



# „Be Value Reload“

Project № 622351-EPP-1-2020-1-BG-SPO-SCP



## TRAINING PROGRAM FOR PARENTS

### PART 1

#### ABOUT THE PROJECT AND RESULTS

##### Introduction

Sport has a beneficial effect on the physical and mental health of the practitioners at every age, but it's especially important for young children that are in process of development. Physical activity during adolescence can help maintain an active lifestyle throughout adulthood (Telama et al, 2006). Participation in youth sports and perseverance in their training are significant predictors of physical activity in adulthood. Also, participation in sports competitions increases the likelihood of high sports activity in adulthood to a greater extent in males than in females (Telama et al, 2005).

##### Highlights:

Data from Eurobarometer 2018 evidence that 46% of the studied European citizens never exercise or practice sport, 14% seldom do, 33% practice sport with some regularity whereas only 7% of the respondents do sport regularly.

##### Highlights:

Reports from WHO suggest that 65% of the adolescents do not meet the suggested recommendations for daily physical activity and screen time.

##### Interesting facts:

Bulgarian and Greek who never practice sport was 68%, while that of the Romanian was 63% and the Slovenian showed very favorable 24% of citizens who never do sport.

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#### WHY WE FOCUS ON PARENTS AND GENERATION Z



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## PARENTS

Parents have important role in sport life of the young athlete, and his/her overall development. They lend their support during sport engagement of their children but they also have important role for children's attitudes toward sport and development of lifelong habits for healthy and active lifestyle. Parents personal **engagement in sports also play a particularly important role**. Fathers and mothers who have a better attitude towards physical activity have a positive effect on the attitude of their children (Araujo & Dosil, 2015), which shows the importance of physical activity and significant adults contribute to the transmission of health practices through the generations

### THE Z GENERATION.

Youngsters born in the late 1990s and early 2000s are named as Generation Z. They are described as a more educated, well-behaved, stressed and depressed generation in comparison to previous ones, due to use of smartphones and social media. More and more children and adolescents from the so-called Generation Z prefer to look for entertainment on the Internet at the expense of sports. The Gen Z'ers are notorious for being "digital natives" (Anthony, 2015) and spend a lot of time in front of the screens. However, screen time can be addictive (e.g. Internet addiction), it takes away time from other activities important for the healthy physical and mental development and hinder the development of social skills. Yet, the negative effects of screen time are stronger in adolescents than in children (Adelantado-Renau, M et al, 2019)

*Therefore, it is vital to introduce and maintain a healthy lifestyle in the Generation Z adolescents through joint work with their coaches and parents.*

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**WHAT IS THE PROJECT ABOUT AND HOW CAN PARENTS AND YOUNG ATHLETES FROM GENERATION Z BENEFIT FROM IT?**



