



glad

Guidance and Learning
App for Adult Digital Education

GLAD toolkit 1 for parents: Understanding myself

GLAD (2019-1-PL01-KA204-065555) is a European project to reflect & discover stories of parents in Europe to suggest and share practices to better usage digital tools and make our children grow strong and safe. Visit: <https://www.digitalparent.eu/>

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INTRODUCTION

Welcome to the first toolkit for parents of GLAD related to parents' self-understanding, personal skills, and emotions management.

Explore the importance of getting to know yourself before starting to deal with others, your children, and technologies.

What would I learn on this toolkit?

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This toolkit is one of the three complementary toolkits that compose the GLAD manual for parents, a learning material focused on digital mediation and education of those parents interested on having a better performance when dealing with the relation between their children and

technologies at home. If you want to go further on your training, explore also *the second toolkit* of the project about interpersonal relations and conflict management with children, and *the third* one about digital skills, technologies management and parental mediation at home.



TOOLKIT 1

UNDERSTANDING MYSELF

Parental mediation is about the actions made by parents (1) to manage the interaction of their children (2) with the use of technologies (3). This first toolkit for parents of GLAD will focus on the first of the three main highlighted elements of the previous relation: you, parents.

Parents are human beings that face the challenge of learning how to raise their children while understanding at the same time how to behave as educators. Child behaviour derives on how a parent behaves, so it is important to be aware about how we are and act: parents need to “role model” the behaviour they want to see from their children. For this reason, the intention of this initial toolkit of the three created for parents by GLAD is to make parents reflect about their own competencies and actions so they can understand the behaviours of their children.

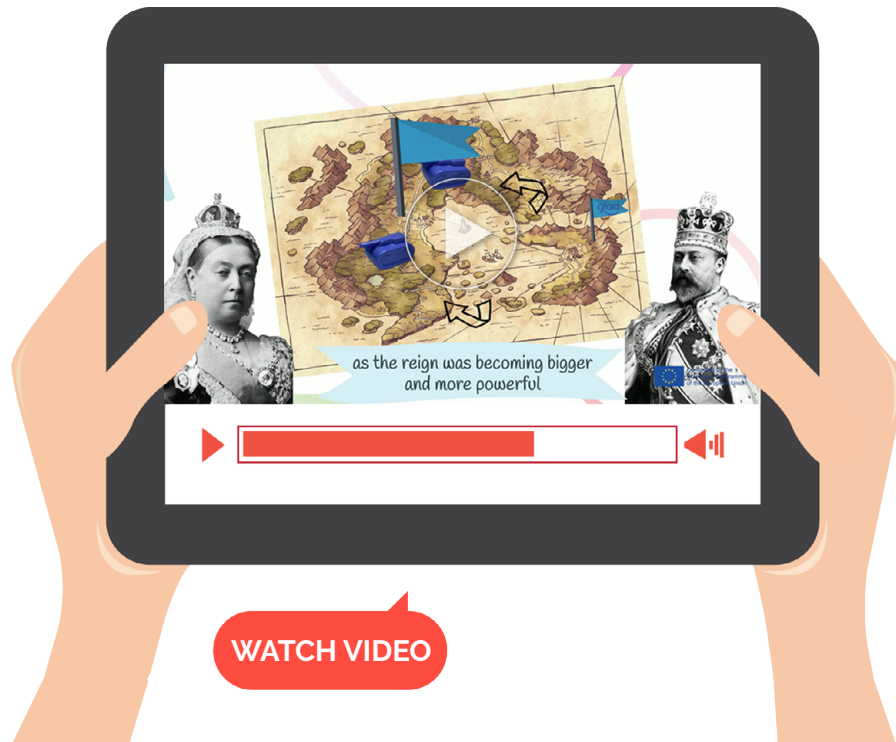
To make this possible, parents need to acquire a full self-awareness

and be conscious about what they feel, how they behave and their capacities. To be aware about ourselves means to train introspection and find the time to have a reflective look inward to analyse what we think or thought at any time: what is going on in ourselves in concrete moments?

This perception of our-selves will help us to identify what we already do well with our children as well as those issues or skills that we could improve to better deal with them. However, to have an accurate idea of ourselves becomes a real challenge considering that most of us have a subjective impression of our own person (positive or negative). To know our own potential, identify our strengths and understand our limits, helps to make appropriate decisions, having realistic expectations and reduces our frustration with impossible tasks and, especially, when they are related with such a broad field such as technologies management.

So how to start?

1.1 THE IMPORTANCE OF SELF-ESTEEM



As already described, self-awareness means to have a good knowledge of who we are and a judgement about our person. However, when getting to know ourselves this judgment could sometimes not be accurate, and we could have an overall subjective sense of personal worth or value: sometimes too positive, sometimes too negative. Our self-esteem will affect our personality,

talents, experiences and the relations of those we interact with. It is related to our own perception so it can be trained or improved even though it is sometimes related with other external factors that we cannot control, such as the fast evolution of technologies that can influence our parental mediation and way we behave with our children.

Low self-esteem means dissatisfaction with oneself, rejection of oneself. It is a negative self-image and feeling that even if it can flow according to the situation you are involved in, it stays regardless of the circumstances and can put at risk your mental, health and social wellbeing. Low self-esteem drives us into a lack of confidence about who we are and what we can do, making us feel unloved, unable and promoting our fear of failure. This puts us away from learning new things and slows down our personal growth (ex. learn how to use a device).

