



Solution By Inclusion

An Educator's Manual to Tools to Strengthening School Relations

Solution C. Family–School Relationships

Developed by NLP Aalborg/ Center for Unges Livsmestring in co-creation with students, parents and educators from GEM16+ (Malta), IAL FVG (Italy), Tradium (Denmark) and project partners under the Erasmus+ co-funded Solution By Inclusion Project, 2020-2023

This is part of Solution By Inclusion developed Methods & Tools to be tested at GEM16+, IAL FVG and Tradium as part of Intellectual Output 02, WP. 4

Authors: Carsten Steen Nielsen & Mogens Rude, 2020-2023

Foreword

This Educator's Manual contains methods and tools based on the project results generated from the Erasmus+ project, Solution By Inclusion (WP. 4).

Project partners NLP Aalborg/ CFUL (responsible for Work Package 4. in the project) have been making an extensive screening before analyzing and selecting existing methods and tools from the EU system; from Erasmus+ VET projects (KA202) to Erasmus+ School projects (KA201) and EUs European Centre for the Development of Vocational Training (CEDEFOP). Furthermore, we have integrated the existing methods and tools developed or put in use by the partnering organisations in Solution By Inclusion.

Giving the nature of the methods stemming from diverse projects and backgrounds the methods and tools will be adapted to fit the Solution By Inclusion project description. Therefore, the methods and tools put forward in this project have been reshaped into new innovative solutions of inclusion to be implemented at upper secondary educational level VETs/ SCLs in Europe. The solutions to be implemented were fitted into new innovative forms and shapes in co-creation with Peer Advisory Boards of VET and SCL (Second Chance Learning) students, educators/ staff and parents at Tradium (Denmark), GEM16+ (Malta) and IAL FVG (Italy).

Chapter 1 - A Short Introduction to “Solution C: Family–School Relationships”

Purpose

The purpose of working with family-school relationships is to strengthen parents' competencies to deal with their children's challenges, social inclusion, mental well-being and social skills. By strengthening the family – school relationships problem solving will take place in both school and home and parents get competencies and a tool/method to deal with their children's challenges. Moreover, by strengthening family-school relationships educators also get competencies and skills to deal with students well-being and challenges to fit in the class/ group (social inclusion) and follow the subjects on the same level as the rest of the class. On a social and personal level the students (and parents, educators and the school management) will gain competencies as self awareness, self confidence, communications and building relations.

Content: Solution C – Family-School Relationship

Part takers and/or User Group(s):

- Students 16-20 years at VETs/ SCL
- Parents, family members

Place: At home

Time: 2-3 x 60 min.

Preparations: Preparations (between educators/ school – family (parents)).

Chapter 2 - Solution C: Family-School Relationships

This solution is a modified version of LINK Rituals with the topics “Friendship”, not only as a part of the VETs’/ SCL’s curriculum but also as a part of the Family-School relationship. Thus, parents and families are offered this version as a way of working at home with challenges related to their children and school. This can be introduced to parents in Family-School meetings for instance where educators do a “walk through” of this version so parents are ready to try it at home.

Welcome Ritual

Start by playing a song (suggestion “Count on Me” by Bruno Mars - [Bruno Mars - Count on Me \(Official Lyric Video\)](#)- that fit the competencies of building relations and parents dealing with children’s challenges). The overall use of music at the beginning is to create a framework for the LINK Rituals and mark that this is something quite different to the formal, well-known learning context at school. Moreover, the music generates a feeling and ambience of inclusion and positive vibe in the family home and in the body and mind of each student. And music is a great tool for immediately touching us deep inside without any filters or having to process it first.

Sharing good experiences

The participants (family members) share a recent good experience. It functions as an icebreaker and “cohesion booster” in the classroom (and even works virtually). To make an analogy, it seems to work like getting “likes” on social media. It makes you glad and positive. It is personal, touching, recognizable and low key. You can identify with the other family members because of their stories and experiences. You may see them in a different light – as “a whole person” – doing “normal” things like walking and meeting up with a friend. It gets emotional in a good way, further the participants empathy and creates the perfect setting for the next part of the rituals.

