group is divided into pairs A – B. A is the driver of car B. B sits with his back to A, with eyes closed. B moves according to the following commands given by A: forward when touched on the middle of the back; to the right when tapped on the right shoulder; to the left when touched on left shoulder; stop when touched on both shoulders simultaneously.

### Team activities

The group of parents is divided into groups of 4. Each group is given a board game: Scrabble, Activity, Dixit, Jenga, Domino.

Before starting the game, the participants are asked to establish certain rules of communication: We don't yell at our partners, we don't offend them, we thank them every time they help us, we ask for help politely etc.

Participants are then allowed to play the game made available for them for 25-30 minutes. Example games and rules:

#### - SCRABBLE



One of the most well-known board games, if not the most well-known, Scrabble involves creating words from the random letters that each player receives, without using a dictionary. 2 to 4 people can play.

#### - DIXIT



**Dixit** has a similar principle to the game of charades, except that it does not involve teams. The game contains several cards with fanciful pictures. The first player - the storyteller - takes a card and tries to describe it as enigmatically as possible (through a word, phrase, poem or any other method). The other players search for a card as close as possible of that description. Finally, the players must vote on which of their cards belongs to the storyteller who described the card. To win, apart from good imagination, you need a vocabulary rich or at least equal to that of the other players.

## - ACTIVITY



Two players form a team. One of the teammates pick an illustrated card and must describe as allusively and imaginatively as possible what is in the picture, through words, mime or drawing. The other team mate must guess the word or action that the first person refers to in as short a time as possible.

## - JENGA



The players take turns to remove a block from any level of the tower except the top. Look for the block that is the weakest or easiest to remove or will disrupt the stability of the tower the least. You can push the block or pull the block depending on its angle and location in the stack. Remember: you can touch the tower with one hand only once. This rule prevents players from maintaining the tower while pulling their blocks. Place pulled blocks to maintain balance. The player who makes the tower fall loses.

## - DOMINO



Shuffle the pieces and place them face down. The players take a number of pieces and then, in turn, place one piece on the table, respecting the following rule "the domino principle". The piece introduced into the game has to be placed before the extension of a previous piece so that the halves in contact are marked with the same number of points. The pieces can also be placed next to each other, of course respecting the same domino principle. If a player cannot place a piece under these conditions, he will pick up one piece at a time from the table that he can correctly stick to the string. If it cannot be moved (no piece can be placed in the row) it's the opponent's turn. Each take turns to place pieces without picking up an additional piece. A game ends when a player finishes all the pieces in their hand or when no one can place any more pieces. The winner is the one left with the fewest pieces in hand.

## Discussions

During ten minutes the parents are asked to discuss the following questions

- To what extent were you able to use the communication rules established at the beginning?
- What effect did the implementation of these rules have?
- How can we use playtime to develop friendships with others?
- What difficulties have you encountered in enforcing these rules?

## Conclusions

- Given that today's children spend more time on the computer/tablet/phone and board games and are losing more and more ground to them, try to play such games with them.
- Involve yourself in the child's game, play with him/her, especially if it is a new game, discuss the content of the games and the feelings they create for the child.
- Put the computer in the living room, not in the child's room, so you can observe how they play.



- Set rules with your child for video game time, both at home and outside.
- Carefully monitor all your child's activities on the Internet.
- Warn children about the dangers of Internet contacts and relationships established during online games.
- Talk to other parents too.

*Remember that **you** are your child's role model,  
including through the video games you play as an adult.*

### The psychologist's advice

Benefits from connecting with your child and the computer:

- Limit the time your child spends in front of the computer, by engaging in other activities that are pleasant for him/her
- Talk to him/her every time he used the gaming computer to figure out for himself what he gained, what he developed and what he/she learned by playing
- Also discuss what he/she lost if they didn't win by playing a game and explain what he/she could and should do. Thus, we will develop the analytical capabilities and obtain a result from an activity that, at first sight, seems to have few advantages
- Try to get involved so that the activity turns into a family activity
- Identify strategy games, to develop the learning of a foreign language, so that the computer becomes an educational tool, not just for fun
- Use the child's request to use the computer more on a certain day or time, accepting this as a bonus or reward for something he/she did in another activity.