On the other hand, a high self-esteem means believing that you are good enough, a valuable person, which does not necessarily mean that a person with high self-esteem considers oneself to be better

than others. It means that you are able to celebrate your talents and strengths, having at the same time not only the capacity of seeing your weaknesses, but also of challenging them to be polished. To have a high self-esteem also makes it easier for the person to be analytical with themselves to improve, as well as allows them to be open and analyse others constructive criticism (ex. be open to be taught by our children on the understanding of social networks).

Our level of self-esteem also affects the way we trust and believe in our capability to achieve goals, support others and to learn new stuff. For this reason, having an appropriate and positive self-esteem is so important in parental mediation. We need to be optimistic during the process of learning it, believe in our capacity of carrying it out and secure to understand that, even if we cannot be perfect parents, we always learn along the whole process from our children, other people or by using materials such as this toolkit that could contribute to our performance. Take into consideration that a suitable self-esteem will have a direct influence in all what you do and, as a consequence, a direct impact on your capacity for appropriate parental mediation. Notice also that many situations of parental mediation can bring crisis that will challenge our self-esteem, so it is important to reinforce it before they happen.


However, our role as parents could tire us, increase our stress, and make us more vulnerable to blow out with our children. According to this, before dealing with your children, start to work on taking

care of yourself to settle your self-esteem (in and out of parental mediation processes). Practising strategies of self-care will make us be more relaxed, have more energy and have a better disposition to do things, which will contribute that our children can share with us happier and joyful moments. Remember that we are a model for



our children, so dedicating time for ourselves will also show them the importance of developing their own interests, hobbies and train them on taking care of themselves when they are adults.

In order to assess our self-care, we need to ask ourselves if we take care of our person properly. Reflect about the next issues:

- 
- **How much time do I invest in myself?**
 - **Do I practice any activity alone or with someone out of my home that improves my mood?**
 - **What did I love to do before that I do not do now?**
 - **What am I good at?**
 - **Which are my strengths?**
 - **Am I able to recognize them?**
 - **Do I celebrate or stop and enjoy when I do good things?**
 - **Am I able to say "no" when I am offered something I am not comfortable with?**

If your answers to these questions shows that you are not really taking care of you, there are some tips that you can follow to change this situation:

- Start your self-caring gradually and little by little, to push big changes fast will make us fail.
- Stop and think about your competences and what you do well (not only related to parental mediation, but out of it too). Recognize those things that you are able to do and accept your current limitations, so you can think or plan about how to overcome and reduce them if needed.
- Limit your self-criticism and practice your self-compassion. Focus on yourself and avoid comparison with others. You have many qualities even though sometimes we do not have time to reflect, identify and admit them.
- Learn from mistakes and do not punish yourself when you fail. Practice forgiveness.
- Find time frameworks for yourself, even if they are short. Try to match the time for you with activities or hobbies you really like. Share with your children how good those activities make you feel.
- Stop from time-to-time to breathe deep and try to be aware of the situation and all you have around: how do you feel, the air, the sounds, the temperature, the location, the people around, etc.

- Think about your health too, a good diet, doing some exercise, sleep properly, etc.
- Take care of others but do not be passive, respect your space and rights as this will be also positive for all the family.
- Love yourself!!!

Once you have an appropriate perception of your person, you are open to learn and aware about your competences and limitations. It is the moment to explore which fields or areas we should work to develop those internal skills so needed and important when mediating with our children and dealing with the use of technologies with and by them.

GO TO EXERCISE ROSENBERG'S
SELF ESTEEM SCALE

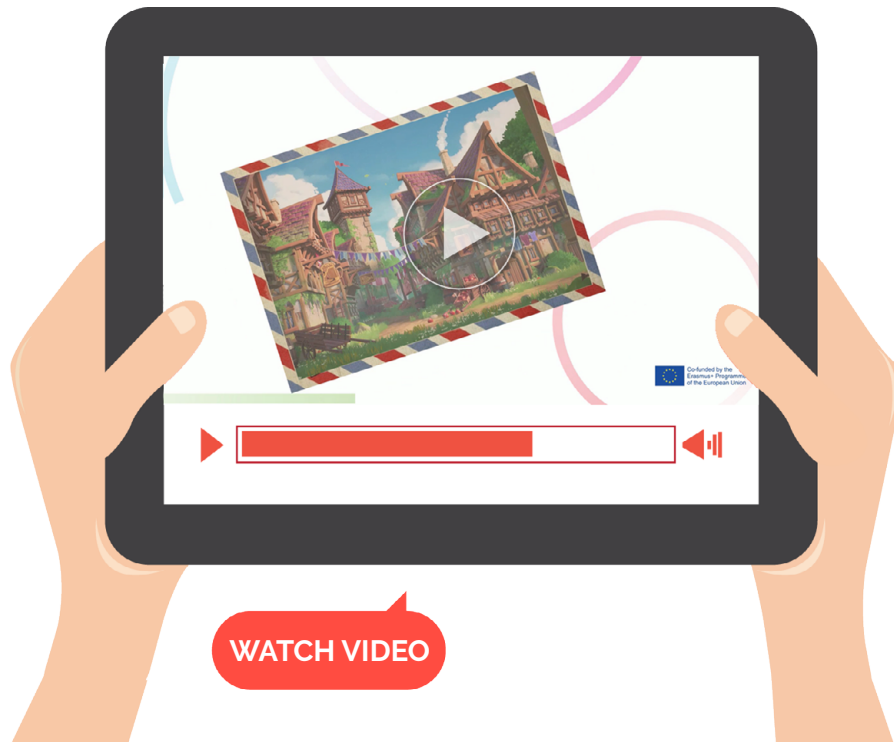




You can read more about these topics here:

- [*Rosenberg's SES self-assessment test to measure your self esteem \(online\)*](#)
- [*Rosenberg's SES self-assessment test to measure your self esteem \(paper\)*](#)

1.2 INTRAPERSONAL SKILLS



Intrapersonal skills refer to the internal behaviours and abilities that we have to control and understand our emotions, thoughts, decisions and behaviours. They are also related to our self-perception and the attitudes we have in our mind towards others, everyday challenges or to deal with new information. Many are

the skills that can be considered as intrapersonal, but here we highlight some that are especially important when dealing with parental mediation:

- **Self-confidence:** it means to trust our skills and capacity of judgement. It is not an issue of how much I can do, but how I perceive what I can do. It contributes to making you develop your ability to accept constructive feedback, being coachable and processing the information coming from others towards your personal development and benefit. To be self-confident will also help to handle criticism in a sensitive way, being able to learn from your errors and improve. Self-confidence is also related to the use of ICTs, something of high importance for contemporary parents' identity, as devices have become a basic element of parents' and children's lives. According to this, it is important to understand how we deal with digital tools and media or being modest and open to learning as they connect directly to the ways in which children's practices are understood. To improve your self-confidence, stop comparing yourself with others, celebrate your abilities and what you can do, reward yourself and recognize your merits.

- **Positive attitude:** to be negative is a natural reaction towards bad situations that must be properly managed to avoid that it expands

to other parts of our life. It is not about seeing all from the "bright side of life", but about avoiding self-sabotage and being aware that despite the challenges, there is always a way to promote positive changes. Being positive increases our motivation to do things and makes us strive to do better (especially with technologies as we will deal with technical problems we would not control or with many ways to proceed to be solved). It also affects our decision-making, as it helps us to identify more possibilities, scan the available choices with hope, consider each alternative with wisdom and find



the best way to proceed. We must understand our negativity and practice to banish it when it occurs thanks to positive affirmations to improve our patterns. This will bring us more clear ideas, fresh ways to react and allow us to see things differently while helping us to find creative ways to solve problems.

- **Resilience:** it is the capacity of recovering from difficulties and adapting properly to new situations after an adversity. How to cope is not always easy, but being stuck in a problem will not allow us to go further or find the exit for it. Resilience is what will help us to go further and recover from any challenge we could face while learning new things about the experience we went through.

- **Self-compassion:** it is the capacity of being warm and understanding when we deal with difficult situations, embarrass ourselves or we fail. You show compassion to others and try to console or support when they suffer, but do you offer yourself the same level of care? To be kind with oneself helps to accept our limits, avoid judging us in a wrong way and make us understand our humanity, creating also a starting point to begin a healthy relation with technologies.

- **Self-motivation:** it is the capacity to push ourselves to achieve a goal. It encourages us to act and keep going with our tasks and duties. It is what still pushes you when you are stuck and does

not know how to go on. To motivate ourselves, we also need to understand and have time to reflect about our objectives: Why do we do what we do? Remember that self-motivation is not only useful for hard tasks, but also important for issues that you also like as you will better enjoy them too.

● **Determination and persistence:** determination is the act of coming to a decision or defining an objective with a high level of confidence and security. As self-motivation, it impulses us and gives energy when dealing with any challenge, but will not be useful if we



have not set a realistic goal in advance or if we are not persistent on achieving it and continue trying despite the appearance of difficulties or the opposition of other people. A strategy to achieve determination is visualization, a technique that focuses our mind on the task to be completed, prepares our body and concentrates our mind towards our best performance to make us capable for what we want to happen (it is what athletes use before a sport competition towards success).

● **Critical thinking:** it is the ability to think in a clear and rational way by questioning the information received. It means to carefully analyse an issue or problem considering details, collecting data, comparing opinions and evaluating situations (essential to deal with fake news or information online too). It contributes to better understanding situations and contexts, which will help you to behave in a strategic way to solve problems and to identify the best way to proceed for everyone involved. Critical thinking will also allow you to analyse your ideas, thoughts and behaviours and revise their suitability or if they are the appropriate ones at each moment. This will also contribute to making you more creative when trying to find solutions and identify better alternatives when dealing with your children and mediation. Despite this, do not forget to be also spontaneous and flexible, as the challenges we will deal with in our children's lives are many and the time needed to react could vary. According to this, being open minded is also essential, as many


ways of acting would also mean to consider other approaches, question our own behaviour and be open to proceed in a generous way towards children benefit and development (especially with ICTs that everyday change).



● **Assertiveness:** it is the capacity of standing for our own rights without invading the ones of the others in a calm and negotiated way. Assertiveness is the base to ensure good communication for the management of a conflict and one of the most important parts of parental mediation. According to this, you will find more concrete guidelines and tips about how to acquire it and put it in practice with your children *in the second toolkit for parents of GLAD.*

● **Self-discipline:** it is the capacity to make us do the things that we should be doing. It helps to concentrate on the task despite one's feelings and a lack of motivation, which is really important when dealing with things we do not like to do. When talking about parental mediation, it is also related with time management, something essential when parents need to establish screen time limits or regulate the time invested on the use of devices (their own time as well as the time of their children). Self-discipline also demands concentration on the assigned tasks and to avoid distractions, which will demand a mindfulness state as we will see in this toolkit. To achieve it, first train your self-control, work on your motivation, be persistent and set achievable short-term goals.





All these skills are the product of introspection and self-reflection combined with a constant revision of the way you project yourself to the world. They must be trained and can always be improved by taking advantage of the regular challenges that our lives and the ones of our children bring with them (especially those related to technologies). Besides this, they must be also aligned with our own values and morals in order to generate the life pathway that we want to follow as persons and to be reflected in our children's education.

