

INTELLECTUAL OUTPUT NO 01 PEDAGOGICAL KIT/MODEL GUIDELINES FOR ELABORATION PART 2 – PRACTICAL TOOLKIT WSBINOZ



A. HOW TO WORK WITH PARENTS

	Activity	<i>Case studies of difficult situations which might happen at school</i>	<i>Management of conflicts</i>	<i>Examples of dialogues (including some communicational tips)</i>	<i>Mediation and negotiation</i>	<i>Planning of common work</i>	<i>How to involve parents in a school life</i>	<i>Assertiveness of a teacher vs empathy</i>	<i>(Maybe) a plan of educational lesson with parents</i>	<i>Institution responsible for developing the activity sheet</i>
1	FECE (FUKO)		X	X	X			X		WSBINOZ
2	A book a way to fight the boredom					X	X			WSBINOZ

TITLE: FECE

AREA (OBJECTIVES)

1. Conflict management;
2. Examples of dialogues (including some communication tips);
3. Mediation and negotiations;
4. Assertiveness of the teacher vs empathy.

THEORETICAL BACKGROUND (if needed):

FECE is an abbreviation of four words:

- **F as facts**

At the beginning, recall the facts and specific behaviour of the other person. Avoid generalities and give arguments and examples of the situation that you did not like. It is very important to evaluate the behaviour, not the person. For example: I noticed that once again you answer the phone during our meeting.

- **E as emotions (and feelings)**

In the next step, talk about your feelings and emotions. Describe what effect the behaviour has had on you. For example: I am sorry that a phone conversation is more important to you than talking to me.

- **C as consequences**

Then focus on the consequences and present a vision of what can happen if the other person does not change his/her behaviour. Thanks to that the other person will know what reaction he/she might encounter in the future if he/she maintains its negative behaviour. For example: By behaving in this way, you make it impossible for us to discuss an important topic.

- **E as expectations**

Express clearly your expectations about what could happen differently. It is very important to finish the conversation with information about what you really expect from the other person. For example: Next time I expect you mute your phone before the conversation.

DESCRIPTION:

Good communication makes life easier. Conduct a conversation according to the FECE rules on the below topics:

- as an educator with the parent of a student who beat a friend (Person A is an educator, person B a parent),
- as a parent with a teacher who breaks the evaluation rules (Person A is a parent and Person B is a teacher).

EVALUATION OF THE PRACTICE:

- Whether and to what extent the FECE principle has been implemented in cooperation with parents?
- What are the effects of working with this method?

COMMENTS FOR IMPLEMENTATION (if possible):

Tip: the task can be carried out in the form of an exercise in the teaching group before the teacher introduces the FECE rules in working with parents.

OTHER USEFUL RESOURCES (e.g. links where you can find more information on the given topic):

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TITLE: A BOOK A WAY TO FIGHT THE BOREDOM

AREA (OBJECTIVES)

1. Planning of common work
2. How to involve parents in a school life

DESCRIPTION:

At the beginning of the school year, the activity called "A book a way to fight the boredom" is planned. Parents are informed about the activity during the first meeting, at the beginning of the school year. The idea is to read to children from the class of books / stories in the library. Shared reading takes place once a month. At the beginning of the school year, parents together with the class teacher determine the schedule of meetings in the library and choose books / stories that they would like to read to children. Parents can choose books / stories that they liked, for example, in their childhood. In order to involve parents of all children in school activities during one meeting, the book may read, for example, two parents, or you can propose more frequent meetings, e.g. twice a month.

The next stage of activity can be a discussion with pupils about, for example, characters from a book, about the story, etc. The activity can be ended by making a poster about the book / story by children (or together with parents) .

EVALUATION OF THE PRACTICE:

- Number of parents involved in the activity "A book a way to fight the boredom"
- Number of meetings held
- Number of books / stories read

COMMENTS FOR IMPLEMENTATION (if possible):

Usually parents are very willing to apply for this activity. It is worth paying attention that each parent is involved on an equal level in the implementation of the activity - so everyone who wants to read the book can do it. For children it is also very important that their parents are involved in this activity. On the one hand, it is a simple activity that strengthens the cooperation of parents with the school in a very pleasant form, on the other hand, it also promotes reading and encourages pupils to read books at home on their own.

OTHER USEFUL RESOURCES (e.g. links where you can find more information on the given topic):

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