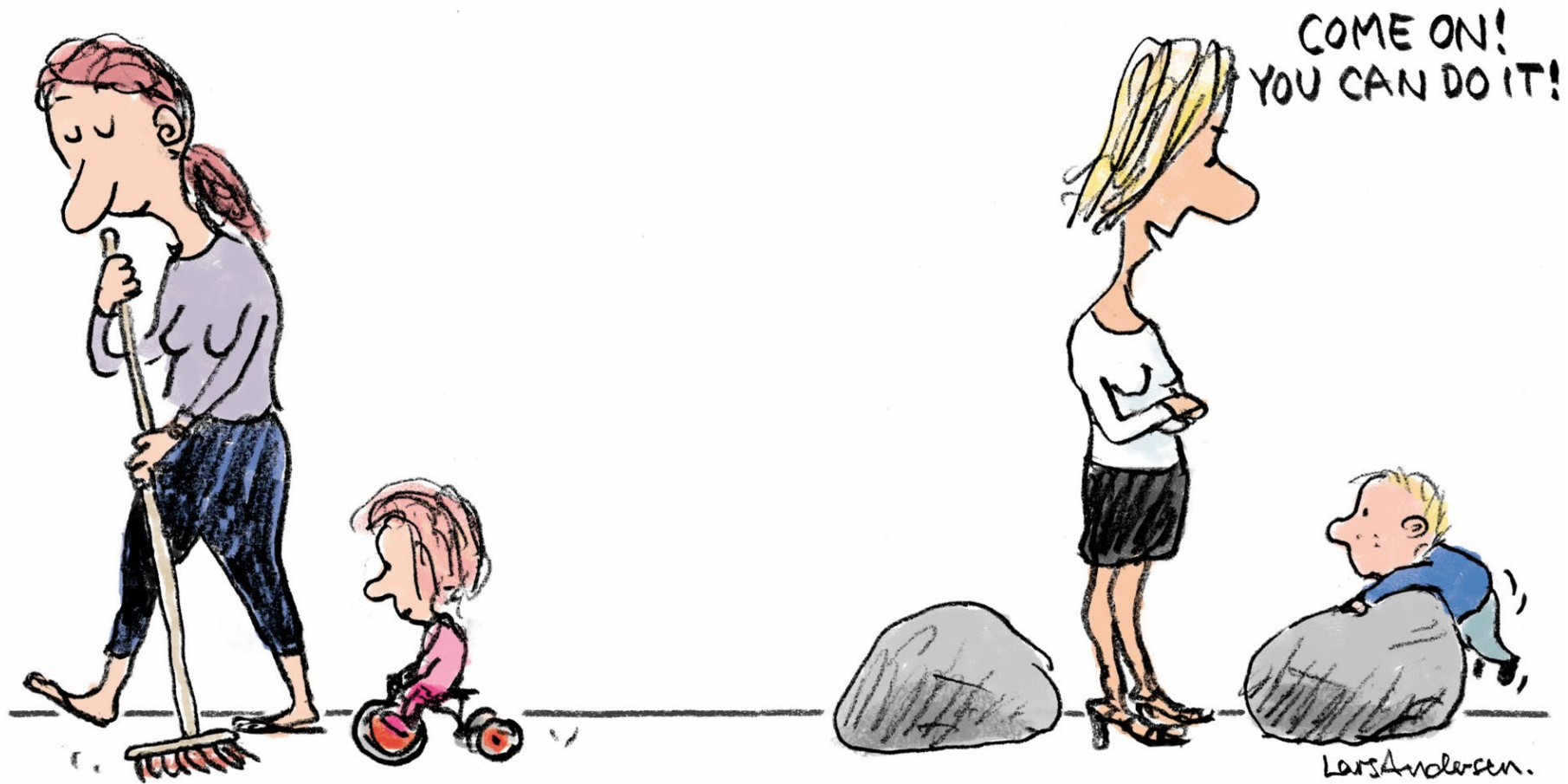


# SIGNIFICANT PARENTS

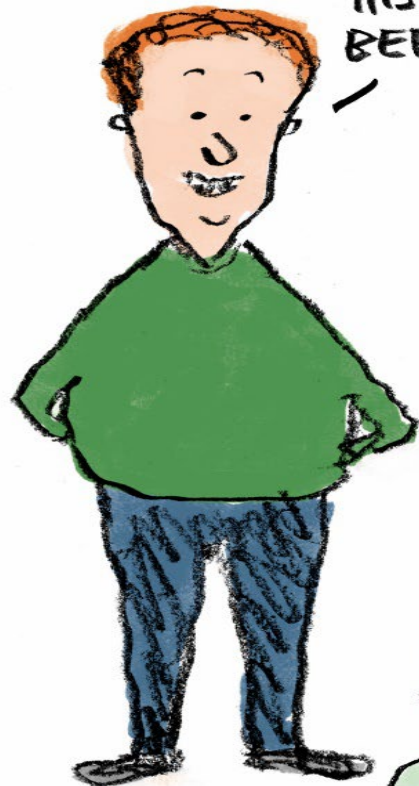
- AN ACT OF LOVE







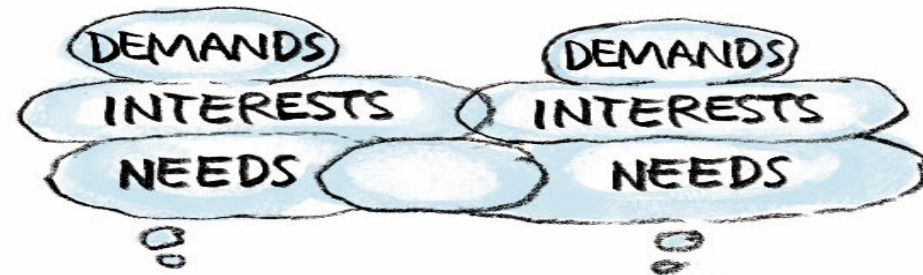
HE HAS ALREADY SPOTTET  
HIS OWN HANDS - TWO WEEKS  
BEFORE EXPECTED DEVELOPMENT



Lars Andersen.