How can I acquire or improve these skills? Think about these basic tips:

- Skills improvements need to be embedded in a concrete context and in relation to a specific knowledge. This means that you need to put them in practice in a concrete scenario and with a specific aim to acquire them. Find it and challenge yourself!
- Skills acquisition does not arrive in a minute. It needs practice until we totally control them. Start always with small steps and exercises and go further while you improve with your competences. Notice that ICTs evolve very fast, so revise your competences on their use from time to time too.

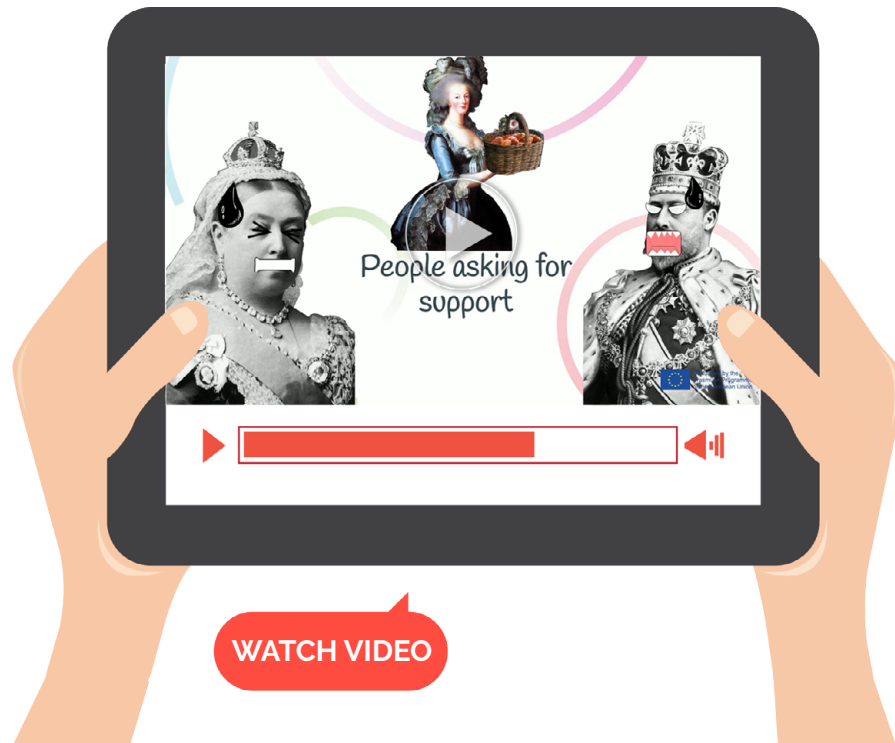
- Getting feedback on one's performance always helps to improve. Ask others for cooperation, practice with someone or record yourself so you can analyse after how you did it. Do not be afraid of asking your children, it is normal that sometimes they know more than us when dealing with ICTs as they could use them more, so do not be embarrassed.
- Having the support of a coach, using online tutorials, attending courses or putting in practice concrete techniques that we can learn from books or media about specific topics can accelerate the control of our skills. Asking for professional help or one of others who already have these skills could also help and is really valuable, nothing we should be ashamed of. You can find many content on internet that will help you but remember to apply your critical thinking to find reliable sources.

Besides all this advice, it will be difficult for us to proceed with an analysis and plan towards the improvement of these skills when they are applied to parental mediation if we are not really able to manage our own body, behaviours and reactions. It is on this step on which we need to train our self-control.

GO TO EXERCISE
SELF-CONTROL SPOTTING



1.3 EXPLORING SELF-CONTROL



Sometimes we forget that parents must not be superheroes. The everyday demanding process and potential frustration of raising children puts them in really complicated situations that are also influenced by other external factors such as work stress, family relationships, economic duties, fast development and changes on

ICTs and devices, etc. In order to tackle all these challenges and be able to develop all the previous intrapersonal skills towards parental mediation, it is necessary to be able to regulate ourselves, remove temptations and distractions, and create environments that reward self-restraint. This also means to avoid self-control “enemies” that could make as the previous task much more difficult such as:

- Stress and depletion.
- Lack of self-awareness and self-confidence (related to our skills of ICT or other personal issues).
- No flexibility or rigid personality.
- Disorder and chaos.
- Hurry and lack of time.

Self-control allows us to manage our behaviours, tame natural tendencies and plan the achievement of longer-term goals, what is basic to set efficient parental mediation strategies. It is moved by an internal force that we all know as “willpower” and that makes us faint temptations, do not fall into distraction, and achieve our objectives (at personal, health, academic, mediation or professional level). However, willpower is not unlimited, so we must regularly train our self-control too. What can I do to develop it?

● **“Everybody be cool”**: be calm. It is about doing things properly, not fast or in an urgent way. Try to slow down your thoughts and feelings. The more relaxed you are, the easier it would be to reach against stressful events and identify suitable ways to proceed.

Detect what makes you explode and which behaviours of your children trigger your reactions so you can calm down yourself faster when they come. Having spontaneous and emotional responses is something natural, so we must practice and avoid being a “reactive parent”: be able to identify what irritates you, breathe deep when it happens and stay cool to offer a calm and

efficient response (Ex. see what online behaviours of your children you cannot stand).

● **“Winter is coming”**: be ready. The first time you face a concrete situation it is difficult to react correctly, but you can be prepared for the next one. Analyse how you behaved and think about how you could behave if it happens again. Think also on the consequences that your previous behaviours had (on the real or digital world), as you can learn the dos and don'ts that will help you to find appropriate strategies and to know what to do the next time.



