



the Holiday Season

TRADITIONS &
FAMILIAL REUNION

THE REPERTOIRE

CREATE THE MAGIC

Celebration & Family Heritage
Family Values (find them)
Family Values (infuse them)

SWEET MEMORIES

Sensory Memories
Six Stages of Attachment

BABY'S CALM

Soothing Baby without Holding
Baby's Tired Cues
The "Let Go" Move

TODDLER'S COOPERATION

Set Clear Boundaries
Find Cooperation
Politeness & Consent

YOUR VILLAGE

What's your Super Power (the test 1/2)
What's your Super Power (the test 2/2)
What's your Super Power (result)

PARTNER TEAM

Family Reunions
How can we Take Care of You? (the test)
How can we Take Care of You? (result)

THE COMMENT

I am Part of the Team
Curious about (the new) me
The Importance of Making Mistake

Create the Magic

The magic isn't in what we do, but in
what we choose to help unfold.
No traditions ideas, but prompts to
find where YOUR magic lays in.

Celebrations & Family Heritage

What matters in your family, and what do you want to pass on?

01. What values are important to our family?

02. The celebration we will celebrate:

The ones we won't celebrate:

03. Which tradition will we create or carry on? Are there specific moments we want to experience or intentionally create?

How much time will we dedicate to them during the holidays, and in what form?



Family Values

The values I want to pass on in my family with my child:

| | | |
|-------------------|---------------------|---------------------|
| Joy | Respect for elders | Presence |
| Wonder | Discipline | Mindfulness |
| Imagination | Order | Relaxation |
| Connection | Organisation | Rest |
| Togetherness | Cultural continuity | Celebration |
| Ritual | Community | Magic |
| Optimism | Supportive | Playfulness |
| Integrity | Openness | Caring for others |
| Critical Thinking | Curiosity | Engaging |
| Reason | Creativity | Personal well-being |
| Responsibility | Innovation | Self-care |
| Gratitude | Listening to youth | Reflection |

The values I want to break free from:

Family Values

The way in which family values are infused in a child

What my child is learning now _____

He had opportunities to practice _____



I gave the example of _____



I highlighted the _____

1

1

1

2

2

2

3

3

3

4.

4.

4.