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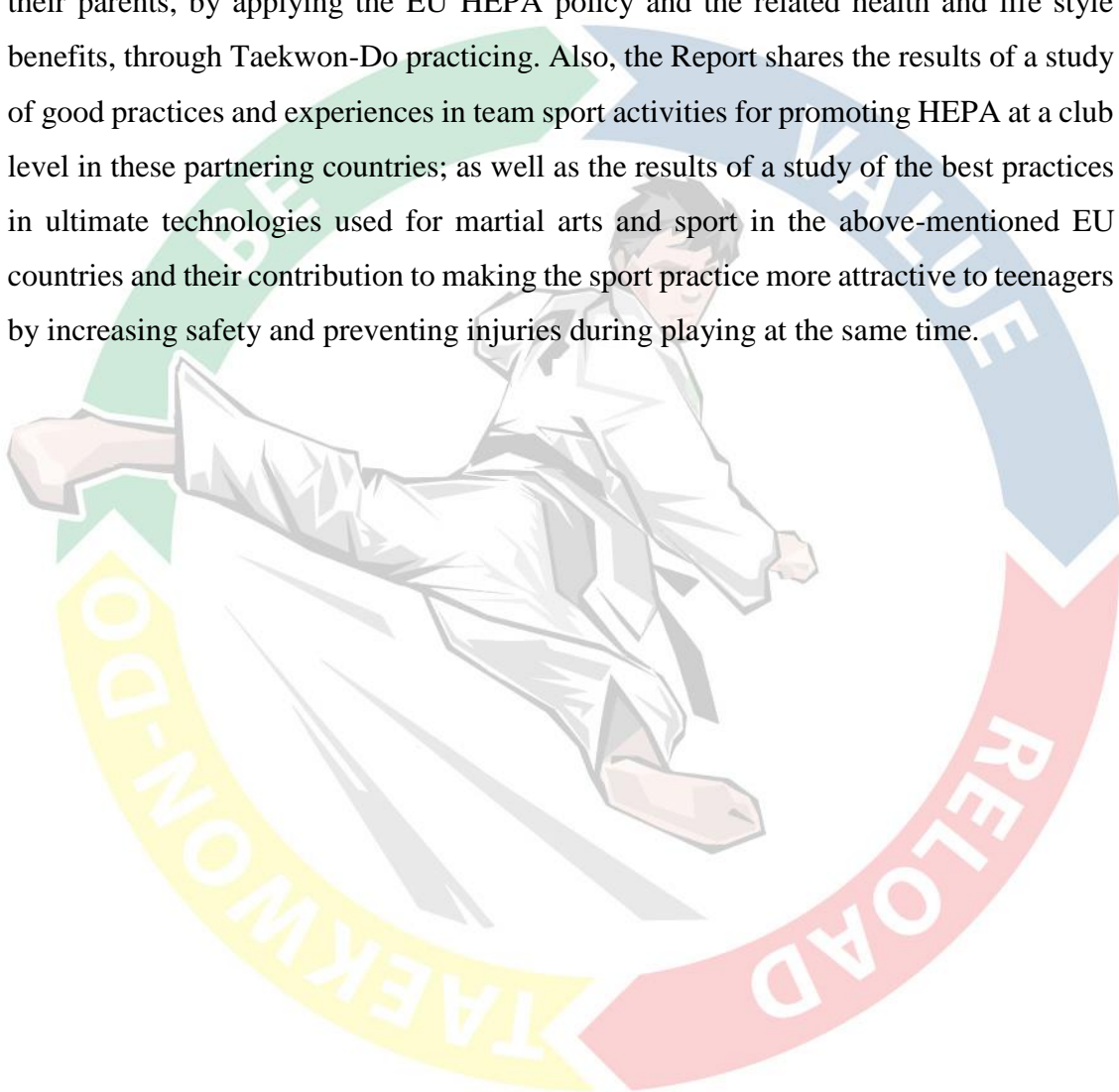
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## Aim of the project

Improvement of the relationship between the Generation Z youths aged 12 – 17 and their parents, by applying the EU HEPA policy and the related health and life style benefits, through Taekwon-Do practicing. Also, the Report shares the results of a study of good practices and experiences in team sport activities for promoting HEPA at a club level in these partnering countries; as well as the results of a study of the best practices in ultimate technologies used for martial arts and sport in the above-mentioned EU countries and their contribution to making the sport practice more attractive to teenagers by increasing safety and preventing injuries during playing at the same time.



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## PROJECT

# Be Value Reload

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### THE GENERAL OBJECTIVE OF THE PROJECT IS:

“Encouraging the participation into sport and physical activity of Generation Z youths aged 12 to 17 years, by following the EC Council Recommendation on health-enhancing physical activity (HEPA) and EU Physical Activity Guidelines”

## SPECIFIC OBJECTIVES (SO)

**SO1:** Establishment of an innovative multi-dimensional partnership approach, for attraction into sport of Generation Z youths aged 12 -17 years, in the context of EU policy on health-enhancing physical activity.

**SO2:** Establishment of a European network of ambassadors for popularisation of Taekwon-do amongst youths as beneficial form of health-enhancing physical activity – The project will create a strong European network of ambassadors for popularization of Taekwon-do as sport and values amongst youths. It will also foster synergy with, and between, local, regional, national and international policies to promote sport and physical activity and to address sport related challenges.

## INNOVATIVE OUTPUTS

**BeValue Reload Bonus System** - will allow Generation Z representatives aged 12 – 17 years to be evaluated each time they demonstrate key Taekwon-do qualities, such as respect, responsibility, self-control, mutual help thus increasing their physical activity frequency and performance results

**ICT Multi-Platform Application** for innovative usage of digital technologies in sport and HEPA. It will be in line with the specifics of the life style of Generation Z youths. With live video communication for online trainings and a library for coaches to upload information on progress and monitor in real time. Parents will work with their children on sustainable culture of physical activity through the app.

