

**Need to Connect (NTC)**  
**Project Nr. 2021-1-IS01-KA220-YOU-000028985**

**PR2 Curriculum, training program and open  
educational resources (OERs)**

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## 1. INTRODUCTION

Need to Connect (NTC) project objective is to fight loneliness, empower and connect young mothers (18-30 years of age) through art training and build sustainable national community platforms in all partner countries. The overall objective is to raise awareness of issues among young mothers in Europe, to develop curriculum and training program that can be used as a tool for empowerment and connection by all interested parties, and to build up a national sustainable community/platform of young mothers, that will be managed by young mothers after the finalization of the project.

This training program is based on results from Need-analysis done by all project partners in Bulgaria, Iceland, Italy, Netherlands, Slovenia and Spain. The partners have done desk research, online surveys based on questionnaires and in-depth interviews with young mothers and stakeholders.

Based on the gathered information the project consortium has concluded that a lot of the young mothers feel they have support networks through their families, friends and communities, however, a significant percentage of young mothers do not feel they have any support network. It is therefore vital to think of community structures and online platforms to reach to those women and provide the necessary support.

A fact of significant importance is that in all partner countries there is great need for activities to provide emotional support for the young mothers and there is a huge gap between the demand of the target group and the present supply of services. The research has revealed that what the young mothers need is help: to understand and accept their new role in life, without losing their identity; to find their best way to face and deal with the intense and often toxic societal pressures of being a mother; to navigate through the all the available online information, critically assessing and discerning the helpful and accurate one from the fake; deal with the conflicting demands and expectations on mothers, and to understand the harmfulness of feeling lonely.

The needs identified by all stakeholders fall into two main categories – personal and public.

In terms of personal supports, the following needs have been identified:

- self-esteem, self-awareness and self-management workshops
- help identifying reliable information on childcare available online and in the public arena
- navigating the overwhelming maternal role constructed by the intensive mothering ideal
- raising awareness of post-partum depression
- getting more support from male partners
- dealing with maternal guilt.

In terms of public support, the following needs have been identified:

- public drop-in mother and baby clinics for new mothers
- affordable childcare facilities
- community building services for migrant mothers/parents



- supports for mothers of children with disabilities, including learning difficulties.

Based on the identified needs and demand for services and skills and knowledge building, NTC partnership has developed this curriculum and its training activities that consists of 5 topics – each one presented in a separate module:

1. Support and appreciation. The main topics include: networking, bonding, connecting, creating community, developing social skills.
2. From unicorn to wisdom. The main topics include: critical thinking development, helping eliminate stereotypes, work on gender roles and on mother's role expectations and stereotypes.
3. Self-realization. The main topics include: self-portrait through “maternal journal”, psychological self-awareness needs, mother's roles, self-care.
4. Taking care for your baby. The main topics include: 1st aid, childhood development knowledge and skills.
5. Creative Life Management. The main topics include: problem solving through creative tinkering, out of the box thinking – how to find solutions to problems by yourself, time management.

Every topic of the training content (each of the 5 modules) has the following structure:

1. Activities for a 2-hour session face-to-face or online. All activities are designed for implementation in groups.
2. Additional (flipped) material: 1-hour training content for self-learning of the young mothers. (Reading material, video / audio content).
3. 3-hours homework activities for self-learning / doing: tasks, related to the module content to be implemented after the group activities with the goal the women to apply what they have learned.

The activities in the training program are using art as an empowerment tool for young mothers. They involve various art forms, such as music, visual art, crafts, photographs and design, and the aesthetic elements of sounds, shapes, movements, metaphors, among others. This creative approach in the activities is focused on to teaching the women about empowerment, expression etc. using art, mixed with other proven methods. Empowering methodologies, positive psychology and participatory learning are also among the tools used.

The aim of the training is to:

- to teach young mothers how they can use art as an expression tool
- to empower them by enhancing skills and making progress
- to teach problem solving through creative tinkering
- to teach teamwork and connections
- to teach how to develop and promote an idea



The curriculum will be used in 2 main ways:

- as a training guide providing information and activities for in-person training;
- adapted as fully online training activities to use individually or in groups via the Need to connect platform.

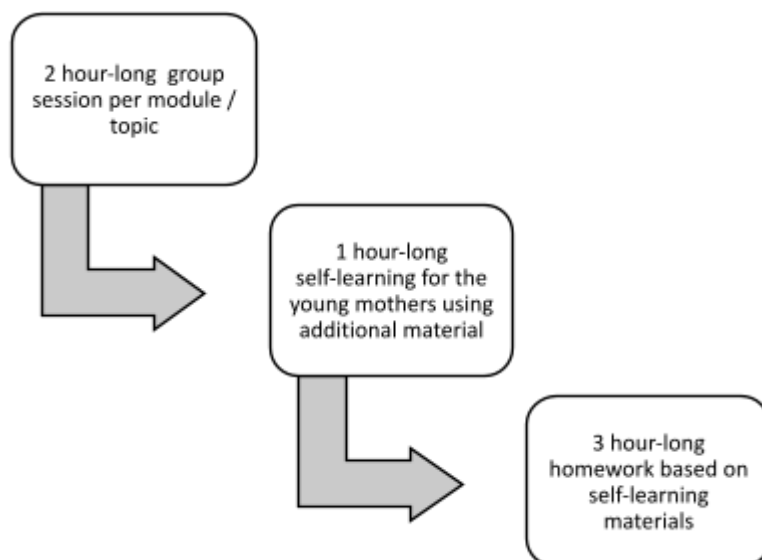
This curriculum is designed not only to be used by trainers and social workers but also by young mothers giving them the opportunity and capability to impact other young mothers in similar situation by organizing for them some empowering activities.

The setup of the curriculum will be both central and local. The central training in English, presented as an outline of the training for all NTC partners, as well as other countries/regions wanting to implement. Further to it this English curriculum will be translated and adapted to partners' countries based upon the country specific results from the Need analysis and taking into consideration cultural diversity and composition of the target group, with national curriculums.

### 1.1. Information for trainers / facilitators

Trainers / facilitators can use the curriculum for developing tailored training solutions to meet the needs of the young mothers. For example, they can structure a training programme, which will aim young mothers' empowerment and help to raise their employability.

- Based on the Curriculum facilitators may use all of the Module topics or to choose which topics to cover depending on the specific needs of the young mothers they will be working with.
- For each topic (defined as a separate module in the Curriculum) to set up a 2-hour group session – face-to face or online. During the session the facilitators will guide the group doing the described in the curriculum group activities. The trainer / facilitator is expected to read the activity descriptions beforehand, prepare the necessary materials or provide instructions to the participating mothers what is expected from them in order to participate in the activity.
- After the group session the facilitators should provide the young mothers with the flipped material as a self-learning tool and materials / activities for the homework to be done in self-pace.
- It is recommended to present the topics / modules following their order in this Curriculum.
- In order to avoid pressure, we recommend to present not more than 1 topic per week to the group.



## 1.2. Information for the young mothers

In case you are learning by yourself the best way is to use the Need to connect platform where you will find all information on how the training curriculum and its activities can be used. On the platform you will find 5 training modules, containing set of activities to be done as a group, a flipped material for self-learning and instructions for the homework part.

The content of each module will help you not only learn about the topic, but also to acquire the necessary skills and confidence to act upon it. You can choose, whichever module is most appropriate for you and start working. The NTC team highly recommends to start with the Support and Appreciation module, which is a kind of base on which you can build upon your group support.

You either join a group or form a group yourself and start helping other mothers too. In such case you become a facilitator, and should see also the information in section 1.1 Information about the trainers / facilitators.

Here are the main steps you should go through:



It is clear that developing new behaviour patterns and skills is not an easy task, that is why we want to share with you now: building new skills and habits is like building muscles. It requires persistence, but the more regularly you work out, the easier it becomes and eventually also very enjoyable. Working in a group with other young mothers and sharing experience can help you to keep your motivation up and learn more quickly. Enjoy the ride!



