



PARENTS MANUAL

MAY 2020

P1-P3

WEEK 8

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 8 – Decision Making and Integrity

Workshop Aim – To explore good decision making and the core elements of personality. Through -

- Examining decision making and consider the factors which should be taken account of when making decisions.
- Considering the core aspects of our personalities and how to stay true to ourselves when faced with difficult choices.

Recap and introduction

Last week we talked about friendship. Hopefully you all used the postcards to reconnect with some of your friends or family members who you haven't been able to see for a while. Today we are going to look at decision making, how to make good decisions and how to make sure that we stay true to who we are. We will also have some fun.

Would You Rather

Aim – To play a fun decision making game to get the children thinking about decisions.

Resources – List of questions below.

Explain to the children that we are going to begin by playing a fun decision making game. Start with the youngest player and ask one of the questions below. After each player answers a question open the question out to everyone else playing to see if everyone agrees. Have fun!

Questions

- Would you rather eat a small can of cat food or eat two rotten tomatoes?
- Would you rather be completely bald or covered from head to toe with hair?
- Would you rather always have to skip everywhere or run everywhere?
- Would you rather have hands instead of feet or feet instead of hands?
- Would you rather have a horse's tail or a unicorn horn?
- Would you rather hold a snake or kiss a jellyfish?
- Would you rather have a pig nose or a monkey face?
- Would you rather sit with a resting lion for ten minutes or run across a hungry alligator's back?
- Would you rather have your granny's hairstyle or first name?
- Would you rather drink all your food from a baby bottle or wear visible nappies for the rest of your life?

- Would you rather always talk in rhymes or sing instead of speak?
- Would you rather suffer from spontaneous shouting or unpredictable fainting spells?
- Would you rather wear clown makeup every day for a year or wear a tutu every day for a year?
- Would you rather not be allowed to wash your hands for a month or your hair for a month?
- Would you rather always have a booger in your nose that moves when you breathe in and out or a piece of food stuck between your two front teeth?
- Would you rather have to use a public toilet that is extremely dirty and dark or one that has a snake in it?

Integrity and Friendship

Aim – To learn about showing integrity, practice making tough decisions through determining how right or wrong certain actions are.

Resources – 2 sheets of paper (draw a smiley emoji on one and a sad emoji on the other and blutac), Space and a list of scenarios below.

Stick the happy emoji sheet on one wall in the room you are in and the sad emoji sheet on the opposite side of the room. Ask all players to stand in the middle of the room. Tell your child / children that you are going to read something out, and they must decide how “right” or “wrong” the child’s action is. Explain that when you read each statement, they should stand beside the happy emoji sheet if they think that the action you have read is completely right. Tell them that they should stand by sad emoji sheet if they think that the action is wrong. Explain that the space in between the Right and Wrong is the grey area and if they aren’t sure if something is completely right or wrong, they can stand in the grey area in between.

Read each of the following scenarios in turn -

Ann is playing with a ball in the living room. She knocks over and breaks her Mum’s favourite vase. She knows her Mum will be very cross so she says her brother did it.

Do this after reading out every scenario - Ask the children to move to the place on the continuum where they believe shows how “right” or “wrong” Ann’s action is. Tell them that they can change their mind about where they stand at any stage. Ask each player in turn to give reasons as to they have chosen where they are standing. Comment if anyone changes paces based on what other players give their reasons. Please ignore where any child chooses something you believe to be morally questionable. This is a fun game and try to make it as fun as possible, the purpose of which is to get your child to think about how we make tough decisions. The learning is in the questions at the end with this one.

John has lost his pencil. He thinks, “Mary has lots of pencils. I’ll just take one of hers,” so he takes a pencil out of Mary’s desk without asking.

Jane really wants a bun but she ate hers already. She knows her brother is saving his to eat later but she wants it so she eats his.

Jack’s brother is really annoying him. Jack thinks that his brother is trying to annoy him on purpose so he hits his brother.

Your Mum has had her hair cut and she asks you if you like it. You think that your Mum’s hair isn’t nice but you say you like it anyway.

When the children have finished ask the following questions –

Why is it sometimes be difficult to work out if something is right or wrong?

When things happen and you cannot immediately tell if it is right or wrong, how do you decide what to do?

Suggest that when making decisions where it isn’t clear what the right thing to do is, perhaps they should ask themselves some questions like –

Will I get into trouble by making this choice?

Am I thinking about other people’s feelings?

Life Mottos

Aim – To discuss integrity and positive life messages.

Resources – Life Motto Colouring In Cards (Pages 8-15, below, printed on white card, below) No printer alternative – blank pieces of white card 7x 14 cms approx, pieces of coloured /glitter / holographic card (approx. 11 x 19cms – B&M and other craft shops do lots of glitter and coloured card for very little), Colouring in Materials, glue and blutac.

Explain the importance of being strong and true to yourself when faced with hard decisions. One thing that can help when you are faced with hard choices is to think about a special message which means something to you – like a life motto. This is advice to your future self to think about when faced with tough decisions.

Show your child the life motto cards on your screen. Read out the messages and ask your child / children to choose one. Print off the ones your child likes. If you have no printer, look at the examples on the and read them out to your child. Ask your child / children to choose one and help them write them on the white card if they need help (in the colours that they want!). If you have a favourite positive message or life motto share it with your child / children.

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Explain that you would like each child to colour in or decorate their positive message or life quote and then we are going to mount onto glitter mounts so that they can put it up somewhere that they can see it and be reminded of the message that they have chosen.

Ask your child / children to choose a mount (the other, larger, coloured / glitter / holographic cards) and stick the mottos to the mounts with glue. Use the blutac to stick the life motto somewhere that your child / children will see it daily. You can also use magnets or magnet strip and encourage your child / children to explain why they have chosen the motto / life quote that they have.

