

LEARNING GUIDE

“WE LEARN EVERYWHERE – EUROPE’S PARENTS STAND UP”



Rendering the project’s learning material accessible, coherent, and sustainable

Engaging ourselves for mental health, well-being, family ties and learning needs of children and youth

Combining non-formal and informal learning methods

Preparing Europe ahead of future big crises, with inclusivity and innovation

Project partners



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CONTENTS

Introduction	3
The WLE training sessions	3
Goals of the WLE training sessions	3
Preparation of the WLE training sessions	4
THE CORRECT PLACE AND LOCATION	5
THE CORRECT TIMING AND TIME-MODEL	6
Factors and conditions of the WLE training sessions – Sustainability and Documentation	8
Follow-up of the WLE training sessions	13
WLE Digital Learning Centre	14
Goals of the WLE Digital Learning Centre	14
Preparation of the WLE Digital Learning Centre	14
Collection of videos	14
Online Course	15
Digital Library	15
Parents’ Forum	15
Europe’s Parents Stand Up Documentary	16
Factors and conditions of the WLE Digital Learning Centre	16
Follow-up for the WLE Digital Learning Centre	16
WLE Written Material	17
Open sources and sustainability	18
Conclusion	18
Attachment 1: Excerpts from the Toolkit on Children’s Mental Health and Well-being	20
Attachment 2: Excerpts from the training cards for the set of methods for learning at home and in everyday life	22
Attachment 3: Screenshots from the Digital Learning Centre	24
Attachment 4: Feedback document for training sessions	28

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Introduction

This Learning Guide constitutes a tool to guarantee the coherence of the delivery of the WeLearnEverywhere learning material with flexible and accessible ways by combining training sessions, a digital learning centre, and texts and audiovisual material available as an open source. The finalised version of the Learning Guide aims to assist trainers and educators who want to apply the methods, to present the material of the Project in the future and who consider including it in their activities in other projects and activities.

The WLE training sessions

The training sessions of WLE have a series of goals. Those goals are specific under the following general scopes:

1. rendering high-quality learning opportunities flexible and accessible;
2. improving key competences for adults and people involved in life-long learning activities;
3. creating cross-border synergies and keeping them sustainable and active;
4. demonstrating ERASMUS+ and the European Union as a game-changer and a catalyst in everyday life as well as in world politics;
5. promoting of the European citizenship among people less familiar with the EU.

Altogether, the Consortium of the project “We Learn Everywhere – Europe’s parents stand up” wants to ensure that key stakeholders can contribute to a better preparation of Europe for future pandemics and similar crises. Another element is the goal to document the different parenting approaches and techniques of European parents and carers as an aspect of European diversity. It would also be necessary to document the common experiences of parents and carers in different European regions both during the pandemic and post-pandemic as an aspect of the shared European destiny during crises.

Goals of the WLE training sessions

1. The project material must be rendered accessible to people who are not familiar with online learning, do not learn easily with online tools, don’t have access to

high-quality digital infrastructure (e.g. internet connection), do not feel comfortable reading long texts, are not good individual learners due to a disadvantaged social background;

2. The participants must benefit from peer-learning approaches in a way that empowers them and that helps them acquire and improve key competences and skills as parents and carers, but also as citizens;
3. The participants must get the opportunity to learn basic information about children's mental health and well-being during a big crisis and after a big crisis, such as the COVID-19 pandemic, but also to have time for reflection and exchange of experiences, perspectives and ideas on this topic;
4. The participants must get the opportunity to empower themselves as parents and carers concerning family ties and the learning needs of children and youth via various educational and pedagogical methods to be applied at home and in everyday life in case of a big crisis, such as the COVID-19 pandemic, but also have time for reflection and exchange of experiences, perspectives and ideas on this topic;
5. The training sessions must raise awareness about ERASMUS+ and the EU as a game-changer, in generally for big crises, and specifically in the context of families looking for ways to improve their family life and the future opportunities of their children. We consider the training sessions as a good opportunity to bring people who are not familiar with the EU and its institutions in contact with the EU and its programmes. This can be done with the support of a Europe Direct centre, of a liaison office of the EU institutions and/or of local EU-related foundations etc. by creating an information desk or by a similar activity;
6. During the training sessions the diversity of parenting techniques and approaches in Europe, on the one hand, and the common aspects of parenting in times of crisis in Europe as an aspect of a shared European destiny, on the other hand, get well-documented, both content-wise and with a lot of audiovisual material, which will be used for a short documentary and for future projects.

Preparation of the WLE training sessions

A significant part of the success of the training sessions depends on the preparation of the training and on the conditions of it, and not simply on its content of the learning material and on the competences of the trainers. The next chapter offers some proposals of good conditions for the success of the training sessions of the Project We Learn Everywhere – Europe's Parents Stand Up. In case one of the project's sessions

gets applied in another country or in the framework of another activity, various adjustments may be necessary.

THE CORRECT PLACE AND LOCATION

The place chosen for a training session can play an important role for its success. For instance, a warm (metaphorically and literally) room/building will be more inviting and welcoming; you can expect the participants to enjoy their activities more if they are not cold and if it is a cosy atmosphere, and also expect them to return back for the second (or third, or fourth etc.) day of activities. Should a training session take time in summertime, a pleasant, cool atmosphere is needed for the same reasons.

If the budget allows it, consider providing some drinks and some snacks for the participants (make sure to know about any allergies, religion-related specifics, and people who may be vegetarian or vegan) and/or, if the session/activity lasts many hours or a full day, include a small free lunch – also out of consideration for people with lower income, whom we really want to include. A common lunch may also function as a good icebreaker for more teambuilding, which will be useful in next steps of the project. Should your budget not allow for a common lunch or a snack bar, do not hesitate to propose a common meeting point where the participants can pay by themselves, if they want to. In this case the café, restaurant, canteen etc. should be as affordable as possible, out of consideration for people with lower income. Many restaurants or canteens will accept to make a special offer for you, if you arrange it beforehand.

Not only the building, but also the location is a factor to be taken into consideration: a prestigious building in an elite neighbourhood may lead to people from disadvantaged backgrounds feeling unwanted or awkward, while a building in a dangerous spot with a bad reputation may scare some people away or make activities in the evening indeed unsafe. Most probably a public building of the city or of the region, or a small cultural/educational foundation, or a school/university with good infrastructure will be “more than enough” without being “too much”, while the institution hosting the training sessions/providing the spaces could also spread word of mouth for the training sessions to convince more people to join. The venue must be at a place that is easily reachable by public transportation for the participants. It must also be accessible to people with special needs. Consider asking beforehand if an eventual participant needs special assistance due to a health condition and prepare in time for this scenario.

The training sessions will require a standard infrastructure for practical reasons: a projector with a good screen/board, a good internet connection for the devices of the trainers (laptops, tablets, etc., or a desktop on the spot), a quite spacious room

with the possibility of moving the chairs/seats around to create circles and lines depending on the activity, are needed. The room or building has to have enough free room for the EU-related stand created by Europe Direct and/or other EU information agencies/foundations invited, probably a corner next to the door or something similar. Ideally, Wi-Fi will also be available, to help the participants check online some of the material – in particular when we will be showing them the Digital Learning Centre – as well as automatic machines for coffee, tea and snacks, for the better concentration and the nice atmosphere.

