



Induction Training Programme

Lesson Plans of Workshop 7
Topic: Basic Concepts of Pedagogy



A Family Learning Model to
Promote Financial Literacy

INTRODUCTION

The Piggy Bank project team has developed a series of eight half-day workshops for parents and guardians. Workshops number one to six will develop and encourage the financial literacy capacity of parents and guardians. The purpose of workshops number seven and eight is to support parents and guardians in their role as facilitators of learning in the family.

Welcome to the workshop number 7!

The topic of this workshop is Basic Concepts of Pedagogy. After completing this workshop, parents and guardians will be able to:

- Be aware of the importance of pedagogy within the family and its impact on the education of their children.
- Expand their pedagogic attitude based on the experiences shared within the group.
- Identify alternative pedagogic approaches to face challenging situations with their children.
- Evaluate the use of different forms of pedagogy in different scenarios.
- Use practical tips and strategies related with positive parenting in their pedagogy.
- Reflect about the importance of self-awareness as educator.

In addition, during the workshop, participants will have the opportunity to exchange their own practical experience and pedagogic approaches with other parents and guardians on the topic of raising children. By engaging with this workshop, participants will hopefully become more aware as parents and guardians.



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10 min

ACTIVITY 1

Opening of the workshop, the introduction of learning objectives

At the beginning of the workshop, the trainer should welcome the participants and briefly introduce them to the workshop schedule and learning objectives. The learning objectives of this workshop are as follows:

Learning objectives

After completing this workshop, parents and guardians will be able to:

- Be aware of the importance of pedagogy within the family and its impact on the education of their children.
- Expand their pedagogic attitude based on the experiences shared within the group.
- Identify alternative pedagogic approaches to face challenging situations with their kids.
- Evaluate the use of different forms of pedagogy in different situations.
- Use practical tips and strategies related with positive parenting in their pedagogy.
- Reflect about the importance of self-awareness as educator.

Tip!

The trainer should be able to respond to the needs of the workshop participants by modifying the content and activities to the requirements of the participants.

For example, if a group of participants prefer a very active learning style, the trainer can start workshop with a warm-up activity or ice-breaking activity. However, if the trainer does so without considering the preferences of all the participants, they may frighten and discourage participants. The trainer must be flexible and empathetic in this matter.



30 min

ACTIVITY 2

Pedagogy in a family context

In this part of the workshop, the trainer will get the participants familiar with the importance of pedagogy in a family context. Participants will discuss and share both their positive experiences and main challenges of teaching as a parent, exchanging practical experiences related to their own approaches.

A trainer can say a few words as an introduction to the topic, for example:

Pedagogy is seen as the method of education shaped by an educator's own set of learning beliefs, techniques and culture. Considering this, what do you think composes a pedagogic approach?

Why do you think is important to have a pedagogic approach in a family context? What do you think could be the benefits of a pedagogic approach?

After participants share their point of view on these issues, the trainer can then lead the group to talk about their own experiences, focusing on strategies that in their opinion work or presented difficulties.

Sharing good experiences: Eventually we all feel that there are some approaches we have that work best or have better results than others.

It is important to consider the sensitivity of the topic being taught however. We must consider the sensitivity of the topic, what our end goal of the lesson is, how well we can deliver the lesson and how it may impact our children. Ultimately, not being able to be clear on sensitive topics can lead to confusion or even hurt for our children.

For instance, regarding teenagers, it is quite difficult to ask or teach them to do something sensitive that might compromise their image in-front of their friends. Where the embarrassment or humiliation in front of their friends can lead to resentment or failure to deliver an important life lesson.

We must consider the terms of what we deem to be a result. We cannot deem a good result to be achieving what we wanted and needed to teach regardless of the implications and consequences for our children in their personal lives. The trainer then asks the participants the following questions for discussion:

- From your own experience, what do you feel works best with your children? In simple terms, when you want your kids to have a specific behaviour – such as cleaning their own room or when you help them with their homework, what attitude works best for you?
- And what do you consider a good result?

Tip!

Of course, the trainer can use other questions they deem suitable. The workshop activities can be modified according to the needs of the participants and the trainer.

Main difficulties: There are situations or subjects that may be more difficult than others to get a positive result from the approach we take with our children. Parents and teachers both share this feeling. In some cases, we can identify the reason why it occurs however, in other situations it may be more difficult. The advantage of identifying these situations is that we can reflect and with some distance identify what is the reason behind why it is difficult and why in that specific situation a certain approach is not working. There are many variables that may justify the result.

The trainer then asks the participants the following questions for discussion:

- In what situations do you feel are more difficult to achieve what you believe to be a good result?
- What do you think may be the reason behind this?

At the end of this educational activity, the trainer can summarize the discussion by using the following questions or their own.

- What have we shared in overall in this activity?
- What seems most important about what we shared?
- What should we remember and pay particular attention to?
- Etc.



40 min

ACTIVITY 3

Identifying pedagogic approaches

The trainer should say a few words at the beginning of the activity, for example:

Considering our personal situations, we have shared where we have experienced more difficulty in getting the attention of our adolescents or their involvement the next activity will help identify successful pedagogic strategies for facing such situations. To do that, I will ask you to organize yourself in two groups. Then, each group will identify a situation involving their children that they felt was more challenging and discuss it considering the reason why they felt it was challenging, identifying alternative approaches in order to better deal with it. Everyone will then present to the rest of the group, and we will all reflect and make conclusions together.

