1. Draw or make (E.g. Using paper shapes, materials, puzzle pieces, post-it notes, magazine pictures) a patchwork quilt of childhood development for a 0-2-year-old child (Choice the age range that suits and fits with your needs). Fill each unique patchwork square in with a crucial developmental need/skill/life and relational experience. The following are a few examples of these developmental needs/skills/experiences. (Many are overlapping and interconnected).

**Physical** (e.g. Shelter, food, milk, sleep, safe touch/being held/hugged, comforted/rocked, eye contact, tone of voice, warmth, movement/exercise, fresh air, vaccinations, bathed/washed, changed).

**Relationship** (e.g. Warm, attuned, reflective, nurturing, loving, fun, secure, calm, sensitive, playful, curious, compassionate, grounding, affectionate, attentive, empathetic, responsive, containing, predictable, consistent, co-regulating, safe, reciprocal, protective, sense of belonging, socialising).

**Cognitive** (e.g. Sensory stimulation, vocalisations, rhythm, communication, play, imagination, reading, teaching, talking, problem-solving etc).

**Structure and supervision** (e.g. Predictability, consistency, supervision, rules, routines, limit-setting, boundaries, protection, and safety).
2. Reflect on and discuss a particular child/parent/carer; or in training, a vignette or case study may be used. Consider their lived experiences, and their early history, which skills and experiences did they have, did not have, are unclear etc. Keep in mind that a child’s sense of self can be wrapped-up with their family’s Parenting Patchwork (Including ghosts and angels of the past; and the impact of intergenerational trauma and legacies).

Take away, halve, layer, cut, or blackout the relevant squares.

The following questions might be helpful:

- What do you notice/ see? What are you interested in/surprised in?
- What feelings, words, images, and sensations do you have during this exercise?
- What type of Parenting Patchwork did they have wrapped around them, including the thickness, integration, and richness?
- What might this say about their fabric of self?
- Which squares have been firmly sewed-in, are thick and detailed? How can these skills, experiences, strengths, resiliency, and protective factors be celebrated, magnified, and strengthened?
- Which squares are missing or loosely connected?
- What is the golden thread keeping the patchwork from becoming unravelled?
- What imbalances/gaps are there, and what skills and experiences might these represent?
- How might/do these “gaps” show themselves in the child?
- What might it be like and feel like to parent/work with this child?
- How does this understanding change your understanding/perception/conceptualisation about the child, and their triggers/behaviours/skills/needs/ways of communicating?
- How and why might this impact the child’s social, emotional, and developmental age and stage compared to their chronological age?
- Who contributed to sewing and designing their Parenting Patchwork (e.g. Extended family, teachers, professionals etc.)?
- What stories and history are behind each square? How would they need to be filled, thickened, or connected together?

3. It is important to remember that our needs continually develop as we grow. For example, a baby requires different parenting styles and skills than an adolescent does. How would their Parenting Patchwork look if we carried on expanding it for the other age groups, such as 3-6 or 7-10-years-old?

4. How would this be similar or different to your own parenting patchwork?