

# Manual - Conversational Cards

Theme: Parent & Child



### Colophon

This activity is developed by Dreamsupport, Food4Smiles (Vrije Universiteit and Fred Foundation), the municipality of Amsterdam, and health ambassadors from Amsterdam Nieuw-West.

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### Want to know more?

[www.dreamsupport.nl](http://www.dreamsupport.nl)

[www.food4smiles.nl](http://www.food4smiles.nl)

[www.amsterdam.nl/sociaaldomein/blijven-wij-gezond](http://www.amsterdam.nl/sociaaldomein/blijven-wij-gezond)



# Conversational cards: Parent & Child

## Supplies

- Conversational cards
- Answer sheet questions and statements of the conversational cards
- Background information on the subject

## Background information

Parents with young children often like to get to know other parents and exchange experiences and advice. Using these conversational cards, we want to stimulate mutual conversation in places where parents already meet. In this way, we hope that parents get to know each other a little better and that the topics discussed on the cards help them with healthy parenting.

The conversational cards have a question on one side, and a matching picture on the other. The side with the picture is used as a means to get to the conversation started and then the backside of the cards is used to continue the conversation.

During this conversation, participants can exchange experiences, share personal stories, and elaborate on thoughts, feelings, and actions. The questions relate to all kinds of important parenting themes such as sleep, nutrition, screen use, taking care of yourself as a parent and, playing with your child.

## Getting started

The procedure for the conversational cards is the following:

1. The moderator introduces him- or herself and explains the goal and the rules of the game:

**Moderator/Introduction:** *'We are health ambassadors and together with the neighborhood we want to contribute to a healthy lifestyle for parents and children, especially for children from 0 to 2 years of age. This period is also called 'the first 1000 days', which is the period from pregnancy to the 2nd birthday. In this period the foundation is laid for healthy growth and development of the child, and that is why we, as health ambassadors, are especially committed to parents with young children.'*

**Moderator/The goal:** *'Today we would like to start a conversation using these conversational cards. The goal is to get to know each other better and to exchange experiences about parenthood'.*

2. The moderator puts all the cards on the table and asks those present to choose a picture that appeals to them.

**Moderator:** *'We put several conversational cards on the table, and we would like to ask you to choose one that appeals to you.'*

When everybody has chosen one card, the moderator removes the remaining cards from the table.

3. The participants briefly introduce themselves and tell why the picture on the card appeals to them. Depending on the time available, there may or may not be room for participants to discuss this among themselves, but this is not actively stimulated by the moderator.
4. The cards that were picked by the participants are placed in the middle of the table and flipped over. The participants can take a look at the statements and questions that are now on the table. The moderator asks if there is a question the group would like to discuss, and if no one expresses a preference, the moderator asks if he can choose one.

**Moderator:** *'We put your chosen cards back on the table with the question facing upwards, and together we choose 1 question or proposition to talk about.'*

5. After a statement or question has been chosen, you can start a discussion/group discussion.
6. When the conversation about the first statement or question is finished and there is enough time, a new card can be discussed.
7. Ask the group their opinion about the activity and finish the discussion.



### Tips for moderators

- a) Make sure you use positive attention: "We're going to play a game and get to know each other", is better than: "Does anyone feel like a game?"
- b) Make sure everyone can see and hear you. Do not stand with your back to the participants (for example, don't stand in the middle of a circle, join the circle).
- c) If necessary, support your explanation with an example.
- d) If you notice that the participants have trouble with the difficulty, only explain the basic rules. Once the game has started, you can explain the rest of the rules.
- e) Be clear about the boundaries/basic rules are (no hurtful remarks, listen to each other, and don't interrupt each other).

