



PARENTS MANUAL

APRIL 2020

P4-P7

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 it’s OK to feel lots of different feelings – everyone does.

How Do I Feel?

Aim – To encourage emotional recognition.

Resources – Guess the Feeling Worksheets (below) and Colouring Pens / Pencils

Explain that some feelings make us feel good. These are positive emotions like when we are happy, calm, excited, joyful and relaxed. Some make us feel miserable or upset like when we are frightened, sad, unhappy or angry. 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.

Give an example – Once when I went to the beach with my family. I was so excited and happy. My body felt free and light and I was laughing and having fun. Another time I felt disappointed and angry because I couldn’t go to my friend’s party. My body felt tense, I was not relaxed or calm and my heart was beating fast. I felt like I was going to cry.

Ask your child/children to think about how they are feeling now and other times that they have felt certain feelings. Tell them you are setting them a challenge of drawing a face which shows a feeling. Print off and give out a few of the ‘Guess the Feeling’ Resource pages if you have a printer, if not draw a few blank faces on some paper

and ask your child/children to use these instead. Tell them that when they have finished their picture, you (and anyone else playing) are going to guess which feeling they have drawn. Ask them to try to think about the whole range of feelings and to draw ones that might not be very easy to guess. When your child/children draw their face, ask anyone playing to guess the feeling. The people guessing can get clues if they need them by asking questions and receiving yes or no answers e.g. Would I feel this way if I won a race? Is this a good feeling? etc. They can write the feeling on their page when it has been correctly guessed.

When each feeling has been guessed successfully ask your child/children if anyone would like to share a time when they have felt any of the feelings.

There is a playdough emotions activity in this week's junior (P1-P3) manual which lots of children (and adults) enjoy regardless of their age – check it out if you think playdough feelings activities is something your child might enjoy

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 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

Sing the positive song you have chosen to end the sessions with or play it on your phone and ask the children to do the actions they think go with the song – clapping, dancing, or other movements. Encourage them to dance, sing and march around while the song is playing to show you that no matter what happens in life they keep moving forward – a verse and chorus is usually long enough.

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.

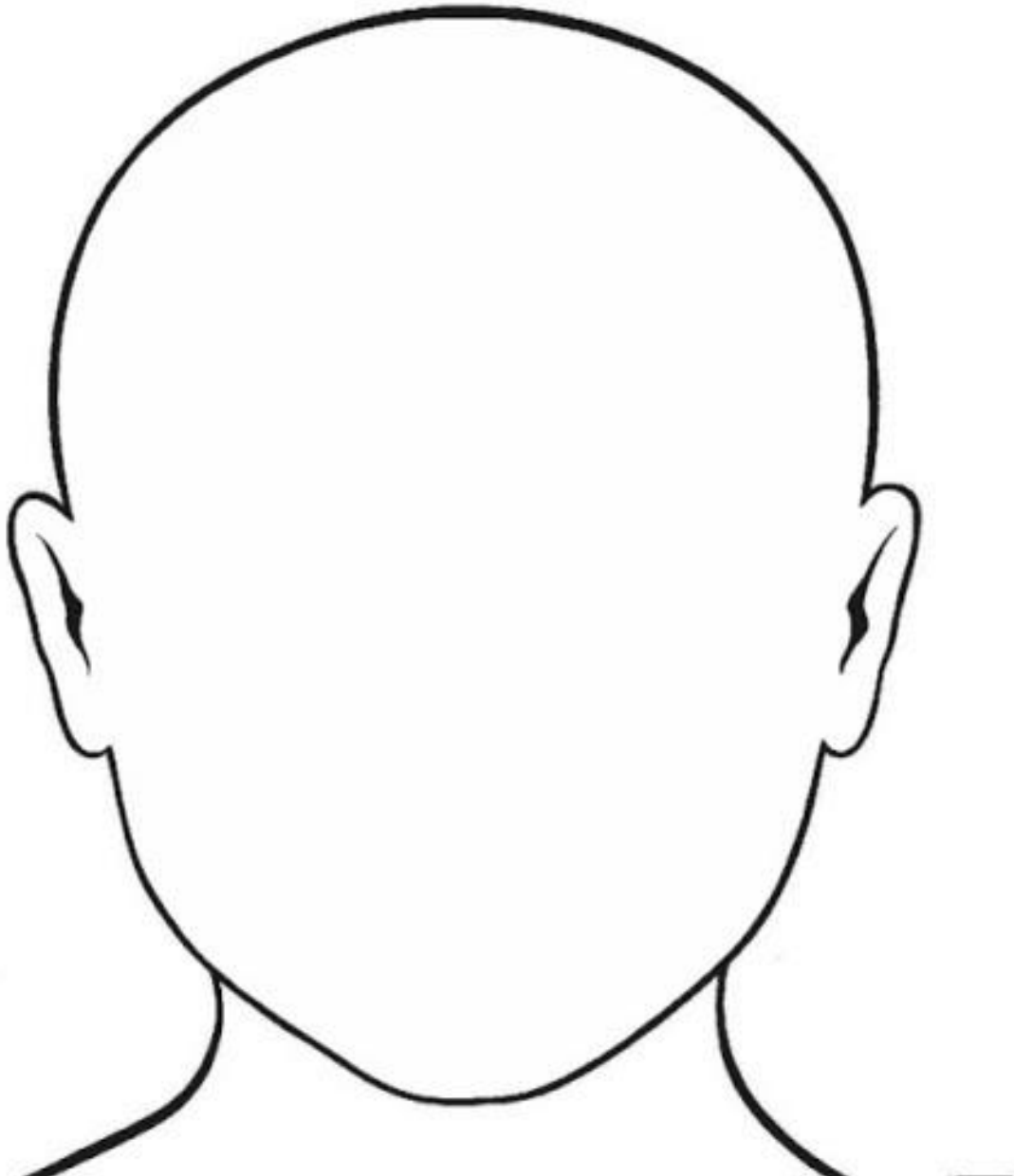
Activity 3 – Calming Playlist

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.

Guess the Feeling

Draw a face on the blank below which shows a feeling. Don't tell anyone what the feeling is and don't make it too easy. When you have drawn it, ask your family members to guess the feeling you have drawn. Give clues if they need them by answering yes or no to questions. After it has been guessed correctly, write the feeling at the bottom of the page.



The feeling is..... _____