



PARENTS MANUAL

APRIL 2020

P4-P7

WEEK 2

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 –

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| 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 2 – My Life and Important People in My Life

Workshop Aim – To get to know about the important people in your lives. Through -

- Giving children a chance to reflect on how they define themselves and what roles they play in life.
- Exploring the children's support systems - encouraging respect and understanding of different family members and support structures.

Recap and introduction

Last week we looked at how our names are unique and some of the things that are important to us. Today we are going to do some things about ourselves, our friends and families. We are also going to have some fun.

How People See Me / Roles I Play Role Play

Aim - To give participants a chance to reflect on how they define themselves and what roles they play in their lives.

Resources – Space.

Explain to the children that we all play different roles in our lives. By this I mean that you may just think of yourself as just you but each person in your life sees you differently and you all play different roles in each relationship you have. To your Mum and Dad you are a daughter or a son, to your brother or sisters, you are a brother or sister, to your grandparents you are a grandson or granddaughter, in school you are a school pupil, here you are a member of a club, to your friends you are a friend – you might also be a member of a team. Ask the group - Is anyone a member of a team? Is anyone a member of a church or Rainbows or Squirrels? You also might see yourself in different ways depending on things you enjoy doing – if you like playing football you might think of yourself as a footballer or if you like dancing or gaming you might see yourself as a dancer or a gamer or if you like art or singing you might think of yourself as an artist or a singer. Encourage a discussion about this.

Read the following Ready for Anything poem -

What they see

My mummy thinks I'm smashing,

My dad thinks I am great,

My sister gets annoyed at me

for eating off her plate
 My Dad says I'm his sunshine
 My cousin thinks I'm fun
 My brother says I drive him nuts
 I am granny's number 1,
 My teacher says I'm clever,
 My best friend and I rule,
 We have such fun and laugh and run
 She/he thinks I'm super cool
 I have people all around me,
 Who do believe in me
 I have love that just surrounds me
 And I am so glad to be me

Explain that this poem is about how the people who are important in our lives see us and the different roles that we all play. Ask the children to think about all of the roles in the poem and the ones we talked about. Ask each child to choose one role that they play that is important to them. Tell them not to tell anyone what role they have chosen. If they cannot think of a role allocate each child a role – try to agree on one that the child has. Make suggestions to the group of the following roles that they could chose when they are thinking about which role to play - a footballer, a you tuber, a member of Brownies, a swimmer, a school pupil, a gamer, a good friend, a baker, an artist, a gardener, a singer, a gymnast, a boxer etc.

Explain that you want your child/children to act out one of the roles that they play in their lives that they are proud of. Explain that you will time each child acting out their role and when you say 'time is up' (30 seconds or so) anyone playing (just you if its just the two of you) need to guess the role they were acting out or the actor needs to tell what the role they were acting out is. They can answer yes or no to questions in order to help with guesses. Allow as many turns as your children want.

Ask the children to explain the roles they chose to act out and why they chose the ones they did.

Ask: How did it feel to think about how people in your lives see you?
 Are you surprised that there are so many people who see you – just one person – in so many different ways.
 What do you think makes people see us in certain ways?
 Did this exercise tell you anything about yourself?

The Important People in My Life

Aim - To explore the children's support systems. To encourage respect and understanding of different family members and support structures.

Resources – 'My Important People' resource sheet, voice recording phone or device (if not – pen and paper!), and colouring in pens/pencils etc.

Discuss the importance of having good relationships with people who matter to you. Explain that having people who we can rely on to provide us with protection and support is really important. Give out the resource sheet or just use a blank page if you don't have a printer. Ask each child/children to think about people in their lives who matter to them and believe in them. Tell the children you want them to draw the faces or write the names of people who really matter to them and have helped them grow into the person they are today. Ask the children to also (if they can write comfortably) describe each person drawn in 3 words and include these beside each person. Encourage a discussion about each person your child is including in their portrait.

Ask your child if they would be happy to take part in an Important People Interview. Record your child using your phone or other device answering 2 questions about each person in the portrait; Start the Interview by saying the name of each person and the name of the child. 1. What do you like best about that person 2. The best memory you have to time you spent with that person. Write these down or record their answers and phone or text the thing that your child likes best about the important people in their lives to these people (also send a picture of their drawing). How lovely for grandparents and others just now!

When this activity is complete ask the following questions –

What did you like about doing this activity?

Is it important to talk about who matters in our lives?

Are we lucky to have so many people in our lives who love us and are there for us?

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 2 – Playdoh

For this activity you need a few things that I really hope we all have at home. My sincere apologies if not. Just add any kind of shop bought dough or plasticine you have at home. We have always wanted to have the time to do this so let's do it with our kids!

Homemade Playdough

Recipe makes 1 coloured ball

You will need

- 8 tbsp plain flour
- 2 tbsp table salt
- 60ml warm water
- food colouring (optional)
- 1 tbsp vegetable oil

Method

1. Mix the flour and salt in a large bowl. In a separate bowl mix together the water, a few drops of food colouring and the oil.
2. Pour the coloured water into the flour mix and bring together with a spoon.
3. Dust a work surface with a little flour and turn out the dough. Knead together for a few minutes to form a smooth, pliable dough. If you want a more intense colour you can work in a few extra drops of food colouring.
4. Store in a plastic sandwich bag (squeeze out the air) or in a plastic box with a lid in the Calm Down Kit to keep it fresh. Scale up the recipe for more balls and split up when adding water, oil and food colouring mix for different coloured balls.
5. Play with home made playdoh! Its good fun and calming as it's so tactile – that's what we are after!

Print off some positive message colouring in sheets, Do a colouring in sheets search on Google – search suggestions I am Kind, I am Brave, Love, Positive Things. If you do not have a printer, put some colouring in books that haven't been filled into the Calm Down box. Add markers / colouring in pencils / crayons if you have some.

DRAW THE FACES OF THE IMPORTANT PEOPLE IN YOUR LIFE
AND WRITE 3 WORDS AROUND THEM TO DESCRIBE THEM



MY IMPORTANT PEOPLE



READY
ANYTHING