



PARENTS MANUAL

APRIL 2020

P1-P3

WEEK 3

Parents Manual – Ready for Anything Term 3 2020.

Dear Parents,

Given the school closures I thought the best way to make sure that Ready for Anything continues to be delivered to pupils is to provide you with the information and resources you need to run a version of the programme in your homes. Usually classes are one hour a week but I am aiming for about 30-40 minutes of activities per week in order to encourage as much discussion about the topic being covered between you and your children. Additionally, I will be providing resources and links to make a calm down kit with your child/children at home which will take time also. I will do my best to ensure that the activities and calm down kit items can be made from things you have at home to avoid the need for any unnecessary trips to the shops. Just store the calm down kit in a shoebox or basket. If you don't have a printer at home, don't worry, the resources necessary for all activities chosen can be opened online and are simple enough to copy out onto a blank page and complete. Where this isn't possible, I will suggest no printer alternatives. The areas we will be covering over the ten weeks are –

Week 1.	Who I am and What is Important to Me
Week 2.	Important People in My Life and the Roles I Play
Week 3.	Emotional Recognition
Week 4.	Emotional Control including Coping Strategies
Week 5.	Confidence
Week 6.	My Future Self and Making Mistakes
Week 7.	Friendship
Week 8.	Decision Making and Integrity
Week 9.	Gratitude
Week 10.	Kindness

Resources and the manual for each week will be uploaded every Friday at noon in the hope that you will get a chance to do them over the weekend (when the school work is finished). Links will be provided from Ready for Anything's Facebook and Twitter accounts – **Facebook:** Ready4Anything **Twitter:** @RFA_Belfast

If you decide to do Ready for Anything with your children at home – please let us know how it is going and if there is anything we can help with. Photos and comments can be put on our Facebook Page and I can be contacted by e-mail – natalie@ready4anything.org We have received excellent feedback at previous family workshops from parents who have taken part in the programme with their children. Where possible we would encourage you to complete the activities as well and discuss your thoughts with your children. Games should be played with children as a group where possible or if you have one child, play them with your child and please take part yourself! I really hope you enjoy the Programme and find it a useful resource to get us through this crazy time and to strengthen your children's resilience skills.

Natalie Whelehan
Director

This content manual is the property of Ready for Anything Ltd. Please use it to do the programme with your children and get some good out of it at this time. Please do not use the manual for any other purpose other than the reason it was shared. If you want to use anything in it for another purpose, please contact me beforehand. Please enjoy...

Workshop 3 – Emotional Recognition

Workshop Aim – To recognise emotions (with younger children use ‘feelings’ rather than emotions). Through:

- Naming emotions / feelings.
- Explaining how feelings make the body feel – physical responses and reactions.
- Visualising, acting and copying how we can tell how someone is feeling by how feelings make the face appear.

Recap and introduction

Last week we looked at how the roles that we play in our lives and the important people in our lives. Today we are going to look at feelings. Begin by saying that we all have lots of different feelings each day. We might be happy that there is no school and we can watch a bit more TV than usual but also sad that we can't go to the park or angry when we are asked to tidy our rooms etc. Try to use examples of different feelings that they have felt over the last few days. Be clear with your child/children that some of these feelings make us feel good and some might make us feel bad, but all feelings are important and its OK to feel lots of different feelings – everyone does.

Happy Face Happy Face

Aim - To reinforce emotional recognition and understand how different feelings appear.

Resources – A few blank pages, a pen or markers and space.

Before starting the game, draw a few faces showing different feelings (one to a page) – a happy face, a sad face, an angry face, a proud face, an excited face, a scared face etc. When you have done this ask your child/children to join you and play the game. Explain that you are going to show them some faces showing different feelings and you want them to show you their face which matches the feeling when you show each one. Hold up the first page with the happy face on it and say - Happy face, happy face, what do you see? I see a happy face looking at me. Let me see your happy face. Put up next face Sad and continue – Sad face, Sad face, what do you see? I see a sad face looking at me. Let me see your sad face. Angry face, angry face, what do you see? I see an angry face looking at me. Let me see your angry face. Continue till you have shown all the faces and your child/children have shown you what they look like when they have that feeling.