## Children and their emotions

The aim of the activity is to get as many parents as possible to openly express their feelings and emotions in a daily dialogue with their own child. The aim is also to help students develop a different type of relationship with their parents and to openly express their opinions, wishes and expectations.

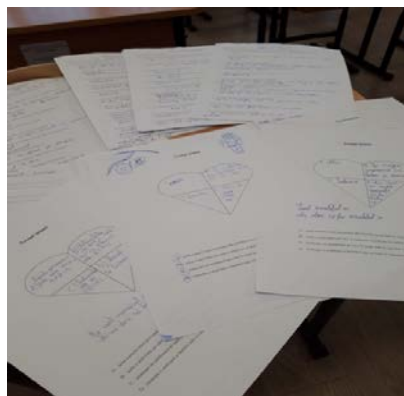
Materials needed: Laptop, video projector, work sheets and questionnaires.  
Inspiration for this activity is taken from the <https://edupsihologie.wordpress.com/>

Time: 60 minutes

The teachers prepare and lead the activities.

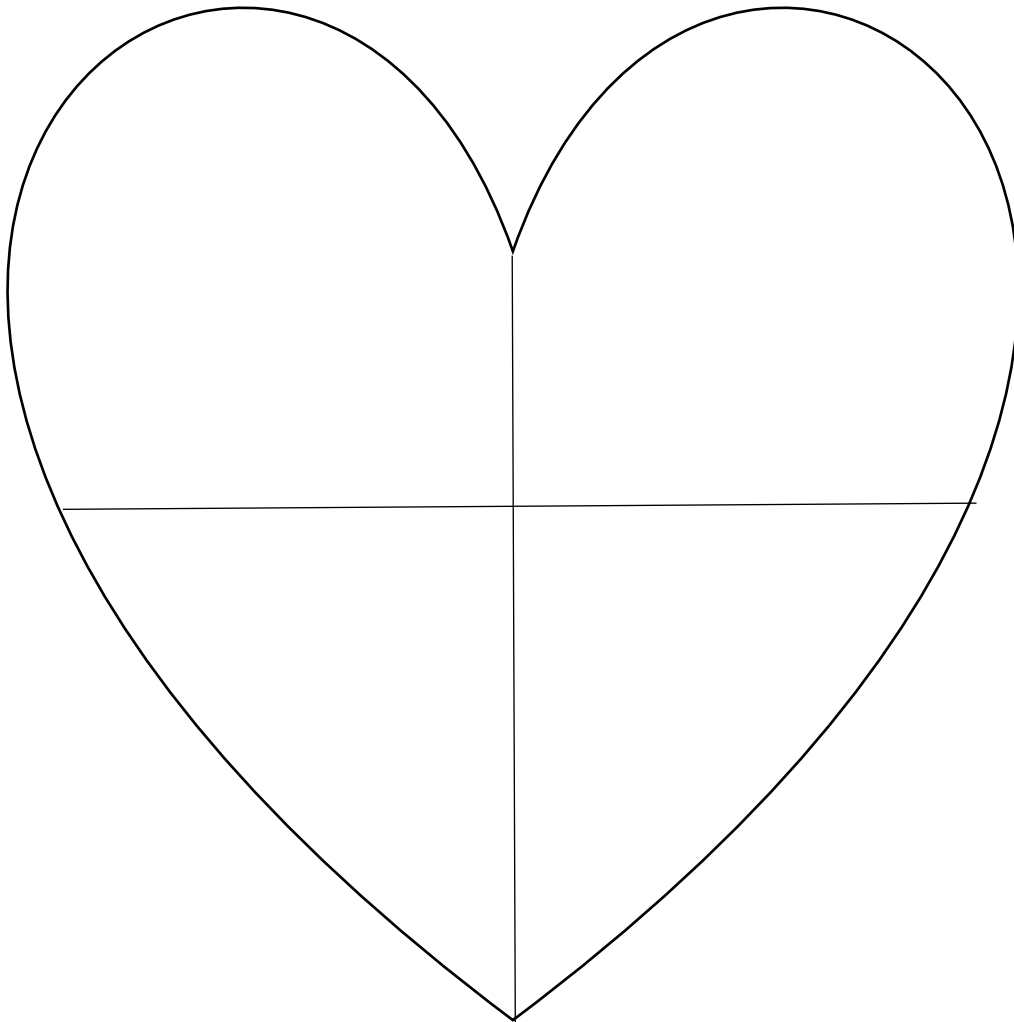
- Ice breaker: The students sit with their parents. You ask each student to introduce their parent and in turn the parent to introduce their child.
- Students complete the Heart Test (Worksheet 1)
- Parents complete the learning time management questionnaire (Worksheet 2).
- The self-knowledge test "Which one are you in this tree?" is presented on the screen, the participants choose the numbers of two little men (how I am and how I would like to be) and write them down on the back of the questionnaire. Then the meaning of each little man is read from the screen. Discussions about the choices made.
- The teacher presents the material "Children and the management of emotions. The teacher then invites parents and students to comment on what has been presented.
- The teacher presents "10 life skills that parents should teach their children" (Worksheet 3). The teacher invites everyone to comment on the presented skills. Time is set aside for discussions and to express opinions on the ideas presented.
- The teacher presents the educational story "The Last Wagon". The teacher invites everyone to comment. Free discussions follow the presentation and the participants are invited to share their own experiences regarding moments when they allow the child to become independent.