THE CORRECT TIMING AND TIME-MODEL

The timing of the training sessions may be crucial for the success of the training sessions; not only the number of people interested and able to participate depends on it, but also the possibility of people from disadvantaged backgrounds and the engagement of the participants from different social backgrounds are related to it. For most known circumstances in the countries of the project partners (Belgium, Greece, Italy, and Spain) it is preferred to avoid setting the trainings in times when many families are in vacation, such as Christmas, Easter, and August, or in times when schools and work require additional time, such as exam periods or December/January. Local and regional cultures, both geographically and culturally, may play a role to a successful timing and time-model and the trainers must set the dates in a flexible and smart way, adapted to all local conditions. As a trainer, chose the best timing in accordance to the local conditions, setting as priority the number of participants and the participation of people from disadvantaged backgrounds.

The time-model is also important for the success of the training sessions. By time-model it is meant how the all-over time of the training gets distributed. The overall time of the trainings is flexible, so that the biggest possible number of participants can be approached and included, and so that the organisers and trainers can provide the best quality possible given the local conditions. A time budget between ca. 10 and ca. 15 hours for every set of training sessions (plus break time) is expected, given the material and proposed training structure in the following chapters. Be creative and flexible with the way the sessions get distributed and organised, having always as priority to create conditions that allow people from many different backgrounds to participate and specifically people from disadvantaged backgrounds. For example, you may need to take a full weekend to organise two continuous days of 5-8 hours of activity per day, in addition to breaks, for the training sessions. Maybe you will create two sessions lasting one day of 5-8 hours each, in addition to breaks, in two different dates – in this case, make sure the distance is not more than one or two weeks or a few weeks between the two sessions, because we

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may risk losing some participants. Even making a series of many short sessions lasting two, three or four hours each within a short time-frame – for instance within a month or a month and a half – can be done, if it is well-organised and the parents and carers are engaged in the project goals. All three possibilities have advantages and disadvantages, and they are all useful and productive. The trainer(s) need to make sure they have a sufficient general impression of the eventual participants and of the logistics involved, before setting the dates, in order to safeguard a good choice for the time-model of the training sessions.

THE EXTERNAL PARTNERS – early communication needed

In order to attract as many people as possible to join and in order to guarantee the participation of people from diverse social backgrounds, with a focus on people from disadvantaged social backgrounds, as well as the people mostly in need of the WLE project, a lot of “word of mouth” is needed. Churches, mosques, synagogues and other religious institutions and buildings/communities, city halls and city administrations or region halls and regional administrations, health centres including psychiatry and psychology sections, local offices of (paedo)psychology, NGOs on the fields of poverty, of inclusion of marginalised groups and of the rights of mothers, of parents and of carers, are some good examples. Parents’ associations and school associations are ideal partners, too. In accordance with the local and regional conditions, geographically and culturally, you may come up with even more and even better ideas about whom you’d like to inform about the project and the training sessions and whom you’d like to invite for a short greeting in an event related to the project and its training sessions. With short online meetings, short meetings in real life, e-mails and brochure make sure to communicate early until the number of people interested in the training sessions is high enough and until a certain diversity of the backgrounds of the participants has been reached.

The training sessions are meant to function, as well, as an opportunity to showcase ERASMUS+ and the European Union as game-changers in everyday life and in world politics. The participants need to know what the European Union is doing for parents and carers, for family ties and for the topics relevant to the project, and they need to know what opportunities ERASMUS+ and other EU programmes are providing to their family and to their children in order to develop themselves better post-pandemic and post-crisis. Early information about exchange programmes and life-long learning opportunities can be an important factor for children and young people in families from less privileged background to improve their studies, networks and future careers, for instance. Therefore, an early communication with the nearest Europe Direct Centre

(or similar EU-related agency, centre, liaison office or foundation etc.) is recommended. Europe Direct is a decentralised network of info-points raising awareness about the EU and providing material on the EU on local level, therefore the ideal partners for this element. Europe Direct will create for free a small stand or corner with desks with material related to families, to education, to future development opportunities etc., as well as send one or two people on the spot to respond to questions from the participants. Make sure you contact Europe Direct early enough for them to have availabilities in their personnel in the desired date and enough time to order any necessary material. Local research centres, local authorities, local foundations, and other NGOs may also be relevant to this field and could be contacted and asked to join for a short session on the EU as a game-changer in our fields of interest and for European programmes that families can prepare their children for better chances in life in the post-pandemic times and in similar post-crisis in the future. We could also accomplish desk research ourselves as trainers and organisers to make short presentations of examples of EU projects of our own, of the other project partners or of other organisations in our country, too.

Furthermore, for at least one or two sessions of the trainings the presence of a psychologist or paedopsychologist will be useful. The psychologist or paedopsychologist will assist the open conversation about children's mental health and family ties during the pandemic and post-pandemic. The psychologist must be informed that this is **not** a therapy session or a medical session; we just want to be sure that, in case something wrong is said, they will intervene, as well as for them to recognize whether a case is very severe and inform the respective parent/carer that they should seek professional, medical help. The psychologist may require a payment for their presence. If timing and time constraints allow it, a local psychologist or paedopsychologist can be present on the spot. Depending on your target group, however, the presence of a psychologist or paedopsychologist may distract participants from the peer learning experience that we aim for. If you believe that this is the case for your local conditions, the following model could apply: firstly, gather all information about free and affordable services about mental health in your region and, if relevant, country, and provide it to the participants; secondly, one of the trainers who is familiar with issues of mental health and family ties should take, with much precaution, the role of informing through one on one short conversations a participant (should the case arise) that they should seek professional, medical health.

Factors and conditions of the WLE training sessions – Sustainability and Documentation

The training sessions will provide a multitude of diversified material on topics varying from children's mental health and well-being to family ties and to the learning needs of children in times of crises and post-crisis, as well as European aspects of parenting and of experiencing a crisis, while a parallel focus to increasing the key competences of the participants (such as communication skills, learning to learn and digital competences) is omnipresent. The training sessions are part of the general project that aims to contribute to Europe being better prepared for future pandemic and similar big crises and to raising awareness among stakeholders in ways that push for bottom-up reforms in its fields of activity, and they should be presented under this perspective, too.

The environmental protection and the contribution to the fight against climate change should be carefully taken into consideration. The organisers of the training sessions have to make sure they avoid plastic and single-use objects, whenever possible, and always recycle everything recyclable. The location should be in a place easily reachable with public transportation to limit the use of cars. All consumption of electricity and other sources of energy should be moderate and responsible. Furthermore, should food be offered to the participants, the organisers could try to prioritise local and seasonal food or even home-made snacks, if logistics allow it; vegetarian and vegan food can also improve the environmental impact of the meeting(s). During an opportune moment of the activities, the trainers and/or the organisers should inform the participants that there is a systematic effort to be environmentally responsible, explain the measures, and then ask them to assist as much as possible. Any other ideas and measures are welcome and can be added by taking local and seasonal factors into account – however, one should be careful, not to make the location or the group unfriendly, for instance by excessive saving on the heating/air-conditioning, by interrupting the sessions too much or by criticising a participant's unecological behaviour on a personal level.