Two on-going **interactive trainings** for Generation Z youths aged 12 – 17 years and their parents will be developed and implemented.

One **multiplier sport event** at the end of the project for 260 participants to will celebrate project achievements and promote HEPA.

## PARTNERS

CENTRAL POLICE TAEKWON-DO CLUB, BULGARIA - Coordinator  
PRIVATE PROFESSIONAL SPORTS COLLEGE, BULGARIA  
TKD AHAC ŠENTJUR, SLOVENIJA  
SPORT CLUB A.C. ARISTOTELIS, GREECE  
ROMANIAN TAEKWON-DO ITF FEDERATION  
GOCE DELCEV UNIVERSITY - STIP, N. MACEDONIA



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## PART 2 - WHAT COULD PARENTS WORK ON?

The project helps to improve the relationship between the Generation Z youths aged 12 – 17 and their parents, by applying the EU HEPA policy and the related health and lifestyle benefits, through Taekwon-Do practicing

### WHAT COULD PARENTS WORK ON?

#### 01

##### PROFESSIONAL ORIENTATION

###### What we step on:

It is important to discuss with children about the benefits and importance of good education and support them to try new and different things.

###### What to improve?

Parents should discuss with their children about interests for future work and profession, how that fits in their engagement in sport, positive and negative aspects of different professions and real life examples from parents, relatives, coaches etc.

###### What we step on:

Teaching children for good vs. bad, moral vs. immoral, important values of each person and behaving as a good-mannered person. To be tolerant and respectful to others regardless the differences.

###### What to improve?

Pointing out the everyday situations and values that are important for everyday living and to pointing out the values that are respected in society today with emphases on good and bad behaviour, manners and values.

#### 02

##### MORAL DEVELOPMENT

###### What we step on:

Parents support children by giving directions how to handle with different life situations. Encourage children to express emotions in socially acceptable manner. Teach them how to behave in win-lose situation and learn from others.

###### What to improve?

Parents should be a role model for the children. Their behaviour, reactions and personal examples are more important than just their words and advices that they give. Parent example is key in development of emotional intelligence.

#### 03

##### EMOTIONAL INTELLIGENCE

###### What we step on:

Z generation are already quite independent and basic life skills for self – care, hygiene, obligation for keeping the household clean and tidy are already well mastered. Support and praise of the efforts of children is given by parents.

###### What to improve?

Small differences exist in perception of parents and kids involvement in household activities. Kid evaluate their independence higher. More focus should be on what they can and want and less to what they should and are expected to do.

#### 04

##### AUTONOMY

#### 05

##### IDENTITY FORMATION

###### What we step on:

Generation Z is in turbulent period in their life, with numerous changes: physically, socially, emotionally, and psychologically. They are searching for own's identity asking: "who am I", "where do I belong", "what do I want to achieve", "what am I, what do I want to be"

###### What to improve?

Foster a warm and close relationship with the children, a relationship with understanding, encouragement and respect, providing help, support, advice whenever they ask or observed by the parent.



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## PROFESSIONAL ORIENTATION

### What is it and why is important?

Professional orientation 4 items	“I told my child how I chose my profession and what I like in it.”		My parents told me how they chose their professions and what I liked there.”		
	Opinion of parents	Mean	Opinion of children	Mean	
	14. I encourage my child to try new works.	4.20	14. My parents encourage me to try new activities	3.8	0.40
	16. I discuss with my child her future education (higher education and specialization).	4.06	16. With my parents we discuss my future education (higher education and specialization)	3.9	0.16
	18. I told my child how I chose my profession and what I like in it.	3.96	18. My parents told me how they chose their professions and what they liked there.	3.8	0.16
	4. I discuss with my child the benefits of good education.	4.5	4. I am discussing the benefits of good education with my parents.	4.1	0.40

### What we step on:

Parents discuss with children about the benefits and importance of good education and support them to try new and different things.