● **“Just keep swimming”**: be persistent. Practice once and again. Train yourself with small challenges that could reinforce your self-control for real situations (ex. simulate or imagine situations on which your children are not using ICTs properly and how you would proceed on them).

● **“To infinity and beyond!”**: Be target oriented. Know why you do what you do, and which result you want to obtain, do not only react. This will help you to find the direction of your acts and make choices towards your objectives. Monitor also when you were able to achieve your goals and how you do it (you can also use software for parental mediation as described on [the third toolkit for parents of GLAD](#) to monitor your actions). With time and practice, you will develop immediate responses, which means to set an “automatic pilot” in our mind and behave in a concrete way whenever we face a specific situation. Do not forget to celebrate too when you do it well!



● **“Hasta la vista, baby”**: Be away. If you need to lose weight, do not go to the bakery... Being prudent and preventing temptations or not being involved in unpleasant situations will facilitate your self-control. However, this should not mean to avoid responsibilities or our duties, just to put ourselves away from unnecessary situations (ex. if you spend too much time on screens or online, try to do activities outside or far from internet signals or devices).



● **“Well, nobody’s perfect!”**: Be humble. Recognise where your limits are first and then, try to expand them. Ask for help when the situation overcomes you and be open minded to consider others advice when they offer their support.

Self-control will allow us to manage all the cascades of emotions and reactions that our bodies experience throughout the day and related to our parental mediation and the situations it brings with. However, to control them it is also important to know where they come from, why we have them and understand the process that generates them to better manage or intervene when needed.

[GO TO EXERCISE SELF-CONTROL DIARY >](#)





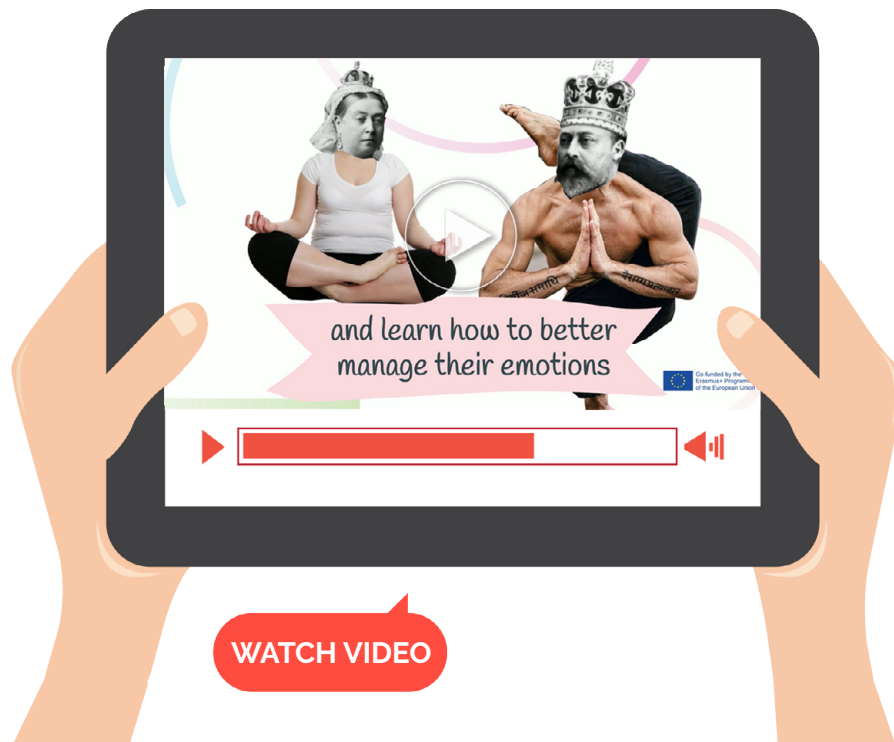
You can read more about these topics here:

 [*Impact of a Reactive Parent on a Child's Self-Control*](#)

 [*Role Model the Behavior You Want to See From Your Kids. VeryWell Family 2021*](#)

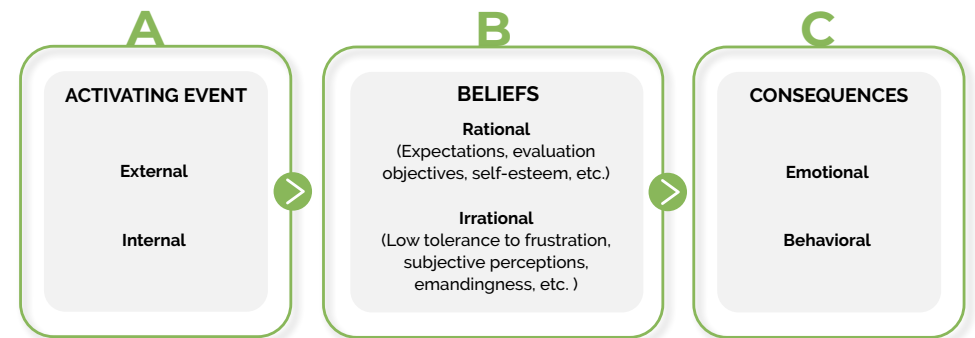
 [*Self regulation techniques for parents*](#)

1.4 EMOTIONS UNDERSTANDING AND MANAGEMENT



Emotions are natural reactions that we have towards concrete events or actions that we live. To manage them, it is important to know the process that makes them appear and where they are coming from.

This will allow us to better behave and facilitate foreseeing how to proceed at each moment and mediate with the parts involved. To properly understand this process, we can divide it in three parts:



A: a negative action or experience to overcome.