A further remark is that the climate crisis and the other important environmental issues (such as the loss of biodiversity or wildfires) can be perceived as examples of major crises of a similar extent as a pandemic. This can be integrated in the discussion, but it can also be brought up in a creative way through an ice-breaker (for instance role play, but many other different ideas may be valid).

It is crucial to remember that the trainings are an important material for the documentary and for any eventual papers and concepts for future projects. We try to gather as much audiovisual material as possible and make sure it includes images, videos and audios of good quality and high resolution. (Among others) we should gather:

- Background videos showing the atmosphere of the training sessions and giving a general impression of the training sessions, in particular during the breaks and at the beginning and the end of each day;
- Short extracts that make sense as a separate video and could be edited into the documentary, such as a part of a conversation in a circle or the full feedback round at the end of the session or a question with its reply, among others;
- Short interviews with the participants with the most challenging and/or interesting stories, in particular if they help document how parents and carers in Europe experienced the pandemic and the post-pandemic and/or if they are good examples of the European aspects of parenting and parenthood; having prepared a draft with possible questions and reactions in advance will be helpful;
- A statement before the start of the trainings (ideally at the very start or after the introduction session of 30-45 minutes) and after the first set of sessions (depending on the time model chosen it could be the end of the first day, or the end of the second or third session, or adapted to other local factors) from each participant;
- Short interviews of the organisers and the trainers about their perspectives; some ideas of questions: what are the challenges, what were their expectations, what went better or worse than expected, what are they inspired for in the future etc.

The gathering of audiovisual material adds a special concern about data protection and the right to privacy. All participants have to sign that they agree with the videos and photos of them being taken. The participants have to be given an option of having their face blurred in any audiovisual material. Participants desiring to not get included in the videos and photos should still be able to participate, so the way people are placed in the room may need to get accommodated to them. However, the aspect of the gathering of material for the documentary is also expected to increase the enthusiasm of the participants, their realization that they are participating in a cross-border project with ambitions to push for bottom-up procedures for political reforms and for a better preparation for future pandemics and crises and, therefore, also their serious engagement. The organisers and the trainers are highly encouraged to explain this to the participants and to enable them to discuss this aspect.

Altogether a full circle of the training session must include (content-wise):

- 1) A welcoming session on the project “We Learn Everywhere – Europe’s parents stand up”: it will include a 2-4 minute presentation of each project partner, represented online from one colleague of the respective partner, a presentation of all the external partners who have contributed to the training sessions (e.g. Europe Direct, the institute/foundation/school/or similar providing the spaces, a local community centre that raised awareness about the project with word of mouth and attracted participants, the mayor in case of support of the municipality etc.). This session should have a duration of at least half an hour, to provide the participants with more insight into the project altogether and to enforce realisation of the significance of the activity, promote the sense of European and global citizenship and aspire a sense of accomplishment to the participants. However, this should not last longer than 20-25 minutes in addition to a break, in order to avoid tiredness and to demotivate participants too unfamiliar with civil society, EU affairs, politics etc. At the end of the session a bag or dossier with the print version of the material (Tool-Kit and Booklet on Children’s Mental Health and Well-Being and the Set of Pedagogical and Educational Methods) is provided to all participants and guests.

- 2) A first session on children’s mental health and well-being, based on a PowerPoint-Presentation (or similar programme) of about 15-25 minutes, followed up by questions of the participants, and an open conversation in circles with a peer-learning approach. The session should start with an ice-breaking activity that is adequate for the age and the backgrounds of the participants. The session should finish with a visual documentation of the conversation (for instance with a colourful paper on board). The presence of a (paedo)psychologist is necessary for this session, as mentioned above, except if the trainers opt to create material for local free and affordable healthcare services and have a trainer in charge of issues of mental health for individual approaches. If timing and time constraints allow it, a member of the psychological faculty of the University of Turin may join the session online. At the end, a short feedback/reflection conversation should take place. The expected duration of this session is between 2 and 3 hours.

- 3) A first session on the set of methods for learning at home and in everyday life. This session should start with an ice-breaker aiming to help the participants learn each other a little better. Then a considerable number of the proposed methods in well presentable cards will be presented to the participants and they will be given the time to pick up their one or two favourite ideas and explain why they opted for them. The session continues with a conversation in circle with the parents exchanging ideas of methods they applied in the past during

the pandemic. A 15-20 minute presentation of the Digital Learning Centre (optionally followed by 2-3 videos of the project) will take place, in order to familiarize the participants with the material available to them online. The session should finish with a visual documentation of the conversation (for instance with a colourful paper on board), and a feedback/reflection conversation in a circle. The expected duration of this session is 2-3 hours.

- 4) A second session on children's mental health and well-being, based on a PowerPoint-Presentation (or similar programme) of about 15-20 minutes, followed up by questions of the participants, and an open conversation in circles with a peer-learning approach. The session should start with an ice-breaking activity that is adequate for the age and the backgrounds of the participants. The presence of a (paedo)psychologist is necessary for this session, as mentioned above, except if the trainers opt to create material for local free and affordable healthcare services and have a trainer in charge of issues of mental health for individual approaches. If timing and time constraints allow it, a member of the psychological faculty of the University of Turin may join the session online. The session should finish with a visual documentation of the conversation (for instance with a colourful paper on board). At the end, a short feedback/reflection conversation should take place. The expected duration of this session is between 2 and 3 hours.
- 5) A second session on the set of methods for learning at home and in everyday life. This session should start with an ice-breaker aiming to help the participants learn each other a little better. Then a considerable number of the proposed methods in well presentable cards will be presented to the participants and they will be given the time to pick up their one or two favourite ideas and explain why they opted for them. This time the parents also get to choose the method idea they like the least and explain why. A 15-20 minute presentation of the Digital Learning Centre (optionally followed by 2-3 videos of the project) will take place, in order to complete the presentation of the material available to the parents and carers online. A short conversation in circle with the parents discussing what works best and what works the least for them in digital learning and independent learning will take place. The session should finish with a visual documentation of the conversation (for instance with a colourful paper on board), and a feedback/reflection conversation in a circle. The expected duration of this session is 2-3 hours.
- 6) A session on the EU as a catalyst and a game-changer in everyday life and global politics will be co-organised with external help. This session must present to the

participants what the EU does for the well-being of children and of families in Europe – for instance the subventions for better school infrastructure, different legal tools, as well as presentation of various EU-funded projects on the field of parenting and parenthood. It is important for the participants to realise that there are many projects and initiatives supporting them, in their own country and in other EU members, too. Secondly, the different possibilities and opportunities that Erasmus+ presents for children and young people to improve their life conditions and career opportunities post-pandemic and post-crisis with exchange programmes, training opportunities and life-long learning activities must be presented and discussed. Erasmus+ is an important tool for social mobility and improved key competences; the project partners want to raise awareness about those chances. This session may be organized exclusively by external partners such as a liaison office of an EU institution or a Europe Direct Centre or a local agency/foundation on EU topics, or be co-organised by your organization and them. It presents a great opportunity to bring people who are less familiar with the EU and with the European institutions in contact with them. Should a project partner have another EU project that is related to parenthood and parenting or mental health and well-being or family ties, this is a great opportunity for them to connect (probably online) and present it to the participants. This is a session for raising awareness and giving the opportunity to spread basic information and motivate the interest in EU as a catalyst and a game changer – feel free to adapt it in the way you feel most comfortable with and in the way you believe will be more inspiring for the participants. Ideally, the session should finish with a visual documentation of the conversations (for instance with a colourful paper on board), and a feedback/reflection conversation in a circle. Its duration is expected to be 1-2 hours.