Parents fill in the feedback questionnaire (Worksheet 4)



## Activity 1 Worksheet 1

### The heart analysis



- A – write the name of a person with whom you feel great
- B - write an activity that you enjoy doing with your family.
- C – name a feeling you feel towards your family
- D – name something that your family has done that you are proud of



## Activity 1 Worksheet 2

### Questionnaire for parents

Name of the student: .....

Name of the parent: .....

1. Are you satisfied with your child's academic results?
2. What is your opinion about your child's teacher/leader?
3. What subject does your child need your help with?
4. Which of the study subjects do you enjoy working with your child on the most?
5. How do you feel about the amount of homework?
6. How much time does your child spend on homework and does he/she do it without your help?
7. Write one of your child's qualities and something you think your child can improve!
8. What do you prefer to do in your free time?
9. How much time does your child spend in front of the TV and the computer every day?
10. What household chores do you require your child to help you with?
11. How do you show your child that you do not approve of something and for what reasons?



## Activity 1 Worksheet 3

### 10 Life Skills Parents Should Teach Their Children

Every parent wants the best for their children, but they also want to raise their children as well as possible so that they can fend for themselves when needed. There are some essential life skills that will help children cope better in the world, grow up and become responsible, respectful, and valuable members of society.

1. *Teach children to never stop reading and learning.* The more they read and learn, the more their minds will open to a wide range of possibilities, and they can know all sorts of things that make them smarter and wiser. Children should also know that learning does not only involve textbooks or reading books. There are many ways to learn. Encourage your children to be open and receptive to learning from life situations (both positive and negative), from other people who are good role models, and from their parents.

2. *Teach children to play in harmony with others.* Encourage children to collaborate and work with others toward common goals. In this way you instill in them a sense of tolerance, not only in the case of divergent opinions, but also in the development of empathy, the willingness to take other people's thoughts and feelings into account.

3. *Teach children to resolve disagreements amicably.* Disagreements are inevitable in life, especially in today's hyper-competitive world. Encourage them to think, weighing all sides of an issue and to ask themselves questions like "why?" and "what if?" This way they can focus on the problem and not the person, making it easier to control negative emotions such as anger and rage.