The trainer should help participants in creating the groups and while the groups are working to continue helping them by answering any question or issue around their task. The objective is to give participants a time to reflect about challenging situations that they are facing or feel may occur between themselves and their children.

After the groups shared their opinions and all discuss the alternatives presented, the trainer should try that the group sum up the conclusions, saying for example:

- What are the main conclusions that we can take from this activity?
- What pedagogic approaches should we keep in mind from this activity?

Tip!

Do not forget to appreciate the participants' activity and opinions at the end of each learning activity. And before the first break, tell the participants what refreshments are available, where the toilets are, and what time the next learning activity starts.



10 min

COFFEE BREAK



40 min

ACTIVITY 4

Different forms of pedagogy

In this activity, the trainer will introduce the different types of pedagogy and ask participants to research themselves a little about each type. At the end, the trainer asks participants to share their opinion about what they have found.

The trainer may say a few words as it follows:

For classrooms and parents, both are experiencing challenges in finding the best pedagogic approach to tackling a certain topic or for educating a certain children. Along with this, there are some additional issues, such as their reliance on digital technology and the influence that their peers and friends have upon each other. Understanding different forms of pedagogy may help us develop our own pedagogy, our own approach to educating them.

This section will focus on a theoretical perspective, where we may consider social, critical, culturally responsive and Socratic pedagogy.

The trainer then asks participants to do some research about forms of pedagogy using the internet and to make their own conclusions about its usefulness.

The trainer can say as it follows:

Now I would like to ask you to do some research about different forms of pedagogy, using the internet. The objective is to read upon it and reflect whether it can be useful in a specific context or even if you use it. I will suggest an article but you can use others you may prefer. Take your notes please about each form you read about –what it consists of and in what context do you think that particular form is more useful.

Link suggested:

<https://tophat.com/blog/pedagogy/>

The trainer asks the participants the following questions for discussion.

- From what you've read, what form of pedagogy do you use more often?
- In what specific context or circumstances, what do you feel is more appropriate to use?

At the end of this educational activity, the trainer can summarize the discussion.

- What have we discovered in this activity?
- What seems most important?
- What should we remember?
- Etc.



40 min

ACTIVITY 5

Positive parenting

In this activity, the trainer will introduce the concept of positive parenting and ask participants to research a little about it. At the end, the trainer asks participants to share their opinion about what they have read and their conclusions.

To introduce the subject, the trainer may say a few words as following:

Nowadays there are new approaches that may be useful in educational matters. Positive parenting is one of them. It is a field of Positive Psychology and it has its focus on happiness, resilience and positive youth development. That is, positive parenting seeks to promote the parenting behaviours that are most essential for fostering positive youth development.

The trainer then asks participants to do some research about Positive Parenting using the internet and to make their notes about relevant tips and strategies in this approach that they feel may be useful for them.

The trainer can say as it follows:

Now I would like to ask you to do some research about Positive Parenting using the internet. The objective is to research it and identify relevant tips and strategies in this approach that you feel may be useful for yourselves as parents. I may suggest some articles but you can use others you may prefer. Make your notes please so that we may discuss a little bit afterwards and come up with our conclusions.

Links suggested:

<https://positivepsychology.com/positive-parenting/>

<https://positivepsychology.com/positive-parenting-tips-skills-techniques/#:~:text=Provide%20clear%20boundaries%20and%20expectations,while%20expressing%20enthusiasm%20and%20joy>

The trainer asks the participants the following questions for discussion.

- From what you've read, what tips and strategies do you think can be more useful for you as parent?
- Did you find any tip and strategy that you use regularly with good results?
- How could you use positive parenting to raise your child?

At the end of this educational activity, the trainer can summarize the discussion.

- What have we discovered in this activity?
- What seems most important?
- What should we remember?
- Etc.



COFFEE BREAK

10 min



ACTIVITY 6 The importance of self-awareness

20 min

The trainer should introduce the importance of self-awareness, inviting the group to reflect about how can it affect the education of young children and adolescents, as well as parents' behaviour as educators.

The trainer may introduce the subject as it follows:

Self-awareness is a key aspect for any educator. We may not know everything we need to when our kids need help, we may even make some mistakes as educators, but if we are able to reflect and identify what went wrong and what could we do differently next time in order to get a better result, it means we can be more successful as educators in the home.

Then the trainer can ask participants to share their point of view about it using the following questions:

- As educators, in what context or circumstances, do you think self-awareness is more critical?
- What do you think is preventing you to improve your self-awareness as an educator?

Tip!

Of course, the trainer can use other questions that will allow the exchange of opinions about the importance of self-awareness as educators.



ACTIVITY 7 Summary of the workshop

10 min

At the end of the workshop, the trainer should provide participants with an opportunity to summarize the knowledge and skills learned. The trainer should also ask the participants for feedback and a brief evaluation of the workshop. The trainer can use, for example, some of the following questions:

- Which topic interested you the most during the workshop?
- What new knowledge and skills have you learned?
- Why is the topic "Basic Concepts of Pedagogy" important?
- How did you like the activities?
- Is there anything you would like to change or improve in your family based on this workshop?
- How did you like the workshop?

- Which of the workshop activities did you enjoy the most and which the least?
- What would you like to learn in the next workshop?

 **Tip!**

At the end of the workshop, don't forget to thank the participants for their participation and appreciate everything positive, such as the participants' activity, their opinions, creativity, practical experience of family life, cooperation with other participants etc.



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