I want to teach my child _____

The opportunities to practice _____, which I offer him



The example of _____, which I want to show



I want to take the time to recognize the _____

1

1

1

2

2

2

3

3

3

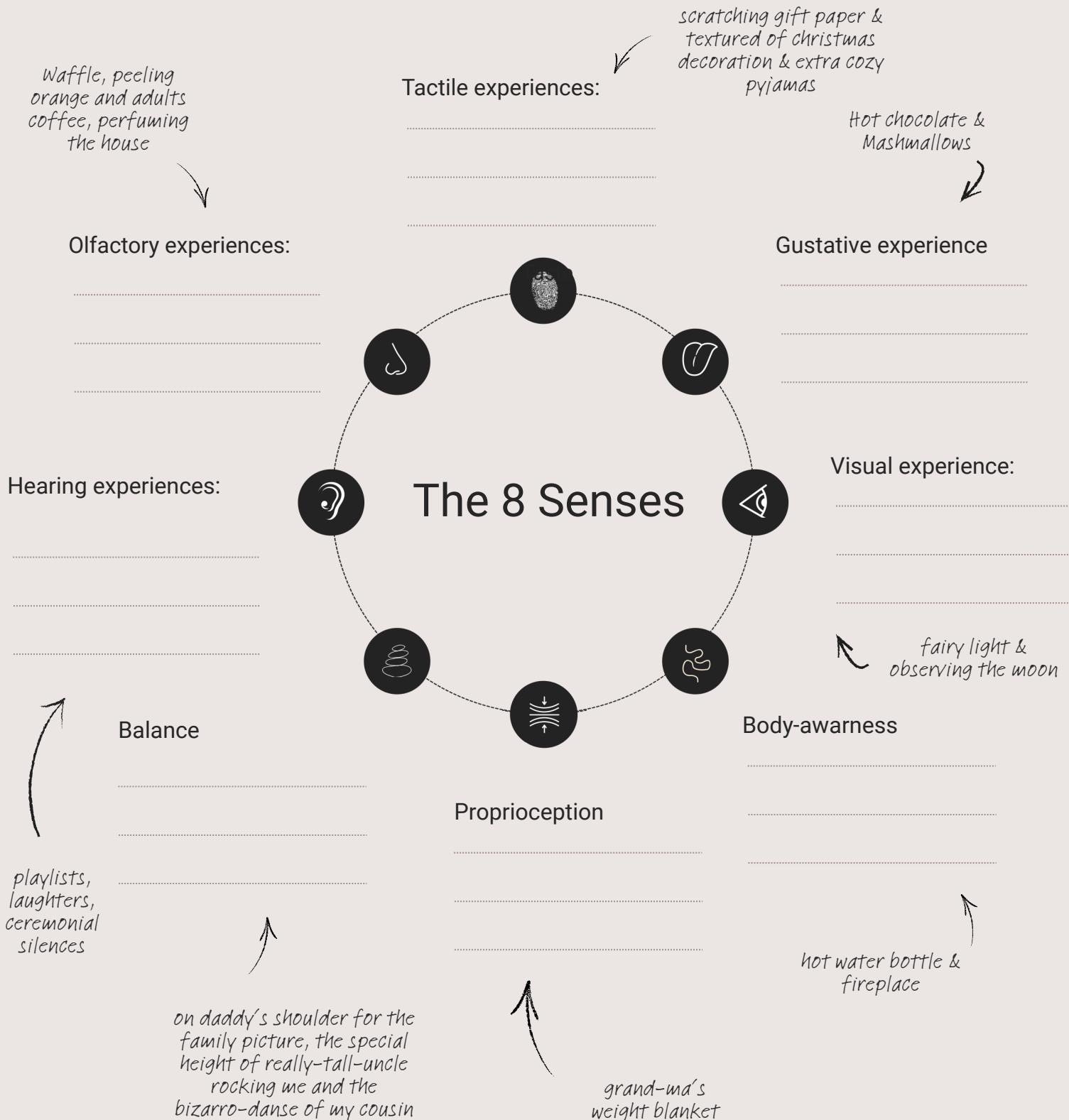
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4.

4.

Sensory Memories

Core Memories lays in the Senses, What will be yours?



Six Stages of Attachment

How your child feel connected as s/he grows
(0 to 6 yo, based on the Attachment theory)

Attachment is the ability to maintain a close emotional bond even when physically apart. It is not about being more present, but about helping your child feel connected – even when you can't be.

It also means staying emotionally close while developing individual personalities.

The Ability to Hold On When Apart.

| | |
|------------------|---|
| 0-1 YEAR | Attaching Through the Senses: This is all about connecting through sight, smell, hearing, and touch. |
| 1-2 YEARS | Attaching Through Sameness: Here, the focus is on wanting to be like you—emulating your actions, conforming to your ways, and role-playing. |
| 2-3 YEARS | Attaching Through Belonging & Loyalty: At this stage, the child wants to feel like they're part of your team, eager to serve and obey. |
| 3-4 YEARS | Attaching Through Significance: Now, it's about wanting to matter to you, to be seen by you, and to earn your respect. |
| 4-5 YEARS | Attaching Through Love: Emotional closeness becomes key. Your child is looking for the enduring, "forever" aspect of your love and relationship. |
| 5-6 YEARS | Attaching Through Being Known: This is the stage for psychological intimacy, where the child feels comfortable sharing their innermost thoughts and secrets. |

Baby's Calm

As fun and exciting can be the family reunion, it can quickly be overstimulating for your baby.

Here are few tips to help relief the tensions so you find your baby's calm (and falling asleep is possible again)

Soothing baby without holding

Holding spectrum: When you just can't hold your baby in your arms.

As the child grows, as his sensitivity and needs evolve, the child can find calm by being held and/or by “feeling” being held and carried.

Here are some examples with the Holding Spectrum.

