



FINE AT SCHOOL



FINE AT SCHOOL WORKSHOPS FOR PARENTS Plan WP4 Del. 13

WORKSHOP 1 – THE IMPORTANCE OF EMOTIONAL SKILLS

Duration

3 hours

Aims

Thank to this workshop, parents will understand what emotional intelligence is and be able to understand why it is important to their children's development.

Parents will appreciate that they play an important role in developing emotional intelligence in their children.

Parents will begin to see how they can support the development of emotional intelligence in their children.

Parents will understand what emotions are and how they can help them and their children.

Parents will learn to be able to blend their emotions with rational thinking to parent in a whole-hearted way.

Main contents

1. What is emotional intelligence?

What is emotional intelligence and how much it is important in school experience and in children's life.

2. Emotionally intelligence parenting: developing self-awareness

How parents can promote, with care and guidance, emotional intelligence in their child/children. Raising emotionally intelligent children starts with being an emotionally intelligent parent. How emotionally intelligent parents recognize and manage their own feelings and handle their emotions in an appropriate manner to provide a positive role model. Tips to achieve emotionally intelligent parenting.

3. Recognize emotions

How parents can help children to give a name to feelings and emotions.

Methodologies

- Case of study
- Role playing
- Group discussion

Emotional intelligence toolkit for parents – Practice in family

→ Emotional clues

Emotions are signals – they're messages from you to you. But many people find it challenging to notice (and accept) their own emotions. Begin to notice your own tone of voice and body language to give yourself clues about your feelings. Are you frowning or smiling? Are your shoulders tight or relaxed? Is your voice loud or quiet?

→ Gathering data

Observe your children for a while, with a non-judgemental attitude and with the purpose of being tuned in to their current emotions (in conflict situations, words are sometimes unnecessary). Focus on a time of day, openly observe them for a week, and note all the emotions and the circumstances that give rise to each of the emotions. See if you can notice any patterns.

→ Cause and effect

Emotions are contagious – we automatically, unconsciously, pick up emotions from others. Observe the way emotions are being passed from family member to family member. Observe the way different emotions are affecting different members of the family, including yourself.

→ Feeling faces

On a clean white board, draw an outline of a face. Encourage children to add mouth and eyes to show how they feel in that moment. Then you can help them put a name to the feeling or emotion and together expand understanding and emotional literacy.

→ Create a family list to make a vocabulary of emotions. Together with your children, find the time to write down names of emotions that you all experience. You can elect the most popular ones in your family and laugh about the silliest emotions.

→ Every emotion focuses attention and motivates; if we can understand where the emotion is trying focusing us, we can understand the feeling more clearly. Ask your children: what/who are you thinking of? Is this blocking you? From what? Can we do it in another way?

For a week, parents can take the time to notice their own tone of voice, body language, bodily sensations when they have a strong reaction to something. It will give them clues about their feelings. They could journal about these feelings.

Parents can observe their children for a while, with no judgement and only with the purpose of getting tuned to their current emotions. Parents will write these down.

In any conflict and stressful situation, parents will take a small pause of at least 6 seconds to let their feelings subside, then they could act and respond, calmly and intentionally. To pass the 6 seconds, they could think of their six favourite vacation spots, six favourite books or films.

Parents could create with their children a family Emotions Calendar with all the emotions (names or



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drawings) shared during the week or month. The family could select one per each month and celebrate it. It will be important to remember there are not negative or positive emotions: recognizing them, understanding their role and using them as information are the best ways to improve connections among family members.

WORKSHOP 2 – EMOTIONAL INTELLIGENCE FOR SCHOOL

Duration

3 hours

Aims

Thank to this workshop, parents will know how to promote listening skills in their children.

Parents will be able to promote problem-solving skills in their children.

Parents will be able to promote the development of empathy in their children through noticing emotions in themselves and others.

Main contents

1. Working as a part of a society

How children can work as part of the society. How parents can reinforce in children positive behaviours. How children can understand how their behaviour affects those around him and develop empathy for others.

2. Developing listening skills

How parents can help children to develop good listening skills, to be tuned in to the environment around them and to have the skills to react appropriately to that environment.

3. Developing problem solving skills

How parents can learn not to try to solve problems for children and to not give them the opportunity to try for themselves.

How parents can nurture children into confident and independent adults who can make a meaningful contribution to the world.

How children can develop a problem-solving attitude as a fundamentally creative activity that allows them to experience a sense of “process” which will result in an inner self-management system. How parents can encourage children to brainstorm a variety of ideas in order to develop resilience and flexibility.

4. Empathy for others

How parents can teach children to be empathetic helping them to appreciate that other people have feelings and we need to acknowledge their feelings.

How parents can give to children the tools to be aware of both their own and other people's feelings.