4. *Teach children to make their voices heard, but in the right way.* Let children know that parents will not always be there to protect and defend them. Encourage them to stand up for themselves, to speak their minds boldly but also with respect, to stand up for themselves when the situation calls for it. The ability to stand up for others and oneself, communicate effectively, and be able to fend for oneself are some of the most valuable skills anyone needs in the modern world.

5. *Teach children to apologize when they are wrong and to forgive when they are wronged.* Encourage children to cultivate an attitude of forgiveness. They should know that everyone makes mistakes, but that forgiveness can heal even the biggest mistake. There is no shame in asking for forgiveness and forgiving others. Asking for forgiveness and forgiving is a sign of true courage.

6. *Teach children to show kindness and help those less fortunate than themselves.* Showing kindness is not only a beautiful thing, it is also the easiest way to change a life. Encourage children to show kindness and lend a helping hand whenever they can. This will help them develop compassion and understand the difference between wants and needs in life.

7. *Teach children to stay positive and focus more on the bright side of life.* Life isn't all sunshine and rainbows all the time. It's also not sad and heavy all the time. Life is a mixture of good and bad experiences. Encourage children to stay positive, to find joy and happiness in the "little" things in life, such as the beauty of a sunset or the joy of having a wonderful family. Positivity and cheerfulness can protect them from stress, pain and evil in the world.





8. *Teach children to protect the environment and care for animals.* Children should know that humans only have this planet to live on. We all have to protect her and take care of her. This means caring for plants, animals and the natural environment around us. Encourage children to feed the birds, walk the dog. In this way they will become attentive to protecting the planet and everything that surrounds them.

9. *Teach children to wash and keep themselves clean.* Children need to learn hygiene and healthy living behaviors, including healthy eating and exercise. When children are clean, healthy and happy, everyone is happy.

10. *Teach children to love unconditionally.* Love is the greatest virtue of all. Everything in life depends on her. Without love, everything falls apart. Teach children to love others not for what they do, what they have, or what they give, but for who they are.

## The Last Wagon

### THE LAST WAGON

- Every summer, mom and dad took their son by train to grandma's house. Then they would return home on the same train the next day. The boy, when he grew up, said to his parents: - I'm older, what do you say if I try to go to grandma's alone this year? After a short discussion, the parents agreed. Now they were standing on the station platform, waving, giving the last recommendations from the window, while he kept repeating: - Yes, I know, I know, you've already said it a hundred times! The train was about to leave and the father said: - Son, if you suddenly feel sick or afraid, this is for you! – and put something in his son's pocket. The boy was alone, sitting in the wagon, without his parents, for the first time, looking curiously from the window. Around, strangers pushed, made noise, entered the compartment, exited, the controller made comments about the fact that he was alone, someone even looked at him regretfully, and suddenly the boy felt very uncomfortable and sad, more and more a lot. Dropping her head, she sank into the corner of her chair and the tears began to flow. At that moment he remembered that his father had put something in his pocket. With a trembling hand he fumbled and found a paper, on which he had written this: - Son, I'm in the last carriage...



**This is how, in life, we must let our children go, trusting them, but we must always be in the last wagon so that they are not afraid. Let's be close as long as we live.**



## Activity 1 Worksheet 4

### Session evaluation sheet

Date .....

Name .....

What did you learn new today?

.....  
.....

Was there anything you did not like in today's meeting?

.....  
.....

Did you get involved in the meeting activities?

Yes            No

Please write some suggestions on how we can improve the next meeting

.....  
.....

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## Informal activities to involve parents

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Other ways to initiate and keep the contacts between school staff and parents are to invite the parents on different occasions throughout the school year, not necessarily linked to the different meetings mentioned above.

### Workshop for parents

All partner schools offer parents of children attending the school, lectures and workshops on different themes linked to the educational and school context. Topics include the meaning of AI – Artificial Intelligence and Chat GPT in school, how to become more aware of dangers such as cyber bullying and masked violence, how to improve safety on the internet, awareness of screen time and how it affects the brain. Other parental lectures include topics such as ways and tools to manage and prioritise school tasks, how to reduce stress, health measures initiated by the school for students' mental well-being, relaxation therapy, mindfulness, psychologist hints or something more linked to the subjects such as the importance of reading, just to mention a few.

