



PARENTS MANUAL

APRIL 2020

P4 – P7

WEEK 1

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...

Week 1 – Who I Am and What is Important to Me

Workshop Aim – Exploring our likes and dislikes, our identity and the things that make us unique. Through -

- Learning about our favourite things in a fun way.
- Discussing the skills we will learn through doing Ready for Anything.
- Promoting a feeling of being unique.

Explain to your child/children that we are going to be doing Ready for Anything once a week for the next ten weeks. Each week we will cover different things, such as friendship, our feelings, how to be more confident, making decisions etc. We will be doing fun activities as well as making a calm down kit that can be kept in a corner of a bedroom or in a quiet spot in the home. The calm down kit is for using when we feel like we need a break or when we have big feelings that are hard to get under control. Ask your child/children if they are happy to give it a try. Explain that you want to start off with a game to find out a bit about what we like and don't like and the things that make us who we are.

'Pass the Ball' Favourite Things

Aim - For participants to learn the things they like most in a fun way.

Resources - Space for children 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 to learn each other's favourite things.

Give one of the children a ball and ask them to say the thing they like most in the world and pass the ball to you or another person.

The next person says what their favourite thing is and passes the ball again.

Make sure everyone gets a chance to say what their favourite thing is.

Now explain that when you throw the ball to someone, you want them to say their favourite animal.

Pass the ball around the group, asking each child to throw the ball to someone else who hasn't yet had a go or back to you if it is just you and your child taking part.

Continue with the game choosing different categories each time – favourite food, friend, hobby, subject, music, game, ice-cream flavour, day of the week, season, holiday, memory, colour, toy, you tuber, pop star, celebrity etc.

When you have finished and everyone has had a chance to say what each of their favourite things are, ask your child/children –

‘What did we learn about each other?’

‘Were you surprised to see that we like so many different things?’

‘Were you surprised how many things we like that are the same as each other?’
(Explain what having things ‘in common’ with each other means.)

‘Can you always tell what you have in common with others just by looking at them?’

‘What are the good things about having things in common with each other?’

All About Me

Aim - To promote a feeling of being unique and explore identity.

Resources – Markers, pencils, crayons, ‘All About Me’ resource sheet and a folder.

Start the activity with the following introduction:

Names make us feel special. They show the world who we are - an individual person, unique and extraordinary. Names are what we all use to define ourselves. Even though we may have names that are the same as others, we are all different people. We may do similar things and behave in a similar way but we are never exactly the same as another person. For example, twins are born on the same day, they may look the same but they are two different people. When two people have the same name, they are still two different people, with different personalities and different families.

Ask your child/children if they know why they were given their name, why it was chosen for them or what it means.

Give out the ‘All About Me’ resource sheet and tell your child/children they are going to complete the exercise sheet about themselves. Encourage them to draw themselves on the sheet in a way that tells you something about them. They might be wearing their hair in a particular way or have a hat or sunglasses on etc.

Help your children to complete the sheet, complete it yourself and encourage a discussion about the answers to the questions on the sheet as you are completing it.

No Printer Alternative – Ask your children to take a blank page and call out the questions from the worksheet. Ask everyone (yourself included) to draw the answers to each question, making a fab piece of art with all of their favourite things on the same page!! Don’t forget the self portrait which they should draw in a way which tells us something about them and what things they enjoy doing.

When finished, ask your child/children to show their work and discuss what they have drawn. Comment on areas where answers are the same or differ from yours and/or other children.

Keep the Sheets in a folder and add to the folder each time a task is completed.

Choosing our song

Aim - To choose a song that all children become familiar with, encouraging a sense of belonging and pride.

In Ready for Anything, we finish most of our classes with a song. The one we use is Ain't Nothing Gonna Break My Stride (Matthew Wilder, 1983). This isn't everyone's cup of tea which is why we don't do it every week but there are very good scientific reasons to use positive songs so we stick with it (some love it, some have their fingers in their ears!). Try to get your child/children to choose a positive song which will be sung/played at the end of each session. Positive song examples are - This is Me (The Greatest Showman), Get Back Up Again (Trolls), Everything is Awesome (Lego Movie), Roar (Katy Perry), I'm Still Standing (Elton John), Shake it Off (Taylor Swift) – you get the picture! Any positive song is fine.

Explain to the children that problems may come up in life. There will be bumps in the road – that's life. Life is full of good things too. Bad and good, we need to be able to keep on going. Explain the positive meaning of the song your child/children have chosen to encourage them to take pride in the positivity of the message e.g. when we use Ain't Nothing Gonna Break My Stride, we talk about walking happily down a street (our lives) and something happens to knock us off our stride. This song is about when things happen to knock us off our journey in life, dusting ourselves off, carrying on and saying, 'Nothing is gonna break my stride!'

Sing the song or play it on your phone and ask the children if they can think of any actions to go with the song – for example, 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 1 – Family Compliments Sheets

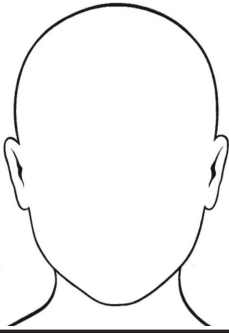
For this activity you just need a few blank sheets of paper. Ask your child/children to take a sheet for each person in their house and in the middle of each sheet to draw themselves or write their name. Please also try to encourage all members of the household to do this one as living in such close proximity we can all do with being reminded how loved and appreciated we are. Give a sheet to each person in their

home and get each person to write (or draw if your child is young or has literacy difficulties) as many positive statements or compliments that they can think of about each child (and you). Encourage everyone taking part to be as complimentary about each other as possible and explain that this will be used as a point of reference for the children when they need reassurance or need to feel calm (very important about now). When the sheets have been filled with fabulous things about each other ask your child to read these and think about how it makes them feel to know how much they are loved by everyone in their home and how many things everyone thinks that they are good at and are special because of. Remind them that when they feel sad or angry or when people are getting on their nerves to go to the Calm Down Box and read/look at the statements/compliments on their sheets.

Add any fidget toys you may have lying around the house to the Calm Down Kit – fidget spinners, rubiks cubes, tangles etc. If you have nothing like that at home, put some Blutac in. They all love to fidget with Blutac!

ALL ABOUT ME

SELF PORTRAIT

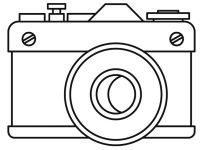


NAME

MY BIRTHDAY



HOBBIES



FAVOURITE SWEETS

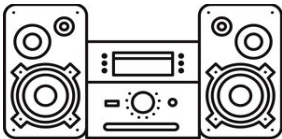


PETS

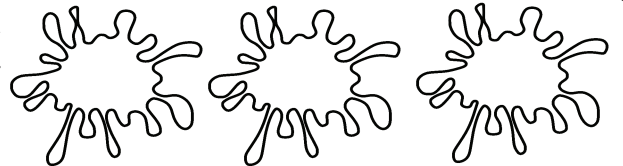
ABOUT MY FAMILY



FAVOURITE MUSIC



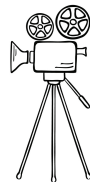
MY FAVOURITE COLOURS



FAVOURITE HOLIDAY



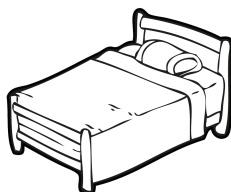
FAVOURITE MOVIE / TV



FAVOURITE BOOKS



FAVOURITE PLACE



FAVOURITE FOODS



FAVOURITE SUBJECTS

