

P2T-COMMUNITY -
PARENT INVOLVEMENT
OF MIGRANT
CHILDREN



**COMM
UNITY**

Compass GmbH

Project Information

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Document Information

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Introduction

In recent times, schools across Europe have witnessed a rise in the enrollment of students from various parts of the world. The classrooms have become diverse with an increasing number of immigrant and refugee students from different cultural, religious, and linguistic backgrounds. Despite the eagerness of migrant and refugee parents to ensure their children's academic success, they often face linguistic and cultural barriers. Research has indicated that these barriers lead to a significant achievement gap between students with and without a migrant background (European Commission, 2018).

To address these challenges, the P2T-COMMUNITY project aims to involve and include migrant and refugee parents in the school community. Kindergartens and primary schools can serve as gateways to integration, providing opportunities for parents to learn the language, exchange views with teachers, and interact with other parents.

The project aims to enhance the skills of these parents so they can better support their children's learning and collaborate effectively with school staff. Additionally, the project aims to train schoolteachers, improving their intercultural and relational skills through live meetings and providing them with tools and training on how to communicate better with migrant and refugee parents.

Target Group

The profile of the parents participating in the program is diverse and includes first-generation migrants who have a child attending pre-school or elementary school. It is important to have both male and female participants and to aim for a balanced representation of different cultures, religions, and home countries. This includes parents who have lived in the host country for a long time as well as those who have only recently arrived. By having a diverse group of participants, the program can better serve the needs of a wide range of migrant and refugee families. This approach will help ensure that the program is inclusive and accessible to all parents who want to support their children's education and integration into the host country.

When working with illiterate parents, it is important to consider their limitations and to adjust the program to ensure their full participation. This may include reducing the number of written materials and using alternative methods of communication, such as visual aids or hands-on activities. It is also important to provide support and assistance to these parents throughout the program, to help them fully understand the information and participate in the exercises. By being mindful of the needs of illiterate parents and making necessary

adjustments, the program can be inclusive and accessible to all participants, regardless of their educational background. The goal is to empower and support all parents in their efforts to support their children's education and integration into the host country.

Parents with socioeconomic problems are also included in the target group, regardless of whether they themselves come from the host country or not.

Methodology

With interactive exercises, parents are introduced to important topics regarding school/school system as well as worked out together. Each module starts with an icebreaker and ends with a feedback session. Please make sure to highlight at least three new words from the host language in each workshop to learn with your partners, in addition to filling out the evaluation log. A total of at least three hours of workshop material is provided per module and exercises can be selected for the units depending on the needs of the parents.

Objectives

The P2T-COMMUNITY project is focused on empowering migrant and refugee parents and providing them with the necessary tools to overcome the challenges they face in their host country. Through this project, the goal is to improve the language skills, digital competencies, and knowledge of the school and educational system of these parents.

Empowering migrant and refugee parents is crucial in ensuring their children's academic success. By improving their host country language skills, they will be better equipped to understand their children's education and be more involved in their academic journey. Additionally, by improving their digital skills, they will have greater access to information and resources that can support their children's learning.

The P2T-COMMUNITY project also aims to improve the professional knowledge of school staff concerning the challenges faced by migrant and refugee parents. By enhancing their culturally sensitive competencies, school staff will be better equipped to support these families and create a welcoming and inclusive school environment.

In conclusion, the P2T-COMMUNITY project is focused on empowering migrant and refugee parents, improving their skills and knowledge, and supporting school staff to better serve these families. By doing so, the project aims to reduce the achievement gap between students with and without a migrant background and create a more inclusive school environment for all.

Tips on communication

In general

Starting a conversation

- Start with an informal conversation (maybe with some tea, snacks, coffee, etc.)
- Let the parents know (and feel) that they are welcome and that you are happy to see them
- Try to talk with the parents instead of talking to them ☑ Tell them about your own experiences as this invites them to tell their own story
- Keep the introduction of the workshop short, but clear ☑ The parents need to know what they will be doing in the workshop

Observation

- Look out for non-verbal communication and body language of the parents as this can give you a lot of information about their language level.

Time-management

- !Time is key! Make sure u have enough time to let the parents talk

Speaking

- Speak naturally
 - Not too fast, but also not too slow as it could be offending
- Be aware of your mimics
 - Non-verbal communication: Nodding, humming
 - Do not make a scowl if he or she is having trouble to find the right words ☑ increases speaking anxiety
- Sentences
 - Do not use any complex sentences
 - Do not use difficult words
 - Use short sentences
 - Do not use metaphors, ambiguities or proverbs
- Use transparent words = Words that are approximately the same in other languages
- Do not use any more words than needed
- Do not speak to parents in a childish manner

Conversation

- Ask questions to check if she understood what you were saying ☑ Do not ask: *'Did you understand?'* as they are likely to respond with 'yes' even when they did not understand. Ask them things about the message instead eg.: *Where can you find the homework on the school platform?*
- Let them ask questions, try to use questions that can be replied by the participants
- Making mistakes is okay!
- Use hand gestures to support your message eg.: *Pointing to things in the room to support your message* (make sure you do not use gestures which are perceived as inappropriate in their culture as it could be offending)

- Use visuals to support your message: pictograms, illustrations, flyers, computer screen, post-its, checklists, etc.
- Explain jargon

Written communication

- Do not use abbreviations
- Use instructions and active sentences
- Avoid formal language
- Use a clear structure:
 - Put the most important message at the beginning of the text
 - If you use present presentation, add the logo's all the time to the presentation
 - Use a new alinea for new information
 - Use bullet points
 - Use a clear font (Arial, Verdana, Tohama)
 - Use pictograms, photo's, images...
 - Briefly repeat the key message at the end of your text

Interesting sites:

- <http://picto.ccl.kuleuven.be/>

During the workshops

Gaining trust

- If you have good contact with one of the parents with a migration background ☑ ask him/her how you could address/encourage the group to start a conversation. This parent may have more information about the group and what their needs are and can put themselves in the parents' place
- Set a clear structure for the workshop: Let them know at the beginning of the workshop what will be discussed during the workshops, what activities we will do and what the parents can do in this workshop
- Let the parents bring something to the workshop which is typical for their culture. They can eg. bring a typical dish which they then can share with the other parents ☑ This not only facilitates a better relationships between the parents, but also empowers them as they can share something they are proud of
- Talking about relatable topics
- Let them start in smaller groups and then gradually expand the groups

Empowering the parents to speak

- Let them know that making mistakes is okay
- Try to also tell about things yourself, so you can provoke a conversation, rather than an interaction in which you always ask questions to which they have to answer
- Tell them they are the expert and we want to hear their story and view on things

Mood lifters

- Letting them talk about how their school life looked like, but try to use more general statements as some of the parents will not have attended school
- Letting them talk about what their child does which they are proud of
- Letting them play a song from their home country
- Spreading photographs on the table ☑ Letting each parents choose one picture that relates to a topic that they want to talk about during this workshop

Activating the parents

- Spreading photographs on the table ☑ Letting each parents choose one picture that relates to a topic that they want to talk about during this workshop
- Going outside, to a different place ☑ can also be used to visualize things eg. parents want to know more about the lunch ☑ take them to the cafeteria
- Using materials eg. parents want to know more about the school website ☑ Foresee laptops for every-one so they can all actively go to the school website

Capturing the opinions of the parents

- Let them choose valued topics;
 - Let them choose between different photos, if you benefit from the pictures, Try to use pictures that can be interpreted easily by the participants
 - Let them draw important topics
 - Let them tell about important values

Discuss these valued topics with them and place these topics on the walls (this can be with photos, their drawings, digital, etc.). Give them green and red (pink) post-its/stickers and let them hang these underneath the topics. Negative connotation ☑Red, Positive connotation ☑ Green; Depending on the language level of the parents, you can let them tell you why they attach a green or red post-it. If their language level is sufficient, you can also have them write down the reason immediately.