B: the thoughts, evaluation, and interpretations that we get from the situation.

C: the emotions, feelings, and behaviours that we develop as a consequence of A and B.

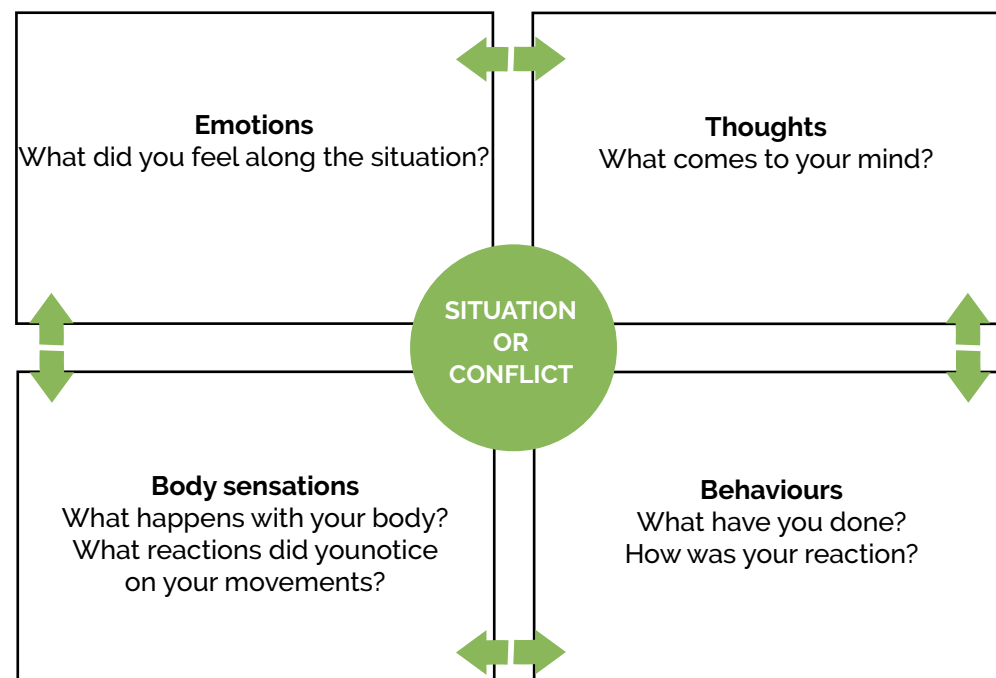
As seen on the image, notice that the reaction is not a direct consequence of the event, it is a subjective answer that we give. This means that the same event can cause us different reactions and we can always learn to have the best performance and results. For example, if a child uses digital devices excessively or wrongly

(A), it makes a parent angry and he/she starts shouting (B), and, therefore, after the whole incident, he/she feels guilty (C). According to this, parental influence on the child's behaviour is the most extensive at stage B. Stopping at this stage and adopting an appropriate approach determines the further course of a situation and its consequences, this is why emotions understanding and management are so important.

It looks easy, but why am I stuck and not able to properly react? To avoid getting lost in the process, it is important to remember that we can fall into a mental block. This block could be related to unhelpful or faulty ways of thinking (negative automatic thoughts) that mine our self-esteem or confidence (ex. this device is too complicate for me). It can also be based on wrong or inadequate learned patterns or ways of behaviour that we have never questioned, either because they are the heritage of our parents or just because they are socially promoted or imposed.

A way to improve on this process in relation to parental mediation is to analyse one traumatic situation related to ICTs that we faced and try to reflect about the cycle of the events and elements that surrounded it and what made the situation go wrong. You can use the next model and as a template to write down what you detect and reflect afterwards.

GO TO EXERCISE
EXPLORING MY EMOTIONS >



The model displays the relationship in a situation between emotions, thoughts, behaviours and bodily sensations. It shows how the factors influence each other, how you can, for example, calm your emotions by acting or thinking. This model is used in therapeutic processes, but its premises and techniques can also be applied by anyone in everyday life situations, as it helps to avoid the already mentioned negative automatic thoughts.

Let's see one example:

*"You are not able to find your tablet (**situation**). A negative automatic thought makes you think that your children took it to use it in the park with their friends (**thought**). You feel at first disappointed and then really angry with them (emotions). Your adrenaline releases and your mind blocks (bodily sensations). Your children arrive suddenly at home and as a result, you start to interrogate them in an unfriendly way about the device, which evolves into an unpleasant argument (**behaviour**)."*

But what if we would have thought in a different way upon the situation and we change on one of the previous elements?

*"You are not able to find your tablet (**situation**). You calm yourself and think slowly where it was the last place you used, remembering that it was in your office (**thought**). Your heart beats slower when you notice that your children did not break the rule of taking the device without your permission (**bodily sensation**), so you feel more calm and also proud of them (**emotion**). You forget the thing until the next day when you go to the office and welcome your children warmly when they suddenly arrive home (**behaviour**)."*

Controlling this process and being able to carry out this type of analysis also during the development of a situation will demand you a high concentration on the moment, be aware about all the elements involved and the peculiarities of the environment or, how it is called: mindfulness.

Mindfulness

Mindfulness means to focus on being intensely aware of what you are sensing and feeling in the moment, without interpretation or judgment, anchored in the "here and now". Its training helps you to deal with stress, fears and anxiety, improves your well-being, decreases burnout, allows you to enjoy more when co-using ICTs with your children, etc. while improving the regulation of emotions, concentration and memory. How to do this? Find here some tips:

- **Look for the best place:** quiet scenarios will help you to practice mindfulness even though you can always use any space that you are able to achieve concentration (ex. in your working place). Sometimes using external stimuli such as calm music can help too (ex. using Youtube playlists).
- **Breath:** relax and slow down. Sit down, close your eyes and concentrate on breathing deep, this will work against negative thoughts. It is not about making your mind quiet, but about allowing you to be more aware about what is really going on.