Follow-up of the WLE training sessions

The participants are required to fill a feedback documents at the end of their participation in the trainings (see Attachment 4). The document should demonstrate whether the training sessions were successful and what the potential for improvement in the second round of training sessions will be. The document for feedback will be prepared by ReadLab and Make Mothers Matter. It will be available to all project partners for feedback and finalisation in accordance with the quality assurance process, before being used for the follow-up of the trainings. The document will be included in the final version of the Learning Guide, in order to be accessible to trainers and educators on online platforms, even if they were not engaged in the project.

At least three months or longer can divide the first and the second round of the training sessions, giving the Consortium and the trainers the opportunity to improve the training material, the training methods, and the conditions of the training sessions, and to decide which material is suitable for the documentary. In the meantime a selection of participants for the matching programme can also take place, while material will be getting added to the Digital Learning Centre. The current learning guide will also get updated before the second round of the training sessions and before the end of the project.

WLE Digital Learning Centre

Goals of the WLE Digital Learning Centre

Within the scope of providing flexible high-quality learning opportunities to adults, the Digital Learning Centre aims to safeguard the accessibility of the original learning material of *We Learn Everywhere – Europe’s parents stand up*, by making it available online to everyone for free through multiple approaches. Furthermore, the Digital Learning Centre is conceived as a user-friendly learning tool to improve the digital competences of the participants, by familiarizing them with easy to use digital learning tools. The peer-learning approach of the participants of the trainings is also mirrored here by the interactive and intensively moderated Europe’s Parents’ Forum. Last but not least, the Digital Learning Centre contributes to documenting the whole project with audiovisual means and rendering it sustainable in the mid- and long-term. Altogether, the online learning material must be provided as an open source and the partners must safeguard the access to it for people speaking well any of the project languages (English, French, Greek, Italian, and Spanish).

Preparation of the WLE Digital Learning Centre

Collection of videos

The partners are expected to make a series of promotional videos, at least one, as well as circa 10 videos with medium duration on some basic points of the original material. Those videos have to be posted on YouTube and linked to the Digital Learning Centre, with subtitles initially in English and one more language, progressively to more and more languages, and obligatorily in all project languages by the end of the Project.

The videos will present examples of content from the pedagogical and didactic activities at home and in everyday life, in addition to a promotional video. Those videos are accessible both on the Digital Learning Centre and on the project's YouTube Channel.

Those videos will render the project more visible and its online presence and visual identity easier to recognise, but they will serve, as well, for the people interested in our fields of activity without the possibility of directly participating. Also, they contribute to the sustainability of the project results and may increase the interest of people in joining the project as participants.

Online Course

ReadLab with the support of all partners will prepare the MOOC and will present to the Consortium partners and include a presentation of it to the participants of the second set of training sessions.

Digital Library

All partners are required to provide a considerable amount of open sources in user-friendly format in their respective language for the establishment of the Digital Library. Material of their own from older/other projects, or material that they are allowed to share under conditions is also welcome. This will help the parents and carers who would like to go deeper in the topics and participate in other similar projects in the future. CANDIDE coordinates the procedure for gathering the material, but all partners are expected to contribute equally to the digital library.

Parents' Forum

All participants of the training sessions and of the online course are automatically offered the possibility to have an account in the Parents' Forum and are proactively encouraged to be active in it with smart ways. The Parents' Forum is open to other parents, too. This is a strictly moderated online space, in order to prevent misinformation, ads, hate speech, fake news, dangerous ideas, impolite comments etc. from getting published. A set of questions at the start, required for signing up, will provide the first material and facilitate the participation. Automatic translation will be included, whenever possible, and the project partners may interfere for improvements of the translation, whenever possible.

Europe's Parents Stand Up Documentary

The Documentary mentioned in the chapters above is an open source and will be included in the Digital Learning Centre. However, the partners will seek for at least one opportunity to showcase the documentary in their respective countries in public events, maybe as a projection in a conference or in a relevant local event or in coordination with parents' unions or a city hall, among other ideas.

A first form of the documentary will be presented to all the partners during the last project meeting in Brussels. ReadLab coordinates the procedure for the documentary and is in charge of putting the audiovisual material together, but all partners will gather audiovisual material of the best possible quality and resolution and render it accessible as fast as possible, while the final version must go through the project's quality assurance procedures.

Factors and conditions of the WLE Digital Learning Centre

The Digital Learning Centre is crucial for the project's sustainability, so that our original material remains accessible on the mid- and long-term. Therefore, it is a success if it is complete, even if it not widely used. However, we aim to make sure, that as many people as possible benefit from it even during the project itself – this will provide us also with more input, which results to more opportunities for improvement of the Digital Learning Centre during the project's duration.

The projects partners should engage in using their networks and their events from other projects for word of mouth concerning the Digital Learning Centre. Once the Centre has enough material, a short session presenting it to the participants of the second set of trainings must introduce them to it and give them some time to get familiar with it. We should not hesitate to inform actors of the civil society and of academia active in fields of pedagogy and education, psychology and pedopsychology, children's rights and rights or parents, European initiatives concerning parenthood and parenting, among others, about our Digital Learning Centre, present it to them, and invite them to use it and to promote it.

Follow-up for the WLE Digital Learning Centre

The Digital Learning Centre is conceived per se as a follow-up of the whole project guaranteeing that the original material developed does not disappear after the end of the project and that the learning opportunity is sustainable and remains accessible. ReadLab will make sure the Centre will be free of bugs and receiving any necessary technical updates on a regular basis after the end of the project.

However, it is important for it to have a substantial number of users during the project's duration, so that the partners receive a useful quality of feedback and user input, in order to be able to make improvements before the project is over and there is no more funding available. The website will be structured in a way that invites the participants to provide feedback and input any opportunity given, with a post-course survey.

WLE Written Material

During the first year of the project, our Consortium has developed two original learning materials, namely our toolkit/booklet on children's mental health and well-being and our set of pedagogical and educational methods at home and in everyday life. This material has been developed respectively by the University of Torino and by SYMPLEXIS, with the support of all partners, and it is aimed mostly to parents and carers. Those two materials must be accessible in written form to as many people as possible. The partners must ensure it is translated on time to the respective project languages and printed in a substantial quantity in good quality. The copies of those two original materials:

- must be distributed to school libraries and city libraries
- must be distributed to the participants of the training sessions
- must be distributed to stakeholders whom we contact

Once the project is over, its final version is adapted to be addressed to trainers and educators Europewide. It aims to assist trainers and educators on ideas, requirements and good practices for promoting informal learning methods through non-formal learning method, among other goals. It also aims to provide trainers and educators in other fields with a good introduction on organizing learning opportunities addressed to parents and carers and related to children's mental health and well-being and to family ties and children's learning needs in everyday life. The partners must ensure that the final version translated on time to the respective project languages and printed in a substantial quantity in good quality. The copies of this original material:

- must be distributed to university libraries and city libraries

- must be distributed to NGOs, association and public agencies who could make good use of it in the future.