End of the workshop

- Give the parents enough time to ask questions
- At the end, also provide a time for parents to have a private conversation as some parents will not dare to ask questions in group

Overview on the activities and learning content

Activity name	Brief content	Duration
Module 1: Rapport building – teachers and parents		
Icebreaker 1: “Chain name”	Icebreaker to get to know each other and lighten the mood.	15 Minutes
Icebreaker 2: “Who am I”	An interactive Icebreaker where parents get to know the teachers at school better.	15 Minutes
Activity 1: “Bridge Building”	Teambuilding exercise between teachers and parents by constructing a bridge together.	60-90 Minutes
Activity 2: “Two Truths and a Task”	Getting to know each other better by learning two truths and a lie, followed by an exercise they do together.	45-60 Minutes
Activity 3: "Communication Jenga"	They play Jenga together but answer questions to get to know each other better.	45-60 Minutes
Activity 4: "Team Building Puzzle"	Communication exercise between teachers and parents by solving a puzzle together.	45-60 Minutes
Feedback: "Open Feedback Circle"	An open and honest feedback session between the participants.	30-45 Minutes
Module 2: School system & School life		
Icebreaker 1: "Two Truths and a Lie"	Participants get to know each other by telling two truths and one lie about themselves and the others have to guess which of them is the lie.	15-20 Minutes
Icebreaker 2: "My interests and hobbies"	This is a language-free icebreaker for parents, where participants trace their hand, write their name in the center, and share 3 things they enjoy doing with others in small groups.	15-20 Minutes
Activity 1: "School Life Experience Sharing"	Parents share about their children's school day and talk about how things could be improved.	30-45 Minutes

Activity 2: "Subject Favorites: A look into our children's school day"	Parents share about the different school subjects and their children's preferences.	30-45 Minutes
Activity 3: "School system comparison: a look beyond the end of the nose"	Parents talk about the school system in their home country and draw comparisons with the one in the host country.	45-60 Minutes
Activity 4: "Career Path Discovery"	The parents work out an educational path for a Certain profession.	60-90 Minutes
Activity 5: "Extracurricular Discoveries"	Parents work out various extracurricular activities and discuss whether any would be of interest to their own child.	45-60 Minutes
Activity 6: "Further education brainstorming"	Parents learn about continuing education opportunities that interest them.	45-60 Minutes
Activity 7: "Language promotion on the way"	Parents learn about language learning opportunities for their children and discuss how it would help them.	45-60 Minutes
Activity 8: "School-Quiz"	The quiz aims to help parents learn about their children's school day by asking questions about the school schedule, lunchtime, class duration, core subjects, extracurricular activities, and the end of the school day, and summarizing the results at the end.	10-15 Minutes
Feedback: "Review & Future Plans"	Parents reflect on what they learned in the workshop and make plans for the future.	30-45 Minutes
Module 3: Communication with teachers & schools		
Icebreaker: "Match Maker"	The parents get to know each other better and a basis for conversation is created. In addition, the exercise is intended to lighten the mood.	15-20 Minutes
Activity 1: "Interaction with teachers"	Parents learn about the ways they can have contact with teachers and the school.	45-60 Minutes

Activity 2: "Digital Communication in Schools"	Testing out different digital communication channels offered by schools.	45-60 Minutes
Activity 3: "Effective Digital Communication for Parents: Exercise on composing messages to the school"	Parents write a specific message to the school using test email addresses.	60-90 Minutes
Feedback: "Final discussion and feedback"	Feedback on the workshop will be developed together.	20-30 Minutes
Module 4: Learning material for home & digital skills		
Icebreaker: "Make a Wish"	Parents get to know each other better in a humorous way through the Icebreaker, where they are asked to grant each other wishes.	15-20 Minutes
Activity 1: "Introduction to Digital Platforms for Home Schooling"	Parents learn about different online platforms as well as apps that children can practice with at home.	60-90 Minutes
Activity 2: "Protect Yourself from Cyber Threats: Interactive Exercise for Parents"	Parents learn important principles about cybersecurity and practice it with practical examples.	90-120 Minutes
Activity 3: "Parent-Child Online Behavior"	Parents reflect together on their online activities, as well as those of their children.	90 Minutes
Feedback: "Speed-Dating"	Parents always talk about the workshop in pairs; after a certain time, places are swapped.	30 Minutes
Module 5: Grants, subsidies & digital skills		
Icebreaker: "Icebreaker Bingo"	Parents get to know each other better by having to interview each other with assignments.	20-30 Minutes
Activity 1: "Funding: discovering opportunities at the local, state, and national levels"	Parents learn about opportunities where they can get financial support at the regional, state and federal level.	60-90 Minutes
Activity 2: "Step by Step to Financial Aid: A Practical Exercise for Parents"	Parents fill out a grant form together and learn what documents are needed.	120 Minutes
Activity 3: "Find Your Contact: An Exercise for Parents on School Issues"	Parents learn who is responsible for certain issues and where to go.	60-90 Minutes

and Grants in the Municipality"		
Feedback: "Dice Feedback"	Parents roll the dice and, depending on the number, receive a question about the workshop.	15-20 Minutes
Module 6: Parents' rights and obligations		
Icebreaker: "What's in common"	It is a quick and interactive game where participants try to find a common fact with other participants.	15-20 Minutes
Activity 1: "Actively Participating: Parental rights and participation at school"	Parents get to know the individual committees that represent interests in the school and how to participate.	90-120 Minutes
Activity 2: "Raising Your Voice: Parents' wishes for the school"	Parents formulate their wishes regarding the school.	90-120 Minutes
Activity 3: "Parental Responsibilities"	Parents learn about what the school asks of them.	60-120 Minutes
Feedback: "Ball passing"	Parents give feedback on the workshop as soon as they are handed the ball.	15 Minutes
Module 7		
Icebreaker: "Storytelling"	Each of the parents tells a short story about themselves so that they get to know each other better.	15-20 Minutes
Activity x		
Feedback: "Scavenger Hunt"	Parents find different questions about the workshop distributed around the room and answer them.	15-30 Minutes
Module 8		
Icebreaker: "Two Words"	Parents name two characteristics of themselves and must make a connection.	15-30 Minutes
Activity x:		
Feedback: "Humorous feedback"	Parents give feedback by answering humorous questions.	20-30 Minutes

Module 1: Rapport building – teachers and parents

Icebreaker 1	
Activity name	IB 1: “Chain name”
Activity type	(x) Group work () Individual work
Duration	15 Minutes
Nr. of participants	15
Learning objectives	The goal of the Icebreaker "Chain Name" is to create a casual atmosphere and introduce the participants to each other. The exercise also serves for the participants to learn their names and get to know each other.
Material	Ball
Background information	-
Description	<ul style="list-style-type: none"> ● Step 1: The trainer makes a circle with all participants. ● Step 2: The trainer picks up a ball, says his/her name and passes the ball to the person on his/her right. ● Step 3: This person has to repeat the trainer’s name and say his/her own name and pass the ball to the next person. ● Step 4: The next person says his/her name and the name of the previous 2 people, and so on. ● Step 5: To create a group feeling, the trainer can suggest that they help each other with the names they don’t remember. ● Step 6: Once everyone has said their name, and the ball has come back to the trainer, the trainer will throw the ball randomly to a trainee, who will have to say his/her name and the name of the person who threw the ball. ● Step 7: The trainee throws the ball to another person to continue the activity until everyone has done it.

Icebreaker 2	
Activity name	IB 2: "Who am I"
Activity type	(x) Group work () Individual work
Duration	15 Minutes
Nr. of participants	15
Learning objectives	The objective is to help parents get to know each other and to create a fun and interactive way to break the ice at the beginning of a meeting or event. It also helps to improve communication and listening skills as participants must ask and answer questions in order to determine which teacher is on their photo. Additionally, this icebreaker can help to create a sense of community and foster teamwork as participants work together to figure out who is on each other's photos.
Material	Pictures of teachers
Background information	-
Description	<ul style="list-style-type: none"> ● Step 1: Ensure that all parents are seated in a circle and that each parent has a photo of a teacher on their forehead or clothing that they cannot see. ● Step 2: Explain to the parents that they must find out which teacher is on their photo by asking yes or no questions to the other parents. ● Step 3: Begin with a volunteer and have them ask a yes or no question. For example, they could ask "Am I a male teacher?" ● Step 4: Allow the other parents to answer and if the answer is yes, the volunteer can ask another question, such as "Does this teacher teach in the elementary school?" ● Step 5: If the answer is no, move on to the next parent. ● Step 6: The volunteer can continue to ask questions until they have figured out which teacher is on their photo. ● Step 7: Once the volunteer has guessed which teacher they are, the next parent can take a turn asking questions until each parent has figured out which teacher is on their photo. ● Step 8: The icebreaker ends when each parent has guessed their teacher or when time is up.

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Activity 1	
Activity name	A1: "Bridge Building"
Activity type	(x) Group work () Individual work
Duration	45-60 Minutes
Nr. of participants	15
Learning objectives	The goal of the Bridge Building exercise with parents and teachers is to build a bridge between the two groups and create a better understanding of each other. The exercise aims to improve communication and collaboration between parents and teachers in order to promote students' educational success. Through the exercise, participants learn how to communicate and collaborate constructively to achieve common goals. The exercise also promotes understanding of the perspectives and challenges of both groups and helps eliminate biases and misunderstandings.
Material	Paper, pens, tape, ...
Background information	-
Description	<ul style="list-style-type: none"> ● Step 1: Participants form two groups: Parents and teachers. ● Step 2: Each group is given building materials such as paper, pens, tape, etc. ● Step 3: The groups are given the task to build a stable bridge that crosses a distance of about 1 meter within a certain time. ● Step 4: The groups have to communicate and cooperate with each other to achieve their goal. ● Step 5: When the time is up, each bridge is crossed by one person to test its stability. ● Step 6: After the exercise, participants discuss their experience and what they learned about collaboration and communication.

