



ATTACHMENT GAMES

CREATIVE GAMES

DANCING AND SINGING	
Game manual	<p>The parents and the toddler needs to come together in a big room where they can move around. A song will be played and they need to dance in the whole room. They can't dance randomly, when they hear a song they have to associate an animal with that song and they have to act like the animal that they are thinking of. The parents need to guess what animal their toddler is acting like and when they have guessed it, they have to imitate their toddler. A happy song can lead to an animal like a butterfly, a scary song can lead to an animal like a spider, a very loud song can lead to an animal like an elephant and a quiet song can lead to an animal like a mouse or a cat,</p> <p>When the toddler and the parents are tired of dancing, they can start with the musical part. In the middle of the room are standing a lot of kitchen stuff like pots, pans, ladles, spoons, forks, cups The parents and the toddler needs to make music with this "instruments". They have to play a self-made song together where they have to decide how loud they are going to play, with materials they are going to use, how they are going to make the rhythm... .</p> <p>When they have practiced a lot on their song, they can use the toddler or the parents as a dancer on the music that they have made. The toddler or the parents that takes the role of the dancer, needs to dance around the room while the other ones are making the music. By doing this, they are getting to make a performance with their family.</p>
Target	<p>The intention of this activity is to let the toddler move on music, because moving around is very important at this age. Toddlers aren't that strong with verbal words, so they have to express themselves with movements. The parents and the toddler needs to make a performance together by having inspiration out of the dancing and the rhythms during the day.</p>
Position on the wire	<p>This activity can be put in the position of "the attach wire" because the toddler is exploring how he can dance and sing and how the parents are going to react on this. If they would fall during the dancing they can fall back on their parents to get some support. The parents needs to give them a chance for exploration. The parents can help the toddler by giving support and be there when it would go wrong.</p>
Part of the parents	<p>The parents need to watch their toddler while they are dancing around in the room during the songs in the first phase. They have to observe their toddler and they have to try to understand what their toddler is imitating. When they have figured it out they need to imitate their toddler as good as possible because this can lead to a feeling of pride by the toddler.</p> <p>In the second phase with making the music, it is important that the parents have an ear for the rhythm that their toddler is making. The parents needs to explore their child with the different sounds without being mad when the child is</p>

	<p>making a lot of noise or when the child is playing to quiet. They can't judge their child for the music that he is making. They have to encourage their child by giving an applause or by saying "well done".</p> <p>During the performance it is important that the parents are playing as one team with their toddler. They have to let the choice with their child of being a dancer or a musician. When the parents give this freedom, the kid can explore a bit more.</p>
Part of the toddler	<p>The kid needs to feel safe during the dancing round. They need to express themselves and let the parents see how they are feeling and what they are thinking when they hear a specific song. They have to imitate the animals as good as possible to make sure that their parents can guess the animal. The toddler can experience a feeling of pride and attention when he sees that the parents can guess the animal that he is imitating.</p> <p>During the phase of making music the toddler can experience the different sounds that he can make with the different materials. The toddler needs to try a lot of new things. When the toddler feels that he gets freedom, this can lead to a feeling of safety and responsibility. This feeling can lead till the fact that the toddler dares to explore. This feeling can get bigger when the toddler gets an applause and gets compliments.</p> <p>During the performance the toddler can choice neither he wants to dance of make music. It's important to let the toddler cooperate with the performance. When the parents let the toddler choose, the toddler gets the feeling that he is involved and when the parents are helping, the toddler gets the feeling that the parents are involved too. An applause at the end of the performance can lead to pride and confirmation.</p>
Evaluation	<p>At the end of the activity, it is the intention to have a short moment of evaluation. Because of this we can get more information about how the toddler and the parents have experienced the activity. The mentor needs to ask some questions like "Did you like the activity?", "Do you think that the performance was good?", "Did the others cooperate with you?", "Are you happy with the result?", Every member of the family gets a pot and a spoon in front of them. They have to smash the spoon against the pot after the question is asked. How harder this smash it, how more fun they thought it was, how softer they smash it, how less fun they thought it was.</p>
Necessities	<ul style="list-style-type: none"> - Music (hard, soft, calme ...) - Pots, pans, spoons, cups, ladles, grate ... (kitchen stuff to make music with)