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## 2. MODULE 1 – SUPPORT AND APPRECIATION

	MODULE INTRODUCTION
Objectives	<p>The main objectives of the Support and appreciation module are establishing connection (social and emotional) among young mothers. These exercises and methods will help young moms to deal with emotions, interests and different types of knowledge.</p> <p>The aim is for participants to notice changes in their relationships and to become (more) aware of the complex dynamics surrounding art and their different roles in life, not only about being mothers.</p> <p>These skills can help them, deal with the changes and the new situation, which is often emotionally charged.</p>
Learning outcomes	<p>The learning outcomes of the modules will be:</p> <ul style="list-style-type: none"> <li>- Networking</li> <li>- Bonding</li> <li>- Connecting</li> <li>- Creating community</li> <li>- Developing social skills.</li> <li>- Helping mothers use art as an expression tool.</li> <li>- Teamwork</li> </ul>
Total duration	<p>2-hours of group activities face to face or online</p> <p>1-hour self-learning</p> <p>3-hours homework activities</p>
Content	<p><b>GROUP ACTIVITIES</b></p> <p>Activity 1 <b>Speed Netmoming</b></p> <p>Activity 2 <b>Which one would you be?</b></p> <p><b>MATERIALS FOR SELF-LEARNING</b></p> <p>Connection, social skills and motherhood (PPT)</p> <p><b>HOMEWORK</b></p> <p>Activity 1 <b>One feeling, one song</b></p> <p>Activity 2 <b>Did I?</b></p> <p>Activity 3 (Extra) <b>Read and empathize?</b></p>
Instructions for facilitators	<p>See Descriptions for face-to-face and online implementation in the following Group activities</p>

### GROUP ACTIVITIES

	ACTIVITY 1 <b>Speed Netmoming</b>



Objectives	Everyone knows what speed dating is, but what about speed networking. It's an accelerated way to maximize the number of new connections the attending moms can make in a short amount of time. It also takes the awkwardness out of having to approach random people and will help the moms to meet each other and find some points in common.
Preparation	<p>The activity consists of two main parts and it is aimed at a group of about 10 – 12 mothers.</p> <p>This speed networking is about breaking the ice between the mothers in a rapid way. It will help them open up about some things about themselves and motherhood and also will be a great starting point to enhance empathy among them. They will be divided in two groups to make it easier.</p> <p>A list of questions will be handed to the mothers to write down their answers. Here are some ideas about the questions in the list. The facilitator may adjust the questions to the target group.</p> <ol style="list-style-type: none"> <li>1. What is your name?</li> <li>2. How old are you?</li> <li>3. Where are you from?</li> <li>4. How many kids do you have?</li> <li>5. How old were you when you had your first kid?</li> <li>6. Are you happy?</li> <li>7. What are your dreams?</li> <li>8. What are your fears?</li> <li>9. What is the thing you miss most?</li> <li>10. What things are you good at?</li> </ol>
Total duration	<p>Total duration face-to-face (45 – 60 min)</p> <p>Total duration online (45 – 60 min)</p>
Description face-to-face implementation	<p><b>PART 1</b></p> <p>The whole group will be divided into two. The facilitator will put chairs for half of the mothers in front of the same number of chairs on the other side. The team A will be seated in the first row and then the team B will be seated in the other row. The team A will not move but the members of team B will move one seat to the right each time till the circle is completed.</p> <p>The moms will receive a list of questions to follow to help them to know each other. Each conversation between the pair will last 5 minutes and then one of the mothers of the pair will move to the next till all of the group A and group B have had contact with each other.</p> <p>Once finished, can repeat the dynamic among the members of the same team, that depends and how many moms are in the group</p> <p><b>PART 2</b></p> <p>All the moms will give their answers to the facilitator who will put them together and anonymously write them on the whiteboard (all of them but</p>

	the names) and create a little talk about how many things they have in common, which will be for sure more than they think.
Description online implementation	<p><b>PART 1</b></p> <p>The facilitator will send a link for the meeting to all the moms participating in the workshop. Then, he or she will introduce the workshop to the moms.</p> <p>The facilitator has already divided the moms in two groups in a list. Beforehand the facilitator has already organized a list of to whom each mom has to talk. For example: Round 1 the pairs will be Anna and Maria, Elke and Fatima....and so on.</p> <p>The mothers will be divided in pairs using the “breakout rooms” function of the meeting media being used. It will be organized in small rooms in the same videoconference and then after 5 minutes the sessions will finish and will start with the next mom. The facilitator will be organizing the new pairs of moms as soon as the previous chat ends.</p> <p>The moms will receive a list of questions to follow to help them to know each other. Each conversation between the pair will last 5 minutes and then one of the mothers of the pair will move to the next till all of the group A and group B have had contact with each other.</p> <p>Once finished, can repeat the dynamic among the members of the same team, that depends and how many moms there are in the group.</p> <p><b>PART 2</b></p> <p>All the moms will send a document with the answers to the facilitator that will talk and comment them out loud in the conference to the whole group.</p>
Materials	Worksheet NETMOMING (available on the NTC web platform) Chalkboard and chalks or flip chart and markers (Face to face mode)

	<p>ACTIVITY 2</p> <p><b>Which one would you be?</b></p>
Objectives	The main objective of this activity is again to get the moms to connect to each other and also get some positive feedback from the rest of the group.
Preparation	<p>This activity will help the mothers to talk about themselves, discover the preferences and feel more connected.</p> <p>Each mom will have to answer the question:</p> <ol style="list-style-type: none"> <li>1. If you were a song, which one would you be? Why?</li> <li>2. If you were a movie, which one would you be? Why?</li> <li>3. If you were a book, which one would you be? Why?</li> <li>3. If you were a series, which one would you be? Why?</li> </ol> <p>After responding the four questions about themselves, the rest of the group have to answer the question about the mother that has just talked.</p>

	<p>For example: “If I had to tell which movie you would be, the movie would be Tangled because you remind me of Rapunzel.”</p> <p>Of course, everything should be positive encouragement. This will help the group to know each other better and also have a positive feedback and comments from the fellow moms. This is how team building works.</p> <p>After all participants answer the questions, the facilitator and the mothers will have quite a lot of information about the preferences and hobbies of the mothers.</p>
Total duration	<p>Total duration face-to-face (30 min)</p> <p>Total duration online (30 min)</p>
Description face-to-face implementation	<p>The mothers will be seated in circle while the facilitator writes each answer on the whiteboard or flip chart. He or she will also write down the positive things the rest say about each other. After finishing the dynamic, there will be a list of movies, songs, series and books that all mothers can reach out to know each other better and have a clearer view of the personalities of the rest.</p>
Description online implementation	<p>It will be exactly the same but the facilitator will write all the information in a document that once the session is finished, will be sent to all the participants.</p>
Materials	<p>Worksheet Which one would you be? (available on the NTC web platform)</p> <p>Whiteboard or flip chart and markers (Face to face mode)</p>

	<p><b>ACTIVITY 3</b></p> <p><b>Draw it</b></p>
Objectives	<p>The objective of the Draw it activity is encouraging and empowering the mothers in the group thanks to reassurance methods. Own reassurance and also from others. This activity will help them have a clear and positive view for themselves through drawing.</p>
Preparation	<p>After the previous activities, the group already knows each other so they already have some connection.</p> <p>The facilitator will ask the first mother to draw herself and write down two things she likes about her and two things that she doesn't like (the things can be physical and from their personality.)</p> <p>While she is drawing herself, the rest will also draw her and write 2 qualities about her (just positive).</p> <p>Once the mother finishes the drawing and tells what she wrote, the rest of the mothers will show her their drawings and tell her the positive comments.</p> <p>The activity is finished when all the mothers have participated</p>
Total duration	<p>Total duration face-to-face (30 -45 min)</p>

	Total duration online (30 -45 min)
Description face-to-face implementation	In the face-to-face mode, all the mothers will be seated in circle. After finishing, each mother will keep their drawing and the ones from their partners in the group about her.
Description online implementation	In the online version, the facilitator will establish a turn and the mothers will show their drawings to the camera. After finishing, they will make a photo or scan their drawings to send to the rest of the mothers.
Materials	Paper and markers

## MODULE 1 ADDITIONAL MATERIALS

Materials to use	<p>Presentation “Support and appreciation” (available on the NTC web platform)</p> <p><b>PLEASE SEE THE DOCUMENT BELOW BUT DO NOT TRANSLATE DIRECTLY IN THE FILE BUT MAKE A COPY BEFORE STARTING THE TRANSLATION IN YOUR LANGUAGE</b></p> <p><a href="https://docs.google.com/presentation/d/1RcZ9tep-d92wNulzRDDTqv-g1_Gut-z7/edit?usp=sharing&amp;ouid=114121851929324836213&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1RcZ9tep-d92wNulzRDDTqv-g1_Gut-z7/edit?usp=sharing&amp;ouid=114121851929324836213&amp;rtpof=true&amp;sd=true</a></p> <p><b>Activities and homework support materials</b></p> <p><b>Infographic Translation Links</b></p> <p><b>ICELANDIC</b></p> <p><a href="https://www.canva.com/design/DAFaiUgBVLA/3VI_m43WI_P_FhLggAP07A/edit">https://www.canva.com/design/DAFaiUgBVLA/3VI_m43WI_P_FhLggAP07A/edit</a></p> <p><b>BULGARIAN</b></p> <p><a href="https://www.canva.com/design/DAFaidvn8so/Tucq3iFT7Nb7Fg6tCag7wA/edit">https://www.canva.com/design/DAFaidvn8so/Tucq3iFT7Nb7Fg6tCag7wA/edit</a></p> <p><b>SLOVENIAN</b></p> <p><a href="https://www.canva.com/design/DAFaiTatDD0/DZJm-uvr2jISDfMCT-cpKQ/edit">https://www.canva.com/design/DAFaiTatDD0/DZJm-uvr2jISDfMCT-cpKQ/edit</a></p> <p><b>ITALIAN</b></p> <p><a href="https://www.canva.com/design/DAFaibV4nyo/RaRZVNYXNwPjZm0uegr1eg/edit">https://www.canva.com/design/DAFaibV4nyo/RaRZVNYXNwPjZm0uegr1eg/edit</a></p> <p><b>LITHUANIAN</b></p> <p><a href="https://www.canva.com/design/DAFaiZlgYRs/UoI2wDn6UZaI06m4siXcDA/edit">https://www.canva.com/design/DAFaiZlgYRs/UoI2wDn6UZaI06m4siXcDA/edit</a></p> <p><b>DUTCH</b></p> <p><a href="https://www.canva.com/design/DAFSfFeLXqk/IBX2GCt_4qTEHIEh1A8wWg/edit">https://www.canva.com/design/DAFSfFeLXqk/IBX2GCt_4qTEHIEh1A8wWg/edit</a></p>
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	<p><b>SPANISH</b></p> <p><a href="https://www.canva.com/design/DAFaiaY3dkA/EDldJbl1GeAj0NPFHK3kiQ/edit">https://www.canva.com/design/DAFaiaY3dkA/EDldJbl1GeAj0NPFHK3kiQ/edit</a></p>
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## HOMEWORK ACTIVITIES