Introducing Today’s Topic

Suggestion: Friendship

Other suggestions: Loneliness or Feelings (from the Educator’s Manual to LINK Rituals)

Talk about Today's Topic

Show the photographs related to “Friendship” and let your family talk about friendship. The photos are “universal” and shows aspects of friendship, like a boy standing outside a group, visibly distanced and excluded. The photographs shown to the students are followed up by questions like:

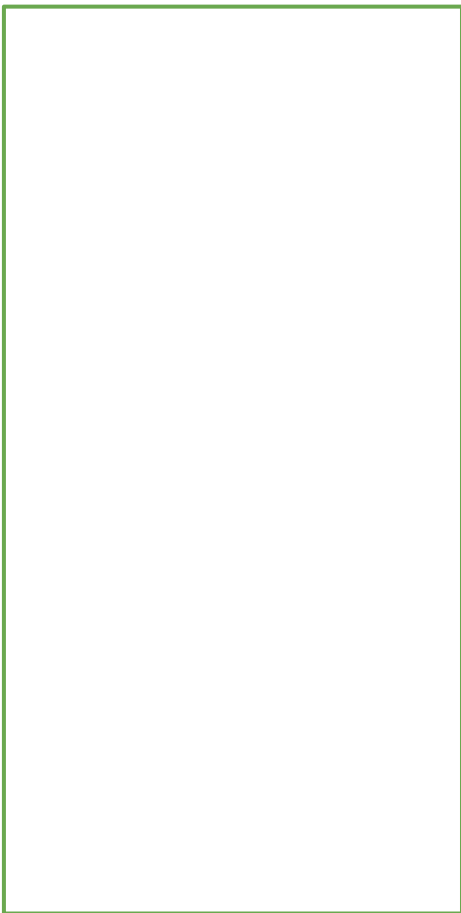
What are they doing?

Why are they doing this? etc.

The family members could gain a general understanding – knowledge - of “Today's Topic”. A topic not formally integrated and taught in relation to school curriculum. Humanistic soft skills that might only be discussed if brought up in for instance literature or psychology. The children (youngsters) could also learn how to reflect on oneself and the others – further self-awareness, self-conscience, self-image and to better understand of the others viewpoints, behavior, feelings etc. and inclusion in class and in family life in general.















Working on Todays' Topic

The family are divided into small groups (or one group) with different assignments (or the same assignment):

Group 1: Make a recipe of how to be a good friend

Group 2: Make a poster of what I can do to make friends

Group 3: Make a poster of what I can do to be a good friend

Group 4: Write down, qualities of being a good friend

Group 5: Make a bully manifest, what can you do to stop bullying

This part of the rituals will normally take 20 to 25 minutes and will always consist of different tasks (so that it does not become tedious) that the family have to discuss and find solutions to.

Yet again, as in the "Talk about Today's Topic" the things gained by the youngsters/ other family members will be knowledge on "soft skill" topics and reflections on oneself and the others for better inclusion in the classroom (and family life in general). Moreover, the tool is constructed to further involvement by practically do a poster for instance.

Just for fun

An important part of the Rituals is to have fun. You can play song like "Happy" by Pharrell Williams [Pharrell Williams - Happy \(Video\)](#) - but it could also be e.g. to dance or play with balloons.

Summary and End of Lesson

The ending ritual is "Curl and Throw" where the students individually had to answer one or more of the following questions:

- *What is the most important thing for you to do with a friend?*
- *What kind of friendship do you know about?*
- *How can you be a good friend in your class?*
- *What is the difference between the words "friend" and "friendly"*

The family members write the answers down on a piece of paper, then toss the paper and throw it. This is to keep an informal atmosphere. One of family members will read one (or more) of the answers. Yet again, this can make each family member reflect and become aware of oneself and gain knowledge to strengthen mental health, well-being and inclusion.