FAMILY PAINTING	
Game manual	<p>The parents and the children needs to cooperate to express their emotions and thoughts in a creative way. They need to get some materials like pencils, markers, painting, ... to work around their creation. In the middle of the table our room needs to be a big white paper or a white blanket, where they can express there selves. At the moment that the activity starts, they can choose a part of the paper or blanket where they are going to work on. They need to make a drawing or another expression of their feelings and how they think. They can do this by making a drawing or by making an art piece of their selves. They can do whatever they want, but it needs to be on the same paper or blanket so it makes one big whole. When they are ready with their art pieces they can talk about their work. They can tell about what they have made, but this is not an obligation. They may talk about it, but when they don't feel comfortable around it, they don't need to do the talking part.</p> <p>The CDC head can make a color code, this means that some colors present a feeling. This can make it easier for the toddler to express himself and to choose the colors. For example:</p> <ul style="list-style-type: none"> - Red = Anger - Blue = Sadness - Yellow = Happiness - Black = Anxiety
Target	<p>The target of this activity is the fact that the parents and the toddler needs to cooperate on a painting that is presenting their family. This needs to show how the family members are feeling themselves and how they think about things. They have to make one whole to show each other their feelings and thoughts without having to talk about it when they don't want to do that.</p>
Position on the wire	<p>This activity can be placed on the "pull the wire on his own" position because of the fact that the family members have to learn something about each other's emotions. They have to stand open for the feelings of each other. On this way they can aligning with each other and they can come on one line. When the toddler shows his feelings and emotions to the parent, the parent can fulfill his needs more easy.</p>
Part of the parents	<p>The parents can do what they like and can feel like children again. It's important that they are honest about their feelings and about the thoughts that they are having. They have to show their children that they are honest, but they</p>

	<p>also have to give recognition to the work that their child have made. The parents can't judge about the creation of the toddler and they need to give the children the opportunity to express himself.</p> <p>The parents will show a feeling of interest and recognition when they react on a positive way to what the children have made. The parents will know more about what is going on in the head of their child and how their child is feeling himself. Because of this, there is an opportunity that the parents can react faster on what is going on in their children's head and the emotions that they are feeling.</p>
Part of the toddler	<p>The children can draw what is going on in their head and where they think of. It's important that they try to draw what is going on and how they feel about it. They can draw what they like to do, or what they don't like to do, but also what makes them angry or sad.</p> <p>The toddler gets freedom in showing his thoughts and feelings without being judged by others. When the toddler sees that the parents reacts on a positive and confidential way, the toddler will get the idea that the parents understand what is going on in his head and that the parents can recognize his needs. Because of this the children gets the idea that he isn't on his own.</p>
Evaluation	<p>The parents and the toddler can evaluate the activity. They can do this by showing emoticons that are presented on the table. There are happy, mad, sad and afraid emoticons. It's the intention that the parents and the toddler choose an emotion and hold it in the air. This emotion needs to represent how they felt during the activity.</p>
Necessities	<ul style="list-style-type: none"> - Large white paper or blanket - Painting, pencils, markers - Possibly aprons - Nice music on the background - Emoji's: happy, sad, mad, afraid

COLLABORATION GAMES

PUZZLE	
Game manual	<p>The parents and the toddler can sit on a chair around a table or on pillows on the floor. In the middle of the room or table are presented some puzzle pieces and a box where the puzzle is represented on. Before they may start with the puzzle, they have to earn the puzzle pieces by playing some collaboration games. When they finish a collaboration game, they get a puzzle piece. When they have collected all the pieces, they can start puzzling.</p> <p>Collaboration games:</p> <ol style="list-style-type: none"> 1. They have to hold a balloon in the air during two minutes without letting it fall 2. They have to solve riddles 3. They have to build a pyramid with cubes 4. They have to pick a nickname for each other 5. They have to search five little insects 6. They have to find a fruit for every letter of the alphabet 7. They have to make pigtails by each other 8. They have to put a number on every sheet of a toilet roll 9. They have to give each other kisses with lipstick 10. They have to give each other a massage
Target	<p>It is the intention that the parents are going to collaborate with the toddler to make the puzzle in the right way and on time. They need to collaborate and they need to decide who is going to do which part in the activity by thinking about their strengths and qualities. It's important that every member of the family gets the chance to cooperate, because otherwise the collaboration has failed.</p>
Position on the wire	<p>This activity can be put on the position "pull the wire on their own". We can put this activity on this position because the toddler wants to figure it out his self but they also need the connecting with the parents because they can help the toddler by figure the puzzle out. The toddler learns to see what's wrong and right because if it would go wrong, the puzzle wouldn't be right and if it goes right, they can finish the puzzle.</p>