	<b>ACTIVITY 1</b> <b>A feeling, a song</b>
Objectives	The main objectives of this activity are to be aware of ownfeelings and attitudes. How the rest of the world and the daily things affect our mood is important and with this activity, the mothers will learn to accept and deal with their emotions, no matter if they are positive or negative.
Preparation	During 5 days, pointing out their most powerful feeling of the day and compare them with a song. The facilitator will give the mothers A FEELING, A SONG Worksheet that will be included in the materials.
Description of implementation	Along five days, at the end of the day, you will write down the most powerful feeling you have had. No matter if it is positive or negative. All feelings must appear in our lives; we have just to accept them. Each day, you will write down the most powerful feeling you have dealt with along the day, then you will have to find a song that illustrates that feeling, a song that can be a portrait of that feeling. Write down the lyrics of the song, point out the most important parts for you and write a brief text about why do you feel that this is the song more suitable for that day. Do it during five days and you will notice that it will become easier each day and also that no matter the different feelings you have; all of them are equally valid and needed in your life.

	<b>ACTIVITY 2</b> <b>Did I?</b>
Objectives	The main objectives of this activity is “pushing” a bit the moms to get out of their comfort zone in relation to their social skills and how they act and connect with the rest of the world.
Preparation	The only thing the facilitator has to do is explain briefly the activities they have to “try” during the five days of the activity. Of course, apart from the examples, the facilitator can add any activity suitable for the group he or she is working with. Depending on each country, this may differ, so anything can be added.

	There is a specific “Did I” worksheet for this activity in the materials section on NTC web platform.
Description of implementation	<p>There exist some things that maybe are difficult to you in your daily life but that could be very useful to improve your social skills and the way you connect with others.</p> <p>During the next days you will try to do the things on this list:</p> <ol style="list-style-type: none"> <li>1. Try to talk to someone you don’t know</li> <li>2. Make something that you don’t usually dare</li> <li>3. Three good things you did in relation to others in the day</li> </ol> <p>You will try to achieve these five days in a row, after each day you will write down the things you achieve and will tell a bit how they went. You will also point out how it made you feel (doing it or not doing it if was not possible).</p> <p>Everything you can do to get out of your comfort zone will make you feel a bit more capable each time.</p>

	<b>ACTIVITY 3 (EXTRA)</b> <b>Read and empathise</b>
Objectives	The objective of this activity is getting familiar with the same feeling of isolation any young mother can feel but from other perspective. Seeing that it is totally normal to feel some things and that it is pretty common also.
Preparation	<p>The book needed for the activity is:  <i>Parenting: Instant - Cure for Acute Loneliness in Mothers of Young Children</i>  It is available in Amazon for 3,59 dollars or can be read online for free with Kindle Unlimited  <a href="https://www.amazon.com/Parenting-Instant-Loneliness-Mothers-Children-ebook/dp/B01CXLTOY">https://www.amazon.com/Parenting-Instant-Loneliness-Mothers-Children-ebook/dp/B01CXLTOY</a></p> <p>The mothers will read the book and identify the feelings and situations told in the book that are also common in their motherhood journey.</p> <p>There is also a Read and Empathise Worksheet specific for this activity in the materials.</p> <p>After the activity, the facilitator will collect the answers and if possible combine them and share with the rest of the group to show them how similar sometimes their answers are.</p>
Description of implementation	<p>For this activity, you will read the book:  <i>Parenting: Instant - Cure for Acute Loneliness in Mothers of Young Children</i>  According the author:  <i>This book is written from the depths of the heart of a loving and caring mother experiencing the mixed emotions, highs and lows of being a</i></p>



*mother to young children, a wife to a working husband, a friend to her peers running at different life phase and her struggle to keep it together and sane.*

It is a quite short book, 30 pages that you will find on Amazon: <https://www.amazon.com/Parenting-Instant-Loneliness-Mothers-Children-ebook/dp/B01CXLTU0Y>

After reading it, you will have to write the things that made you empathize with her, if you experience some similar feelings and write them down. This will help you to understand that everything you feel around motherhood is ok and totally normal. It will make you also know that there exist many women having the same feelings as you and that connecting with a community that can perfectly understand you will be very beneficial in the long run.



### 3. MODULE 2 – FROM UNICORN TO WISDOM

	MODULE INTRODUCTION
Objectives	<ul style="list-style-type: none"> <li>● Raise awareness on stereotypes, especially regarding the role of mothers</li> <li>● Reduce the influence of stereotypes in decisions and expectations set for young mothers</li> <li>● Improve critical thinking and analysis</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>● Be able to identify stereotypes and overcome them</li> <li>● Set own role models and decisions without the influence of outside expectations</li> <li>● Critically think about stereotypes and influences on oneself</li> </ul>
Total duration	2-hours of group activities face to face or online 1-hour self-learning 3-hours homework activities
Content	GROUP ACTIVITIES Activity 1 <b>Expectations of a parent</b> Activity 2 <b>The world around us</b> Activity 3 <b>A collage on perception</b> ADDITIONAL MATERIAL FOR SELF- LEARNING HOMEWORK Activity 1 <b>My own expectations</b> Activity 2 <b>The music in me</b> Activity 3 <b>My personal stereotype</b>
Instructions for facilitators	Stereotypes can influence each person differently, depending on their culture, environment, and the people they interact with. The facilitator should always adapt to the circumstances of the learners in their specific context and should not pre-set certain ways stereotypes influence them but instead motivate the learners to identify the specific stereotypes that influence the learners personally.

#### GROUP ACTIVITIES

	ACTIVITY 1 <b>Expectations of a parent</b>
Objectives	<ul style="list-style-type: none"> <li>● Identification of stereotypes connected to gender, origin, and parents</li> </ul>



	<ul style="list-style-type: none"> <li>● Raised awareness of the influence of stereotypes</li> </ul>
Preparation	<p>Prepare 4 different blank sheets (poster size) as well as markers in different colours, enough so multiple participants can write at the same time</p> <p>If online, use online tools (e.g., Padlet, Conceptboard) to prepare 4 spaces to write in instead of the 4 blank sheets</p>
Total duration	<p>Total duration face-to-face: 20-25 mins for 12 participants</p> <p>Total duration online: 20-25 mins for 12 participants</p>
Description face-to-face implementation	<p>Step 1: The facilitator introduces the different blank sheets to the participants. Each of the sheets stand for something different. (5 minutes)</p> <ul style="list-style-type: none"> <li>● Sheet 1: What is a man / woman?</li> <li>● Sheet 2: Expectations due to my origin</li> <li>● Sheet 3: What is a mother?</li> <li>● Sheet 4: What is a father?</li> </ul> <p>Step 2: The participants are then split into 4 groups (3 in each group). Each group starts at a different sheet and is asked to add adjectives, feelings, descriptions of what they think defines the respective topic. For example (these examples should only be used as an example and not be already prepared on the sheets by the facilitator):</p> <ul style="list-style-type: none"> <li>● What is a woman? <i>Delicate, bearing children, confident, stubborn, etc.</i></li> <li>● Expectations due to my origin <i>Good at math, good at cooking, dangerous, arranged marriage, etc.</i></li> <li>● What is a mother? <i>Strict, always there for her children, reading good night stories, cooking meals, etc.</i></li> <li>● What is a father? <i>Working to bring money home, relaxing in the evening, reliable, stubborn, etc.</i></li> </ul> <p>The learners can freely write what they think is expected of them and these roles based on their knowledge and experiences. After 2 minutes each group switches to the next sheet and adds additional expectations, if applicable. (5-10 minutes)</p> <p>Step 3: After all groups have contributed to all sheets, each group reads the statements on their poster aloud.</p> <p>Learners can then ask questions and discuss the statements with the facilitator asking the following questions:</p> <ul style="list-style-type: none"> <li>● <i>“Can you identify yourself with these statements? Do you think you can be defined by them as a person? Are you as the statements say?”</i></li> </ul>