Raising children's awareness about their own feelings and those of the people around them and helping them to make better choices about how they responds in social situations.

Methodologies

- Case of study
- Role playing
- Group discussion

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→ Listening activities

Remind children of the importance of waiting their turn to speak and of listening to people around them. These are important skills to carry into the school environment.

Playing games with children will help to develop their listening skills. For example, ask them to close their eyes and listen to the sounds around them. Do the activity with them and then share what you each heard.

Teaching your children songs and rhymes improves not only their language, but their listening skills as well. This can be extended to teaching something in another language. If your children struggles to listen, make sure to first make eye contact before you give an instruction and if need be, ask them to repeat back to you, what the instruction was. This can also be done in the form of a game, such as giving three instructions to follow and then giving children a chance to perform them.

→ Some problem solving games to play in family

- Memory match: Put some objects on a tray or in a box lid. Ask your child to memorise what is on the tray. Cover the tray and then ask her to recall as many objects as possible. Keep score and see what is the best score out of three rounds.
- I spy: When going on a walk or outing play I-spy-with-my-little-eye something beginning with.... (insert an initial letter), and the child must guess what you are seeing. This game can be adapted to include things that are heard instead of seen.
- Make a home-made puzzle using an old calendar picture stuck on cardboard. Ask the child to cut it into pieces after she has made shapes on the back of the calendar.
- Follow a recipe together and make a dish that everyone can enjoy. The steps for the recipe will require problem solving to have the desired outcome.

→ Developing empathy

Ask children how they think someone else may feel in a particular situation. Stories can help in this



regard. When reading to your children, you can present multiple scenarios and ask them how a particular character feels.

When discussing the school day with your children, ask them how their friends felt about a particular event and how she felt.

Making use of a feelings diary will help you and your children to monitor your daily feelings. Use the technique of drawing a smiley face or sad face, etc. to show how you are feeling. This can be done using a finger scale of 1-4 when you say goodbye or hello. Showing one finger can mean that your children is not feeling happy, two means okay, 3 means all is fine and 4 suggests very happy.

WORKSHOP 3 – DEVELOPING POSITIVE SOCIAL SKILLS

Duration

3 hours

Aims

At the end of this workshop parents could be able to understand the importance of modelling correct behaviour.

Parents could be able to help their child to resolve conflict.

They could appreciate the importance of instilling manners in their child.

Main contents

1. Children's relations with peers as the key of their happiness

How children, playing with their peers, develop their language, how to negotiate, how to compromise and to trust. How parents can assist their children to have positive social skills and to be accepted by their peers.

2. The importance of manners

How parents can understand that manners are the means by which a child is judged by society and they demonstrate respect for others, a consciousness of other people's feelings and help to build positive social relations.

How parents can teach and require their children the basic good manners (greeting people, saying "goodbye", saying "please" and "thank you", saying "sorry", offering to help, clearing up, showing appreciation when someone has done something kind. Waiting their turn, listening to others).

3. Having friends to visit and visiting friends

How parents can manage play-dates at the house and help children to positively experience friends' houses visits.

4. Helping children resolving social conflict

How parents can give to children tools to resolve their difficulties without causing damages to their self-worth or that of those around them.

How parents can make children sure they can talk to them about anything.

How parents can understand and help children in case of bullying events.

5. The importance of modelling behaviour

How parents can be positive role models for their children.

How parents can model good behaviour to their children and contribute to their feeling a sense of pride in their parents and building respect.

Methodologies

- Case of study
- Role playing
- Group discussion

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➔ What kind of child I have?

Write a brief description of your children and about their capacity of coping socially. What have you done to help in this department or what would you like to do to help your children?

➔ Praising good manners

Try to reinforce positive manners of your children not by disapproving bad actions but by praising them for their good actions. This validation will encourage children to continue to try, as all children enjoy feeling good about themselves.

➔ Visiting a friend

Discuss with your children what they should do when visiting a friend. This should include the following:

- Remember to greet your host.
- Remember to say “thank you” if they give you a snack/drink.
- Remember to offer to wash up your dishes.
- Always help to pack up the toys you have played with.
- Remember to respect the rules of the house.
- Remember to tell your host/adult in charge if you are going anywhere other than the friend's house.

➔ Resolving conflicts

Take time to talk with your children about conflicts at school or with their peers. Invite them to have a role-play, putting themselves in others' shoes and considering their point of view.

Assess with your children different possible solutions for the conflict.

➔ Modelling good behaviours



Treat your child with respect and demonstrate how you cope with difficult situations. It may mean that you have to talk to your children about correct behaviour and is, therefore, not confined to what you demonstrate, but also what you say.

Remember your child is biologically programmed to watch your facial expressions and body language to “read” what you really mean: this means that you have to be careful in how you communicate and realise that this is part of how you model appropriate behaviour.