Activity 2	
Activity name	A2: "Two Truths and a Task"
Activity type	(x) Group work () Individual work
Duration	45-60 Minutes
Nr. of participants	15
Learning objectives	This exercise promotes understanding and collaboration among participants and helps them improve their communication skills and ability to work together.
Material	Depending on the selected exercises
Background information	<p>A task in the "Two Truths and a Task" activity game should be a creative and unique activity that the person sharing has never done before. Here are some examples of tasks that could be used in the game:</p> <ul style="list-style-type: none"> • "I've never gone bungee jumping before, but it's on my bucket list!" • "I've never made sushi before, but I want to learn how to do it." • "I've never been to a salsa dancing class before, but I think it would be fun to try." • "I've never tried to learn a new language before, but I want to start learning French." • "I've never run a 5K before, but I want to train for one this year." • "I've never gone skydiving before, but I want to face my fear of heights and try it."
Description	<ul style="list-style-type: none"> ● Step 1: Explain the rules of the game Start by explaining the rules of the game to everyone. Explain that each person will need to come up with two true statements about themselves and one task that they have never done before. They should try to make the task as creative and unique as possible. The task should also be something that they are comfortable sharing with the group. ● Step 2: Give everyone time to prepare Give everyone a few minutes to think about their two truths and a task. Encourage them to be creative and come up with something that will be interesting and fun for everyone to hear. ● Step 3: Start the game

	<p>Begin the game by having one person share their two truths and a task. After they have shared their statements, the rest of the group should try to guess which statement is false. Once everyone has made their guess, the person should reveal which statement was false.</p> <ul style="list-style-type: none"> ● Step 4: Repeat the game with other participants Continue the game by having the next person share their two truths and a task. Keep going around the group until everyone has had a chance to share. ● Step 5: Encourage discussion As people share their two truths and a task, encourage the group to ask questions and have a discussion. This will help people get to know each other better and build connections. ● Step 6: End the game Once everyone has had a chance to share, you can end the game. You can also continue the discussion and ask follow-up questions to help people get to know each other even better.
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Activity 3	
Activity name	A3: "Communication Jenga"
Activity type	(x) Group work () Individual work
Duration	45-60 Minutes
Nr. of participants	15
Learning objectives	This exercise promotes communication and understanding between parents and teachers, helping them to build and improve their relationship.
Material	Jenga towers
Background information	-
Description	<ul style="list-style-type: none"> ● Step 1: Participants form pairs of one parent and one teacher. ● Step 2: Each pair gets a Jenga tower. ● Step 3: Each pair takes turns choosing a tile from the tower and discussing the topic written on the tile, such as "What is your

	<p>opinion on education policy?" or "What goals do you have for your child?"</p> <ul style="list-style-type: none"> ● Step 4: Participants must actively listen and respond to each other to keep the tower stable. ● Step 5: When a stone is dropped, participants must find a solution to rebuild the tower. ● Step 6: The exercise ends when the Jenga tower collapses or when all topics have been discussed. ● Step 7: Participants discuss their experience and what they learned about communication and collaboration.
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Activity 4	
Activity name	A4: "Team Building Puzzle"
Activity type	(x) Group work () Individual work
Duration	45-60 Minutes
Nr. of participants	15
Learning objectives	This exercise encourages collaboration and communication between parents and teachers as they complete a common task, helping them to build and improve their relationship.
Material	2-3 same puzzle
Background information	-
Description	<ul style="list-style-type: none"> ● Step 1: Participants are divided into small groups consisting of one or more parents and teachers. ● Step 2: Each group is given a large puzzle with the same picture. ● Step 3: Participants must work together to assemble the puzzle, without instructions or templates. ● Step 4: As they work, participants must actively communicate and collaborate with each other to assemble the puzzle quickly and efficiently.

	<ul style="list-style-type: none"> • Step 5: Once the puzzle is fully assembled, participants discuss their experience during the exercise and what they learned about collaboration and communication. • Step 6: Each group presents the fully assembled.
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Feedback	
Activity name	FB: "Open Feedback Circle"
Activity type	<input type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	30-45 Minutes
Nr. of participants	15
Learning objectives	Encourage open and honest feedback between participants.
Material	-
Background information	-
Description	<ul style="list-style-type: none"> • Step 1: The workshop leader sets up a circle of chairs and explains the rules for the exercise. Each participant gets a chance to give and receive feedback. Here it is important to use the feedback log and have the parents fill it out. • Step 2: The workshop leader asks the first participant to take a seat in the circle of chairs. • Step 3: The rest of the participants form a line in front of the circle of chairs. • Step 4: Each participant in the line has the opportunity to give feedback to the participant in the circle of chairs. Feedback can be positive or negative, but it must always be constructive and uplifting. • Step 5: After each participant in the row has given feedback, the participant in the chair circle turns to the next participant and the exercise begins again. • Step 6: Once each participant in the chair circle has had a chance to give and receive feedback, participants discuss their experience and what they learned.



Module 2: School system & School life

Icebreaker 1	
Activity name	IB 1: "Two Truths and a Lie"
Activity type	(x) Group work () Individual work
Duration	15-20 Minutes
Nr. of participants	15
Learning objectives	This game is a good icebreaker because it is a fun way to get to know each other and learn more about the other participants.
Material	-
Background information	-
Description	<p>"Two Truths and a Lie" is a game in which each participant makes three statements about themselves, one of which is false. The other participants have to guess which statement is false.</p> <ul style="list-style-type: none"> • Step 1: Each participant makes three statements about themselves. They can be everyday things, interesting facts or funny stories. • Step 2: However, one of the statements is false. This statement should be made as believable as possible so that it is difficult to distinguish it from the true statements. • Step 3: After all participants have made their statements, the other participants guess which statement is false. • Step 4: The participant who made the statements finally confirms which statement is false.

Icebreaker 2	
Activity name	IB 2: "My interests and hobbies"
Activity type	(x) Group work () Individual work
Duration	15-20 Minutes
Nr. of participants	15
Learning objectives	This game is a good icebreaker because it is a nice way to get to know each other and learn more about the other participants.

Material	Pen and paper
Background information	-
Description	<p>It is a simple Icebreaker for parents who do not speak the host language. The Icebreaker requires no language skills and can help create a positive and friendly atmosphere:</p> <p>Step 1: Hand out a piece of paper and a pen to each participant.</p> <p>Step 2: Show participants how to place their palm on the sheet and trace the circumference of their hand with a pen.</p> <p>Step 3: Each participant will then write their name in the center of the palm print.</p> <p>Step 4: Participants should then write down 3 things they like to do or that make them happy, such as "reading", "going for a walk", or "spending time with family".</p> <p>Step 5: After everyone has completed their list, ask participants to get together in small groups and introduce themselves to each other. Have everyone say their name and share one thing from their list.</p>

Activity 1	
Activity name	A1: "School Life Experience Sharing"
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	30-45 Minutes
Nr. of participants	15
Learning objectives	<ul style="list-style-type: none"> ● Exchange and understanding between parents about their children's school life. ● This exercise promotes exchange and understanding between parents, helps foster a positive school environment, and strengthens the sense of community among parents.
Material	<p>Visual Aids: The workshop leader should prepare visual aids that can be used to enhance communication during the exercise. This could include a whiteboard, flipchart, slideshow, pictures, charts, or notecards. The visual aids should be relevant to the topic of discussion and should help participants understand and remember the information being shared.</p>

Background information	<p>-</p>
Description	<ul style="list-style-type: none"> ● Step 1: The workshop leader provides a circle of chairs and explains the rules of the exercise. They can use a whiteboard or flipchart to write down the rules of the exercise. This will ensure that everyone can see and understand the rules clearly. ● Step 2: Each participant takes a seat in the circle and is given a chance to share their experiences and impressions of their children's school day. Each participant can be given a visual aid, such as a notebook or notecard, to jot down their experiences and impressions of their children's school day. This will help them organize their thoughts and ensure they don't forget any important details. ● Step 3: The workshop leader begins the exercise by telling about their own experiences as a parent, should they have a child in school themselves. They can use a slideshow or pictures to illustrate their own experiences as a parent. This will help participants visualize the situation and connect with the leader on a personal level. ● Step 4: One participant after the other takes the floor and tells about their experiences and impressions of their children's everyday school life. As each participant takes the floor, they can use a visual aid, such as a picture or chart, to help illustrate their experiences and impressions. This will help the other participants understand and remember the information being shared. ● Step 5: Each participant listens attentively and asks questions to get more information. Participants can use a whiteboard or flipchart to write down their questions and comments. This will ensure that everyone has a chance to speak and that their contributions are visible to the group. ● Step 6: At the end of the exercise, participants reflect on their experiences and discuss possible ways they can work together to improve their children's school day. The workshop leader can use a whiteboard or flipchart to summarize the key points and ideas that were discussed. This will help participants remember the main takeaways from the exercise and ensure that everyone is on the same page moving forward.