	<ul style="list-style-type: none"> <li>• “Why do you think such things are expected of these roles/people?”</li> <li>• “Do you think some of these statements might look different in another country?”</li> <li>• “If you could add 1 more statement to each of the posters with something you wish would be identified with these roles, what would it be?”</li> </ul>
<p>Description online implementation</p>	<p>The activity can be implemented online via digital tools, e.g., Zoom or Skype, etc.</p> <p>Step 1: The facilitator introduces the different spaces to the participants. Each of the spaces stand for something different. (5 minutes)</p> <ul style="list-style-type: none"> <li>• Sheet 1: What is a man / woman?</li> <li>• Sheet 2: Expectations due to my origin</li> <li>• Sheet 3: What is a mother?</li> <li>• Sheet 4: What is a father?</li> </ul> <p>Step 2: The participants are then asked to add adjectives, feelings, descriptions of what they think defines the respective topic, for 5-10 minutes. For example (these examples should only be used as an example and not be already prepared in the spaces by the facilitator):</p> <ul style="list-style-type: none"> <li>• What is a woman? <i>Delicate, bearing children, confident, stubborn, etc.</i></li> <li>• Expectations due to my origin <i>Good at math, good at cooking, dangerous, arranged marriage, etc.</i></li> <li>• What is a mother? <i>Strict, always there for her children, reading good night stories, cooking meals, etc.</i></li> <li>• What is a father? <i>Working to bring money home, relaxing in the evening, reliable, stubborn, etc.</i></li> </ul> <p>The learners can freely write what they think is expected of them and these roles based on their knowledge and experiences. (5-10 minutes)</p> <p>Step 3: After all participants have contributed to the spaces, four participants read the statements in each space aloud. Learners can then ask questions and discuss the statements with the facilitator asking the following questions:</p> <ul style="list-style-type: none"> <li>• “Can you identify yourself with these statements? Do you think you can be defined by them as a person? Are you as the statements say?”</li> <li>• “Why do you think such things are expected of these roles/people?”</li> </ul>

	<ul style="list-style-type: none"> <li>• “Do you think some of these statements might look different in another country?”</li> <li>• “If you could add 1 more statement to each of the posters with something you wish would be identified with these roles, what would it be?”</li> </ul>
Materials	<p>Face-to-face: 4 blank sheets of paper, different coloured markers/pens</p> <p>Online: 4 different writing spaces online, easy to access</p>

	<p style="text-align: center;"><b>ACTIVITY 2</b></p> <p style="text-align: center;"><b>The world around us</b></p>
Objectives	<ul style="list-style-type: none"> <li>• Identification of stereotypes connected to parenthood</li> <li>• Raised awareness of the influence of stereotypes about mothers</li> <li>• Improved self-awareness and confidence in overcoming stereotypes</li> <li>• Improved critical thinking and analysis</li> </ul>
Preparation	<p>Prepare 1-2 video clips, book excerpts, 3-4 photographs from magazines OR music videos, to show and discuss in the activity, depending on what is available. The content should portray two different images of mothers (one of them a stereotypical portrayal).</p> <p>Examples of materials:</p> <p>Selling the Myth of the Ideal Mother: <a href="https://www.newyorker.com/business/currency/selling-the-myth-of-the-ideal-mother">https://www.newyorker.com/business/currency/selling-the-myth-of-the-ideal-mother</a></p> <p>P&amp;G 'Thank You, Mom' Campaign Ad: "Strong" (Rio 2016 Olympics): <a href="https://www.youtube.com/watch?v=rdQrwBVRzEg">https://www.youtube.com/watch?v=rdQrwBVRzEg</a></p> <p>Campbell's Tomato Juice: <a href="https://i.pinimg.com/originals/ea/1f/be/ea1fbe29e28ebc92eb0c1fc0e0c2470e.jpg">https://i.pinimg.com/originals/ea/1f/be/ea1fbe29e28ebc92eb0c1fc0e0c2470e.jpg</a></p>
Total duration	<p>Total duration face-to-face: 25-30 mins for 12 participants</p> <p>Total duration online: 25-30 mins for 12 participants</p>
Description face-to-face implementation	<p>Step 1: The facilitator shows the first relevant materials to the learners. This can be a video clip, a music video, an advertisement from a magazine, etc. The mother in the materials should be portrayed in a country-stereotypical image (e.g., playing with dolls with her daughter, cooking meals while the father is working, etc.)</p> <p>Step 2: The facilitator asks the learners to describe what they see. Afterwards the facilitator discusses the following questions with the learners:</p>

	<ul style="list-style-type: none"> <li>• “Do you think this portrayal is realistic? Do you see yourself and other people you know in this image?”</li> <li>• “Why do you think it is portrayed like this?”</li> <li>• “How would you change the image to be more realistic and to see yourself in it?”</li> </ul> <p>Step 3: The facilitator shows the next clip or next materials and again lets the participants describe what they see and this time asks the following questions:</p> <ul style="list-style-type: none"> <li>• “Is this portrayal different from before? In what way?”</li> <li>• “Do you think this portrayal is more like yourself?”</li> <li>• “How would you change the image to be more realistic and to see yourself in it?”</li> </ul> <p>Step 4: This continues until all materials have been looked at and analysed. If the facilitator includes more materials than stated above, please account for additional time needed for the activity.</p>
Description online implementation	The steps are implemented via online tools, e.g., Zoom or Skype. The steps can be followed as above, materials shall be presented in digital format, through links and screen sharing.
Materials	Face-to-face: Materials which are to be discussed in the activity Online: Materials which are to be discussed in the activity

	<b>ACTIVITY 3</b> <b>A collage on perception</b>
Objectives	<ul style="list-style-type: none"> <li>• Improved self-confidence and awareness</li> <li>• Overcoming stereotypes and role expectations from others</li> </ul>
Preparation	Blank sheets of paper, glue, coloured pens and markers, magazines, advertisements, books (with pictures) which can be cut up, scissors If online: blank space for each group to add their pictures in
Total duration	Total duration face-to-face: 45 mins for 12 participants Total duration online: 45 mins – 1 hour for 12 participants
Description face-to-face implementation	<p>Step 1: The learners are split into groups of 3-4 people. Each group receives a set of scissors, glue, a blank sheet of paper, and materials they can go through and cut up (magazines, books with pictures, etc.) (5 mins)</p> <p>Step 2: The groups are then asked to make a collage of what they want to be seen as when people look at them, instead of what is expected of them. The collages should represent them, their life style, their environment, their likes and dislikes, their hobbies, their interests, and their beliefs. (30 mins)</p>

	Step 3: Each group is tasked with presenting their group collage to the others and explain why they chose to make the collage as it is. (10 mins)
Description online implementation	<p>The steps are implemented via online tools, e.g., Zoom or Skype.</p> <p>Step 1: The facilitator splits the learners into smaller groups (this can be implemented online via Breakout rooms or by each group starting their own group call for the 30 mins). The facilitator then shows the group how to take screenshots or cut out images from online images.</p> <p>Step 2: Each group gets together and makes their own digital collage in an online space provided by the facilitator or via a digital tool, like Word, PowerPoint, Paint, etc.</p> <p>They can add screenshots, cut-outs, images, things they can find online. The collage they make shall represent what they want to be seen as when people look at them, instead of what is expected of them. The collages should represent them, their life style, their environment, their likes and dislikes, their hobbies, their interests, and their beliefs.</p> <p>Step 3: The groups come back together and each group presents their collage to the rest, explaining what they added and why they created it like this.</p>
Materials	Face-to-face: Glue, blank paper, old magazines, books, advertisements, etc., markers, colours pens

## MODULE 2 ADDITIONAL MATERIALS

Materials to use	<ul style="list-style-type: none"> <li>● Video for reflection on the topic of gender stereotypes: How parents influence Kids' Gender Roles: <a href="https://www.youtube.com/watch?v=swSy6pdAS-0">https://www.youtube.com/watch?v=swSy6pdAS-0</a> (Subtitles in English which can be automatically translated in other languages)</li> <li>● Further reading materials – look at the infographics with more information about stereotypes: <ul style="list-style-type: none"> <li>○ What are stereotypes?</li> <li>○ Where do stereotypes come from and what is their purpose?</li> <li>○ Different types of stereotypes</li> <li>○ Why do we share stereotypes?</li> <li>○ What can be the consequences of stereotypes?</li> </ul> </li> </ul> <p><b>Infographic Translation Links</b> <b>ICELANDIC</b> <a href="https://www.canva.com/design/DAFVbsd7oNY/oceARoZfq8BsFxdwmbzdzQ/edit?utm_content=DAFVbsd7oNY&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFVbsd7oNY/oceARoZfq8BsFxdwmbzdzQ/edit?utm_content=DAFVbsd7oNY&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p>
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### HOMEWORK ACTIVITIES

ACTIVITY 1 <b>My own expectations</b>	
Objectives	<ul style="list-style-type: none"> <li>● Improve self-confidence and awareness</li> <li>● Overcome stereotypes</li> </ul>
Preparation	The facilitator shall give a thorough introduction to the participants what materials can be added to the collage.
Description of implementation	Step 1: Like the activity in the training, each learner shall create a collage of how they see themselves. The collage can be made with cut-outs from magazines, books, advertisements, as well as with handicraft materials or with markers and coloured pencils.