This original material is not useful for the participants of the training sessions and does not need to get distributed to them. It is therefore also not finalized before the second set of training sessions take place in the first place. However, should someone be interested in it, they can always find it online and they can always contact us for a copy in paper form.

Open sources and sustainability

All three original learning materials are financed by the European Commission and have to be rendered accessible as open sources online. This will be done thanks to the Digital Learning Centre. However, after the end of the project, the partners must activate their networks, such as per newsletters or per events of different projects of them, in order to promote it further, for instance by sharing the link of it. The Consortium will also make extensive use of European platforms, such as EPAL, to guarantee the accessibility and the visibility of the original materials. Should there be any other original materials produced by the end of the project, the partners must reflect on ways of rendering them as open sources and hold on to the principle that everything must be rendered as an open source and be promoted with word of mouth and our networks by the end of the project.

Conclusion

The project We Learn Everywhere created two original learning materials addressed to parents and carers, namely a toolkit/booklet on children's mental health and well-being and a set of educational and pedagogical methods to be applied at home and in everyday life. The content of these two original learning materials can get accessible through a multitude of methods and channels: in written form, both printed and online, in audiovisual form, with a set of videos and with a documentary, with digital learning tools, included in a Digital Learning Centre, and with conventional training sessions in real life, organised in both urban and rural/disadvantaged regions. Parallely, the Consortium organises a small-scale matching programme, in order to bring parents from different countries and regions together and with peer-learning methods document European aspects of parenthood and parenting, such as the diversity of parenting approaches and techniques and how parents and carers live a

significant crisis in the European Union – the project’s processes and the matching programme get included in a documentary, as well. A third original learning material, the We Learn Everywhere Learning Guide, is also created by the project. This original is a living document during the project, aiming to safeguard the coherence of the learning opportunities and clarity within the Consortium, as well as a substantial help for the partner projects, whenever they need external assistance, such as trainers and advisors, among other occasions. The final version of it will be adapted to be rendered useful and addressed to educators and trainers who want to learn more about ways of combining informal and non-formal learning methods and who want to organize activities on the project’s fields. This third learning material is also rendered accessible to its addressed public in paper form, online and by the use of European Platforms such as EPALE. In its final form it includes as attachments the material used for the training sessions and the matching programme.

The training sessions, the Digital Learning Centre and the version of the original materials in texts, both printed and online, have different goals, different desired publics that they are addressed to and different contexts. They are complemented by the matching programme.

Attachment 1: Excerpts from the Toolkit on Children’s Mental Health and Well-being



Part 1 Families under pressure and new forms of balance

1.1 Why this booklet?

"I wish for my former life"; "I would like to put everything behind me and not think about it anymore"; "I want to wake up from this nightmare and get back to normal". These are phrases that, at least once, each of us has thought or uttered during the long pandemic period. Sometimes we have hoped that we could erase everything. Imagine that nothing had happened and pick up where we left off. Even more so now, when contagion seems perhaps less of a concern than during the most critical phase, it might feel strange to have a book in our hands that talks about crises such as the pandemic and their effects. We will discover together that we can look back on crises to learn how to face new challenges, both the everyday and the exceptional and unexpected. COVID-19 is just one of the many challenges we faced, and it will certainly not be the last. In this first part of the booklet, we will review together the impact (both negative and positive) that this 'storm' has had on all of us and our families, and in the second part we will reflect on the relationship between parents and children, taking into account the specificities of the different age groups of children and young people, and imagine some strategies that parents can implement to promote their children's and their own well-being, even in critical situations.

1.2 The challenge of the pandemic

The experience linked to the COVID-19 emergency constituted a turning point in the biography of most individuals: a moment of crisis and rupture in the continuity of events capable of marking a division between a before and an after. The pandemic, and the restrictions that followed it, led to an abrupt rupture in our daily rituals: the lockdown in the home and the obligation of distancing broke our mental schemes relating to the organisation of our lives, destabilised our balances, on a personal, family, and collective level, causing disorientation, anxiety, feelings of precari-

4



ousness and threat to our safety and security. This has had a serious impact worldwide on not only the physical, but also the psychological and social health of children, youth, and adults. Children and adolescents are particularly vulnerable because their nervous systems are not fully developed, which is why their abilities to handle stress and regulate emotions and behaviour are still limited. Research shows that emotional and behavioural difficulties have increased in children and adolescents: irritability, easy distractibility, sleep and eating disorders, psychosomatic symptoms (for example, headaches, nausea, stomach-aches without a medical explanation) have been reported. These symptoms of discomfort were mostly present during the lockdown periods but had important after-effects even after the resumption of normal daily activities. What about the parents? The uncertainty related to COVID-19, the fear of falling ill and the fear for the health of loved ones, new family routines and the drastic reduction of social and leisure activities, worries about the economic and work situation and the strain of managing distance learning were sources of stress in the majority of the families. Irritability, concentration problems, boredom and feelings of loneliness were also found in the parents.

5



1.3 Families facing this challenge

The critical, terrible, and totally unexpected situation we have faced has highlighted the centrality of the family's role and its ability to respond and adapt to change, even when so sudden and significant. The period of restrictions we went through made it clear how central the family is to the care of sons and daughters, and how it is the privileged place where our needs as adults for intimacy, sharing, comfort and closeness can (or cannot) be met, even with the need to safeguard our own personal space and autonomy. In our daily experience, we usually do not realise how much our family is a group characterised by dynamism, subject to continuous (small) transformations, capable of adapting and changing in the face of the different situations and changes we encounter. These small daily transformations, which we do not usually observe, become more evident if we take a longer time frame and think back to what our family was like a few years ago, when our children were small or when they were not yet born... the

6

Part 2 Families with children 0-6 years

2.1 Facing the challenges of the life cycle

Each stage of the family life cycle has its own specificities and vulnerabilities, related to the developmental milestones, or developmental tasks, that children have to face in order to grow as individuals and as members of society. At the same time, parents also go through phases of change, with respect to, for example, their relationship as a couple, the care of older generations, their commitment and investment in work and friendships. It is very different, for example, to have very young children and find oneself dealing with the advanced old age of one's parents, or to have teenage children when one is already a little older. At each stage that dynamic between the drive for change and the drive to maintain one's identity as a family unit mentioned in the previous chapter reappears and is redefined, and at each stage one's wellbeing depends on the number and extent of the challenges to be faced in relation to the individual, family, and social resources we can count on at that time.

If the challenge is excessive and/or our resources are few, we risk triggering processes of psychological deterioration, with various manifestations of distress. If, on the other hand, we manage crises because the challenge is within our grasp - we are, for example, well equipped - then we will come out of it with something extra that will become, in life, 'a new arrow to our bow', a new competence or skill that may come in handy at other critical moments.