Activity 2	
Activity name	A2: "Subjects: A look into our children's school day"
Activity type	() Group work () Individual work
Duration	30-45 Minutes
Nr. of participants	15
Learning objectives	The goal of this exercise is to strengthen the relationship between parents and develop a better understanding of their children's school day. By sharing personal experiences and thoughts about the different subjects, parents can develop a deeper understanding of their children's interests and challenges and thus be more supportive. The exercise also promotes communication and getting to know each other.
Material	Cards with school subjects
Background information	-
Description	<ul style="list-style-type: none"> ● Step 1: introduction: the workshop leader explains the exercise and introduces the objectives. ● Step 2: preparation: participants are divided into small groups. Each group is given a card with the different school subjects (math, English, art, etc.). ● Step 3: activity: each person in the group has the opportunity to talk about their child's favorite subject and share something about why they or their child particularly likes it. ● Step 4: sharing: after each person has told their story, participants can share their own experiences and thoughts with each other. ● Step 5: summary: At the end of the exercise, the workshop leader can make a summary and highlight the most important points.

Activity 3	
Activity name	A3: "School system comparison: a look beyond the end of the nose"
Activity type	(x) Group work () Individual work
Duration	45-60 Minutes

Nr. of participants	15
Learning objectives	This exercise promotes intercultural exchange and understanding of the differences and similarities between school systems. It also improves communication and cooperation between the participants.
Material	Pens and paper for taking notes
Background information	Basic information about the local school system
Description	<ul style="list-style-type: none"> ● Step 1: Participants form small groups. ● Step 2: Each participant briefly introduces themselves and names their home country. ● Step 3: Each participant tells about the differences and similarities between the school system in their home country and the school system in the host country they are currently in. ● Step 4: Each group discusses their common discoveries and shares their assessments with other groups. ● Step 5: Participants share their findings and thoughts about international education with the entire group.

Activity 4	
Activity name	A4: "Career Path Discovery"
Activity type	(x) Group work () Individual work
Duration	60-90 Minutes
Nr. of participants	15
Learning objectives	The goal of this exercise is to allow parents to share and discuss together their knowledge and assessments of different educational paths and careers. Through the exchange, parents can gain a better understanding of the different options and challenges their children may face when choosing a career or educational path. In addition, the exercise can also help parents connect and strengthen their relationships.
Material	Pen and paper

Background information	Present as an example an educational path of a profession (e.g., teacher, lawyer, etc.).
Description	<ul style="list-style-type: none"> ● Step 1: Participants form small groups. ● Step 2: Each group chooses an occupation to research. ● Step 3: Each group member researches the educational path and notes the required school degrees, training, and work experience. ● Step 4: The group presents their findings and makes comparisons with the other groups' educational paths. ● Step 5: Together, the participants discuss the opportunities and challenges of the educational path for the selected profession. ● Step 6: Finally, participants reflect on their findings and consider how they can incorporate them into their own educational planning for their children.

Activity 5	
Activity name	A5: "Extracurricular Discoveries"
Activity type	(x) Group work () Individual work
Duration	45-60 Minutes
Nr. of participants	15
Learning objectives	The goal of this exercise is to inform parents about the various after-school programs available for children and help them evaluate them to decide which ones are best for their child. Through interaction and discussion with other parents, they can also learn from the experiences of others and strengthen their decisions.
Material	List of extracurricular activities, pen and paper
Background information	Knowledge about local offers of extracurricular activities
Description	<p>Step 1: Participants divide into small groups.</p> <p>Step 2: Each group is given a list of different extracurricular activities, such as sports clubs, arts and cultural activities, volunteering, etc.</p>

	<p>Step 3: Have each group discuss each activity and highlight its pros and cons, as well as whether it would be of interest to their own child.</p> <p>Step 4: Those activities that parents find interesting are researched in more detail: How much does it cost? How often does it take place? Where does it take place?</p> <p>Step 5: Each group then presents its findings to the other groups.</p> <p>Step 6: Finally, all participants discuss the different offers and their opinions about them.</p> <p>Feedback for the trainers/teachers</p> <ul style="list-style-type: none"> ● You should consider orienting the activity to parents' (and not students') professional needs in each national context. ● Digital skills are required for this activity which parents may lack or have at a very basic level. ● Try to implement it with parents altogether, for that you can use a projector, rather than dividing participants into smaller groups. ● Give the participant a leaflet/booklet/material with the educational opportunities available in their context. ● Start an open discussion about education and the educational system, linked with the job market, is necessary before starting the core of the activity. ● You can invite speakers with different professional backgrounds to facilitate the activity.
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Activity 6	
Activity name	A6: "Further education brainstorming"
Activity type	(x) Group work () Individual work
Duration	45-60 Minutes
Nr. of participants	15
Learning objectives	Participants recognize the variety of opportunities to educate themselves and inspire each other.
Material	Pen and paper

Background information	Knowledge of regional further education opportunities
Description	<p>Step 1: Participants form small groups of 3-4 people.</p> <p>Step 2: Each participant writes on a piece of paper one way he/she would like to educate him/herself. If the parents are not able to write, then they can try to draw it or just share it verbally with the others.</p> <p>Step 3: Groups share their slips of paper and discuss each idea.</p> <p>Step 4: Each group presents their best 3 ideas to a larger group.</p> <p>Step 5: As a wrap-up, the whole group discusses the options presented and shares tips and tricks, such as where to do it, what prerequisites are required, how much it costs, etc.</p>

Activity 7	
Activity name	A7: "Language promotion on the way"
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	45-60 Minutes
Nr. of participants	15
Learning objectives	The goal of this exercise is to familiarize parents with the school's pathways and services to support their children's language acquisition or weaknesses. The exercise is designed to actively engage parents in this process and give them a better understanding of the resources and opportunities in the school system.
Material	Pen and paper
Background information	Knowledge about language support measures in the host country
Description	<ul style="list-style-type: none"> ● Step 1: Participants form small groups. ● Step 2: Each group selects a school and creates a list of language development and support services. If the parents are not able to write, they can tell the workshop leader their results and he/she will write it down.

	<ul style="list-style-type: none"> ● Step 3: Each group presents their list and discusses the opportunities for children to improve their language skills in the host country. ● Step 4: Plenary discussion: what works well and what could be improved? How can parents and school work together to help children with language development? ● Step 5: Conclusion: Each group summarizes the most important findings and shares them with all participants.
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Activity 8	
Activity name	A8: "School-Quiz"
Activity type	(x) Group work () Individual work
Duration	10-15 Minutes
Nr. of participants	15
Learning objectives	The goal of the quiz is to help parents learn more about their children's school day. By answering questions about the school schedule, lunchtime, class duration, core subjects, extracurricular activities, and end of the school day, parents can gain a better understanding of what their children do during the day at school. The quiz provides an interactive and engaging way for parents to test their knowledge and learn new information about the school day, which can help them better support their children's learning and education.
Material	Voting cards A,B,C,D or if you prefer, four different cards with colors
Background information	Create your own questions regarding the school system/life in the host country.
Description	<ul style="list-style-type: none"> ● Step 1: Introduction Begin by introducing the purpose of the quiz, which is to help parents learn more about what their children do during the school day. ● Step 2: Ask about school schedule Ask the first question, which is "What time does the school day start?" and provide four possible answers, such as:

	<ul style="list-style-type: none"> ○ 7:30 AM ○ 8:00 AM ○ 8:30 AM ○ 9:00 AM <ul style="list-style-type: none"> ● Step 3: Ask about lunchtime Ask the second question, which is "How long is the lunch break?" and provide four possible answers, such as: <ul style="list-style-type: none"> ○ 20 minutes ○ 30 minutes ○ 45 minutes ○ 1 hour ● Step 4: Ask about class duration Ask the third question, which is "How long is each class period?" and provide four possible answers, such as: <ul style="list-style-type: none"> ○ 30 minutes ○ 45 minutes ○ 1 hour ○ 1 hour 15 minutes ● Step 5: Ask about school subjects Ask the fourth question, which is "What are the core subjects taught at the school?" and provide four possible answers, such as: <ul style="list-style-type: none"> ○ Math, Science, English, and Social Studies ○ Art, Music, P.E., and Health ○ Technology, Business, Foreign Language, and Communications ○ None of the above ● Step 6: Ask about extracurricular activities Ask the fifth question, which is "What extracurricular activities are offered at the school?" and provide four possible answers, such as: <ul style="list-style-type: none"> ○ Sports teams ○ Clubs (such as Drama Club, Chess Club, etc.) ○ Music ensembles ○ All of the above ● Step 7: Ask about the end of the school day Ask the sixth question, which is "What time does the school day end?" and provide four possible answers, such as: <ul style="list-style-type: none"> ○ 2:30 PM
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	<ul style="list-style-type: none"> ○ 3:00 PM ○ 3:30 PM ○ 4:00 PM <ul style="list-style-type: none"> ● Step 8: Summarize the results Once the parents have answered all of the questions, summarize the correct answers and any additional information that would be helpful for them to know about the school day. ● Step 9: Conclusion Thank the parents for taking the quiz and encourage them to reach out to teachers or administrators if they have any further questions or concerns.
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Feedback	
Activity name	FB: "Review & Future Plans" Feedback
Activity type	() Group work (x) Individual work
Duration	30-45 Minutes
Nr. of participants	15
Learning objectives	The purpose of this exercise is to encourage workshop participants to reflect on the topics, activities, and discussions discussed during the workshop and to share their impressions, insights, and feedback. This will help evaluate and improve the effectiveness of the workshop and ensure that all participants leave the workshop feeling positive and with new insights.
Material	Pen and paper
Background information	-
Description	<ul style="list-style-type: none"> ● Step 1: Participants sit in a circle and everyone is given a paper and pen. ● Step 2: For a set amount of time (e.g., 5 minutes), participants are to write down their thoughts about the past workshop, including their experiences, what they learned, what they would do differently, etc. Try to include the following questions:

	<ul style="list-style-type: none">● What did you learn from this workshop?● How do you feel after the workshop?● Did you learn new words? <p>● Step 3: After the time is up, participants share their thoughts with each other.</p> <p>● Step 4: Next, have participants write down their future plans that they will take away from the workshop (e.g., changes in how they interact with children, in school, etc.).</p> <p>● Step 5: Finally, participants share their future plans with each other and discuss possible challenges and solutions.</p>
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Module 3: Communication with teachers & schools

Icebreaker	
Activity name	IB: "Match Maker" Icebreaker
Activity type	(x) Group work () Individual work
Duration	15-20 Minutes
Nr. of participants	15
Learning objectives	This game is a great icebreaker because it provides an informal way to get to know each other and establish a basis for further discussion and interaction.
Material	-
Background information	-
Description	<ul style="list-style-type: none"> ● Step 1: Participants form pairs. This can be done by drawing numbers or by assignment by the facilitator. ● Step 2: Each pair asks each other questions to learn more about each other. Questions can be asked about hobbies, interests, professional background, family, etc. ● Step 3: After a predetermined time (e.g., 5 minutes), participants switch partners and repeat the process. ● Step 4: At the end, participants can talk in the group about their experiences and what they learned about their partners.

Activity 1	
Activity name	A1: "Interaction with teachers"
Activity type	(x) Group work () Individual work
Duration	45-60 Minutes
Nr. of participants	15
Learning objectives	Participants will learn about the different ways they can connect with teachers as parents.

Material	Flipchart, whiteboard
Background information	Knowledge of communication channels offered at host schools.
Description	<p>Step 1: Welcome and introduction: Welcome the participants and explain the goal of the workshop.</p> <p>Step 2: Brainstorm: Ask participants about the different types of interactions they have had with teachers. Write down any ideas on a whiteboard or flipchart.</p> <p>Step 3: Group work: divide participants into small groups and give each group a list of the types of interactions they have already collected. Now have the groups consider which of the ways would be best for communicating specific concerns or questions to teachers.</p> <p>Step 4: Presentation: have each group present their findings to the whole group and discuss the different options together.</p> <p>Step 5: Summary: Summarize the main points of the workshop and re-emphasize the importance of open and regular communication between parents and teachers.</p>

Activity 2	
Activity name	A2: "Digital Communication in Schools"
Activity type	(x) Group work () Individual work
Duration	45-60 Minutes
Nr. of participants	15
Learning objectives	Participants will learn about the various digital communication channels offered by the school and improve their skills in using these channels.
Material	Digital resources
Background information	Know what digital channels are used at host schools and how they work.
Description	<ul style="list-style-type: none"> Step 1: Introduction: Explain the objective of the exercise.

	<ul style="list-style-type: none"> ● Step 2: Overview of communication channels: Present the various digital communication channels the school offers, such as email, school portal, apps, social media. ● Step 3: Demonstration and exercises: Show participants how each channel works and then have them practice on their own by providing sample exercises. ● Step 4: Discussion and feedback: have participants discuss and give their feedback on each channel, including pros and cons. ● Step 4: Summary: Summarize the key points of the workshop and re-emphasize the importance of using digital communication channels effectively.
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Activity 3	
Activity name	A3: "Effective Digital Communication for Parents: Exercise on composing messages to the school"
Activity type	(x) Group work () Individual work
Duration	60-90 Minutes
Nr. of participants	15
Learning objectives	<ul style="list-style-type: none"> ● promoting digital literacy: participants learn how to use digital tools and platforms to engage with the school. ● improving communication: participants learn how to compose and send effective and professional messages to inform the school about important matters. ● Strengthening collaboration: participants work together in small groups and provide feedback to each other to improve their skills. ● Raising awareness of the importance of digital communication: participants learn to appreciate the importance and value of digital communication in school and in their relationships with teachers and school members.

	<ul style="list-style-type: none"> fostering ownership: participants learn how to design and improve their own digital communication to build a stronger relationship with the school.
Material	Mobile / Computer / Laptop, Email test accounts, Beamer
Background information	Bring a sample email to discuss as a group
Description	<ul style="list-style-type: none"> Step 1: Introduction: An introductory talk about the importance and use of digital communication in school and how parents can use it to connect with the school. Step 2: Practice Setup: Participants will be given access to a test email account. If they already have an email account, they can also use their owns. Participants will be grouped into small groups and given instructions on how to compose a message to the school. Give examples how a message to the school/a teacher could look like. Step 3: Each group draws a task: for example, sends a message to the class teacher to learn about the child's progress. Step 4: Practice: each group will compose, review, and send a message to the school. Participants can give each other feedback and improve their skills. Step 5: Discussion and feedback: participants will discuss their experiences and give feedback on the messages sent. Step 6: Conclusion: The workshop leader will recap the key learning points and offer further resources and support to the participants. <p>Alternative: use other communication tools: like WhatsApp, etc.</p>

Feedback	
Activity name	FB: "Final discussion and feedback"
Activity type	(x) Group work () Individual work
Duration	20-30 Minutes
Nr. of participants	15

Learning objectives	The purpose of the "Final Discussion and Feedback" exercise is to gather feedback from participants in order to evaluate the workshop and improve future workshops. There will also be a final discussion on the key learning points of the workshop.
Material	Flipchart
Background information	-
Description	<ul style="list-style-type: none"> ● Step 1: Introduction: The workshop leader introduces the intention to conduct the exercise to gather feedback from participants and discuss important points from the workshop. ● Step 2: Small group work: participants are divided into small groups to discuss and provide feedback on their experiences during the workshop. Try to include the following questions: <ul style="list-style-type: none"> ○ What did you learn from this workshop? ○ How do you feel after the workshop? ○ Did you learn new words? ● Step 3: Feedback recording: each group records their feedback on a whiteboard or flipchart. ● Step 4: Presentation of feedback: each group presents their feedback to the whole group. The workshop leader notes key points on a whiteboard or flipchart. ● Step 5: Final discussion: the workshop leader leads a discussion on how the feedback can be used to improve future workshops and highlight key learning points. ● Step 6: Summary: The workshop leader summarizes the key points from the final discussion and thanks participants for their participation and feedback.

Module 4: Learning material for home & digital skills

Icebreaker	
Activity name	IB: "Make a Wish"
Activity type	(x) Group work () Individual work
Duration	15-20 Minutes
Nr. of participants	15
Learning objectives	This game is a simple and fun icebreaker game that helps participants get to know each other in a casual and humorous way.
Material	-
Background information	-
Description	<ul style="list-style-type: none"> ● Step 1: All participants sit in a circle. One participant starts and says "I wish..." and formulates a wish, e.g. "I wish for a cup of coffee." ● Step 2: The next participant in the circle fulfills this wish by saying, "Granted (fulfilled), but I wish..." and formulates a wish of their own. ● Step 3: The process continues with each participant granting the previous participant's wish and formulating a wish of their own. ● Step 4: The game ends when all participants have expressed their wishes.

Activity 1	
Activity name	A1: "Introduction to Digital Platforms for Home Schooling"
Activity type	() Group work (x) Individual work
Duration	60-90 Minutes
Nr. of participants	15
Learning objectives	The aim of this exercise is to give parents an overview of digital platforms that children can use at home for schooling. Through the interactive exercises, parents will have the opportunity to try out the platforms and familiarize themselves with their functions. In addition,

	parents will receive tips and recommendations on how to effectively use the platforms at home to support their children's schooling.
Material	Digital devices, projectors
Background information	<ul style="list-style-type: none"> ● Provide a list of 3-5 different digital platforms that are appropriate for school assignments. ● Prepare a presentation that includes a brief introduction to each platform, including its key features and functions. ● Provide a short practice example for each platform that participants can run to see the platforms in action.
Description	<ul style="list-style-type: none"> ● Step 1: Introduction to the digital platforms Share out the list of digital platforms and go through each in the presentation. Explain the main features and functions of each platform. ● Step 2: Exercises with the digital platforms Assign each participant a task to try out one of the platforms. Observe participants as they complete the exercises and assist them as needed. Ask for feedback and questions about each platform. ● Step 3: Discussion and tips Ask participants which platforms they found most interesting and why. Share tips and recommendations for using the platforms at home.

