

# CYCLE ON "CREATING SAFE SPACES TO PREVENT VIOLENCE"

## Workshops for mothers and fathers:

### 8th meeting:

### Good times as a family



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.

# 8th meeting: Good times as a family

## MAIN GOAL OF THE MEETING

To assess the importance of games and a sense of humour when communicating with our children

## PHRASE OF THE DAY

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

Experience is not what happens to a man; it is what a man does with what happens to him (Aldous Huxley).

## MATERIAL

A player, a mural with the phrase of the day, masking tape, questionnaires in different languages, ballpoint pens, a music player, sheets of paper in four different colours with messages, a bag with cards in four colours, each with a letter (A, B, C and D), printed grids, handkerchiefs to cover the eyes or the material for the goodbye activity that has been discussed together.

## GREETINGS AND WELCOME (15')

On arrival, we will proceed as on the previous days: We will greet everyone, ask how their week has gone and whether anyone wants to share anything, or what they remember from the previous meeting. We can also read the phrase of the day and see whether anyone is missing. (7')

*This is a special meeting because it is our last. It will be the last time that we will ask ourselves how the week has gone. What would you say it makes you feel today, at this precise time?*

*Since this day is different, we will also do different things. The topic of today is good times as a family. Today we want to have a good time as a group (our "family" for these past days).*

*First, you will reply to the questionnaires that you answered on the first day, in order to assess whether there have been any changes. You know that this project has been possible thanks to the support of the European Union and we must be able to explain how it has gone, whether or not it has been useful, whether it has met your needs, whether it has given you ideas and resources to help you face the difficult times in the relationship with your children.*

*We will then do a few minutes of relaxation but, because it is a different day, this will also be different. Then we will do a game that will help us remember everything we have worked on and shared. And then there will be a surprise (or the activity that the group has prepared or suggested at the previous meetings). We will not do the energy-boosting activity, and the reflection activity in a circle will not be the same.*

## ANSWERING THE FINAL QUESTIONNAIRE (15')

We will hand out the questionnaire, a pen, and a card to each person.

**IMPORTANT:** Because the questionnaire must be anonymous but we must be able to compare it, we will use the corresponding numeric code instead of the forename and surnames.

## RELAXATION (5')

*Today while listening to the music, we will walk and dance around the room remembering the good time that we have had as a family.*

*We will start walking as we listen to the music. When I say "can you remember when your children held your hand when they were small?", you should move your hand and let yourself go take as if they were pulling you (a demonstration can be made). If I say "do you remember a day that you felt you could trust your children?", I will tell you another part of the body and you will walk or dance as if that part were being pulled and making you move, etc.*

Put on music\*, ask them to start moving around the room and give the following premises:

*Can you remember:*

- *when your children held your hand when they were small? - Hand*
- *a day you felt you could trust your children? - Back*
- *when they started walking? - Foot*
- *when they started talking? - Mouth*
- *when they started reading and writing? - Head*
- *a day they gave you a lovely hug? - Arms*
- *a day when you sunbathed on the beach and swam together - Shoulders*
- *a day they made you choke with laughter - Cheeks*
- *a day you danced endlessly - Legs*
- *a day they said something really nice to you - The whole body*

Lower the music gradually and ask them to just walk and, while walking, to take three breaths like those that they have learned to do in the previous workshops.

\*suggested music: "Salento" by René Aubry

*cont.*

## FIRST ACTIVITY (35')

Previous preparation: Before the group of participants arrives, hide sheets of different colours, each containing a message, in different places around the room (under the seat of the chairs, on shelves, on a hanger, in a drawer, behind a curtain, on the outside of the window).

Introduction: *Now we will do a game that will help us remember what we have done during all the meetings.* Explain the procedure.

Procedure:

Part 1: (15')

- Ask each participant to take a coloured card from a bag. They must put their hand into the bag without seeing the colour of the cards.
- Form groups according to the colour of their card (each card will have a different letter -A, B, C or D-, but this is not important at present).
- Each one is given a grid with sections in different colours and, if necessary, a ballpoint pen.
- Each group should look around the room for four messages in the corresponding colour.
- Depending on what the messages found say, they must answer the grid in the squares of their colour.

Part 2: (10')

- Form new groups according to the letters on cards taken.
- In these new groups, each person will explain the messages they have found and they answers they have given.

Part 3: (10')

- Each group must discuss two ideas that were shared in the second group: The one that seemed to be most fun and the one that they found most interesting.

## SECOND ACTIVITY (20')

This space will be left free to carry out an activity decided on by the whole group. If the activity needs more than 20', we can allocate less time to the previous one (one of the parts could be left out).

If there has been no initiative, an alternative activity is proposed below as back-up.

Procedure:

Ask participants to split into pairs and stand at one end of the room. Hand out one handkerchief per pair. One of the two must cover their eyes with the handkerchief. Arrange a few chairs in a disorderly manner around the centre of the room. Ask the other person who can see to accompany the other in the pair all around the room. Each pair will be told to start every 15" (seconds). Once they have moved around the room, they can exchange roles if they like.

We can proceed in a round like in the reflection spaces in the usual circles. This will involve saying how we have felt accompanied or whether we liked accompanying others, and whether these experiences can make us think about our children who we accompany throughout their adolescence.

## ENDING ROUND (10')

- *One of the messages from today's meeting is that, besides accompanying our children, conveying values, establishing limits, and helping them think, we must spend good times as a family, celebrate everything that has gone well, be able to laugh, play, dance, and resort to a sense of humour. Circumstances are sometimes difficult, but it is worth making an effort to make it easier for us to share pleasant moments, good times.*
- We have now reached the end. To end all these meetings, we could share how we feel and what we are taking away from them. If a consensus is reached very quickly, we can ask what they most liked and what they least liked, and whether they would make any recommendations for future workshops.
- Hand out a dossier to each person with different deliverables corresponding to each of the previous meetings.
- Remind them that there will be another meeting in a few months time just to meet up again and to once again be able to share how everything has gone.
- Say goodbye.

**TOTAL TIME: 90 MINUTES**

**GROUP A**


**GROUP B**


**GROUP C**


**GROUP D**


Who can you count on when you're going through a bad time?

Why is our presence in the family so important?

Could you explain three reasons why it is difficult to establish limits?

Could you make a list of the feelings you've had throughout all the meetings?

Why it is important for the couple  
(or the adults responsible for the children)  
to be on the same page in terms of the children's  
education?

Could you explain three characteristics  
of teenagers?

Why is establishing limits so important?

On which day did you laugh the most?  
Why?



Why is it so important to take care of yourself?

What would you have liked to have changed regarding the education you received?

What is the difference between a limit and a rule?

Do you remember the message of any of the phrases of the day?

What risk can loneliness lead to?

What functions does the family have?

Could you give three examples of abuse through language?

Which of the issues we have discussed has been of most interest?