



PARENTS MANUAL

MAY 2020

P4-P7

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 and consider how peer pressure affects decision making through determining how right or wrong certain actions are.

Resources – 2 sheets of paper (write Totally Wrong on one and Totally Right on the other and blutac), Space and a list of scenarios below.

Stick the ‘Totally Right’ sheet on one wall in the room you are in and the ‘Totally Wrong’ 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 present them with situations, and they must determine how “right” or “wrong” the character’s action is in each scenario. Explain that when you read each scenario, they should stand beside the ‘Totally Right’ sheet if they have no doubt that the action you have read is completely right. Tell them that they should stand by ‘Totally Wrong’ sheet if they believe they have no doubt that the action is completely wrong. Explain that the space in between Totally Right and Totally Wrong is the grey area and if they aren’t sure if something is completely right or wrong, they can stand anywhere in the grey area in between but ask them to stand as close to the right or wrong signs as they believe the action to be.

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.

Alex is taking a test in school and hasn't studied. He doesn't know the answers to the questions so he looks at the person's test next to him and copies his answers.

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

Andrew sees one of his classmates calling his younger brother mean names and bullying him in the playground, so Andrew punches him.

Sarah is your best friend. She tells you to do something you don't want to do. She says if you don't do what she wants she won't be your friend anymore.

Rosie's friend has got a new jacket and she asks Rosie if she likes it. Rosie thinks that the jacket is horrible but she says that she loves it anyway.

Ollie needs £20 for a new video game. He sees his grandad drop £20 out of his pocket and decides not to tell his grandad and to take the money and buy the game.

When the game has finished ask the following questions –

Why do you think we had people standing in the grey area in this game?

What effect did the other players decisions have on your decision?

Do you think that people often make decisions based upon what the people around them are doing?

Ask your child / children if they have heard of 'peer pressure'? Explain it is when we feel influenced by our peers or friends to do or say certain things or act in certain ways. Can you think of examples in which peer pressure can encourage someone to do something good?

Can you think of examples in which peer pressure can encourage someone to do something bad?

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

When situations do arise when you cannot immediately tell if it is right or wrong, how do you decide what to do?

Should we always do what benefits ourselves the most, or should we also take into consideration the effect our decisions have on other people?

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 –

How does my decision affect others?

Am I considering other people's feelings?

Can I imagine myself in someone else's shoes?

Life Mottos

Aim – To discuss integrity and positive life messages.

Resources – Life Motto Sheets (Pages 9 and 10, below), pieces of white card for each person taking part (approx. 7 x 15 cms), 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 themselves when faced with hard decisions and / or peer pressure. One thing that can help when you are faced with difficult decisions is to think about inspirational words which mean something to you – like a life motto. This is advice to your future self to think about when faced with tough decisions.

Some examples of inspirational quotes are – read sheet and show them to your child / children. Ask if anyone has a favourite positive message or life motto – share one if you have one. Give out or show your child / children the life motto sheets on pages 9 and 10 below. Also give out the white cards. Explain that you would like the group to make a sign with their favourite positive message or life quote on it which we are going to mount onto glitter / holographic / coloured mounts so that they can put it up somewhere that they can see it and be reminded of the message that they have chosen. Encourage your child / children if they don't have a favourite quote or positive message to use one from the sheet. Encourage your child / children to decorate their motto / message. If they make up their own, ask them to sign it as these are their words and this is their quote.

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.

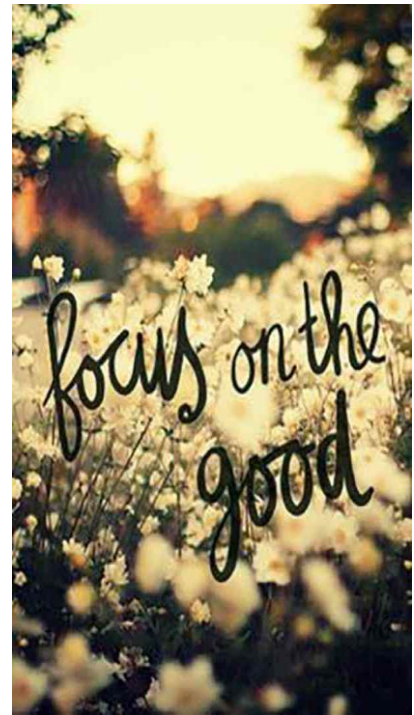
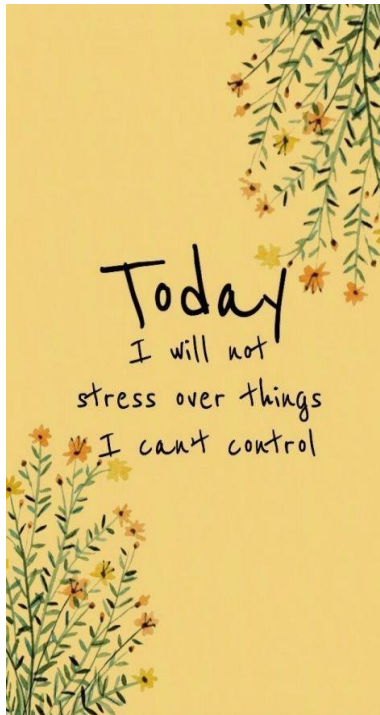
Add a good few drops of food colouring (about 20). Now it's time for the magic! Add a teaspoon of Alka Seltzer (or a quarter tablet if in tablet form).

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.

Life Motto Examples

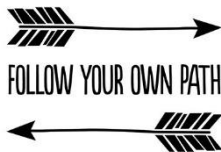


start each
day with
a grateful
heart

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HAPPY
MIND
HAPPY
LIFE.

BE A
FRUIT
LOOP
IN A
WORLD
OF
CHEERIOS


FOLLOW YOUR OWN PATH

NEVER APOLOGIZE
FOR
BEING TRUE
TO
YOURSELF.

F.L.Y.
FIRST LOVE YOURSELF
OTHERS WILL COME NEXT

“Shoot for
the moon.
Even if you
miss you’ll
land among
the stars.”

Les Brown

Why fit in
when **YOU**
were born to
STAND OUT!

-Dr. Seuss

Tough times
don’t last;
Tough
people
do.

QUOTEDIARY.RE

BELIEVE IN
YOURSELF