



PARENTS MANUAL

MAY 2020

P1-P3

WEEK 7

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 7 – Friendship

Workshop Aim – To explore meaningful relationships outside of our immediate family and the important connections in our lives. Through -

- Learning about friendship, empathy and how to be a good friend.
- Connecting with our friends at a time of social distance.

Recap and introduction

Last week we talked about our future selves and how important it is to make mistakes in order to learn new things. Today we are going to look at some very important relationships in our lives – our friends. We want to think about what we look for in a good friend and how we can be a good friend. We will also have some fun.

Connection as this time is vitally important – especially with everyone being socially isolated from each other. I want to make this week as useful as possible in terms of connecting with our friends and letting them know that we care.

The Very Best Friends

Aim – To consider the qualities that we look for in a friend.

Resources – Space for children (or anyone playing) to stand or sit in a circle and ball. This game can be played outside with a football or inside with a soft ball.

Ask your child / children to stand in a circle and explain that you are going to play a game where we think about the things that we look for in a really good friend. Explain that you are going to throw the ball and every time anyone catches the ball you want them to answer the question, “The very best friends are ones who are...” and choose a quality or something that they look for in a good friend. You begin the game by saying an important quality you look for in a good friend, e.g. “The very best friends are the ones who are... caring”.

When a quality is suggested ask your child / children if they think they have that quality e.g. do you think you are a caring friend?

Ask your child / children for an example of them showing that quality e.g. can you give me an example of a time you were a caring friend?

Also ask if there is anything that your child / children could do to show this quality more often to their friends e.g. what do you think you could do to be a more caring friend?

Give each player a few turns to get them to think about as many important qualities as possible that they look for in a good friend. Take a few turns yourself also.

When the game has finished ask your child / children if they were surprised by some of the qualities that everyone thought were the most important.

What Would A Good Friend Do?

Aim – To think about the actions of a good friend, to spot behaviour which we would consider to be unfriendly and to think about what we should do when a friend is displaying unfriendly behaviour towards us.

Resources – Space and the list of scenarios (Below, Pages 4-5)

Explain to your child / children that you want to play a game about friendly and unfriendly behaviour. You are going to read out a number of statements and they must give you a thumbs up if they think what you are describing is friendly behaviour or a thumbs down if what they think what you are describing is unfriendly behaviour. Explain that we are going to play this game because if they want to be a good friend and have good friends around them, they need to know what friendly and unfriendly behaviour is. This will help to make sure that they always behave in a friendly way towards everyone and to make sure that when someone isn't being very nice to them that they can spot it and ask them to stop or speak to a trusted adult about it.

Read out the statements and ask your child / children to give you a thumbs up if they think you are describing friendly behaviour or thumbs down if they think what you have read is unfriendly behaviour after each one. Allow time for discussion if the children want to raise any issues. For each 'unfriendly behaviour' statement ask your child / children what they would do when someone treats them in this way – encourage your child / children to say stop and say that is not how a friend behaves. Ask why after reading each statement and encourage the children to explain how being treated in this way would make them feel.

- Isaac laughed at his friend when he made a mistake.
- Anna offered to help her friend with her homework.
- Harry wouldn't let Lewis have a turn with the ball.
- Steve didn't turn up to the park to play with his friend as planned.

- Mary crumpled up her friends painting when no-one was looking.
- Danni shared her chocolate with her friend at lunchtime.
- John waited with his friend so that they could get the bus home together.
- Sara walked right past her friend as if she wasn't even there.
- Evie felt bad after she made a mistake and said sorry to her friend.
- Ben tried to cheer his friend up when he noticed that he looked sad.

End this game with a discussion about what to do when someone is being unfriendly to your child / children and ask them what they would do and who would they speak to if someone was making them feel bad and being unfriendly toward them. Ensure that you make your child / children aware of who they can talk to if they feel bad because of unfriendly behaviour – parents, siblings, aunts, uncles, teachers, classroom assistants, Granny, Grandad (choose relevant people to your family circumstances).

Staying Connected

Aim – To reach out to our friends and family that we have not been able to see for a while to remind the important people in our lives that we miss them and value their friendship.

Resources – Friend postcards (Below, Pages 8 – 11 printed on white card if possible), scissors and writing / drawing materials, stickers (if you have any) postage stamps if you are posting the cards. If you don't have a printer, encourage your child to make cards for their friends using blank white or coloured paper / card and use the below designs for inspiration.

Explain to your child / children that we are going to write / draw messages for some of our good friends that we miss seeing, just to let them know that we care about them and we can't wait to see them soon. Choose as many of the cards as you like from pages 8-11 below and print them off (or make your own with white or coloured paper / card).

There are eight different designs – 2 to a page and a line in the middle of the page where the card can be cut in two. The last 2 designs allow you to write in the things that you miss most about your friend on the postcard. Encourage your child to write a message to a friend / family member on the blank side of each card like a postcard, do a drawing and put some stickers on if they like. The cards can be posted to people who do not live close by or left safely on the doorstep of friends who do live close by but who your child hasn't been able to see in a while.

This helps your child / children to feel connected to their good friends while still apart and makes the recipients of the cards feel loved. Fab.

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 7 – Friendship Bracelets

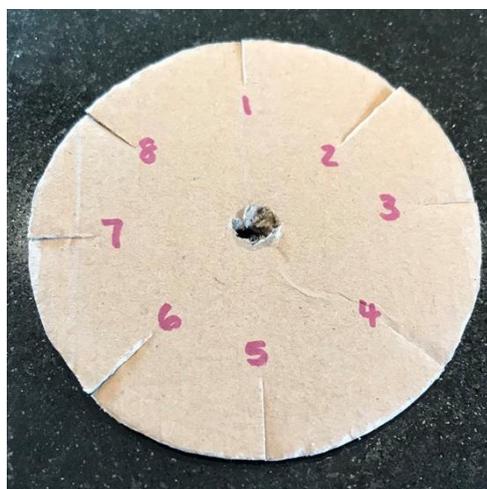
This week we are going to do a calming activity – it takes a while to complete and your child can come back to it and work on it when they need some quiet time.