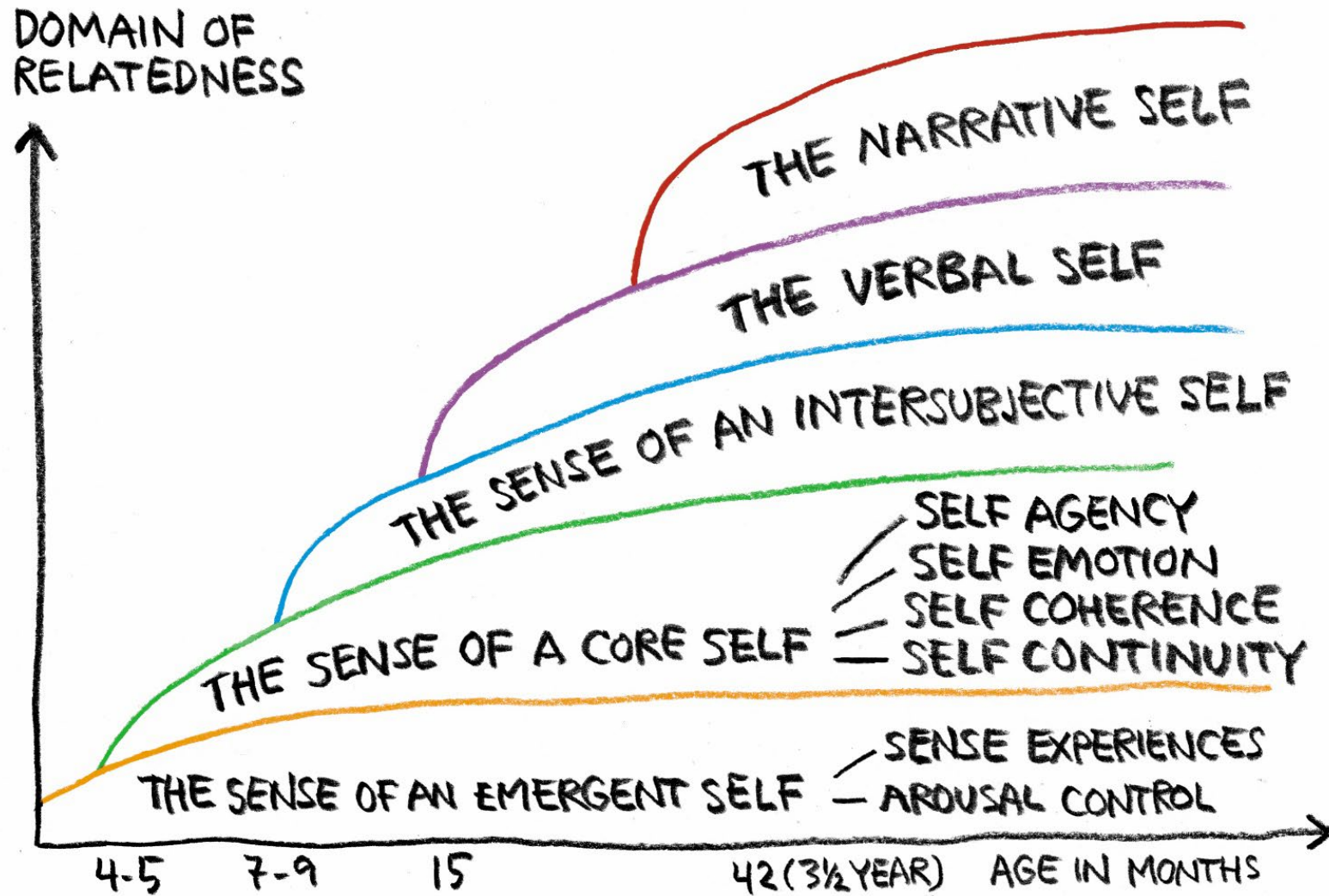







Lars Andersen.







FOCUS AREA

Sence of an  
emergent self • 2

### **The Ability to Control Oneself from High to Low Arousal**

Generally speaking, you train this by using activities in which you switch between movement and contemplation.

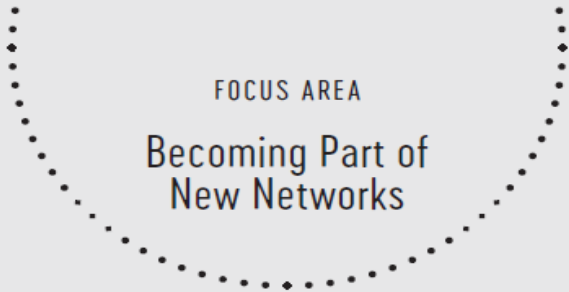
#### **The School Supports the Child**

The school supports the child by using singing games followed by practicing the writing direction of the letters or math games in which you switch between movements, i.e., the child rolls a dice and runs to get the assignments one to six on different tables. Afterwards, the child sits down and does the math with pen and paper before it is time to roll the dice again.



#### **The Parents Support the Child**

The parents support the child by romping around with the child followed by concentration games, e.g., a board game, or racing the child up the stairs and afterwards doing a puzzle. Nature also offers a lot of possibilities. If you have access to horses, you can ride at a full gallop followed by currying the horse