	<p>Step 2: With the collage the learners shall answer the following questions:</p> <ul style="list-style-type: none"> <li>● Who am I? What does my current life look like?</li> <li>● What do I like to do in my free time?</li> <li>● What do I expect to achieve in my future? What do I want to achieve in my future?</li> <li>● How do I want people to see me?</li> </ul>
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<b>ACTIVITY 2</b> <b>The music in me</b>	
Objectives	<ul style="list-style-type: none"> <li>● Improve critical thinking and self-confidence</li> <li>● Overcome stereotypes and deceiving role models</li> </ul>
Preparation	If possible, the facilitator should give one or two examples beforehand.
Description of implementation	<p>Step 1: Each participant is asked to research online and find one song (can be in their national language or any other language) which they think are misleading, for example, the music is upbeat but the lyrics tell a sad story of losing someone, or, the lyrics talk about emancipation and strength but the music video is full of stereotypes. It can also be a song which they think is misinterpreted in their environment a lot (e.g., La Macarena is often played at weddings but tells the story of a girl who cheats on her boyfriend while he is out of town)</p> <p>Step 2: After finding such an example song, each participant is asked to find another song which they think is representative of themselves, e.g., emotions they are feeling, events they have experienced, etc.</p>

<b>ACTIVITY 3</b> <b>My personal stereotype</b>	
Objectives	<ul style="list-style-type: none"> <li>● Improve critical thinking and self-confidence</li> <li>● Overcome personal and directly applicable stereotypes</li> </ul>
Preparation	
Description of implementation	<p>Step 1: Each participant is given the task to think about their environment, the people they interact with, their personal situation, and the expectations people have of them personally.</p> <p>Afterwards, each participant shall think of one stereotype that is expected of them personally / that they have had to face personally.</p> <p>Step 2: After thinking of this stereotype, each participant shall think about the people around them and identify one stereotype they have used on</p>



	people around them as well. Something they have expected of someone, even if there is no need for it, or an opinion they have had of someone, without having any facts to base it on.
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## 4. MODULE 3 – SELF-REALISATION

	MODULE INTRODUCTION
Objectives	Mothers become more aware of their experience and identity as women and mothers through movement, bodily sensations and interactions with the others.
Learning outcomes	Using movement and the body to support mothers to become more aware of and attentive to: <ul style="list-style-type: none"> <li>• Their role of mothers in the social context they live in</li> <li>• Their strengths and difficulties in the mothering experience</li> <li>• Possibilities and resources they have to overcome their difficulties</li> </ul>
Total duration	2-hours of group activities face to face or online 1-hour self-care time 3-hours homework activities
Content	GROUP ACTIVITIES Activity 1 <b>Which Mother?</b> Activity 2 <b>Express yourself!</b> Activity 3 <b>It's you!</b> ADDITIONAL MATERIAL FOR SELF- LEARNING HOMEWORK Activity 1 <b>This is me</b> Activity 2 <b>One hour for you</b>
Hur Instructions for facilitators	The facilitator should have competence in facilitating the peer-to-peer exchange among participants and empathic understanding

### GROUP ACTIVITIES

	ACTIVITY 1 Which Mother?
Objectives	The main objective of this activity is mothers to reflect that there are different ways to perceive motherhood in societies and to be aware whether they are influenced by some common idea.
Preparation	Before participants enter the room, stick on the wall different pictures representing mothers in various cultural and social contexts.
Total duration	45 min
Description face-to-face implementation	<ul style="list-style-type: none"> <li>• Invite participants to walk around the room and look at the pictures.</li> </ul>

	<ul style="list-style-type: none"> <li>● Invite participant to choose a picture (they can choose because they recognize themselves with that picture or not, or out of simple curiosity).</li> <li>● Ask each participant to share the reason why she chose the picture and facilitate an interaction within the group. For example, individual questions may be: why did you choose this picture? Did any specific element of the picture, if any, mean or hint at something to you? Group questions may be: What do you think are the reasons behind your choice? Are you aware of the reasons behind your choice? Why do you think some pictures have bigger impact on you? Are they in any way related to the way you live the mothering experience?</li> <li>● Hold a final debriefing to help them reflect about whether or not they realise that they adhere to a specific role of mother.</li> <li>● Give participants some space to express their personal view on what being a mother means.</li> </ul>
Description online implementation	<p>The facilitator should first prepare a set of pictures representing mothers in different social and cultural contexts. He/she should then share all pictures at the same time with mothers participating in the online session. The facilitator should then invite participants to choose one picture and ask each of them to share the reason that led them to make that choice. The facilitator should hold a final debriefing to help the mothers reflect about whether or not they realise that they adhere to a specific role. He/she should also give participants some space to express their personal view on what being a mother means.</p>
Materials	<p>Pictures Paper tape For online implementation: Jamboard or similar tools can be used.</p>

	<b>ACTIVITY 2</b> Express yourself!
Objectives	Support mothers to become more aware of their strengths and the challenges they face as mothers and women.
Preparation	Make sure you have an empty room where participants can move
Total duration	30 min
Description face-to-face implementation	<ul style="list-style-type: none"> <li>● Invite participants to stand in a circle together</li> <li>● Invite one by one to make a free gesture to present themselves</li> <li>● After each one does it, invite each participant to come up and create a second gesture that represents the strengths that she feels as a mother</li> </ul>

	<ul style="list-style-type: none"> <li>Then, invite each participant to come up and create a gesture that best expresses the difficulties and challenges she experiences as a mother.</li> </ul>
Description online implementation	<p>The instructions for online implementation are the same of those for face-to-face implementation, yet the facilitator should make sure that:</p> <ul style="list-style-type: none"> <li>each participant has some space to move and express the gesture with the whole body</li> <li>each participant is visible on the screen.</li> </ul>
Materials	No material needed. Music in the background may support the physical expression and movement.

	<b>ACTIVITY 3</b> <b>It's you!</b>
Objectives	Helping mothers realizing there is not a perfect way to be a mother and find creative ways to solve difficult situations
Preparation	Make sure you have an empty room where participants can move
Total duration	45 min.
Description face-to-face implementation	<ul style="list-style-type: none"> <li>Create small groups</li> <li>Each group should choose some of the gestures that came out from the previous exercise and compose them together in a creative way, such as in a choreography</li> <li>Each group can show the choreography to the others</li> <li>Encourage a conversation about the process and the final results, about what the mothers shared and about the benefits and obstacles/difficulties of expressing the feelings with gestures and through the body.</li> </ul>
Description online implementation	If using an online platform such as Zoom, the participants should be divided up into "rooms" or smaller sessions. The facilitator can then use the same instructions of the face-to-face activity.
Materials	No material needed. Music in the background may support the physical expression and movement.