Resources – Some string and beads (for younger children) or a circle of card and seven 2 foot long pieces of wool / string / embroidery thread, a ruler and scissors.

For very young children, put a number of strings long enough to make a friendship bracelets, with a knot on the end and a box of beads into the calm down box. Encourage your child to make friendship bracelets for their family members or friends using the beads and string. Explain that we make friendship bracelets to show our friends that we value their friendship. Encourage your child to post their friendship bracelets to cousins / grandparents / friends who do not live nearby with one of the postcards from the activity above or leave a postcard and friendship bracelet on their friend’s doorstep for those friends who live close by.

Another way to make friendship bracelets is by using a circle of card or card loom. I have tried to explain what I do for this below but appreciate it sounds quite complicated. Here is a link to photo instructions on how to make this if you can’t make any sense out of mine. <https://www.homemade-gifts-made-easy.com/make-a-friendship-bracelet.html>

Just draw around a tin can on a piece of card and cut it out. Make 8 equal one centimetre cuts around the circle and pierce a hole in the middle of the circle big enough for the seven pieces of wool / thread to go through as demonstrated below.



Choose 7 pieces of wool / thread (2 foot long) and tie them together with a big knot. Slip the wool / threads through the hole in the middle of the cardboard so that the knot is on the backside of it. Place one piece of wool / thread into each of the slits with the rest of it hanging down. There should be one spare slit. Always keep the spare slit facing up (in the 1 position above - move the cardboard each time to do this). Count four slits clockwise from the spare slit (include the spare slit in counting) and take the string in this slit and place it in the spare slit i.e. if your spare slit with no wool / thread in it is at position 1 above, take the wool / thread in slit 4 and place it in slit 1. Move the cardboard circle so that the spare slit is at the top again. Again, take the wool / thread in the South East position (four slits clockwise from the spare slit, counting the spare slit as 1) and place it in the spare slit. Continue doing this and as the bracelet grows pull it gently on the rear (knot) side to give it some room. When the bracelet is long enough to go around a wrist, take off the wool / thread from each slit and pull it out of the card circle by the knot. Make a knot at the unknotted end to secure and make another knot an inch from the end knot. Trim off the ends of the wool/string after the second knot and the push the start knot through the string between the two end knots to fasten.

Explain that we make friendship bracelets to show our friends that we value their friendship. Encourage your child to post their friendship bracelets to cousins / grandparents / friends who do not live nearby with one of the postcards from the activity above or leave a postcard and friendship bracelet on their friend's doorstep for those friends who live close by.

I Miss Your Lovely Face



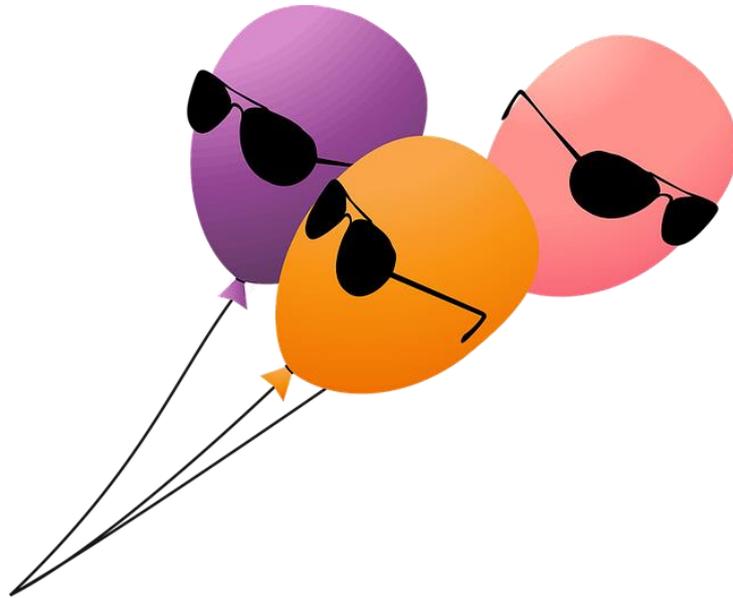
Can't wait to see you soon

I Miss Your Fun and Laughs



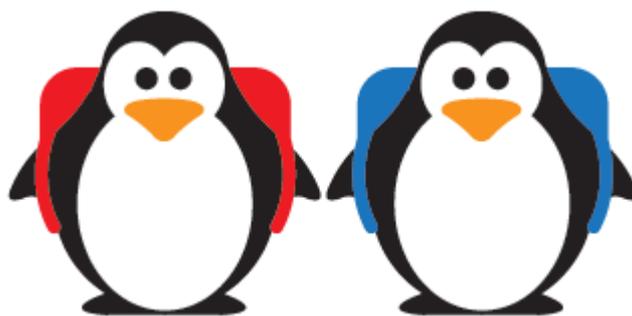
Can't wait to see you soon

I Miss Having Fun with You



Can't Wait to See You Soon

I Miss My Buddy



Can't Wait to See You Soon

You are my best

PAL

Can't wait to see you soon

You are a Great Friend



Can't wait to see you soon

I Miss Your...



Can't wait to see you soon

I Miss Your...

Best Friends!!



Can't wait to see you soon