Sometimes, however, the normal challenges that every family goes through - the birth of children, their entry into the world of school, the adolescence of children, a move, a new job... - are compounded by others, those that are more difficult to overcome... there are also others, what are called paranormative events, that is, events that are unexpected and in front of which we feel a lot of stress because we do not know how to cope with them (for example, a bereavement at an early age, a disabling illness, or macrosocial events such as the pandemic we have gone through, or wars and economic crises that come back to worry us).

19

Macrosocial events thus have the effect of amplifying the 'ordinary and normal' difficulties and challenges that families experience, with an effect that is all the more disruptive the more the equipment is lacking or defective, both in terms of material resources - for example, economic - but also in terms of psychological, emotional, social and relational resources. As we have seen in the previous chapter, being the captain of a ship going through a storm is no simple matter, being the captain when we lack the oars, or the boat is filling with water becomes a feat beyond measure.

When children are born, for example, the couple is called upon to take upon itself the parental role, which must be amalgamated and harmonised with the dimension of the couple's relationship, without obscuring it and finding a new balance: becoming parents is an undertaking in itself full of joys but also of uncertainties, disorientation and fatigue, experiences that during the pandemic were accentuated by the fear of contagion and the social isolation experienced by new parents. The fear of falling ill and social isolation also had an impact on other tasks typical of the developmental phase of pre-school children, such as acquiring a basic trust in the world and being able to explore and get to know it in an increasingly autonomous and self-determined manner, participating in the first social communities such as the crèche and pre-school, building the first friendship relationships with peers, and gradually acquiring the ability to regulate one's own behaviour and emotions. In the following, we will try to focus on some of these developmental challenges, what it meant to face them during the pandemic, and what coping strategies we can learn from this experience in order to promote the wellbeing of our children and our own, even in critical and stressful situations.

2.2 Dealing with difficult emotions

In the pre-school years, children are 'in their infancy' in the development of what is called **emotional competence**, that is, the ability to express their emotions in a regulated manner without allowing themselves to be overwhelmed, to understand the causes of their emotional state and to share their own and others' emotions with others. The way we adults express our emotions, the way we react when we experience very intense emotions, and the extent to which we are able to empathise with the emo-

20

Part 3 Families with children 6-11 years old

3.1 School and its challenges

As we have seen in the chapter "Families with children 0-6 years old", each phase of family life is characterised by specific developmental tasks, that is, tasks that have to be tackled and solved in that particular period and that lead, once overcome, to the acquisition of particular skills.

As far as families with children between the ages of 6 and 11 are concerned, these tasks are primarily related to the school environment and the challenges that children face there, challenges that become particularly complex in the presence of paranormative events, which, as in the case of the pandemic, reduce the personal, family, and social resources available.

The start of school for children and parents marks an extremely significant transition. School is an area of transition between family and society, it has the function of a time scanning in the growth process, it imposes a series of expectations towards what the child has to learn to do: for example, to achieve a certain level of profit, to relate in an appropriate way to adults and children, to inhibit physical movement in favour of mental engagement and impulsive actions in favour of self-regulation, to respect social norms, to communicate, to manage conflicts, to negotiate, and so on. For parents, too, school can be a testing ground: our child's school results are often perceived as confirmation that we have done a good job, while sometimes when our child brings home negative evaluations, we too feel somewhat affected and hurt ("What did we do wrong?"). After all, a child is often perceived, even unconsciously, as a part of themselves, and it is natural to feel deeply involved in their successes and failures. Perhaps that is why school performance is often the first concern of parents, and it is very common for an adult to ask a child: "How are you doing at school? Sometimes, however, we adults put another aspect of the school experience on the back burner, which is just as important: that of relationships. Let us therefore remember to ask children more frequently: "How do you get along with your classmates? With whom do you get along best? Do you feel com-

36



fortable within your class group?". The time children spend at school is indeed essential not only for learning opportunities, but also for relationships: the classroom is a laboratory in which children develop their cognitive, but also communicative and relational skills.

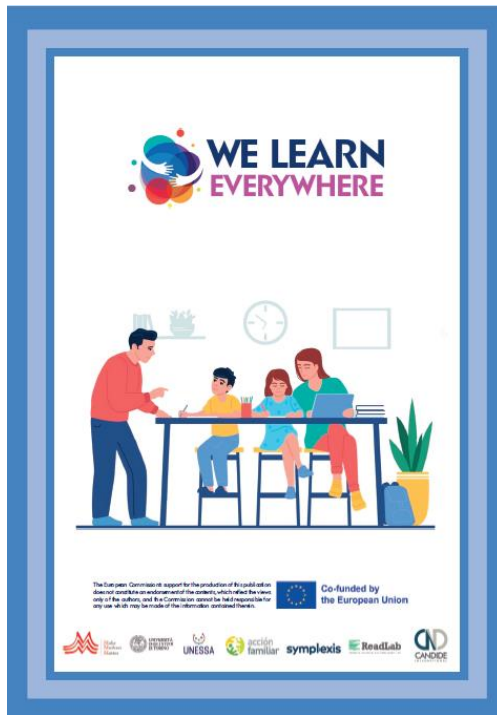
3.2 The experience of school lockdown and distance learning

The lockdown and closure of schools has meant a loss of important reference points for growth.

Distance learning is not comparable to the school in attendance. It had the merit of having ensured the continuity of the pupils' educational paths and of having maintained contact between the children and with the teachers, but at home there are no classmates, the complicity between school desks, the mutual glances, the possibility of laughing together at the same joke has been missing; paying attention to lessons has been much more difficult; the gaze in front of the computer is strained, the teacher cannot use his physicality and gestures to attract attention. The school routine, which is so important for learning to be organised, was also missing. Being able to follow lessons without getting ready to leave

37

Attachment 2: Excerpts from the training cards for the set of methods for learning at home and in everyday life



SET OF PEDAGOGICAL AND DIDACTIC ACTIVITIES AT HOME AND IN EVERYDAY LIFE

In complement to the booklet on parenting in time of crisis, developed by the We Learn Everywhere project to provide resources and tips to parents and carers to deal with difficult times, we have developed pedagogical activities for children.

This set of activities, doable at home and in everyday life, aims to enable parents and carers to support children's learning needs and to promote common learning activities as a means for family bonding in challenging times.

Indeed, shared activities are crucial for the bond between parents/carers and children, and are vital for the development of children. As they are eager to learn about the world around them, and can treat any new experience as a learning opportunity, these activities capitalise on children's innate curiosity to engage them more deeply.

Adding a didactic component to the activities also helps children understand new concepts more easily, as well as develop new skills, both social (like teamwork), and physical (like hand-eye coordination). Based on daily life, the activities also aim to connect children with their immediate environment, giving them a new appreciation of how entertaining and interesting their world can be.

We have sorted them into different categories: Nature activities, Shopping activities, Cooking activities, Sports activities, Gardening activities, Games, Scientific experiments, and Arts and crafts.


These activities are designed to be fun, and serve various age groups, as well as require little to no equipment to carry out. Feel free to adapt them to your needs, and share them around!