Activity 2	
Activity name	A2: "Protect Yourself from Cyber Threats: Interactive Exercise for Parents"
Activity type	(x) Group work () Individual work
Duration	90-120 Minutes
Nr. of participants	15
Learning objectives	The goal of this exercise is to provide participants with an understanding of the importance of cybersecurity and important aspects of cybersecurity. The exercises will help participants learn how to protect themselves from threats such as phishing attacks, fraudulent websites, and insecure passwords.
Material	1. presentation slides: you can create a presentation to explain the concepts of cybersecurity and explain the exercises.

	<p>2. exercises: You will need to prepare hands-on exercises that participants can complete to reinforce what they have learned.</p> <p>3. handouts: it can be helpful to prepare a handout with the most important cybersecurity concepts and tips that the participants can take home.</p> <p>4. technical equipment: you will need a projector and a laptop to show the presentation and internet access to do the exercises.</p>
<p>Background information</p>	<p>Practical examples:</p> <p>Exercise 1: phishing simulation.</p> <ul style="list-style-type: none"> - Divide participants into groups and ask them to analyze a phishing email they received. - Ask them to answer the following questions: <ul style="list-style-type: none"> - Is the email real or fake? - What are the signs that it is a phishing email? - How would they respond to the email? - Ask the groups to present and discuss their answers in front of the whole group. <p>Exercise 2: Password Security</p> <ul style="list-style-type: none"> - Ask participants to create a password that is particularly secure. - Ask them to share the password with the other participants and discuss the strengths and weaknesses of each password. - Share tips for secure passwords and ask participants to adjust their passwords accordingly. <p>Exercise 3: Analyze a fraudulent website.</p> <ul style="list-style-type: none"> - Divide participants into groups and ask them to investigate a fraudulent website. - Ask them to answer the following questions: <ul style="list-style-type: none"> - How did they recognize the fraudulent website? - What are the signs that it is a fraudulent website? - What could be the consequences of visiting this website and entering information there? - Ask the groups to present and discuss their answers in front of the whole group.
<p>Description</p>	<ul style="list-style-type: none"> ● Step 1: Introduction to cybersecurity concepts. Review important concepts such as phishing, malware, password security, etc. Use practical examples to illustrate the concepts. ● Step 2: Exercises to illustrate. Assign participants an exercise that teaches them to recognize fake emails (see Background information).

	<p>Have participants complete the exercise in small groups and then discuss feedback.</p> <ul style="list-style-type: none"> ● Step 3: Discussion and tips <p>Ask participants for their impressions and feelings about their exercise results.</p> <p>Share key tips and recommendations for protecting against cyber threats (e.g., use strong passwords, update software, visit safe websites, etc.).</p>
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Activity 3	
Activity name	A3: "Parent-Child Online Behavior"
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	90 Minutes
Nr. of participants	15
Learning objectives	<p>The aim of this exercise is to make parents aware of how they influence their own online behavior and that of their children and to support them in making better decisions with regard to the safe and responsible use of online platforms. The aim is to enable an exchange between parents about their experiences and challenges in connection with their children's online behavior and to give them tips and recommendations on how they can support their children. The aim is also to help parents improve their own understanding of online safety and data protection and teach them how to encourage their children to use online platforms responsibly.</p>
Material	<ul style="list-style-type: none"> ● Whiteboard and pens or flipchart and markers for presentation and discussion ● Handouts with recommendations and tips for safe and responsible use of online platforms ● Access to a projector or large monitor to show presentations or video clips ● Laptops or tablets so that participants can be active during the exercise
Background information	Practical exercises:

	<p>1. role-playing: Ask participants to re-enact a specific situation in which parents talk to their children about online behavior, and then have them discuss and improve the situation.</p> <p>2. show & tell: ask participants to show an app or online platform they like to use and discuss with the group what is good about it and what is problematic about it.</p> <p>3. discussion questions: Provide a list of discussion questions to encourage parents to think about their own use of online platforms and the rules they have set for their children.</p> <ul style="list-style-type: none"> • How much time do you spend on social media or other online platforms each day? • How do you think your own online habits may be influencing your children's online behavior? • Have you set any specific rules or guidelines for your children's use of online platforms? If so, what are they? • Do you monitor your children's online activity? If so, how do you go about doing this? • Have you talked to your children about the potential risks and dangers of being online? • How do you balance the benefits and risks of online platforms for your children? • Have you considered the impact of social media on your child's mental health and well-being? • What steps have you taken to protect your child's privacy online? • How do you encourage your child to use online platforms in a responsible and ethical way? • How do you stay up-to-date on the latest online safety information and resources? <p>Background knowledge: It is important that the workshop leader also has up-to-date information and resources on cybersecurity and online safety to provide valuable information and recommendations to participants.</p>
<p>Description</p>	<ul style="list-style-type: none"> • Step 1: Small group discussions: Divide participants into small groups and ask them to discuss their own online behavior and that of their children. They can talk about challenges, problems, and successful strategies.

	<ul style="list-style-type: none"> ● Step 2: Plenary Discussion: After the small group discussions, have a plenary discussion where participants can share their thoughts and insights with the whole group. ● Step 3: Exercises: Conduct exercises that encourage parents to become aware of their own online behavior and consider how they can improve their behavior to be a positive role model for their children. ● Step 4: Conclusion: End the exercise with a summary of key concepts and a Q&A session where participants can ask their final questions. <p>Feedback</p> <ul style="list-style-type: none"> ● Show a video of how to be safe on the internet – example https://www.youtube.com/watch?v=HxySrSbSY7o ● Show samples of social media posts that are not appropriate to post and discuss why. ● Prepare in advance 5-10 rules of online communication – write each rule on its own paper/card and then ask participants to sort them by importance, according to them. Examples of rules online communication can be: Use Respectful Language; Share With Discretion; Fact Check Before Reposting; Respect People's Privacy; Get Permission to Share Images; Be Positive; Be Respectful of Others etc. ● Present to parents the social media tools that kids use these days (like Instagram, Tik tok etc.). Also go through the social media the parents use. Go together through the settings to see how to make their profile private, discuss what kind of image of yourself you can give to others with your profile, what information to reveal and what not etc., check old posted photographs – what story of you are they telling etc. ● Present the applications that are available to monitor children's online activity.
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Feedback	
Activity name	FB: "Speed-Dating" Feedback

Activity type	(x) Group work () Individual work
Duration	30 Minutes
Nr. of participants	15
Learning objectives	The goal of a speed dating exercise is to give participants the opportunity to have short but intense conversations with as many other participants as possible. Through these exchanges, participants can improve their communication skills, learn new perspectives, and deepen their understanding of other opinions and attitudes. In addition, the exercise provides a good opportunity to give feedback and reflect on oneself and others.
Material	small tables or stations
Background information	<p>Possible questions for speed dating:</p> <ol style="list-style-type: none"> 1. what did you learn from this exercise? 2. what did you like most about it? 3. what would you have liked to have done differently? 4. what did you take away from the conversations with the other participants? 5) What will you do differently in the future with regard to this topic? 6. what would you recommend to other participants? 7. what was the most important insight for you? 8. how did you feel about the speed dating? Was it helpful for you? 9. what did you learn about the other participants? 10. how can you improve this exercise?
Description	<ul style="list-style-type: none"> ● Step 1: Introduction: The workshop leader introduces the concept of speed dating and explains how it will work. ● Step 2: Discussion rounds: Participants sit down at the first table and have a short conversation (e.g. 2-3 minutes) about the topic given by the workshop leader. After the time is up, participants move to the next table and continue the next conversation there. Try to include the following questions: <ul style="list-style-type: none"> ○ What did you learn from this workshop? ○ How do you feel after the workshop? ○ Did you learn new words? ● Step 3: Feedback and Reflection: After all rounds of conversation, the workshop leader may ask participants to share their key takeaways and insights.

Module 5: Grants, subsidies & digital skills

Icebreaker	
Activity name	IB: "Icebreaker Bingo" Icebreaker
Activity type	(x) Group work () Individual work
Duration	20-30 Minutes
Nr. of participants	15
Learning objectives	This game is a great icebreaker because it helps participants get to know other participants and encourages interactions by having them complete questions and tasks.
Material	Bingo cards, which contain questions and tasks
Background information	<p>Possible questions:</p> <ul style="list-style-type: none"> • Find someone who has more than two kids. • Find someone who has a child in the same grade as your child. • Find someone who speaks more than one language. • Find someone who has lived in another country. • Find someone who volunteers at their child's school. • Find someone who knows how to cook a specific dish from their cultural background. • Find someone who has a child with a food allergy. • Find someone who enjoys hiking or camping. • Find someone who has read a parenting book in the past year. • Find someone who has experienced a significant parenting challenge and overcame it. <p>Possible tasks:</p> <ul style="list-style-type: none"> • Take a photo with someone who has a child of the same gender and age as yours. • Find someone who can sing a lullaby in a different language and ask them to teach it to you. • Find someone who can recommend a great children's book and write down the title. • Find someone who has a parenting tip that you haven't heard before. • Find someone who has a child with a unique hobby or interest and ask them to tell you about it. • Find someone who has a child attending a different school and ask them to share what they like about it.