Part of the parents	The parents needs to aligning themselves on their child to see what they can mean for their child during this activity. It's important that the parents is involved by what is happening, but also that the parents let their children think and collaborate too. They have to let their child cooperate in the activity.
Part of the toddler	The toddler can count on his mom and dad, but needs to take action too. He needs to think with the parents and needs to see where he can help and needs to search how to make the puzzle. Because of this activity, the toddler can explore on his own and can think about the puzzle himself.
Evaluation	The parents and the child gets a balloon. When the CDC head give the start sign they can start by blowing up the balloon. They can blow as much as they want. How bigger the balloon gets, how more fun they had during the activity, how less big they blow the balloon, how less fun they thought it was. The CDC head can ask multiple questions like "Did you liked it?" , "Where you afraid?" , "Did the others helped during the activity?"
Necessities	<ul style="list-style-type: none"> - Balloons - Puzzle pieces of different puzzles (the children can choose which puzzle they want to make) - Riddles - Cubes - Paper and pen - Toiler roll - Elastics - Lipstick

COOKING + PICNIC

Game manual

It's the intention that the parents have to fulfill the exercises together with their child. They have to fulfill them to get points. When they fulfill an exercise, they get some points. How many points dependent on the difficulty of the exercise.

Exercises:

1. They have to draw an egg and color it in
2. They have to jump like a rabbit ten times
3. They have to jump 200 times
4. They have to wash their hands until there is no soap anymore
5. They have to give each other 5 compliments
6. They have to be quiet for 2 minutes
7. They have to fill a bottle of water with a spoon
8. They have to make a drawing with chalk outside
9. They have to do a trail on the playground
10. They have to build a tower out of 10 floors

When they have collected a lot of points, they have to count them together to see how many they have in total. When they have counted their points, they can go to the "mall" (this isn't real, the mall is just a table in the CAL center). On the table are a lot of ingredients. Every ingredient has a price. The parents and the toddler needs to decide together what they want to buy and what they want to make with it.

Ingredients:

1. Things to make a cake
2. Things to make a fruit salad
3. Things to make waffles
4. Things to make pancakes
5. Things to make a salad
6. Things to make Kotthu
7. Things to make Roti
8. Things to make Dosa
9. Things to make Hoppers

Target

When they have collected the ingredients, they can go for a cook. They have to make something that they all like to eat. While they are cooking, they have to cooperate and everyone needs to have his own task.

	When they have finished their cooking, they get some other stuff to eat and drink, because they did so well. They can take everything outside and they can pick a cute place to picnic. They can enjoy the food and the drinks after a day full of games and work, because after the work they get the relaxation.
Position on the wire	This activity can be put on the position of ‘a loop in the wire’ because the toddler needs the parents with the cooking part and during the games, but the toddler wants also to get some space to explore and do things on their own. They need the parents on moments of stress to feel that the parents are there for them. They learn some rules during the cooking also. The toddler needs support, but also needs some space to explore and do things by his self.
Part of the parents	<p>The intention of this activity is the fact that they have to collaborate to earn the ingredients, because after that they have to work on something together. They can cook together and make something great. After that they have cooked, they can enjoy a moment of relaxation and pride, because they have reached something together and they can enjoy it together. It’s the intention that the parents are going to work around the exercises with their children to accomplish it.</p> <p>They have to bring the exercises together till a good ending. The parents needs to encourage their toddler to cooperate with the exercises and show their enthusiasm. During the shopping in the mall, the parents needs to support their toddler by counting the points that they have and to think about what they have to buy, but they also have to let their child explore. During the cooking the parents can help the toddler, but the toddler needs to do some things on his own too. During the picnic they need to enjoy together and make a special moment between parents and child of it.</p> <p>The parents needs to take responsibility for their kids and needs to learn their kids some new things. During the learning, the parents are giving a feeling of involvement and commitment. When they are collaborating with their child and give their toddler some participation, they are going to have a feeling of trust and commitment.</p>
Part of the toddler	The toddler needs to cooperate with the parents to end the exercises well and to get as much points as possible. The kid needs to accept the helping hand of the parents, but needs to take initiative himself too. During the cooking the kid needs to listen to his parents and do what they are asking for. During the picnic they need to enjoy together and make it a special moment.