### Breakfast or a cup of coffee

It could be as simple as to invite the parents to have breakfast or a cup of coffee/tea with their children in the morning or the possibility to have a cup of coffee and sit down with the child when leaving the child in the morning or picking up in the afternoon. Of course, each school adapts their offer to their respective facilities and possibilities.

### Teatime at school

Another suggestion that has proved successful within our partnership is to invite the parents for an informal “teatime” at school. The context could be parents for the students of a particular class or The positive aspect of this is the informality in which the meeting takes place. The theme does not necessarily have to be linked to education and parents are welcome to come up with suggestions on topics too.

### Parent – Teacher – Student meetings

Instead of the formal meetings about individual student achievement at school for the teacher and parents - The student leads the meeting and presents his/her own goals and achievements. This has the effect that the students form realistic and reachable goals and become aware of both their accomplishments as well as goals that haven't been reached yet. The students are actively involved in the discussions and present their point of view. A positive side effect of these meetings and discussions about the individual goals is that the students can adapt their goals if needed.

### Family days

Parents and grandparents are invited to school for handicraft activities in mixed groups. In connection with holidays or festivities, increased interaction is created where children and parents or grandparents make holiday ornaments and play games in mixed groups. These activities also give the teachers a chance to see the interaction between parents and children in a different context.

## Tea, gingerbread and sweets...thoughts!

Materials needed: *Worksheet: Tea, gingerbread and sweets...thoughts!*

Time: 1,5-2 hours

The aim of this activity is of course to make ornaments but also

- to strengthen the relationship between children and their parents, between the parents and between the class teacher and the parents and to improve communication between them.
- for parents to spend quality time with their children, the other parents and the teacher.

Material needed: Various materials to make ornaments; coloured paper, glue, stickers, globes, templates, etc.) with the help of which the parents will create, together with the children, ornaments for the Christmas Fair. It can also be applied for other holidays and fairs.

Teachers prepare the workspace. Benches and chairs are set and prepared for teamwork. Parents and children wait whilst enjoying tea, gingerbread, typical Christmas music, carols, or a themed film<sup>3</sup>.

- The teachers explain the worksheet: *Tea, gingerbread and sweets...thoughts!*

Every journey to Christmas/through life is a journey to/through joy. That's why the participants (parents and children) are asked to associate the symbols on the sheet (teacup, gingerbread, gift) with personal experiences, people, and things they think they need for this trip. (Ten minutes)

- Participants are invited to share their thoughts. Voluntary.
- Making the ornaments. The parents work together with the children to make Christmas ornaments and prepare for the special activity of this period at school: the Christmas market. Important to keep the relaxed atmosphere, tea, sweets, carols. 60-90 minutes
- Reflection. Participants are asked to write down on post-it notes good thoughts for each other, motivational messages from parent to child, from parent to parent, appreciation of the activity, suggestions.
- Extension. Homework: The Flower of Relationships Exercise. The teacher distributes cards to each participant, both children and parents/grandparents. Each card has a drawing of a flower with seven petals. Children and parents/grandparents are invited to write down their wishes and expectations for their family relationships. Everyone is asked to fill in these petals individually. Parents can then compare their results with their children's, noting if there are similar expectations/desires. This exercise can represent a starting point in strengthening or reconfiguring relationships with family members. If they wish, parents can share the results at the next class meeting.



<sup>3</sup> Links to a few examples of YouTube videos to show as inspiration for Christmas ornaments  
[Frosty the snowman](#) [The Christmas compilation](#), [Christopher the Christmas Tree](#)

## Worksheet



## Extracurricular activities for increased parental involvement

The table below gives a picture of some of the additional offers the schools in our project have been able to provide to increase the liaisons between school and families. the type of activities organised within the Growth Mindset project in order to actively involve parents and families.