during which the arousal becomes low. If you are going fishing, you can race the child on the bike to the lake after which you have to calm down in order to put the bait on the hook and start fishing.



FOCUS AREA

## Becoming Part of New Networks

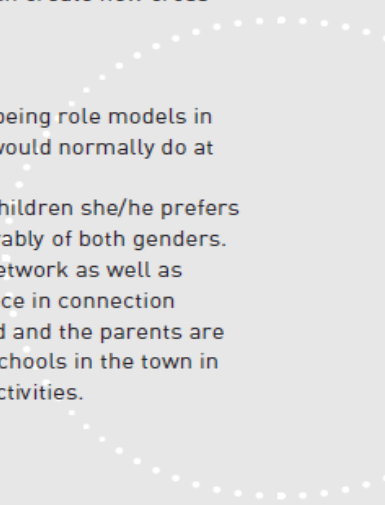
### **The Ability to Sense Self-Esteem, which Results in the Belief that You Have Something to Offer in New Networks**

Generally, this is trained by letting the child become part of different networks that are preferably about a common third.

#### **The School Supports the Child**

- By offering both known and new networks for the child to become part of. For instance, the children can be part of both their well-known school class as well as networks across different school classes. The school can create mentor groups or play groups in which older pupils plan activities for younger pupils. The school can also create groups that work with well-being or the classical pupils' council in which representatives from the school classes can create new cross-disciplinary groups that work with networking.