	When the exercises are going well, this will create a feeling of pride by the toddler. The toddler feels safe and strong in his shoes with his parents by his side. Because of this the kid might want to do a lot more activities with the parents.
Evaluation	The parents and the toddler need to choose an ingredient that fits with how they are feeling. When they have chosen an ingredient they have to explain why they choose that one. They can choose something that they really like to eat to show that they liked the activity and that they want to do it again, but they can also choose an ingredient that they don't like to eat because they don't like the activity.
Necessities	<ul style="list-style-type: none"> - Cards with points on - Ingredients for some dishes - Kitchen stuff for making some dishes - Picnic cloth - Cups, spoons and jars - Paper - Pencils - Soap - Spoon - Empty bottle of water - Chalk - Cubes (or something else to make a tower with)

TRUST GAMES

BLINDFOLDED TRAIL	
Game manual	The kid has to be blindfolded by the parents and needs to listen very carefully about what the parents is saying. The parents needs to observe the trial very good and needs to think about how he is going to communicate it towards the toddler. It's the intention that the kid can finish the trial without looking by the helping tips and hand of the parents. The parents needs to give advice about the obstacle that the kid is facing with. The parents can't touch the toddler but he can give advice. When the toddler is scared, the parents can help by showing that he is there and that he would be there if something would happen. During the trial there is a clock ticking to see how long they are doing to finish the trail. When they have finished the trial they can see the time and they can decide together if they want to do it again and faster or not.
Target	The intention is that the parents can finish the trial together with their toddler based on trust. The toddler needs to trust the parents in telling the right way and not letting to happen something with them. It's the intention that the kid can feel that he can trust and count on the parents and that he can feel safe when the parents is around. The kid needs to see that the parents is there when the kid needs him.
Position on the wire	This activity can be put on the "an attach wire" position because of the fact that the toddler has to explore the trail and had to put faith in the parents. The toddler needs to have the feeling that he can count on the parents if it would be necessary. During this position the parents can put time in getting an attachment relationship with their toddler by giving them faith in their proximity.
Part of the parents	<p>The parents have to fulfill an important task. They have to see that the toddler gets at the end in a safe way. They have to be there for their kid and let their kid see that they are there in case of emergency. They have to take care of the fact that nothing happens with their child and they have to show that they will always give their child safety.</p> <p>When the parents can show to their child that they are trustable, the child will count a lot more on the parents and will search more close proximity. They would have the feeling that the parents are responsible and they would feel loved by their parents. This can lead to a feeling of involvement and responsivity.</p>

Part of the toddler	<p>The toddler needs to trust the parents and needs to feel safe. They have to face their anxieties and have to believe in the fact that the parents will take care of him. It's important that the toddler listens very carefully to what the parents are saying.</p> <p>When the activity is going well, it will develop a feeling of trust in the parents' involvement and presence. The kid can get the feeling that he can count on his parents and because of that the kid will have trust during exploring new things. The kid will know that he can call for the parents when he is in need.</p>
Evaluation	<p>A lot of different weather cards are presented on the table. This are cards with suns, clouds, rain, rainbows, lightning... on. The parents and the toddler needs to choose one of the cards and explain why they have chosen this one. They can pick the sun and tell what they liked about the activity, but they also can pick the clouds or the rain and then they have to tell what they didn't liked about the activity.</p>
Necessities	<ul style="list-style-type: none"> - Climbing frame - Chairs - Rope - Cones - Balls - Tires - Materials to make a trial - Blindfold

TRUST EXERCISES

Game manual	<p>The parents and the toddler needs to fulfill some exercises together. During this exercises they need to trust on each other's presence and involvement.</p> <ol style="list-style-type: none"> 1. The parents and the child needs to imitate an airplane. The parents had to lie down on the back with the arms in the air and the legs in a corner of 90 degrees. After that the toddler needs to put his hands in the hands of the parents and needs to place the feet of the parents in their groin. After that the parents needs to lift the kid in the air so that the kid gets the feeling that he is flying. 2. The parents needs to stand up on a soft underground and has to be ready to catch the toddler. The toddler is standing in front of the parents with his back turned to the parents. The toddler can't see what the parents is doing. When the toddler is ready, he can fall backwards in the arms of the parents. The toddler needs to trust the parents that he will catch his kid.
Target	<p>This exercise needs to bring trust between the parents and the child. It's the intention that they trust each other while they are doing this exercise. On this way they have to get the feeling that they are there for each other and that they will catch each other if it is necessary.</p>
Position on the wire	<p>This activity can be put on the "attach wire" position because the toddler needs to trust his parents and the parents needs to trust the toddler. The toddler gets the freedom to explore some activities, but needs the parents during this activities. He needs them to be there for him so he can feel that he can count on his parents.</p>
Part of the parents	<p>The parents have to fulfill an important role. They have to show to their kid that they can trust them and that they are there when the toddler needs them. The parents needs to give the feeling that they are there for the kid, also at moments that it isn't obligated.</p> <p>When the parents can show that they are trustable, it can lead to the fact that the toddler will search proximity from the parents and will feel safe and loved. The toddler can get a feeling that the parents is responsible. This can create more involvement and responsibility.</p>
Part of the toddler	<p>The toddler needs to trust the parents and put his safety in the hands of the mom and dad. They have to face their fears and believe that the parents are going to be there for them. They have to believe in their parents and in his own.</p>