### MODULE 3 ADDITIONAL MATERIALS

Material to use	<a href="https://open.spotify.com/playlist/058Uf893SvGFk64bH8YyKY?si=ffc76939f90944b8">https://open.spotify.com/playlist/058Uf893SvGFk64bH8YyKY?si=ffc76939f90944b8</a> <a href="https://open.spotify.com/playlist/4HVOeRMc6CGNSkqnXTQdK8?si=1b10d64cd1264146">https://open.spotify.com/playlist/4HVOeRMc6CGNSkqnXTQdK8?si=1b10d64cd1264146</a> <a href="https://open.spotify.com/playlist/37i9dQZF1DX4PP3DA4J0N8?si=b6bef10b400b4b0">https://open.spotify.com/playlist/37i9dQZF1DX4PP3DA4J0N8?si=b6bef10b400b4b0</a>
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### HOMEWORK ACTIVITIES

	ACTIVITY 1 This is me
Objectives	Supporting mothers in becoming more aware of their true self and identity.
Preparation	Closing the door of a room where they can practice the activity alone, without external observers and/or interruption from others. Putting some music in the background, if they like.
Description of implementation	Mothers should take 30 minutes for themselves. They should first play their favourite music. Then they should proceed as follows: <ul style="list-style-type: none"> <li>● Start moving around the room</li> <li>● Start moving the body as it comes natural to them</li> <li>● Write each letter of their name using parts of their body</li> <li>● Choose and reproduce one body movement that represents a negative moment of their past week</li> <li>● Choose and reproduce one body movement that represents a positive moment of their past week</li> </ul>

	ACTIVITY 2 One hour for you
Objectives	Encouraging mothers to create the habit of taking some time per week for themselves and their well-being.
Preparation	Looking for and buying a diary they like.
Description of implementation	Mothers should take some time for themselves to: <ul style="list-style-type: none"> <li>● Make and write down a list of simple things they want to do and that would make them happy</li> <li>● Choose periodically an item from the list</li> </ul>



	<ul style="list-style-type: none"><li>● Include the item of the list in their agenda as a new habit to which they would have to dedicate one hour each week</li><li>● Write, each week, their emotions, achievements, challenges and the progress related to that activity/item on the list.</li></ul>
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## 5. MODULE 4 – TAKING CARE OF YOUR BABY

	MODULE INTRODUCTION
Objectives are to:	<ul style="list-style-type: none"> <li>● provide and develop practical parenting advice</li> <li>● enhance discussion and peer support</li> <li>● enhance critical approach to information gathering</li> <li>● promote self-care and compassion</li> </ul>
Learning outcomes, increase	<p><b>Main learning outcomes of the module are to enhance:</b></p> <ol style="list-style-type: none"> <li>1. Knowledge and understanding on nutrition of children</li> <li>2. Knowledge of first aid for your child</li> <li>3. Skills in self-care, healthy and happy life</li> <li>4. Attitude of resilience and self-compassion</li> </ol>
Total duration	2-hours of group activities face to face or online 1-hour self-learning 3-hours homework activities
Content	<p>GROUP ACTIVITIES</p> <p>Activity 1 <b>Keep your baby alive</b></p> <p>Activity 2 <b>Fun and play with your baby</b></p> <p>Activity 3 <b>Self-care and compassion</b></p> <p>ADDITIONAL MATERIALS FOR SELF- LEARNING</p> <p>HOMEWORK</p> <p>Activity 1 <b>First aid for your child</b></p> <p>Activity 2 <b>Cognitive development and play</b></p>
Instructions for facilitators	<p>Training is based upon face-to-face sessions and open online training documents and reference material to be read preferably prior to the session with the mothers, providing practical information on the topics of the session. If the training and this module is implemented only online similar approaches apply, see further guidelines with each activity.</p> <p>The main objective of face to face or online group sessions/activities is to spark creativity and enhance sharing and communication within the group.</p>

### GROUP ACTIVITIES

	ACTIVITY 1 Keep you baby alive
Objectives are to promote:	<ul style="list-style-type: none"> <li>● Open discussion and sharing of experience</li> <li>● Reliable sources of information on children nutrition</li> </ul>

	<ul style="list-style-type: none"> <li>● Reliable sources of information on mother and children health</li> <li>● Survival skills of mothers in a demanding role</li> </ul>
Preparation	Before starting the facilitation, read through the learning materials for this module and send a reminder to the group of where they can be found.
Total duration	<ul style="list-style-type: none"> <li>● Total duration face-to-face (ex. 30-40 min)</li> <li>● Total duration online (ex. 30-40 min)</li> </ul>
Description face-to-face implementation	<p>Shortly present module objectives, learning and reference material and underline that the training is built on full confidence within the group, that this is a safe space for discussion and creativity.</p> <p>Create groups of 3-4 mothers that discuss the following question (20 minutes):</p> <p>“What is the most important thing you need to do to keep your baby alive?”</p> <p>They then create a top 3 list of actions needed for favourable results. This is supposed to be fun and humorous, there are no wrong answers or statements. Members can exchange roles in writing up the ideas for self-care or nominate a secretary for the group.</p> <p>They then present and discuss the results with the group.</p> <p>The group then votes for the best statements resulting in a top 10 list of necessary actions to take care for your baby in the first year.</p>
Description online implementation	The exercise is similar online, online rooms are used for group work and Miro board can be used for developing statements and voting.
Materials	Sticky notes to write down statements and dots or pent to vote. Zoom, Teams or other online meeting facilities for online training and Miro board for developing statements and voting.

	<b>ACTIVITY 2</b> <b>Fun and play with your baby</b>
Objectives	<ul style="list-style-type: none"> <li>● provide and develop practical parenting advice</li> <li>● enhance discussion and peer support</li> <li>● enhance creativity and playfulness</li> </ul>
Preparation	In most cases mothers attend the training with their young child, this activity includes both mothers and their children and calls for everyone's involvement “fun and play”
Total duration	Total duration face-to-face (ex. 30-40 min) Total duration online (ex. 30 – 40 min)

Description face-to-face implementation	<p>Shortly refer to training material on this topic and activity objectives. Create groups of 3-4 mothers that discuss the following question (20 minutes):</p> <p>“How do we motivate and activate our child during the first two years - games and fun, how to engage others etc.”</p> <p>Come up with 1-3 activities that are fun, playful and motivate your child and yourself. This can include song, play... anything under the sun. Members can exchange roles in writing up the ideas for self-care or nominate a secretary for the group.</p> <p>Demonstrate these activities to the group.</p>
Description online implementation	<p>This activity is more challenging online but mothers can communicate through online rooms using the same organization. The plus is that the activity can be recorded and perhaps used (if allowed by participants) for demonstration purposes.</p>
Materials	<p>No materials are needed for this exercise. Examples of Fun and games are provided in module slides.</p>

	<b>ACTIVITY 3</b> <b>Self-care</b>
Objectives	<ul style="list-style-type: none"> <li>● promote optimism and self-efficacy</li> <li>● share experiences and self-care practices</li> <li>● attitude of self-compassion</li> </ul>
Preparation	<p>Read through materials available on the topic and homework exercises.</p>
Total duration	<p>Total duration face-to-face (ex. 30– 40 min)          Total duration online (ex. 20 – 40 min)</p>
Description face-to-face implementation	<p>Refer to the materials and exercise available online and start the discussion on self-care and compassion, the meaning of the term self-care and compassion and objectives of this activity.</p> <p>Create groups of 3-4 mothers that discuss the following question (20 minutes):</p> <p>“How do we find time and place for self-care with a young child or a big family?”</p> <p>Come up with 1-3 self-care activities and ways to find time for them. Write a short description of the activity and solution (how to find time and place). Members can exchange roles in writing up the ideas for self-care or nominate a secretary for the group.</p> <p>Demonstrate these activities to the group. (20 minutes)</p> <p>Facilitator gathers activities.</p>





Description online implementation	Similar approach can be used for online implementation, the facilitator can ask the group if they can use recording during the introduction session to gather ways for self-care.
Materials	No materials are needed for this exercise except pen and paper or computer if participants prefer to use computers.

#### MODUL 4 ADDITIONAL MATERIAL

Materials to use:	<p>Presentation on the topic of Child Cognitive Development (available on the NTC web platform)</p> <p><b>ALL PARTNERS SHOULD MAKE A COPY BEFORE STRATING THE TRANSLATION</b></p> <p><a href="https://docs.google.com/presentation/d/16ob6MBP1tTXwKCMmaOxpvhDk9TJ9OVqN/edit?usp=share_link&amp;oid=114121851929324836213&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/16ob6MBP1tTXwKCMmaOxpvhDk9TJ9OVqN/edit?usp=share_link&amp;oid=114121851929324836213&amp;rtpof=true&amp;sd=true</a></p> <p><a href="https://docs.google.com/presentation/d/17jglYh63CDUuWggAdskg59vyGdQlaleN/edit#slide=id.p1">https://docs.google.com/presentation/d/17jglYh63CDUuWggAdskg59vyGdQlaleN/edit#slide=id.p1</a></p> <p><b>Links to materials for additional learning:</b></p> <ol style="list-style-type: none"><li>Nutrition</li><li>First aid</li><li>Cognitive development</li><li>Self-care</li></ol> <p><b>Each partner should find materials in their own language on the following topics:</b></p> <ol style="list-style-type: none"><li>Nutrition guidelines for your child (need to be adapted to every country based upon official guidelines)</li><li>First aid for your child - basic instructions</li><li>Cognitive development of your child in the first years, short overview focusing as well on fun and play.</li><li>Self-care and self-compassion, short definitions and guided meditation.</li></ol> <p><b>Materials available online in English:</b></p> <ol style="list-style-type: none"><li>Masters, M. (2021) <i>Nutritional needs of Baby, first 12 months.</i> <a href="https://www.whattoexpect.com/first-year/feeding-baby/nutritional-needs-of-babies/">https://www.whattoexpect.com/first-year/feeding-baby/nutritional-needs-of-babies/</a></li><li>BritishRedcross.(2022). <i>Learn first aid skills for babies and children.</i> <a href="https://www.redcross.org.uk/first-aid/learn-first-aid-for-babies-and-children">https://www.redcross.org.uk/first-aid/learn-first-aid-for-babies-and-children</a></li></ol>
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	<p>c. UNICEF. (2022). <i>Parenting tips for the first 2 years of life</i>. <a href="https://www.unicef.org/parenting/child-development/baby-tip-s#newborn">https://www.unicef.org/parenting/child-development/baby-tip-s#newborn</a></p> <p>d. Nutrition of babies and children, dietary guidelines published by the Directorate of health or other similar organizations in each country. See also in English Masters, M. (2021) <a href="#">Nutritional needs of Baby, first 12 months</a> and in Icelandic from <a href="#">Directorate of Health</a></p> <p>e. First Aid with specific guidelines for children, see in English from the British Red cross.(2022). <a href="#">Learn first aid skills for babies and children</a> and the First Aid app in Icelandic, available on <a href="#">Play store</a>.</p> <p>f. Self-care, usually you have several sites and apps that can be used to gather ideas for self care and meditation, like <a href="#">Aurora Health</a> empowered by Apple and <a href="#">Palouse mindfulness</a> in several languages, also if your organization can provide access to such exercises you can create a link. This is also the case in Iceland on the website of the <a href="#">Mindfulness center</a>.</p>
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#### HOMEWORK ACTIVITIES