ACTIVITY	AIM
<p><b>HIKING DAYS WITH PARENTS -</b>  <b>“Together on a trip”</b></p>	<p>Hiking in nature. The school provides hiking ideas for parents and children to discover natural surroundings, local companies or cultural heritage sites or museums.</p> <ul style="list-style-type: none"> <li>● Developing persistence through sports.</li> <li>● Parents encouraging children to overcome obstacles through- and during - the hiking activities.</li> <li>● The parents encourage and motivate the children also by telling them stories during the hike.</li> <li>● Through the hike, the school can promote both a healthy lifestyle and the natural/cultural heritage in the community</li> </ul>
<p><b>PICNIC AT THE END OF THE SCHOOL YEAR –</b>  <b>“Beautiful ending”</b></p>	<p>Picnic with activities for students and parents. Students present their achievements and themselves through the final event. They express gratitude. Then they hang out with their parents during sports activities.</p> <ul style="list-style-type: none"> <li>● Reflecting upon school accomplishments.</li> <li>● What have I/we achieved? I am proud of myself...</li> <li>● Next year I could try...</li> <li>● I can be grateful to/for...</li> </ul>
<p><b>CARNIVAL –</b>  <b>“Shrove Tuesday”</b></p>	<p>Connecting parents and children in handcraft activities, promoting Slovene traditional festivals (heritage).  Carnival parade in (preferably) homemade costumes</p> <ul style="list-style-type: none"> <li>● Stepping out of my comfort zone - I don't buy, I create a costume - reusing waste material.</li> <li>● Make a plan, realise it and present a product = a costume</li> </ul>
<p><b>CHRISTMAS BAZAR –</b>  <b>“Charity bazar”</b></p>	<p>Cultural event for charity. Connecting parents and children in handcraft activities. Parents/older students can come to lessons and teach students how to create a specific gift item (younger student's parents).</p> <ul style="list-style-type: none"> <li>● Stepping out of my comfort zone - I don't buy, I create a gift - reusing waste material</li> </ul> <p>A path from creating a goal to achieving a goal: Make a plan, realise it and sell Christmas gifts at the bazaar (department stands, parents stands etcetera)</p>



ACTIVITY	AIM
<p><b>CHARITY EVENT – “Charity run in the school surroundings”</b></p>	<p>Running for a charity. Everyone can run! It is important to participate but not to win. Family participation - intergenerational socialising.</p> <ul style="list-style-type: none"> <li>● Promoting a healthy lifestyle and raising money for school families in need - school foundation.</li> <li>● When I overcome obstacles, I donate money for people in need.</li> <li>● Non-competitive run - I test my own limits and overcome my obstacles.</li> </ul>
<p><b>ENCOURAGING POSTERS AND ARTICLES FOR PARENTS</b></p>	<p>Teachers make posters to encourage parents to stimulate thinking about growth mindset Posters and articles are posted throughout the school and parents are exposed to them during the time they come to school (before parent teacher student meetings etc.) Postes and articles are also posted on the school website.</p> <ul style="list-style-type: none"> <li>● Stimulate thinking about growth mindset approach that parents can use at home.</li> <li>● What words or expressions to use to encourage a child to be persistent.</li> <li>● What activities can parents do in the free time with their children to support the growth mindset ideas</li> </ul>
<p><b>CHARITY EVENT - “Gift a scoop of ice cream.”</b></p>	<ul style="list-style-type: none"> <li>● Raising money for school families in need.</li> <li>● “Instead of getting a scoop of ice cream, I give money to those in need.”</li> </ul> <p>As an example, we would like to mention the occasion when the worst floods hit Slovenia in August 2023. There was severe flooding also in the Kamnik municipality. Some of the school’s students and employees were in danger. They had their homes under water or there was a danger of landslides around their houses. Students and their parents came to school and brought food and money for those in need.</p>