

**Psycho-Educational and Social
Intervention Program for Parents**



Erasmus+

Program 2016-1-RO01-KA204-024504KA2
Cooperation for Innovation and the Exchange of Good Practices
Strategic Partnerships for adult education Development and Innovation

Psycho-Educational Kit

Trainer's Manual & Trainee's Workbook

LUMEN
EDITURA
în elita editurilor românești



**PSYCHO-EDUCATIONAL AND SOCIAL
INTERVENTION PROGRAM FOR
PARENTS**

**PSYCHO-EDUCATIONAL KIT:
TRAINER'S MANUAL AND
TRAINEE'S WORKBOOK**


Coordinator **Aurora Adina COLOMEISCHI**

PSYCHO-EDUCATIONAL AND SOCIAL INTERVENTION PROGRAM FOR PARENTS. PSYCHO-EDUCATIONAL KIT: TRAINER'S MANUAL AND TRAINEE'S WORKBOOK

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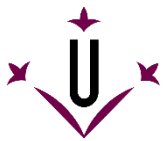
 **Erasmus+** Program 2016-1-RO01-KA204-024504KA2

Cooperation for Innovation and the Exchange of Good Practices Strategic Partnerships for adult education Development and Innovation

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The template for developing the units of the training programs is elaborated by Mine Gol-Guven, Bogazici University, Istanbul, Turkey.

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PROGRAM UNIT 9 - EMOTIONAL COMPETENCE – SELF MOTIVATION

TIME NEEDED FOR UNIT: 2 hours

Maria Augusta Romão da Veiga Branco
Institute Politechnik of Braganca

RATIONALE AND THEORETICAL BACKGROUND

Motivation - Process responsible for the intensity, direction and persistence of a person's efforts to reach a certain goal.

Self-motivation – emotional arousal that each of us uses in ourselves to achieve something.

Autotelic motivation - the energy we feel to mobilize ourselves for the sheer enjoyment of an activity itself. It can be known as “flow” in some activity. (Mihaly Csikszentmihalyi)

Exotelic motivation - the energy we feel to mobilize ourselves to an activity in order to get at some external reward. (Mihaly Csikszentmihalyi)

"The greatest discovery of my generation is that any human being can change his life by changing his attitude." (William James 1842-1910)

OBJECTIVES



1. To identify life experiences related to attitudes of self-motivation and resilience
2. To recognize the emotion *arousal* in the sense of autotelic motivation.
3. To recognize the difference between autotelic and exotelic motivation.
4. To identify life experiences related to self-motivation attitudes.
5. To recognise that self-motivation needs steps, reflection and an inner decision

RESOURCES








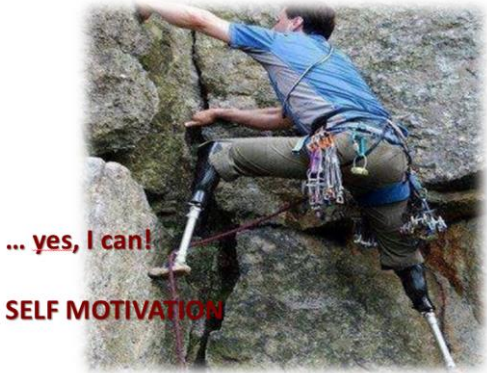



- Room with 15 tables and respective chairs
- Multimedia - simple text and image exposure in PPT
- Paper sheets, pencil and eraser
- Sheet with a little text and image.


PREPARATION





Select contents and activities according to:
Established objectives and contents to learn
Find resources to the selected dynamic

CONTENTS	
	<ol style="list-style-type: none"> 1. Self-motivation and resilience – concepts 2. Autotelic and exotelic motivation – concepts and difference 3. Experiences related to self-motivation attitudes. 4. Self-motivation - steps, reflection and decision
NOTE TO THE TRAINER	
<p>5 minutes</p> 	<ul style="list-style-type: none"> - Distribute papers and pictures to each of the trainees (parents) <p>NOTE - The trainer should follow closely all the trainees throughout the Group Dynamics, because these interactions can trigger emotions that are not easy to manage.</p>
1. INTRODUCTION	
2. GROUP WORK	
 <p>35 minutes</p>  	<p>2.2. ICEBREAKER - Dynamics: “Yes, I can!”</p> <ul style="list-style-type: none"> - Read the next little text in a low voice to yourself. After, read it aloud. - Interpret the words as the meaning assigned by you <div style="background-color: #fff9c4; padding: 10px;"> <p><i>I can be bigger and better than I seem to be.</i></p> <p><i>I can learn to be me.</i></p> <p><i>Every day one day at a time.</i></p> <p><i>I can breathe and tell myself: it's just another day,</i></p> <p><i>just another step ...</i></p> <p><i>and at the end of that step,</i></p> <p><i>I can say again:</i></p> <p><i>breathe again and take another step ...</i></p> <p><i>and then, after that step</i></p> <p><i>I'll be another ... even being me</i></p> <p><i>I'll be more me. (Veiga-Branco, 2017)</i></p> </div> <p>Objectives</p> <ul style="list-style-type: none"> - Recognize the power of autotelic and exotelic motivation. - Identify life experiences related to self-motivation attitudes - Identify life experiences related to self-motivational attitudes and resilience <p>Procedure</p> <p>Trainees should read and observe the materials carefully.</p>