When the game is finished ask your child/children how do we know when someone is feeling certain things? Encourage a discussion about what different faces look like when people have different feelings.

Playdoh Emotions

Aim - To encourage emotional recognition.

Resources – Playdoh (we made some last week which should be in the calm down kit – the recipe is in the week 2 parent manual or use shop bought if you have some), a mirror and a wipeable area like a table or mat to play with the playdough.

Ask your child/children to take some playdough and explain that you want them to use the playdoh to make a face which matches a feeling that you are going to call out. Encourage the children to think about what the faces should look like by looking in the mirror, making the face that goes with that feeling and copying it using the playdough.

As your child/children are doing this activity ask them if for some examples of times that they have or might feel this way.

If you don't have any playdough or plasticine to do this activity you can do the Guess the Feeling Activity in this week's P3-P7 Manual

I Spy Emotions

Aim – To continue learning to recognise emotions and how they make the body feel and appear while having fun.

Resources – Emotions Commands and Space

This works best when you have more than one child playing it so where possible, if there are other people in your home, please get them to join in (alternative activity below if there is just you and one child). Make sure everyone can see each other. Whisper an emotion to each person act out – happy, sad, angry, proud, scared, worried, embarrassed, excited, calm etc. Tell them to keep it secret and when you say 'Go' ask everyone to act out the emotion they have been given. You then say "I Spy With My Little Eye someone who is feeling..." - name one of the emotions you have given out. Ask everyone to look around and guess who is acting out that feeling. Continue till all emotions have been guessed.

***Alternative activity where it is just you and your child – have a look through some old magazines and newspapers and ask your child to guess what some of the people pictured are feeling based on how they look in the pictures. Ask your child to change how the person might be feeling using a pen to draw on additional features to the pictures e.g. a big wide smile, angry eyebrows, red cheeks, tears etc. (Colour in a few teeth and draw a few moustaches for a bit of extra fun!)

After each emotion has been guessed or pictures defaced, depending on which activity you are doing, ask for examples of times your child/children might feel that feeling or when they have felt that feeling. Try to encourage a discussion about how

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each feeling makes your body look and feel e.g. happy – light and free, you might be smiling and relaxed, sad – like crying, shaky and upset, angry – body tense and hot, teeth and fists clenched, eyebrows drawn together, proud – smiling, shoulders up and back with chest out, head held high, scared – body tense, eyes wide, eyebrows raised, feeling unsure about what is happening or coming next, worried – body tense, eyebrows furrowed, biting nails, feeling concerned about what is happening or coming next, embarrassed – teeth clenched, body may feel upset and hot, face might be red, trying to make body as small as possible and little/no eye contact, excited – eyes closed, arms up, stomach may feel full of butterflies, big smile, calm – slight smile, body relaxed and feeling chilled.

Our song

As above

Calm Down Kit

Aim – To create a box of calming activities and items which can be stored and referred to by your child/children when needed.

Resources – A shoebox or basket to store the calm down kit and somewhere quiet in the home to put it.

Activity 3 – Calming Playlist

We are going to make a calming music playlist. Ask your child/children to come up with as many songs that they love and make them feel great. If you are having difficulty thinking of songs to include, do a search on the internet for uplifting songs for children or positive children's playlist. Allow your child to choose a number of songs that they want to include on their playlist. This activity can be done in a number of ways – you can use any Mp3 player that you have at home or your child can create a playlist of their own on any music sharing site that you subscribe to (many of these offer one month free trials – have a look online) or you can download free software to make a music playlist and store it on a tablet, laptop or phone. It may not be possible to have these in the calm down kit all the time but try to make them available if your child wants to listen to their playlist. If you have a spare set of headphones, put these in also.

Don't forget the snacks! Ask your child what snacks they would like to put in their calm down kit. Put a few of their favourite snacks in (sealed in a lunch box or food bag) to encourage your children to take a break, retreat to their quiet corner, have a snack and use the calming items in their calm down kit when emotions are running high.