### What to improve?

Parents should discuss with their children about children's interest for their future work and profession, how that fits in their engagement in sport, discuss about positive and negative aspects of different professions, followed by examples from parents, relatives, coaches etc.

### Activities/ What to do together?

- Open conversation about what the child wants for his/her future profession
- Conversation how parents choose their profession
- Support children to read some autobiographic books from successful people

Examples:

- I talked to my children about the autobiography of prominent, successful people

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- I talk to my children about the problems and challenges I face in fulfilling my professional responsibilities.
- I talk to my children about the different types of professions- professions for the new century
- We played pantomime with my children - What I want to be
- Take your children to educational museums, libraries, science center or zoo, instead to the malls.
  - Explain to them that continuing their education will allow them to understand more about the world seen there. This will hopefully make them more motivated to learn and study.
- Introduce the importance of education through technology
  - Introduce computers and digital learning through approved educational sites. Suggest them different educational games so they can enjoy the process of learning and support their development.

## MORAL DEVELOPMENT

### What is it and why is important?

Moral development 3 items	“I discuss with my child what is good and what is bad, acceptable and unacceptable, moral and immoral.”		With my parents, we discuss what is good and what is bad, acceptable and unacceptable, moral and immoral.”		
	Opinion of parents	Mean	Opinion of children	Mean	
	1. I discuss with my child what is good and what is bad, acceptable and unacceptable, moral and immoral.	4.64	1. With my parents, we discuss what is good and what is bad, acceptable, and unacceptable, moral and immoral.	4.3	0.34
	2. I insist in my child tolerance for the different people in our society.	4.54	2. My parents teach me to be tolerant to others	4.4	0.14
	9. With my child, we discuss the values that are important today.	4.38	9. With my parents, we discuss the values that are important today.	3.9	0.48
	With my child, we openly discuss the rules and limits that must be respected in the family, at school, in the sports club, in society.	4.36			

### What we step on:

Parents’ guide children for good and bad in life in sociate, moral and immoral behaviour, what is acceptable and what is unacceptable in personal relations, school, sport club and society in general. They teach children of the important values of each person and how

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to be and behave as a good-mannered person. They teach children to be tolerant and respect others regardless the differences.

## What to improve?

To pay attention of everyday situations and values that are important for everyday living. To point the attention of children about values that are respected in society today as well as to emphases good and bad behavior, manners and values.

## Activities/ What to do together?

- To organize a family game evening – to play Monopoly, Risk, Man, Don't Get Angry– to use these games to pay attention of important values like following the rules, not cheating, being honest, how to deal when losing.
  - Chess - can learn the distinction between competition and antagonism. They learn how to compete, but they do so within the constraints of rules. Internalizing the rules becomes a model for internalizing more complex moral principles later in life. Ben Franklin said – “Chess, teaches youth about caution, circumspection and the “consequences of rash action.”
- Parents to share some situation that happens to them (or heard about it) and discuss about it with their children with emphasis of good/bad/ moral/immoral
- Three questions for the day – What good happens to you today? Does someone or something offended your personality? Did you make something for someone else?
- Support children to help to their grandparents or elderly people in surrounding.
- Encourage children to take care of younger cousin, brother, sister
- To analyses and discuss about some situation that they faced during the day (parents can share with children)
- Attend child sport competition and discuss about it
- Discuss about children with special needs or marginalized categories– how are they different, how can we help

## Periodically

- Organize some small charity activity
  - Share presents for new year.
  - Give food and clothes to homeless
  - Give food to charity organizations or family in need

## EMOTIONAL INTELLIGENCE

### What is it and why is important?

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Development of emotional intelligence 4 items	“I teach my child to deal with the disillusionment of the failure without accusing others of this”.		My parents teach me how to deal with the disillusionment of the failure without accusing others of this”.		
	Opinion of parents	Mean	Opinion of children	Mean	
	6. I teach my child to deal with the disillusionment of the failure without accusing others of this.	4.44	6. My parents teach me to deal with the disillusionment of the failure without accusing others of this.	4.1	0.34
	7. When I impose limits and penalties on my child, I do so, explaining why this is necessary.	4.44	7. When my parents impose borders, they explain why it is necessary to do so.	4	0.44
			27. When my parents punish me, they do not humiliate me.	3.5	
	28. I encourage my child to recognize and manage his/her feelings and emotions.	4.37	28. My parents encourage me to put myself in shoes of others-		

## What we step on:

Parents support their children by giving directions how to handle with different life situations. They encourage them express their emotions and support them deal with them at socially acceptable manner. They teach children how to behave when they win or lose and how to learn from each situation and from each other.