(Notice the use of the 5 senses in this repertoire)

The Holding Spectrum

starting from the most powerful one

Skin to Skin

Holding

Holding Hand

Talk to each other

Hum a song

Exchange a look

Can reduce crying by 80% in cases of colic distress

Can reduce crying by 40% in cases of colic distress (this is how powerful it can be)

Or put foot against foot to have your hands free

The holding method that is offering the most free of movements to everyone

Baby's Tired Cues

An awareness exercise to help you see your very own baby sleep cues.

Sleepy Cues are important to understand how to respect the child's energy: not forcing naps they don't need (which they would resist anyway, helping to avoid nap battles and tension for everyone), but also knowing when to pause play and interactions and offer a calm—or even restful—moment that the child needs to prevent the tension of fatigue from becoming overwhelming and hard work to release.

Common signs to look for:

Write 3 cues your baby shows when they're sleepy:

.....
.....
.....
.....
.....
.....
.....
.....

- Curling up as if feeling cold
- Sucking thumb or fingers
- Cuddling with a favorite soft toy
- Yawning
- Touching or rubbing their face
- Rubbing eyes
- Hiding or burying their face
- Body going limp or heavy
- Slowing down or becoming less active
- Responding more slowly
- Pink or red eyebrows
- “The stare” - Looks away
- Fussiness
- Need a break from interaction
- Heavy eyelids
- Turning their head and avoiding your gaze

About 15–20 minutes after these signs appear, your baby's sleep will no longer be naturally supported by sleep hormones. The only remaining way to help them fall asleep will be through sensory input (strong sensory guidance), which can feel like a struggle until the next sleep cycle—or the next sleep wave—arrives.

The “Let Go” Move

The ‘Let Go’ Move: the missing spark for a sleepful release

Sometimes, you may find your child at peace and so calm in your arms, yet there's that last bit of resistance that keeps them from falling asleep.... finally, after what feels like forever. Here's how you can help:

Once the child is calm and has reached a stable state (whether that's a calm stability or a more stable tension), there's still one last threshold to cross before the body fully lets go: this is what the Let Go Move will help you bridge it.

It's a kind of body movement the parent does for the child — to guide them, to show them what to do: “You can let it all go now. You can feel your body is ready. You can rest here against me and let yourself go.”

The goal is to help the child leave control behind and enter rest.

The idea is to let the child feel the movement of “*letting go*,” of “*releasing pressure*.” To guide their body sensorially through that shift from “*I'm calming down*” to “*I'm letting go*” — an essential step before sleep or to fully release a big emotion.

A Let Go Move isn't a technical gesture; it's a felt movement of release — helping the child physically experience the heaviness and weight of letting go.

It can take different forms depending on the moment, the child, and their mood:

- **The “Breathe & Pose”:** place a hand on your child's body, take a deep breath in, apply gentle pressure (1, 2, 3), then release both the pressure and your breath at the same time. The parent's release becomes a physical invitation for the child to do the same.
- **The motion softens and sinks:** during rhythmic rocking, introduce slightly larger, heavier movements — sometimes with gentle accelerations followed by pauses, where the body simply drops and softens. The baby then feels the sensation of a body that relaxes and surrenders.
- **The “Playful Flip”:** for a more energetic (wired), playful child, you can include a gentle upside-down moment or a smooth dip — a small playful movement that helps the body “empty out” its tension.

Toddler's Cooperation

Politeness, Consent, Boundaries:
the meeting of 2 worlds—adult &
toddler —can be a rollercoaster.
3 Cognitive tools to help them feel
included, understood & support
their cooperation. Scripts made to
honor everyone in this shared
family experience.

Stop!
That's enough

Set Clear Boundaries

Because there are just sentences that will never work

Don't
touch it

Remember, that
is forbidden

Your child's brain has not yet
the ability to treat negation
propositions

Gives them two ideas they
can choose from, on how to
follow your instructions

She will treat sensory
first, words only then.

Your kid follows your
words, not your intentions.

Allow them to
participate

Cognitives Hacks to help your child follow your instructions

**Don't touch the
Christmas Tree**



Look, Look ! Here is

- The ribbon box,
- The blankets are going to be so soft

**No, no, not that way.
Touching the gifts is
forbidden.**



Hey [Child's Name]!