	When the activity is going well, the kid is going to have trust in the parents and is going to believe that the parents are involved and present. The kid will get the feeling that he can count on the parents when it is necessary. There will be created a safe haven for the kid to explore.
Evaluation	Every member of the family gets a clothespin. Every member needs to put this clothespin on a body part of his own. How higher the clothespin had been placed, how happier the member is. How lower the clothespin had been placed, how more sad the member is. There can be asked a lot of questions like: "Did you like it?", "Were you scared?", "Did you trust the others?", "Did you feel safe?", "Would you like to do it again?" ...
Necessities	- Soft underground (in case they would fall)

COGNITIVE GAMES

FANTASY GAMES	
Game manual	<p>The parents and the kid needs to think together to write a story. They have to start with thinking about a theme to write their story in. When they have figured out the theme that they want to work in, they can start to think about the characters that they want to involve in their story. When they have thought about that they can start thinking about the story that they want to create. They can do this by making a mind map and by telling each other what is coming into their minds by thinking about a character, for example a dragon.</p> <p>After they have written the story, they can think about how they are going to present it. They can think about doing a theatre of it. They can think about how they are going to dress up, how they are going to decorate the theatre, It's the intention that they come to a whole presentation of their story where they all have their own part.</p>
Target	<p>The intention of this activity is the fact that the toddler can express himself and that the parents gets an idea of what is going on in the mind of their kid. It's important that parents have an idea of the thoughts and feelings of their toddler to become one whole and to get on one line. This fantasy game can help by sharing thoughts and this that they both like.</p>
Position on the wire	<p>This activity can be put on the "remote control" position because the toddler needs to empathize in the roll of others. By doing the fantasy game the toddler learns how other people can think and feel themselves. During this fantasy game the toddler can learn some rules about the role of other people. The parents are learning how their toddler thinks and how they can react on that.</p>
Part of the parents	<p>The parents needs to let the toddler goes his own way and the parents needs to make sure that the toddler dares to express himself. The parents can't judge about what the toddler is doing or saying. It is also important that the parents cooperate in the story of the toddler. The parents needs to be enthusiastic because this can create a feeling of proud and involvement with the toddler.</p>
Part of the toddler	<p>They have to let their fantasy go their own way. They have to express themselves without worrying about what the others are thinking. It's important that they are shameless and that they can do and say whatever they want. They have to be honest with their thoughts and feelings during this activity.</p>

Evaluation	After doing this activity it is important to hold a short moment of evaluation. This can be happened by asking some question about how they felt during the activity and about the performances. There can be asked some questions like “Did you like the story you wrote?”, “Did you like the performance you’ve done?”, “Did the other collaborate?” ... The members of the family can answer these questions by putting a character on every question, for example a dragon when they didn’t liked it or a princess when they did like it.
Necessities	- Dress up clothes

MEMORY	
Game manual	<p>This is a card play where all the cards needs to be turned upside down with the image down. Every turn there needs to be two cards turned with the image to the top. When the cards are equal, they can be hold by the person who turned them and this person can play again. When they aren't equal they have to be turned again upside down with the image down. This game needs to be played until every card has been turned and every pair has been found.</p> <p>Variant: The memory between the parents and the toddler is a memory with cards that present a lot of different activities that they can do together. There are cards with kids playing, cooking, swimming, singing, dancing, learning When a pair had been turned, every member of the family needs to tell how much they would like to do that activity together and how much they want to do that activity. They can show this by holding fingers in the air. Ten fingers presents very fun and one finger presents not fun at all.</p>
Target	<p>The intention of this activity is to find every pair, but mostly that the parents gets an idea of the interests of the toddler so that they can do this at home. When parents sees that the kid doesn't like to dance, but loves to cook, than they can focus on cooking together and not dancing around. The parents can fulfill the needs of the toddler by knowing the interests.</p>
Position on the wire	<p>This activity can be put on the "a loop in the wire" position because of the fact that the toddler wants to do things on his own and wants to figure the memory out on his own. But beside that the toddler also needs the parents during this memory game on moments that he can't fix it on his own. He needs the parents to help him figure it out. During this game the toddler is also learning some rules that he needs to accomplish.</p>
Part of the parents	<p>It's the intention that the parents are going to play with their toddler and that they will find the pairs. The parents needs to give attention to the number that their kid is giving to an activity and they need to remember this. The parents can't be mad or disappointed because of the number that the toddler is giving. When the toddler gives a low number to something that the parents likes to do or when the toddler gives a high number to something that the parents doesn't like to do. The parents needs to open up for the interests of their kid.</p> <p>Because of the fact that the parents will know what the toddler likes to do, they can give more attention on the needs of their child and this will lead till a feeling of sensitivity, involvement and tuning.</p>