## What to improve?

Parents are and should be a role model for the children. Therefore, their behavior, reactions and personal examples are more important than just their words and advices that they give to the children. Very important issue for development of emotional intelligence is the **example of the parents**. How do they behave, how do they express and manage their emotions? They need to be sincere with children, honest, not hiding their emotions in order to receive similar feedback from the children.

## Activities/ What to do together?

- Watch a sport game together

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- Play some sport together - put the children both in position to lose and to win. Discuss about that.
- Discuss - What make you sad/happy today? Did you make someone feel better?
- Organize family fun games- my feelings and masks (express some feeling and others to recognize it)
- Parents share their experiences about their personal/professional failures and how they deal with it
- Let the child read and learn about a famous person or athletes who failed and how they learnt and bounced back.
- Each day focus on a mistake that your child has made and ask them to think about what went wrong and what they think they could have done to solve it.

## AUTONOMY

### What is it and why is important?

Autonomy 9 items	I praise my child for every manifestation of independence”.		My parents praise me when I do things alone”.		
	Opinion of parents	Mean	Opinion of children	Mean	
	11. My child maintains good personal hygiene (no reminder).	4.31	11. I maintain good personal hygiene without reminder	4.6	-0.29
	19. I help my child only if ask for help.	3.95	19. I want and get help from my parents.	3.9	0.05
	21. My child makes its own bed and takes care of the order in its room.	3.82	21. I have done my bed myself and maintain the order in my room.	4.2	-0.38
	22. My child is well placed to organize its time without my help.	3.8	22. I organize my time well (without the help of my parents)	4.3	-0.5
	23. My child can prepare something easy to eat.	3.75	23. I can make something for myself to eat.	4.3	-0.55
	8. My child has the choice of what additional activities (sport, hobbies, etc.) to do in its leisure time.	4.4	8. I can choose my own additional activities in my leisure time (sport, hobbies, etc.)	4.6	-0.20
	24. I agree to my child working during the holidays.	3.74	24. My parents agree that I may work something during the holidays.	3.5	0.24

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	12. I praise my child for every manifestation of independence.	4.29	12. My parents praise me when I do things alone.	3.9	0.39
	25. My child helps me in the household.	3.61	25. I help my parents in household work.	4	-0.39

## What we step on:

When it comes to autonomy that parents allow to children or children have the autonomy to do things independently from their parents, Z generation are children and teenagers that are already quite independent. Namely, it's a period of life where basic life skills for self – care, hygiene, obligation for keeping the household clean and tidy are already well mastered by the children. For most of the parents is a period where teaching children to this basic self – care routines are lessons that is already done. Most of the parents agree that their children are independent in maintaining their personal hygiene without reminder, they are free and independent to choose their leisure time activities, hobbies that they want to do, sport and other activities that they want to participate. Parents also support and praise all efforts of children and all manifestation of independence. This is very important for children for their self – confidence but also as an indicator that they are doing the right thing and are moving in right direction.

## What to improve?

When it comes to autonomy, there are small differences in perception of parents and children. Particularly, in perception and involvement of children in activities in the household, preparing meals, keeping the hygiene in children's rooms, organization of the day and activities during the day etc. In this situation, children evaluate their independence higher, compared with opinions of parents. These can be as a result of the parent's perception what children can do or parents expect to do, sometimes is related with highly protective attitude of the parents and not allowing to children to do some of the mentions activities in the home. From the point of children, it can be related to their developmental phase and perception of themselves and their personal abilities. In period from 12 – 17 years, children and teens perceived themselves as much older and able as they really are. Many times, their self – perception and personal abilities, does not correspond with perceived obligation, as their more focus on what they can and want and less to what they should and are expected to do.