Come into Mommy's arms, show me
what's that interesting thing you've
found. Let's look at it together!

**Stop touching
the decorations.
Hands off! Gentle Hands
Drop it!**



Open your hand

Fingers wide open
Flat hands on the soft rug

**Wait, darling, I can't be with
you right now. Look, I'm
wrapping the presents.**



Get down to the same level (get on the
floor with the baby, or put the baby in a
high chair, on the table, etc.). Yes, darling,
you can feel everyone getting excited,
right? Do you want to hold the tape or
ribbons for me?

Find Cooperation

Simplify your instructions & Sensory Guidance

3 COGNITIVE HACKS FOR A GUIDANCE YOUR CHILD CAN FOLLOW

- **Your child's brain can't handle negative forms**

The brain focuses on the verb and nouns first, then processes the negation. So, when the brain is distracted or tired, it does not process "Don't".

For example: for "Don't touch that." the brain focuses on touching and the "that"

- **Your child follows what you say, not your intention.**

If you want your child to focus on "going to bed", but you say "No more books after that" or "no more books" - too late, the attention is on the book instead of "going to bed". You meant to prepare and anticipate, but actually you have distracted your child from what he should do. Focus your attention on what the child "should/can do" instead of what he "should/cannot do."

For example: "after that we slip into the comfort of your bed".

- **They understand feelings faster than words.**

In other words, tell your child how their body will interact/feel. If you want your child to fall asleep, don't say "go to sleep", but "Put your head in the pillow. Place your hand on the mattress, Close your eyes, Hold a teddy bear against your chest" etc. Break the process down into smaller steps and use sensory input to guide your child, as much as necessary.

Politeness & Consent

When it comes to teaching politeness during family gatherings, it's important to keep consent in mind. Children can absolutely be polite and acknowledge others without kisses or hugs. There are plenty of ways to guide them in social and living together manners. If this is new for your family, just say out loud what your child is doing (to greet, thank, apologise, etc.) to help others understand the gesture, and follow along.

"How would you like us to greet everyone?" "Do you want to give a kiss, or do you want to wave?" "Oh yes, I saw you offered your cheek."
"Yeah, I saw that, you thank with your smile!"

GREETING

- Give a kiss
- Send a kiss
- Wave of the hand
- Saying "Hello"
- Offer your cheek
- Shake hands

THANKING

- Look into the eyes with a big smile
- Give a hug
- Say "Thank you"
- Show the other person it makes us so happy

ASK FOR FORGIVENESS

- Place a hand (gentle touch)
- Blow a kiss
- Look into the eyes
- Embarrassed, mournful expression
- Get curious about the hurt one



The Village

The personality test for the loving aunties and other people loving your kids to find the activities where their super power lays in for their nephews/nieces.

What's your Super Power?

What if some of the moments you consider “mistakes” were actually good for your child?

Every approach your child is exposed to — whether it comes from other adults or simply a different version of you (tired, distracted, playful, calm...) — carries its own interesting resource for his needs and growth. Some moments bring softness, some bring structure, some bring creativity, some bring mental relief, etc. And your child will grow taking the best from each of these.

And then there are the situations that feel trickier — like the loving auntie who always does things differently from you. You're not fully comfortable with her way, but you can't quite explain, rationally, what exactly is wrong. This exercise is here to help you understand these polarised approaches: to see what they each bring, and help you decide when you're okay to offer flexibility, or to recognise the moments when a limit is truly needed.

This test will help you better understand the parenting style involved and the strengths that come with it for your child : What resources your child is exposed to?

Questions :



Replace “your child” as needed with :
• her niece
• his grand-son
• the child you love

1. Your child falls and hurts himself. What do you do first?

- A. I take him in my arms to console him.
- C. I'll assess the situation, monitoring during the day, and quick text to my Paediatrician friend.
- D. I will teach him how to pay more attention next time.