● **Pay attention:** stop and think about what you feel through all your senses: touch, sight, hearing, smell and taste. For example, when you listen to a song in your mobile phone, take time to listen to it, understand the lyrics, feel the rhythm, move your feet accordingly; pay attention to the light, colours and details when watching a movie; or enjoy the texture, smell and taste of your favourite meal. Try to choose at least one activity per day to practice this (ex. when cooking, surfing on social media, having a shower, driving a car, watching TV, washing the dishes, etc.).

● **Do not get hooked:** when you concentrate or relax, your mind will tend to think about other issues (ex. what I did yesterday, my work duties for tomorrow, my plans for the weekend, etc.). This is a natural reaction of our body, so the aim is to practice how to notice the moment when your mind has wandered. If you are able to realize this, then you can consciously bring your mind back to the present and let your other thoughts go. Notice that online spaces are normally full of baits to call your attention (ex. adds) so we especially concentrate when this exercise must be done in the digital world or with an online task or process.

● **Live the moment:** try to see the positive side of regular situations, joy, simple pleasures and celebrate small achievements (ex. to have completed all the errands you planned for one morning or to achieve that your children have not used so much devices that concrete day).

● **Accept yourself first:** love yourself and think about what you really need each moment.

● **Find your best strategy:** each person is different, so we must explore what helps us better to relax and focus on the moment. Some people use meditation or yoga; others need to take short walks; some prefer to lie down and concentrate on the parts of their body; others love to sit down and write a diary, etc. Try different things and find what works better for you.



Mindfulness is an easy tool to deal with difficult concrete situations, but it is also important to include it as part of our routine and parental mediation. According to this, find the time to practice it and encourage yourself to apply on moments on which ICTs are also present. It will contribute to our general well-being and prepare us to tackle unexpected conflicts such as the ones that could appear when our children and technologies meet.

GO TO EXERCISE STOP! >

1.5 CONCLUSION

Understanding ourselves is the first step that we need to complete to perform a suitable parental meditation with our children. Being aware about how we are and reinforcing our self-esteem will better prepare us to find our place and deal with the situations and interactions that we could face when technologies impact our family environments. But to get to know us also demands a process of self-evaluation and improvement that should allow us to identify which skills or competencies we could still need to grow up as efficient mediators. Self-control will help us to acquire these skills and generate the state that we need to find the best alternatives to each conflict and setting. This, and being mindful of the emotions that result from each situation, will allow us to reach the more suitable behaviours for each moment. Thanks to all of this, we will be ready and positioned to start the interaction with others, and what is more important, dealing with our children.



ACTIVITIES

ACTIVITY



SUBTOPIC: 1.1 (The importance of self-esteem)




TITLE: Rosenberg's Self Esteem Scale

Psychological and sociological professionals around the world would argue that the Rosenberg Self-Esteem Scale, developed by Morris Rosenberg, is the best tool for measuring perceived self-esteem. This easy tool that we propose you here to complete is a 10-item scale dealing with your general feelings about yourself. Indicate how strongly you agree or disagree with each statement and see the results!

Fill in with your answers and check after your score using the system described over the table: Do not read it before doing the exercise!

		Strongly Agree	Agree	Disagree	Strongly Disagree
1	I feel that I am a person of worth, at least on an equal plane with others.				
2	I feel that I have a number of good qualities.				
3	All in all, I am inclined to feel that I am a failure.				
4	I am able to do things as well as most other people.				
5	I feel I do not have much to be proud of.				
6	I take a positive attitude toward myself.				
7	On the whole, I am satisfied with myself.				
8	I wish I could have more respect for myself.				
9	I certainly feel useless at times.				
10	At times I think I am no good at all.				



To score the items and get your result, assign a value to each one, as follows:

- For items 1,2,4,6,7: Strongly Agree=3, Agree=2, Disagree=1, and Strongly Disagree=0.
- For items 3,5,8,9,10: Strongly Agree=0, Agree=1, Disagree=2, and Strongly Disagree=3.

Once you complete the previous step, put all the points together. The scale ranges from 0-30, with 30 indicating the highest score possible. The higher the score, the more positive attitude towards yourself is. If your score is low, check the toolkit chapter about self-esteem to get to know how to improve it.

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SUBTOPIC: 1.3 (Exploring self-control)



TITLE: Self-control diary

Being a parent involves being prepared for a lot of unexpected challenges and dealing with all sorts of situations. No two days are the same. Some days are easy and smooth, but others are full of frustration, whining, impatience, tiredness, stubbornness and so on. This of course affects the emotions of the parents, which in turn have an impact on the emotions and behaviours of the children. Therefore, it is important to be aware of them and regulate them.

First, take a step back and think of some moments in your family life that frustrated you and threw you off balance. For example: My 6-year-old daughter stubbornly refuses to stop using a mobile.

For the next few days, try to keep track of your behaviours in times of crisis by taking notes with the help of the table below. You can find it useful to do this self-reflective activity at a calm moment at night (maybe after the children are already asleep).

What was the situation?	
How did I feel?	
Did I lose control of my emotions?	
Did I react impulsively or thoughtfully?	
Will my reaction have consequences or was it the best reaction on the long run?	
Did I manage to balance my feelings? (if so, how?)	
Should I have done something better?	