Nature activities	
Name of Activity	A sensory walk in nature
Short Description	A walk in nature with the child/children, exploring the world around them with their senses (hearing, seeing, touching, smelling)
Target Age Group of Children	0 - 8 years-old
Number of participants	At least one child and one adult, no maximum number
Location and expected duration of activity	Location: Any place easily accessible, with nature: a park, a forest, or a beach. Expected duration of activity: depending on the child's age, ranging from 30 minutes to one hour
Tools and material needed	No material needed
Learning Objectives	Develop vocabulary based on the senses, develop observation skills
The Activity Step by Step	While walking, ask the child to describe what they see/hear/smell/touch, encouraging them to use descriptive words, and be curious: touch the bark of the trees, look under rocks, etc. If the child can read and write, they can fill in a "1 spot" sheet, such as this one: https://www.teachstarter.com/au/teaching-resource/nature-walk-senses-worksheets/
Expected Results & Benefits	The child develops their vocabulary linked to their senses The child gets interested in nature, seeing the world around them with a new appreciation
Recommended Frequency of Activity	Once a month
Precautions to take & Things to keep in mind	Teach the child what is safe to touch and what isn't; keep the planned path short enough for the children depending on their age; bring a hat and sunscreen if the weather is sunny, as well as water and snacks.
More Info	A variant of this activity, with older children who read and write, can be to spot things starting with a specific letter, for example, with the letter O, "I spot an oak tree", "I spot an orange tree", etc. This activity can be repeated across seasons, in order for the children to understand how nature changes over time.

Shopping activities	
Name of Activity	Making a shopping list
Short Description	The child chooses a recipe, and makes the shopping list for it, as well as an estimated budget
Target Age Group of Children	12 - 17 year-olds
Number of participants	One child per recipe
Location and expected duration of activity	Location: Home and supermarket Expected duration of activity: 30 minutes
Tools and material needed	Access to the Internet or recipe books, sheet of paper and pen or pencil
Learning Objectives	Learn how to make a shopping list based on a recipe Use mathematics to calculate how much of each ingredient is needed depending on the number of persons eating
The Activity Step by Step	Help the child choose a recipe, then look up what ingredients are needed. Use this opportunity to talk about what makes a meal healthy, and the food groups that are needed throughout the day (fruits & vegetables, grains, proteins). Let the child check what ingredients are already available at home, then calculate how much of each ingredient is needed, as well as how much it is going to cost.
Expected Results & Benefits	The child will get a better grasp of how to plan a meal.
Recommended Frequency of Activity	Once or twice per month
Precautions to take & Things to keep in mind	Ensure that, if someone in the household has allergies, the ingredients purchased will not trigger these allergies
More Info	This activity can be combined with a cooking activity (see below).


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Cooking activities	
Name of Activity	Cantaloupe popsicles
Short Description	Make healthy popsicles with cantaloupe.
Target Age Group of Children	1 – 12 years-old
Number of participants	Maximum two children
Location and expected duration of activity	Location: home Expected duration of activity: 20 minutes to prepare the popsicles, and at least 5 hours of freezing
Tools and material needed	Blender, measuring cup, popsicle mould, popsicle sticks 320 of cantaloupe, 190 grams plain or vanilla yogurt, 2 tbsp freshly squeezed lemon juice, 2-3tbsp sweetener (optional)
Learning Objectives	Learn how to follow a recipe
The Activity Step by Step	Place the cantaloupe, yogurt, lemon juice and sweetener (if using) into a blender. On medium-high speed puree the cantaloupe mixture for 1-2 minutes or until the mixture is completely smooth. Using your favourite popsicle mould, pour the cantaloupe mixture into the moulds until the fill line. Place in the popsicle sticks. Place the popsicle mould into the freezer and let freeze for at least 5 hours but preferably overnight. Take a popsicle out of the freezer and take out of the mould. Eat and enjoy.
Expected Results & Benefits	The child will gain a better understanding of the skills involved in cooking, and a new appreciation for eating healthy foods.
Recommended Frequency of Activity	Whenever you want a frozen treat!
Precautions to take & Things to keep in mind	
More Info	Source: https://babyfoode.com/blog/cantaloupe-popsicles/




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Sports activities	
Name of Activity	Planning a run
Short Description	Plan a run with the child, then go running
Target Age Group of Children	8 – 17 years-old
Number of participants	No minimum or maximum number
Location and expected duration of activity	Location: easily accessible from home Expected duration of activity: 30 minutes to plan the itinerary, 15 minutes to one hour, depending on the age of the child and the physical level of the participants, for the run
Tools and material needed	A map, analogue or digital, of the area where the run will take place Running shoes for all participants
Learning Objectives	Learn how to create an itinerary, based on the time available and the estimated speed of the run Learn how to run correctly and safely
The Activity Step by Step	Agree with the child on how long you want to run, and map an itinerary to follow in order to run for that amount of time. Go on the run, starting slow to warm up, and leaving the lead to the child if they are old enough to know their way around. After the run, make sure to stretch and drink a lot of water.
Expected Results & Benefits	The child will get to know their surroundings more, while learning how to plan a run. The child will also get physically active.
Recommended Frequency of Activity	Twice per month
Precautions to take & Things to keep in mind	Be mindful of the weather while doing this activity, and avoid really hot or cold days for running.
More Info	This activity can also be done with cycling. In that case, you can add a sub-activity of learning how to care for a bicycle (putting air in the tires, oiling the chain, and checking the brakes).




WE LEARN EVERYWHERE

Gardening activities	
Name of Activity	Making a herb garden
Short Description	Grow herbs for the kitchen
Target Age Group of Children	0 – 17 years-old
Number of participants	No minimum or maximum number
Location and expected duration of activity	Location: Home Expected duration of activity: 30 minutes for the start, a few minutes each day afterwards
Tools and material needed	Seeds, pots and dirt if there is no access to a garden
Learning Objectives	Learn how plants grow
The Activity Step by Step	Depending on what herbs you like, and the growing conditions where you live (temperature, sun exposition), choose seeds to grow. With the child, put the seeds in the dirt, explaining how deep they need to go, and water them carefully. During the following weeks, monitor the growth of the plants, watering them when needed. For older children, they can be responsible for this. With the child, observe the changes, logging them in a journal, and/or taking a picture each day. When the herbs are ripe, taste them with the child!
Expected Results & Benefits	The child will get enthusiastic about growing food, learn about plants lifecycle, and develop their sense of responsibility by taking care of a plant.
Recommended Frequency of Activity	Two or three times a year (depending on whether the plants grow inside or outside)
Precautions to take & Things to keep in mind	If you have pets and they have access to the plants, make sure they are not toxic to them.
More Info	If you have the space, this activity can be done with more plants whose foods the children enjoy eating. This activity can be done in tandem with the activity "Painting pots".