	<ul style="list-style-type: none"> • Find someone who has a recipe for a healthy snack and ask them to share it with you. • Find someone who has a favorite family game or activity.
Description	<p>The purpose of the game is to find other participants who can answer or complete the questions or tasks on their card.</p> <ul style="list-style-type: none"> • Step 1: Participants are each given a bingo card that contains questions and tasks. • Step 2: Participants move freely around the room trying to find other participants who can answer or perform the questions or tasks on their card. • Step 3: When a participant finds a match with another participant, they can mark or cross out the other participant. • Step 4: When a participant has a certain number of matches (e.g., a bingo), they shout "bingo" out loud, and the game is over.

Activity 1	
Activity name	A1: "Funding: discovering opportunities at the local, state, and national levels"
Activity type	(x) Group work () Individual work
Duration	60-90 Minutes
Nr. of participants	15
Learning objectives	The goal of the exercise is to provide participants with an overview of financial aid opportunities at various levels and to give them the opportunity to share and learn about these opportunities.
Material	Writing utensils, possibly whiteboard or flipchart
Background information	Gather and prepare information on the various funding opportunities from local, state, and federal levels.
Description	<ul style="list-style-type: none"> • Step 1: Introduction: The workshop leader introduces the exercise and explains that participants will work in small groups to talk about financial aid opportunities at the local, state, and federal levels.

	<ul style="list-style-type: none"> ● Step 2: Group Formation: Participants will be divided into small groups, each consisting of 3-5 people. ● Step 3: Research: each group should research a list of funding opportunities at the local, state, and federal levels. For this, participants can visit websites of relevant agencies, school boards, and organizations, for example. If the workshop leader has the feeling that many have difficulties with this, the exercise is done together. ● Step 4: Presentation: Each group presents their research findings and explains which funding opportunities they find most useful and important. ● Step 5: Discussion: Participants exchange ideas and discuss the funding opportunities presented. ● Step 6: Summary: The workshop leader summarizes the key findings of the exercise and emphasizes the importance of financial support opportunities at the local, state, and federal levels.
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Activity 2	
Activity name	A2: "Step by Step to Financial Aid: A Practical Exercise for Parents"
Activity type	(x) Group work () Individual work
Duration	120 Minutes
Nr. of participants	15
Learning objectives	The goal of the exercise is to help parents support their children financially by learning how to fill out financial aid applications, where to obtain the necessary documents, and how to use them effectively. The goal is also to help parents effectively use their financial resources for their children's education and development.
Material	<ul style="list-style-type: none"> ● Practice materials, such as information brochures, forms, application forms, and grant checklists ● Presentation tools, such as a projector or flip chart, to visually present the information ● Sample documents, such as a completed application or notification sheet, to demonstrate the process ● Writing materials for participants to take notes

Background information	The workshop leader should collect and have ready information on the various funding opportunities available at the local, state, and federal levels to present during the exercise. He or she should also provide examples of application forms and instructions on how to complete them.
Description	<ul style="list-style-type: none"> ● Step 1: Introduction: The workshop leader explains the aim of the exercise to the participants and gives an overview of the different funding opportunities. ● Step 2: Group work: The participants are divided into small groups and each receives an example of an application form. Together they work on the form and discuss what information and documents are needed to complete it. They should fill in the information for a fantasy character so that parents do not expect us to submit their application. ● Step 3: Presentation: Each group presents their completed form and explains what information and documents they needed for the application. ● Step 4: Feedback round: the workshop leader conducts a feedback round where participants can discuss their experiences and challenges in completing the application. ● Step 5: Summary: The workshop leader summarizes the most important points and gives the participants further tips and advice on how to apply.

Activity 3	
Activity name	A3: "Find Your Contact: An Exercise for Parents on School Issues and Grants in the Municipality"
Activity type	(x) Group work () Individual work
Duration	60-90 Minutes
Nr. of participants	15
Learning objectives	The goal of this exercise is to help parents find contacts and resources in their community to discuss school issues and support options.

	Through the interactive exercises and discussions, participants will expand and deepen their knowledge and understanding of available resources to best support their children. It is also designed to encourage them to actively reach out to contacts and resources and become engaged in the well-being of their children.
Material	Writing materials & Mobile/Computer
Background information	Knowledge about local contact persons and responsible organizations
Description	<ul style="list-style-type: none"> ● Step 1: Introduction: Introduction to the topic and goals of the workshop (e.g., help parents find contacts in their community to discuss school issues and funding opportunities). Alternatively, each group can be assigned a concern, for which they then try to find a solution. ● Step 2: Brainstorming: participants work together in small groups and write down all possible contacts and resources in their community regarding school issues and funding. Each group draws a task: for example: find out how to get a financial support for a trip. If no one in the group can write, the workshop leader will help and take notes. The participants should make notes about: Office/organization that is responsible for it, some relevant facts, how to reach them (opening hours, mail, address, etc.), at least one important contact person, information about their previous work ● Step 3: Presentation - Each group presents their list and discusses their findings with the entire group. ● Step 5: Conclusion: summarize key points of the workshop and distribute informational materials about contacts and resources in the community.

Feedback	
Activity name	FB: "Dice Feedback"
Activity type	(x) Group work () Individual work
Duration	15-20 Minutes

Nr. of participants	15
Learning objectives	The goal of the feedback exercise is to create a fun and relaxed way to collect feedback from participants and get their opinions and thoughts about the workshop. Using a dice game will ensure that feedback is collected in a casual way that helps participants express their opinions freely. In the end, the feedback should be used to improve and optimize the workshop.
Material	Dice
Background information	<p>Questions 1-6:</p> <ol style="list-style-type: none"> 1. Name one thing you loved most about this workshop. 2. Name one thing you would improve. 3. What did you learn today that you didn't know before? 4. What was your favorite moment of the day? 5. What would you like to have had more time for? 6. What would you recommend to a friend who would like to attend this workshop?
Description	<ul style="list-style-type: none"> ● Step 1: Game: Participants play a "dice game" where each participant rolls a die and then has to answer a corresponding question linked to the numbers on the die (see Background Information above). ● Step 2: Discussion: facilitator collects feedback and holds a brief discussion with the entire group to gather further opinions and ideas. Try to include the following questions: <ul style="list-style-type: none"> ○ What did you learn from this workshop? ○ How do you feel after the workshop? ○ Did you learn new words? ● Step 3: Closing: Facilitator thanks all participants for their feedback and may provide a brief summary.

Module 6: Parents' rights and obligations

Icebreaker	
Activity name	IB: "What's in common"
Activity type	(x) Group work () Individual work
Duration	15-20 Minutes
Nr. of participants	15
Learning objectives	The goal of an Icebreaker at a workshop is to get to know the participants and create a comfortable, relaxed atmosphere for the workshop. Icebreaker exercises are used to break the ice and overcome inhibitions that may exist among participants. Using Icebreaker activities can improve team building and communication within the group. In addition, Icebreaker exercises can also help participants get in the mood for the workshop and focus their attention and concentration on the activities ahead.
Material	-
Background information	-
Description	<p>"What's in common" is a quick and interactive game where participants try to find a common fact with other participants.</p> <ul style="list-style-type: none"> • Step 1: Each participant says a fact about themselves, e.g. "I'm married". • Step 2: The other participants must respond quickly and state a similar fact of their own, e.g., "I am also married." • Step 3: This step repeats until a certain number of participants have named a similar fact or until all participants have completed a round. • Step 4: When a certain number of participants have named a similar fact, the game can end or continue with a new fact.

Activity 1	
Activity name	A1: "Actively Participating: Parental rights and participation at school"
Activity type	(x) Group work

	() Individual work
Duration	90-120 Minutes
Nr. of participants	15
Learning objectives	The goal of this interactive workshop exercise is to familiarize parents with the various school committees and how they can participate and represent their interests in the school. Through the use of presentations, small group work, discussions, and role-playing, participants will gain a deeper understanding of the structure and functioning of school committees, as well as develop the ability to voice their opinions and represent their interests in these committees. The goal, then, is to promote parent participation in school politics and provide them with tools and resources to actively participate in school governance.
Material	Flipcharts/Whiteboards
Background information	Beforehand, he should inform him/herself about the relevant legal framework, school committees and procedures in order to gain a sufficient understanding of the topic. In doing so, he or she can also refer to existing information brochures or online resources.
Description	<ul style="list-style-type: none"> ● Step 1: Begin with a presentation that introduces the various school committees, including the school council, teachers' conference, and school conference. Here you can also explain the responsibilities and functions of each committee. ● Step 2: Divide the participants into small groups and give them a task in which they are to investigate the structure and functioning of the school committees in their school. If possible, they can, for example, talk to teachers or members of the school council or collect information material. ● Step 3: After about 20 minutes, collect the results of the small groups and discuss them in plenary. Here you can also ask questions and deepen certain aspects. ● Step 4: Lead a discussion about how parents can participate in school committees and represent their interests. You can also highlight examples from other schools. ● Step 5: Organize a role-playing exercise in which participants learn how to represent their interests in school committees and express their opinions.