#### **The Parents Support the Child**

- By talking positively about new networks and by being role models in new networks. They can mingle more than they would normally do at events, and invite play groups home.
  - By supporting that the child plays both with the children she/he prefers as well as a wide range of other children – preferably of both genders.
  - By supporting that the child is part of the class network as well as creates new cross-disciplinary groups, for instance in connection with after-school activities in which both the child and the parents are together with children and parents from all the schools in the town in connection with a certain sport, music or other activities.
- 



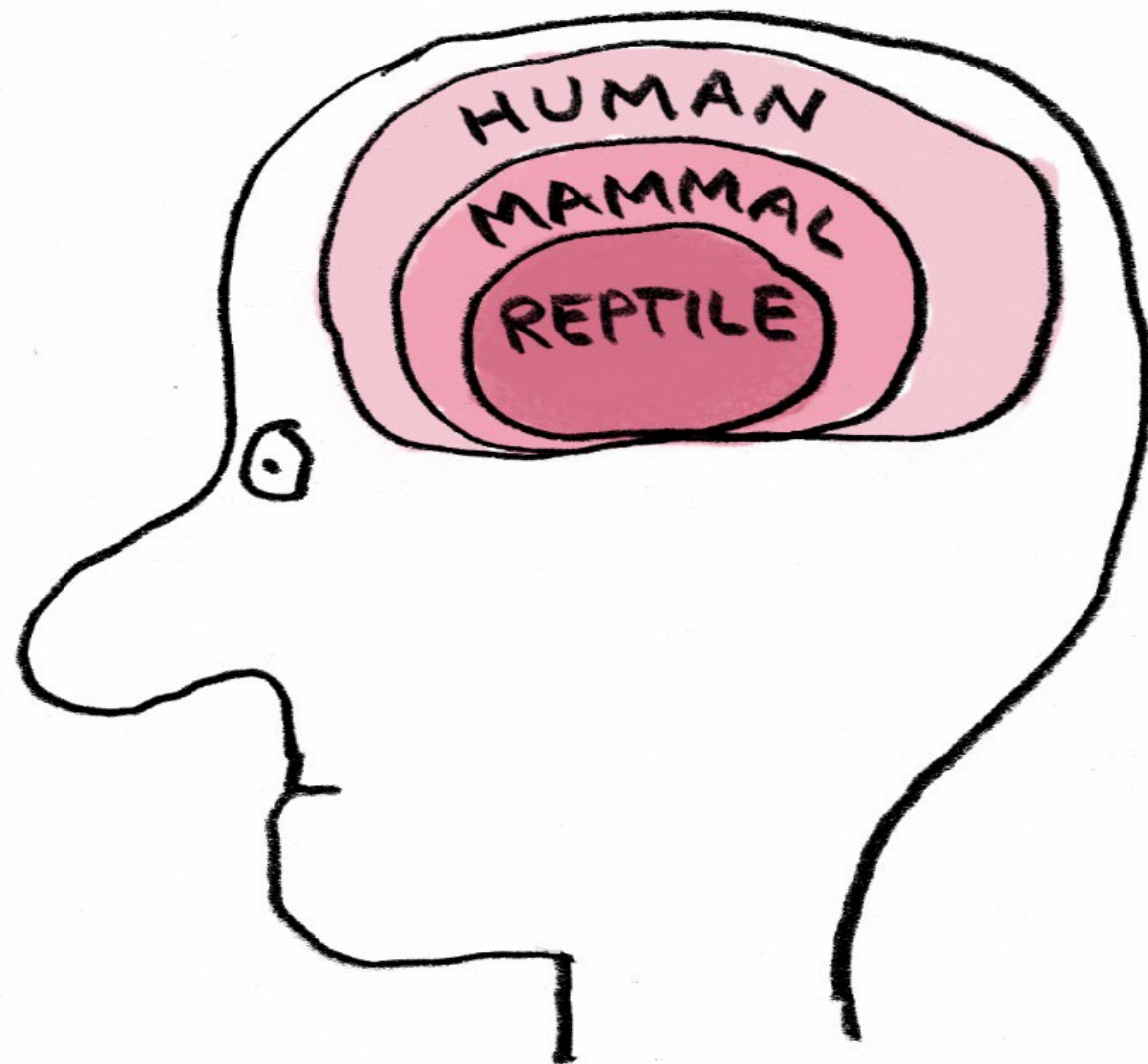


LUCAS IS VERY  
MATURE FOR HIS AGE!

!

OBVIOUSLY, THE  
MOTHER IS NOT





FLIGHT • FIGHT • FREEZE



THIS IS SO MUCH  
ON FACEBOOK,  
INSTAGRAM AND SNAPCHAT!  
AND WITH A LINK  
TO THE MAYOR!  
LET'S GO, FILIPPA!





NOW THE BREAD HAS BEEN  
BAKED, AND THE TOYS HAVE  
BEEN PACKED - EVERYTHING  
IS READY FOR THE SCHOOL  
CAMP FOR THE WORLD'S MOST  
WONDERFUL THIRDGRADERS





rikkeydetordrup\_offentlig



psykologisk konsultation