2. What is your favorite quality time with your child?

- A. Playing games together.
- B. Reading stories
- G. Showing them how we love dancing with his mum/dad

3. Your kid is upset and frustrated with a toy. What do you do?

- B. I sit with him, ask what's wrong and offer to play together
- D. I help him find a solution and teach him patience and problem-solving
- E. I talk about their feeling, sharing that I can feel frustrated too sometimes and offer emotional support.

4. What makes you most proud as a parent?

- E. My child's progress and achievements.
- F. Being able to provide for my family.
- C. I like to hear that my child seems happy and well.

5. How do you react when your child disobeys?

- D. I will help my kid to understand the repercussions of his actions.
- E. I share the story with a friend or colleague to seek advice or another point of view.
- G. I discuss with the other parent to decide on a common approach.

What's your Super Power?

6. Your child has trouble falling asleep. What are you doing?

- A. I hold him in my arms, as much as he needs.
- C. I make sure I take time to add a massage to our routine, to help him relax.
- E. I use my commute to look up to Google about his sleeping problems.

7. Complete this statement: When days get tough, I hold onto the fact that regardless of the circumstances, I remain his dedicated and loving person because:

- B. I take my kid to discover new things.
- C. I take care of his daily needs.
- F. I create a stable environment at home.

8. Your child is curious about a dangerous object. What are you doing?

- D. I explain to him why he should not touch it.
- F. I store the object out of its reach.
- B. I explore the dangerous object with my child, showing them how to handle it safely.

9. What role you like to hold in meal preparation?

- C. I prepare and give the meal.
- F. I do the grocery shopping
- G. I plan meals with the other parent.

10. How do you feel when you are separated from your child?

- A. I call to say goodnight to the baby and have a funny face contest with the older one.
- E. I look at photos of my child on my phone.
- G. I text the other parent to make sure everything is okay.

11. Your child misbehaves. How do you handle it?

- D. I explain to him why what he did is not allowed and ensure he understands why it should be taken seriously
- F. I repair the damage.
- G. I discuss with the other parent to prevent this from happening again.

12. How do you share parental responsibilities?

- F. I take care of household chores.
- G. We divide tasks equally with the other parent.
- A. I spend quality time with my child.

13. How do you prepare your child for their first day of school?

- B. I read books to him about school.
- C. I prepare his backpack with everything he will need.
- E. Nothing special, it just makes me think about how he grew up and the challenges he will face.

14. Your child wants to learn a new skill. How do you react?

- A. I actively encourage and support it.
- D. I set goals and rules for learning.
- B. I find resources for him so he can learn on his own.

This test 'What's your Super Power?' is inspired by the findings of a Quebec study revealed in the book 'Devenir et être père' by Francine de Montigny, Christine Gervais, and Pascale de Montigny Gauthier.

Results :

Majority of A The Bonding One

The one in interaction: You have gestures and words that reassure and encourage your child. Communication, signs of affection, physical games and support for autonomy are important to you.

Typical things you would do :

- Take the time to talk with your child, to listen to him, to smile at him.
- Take your child in your arms.
- Play with him
- Have friendly fights.
- Tickle your child.
- Comfort him
- Sing songs

Majority of B

The One who Opens up to the world

You offer activities and gestures which lead your child to discover the world around him.

Typical things you would do :

- Read stories.
- Visit a museum together.
- Talk about school, about his friends.
- Share stories about your work.
- Answer your kid's questions.

Majority of C The Caring One

You actively anticipate daily care and ensure the well-being of your child.

Typical things you would do :

- Dress your child.
- Give the bath.
- Massage sessions
- Be in charge of feeding
- Go to the doctor and medical appointment

Majority of D The Guiding One

You embody the essence of structure and guidance within the family. You are the steadfast presence that establishes a sense of security and order to make your child's life easier.

Typical things you would do :

- Setting clear and reasonable rules
- Fostering Respect
- Instil values of kindness, responsibility, and empathy.
- Provides a nurturing and predictable environment
- Encourage problem-solving skills

Majority of E The Proud One

You spontaneously thinks of your child when you are not together, revealing the importance of your relationship or the genuine pleasure to be a dad.