Part of the toddler	<p>It's the intention that the toddler is going to think together with the parents to get all the pairs. The toddler needs to get the opportunity to find the pairs, so the toddler needs to cooperate and think with the parents. Because of this the toddler is practicing his cognitive brain.</p> <p>Accept that, it is important that the toddler gives a fair number to every activity. The toddler doesn't need to watch what the parents like or doesn't like to do. But it is also important that the toddler sees which number the parents are giving.</p>
Evaluation	<p>At the end of the activity there is going to be a moment of evaluation. During this evaluation there are going to be asked some questions like "Which activity doesn't the toddler likes?", "Which activity does the toddler like?", "Which activity doesn't like mommy to do?", "Which activity likes mommy to do?", "Which activity do you both like to do?" ... It's the intention that every member holds the right cards in the air to see if they were listening to each other.</p>
Necessities	<p>- Memory game (PDF file)</p>

GAMES AROUND SENSE

MAKING A FEELWALL	
Game manual	<p>There are placed some large white papers or big cardboards in the middle of the table. The first step of this activity is to paint this papers or cardboards in a color that they both love. They can paint it in one color or in multiple colors, but they can also decide to paint some figures and images on at.</p> <p>After that they have painted it, they need to let it dry. During the fact that it is drying, they can start with the second part of the activity. The parents and the toddler needs to pick some materials in different textures. They can choose as many materials as they like to work with after the paper is dry.</p> <p>When the papers are dry, they can put the materials that they have chosen on the paper of board with a lot of glue. They can choose their own order and they can choose how much of a material that they are going to use, but they have to take care of the fact that it needs to be tight.</p> <p>At the end they can feel together at the wall.</p> <p>Variants</p> <ul style="list-style-type: none"> ➤ There can be worked in a specific theme like “the nature”. Than they have to use materials that have to do with that theme like wimps that are representing the clouds, fake grass for the underground, felt for the trees ➤ They can also make a feeling blanked or feeling pillows out of different materials that they have to sewing to each other.
Target	<p>The intention of this activity is to let the parents and the toddler cooperate about an activity around feeling. They need to get used to the feeling of different materials and they have to learn what they like to feel and what they doesn't like to feel. Parents can use the materials that their kid likes to feel at home.</p>
Position on the wire	<p>This activity can be put on the “pulling the wire” position because the toddler can show his feelings during this activity. The toddler and the parents can show their emotions by feeling at the wall. Because they are doing this, they can get an idea of what the other ones likes or doesn't like.</p>
Part of the parents	<p>The parents needs to search different materials together with their kid that they can use for the feeling wall. It's important to let the kid explore and develop what they like to feel. It's important that the parents is present for the kid when the</p>

	toddler would get scared or when the toddler would get hurt. The parents can give the right example to the toddler by feeling at the materials himself and by rubbing on the arms or back of the toddler with soft materials. When the parents would do this with soft materials, this will give a feeling of trust and involvement to the kid.
Part of the toddler	The toddler needs to explore and needs to dare feeling at the materials. The kid needs to explore on his own, but needs to have the opportunity to fall back on the parents in case he would hurt himself. It's the intention that the toddler can go on discovery by feeling some things. The kid needs to communicate against the parents what he likes to feel and what he doesn't likes to feel. When the kid is communicating, the parents can react on this and this can lead to a system of action-reaction.
Evaluation	At the end of the activity there had to be a short moment of evaluation. During the evaluation it is the intention that the parents and the toddler are going to answer some question by holding a specific material in the air that they have used by making the feeling wall. There will be asked some questions like "Did you liked it?", "Which material did you loved the most?", "Which material didn't you liked at all?", "How do you feel after this activity?", "Did you trust the other ones while you where blindfolded?", When a question had been asked, they have to put a specific material in the air. When they liked it, they have to put a soft thing in the air, when they doesn't liked it they have to put a hard material in the air. How softer the material is, how more fun it was, how harder the material is, how less fun it was.
Necessities	<ul style="list-style-type: none"> - Large white paper or big cardboard - Paint and brushes - Blindfold - Materials for making the feelwall (bottle caps, wimps, rode, bark, grass, sand, feathers, sponges, sandpaper, play mat, socks, buttons, balloons, wool ...)

