

CYCLE ON "CREATING SAFE SPACES TO PREVENT VIOLENCE "

Workshops for mothers and fathers: 2nd meeting:

The family, an environment in which to grow



The activities listed below are designed so that they can be easily implemented following this guide.

We have calculated the time in order to be able to plan the session (90 'in total). Either complete the entire contents or just one of the activities.

The text for addressing participants is in italics.

For all the meetings, chairs should be placed in a circle, with no tables, leaving a large space in the middle where participants can move freely.

2nd meeting: The family, an environment in which to grow

MAIN GOAL OF THE MEETING

To share what we understand by family and identify the functions that will help sons and daughters tackle the difficulties they will encounter throughout their lives.

PHRASE OF THE DAY (this phrase will be hung on a mural and written in the languages of the participants)

We are born as very weak beings; in order to live, we need the physical and emotional nourishment and warmth of our mother and our family.

MATERIAL

A player, signs with the premises to be taken into account (they will be hung on the wall so that they can be easily seen if someone new joins the group and to remember them whenever needed), a small ball, photographs of animals in which it can be seen how they relate with each other (around fifty, preferably laminated or in plastic covers), blue-tac, a board (or flip chart or large cards), markers, music for the relaxation activity and for the final energy boosting activity.

GREETINGS AND WELCOME (15')

Welcome everyone informally upon arrival. As we wait a moderate amount of time for everyone to arrive, we can ask how their week has been, whether anything has happened since the last time that they want to share. We can also ask what they remember from the previous meeting. (If the group does not want to speak, we can use the phrase of the day: for example, we can ask what they understand by "emotionally nourish". We can relate the answer to the question from the previous day, but will not go any further into depth).

We will see whether anyone is missing. Where this is the case, we will ask if anyone knows anything about the person not present. We will ask whether anyone from the group could find out (contact them, call them, ask someone they both know, etc.) if they do not arrive later on We will explain that we experience similar situations as a group to those experienced as a family. *"When someone is not there, we remember them; when someone does not arrive at the usual time, we worry and wonder why. It is like when a son or daughter arrives home late for dinner. We have them in mind. We remember them".* (We will not remove the chair of those who are not present until they have explicitly cancelled their place)

If anyone attends who did not come on the first day: We will ask those joining today for their name. We will give one of them a small ball. We will ask them to pass it to whoever they want, asking them what their name is. Whoever answers will return it or pass it to another of the newcomers. We will repeat this for as long as required by the newcomers. We will ask the group to explain the framework of the workshop.

RELAXATION (5')

With soft background music (preferably suggested by the group members), we will ask everyone to close their eyes if they want to and to alternate three breaths (breathe in for two seconds and out for four) while making a very strong fist (as if you were trying to squeeze a sponge) before opening your hand and letting it fall (opening and closing your fist three times). We will repeat this two or three times. *It is important to spend a few minutes doing this activity because, although there is a lot to do, everyone must feel well in order to be able to absorb everything, to be able to experience, so that something new can come up. If not, we would fall back into the same old habits.*

MAIN ACTIVITY (between 30 'and 40', depending on the number of participants)

Step 1: Spread different photographs of interacting animals (some showing tender or loving attitudes, others more aggressive, etc.) on the floor. Ask them to look at them and choose one that makes them think about their family (you can collect those that are left on the floor). Once selected, as each one wishes and in no pre-established order, the participants will show what they have chosen and explain why. Hang the chosen photographs on the wall once they have been presented (we will take a photograph of them as a whole at the end of the meeting) (between 20 'and 30').

Step 2: Form groups of four people (you could hand out playing cards and ask everyone to join a group according to their number). They should share the idea of what a family is (5').

Step 3: The participants will join new groups depending on the suit of their card. In the new group, they will have to do two things: share the ideas discussed in the previous group and think of how the family can help children (teenagers, youngsters) grow healthy (collect the cards handed out during the group work). (5')

cont.

REFLECTION SPACE IN A CIRCLE (between 15 'and 25', depending on the duration of the main activity)

A circle should be formed to do this activity, as explained in the file for the first meeting.

This circle rotates to the left and you can freely explain what was discussed in the group or what the photographs we have shared make you think of.

Some questions for reflection:

- What functions does a family have? (the ideas that are given can be written down on a board, on a flip chart or on large cards).
- Of all these functions, which are related to physiological needs or to social or emotional needs?
- Is helping to think a function of the family? What is thinking?
- Is love a function of the family? And arousing hope?
- And listening? And giving comfort?
- Do any of the photographs you have selected relate to these functions we are seeing (giving love, arousing hope, giving comfort, encouraging thought)?
- When you think of what a family is, do you immediately think of these functions? What do you most tend to think of?
- Can these functions help you ensure your sons and daughters deal with frustrations and problems better? How?
- What was the family into which you were born like? Is it very different to the family you are building?
- What should the father and mother's relationship be like in this family?
- How important is the presence of parents within the family?
- Is the family you want to build similar to the one that your parents built? How is it similar and how is it different?

Final reflection:

We can experience all types of situations in the family (as shown in the pictures chosen), some very difficult, some very beautiful and very endearing, some boring, and some rewarding. As adults, through the emotional functions referred to, we are responsible for gathering all these experiences and using them as lessons throughout life. We are responsible for trying to redirect situations of despair towards hope; disagreements towards understanding others; impulsiveness towards reflection; intolerance towards patience.

ENERGY BOOSTING ACTIVITY (5')

Everyone should stand up around the room. Choose any two people from the group. Start walking when music sounds, trying to always walk between the two people chosen. Because everyone must do the same thing, they will always be moving and cannot lose sight of the people chosen. Start again if the group becomes bunched together. Do this for 4'. When the music stops, say the name of the two people you were walking between.

ENDING ROUND (10')

- *How do you feel? Will you take anything with you from everything we have shared today?*
- *Those of us who have prepared the workshop would like remind you that, like the phrase on the mural says, we are born as very weak beings and that is why we need to grow as a family in terms of the physical, social and emotional needs of children . If we keep this viewpoint in mind, our project as a family might be rewarding, even if it does not turn out as expected. We have a lot to give, a lot to do, and a lot to build and learn.*
- *Remember that it is important not to lose the flow of the workshop and that you must attend. Being able to attend is a privilege. If, in spite of everything, you are unable to attend, you must inform us (give a contact phone). Should any problems arise, think about whether you could count on someone to come in your place so that you don't miss it.*

TOTAL TIME: 90 MINUTES