Typical things you would do :

- Look at photos of your child.
- Talk about your child to your friends, your colleagues, tell anecdotes about him.
- Remembering your kid when he was younger.
- Thinking about your child in his absence, looking for solutions to the problems he is experiencing.

Majority of F The Responsible One

Your tasks and the responsibilities you take ensure the well-being of the child and the family.

Typical things you would do :

- Work to provide financial and material resources to your family.
- Participate in domestic chores (cooking, washing) to promote your child's well-being.
- Build or renovate your family home.

Majority of G The Teammate One

You collaborate with your partner for the well-being of his children and share family responsibilities.

Typical things you would do :

- Engage in family management.
- Respect your partner's opinion and negotiate in a way that avoids conflicts between co-parents*
- Keep your child away from conflicts he may have with any co-parent*.
- In the event of conflict, maintain communication with the co-parent for the well-being of your child.
- Demonstrate esteem for the commitment of the other co-parent

* Co-parent is the other parent, the grandparent, the aunties, anybody else co-responsible in your kid's life

Partner Team

Prepare your couple to
feel seen, heard, and safe
– taking care of each other
and building a solid parental team
ready for family gathering surprises.

Family Reunions

Getting ready for family gathering that feels good

The same event can be experienced very differently from one partner to another, and in particular family gatherings can have a very specific impact on each individual.

01. Discuss and be clear about the impact (social, emotional, etc.) these family gatherings have on you, your partner, and your child.

02. Are there topics that are triggering for one of you? Be mindful and sensitive with your partner when these topics come up.

03. Does either of you need regular check-ins? If so, in what form? (eye contact, physical touch, etc.)

04. Decide who will be in charge of checking on the kids at different times. Clarify when supervision is needed and when it isn't. Also consider moments when you might both be needed simultaneously.

05. Prepare to work as a team: Decide how long you will stay. Agree on your priorities, the rules you will stick to, and those you are willing to relax.



How can we Take Care of You?

Inspired from the 5 Love Languages by Gary Chapman.

Take the test to develop relational intelligence with your family, your partner, within your circle of friends... To get to know yourself, better understand each other, learn how to take care of one another, support each other, and bring mutual joy, or repair when needed.

Tell us what would be the most important for you between the 14 paires of options you have:

1

D, I like when someone tells me they love me.
C, it is important for me to receive a gift for my birthday.

2

B, I like one-on-one moments with the people who matter to me.
D, it touches me when someone helps me to make life easier.

3

B, I like quiet walks with friends or those who are dear to me.
C, I love when we exchange gifts with my loved ones.

4

C, I feel special when I receive a gift from someone I love or admire.
B, I like going on vacation with my friends or loved ones.

5

E, I am the kind of person who likes holding an arm while going for a walk.
C, symbolic gifts of love matter a lot to me.

6

A, I feel appreciated when people compliment me.
E, I like being seated near people I appreciate their presence.

7

A, I like when people tell me I am attractive, handsome or beautiful.
D, I appreciate the many things the people I love do for me.

8

D, I know I matter to someone if they help me.
B, I love organizing and taking part in activities with the people I love.

9

A, I like when people say kind things to me.
D, when someone does something for me it matters more than what they say.

10

E, I think that tactile gestures are proofs of sincere connection.
A, I give importance to congratulations and try to avoid criticism.

11

C, several small gifts are more precious to me than one big gift.
B, I feel close to someone when we share discussions together.

12

E, I feel closer to my friends and loved ones when they are tactile.
A, I like when people notice and compliment me on my accomplishments.

13

D, I am moved when someone does for me something they would not usually do.
E, I feel very connected to people when they touch me in passing.

14

E, the dream would be not a single day without a hug.
A, the dream would be not a single day without sweet words.

How can we Take Care of You?

Inspired from the 5 Love Languages by Gary Chapman.

Calculate the total of each letter: this will give you the order of importance of the 5 ways of taking care of yourself. Use the examples from the test to give the other concrete ideas to better support and spoil you on a daily basis.