For each incident, check the following:

- Did I keep my emotions in check?
- Did I resist impulsive behavior?
- Did I act in a way that promotes my long-term best interest?
- Did I talk myself out of a bad mood?
- Was I able to calm myself down when I felt angry?

Try to detect where you think you have failed, or you could improve your performance. Failing is a new opportunity to learn so practice how to identify your limitations and take advantage of it to overcome them! The more you understand yourself on each moment, the easier would be for you to control every situation.

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SUBTOPIC: 1.2 (Intrapersonal skills) and 1.3 (Exploring self-control)



TITLE: Self-control Spotting

Below are several statements. Some indicating **Self-Control** and others indicate **No Self-Control**.

1. You feel sad, so you write in your diary.
2. You feel angry, so you shout at your family during lunchtime.
3. While being on the bus, your child won't stop jumping around the chair, so you invent a 10-minute game to keep it occupied until your stop.
4. You feel upset so you scream out loud.
5. You instantly yell "stop doing that!" while your child is playing instead of eating its food.
6. Your children are yelling at you for not serving ice cream before dinner, so you explain to them that a temper tantrum will take away the ice cream for good.

As you can see, some of these statements relate to incidents dealing with children. Can you guess which statements fit in the "Self-Control" and which in the "No Self-Control" categories?

Self-Control	No Self-Control

Now that you have order them, can you identify which intrapersonal competences were used on them or which ones should be used to avoid a loss of self-control? You can check the chapter of this toolkit related to intrapersonal skills to remind them. Reflect about them and how you could improve them.

As an extra step of the exercise, you can think about your-self in any of the situations related to No Self-Control or similar ones that you have experience and analyze them. The next exercise of this toolkit will offer you a template to do this!

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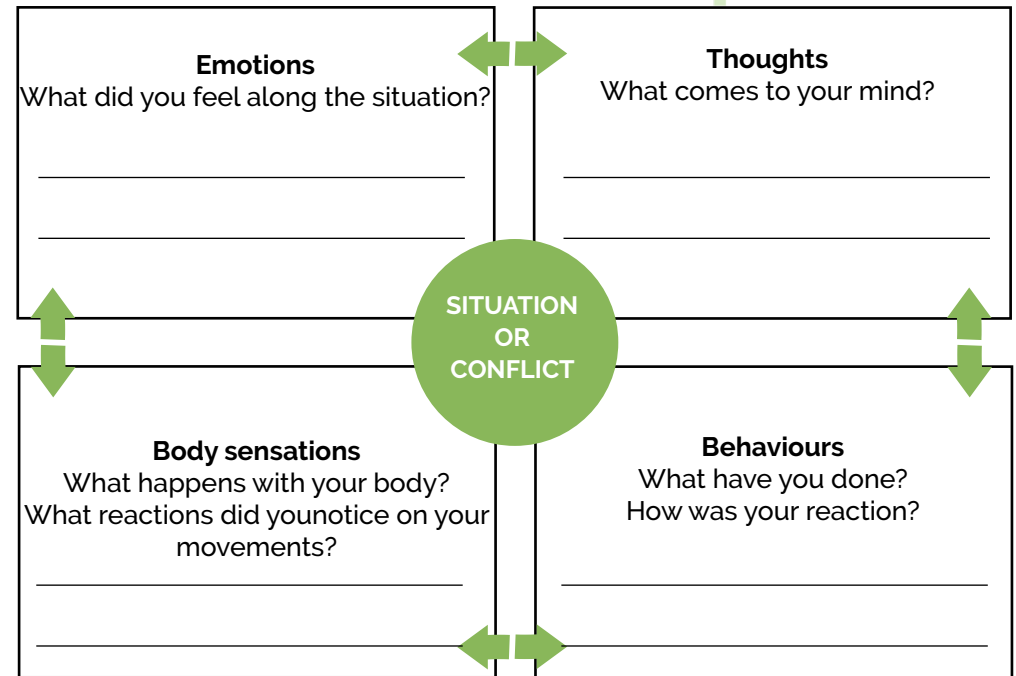
SUBTOPIC: 1.4 (Emotions understanding and management)



TITLE: Exploring my emotions

Use the model below to analyse a situation or conflict you recently experienced with your child/children (preferably in relation to ICTs). Reflect on the way you reacted and what you thought as a result, the emotions and sensations triggered, and the way you responded. Try also to identify and label your emotions. For example, write down "This is anger; this is anxiety".

Once you've completed the model, establish connections between the nature of the situation and the way you felt and reacted. You can check again the content of the chapter related to emotions understanding and management to do properly this work.



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SUBTOPIC: 1.4 (Mindfulness)



TITLE: STOP!

Long day at work? Are kids driving you crazy? It is time to savour a few minutes of silence! Follow these steps and practice some Mindfulness, this will help you to relax and better control yourself towards future triggering situations. Follow the next steps:

- 1 Stop:** Pause whatever it is you are doing. Put things down for a minute and “pause” any thoughts or actions.
- 2 Take a breath:** Take a few deep breaths; breathe in slowly through the nose and exhale through your mouth.

3 Observe and perceive: Become the observer of your **body, emotions, and thoughts.**

- **Body:** Can you touch, sense, hear, taste, smell anything? What?
- **Emotions:** What are you feeling right now? Do you notice any emotions? Can you name them?
- **Thoughts:** What assumptions are you making about your feelings?

4 Proceed: Proceed with whatever you were doing before, making a mindful action, and incorporating what you have just learned.

Practices this as much as you can on your everyday tasks to better control this useful technique!

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