ACTIVITY 1 First aid for your child	
Objectives	<ul style="list-style-type: none"> <li>● to know main methodologies in first aid for children</li> <li>● to enhance self-confidence in caring for your child</li> <li>● enhance optimistic and pragmatic approach</li> </ul>
Preparation	Read material related to this module and build upon your experience and discussion in face2face session.
Description of implementation	<p>Start with reading the guidelines provided for each action. You are not supposed to completely implement the first aid measures but go through them, plan and foresee how you would implement them in real life situations.</p> <p>It is recommended to implement one first aid activity per day (20-30 mín):</p> <ol style="list-style-type: none"> <li>1. baby or child having an asthma attack</li> <li>2. baby or child who is bleeding heavily</li> <li>3. baby or child who may have a broken bone</li> <li>4. baby or child who has a burn</li> <li>5. baby or child that is choking</li> </ol>

	ACTIVITY 2 Cognitive development and play
Objectives	<ul style="list-style-type: none"> <li>● enhance playfulness and happiness</li> <li>● try new things</li> <li>● enhance self-confidence in parenting</li> </ul>
Preparation	Read about the cognitive development of your child and try out different ways of playing with and engaging with your baby or child, discussed in face2face session.
Description of implementation	Try out different activities and rank them according to how it works and if you think of something to add to make it even more fun share this with the group.

## 6. MODULE 5 - CREATIVE LIFE MANAGEMENT

	MODULE INTRODUCTION
Objectives	Objective is that the participants realize how satisfied they currently feel in different life areas (family, friends, work etc.), to encourage them to start improving their satisfaction in these areas and to provide them with tips and techniques to do so in order to live a productive, happy and fulfilling life.
Learning outcomes	Participants will get the knowledge how to assess and understand how the areas in their life are currently balanced and to help achieve a work-life balance. Participants will know how to use techniques for time management and goal setting for more efficient life management.
Total duration	2-hours of group activities face to face or online 1-hour self-learning 3-hours homework activities
Content	GROUP ACTIVITIES Activity 1 <b>The wheel of life Mandala</b> ADDITIONAL MATERIAL FOR SELF- LEARNING HOMEWORK Activity 1: <b>Me time</b> Activity 2: <b>Wheel of life revision</b>
Instructions for facilitators	Facilitators and participants use provided materials for group activities:  English: <a href="https://www.canva.com/design/DAFadTZkILo/Rnr2mPXB65ykcDnqZt6sig/edit?utm_content=DAFadTZkILo&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFadTZkILo/Rnr2mPXB65ykcDnqZt6sig/edit?utm_content=DAFadTZkILo&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a>  Bulgarian: <a href="https://www.canva.com/design/DAFadcbRRoY/Lt2130iCrttpNVY5aVKJFQ/edit?utm_content=DAFadcbRRoY&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFadcbRRoY/Lt2130iCrttpNVY5aVKJFQ/edit?utm_content=DAFadcbRRoY&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a>  Italian: <a href="https://www.canva.com/design/DAFadYZsDOc/1c6dop-z3GFGDXynA1Ga0g/edit?utm_content=DAFadYZsDOc&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFadYZsDOc/1c6dop-z3GFGDXynA1Ga0g/edit?utm_content=DAFadYZsDOc&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a>  Spanish: <a href="https://www.canva.com/design/DAFadfw10BU/nTZ0Hk_zx2X6mQuqd-4t1Q/edit?utm_content=DAFadfw10BU&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFadfw10BU/nTZ0Hk_zx2X6mQuqd-4t1Q/edit?utm_content=DAFadfw10BU&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a>



	<p>Islandic: <a href="https://www.canva.com/design/DAFadcubvCA/MaSKmzyn8JX9wWrcqBDglQ/edit?utm_content=DAFadcubvCA&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFadcubvCA/MaSKmzyn8JX9wWrcqBDglQ/edit?utm_content=DAFadcubvCA&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p> <p>Dutch: <a href="https://www.canva.com/design/DAFadZ2sEbY/i8634JMYsDzWvCrfVJ7VGg/edit?utm_content=DAFadZ2sEbY&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFadZ2sEbY/i8634JMYsDzWvCrfVJ7VGg/edit?utm_content=DAFadZ2sEbY&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p>
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## GROUP ACTIVITIES

	ACTIVITY 1 The wheel of life Mandala
Objectives	The wheel of life is a tool to take a snapshot of how you perceive the balance in your life on the day you complete the exercise. It provides an instant overview of dimensions of your life in predefined categories like relationships, friends and family, finances and health. This tool helps in creating self-awareness. Remember it is self-knowledge that empowers us to gain direction and focus so that we can make necessary changes to create a fulfilling and balanced life.
Preparation	A Wheel of Life is typically a circle divided into several pie sections with each section labelled with one area of life like career, health, recreation, romance, spirituality and so forth. A series of concentric circles are created at equal distances from the centre—usually 10—with "1" being the innermost circle and "10" being the outside circle. The practice is to mark in each section of the pie what level of satisfaction you're feeling in that life area, on a scale of 1 to 10 with 1 being the least satisfied and 10 being perfectly satisfied. The finished chart is simply intended to give you a visual of what areas in your life you're more or less happy with in that moment. It's a tool to allow you to see the overall picture.
Total duration	Total duration face-to-face (2 hours) Total duration online (ex. 15 – 20 min)
Description face-to-face implementation	<p><b>PART 1 OF THE ACTIVITY (DURATION: 1 HOUR)</b></p> <p><b>Step 1:</b> Introduction (10 min) Start the activity talking with the group about balancing different aspects of their life. Is it difficult for them to balance family-work-me time? Which dimensions of life are they handling in these moments of life? (motherhood, partnership, work, friendship etc.) Continue the discussion with the question: Have you ever heard of expression Life management? Ask participants to think for themselves what the expression means, which skills a person should have for successful life management etc. and ask them to write the ideas. Encourage them to share their thoughts, ideas with the group. Provide a definition of life management: “Life management is the ability to handle everything you need in order to live a productive, happy and fulfilling life. It’s closely related to time management. Life management is about transforming your mindset so you can handle stress, master your emotions and take control of your.” (Source: <a href="https://www.tonyrobbins.com/productivity-performance/manage-your-life-not-a-list/">https://www.tonyrobbins.com/productivity-performance/manage-your-life-not-a-list/</a>)</p> <p><b>Step 2:</b> Do the exercise <i>The wheel of life</i> (20 minutes)</p>



Wheel of life is a tool to help you determine how satisfied you are with different dimensions of your life like relationships, friends and family, finances and health. This tool helps in creating self-awareness and set goals for the future for better life management.

Give participants a template of wheel of life and provide them with instructions on how to fill in the wheel of life:

- First tell them to define 8 dimensions of life that they will use in the exercise. You can give them suggestions but they can edit the categories if these don't accurately represent the facets of their life:
  1. Health and self-love
  2. Motherhood
  3. Partnership
  4. Support (your village)
  5. Work and career
  6. Fun and recreation
  7. Personal growth
  8. Money and finances
- Choose and write down 8 dimensions of life, each on one line provided around the wheel.
- Next, think about each dimension. How satisfied you currently are with this life dimension? Is there something else you want to achieve in this area?
- Score your satisfaction of each life dimension. The score has to be based on your satisfaction **as you feel it in this moment**. Imagine the centre of the wheel is 0 and the outer edge is 10. Choose a value between 1 (very dissatisfied) and 10 (fully satisfied). Mark the score on the vertical lines inside the circle for each defined dimension of life.  
 IMPORTANT: Use the FIRST number (score) that pops into your head, not the number you think it should be!
- Now draw one flower petal for each dimension of life reaching the appointed score (have a look at the wheel of life example provided).
- Colour it. Use different colours for each dimension of life. Colour the background as well.