A: _____

A

WORDS OF
AFFIRMATION

B: _____

B

QUALITY
TIME

C: _____

C

RECEIVING
GIFTS

D: _____

D

ACTS OF
SERVICE

E: _____

E

PHYSICAL
TOUCH

Food for thought: The people who matter to you may speak a different language than you do. It's important for both you and them to know each other's language in order to best express your affection and support. It is not always easy or natural, it might require a little mental gymnastics, but it is a beautiful proof of the commitment we have toward one another.

Every time you speak each other's language, your emotional tanks fill up, allowing you to feel more 'connected' to each other.

The Comment

Family gatherings can spark incredible tension from comments.

By spotting what's behind them, understanding your own reactions, and finding the twist, you learn to move through the tension, find peace, and strengthen the bond between you.

I'm part of the Team

What make us feel part of a team work? What make us feel included?

Because there is a difference between, being included, and feel part of a team. This is when using words, saying it out loud, is very different than feeling it in our body, having access to the relief feeling that we are expecting from it, the reassurance from it, the actually feeling of it.

When we want to build our sense of being a team, to be someone others can rely on or when we want to make someone feel they truly belong to the team.

I am thinking when parenting has been hard on the couple, and one and/or the other need to feel being part a team work. But I am thinking also of a child welcoming a sibling, and questioning their place, relationship and role in the family.

Investigating **these 4 pillars** can help make the feeling emerge, make the feeling less subtle but louder and see what are the words, attention and work that need to be confluence at :

PILLAR 2

PILLAR 1

Trust

- Do you have my back ?
- Can I rely on you?
- Can I disagree with you without having to face the consequences ?
- Are you here for me ?

Belonging

- Am i part of the system?
- I am taken into account when i am not here?

PILLAR 3

Recognition

- Am I valued ?
- Are my contribution valued?

PILLAR 4

Collective Resilience

When there is a crisis,
Can we come together and tap into the
collective ressources to help us deal with the
crisis rather than to fracture and fragment ?