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 8 – DIY Lava Lamp

This week we are going to make a home made lava lamp. These are fascinating to look at and can be brought back to life when your child needs something calming to look at.

Resources – Large glass jar (like a large Mason or Kilner jar) or 1 litre empty, clear juice bottle, vegetable oil, water, liquid food colouring and Alka Seltzers.

DIY Lava Lamp

Fill the bottom of the jar / bottle with water to about 1/4 full. Next add vegetable oil. Fill the jar / bottle leaving about an inch of space at the top.

Add a good few drops of food colouring (about 20). Now it's time for the magic! Add a teaspoon of Alka Seltzer (or a quarter tablet) if in tablet form.

Watch the lava lamp come to life with bubbles!

After a few minutes the reaction will settle down. To start it again, simply add more Alka Seltzer.

If you want to store the jar / bottle and use it at a later time simply set it somewhere safe. If you need to put a lid on the container and store it in the Calm Down Kit, make sure the reaction has **completely** stopped as a gas is released and a build up of pressure from the reaction could cause the container to break if you place a lid on it.

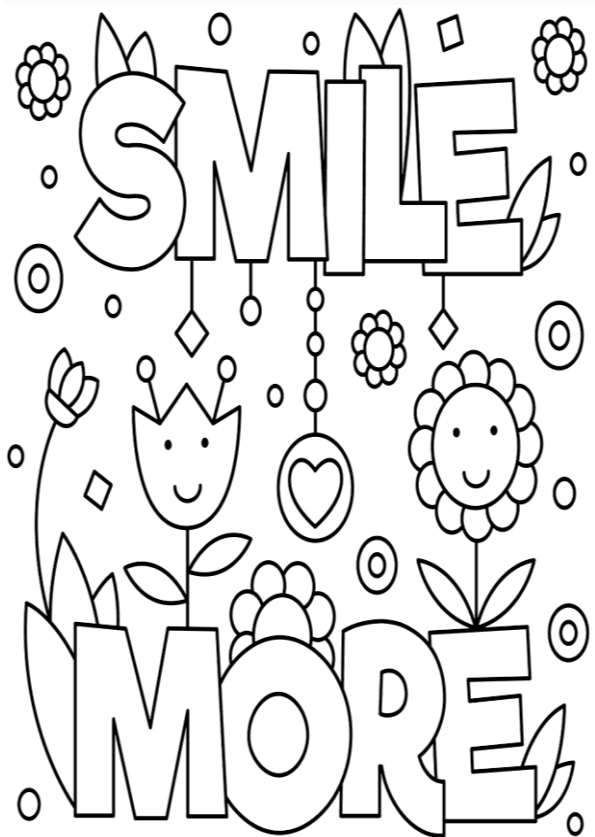
Colour in Life Motto

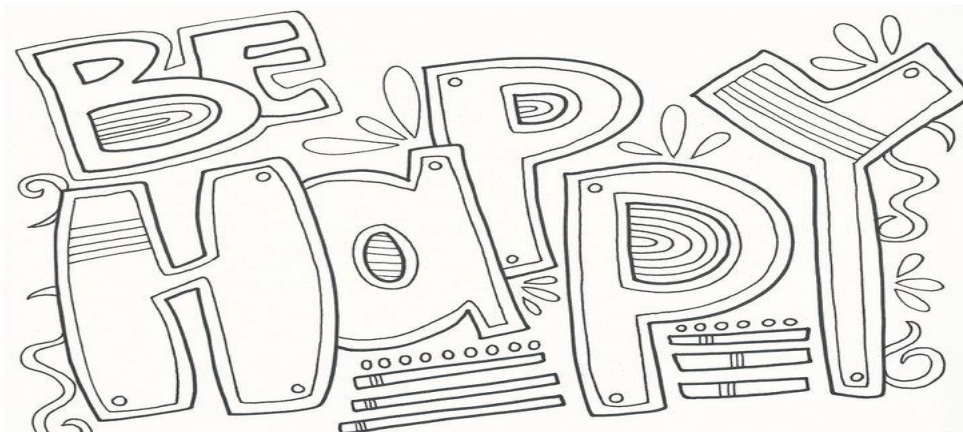
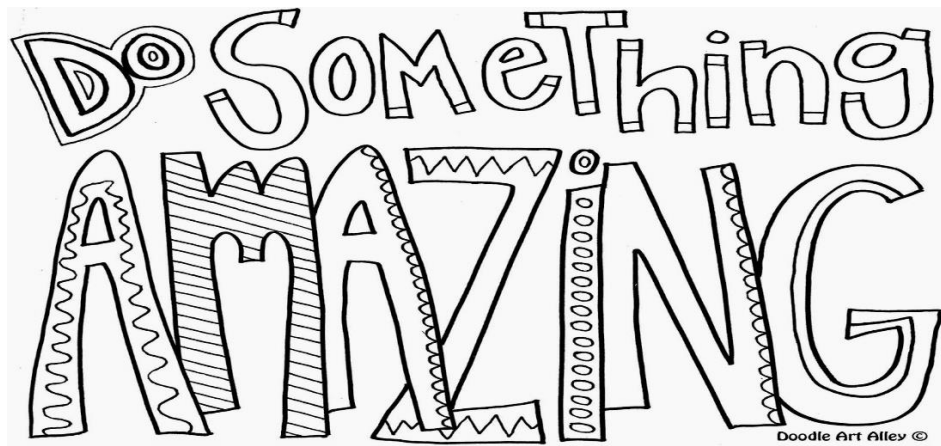


THINK
Believe
DREAM
and DARE

Doodle Art Alley ©







Mistakes
are PROOF that you
are TRYING