## Activities/ What to do together?

- Give the children particular tasks and obligations in the home. For example: to be responsible to take the dog for a walk, to put water on the flowers, to take the garbage out, to help in cleaning the house, to clean up the dishes etc.
- Do some things together with the children – arrange the garden, go to market to shop together, wash the car together

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- Give the children tasks to choose a film in a cinema or show in theater and to go all together
- Organize a picnic together
- Organize a Friday night family show by giving children some responsibility with organization (to pick up music, made the lightening, prepare the barbeque)
- Go together to some sport event
- Give them responsibility to choose a birthday gift for some family members
- Cook a meal together
- Give them task to prepare a salat or desert
- Ask your children to prepare/ put in order his/her room

## IDENTITY FORMATION

### What is it and why is important?

Identity formation 9 items	“My child has the choice of what additional activities (sport, hobbies, etc.) to do in his/her leisure time.”		My parents encourage me to try new activities”.		
	Opinion of parents	Mean	Opinion of children	Mean	
	17. I know what my child dreams about.	4	17. My parents know my dreams	3.6	0.4
	10. I have a good knowledge of the friends with whom my child comes out and communicates.	4.36	10. My parents know my friends	4.5	-0.14
	20. We discuss films, books, music, etc. with my child.	3.86	20. We discuss films, books, music, etc with my parents.	3.3	0.56
	3. My child has the right to choose clothing/dressing styles.	4.51	3. I can choose my clothing and dressing style myself	4.6	-0.09
	13. I discuss with my child my problems with peers and teachers.	4.28	13. With my parents, we discuss the behavior and thoughts of my peers, who enter in trouble.	3.8	0.48
	26. We discuss with my child the behaviour and thoughts of some of his/her peers who swear into inconvenience.	4.25	26. Together with my parents, we discuss my problems with teachers and classmates/peers.	3.8	0.45

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	5. I talk to my child about how to behave with others in different situations.	4.45	5. With my parents, we discuss how to behave with others in different situations.	4	0.45
	15. I am interested in adults to whom my child is admired — coaches, teachers, athletes, artists, etc.	4.26			

## What we step on:

Generation Z is in the one of the most turbulent periods of their life, a period which is characterized by numerous changes: physically, socially, emotionally, and psychologically. It is a period in which the adolescent is constantly looking for answers to the questions "who am I", "where do I belong", "what do I want to achieve", "what am I, what do I want to be" The search for one's own identity even though it begins after birth age 12 to 16 is most pronounced. The young person manifests various interests, desires, needs. There are many factors that affect the building of identity: gender, physical characteristics, place of birth, residence, culture, education, profession, partnerships and friendships, belonging to social groups, values, interests. The most important role in that process of identity building is played by the parents. They are the ones who are most called upon to help their children to find himself, their place in the family, the community, the society. Parents are aware of their role in that process of building the identity of their own children. They are familiar with the social contacts and the relationship that their children establish with their peers, teachers, they know their dreams, interest in music, movies, books, their children's clothing style, their idols, people they admire.

## What to improve?

There are small differences in the thinking of children and parents related to identifying the role that parents have in building the identity of their children. But we can always do much more. The most necessary is to foster a warm and close relationship with the children, a relationship full of understanding, encouragement, respect for the child, providing help, support, advice whenever they ask, or a certain situation will be observed by the parent.

## Activities / What to do together?

- Conversations with children related to watched commercial, movie, series about behaviour, likes, gender, ethnicity, group ...)
- Talk about their interests (favourite music, favourite dessert, favourite activity, favourite sports club, favourite friends ...), values
- Practicing physical activity - playing basketball together, football in which teams would be of the same sex or different sexes, matches
- Buying clothes-shared with children's

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- Listening to music together - talking to children about vision, preferences
- Hobby day – we select one hobby from the family members, and we all practice it together for one day (one day gardening, one day adventure park ...)
- Price children when selecting good clothes
- Family film night
- Family karaoke night

## USE OF TECHNOLOGY

### Activities for parents:

- I explain to my child how to use the internet safely
- I help my child whenever he asks for help if something bothers him from the internet
- I encourage my child to research and learn using the internet
- I direct my child to use the time spent on the internet for activities and content that will be in his favor
- I direct my child to the way of finding, selecting, and evaluating various information that is available on the internet
- I am talking about what are harmful contents and what would be the negative consequences of exposure to such types of content
- I am talking about information and contents that the child will tell me, consumed them from the internet, for their value