	<ul style="list-style-type: none"> ● Step 6: Conclude the exercise with a summary of key points and provide participants with tips and resources to further learn and become active in school committees.
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Activity 2	
Activity name	A2: "Raising Your Voice: Parents' wishes for the school"
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	90-120 Minutes
Nr. of participants	15
Learning objectives	The goal of this interactive workshop exercise is to give parents the opportunity to express and prioritize their wants and needs regarding the school. This can help them to participate and have a greater say, and to ensure that their concerns are taken into account in decision-making processes. The goal, then, is to improve communication and collaboration between parents, school administrators, and teachers, and to improve the school for everyone involved.
Material	Whiteboard / flipchart, writing materials
Background information	-
Description	<ul style="list-style-type: none"> ● Step 1: Introduction: The workshop leader should give a short introduction at the beginning, presenting the goal of the workshop and the agenda. ● Step 2: Brainstorming: Participants should work in small groups or individually to create a list of things they expect and want to deal with. Alternatively, a collection of images can be given where parents choose the things they expect and want to deal with. ● Step 3: Presentation: Each group or individual should present his or her list to the group. ● Step 4: Discussion: This should be followed by an open discussion where participants can share and clarify their different perspectives and opinions on the list ● Step 5: Prioritization: At the end, participants should jointly indicate which of the presented topics has the most value for them and why.

	<ul style="list-style-type: none"> ● Step 6: Conclusion: At the end, the workshop leader should provide a summary of the most important results and inform about the next steps to implement the wishes. <p>Feedback for the trainers/teachers.</p> <ul style="list-style-type: none"> ● Show through images, present orally or write on the blackboard (a way to practice language learning) a series of topics that will be covered during the workshops and ask the various groups to choose which one they want to deepen the most and why.
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Activity 3	
Activity name	A3: "Parental responsibilities"
Activity type	(x) Group work () Individual work
Duration	60-120 Minutes
Nr. of participants	15
Learning objectives	The purpose of the exercise is to give parents a better understanding of what the school expects of them. Here, key expectations are presented and discussed to give parents a chance to ask questions and discuss their concerns. The goal is also to create a common ground and strengthen the contact between the parents and the school.
Material	Technical equipment, writing materials
Background information	Knowledge of demands on parents in the host country.
Description	<ul style="list-style-type: none"> ● Step 1: Presentation: Facilitator presents an overview of the school's key expectations of parents, e.g., regular attendance at parent-teacher conferences, assistance with homework, communication with teachers, etc. ● Step 2: Small Group Discussion: Participants are divided into small groups to discuss and ask questions about the expectations presented. ● Step 3: Feedback round: each group presents their key findings and reflections in a feedback round for all participants. ● Step 4: Summary: The moderator summarizes the most important points and concludes by answering any remaining questions.

Feedback	
Activity name	FB: "Ball passing"
Activity type	(x) Group work () Individual work
Duration	15 Minutes
Nr. of participants	15
Learning objectives	The goal of this exercise is to provide a quick and easy way for participants to give their feedback on the workshop. This helps create an open and inclusive environment where everyone can freely express their opinions. It also encourages information sharing and interaction among participants.
Material	Ball
Background information	-
Description	<ul style="list-style-type: none"> ● Step 1: Set up: All participants should sit in a circle so that everyone can easily pass the ball to the next person. ● Step 2: Start: The facilitator starts by passing the ball to one person in the circle. ● Step 3: Give feedback: Once the person receives the ball, they must quickly give feedback on the topic that was discussed in the workshop. It can be a positive observation or constructive criticism. Try to include the following questions: <ul style="list-style-type: none"> ○ What did you learn from this workshop? ○ How do you feel after the workshop? ○ Did you learn new words? ● Step 4: Pass it on: After the person has given their feedback, they must quickly pass the ball to the next person in the circle. ● Step 5: Continue: This process continues until everyone in the circle has given the feedback once.

Module 7

Icebreaker	
Activity name	IB: "Storytelling"
Activity type	(x) Group work () Individual work
Duration	15-20 Minutes
Nr. of participants	15
Learning objectives	This game promotes interaction and understanding between participants and gives them the opportunity to show and share their personality and life experiences.
Material	-
Background information	-
Description	<p>"Storytelling" is a game where participants tell a story from their life, showing their personality and life experiences.</p> <ul style="list-style-type: none"> • Step 1: Each participant is given the opportunity to tell a story from their life that other participants do not know. • Step 2: The stories can be funny, inspirational or informative and can also be related to a specific theme. • Step 3: Participants listen attentively and may ask questions to learn more about the story and the participant. • Step 4: When all participants have told a story, the game can end or continue with a new round.

Activity x	
Activity name	
Activity type	() Group work () Individual work
Duration	
Nr. of participants	

Learning objectives	
Material	
Background information	
Description	

Feedback	
Activity name	FB: "Scavenger Hunt Feedback" Feedback
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	15-30 Minutes

Nr. of participants	15
Learning objectives	The goal of this exercise is to provide a fun way for participants to give their feedback on the workshop. It also encourages creativity and team spirit by requiring participants to work together to find the questions. It can also help reduce nervousness among participants because the feedback is written on a card rather than given verbally.
Material	<ul style="list-style-type: none"> ● Cards: You will need small cards or pieces of paper to write the feedback. ● Pens: Each participant should have a pen to write their feedback on the card. ● Hidden questions: a list of questions about the workshop to be hidden in various places around the room. ● Tape or staples: To attach the cards to the places where the questions are hidden. ● Optional: Small surprise prizes or rewards can also be provided to motivate participants to find all the questions.
Background information	-
Description	<ul style="list-style-type: none"> ● Step 1: Prepare: The facilitator prepares a list of questions about the workshop, such as "What did you like best?" or "What would you like to see improved?" These questions are hidden in various places around the room. ● Step 2: Start: participants are asked to go out and find the questions. Try to include the following questions: <ul style="list-style-type: none"> ○ What did you learn from this workshop? ○ How do you feel after the workshop? ○ Did you learn new words? ● Step 3: Write feedback: once a question is found, participants must write their feedback on a card and place it where the question was hidden. ● Step 4: Continue: Participants continue to search for the hidden questions and provide feedback until they have found all the questions.

Module 8

Icebreaker	
Activity name	IB: "Two Words" Icebreaker
Activity type	(x) Group work () Individual work
Duration	15-30 Minutes
Nr. of participants	15
Learning objectives	This game promotes creativity and understanding between participants and helps them get to know each other quickly.
Material	-
Background information	-
Description	<ul style="list-style-type: none"> ● Step 1: Each participant chooses two words that describe them. ● Step 2: Participants introduce themselves to the group and name their two words, e.g. "I am adventurous and creative". ● Step 3: The other participants must imagine a connection between their two words and the participant. ● Step 4: This step is repeated for each participant until all participants have completed a round.

Activity x	
Activity name	
Activity type	() Group work () Individual work
Duration	
Nr. of participants	
Learning objectives	

Material	
Background information	
Description	

Activity x	
Activity name	
Activity type	<input type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	
Nr. of participants	
Learning objectives	

Material	
Background information	
Description	

Feedback	
Activity name	FB: "Humorous feedback"
Activity type	(x) Group work () Individual work
Duration	20-30 Minutes
Nr. of participants	15
Learning objectives	The goal of this exercise is to provide participants with a fun way to give and receive feedback. It also helps reduce nervousness and tension among participants by providing humorous feedback. In addition, it can help promote communication and understanding between participants.

Material	-
Background information	<p>Questions:</p> <p>What was the funniest moment of the workshop? What made you laugh? What surprise made the biggest impression on you? Can you share a funny situation in the workshop? What was the funniest comment you heard? What was the funniest part of the day? What anecdote from the workshop will you tell your friends? Can you share a funny interpretation of an activity? What was your funniest reflection during the workshop? What was the funniest feedback you received today?</p> <p>Try also to include the following questions:</p> <ul style="list-style-type: none"> ○ What did you learn from this workshop? ○ How do you feel after the workshop? ○ Did you learn new words?
Description	<ul style="list-style-type: none"> ● Step 1: Preparation: The facilitator prepares a list of questions about the workshop, such as "What made you laugh?" or "What was the funniest moment in the workshop?". ● Step 2: Pairing: Participants are asked to pair up. ● Step 3: Giving Feedback: Each pair discusses the questions and gives feedback to each other. It is important that the feedback is humorous and not offensive. ● Step 4: Presentation: Each pair could present their answers and feedback to the group.