	 <p>Orientations First trainees form groups of pairs and then groups of 4. In paired groups they say and write what they feel about the image. They must find a personal experience in their lives whose effort, courage, and bravery are similar. They should write down the results of these experiences and how their attitude was important to their personal development. Then join in groups of four and compare the information. They select the most expressive experiences and results and present them in a large group.</p> <p>Conclusion Trainees must recognize - think about the words of <u>Mihaly Csikszentmihalyi</u> – the difference between autotelic and exoteric motivation and the power of these attitudes in our development.</p>
 <p>35 minutes</p>  	<p>2.5. - “I want, especially”</p> <p>Objectives</p> <ul style="list-style-type: none"> - To recognise that self-motivation needs reflection, steps and an inner decision. - To discover what it means to "have inner freedom" <p>Procedures</p> <p>The Trainer distributed the printed sheets to the Trainees (<i>see Table 1</i>) and instructed them to read the items and add 5 other items to the list (objects, personal effects, food, etc.).</p> <p>Next, the trainer started a work of analysis on the realities expressed by the items and the consequent selection that can be performed, obeying the following script:</p> <p>Orientations</p> <p>Ask trainees to follow the 11 items.</p> <ol style="list-style-type: none"> 1. <i>There are too many words on the board! Let's remove some of them, because whoever wants everything, everything loses. Then, remove 4 items.</i> 2. <i>Give your list to a colleague for examination: it still contains many things. In silence, the colleague must scratch 3 more items that are not important, returning the list to its owner.</i>

	<p>3. Now, think that you have another 10 years of life. Imagine what you could be doing and delete 3 more unnecessary items.</p> <p>4. Think of yourself and your life project. Scratch more 3 items.</p> <p>5. Think of your best friends. Choose an item (by scratching it) and offer it to your best friend.</p> <p>6. In life, we condition people or situations and we are also conditioned. Think of those who you have made suffer and then, think a little moment and risk an aspect that means a forgiving gesture.</p> <p>7. There are so many poor people, empty people, in an empty life. You are co-responsible for everything that happens in life and you want to help 4 people by scratching 4 more items.</p> <p>8. There are many unexpected things in life: your father and mother need help. Give something to each of them, tracing 2 more aspects.</p> <p>9. Another unexpected happened: you are sick and what you most want is health. Change (cut) 3 important items for your health.</p> <p>10. For a full life, in your community, there are 3 things left over (items). Trace them.</p> <p>11. Of the aspects of your reality that you still have, select 2 (or 3) that you consider most important and transcribe them by completing the sentence: - "I want, essentially, is"</p> <p>Conclusion Finally, the Trainer proposed the following reflection: What was most difficult to scratch? What was easier?</p>
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3. ENDING

 <p>15 minutes</p> 	<p>Finally, the trainer proposed the following reflection:</p> <ol style="list-style-type: none"> 1. What does this last dynamic represent in our lives? 2. What I want? 3. Who is my choosing profile? 4. “What’s about me... in true...?”
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3. KEY NOTE

<p>TAKE HOME MESSAGE</p>	
 <p>10 minutes</p> 	<p>Closing and Reflection – “Up! I’m always an example!”</p> <p>2. Reflective Questions based on the activity: Yes, I can...!</p> <p>Objective Recognize the true value of my behaviors to me and the others</p>



So write in a little paper the answer to the question:

1. What are you teaching to your children?

This is an individual reflection, in home.

SUGGESTIONS

ATTACHMENTS

Table1 - Items Pairs Dynamic: “What’s about me... in true...?”

1- clothes	26- faith
2- money	27- solidarity
3- work	28- affection
4- studies	29- travel
5- vocation	30- freedom
6- friends	31- reading
7- Dating	32- games
8- fun	33- pride
9- sport	34- jealousy
10- family	35- love
11- television	36- pet
12- service	37- lover
13- Weekly dinner group	38- beach house
14- vacation	39- children
15- car	40 - box with horse
16- pleasure	41 - vacation paid at a resort
17- music	42 - prayer
18- power	43 - energy
19- parents	44 - vanity
20- Prestige	45 – appetite
21- collaboration	46 –

22- profession	47 –
23- books	48 –
24- personal fulfillment	49 –
25- Computer	50 –