## THE WINNING TRIO - ATHLETES, PARENTS & COACHES

### Why is this relation important?

### Suggestions for building a better relation between coaches and parents

### Activities for athletes, coaches and parents

- Organize a social event for important day of the club/ holiday
- Organize informal gathering after tournaments and competitions (ask parents to support the organization in some manner)
- Involve parents as volunteers (ask who can help with what)

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## CHECK LIST FOR PARENTS

	Activities	Done during the week	Done during the month	Notes For particular activities
Open conversation about what the child wants for his/her future profession	I talked to my children about the autobiography of prominent, successful people			
Conversation how parents choose their profession	I talk to my children about the problems and challenges I face in fulfilling my professional responsibilities.  I talk to my children about the different types of professions-professions for the new century			
	Support children to read some autobiographic books from successful people			
	We played pantomime with my children - What I want to be			
Take your children to educational museums, libraries, science center or zoo, instead to the malls.	Explain to them that continuing their education will allow them to understand more about the world seen there. This will hopefully make them more motivated to learn and study.			
Introduce the importance of education through technology	Introduce computers and digital learning through approved educational sites. Suggest them different educational games so they can enjoy the process of learning and support their development.			
To organize a family game evening –	Play: Monopoly, Risk, Mate, Don't Get Angry Chest			
Parents to share some situation that happens to them (or heard about it) and discuss about it with	Three questions for the day – What good happens to you today? Does someone or something offended your personality? Did you make something for someone else?			

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their children with emphasis of good/bad/moral/immoral				
	Support children to help to their grandparents or elderly people in surrounding			
	Encourage children to take care of younger cousin, brother, sister			
	To discuss about some situation that they faced during the day (parents can share with children)			
	Attend child sport competition and discuss about it			
	Discuss about children with special needs or marginalized categories- how are they different, how can we help			
PERIODICALLY	Share presents for new year			
Organize some small charity activity				
	Give food and clothes to homeless			
	Give food to charity organizations or family in need			
	Watch a sport game together			
	Play some sport together - put the children both in position to lose and to win. Discuss about that.			
	Discuss - What make you sad/happy today? Did you make someone feel better?			
	Organize family fun games- my feelings and masks (express some feeling and others to recognize it)			
	Parents share their experiences about their personal/professional failures and how they deal with it			
	Let the child read and learn about a famous person or athletes who failed and how they learnt and bounced back.			
	Each day focus on a mistake that your child has made and ask them to think			

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	about what went wrong and what they think they could have done to solve it.			
	Give the children particular tasks and obligations in the home. For example: to be responsible to take the dog for a walk, to put water on the flowers, to take the garbage out, to help in cleaning the house, to clean up the dishes etc.			
	Do some things together with the children – arrange the garden, go to market to shop together, wash the car together			
	Give the children tasks to choose a film in a cinema or show in theater and to go all together			
	Organize a picnic together			
	Organize a Friday night family show by giving children some responsibility with organization (to pick up music, made the lightening, prepare the barbeque)			
	Go together to some sport event			
	Give them responsibility to choose a birthday gift for some family members			
	Cook a meal together			
	Give them task to prepare a salad or desert			
	Ask your children to prepare/ put in order his/her room			
<b>Identity formation</b>	Conversations with children related to watched commercial, movie, series about behavior, likes, gender, ethnicity, group ...)			
	Talk about their interests (favorite music, favorite dessert, favorite activity, favorite sports club, favorite friends ...), values			
	Practicing physical activity - playing basketball together, football in which teams would be of the same sex or different sexes, matches			
	Buying clothes-shared with children's			

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	Listening to music together - talking to children about vision, preferences			
	Hobby day – we select one hobby from the family members, and we all practice it together for one day (one day gardening, one day adventure park ...)			
	Price children when selecting good clothes			
	Family film night			
	Family karaoke night			
<b>Technology</b>	I explain to my child how to use the internet safely			
	I help my child whenever he asks for help if something bothers him from the internet			
	I encourage my child to research and learn using the internet			
	I direct my child to use the time spent on the internet for activities and content that will be in his favor			
	I direct my child to the way of finding, selecting, and evaluating various information that is available on the internet			
	I am talking about what are harmful contents and what would be the negative consequences of exposure to such types of content			
	I am talking about information and contents that the child will tell me, consumed them from the internet, for their value			
<b>With Coaches</b>	We join organize a social event for important day of the club/ holiday			
	I support the organization of >>>>>> of the club			
	I volunteer at the club (name what and how)			

