

Risk factor: Problems / instability at home

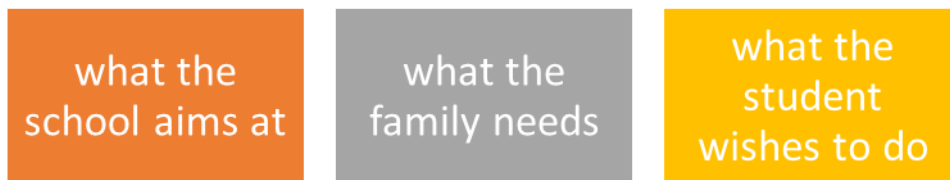
ACTIVITY 1: Let's set up the week together

Description

The activity is aimed at building a stable and lasting connection between the weekly goals of the three players involved in education:



It is also meant to prioritize these activities to ensure the best balance during the week between:



The activity involves all three players:

- parents are asked to fill in a list with the house activities they wish their children will implement during the week
- teachers are asked to fill in a list of activities required for the student to do during a week's time.
- Student is asked to fill in a list of activities he/she wishes to do during that week.

Based on these three lists, each part involved will select 3 activities which they consider to be essential that week. The 9 selected essential activities are moved into a Priority List for the student to do that week. Along with each activity there comes a timetable. At the end of the week, the parents and the student must fill in a checklist to see which activities have been performed and which have not. After completing this checklist, discussions

are meant to take place between the parents and the student to see what impeded the latter to fulfil their tasks and wishes.

The activity is aimed at increasing the awareness of all the three parties of the other's needs / desires / responsibilities.

Objectives

- prioritizing weekly student activities to ensure the best balance between the aims of the school, the student and the parents.
- Making the child responsible for his/her weekly routine.
- Involving the parents in the efficient organization of their children's weekly routine.
- Increasing the awareness of all the three parties of the other's needs / desires / responsibilities.

Method/approach used for the implementation of the activities

- Individual counselling
- Negotiation

Tools to be used

- Weekly list of activities
- Checklist with the 9 selected priorities activities

Duration: two months

How often. Weekly

Target group

The activity targets parents who are unable to provide a balanced approach to their children weekly routine and children who are unable to insert into their weekly routine some of their preferred activities

WEEKLY LIST OF ACTIVITIES (PARENT/CHILD/TEACHER TICKS 3 ACTIVITIES, ONE FROM EACH CATEGORY)

HOUSEHOLD ACTIVITIES	SCHOOL HOMEWORK PREPARATION ACTIVITIES	LEISURE ACTIVITIES
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Sorting your things	15 min	Reading activities	1 hour	Watching movie	2 hours
Shopping	1 hour	Solving tests	1 hour	Practising sports	1 hour
Washing dishes	10 min	Resumption of homework solved at school	1 hour	Computer/phone games	1 hour
Ironing	1 hour	Experiments	1 hour	Outdoor games	2 hours
Help with food preparation	1 hour			Visits	2 hours
Help setting the table	10 min			Meeting friends/colleagues	2 hours

CHEK LIST WITH THE 9 SELECTED PRIORITY ACTIVITIES

ACTIVITY	PERFORMED	NOT PERFORMED
Activity 1		
Activity 2		
Activity 3		
Activity 4		
Activity 5		
Activity 6		
Activity 7		
Activity 8		
Activity 9		

ACTIVITY 2: “If you were in my shoes”

Description

The activity is aimed at strengthening the relationship and the common understanding between parents and their students. The main purpose of the activity is to understand the importance of a good communication. Both the parents and the students are placed in such a position as to become aware of the other's expectations and responsibilities.

The teachers meet the student who have a high drop-out risk homes and conduct separate interviews with both the parents and the student. The interviews address themes such as: What do I wish the most; How was my parent as a child? What are my responsibilities as a child / parent? Can I take some of the responsibilities of my parent / child?

After the conduction of the two interviews, the school representative / teacher prepares, together with the student and the parent, a list with 3 tasks that the parent can do to help the child and 3 tasks that the child can do to help the parent. At the end of the week, both the parent and the child tick a checklist to see if they have fulfilled their helping tasks.

Objectives

- Increased parents' abilities to communicate efficiently and effectively with their children in terms of the themes to be faced, mode of communication, time and frequency of communication.
- Increased parents' abilities to empathize with their own children.
- Increased children's abilities to empathize with their own parents.

Method/approach used

- Interview
- Individual and collective counselling
- Role-playing; role-swap

Tools to be used

- Interview plan
- To-do list
- Checklist

Timing: 2 months

How often: weekly

Target group

Parents who have difficulties communicating with their children and children in drop-out risk who have trouble with communicating efficiently with their parents.

TOOLS

Interview Plan

PARENT INTERVIEW	CHILD INTERVIEW
<ul style="list-style-type: none">• What do you want most for your child?• What can you do for him to succeed?• What should he do better?• How can you help him to make things better/good?• What can you recommend?• What activities can you do together?	<ul style="list-style-type: none">• What do you want most for yourself?• What can you do to succeed?• What do you think you should improve?• How can parents help you?• What can you do together?• What can you ask your parents for help with?• What would happen if you failed?

To do list (for the student)

- Study at least 2 hours a day
- Do the household chores
- Behave him/herself
- Help the parent with his job / business
- Take care of the younger brothers / sisters
- Be at home in time
- Not to smoke
- Not to use drugs or alcohol

To do list for the parent

- To provide for his/her family
- To spend quality time together with the child
- To understand some mistakes
- To be flexible with returning hours
- To let him/ her play more
- To allow him /her to have a saying in the family business

Check-list for the activities implemented with each-other support

Week : -----	
(for the parent) I am happy that:	(for the student) I am happy that:
<ul style="list-style-type: none"> You studied at least 2 hours a day 	<ul style="list-style-type: none"> You provided for me
<ul style="list-style-type: none"> You did the household chores 	<ul style="list-style-type: none"> You spent quality time with me
<ul style="list-style-type: none"> You behave yourself 	<ul style="list-style-type: none"> You understood my mistakes
<ul style="list-style-type: none"> You helped me with my job 	<ul style="list-style-type: none"> You were flexible with my returning hours
<ul style="list-style-type: none"> You took care of your younger brothers / sisters 	<ul style="list-style-type: none"> You let me play more
<ul style="list-style-type: none"> You were at home in time 	<ul style="list-style-type: none"> You allowed me having a saying in our family bussines
<ul style="list-style-type: none"> You did not smoke 	
<ul style="list-style-type: none"> You did not to use drugs or alcohol 	
Overall assessment of the week	Overall assessment of the week
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