BAREFOOT PATH	
Game manual	<p>This is a path where the toddler and the parents needs to walk over different undergrounds barefoot, so they can experience the different feelings of water, sand, stones, They get to know the different feelings with a lot of senses by walking around barefoot.</p> <p>There are a lot of materials and empty boxes placed in the middle of the room or table. It's the intention that the parents are going to fill the boxes with their toddler with the different materials. They need to order the materials in the boxes to make a box with stones, a box with water, a box with feathers They have to put feathers with feathers, stones with stones, sponges with sponges It's the intention that every material gets a box. When the boxes are filled with a different kind of materials (examples by necessities), it is the purpose that they make a path with the boxes stuffed up with all the materials.</p> <p>They can place the boxes in an order that they choose themselves. The path can go straight ahead, but can include curves, obstacles, They can go for example in a path around a cone. When they have made this path, they have to take off their shoes and socks and have to walk barefoot in the different boxes. They have to finish the path with the whole family. They can stand in one box as long as they want to, but they have to take care that the whole family makes it till the end.</p> <p>Variant: the toddler and the parents needs to walk over the materials blindfolded but with the help of the other family members that aren't blindfolded. They can do this activity to create trust.</p> <p>Watch out: they have to put the boxes with the wet materials (like water, mud ...) at the end, because otherwise the other boxes can get dirty.</p>
Target	The intention of this activity is the fact that the toddler and the parents can get used to the different materials with barefoot. They can get to know the different feelings. It's the intention that they are going to create a path that is achievable for every member of the family, because they all need to get to the end of the path.
Position on the wire	This activity can be put on "attach wire" position because the toddler wants to explore the path, but by exploring this path the toddler needs the proximity of the parents because it can be dangerous or the toddler can be scared. When the toddler is scared, he needs to feel that he is safe because the parents are there.

Part of the parents	They have to give the right example to their toddler by finishing the path. It's important that they give a feeling of safety and trust to their toddler while they are fulfilling the path because the toddler can be scared or unsure about the path. The parents needs to show that they are there to catch them if something goes wrong.
Part of the toddler	The toddler needs to cooperate with the parents to create a path that they would like to do. They have to put faith in themselves and in their parents. While doing the path they have to trust the parents and have to believe that they would be there if they need them. When they are scared they have to dare and ask the help of the parents.
Evaluation	At the end of the activity there is a short moment of evaluation. During the evaluation it is the intention that the toddler and the parents answer some question by standing in one of the boxes out of the path. There are asked questions like "Did you liked it?", "Which material felt nice?", "Which material doesn't felt nice?", "How did you felt during this activity?", "Did you had faith in the others while you were blindfolded?" When the question has been asked, they need to stand in one of the boxes that fittest the most with the question that has been asked. When they didn't like the activity, they have to stand in a box with materials that they didn't like, but when they liked it, they have to stand in a box with materials that they liked. When they had faith during the blindfolded part, they have to stand in a box with nice materials, but when they didn't had faith, they have to stand in a box with materials that they doesn't like... .
Necessities	<ul style="list-style-type: none"> - Box with sand - Box with stones - Box with water and soap - Boxwith mud - Box with water and patato starch - Box with potting soil - Box with bubble plastic - Box with rise - Box with fake grass - Box with sponges - Box with beads - Box with feathers - Box with empty balloons - Box with wimps - Box with branches - Box with blancets - Box with pillows