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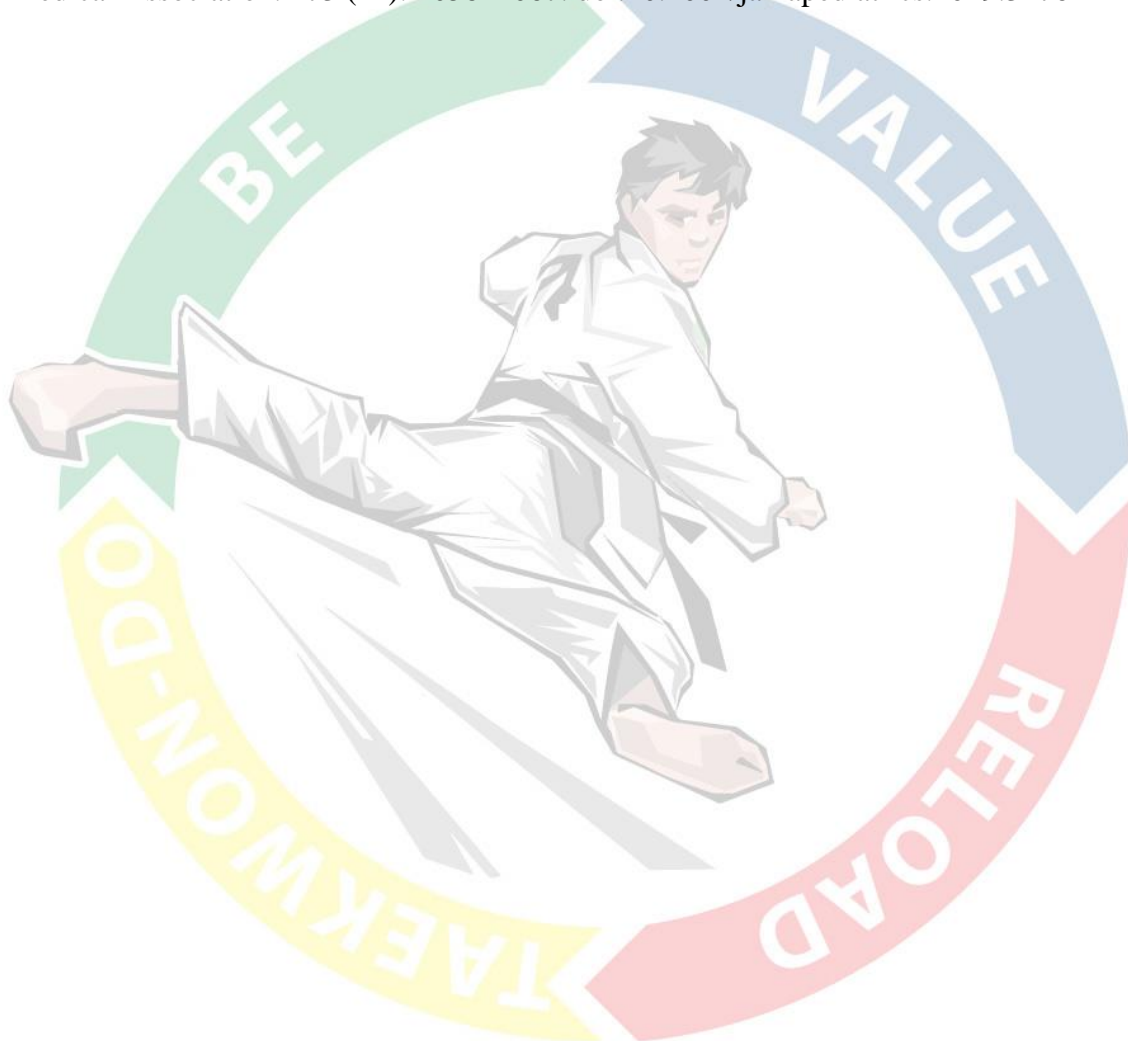
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