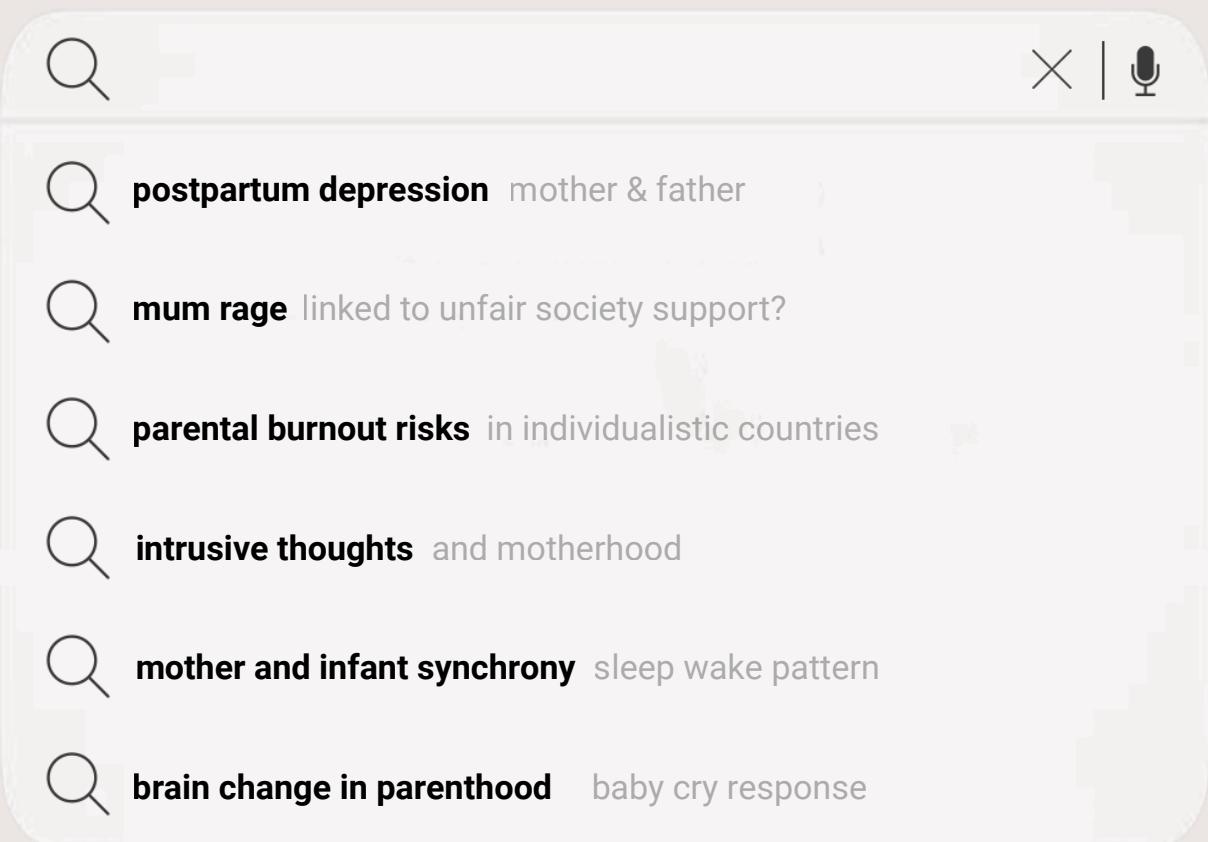
Curious about (the new) me

An understanding about myself to team-make better together

A list of topics to look into, so these experiences can be taken seriously and fully considered in the way we support parents – and in the way parents learn to build, reach for, and rely on their support system in a way that is realistic to the true reality of being a parent.

These are the things I wish were better known: so parents who go through them don't have to experience it alone, hidden, or in fear that they are facing something deeply wrong inside themselves. So they no longer feel ashamed in silence, or believe unfairly that they are "just" being dramatic, lacking emotional control, organisation, or trust in themselves.

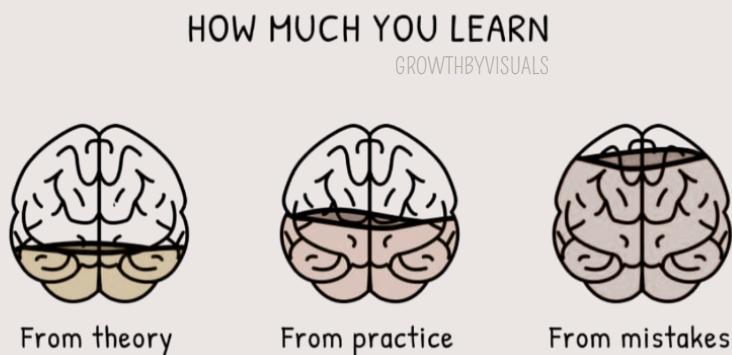
THINGS I WISH PARENTS HEARD SOONER – TO FIND THE RIGHT SUPPORT IN TIME



The Importance of Making Mistakes

How to repair them and use them to strengthen and enrich our relationships.

Theory gives us the steps to follow. Practice helps us bring them to life in our daily routines. And mistakes allow us to learn and adapt the rules to who we are.



Let's not be afraid to make mistakes and to learn what to do with them. They bring us closer and allow us to truly meet one another (ourselves and the other person), as long as we know how to reconcile.

To do this, there are five key elements that help us apologise, reconnect, or regain someone's trust. Each person is receptive to different combinations – time to stretch your mental muscles!

- a. **Expressing regret**, which focuses on emotions and verbal apologies
- b. **Taking ownership**, meaning recognizing your responsibility and admitting your faults
- c. **Making repair**, which means offering compensatory actions to make things right
- d. **Sincerely repenting**, which means showing that you've made a plan to initiate change
- e. **Requesting forgiveness**, which means explicitly asking the other person for forgiveness, while giving them the space and freedom to accept or not

The Loving Auntie Academy

A little growing community for those want to become that kind of auntie or uncle who really makes a difference.

What we want is:

- a better understanding of children,
- so we can better support their parents,
- and take some pressure off their shoulders.

Every week we go through:

1. one question to think about things differently,
2. the mini-guide to deep dive into it,
3. the first step to get started with a simple poll.

[Click HERE to Join](#)

+ 200 CONTENTS (english & french)