**Step 3:** Evaluation (15 minutes)

Does your wheel of life feel even and balanced? Ask participants to write down an evaluation of each area – why they scored it as they did, are they happy with the score/current situation? What would they change? Ask them to share their findings with the group.

**Step 4:** Setting goals (15 minutes)

The results of wheel of life can help you decide which dimensions of life you would like to improve. These are usually, but not always, the life wheel dimensions with lower satisfaction scores.

Present SMART technique of writing goals: The SMART in SMART goals stands for Specific, Measurable, Achievable, Relevant, and Time-Bound. Defining these parameters as they pertain to your goal helps ensure that your objectives are attainable within a certain time frame. This approach eliminates generalities and guesswork, sets a clear timeline, and makes it easier to track progress and identify missed milestones.

Ask participants to write down their goals linked with dimensions of life defined in the wheel of life and using SMART writing goals.

## **PART 2 OF THE ACTIVITY (DURATION 1 HOUR)**

### **Step 1:** Time management activity (30 min)

Ask participants to have another look of the wheel of life they produced in step 2 activity 1. Is their wheel unbalanced because they feel they are lacking time for some activities/development in certain dimensions of life?

Invite them to think for themselves about their normal day in life (current situation) and to write down their schedule (template Daily personal schedule).

Now ask them to write the schedule again (template Ideal daily personal schedule), including activities they would like to do/have but feel they do not have time (for example work out, have time for myself, have coffee with friends, read, go out with my husband ...). They should still be realistic about their situation (considering a day has 24 hours, jobs, daily obligations ...).

Ask them to compare the schedules. Is there something they can do to include in their daily schedule activities they feel they just do not have time for? Could they prioritize their activities, delegate some activities, let go of some chores etc.? This is all part of time management. Time management is **the coordination of tasks and activities to maximize the effectiveness of an individual's efforts.**

Ask them to fill out the template (Time management) and invite them to share their findings.

### **Step 2:** Visualizing Wheel of Life Mandala (30 min)

Point out to participants that the wheel of life, created in step 2 activity 1 resembles a mandala, but probably in most cases, the wheel is not symmetrical as mandalas normally are. A mandala is a symbol of the universe in its ideal form - in this part of the activity, ask the participants to visualize their perfect wheel of Life score (meaning that their satisfaction in all defined life dimensions is highest possible) and create a Wheel of Life Mandala. As a starting point the participants will use the wheel of life template adding shapes to create mandala (you will find samples of mandala that can work as an inspiration in the working sheets). As an alternative you can paint mandalas on canvas, on wooden



	boards, you can paint a coffee mug etc. If they are not comfortable drawing their own mandala they can colour the templates provided. Creating mandala takes a lot of patience and time and can be a great way to have some time for yourself and your thoughts. Creating mandalas is seen as a form of art therapy can reduce anxiety, tension and overall stress.
Description online implementation	The activity and the working sheets provided are set in a way that the facilitator can implement the activity face-to-face and online in the same way.
Materials	<ul style="list-style-type: none"> <li>● Activity worksheets (available on the NTC web platform)</li> <li>● Pen, pencil</li> <li>● Coloured pencils/water colours</li> </ul>

#### MODULE 5 ADDITIIONAL MATERIALS

Materials to use:	<p><b>Flipped learning material</b> (available on the NTC web platform)</p> <p>English: <a href="https://www.canva.com/design/DAFadTZkILo/Rnr2mPXB65ykcDnqZt6sig/edit?utm_content=DAFadTZkILo&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFadTZkILo/Rnr2mPXB65ykcDnqZt6sig/edit?utm_content=DAFadTZkILo&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p> <p>Bulgarian: <a href="https://www.canva.com/design/DAFadcbRRoY/Lt2130iCrtpNVY5aVKJFQ/edit?utm_content=DAFadcbRRoY&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFadcbRRoY/Lt2130iCrtpNVY5aVKJFQ/edit?utm_content=DAFadcbRRoY&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p> <p>Italian: <a href="https://www.canva.com/design/DAFadYZsDOc/1c6dop-z3GFGDXynA1Ga0g/edit?utm_content=DAFadYZsDOc&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFadYZsDOc/1c6dop-z3GFGDXynA1Ga0g/edit?utm_content=DAFadYZsDOc&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p> <p>Spanish: <a href="https://www.canva.com/design/DAFadfw10BU/nTZ0Hk_zx2X6mQuqd-4t1Q/edit?utm_content=DAFadfw10BU&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFadfw10BU/nTZ0Hk_zx2X6mQuqd-4t1Q/edit?utm_content=DAFadfw10BU&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p> <p>Islandic: <a href="https://www.canva.com/design/DAFadcubvCA/MaSKmzyn8JX9wWrcqBDglQ/edit?utm_content=DAFadcubvCA&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFadcubvCA/MaSKmzyn8JX9wWrcqBDglQ/edit?utm_content=DAFadcubvCA&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p>
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	<p>Dutch: <a href="https://www.canva.com/design/DAFadZ2sEbY/i8634JMYsDzWvCrfVJ7VGg/edit?utm_content=DAFadZ2sEbY&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFadZ2sEbY/i8634JMYsDzWvCrfVJ7VGg/edit?utm_content=DAFadZ2sEbY&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p> <p>Videos for self-learning: All videos listed have the possibility for automatic translation into different languages on YouTube.</p> <ul style="list-style-type: none"> <li>• The WOOP exercise for setting goals: <a href="https://www.youtube.com/watch?v=DpbCMzQqZAU&amp;t=14s&amp;ab_channel=WOOP">https://www.youtube.com/watch?v=DpbCMzQqZAU&amp;t=14s&amp;ab_channel=WOOP</a></li> <li>• Eisenhower Matrix for time management: <a href="https://www.youtube.com/watch?v=yBaVSJ6zq4c&amp;ab_channel=WOOP">https://www.youtube.com/watch?v=yBaVSJ6zq4c&amp;ab_channel=WOOP</a></li> <li>• Video Productivity tips for Moms: <a href="https://www.youtube.com/watch?v=rE0VT3wrO44&amp;ab_channel=TheParentingJunkie">https://www.youtube.com/watch?v=rE0VT3wrO44&amp;ab_channel=TheParentingJunkie</a></li> </ul>
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#### HOMEWORK ACTIVITIES

ACTIVITY 1 Me time	
Objectives	To help encourage mothers to start using time management techniques, planning their activities.
Preparation	Not needed
Description of implementation	<p>At the end of the week plan a schedule for the next week (template Weekly planner, multiple options). During the week, mark which activities/task you completed and review which activities you maybe did not complete.</p> <p>Try to make also a monthly plan (template Monthly planner). Plan foreseen activities an add new one as you go. Put it somewhere you can see it every day and mark/cross, colour the days/activities as they pass. Make sure to schedule some time for yourself (and your partner) on a weekly/monthly basis.</p> <p>Use the template (Weekly check in) to revise how successful you were.</p> <p><u>Our suggestion:</u> Watch a movie or read a book: “I don’t know how she does it” - book by Allison Pearsons or movie based on this book (movie trailer: <a href="https://www.youtube.com/watch?v=MJPKOS9DZeg&amp;ab_channel=eOnefilms">https://www.youtube.com/watch?v=MJPKOS9DZeg&amp;ab_channel=eOnefilms</a>)</p>

	<p>The book/movie is about a mother juggling marriage, kids, and job (and getting some sleep). Sound familiar? ☺</p> <p><u>Our suggestion:</u> Take time for yourself and colour a mandala. Meanwhile make a revision of the past week, month. Think about your time management, do you feel you had enough time for all your planned activities? Should you change anything?</p>
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	<p><b>ACTIVITY 2</b> Wheel of life revision</p>
Objectives	<ul style="list-style-type: none"> <li>● To determine how satisfied you currently are with different dimensions of life.</li> <li>● To compare results with the first evaluation done in class.</li> <li>● To set new goals.</li> </ul>
Preparation	Do this revision after a month or two has passed from the first wheel of life exercise.
Description of implementation	<p>Use the same dimensions of life as in the first activity in order to make a comparison of results.</p> <p>See Step 2 of Part 1 of the Activity “The wheel of life Mandala” for instructions.</p> <ul style="list-style-type: none"> <li>● Did your satisfaction in different dimensions of life improve?</li> <li>● Did you complete your goals or you now closer to achieving them?</li> </ul> <p>Set up new goals. See Step 4 Part 1 of the Activity “The wheel of life Mandala” for instructions. You can also use different techniques for goal setting provided in the flipped material (available on the NTC web platform).</p>