RELAXATION GAMES

SNOOZELING	
Game manual	<p>It's the intention that the parents are going to do some art and craft with their toddler. They have to make some stuff to decorate a room to relax. They can make a bed out of balloons, a cloud out of balloons, a olfactory wheel, garlands of pompons and a feel and listen cube.</p> <p>It's the intention that the parents and the toddler create some new things to make a nice room out of it to relax. The explanation of every craftwork stands in a different PDF-file. The necessities for every craftwork are also noticed in this file.</p>
Target	The intention of this activity is to create a room to connect the toddler with their parents where they can relax and chill. They can chill together without having to think and without having stress.
Position on the wire	This activity can be put on the "a loop in the wire" position because the toddler needs to connect with the parents and needs to get some moments where they can hold on to their parents, but also a moment where they can explore on their one. They have to get a moment to relax together on a moment of stress. It's important to have this moment together because it would give the toddler a feeling of being refueled.
Part of the parents	The parents have to work with their children to make beautiful craftworks and to decorate a beautiful room to relax. It's the intention that the parents cooperate with their child to make something beautiful. They have to take into count what their toddler likes and what their toddler wants to make, because they have to give the feeling that they are involved too. During the relaxation the parents have to give the child a feeling of safety and trust by enjoying this moment with the family.
Part of the toddler	The toddler needs to collaborate by making the materials to decorate the room. They have to cooperate together with their parents to create something beautiful. After that they have to create a moment of relaxation and have to spend this together with their parents and put faith in them.
Evaluation	After fulfilling this activity, it is important to have a short moment of evaluation. This moment can take place in the relaxroom. There can be asked some questions to see what the toddler and parents are thinking and feeling. There can

	be asked questions about doing art and craft and about the relaxing in the room. This evaluation can happen with dixitcards. The questions can be asked and the toddler and the parents needs to pick a card which is giving an answer on the question in their eyes. After that they have picked a card, they have to give an explanation about why they have chosen that one.
Necessities	<ul style="list-style-type: none">- Dixit cards- Materials for the things they want to create (the necessities of every craftwork are found in the other PDF-files)

YOGA EXERCISES

Game manual

There are five yoga exercises that the parents can practice with the toddler.

1. The snake
They have to lie down on their stomach and needs to lean on their elbows and they have to put their hand palms flat on the ground. They have to push their breast up with their hands and needs to watch in front of them. They have to stretch until the tips of their toes.
This attitude is good for children who sits curved on their chair.
2. The frog
They have to squat with their knees to the outside and their heels against each other. They have to held their back straight and they have to look in front of them. When they are standing like this, they can make the sound of a frog.
This attitude makes the children laugh and laughing ensures relaxation.
3. The dog
They have to sit on their hands and knees. Their hands have to stand under the shoulders and the knees have to stand on hip width. They have to stretch their legs and have to put their buttocks in the air. They have to let their head relax and they have to look between their arms. While they are standing like that, they look like a peeing dog.
This attitude takes care of a better blood flow of the organs.
4. The butterfly
They have to sit upright with their soles of the feet against each other. They have to bring their feet as close as possible against the sit bones. They have to let the knees fall to the outside and put their hands around their feet. The knees can be moved up and down slowly like the feathers of a butterfly.
This attitude takes care of a flexible lower back and pelvis.
5. The flamingo
They have to stand upright with their arms in the air and their hand palms against each other. They have to focus on one point to keep their balance. They have to move their weight to their left leg and put their right leg up. They have to place their sole of the right foot against the inside of the left leg.

Target	The intention of this exercises is to keep the ghost and the body in balance. This exercises give the people strength and energy. This takes care of the wellbeing and a feeling of relaxation and less stress. This is a good exercise for kids because it has a great effect on the relaxation, mobility, self-esteem and the ability to concentrate. It also has a positive effect on the fantasy and creativity.
Position on the wire	This activity can be put on the “pull the wire” position because the toddler and the parents needs to connect with each other by doing this exercises together and putting faith and trust in each other. They have to aligning on each other to do it right and to bring it to the right end.
Part of the parents	These exercises aren’t only for the toddler, but also for the parents. The parents needs to take these positions to show their toddler how they have to do it and to give the right example. When the parent sees that the toddler can’t do it or when the toddler is scared, the parent can give hints or can help the toddler. When the parent is helping the kid, he is showing that he is sensitive and involved.
Part of the toddler	The kid needs to relax and needs to listen to the hints of the parent. The kid needs to do the exercise as good as possible to forget his worries and thoughts for a moment. When the toddler can’t make the position on his own, they can ask help to the parents. When they are asking help, they will experience a feeling of involvement and tuning.
Evaluation	After this activity there will be a short moment of evaluation. There will be asked some questions like “Did you liked it?”, “Did you experienced a feeling of relaxation?”, “Did you had stress?”, “Did it hurt?”, “Do you want to do this again?” the parents and the toddler needs to answer on this questions by taking a position in the room. When the question is applicable (so when the answer is yes) they have to put themselves on a high position (for example on the stairs). But when the question isn’t applicable (so when the answer is no), they have to put themselves on a low position (for example by lying on the floor).
Necessities	<ul style="list-style-type: none"> - A soft underground like a mat - Relaxation and calm music on the background