WE LEARN EVERYWHERE

Games	
Name of Activity	Memory
Short Description	A classic game of memory, where players need to find pairs
Target Age Group of Children	3 – 12 years-old
Number of participants	At least two players
Location and expected duration of activity	Location: home Expected duration of activity: one hour for the preparation of the game, and around 30 minutes for playing, depending on the number of cards in play
Tools and material needed	Sheets of paper, scissors, coloured pencils
Learning Objectives	Improve memory
The Activity Step by Step	To create the game cards, cut each sheet of A4 paper into 8 squares, and have the child(ren) come up with ideas for objects/animals to put one the cards (for example, cats, bananas, chairs, trees, etc). Draw each object/animal on two cards. To play the game, place the cards face down, in a random order, on a flat surface. Each player, on their turn, turns two cards to reveal their hidden face. If both cards have the same object on them, the player takes both cards in their hand, and plays again. If the two cards show objects from different pairs, the player puts them face down again, and the next player plays. The game is finished once all pairs have been found, and the player with the most cards in their hand wins.
Expected Results & Benefits	The child will use their creativity to create the game, and be more enthusiastic to play it. They will improve their memory, as well as their ability to wait for their turn to play.
Recommended Frequency of Activity	Once a week
Precautions to take & Things to keep in mind	
More Info	To adjust the game's difficulty to the players' age, add or remove pairs from the game. For older children who can read, difficulty can additionally be increased by replacing the drawings by the names of the objects.



Scientific experiments	
Name of Activity	Volcano
Short Description	Simulating a volcano eruption
Target Age Group of Children	6-11 years old
Number of participants	No maximum number
Location and expected duration of activity	Location: home Expected duration of activity: 30 minutes to one hour
Tools and material needed	Small bowl, baking soda, food colouring, vinegar or lemon juice
Learning Objectives	To initiate children into the study of chemistry and also the elements found in nature
The Activity Step by Step	Fill a small bowl with baking soda mixed with red food colouring, then quickly add vinegar or lemon juice. To make the experiment more striking and scenic, you can build a cone of potting soil or sand in the garden and place the small bowl with baking soda on top.
Expected Results & Benefits	The child will gain an insight into natural phenomena and chemical processes while having fun at the same time
Recommended Frequency of Activity	
Precautions to take & Things to keep in mind	Adults' supervision needed
More Info	



Arts and crafts	
Name of Activity	Beads
Short Description	Making bracelets or necklaces according to a pattern
Target Age Group of Children	2 - 6 years-old
Number of participants	Maximum 3 children per adult
Location and expected duration of activity	Location: home Expected duration of the activity: 30 minutes
Tools and material needed	Colourful beads, string
Learning Objectives	Learn how to follow a pattern
The Activity Step by Step	Agree with the children on a pattern they have to follow to make the bracelet. For example, one blue bead, then one green bead, then one white bead. Make the pattern simpler or more complicated, depending on the children's age. Then, cut a piece of string for each child, and let them make a bracelet or necklace by reproducing the pattern. Once the bracelet or necklace is ready, help them tie it up and put it on!
Expected Results & Benefits	The children will learn how to follow a pattern, and develop coordination skills as they put the beads on the string. They will also develop a sense of pride in what they can do, as they wear or offer what they have made.
Recommended Frequency of Activity	Once a month
Precautions to take & Things to keep in mind	Be very careful with very small children, who may swallow beads; in that case, use large beads, and watch the children at all times.
More Info	



Attachment 3: Screenshots from the Digital Learning Centre



Course all



MULTILINGUAL

Multilingual capabilities ensure that learners across the globe can access courses in their native language, fostering an inclusive learning environment.



We Learn Everywhere Course

Modules:

- Module 1: General introduction
- Module 2: Families in/for research and new forms of



CERTIFICATE

Certificate feature allows educators to recognize and reward every achievement, providing motivation and tangible evidence of skill acquisition.



We Learn Everywhere Parents Forum

Join the the Parents Forum of the 'We Learn Everywhere' project. In this Forum we will exchange experiences, share articles, and create a virtual community on children's mental health.



Video Collection

Responsive design guarantees a seamless learning experience on any device, enabling students to learn anytime, anywhere, with optimal accessibility.

About "We Learn Everywhere"



The project "We Learn Everywhere (WLE)" is a two-year project co-funded by the European Union under the ERASMUS+ KA220 ADU "Cooperation and partnerships in adult education" programme (Agreement Number: 2021-1-BE01-KA220-ADU-000029710).

WLE aims to promote inclusion and diversity in adult education, to improve the availability of high quality, flexible learning opportunities to adults, and to create an upskilling pathway for adults in challenging situations, improving the accessibility and the take-up of adult education in Europe.



"Europe's Parents Stand Up"

Course Participants Grades Competencies More


We Learn Everywhere Course

You are enrolled in the course. ✕

▼ **General Introduction** Collapse all

-  Video ✔ Done
-  Announcements

▼ **Families under pressure and new forms of balance**

-  Learning Objectives ✔ Done

✔ Done

1. GENERAL INFORMATION	
1.1 Name of the module	Families with children 0-6 Part 1
1.2 Hours required for this module	10 minutes for the video, 3 minutes for the quiz, and 15 minutes to read the booklet
1.3 Europe's Parents Stand Up	Pages 19-26
2. OBJECTIVES AND LEARNING OUTCOMES	
2.1 Objectives	<p>2.1.1 The aim of this module is to present and explain the challenges of families with very young children, and some of the strategies that can be used to face them.</p> <p>Learners will at the end of the training module know the specificities and vulnerabilities related to the milestones that children face at a very young age. They will comprehend the differences between normative and paranormative challenges connected to this specific life stage, and how to help young children express their emotions in a regulated manner.</p>

Evaluation Survey

wle course ENG > Evaluation Survey

Mark as done

Dear learner,
we would like to ask for your valuable feedback on the course. Please make sure you spend some minutes to fill out the post course survey. Thank you in advance

[Survey](#)

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Video

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- 

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- 

Shopping Activites Making a Shopping List
WeLearnEverywhere EUpromect • No views • 3 months ago
- 

Shopping Activites Shopping for food
WeLearnEverywhere EUpromect • 11 views • 3 months ago
- 

Sports Activities Jumps
WeLearnEverywhere EUpromect • 2 views • 3 months ago
- 

Nature Activites Nature Cleanup
WeLearnEverywhere EUpromect • No views • 3 months ago

Attachment 4: Feedback document for training sessions



Questionnaire on participants' feedback about the training sessions of We Learn Everywhere

Please fill in with "high" for best and "low" for worst evaluation.

Don't hesitate to add your own comment at the end of the page.

1. The training is relevant to my needs as a parent and/or carer in a constantly changing environment.
Low Medium High
2. There was enough time allocated for brainstorming, input, and exchange among the participants.
Low Medium High
3. The training was collaborative, interactive and with an open spirit.
Low Medium High
4. The training was inclusive for people from many different backgrounds.
Low Medium High
5. The training needs to adapt in the future to remain relevant for parents and/or carers.
Low Medium High
6. The training is coherent with other activities organized by my community, region or country.
Low Medium High
7. I am satisfied with the training in general.
Low Medium High
8. I am satisfied with the venue in general.
Low Medium High
9. I am satisfied with the trainer(s) in general.
Low Medium High
10. I am satisfied with the original training material in general.
Low Medium High

Do you have a remark or a suggestion? Please, add your comment here: