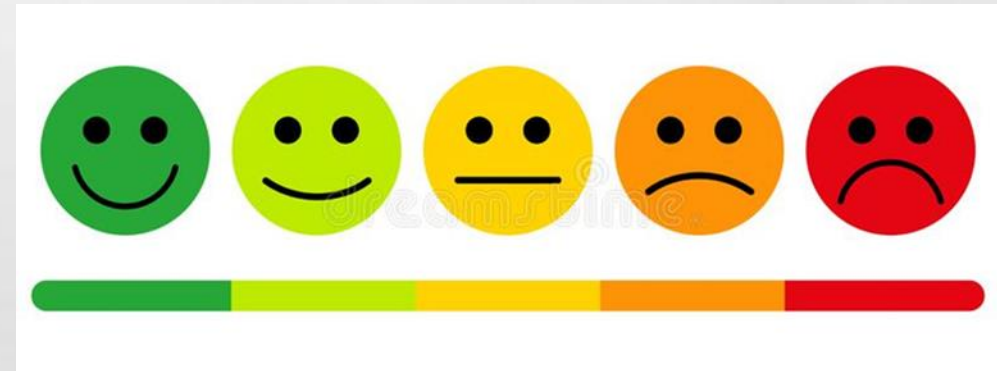


# 3. GOOD TO BE ME

- HELPING CHILDREN TO UNDERSTAND THEIR FEELINGS.
  - SETTING BOUNDARIES FOR CHILDREN
  - HELPING CHILDREN SET THEIR OWN BOUNDARIES
- HELPING CHILDREN CHILD FEEL GOOD ABOUT THEMSELVES



- Did you practise peaceful problem solving?
- Active listening, rate your effort.
- Have you put any calming techniques into daily routines?



We need to help children to:

- be aware of their feelings
- name their feelings
- set boundaries for their behaviour
- teach them ways to calm down



An emotionally literate person -

- can notice and name the emotions they are feeling and those they see in other people,
- understands the message an emotion is aiming to communicate (i.e. cause and effect),
- selects the emotion that they are experiencing and chooses what to communicate, and
- accepts emotions as a normal part of life and is at ease talking about and working with them with the people they trust.

All feelings are  
okay but not all  
behaviour is  
okay.

Some feelings  
help learning  
and some  
feelings get in  
the way of  
learning.

We can help  
our children to  
feel more  
confident  
about  
themselves.

Helping  
children  
understand  
their emotional  
literacy will  
build self  
awareness.



We all know how stressful life can be...

Statistics show that about 1/4 people require help from a medical health professional at some time in their life. It is important that we acknowledge that it is okay to need help. Just as our physical health may vary over time so can our mental health.

**THERE ARE ONLY  
TWO TIMES  
I FEEL STRESS:**



**DAY**

**AND**



**NIGHT.**

Children are also under stress :

- the pressures of TV, advertising and social networks such as Facebook
- the curriculum is demanding and fast paced



It is really important that we give our children the skills to cope and become more resilient.



Emotional health has a direct impact on physical health, learning, behaviour and relationships.

If children understand themselves and their feelings they are more likely to be happy and successful in school and form satisfying and long lasting relationships with friends, partners and work colleagues. They will be less likely to suffer from depression or engage in anti-social behaviour.





Both in our PSHE lessons and generally at school we try to help children to understand their feelings, manage their feelings and feel good about themselves.

The latest research from Ofsted regarding improving children's self-esteem and emotional well-being stated that 'the main supporting factor seems to be climate. Creating a supportive environment with clear boundaries is particularly important this includes caring and supportive teachers, a safe and orderly school environment, high expectations, good relationships between school and parents and opportunities for pupils to be involved in the life of the school.

As regards emotional well-being again it advocates a whole school approach focusing on strengths rather than poor mental health. Developing a positive climate, sense of belonging, positive relationships between teachers and parents



# WHAT WOULD YOU do?

Your child tells you his/her best friend has called them names and is very upset. They don't want to go into school the next day.

What do you feel like doing?

What did you actually do?

Your friend confides in you about a problem because she says you are a good listener and always make her feel better about things

How do you feel?

How does it make you behave?

Your child has been accused by a parent of hurting their child and has used the term 'bullying'.

What do you feel like doing?

What did you actually do?

Your child's teacher asks to see you after school because your child has been misbehaving at school.

How do you feel?

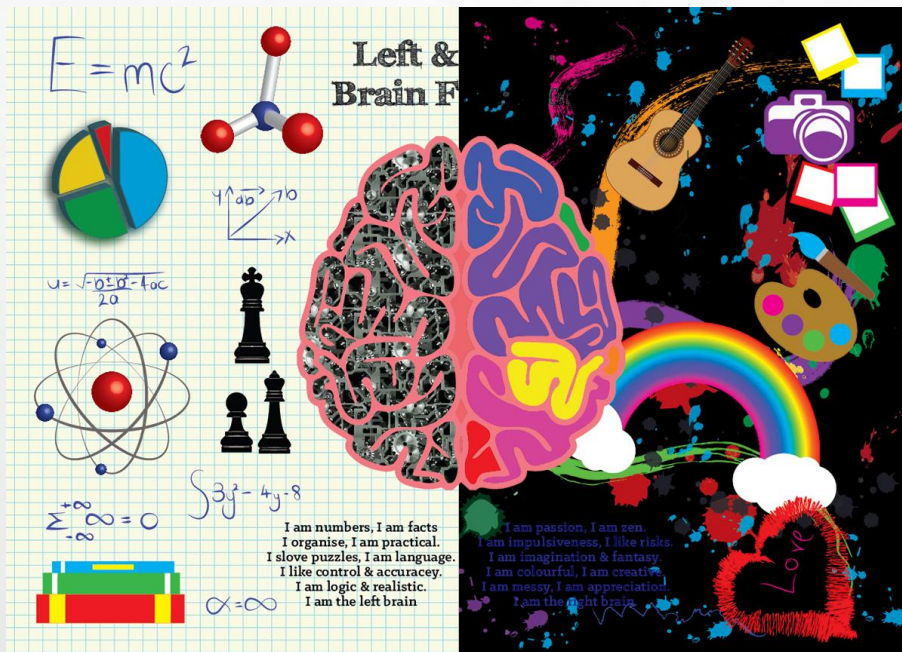
How does it make you behave?



## Ways to Boost your Child's Confidence by Elizabeth O'Shea (parenting coach, author, speaker, child behavioural expert)

- To help your child to feel successful, praise your child every day, especially for trying and effort. Mention exactly what they did that you liked. 'Well done for telling Jack that you didn't like it when he was rude to you – that was very assertive' or 'I liked the way you smiled at that girl – that was friendly'
- Encourage your child to take part in activities such as team sports, martial arts, or groups such as brownies, guides, cubs or scouts or the equivalent. Mixing with other children outside school in a relaxed social setting is great for confidence, building friendships and social skills.
- Try to spend quality time with your child every day. Let them know they are important enough to schedule time with them. Let them choose the activity and tell you how they want you to play with them, rather than you steering them in how you think they should play.
- Try not to do anything for your child that they can do for themselves – getting dressed, feeding, clearing up, making packed lunches, doing their hair and cleaning their teeth. As children become teenagers this list should include tasks such as washing, cooking, ironing and money management. When teaching a skill firstly show them what they need to do, break down the task into small chunks. Let them practise each bit, let them practise the whole skills with your guidance, then when they feel ready, let them do it on their own. If children are to feel confident, they need to be responsible and capable. \*Backward chaining. \*involves breaking a particular task down into steps. Then, the whole task is taught starting with the last task and working your way backwards to the first task.





## Thinking Vs Emotional Brain

One way of thinking about our behaviour is to imagine that we have a thinking part of the brain and a feeling part of the brain. Both parts help us to decide what we do. At school we encourage your children to understand their feelings and to think about the way that the 2 parts of the brain work together to help them make good choices about their behaviour.

Children find it hard to learn if they are very worried, scared or distressed. Even positive feelings like excitement can be a barrier to learning. What we hope is that children learn to stop and think before they act. Sometimes we have to help children learn what behaviour is right and what behaviour is not alright. At school we use consequences. Things like thumbs up, house points, stickers, verbal praise all encourage good behaviour. Negative consequences may include time out – sit in area of classroom to think about what they are doing and when children are calm, discuss the behaviours with them and what they could have done, reflect and restore.

**However consequences only work if we are consistent – that is the key.**



# Give It A Try!

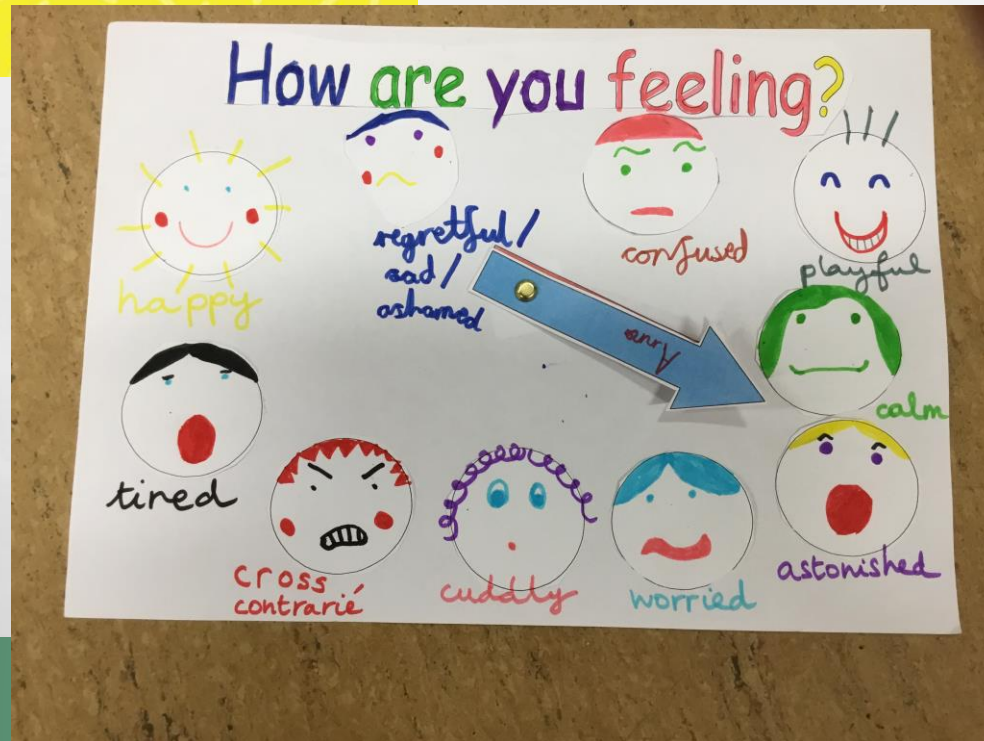
You will need:

- Paper (assorted colours and types)
- Scissors
- Glue stick
- Colouring pencils

## Model Emotional Body Language

Sit opposite your child/children. Take turns modelling how you would feel if:

- Your favourite toy or piece of jewellery got broken
- It was pouring with rain outside and there's nothing to do
- You are going on holiday today
- You have to sing in front of the class or group of friends
- You have got lost and can't find your family



## Feelings Chart – How are you feeling?

Create a feelings chart the whole family can use to check-in on one another. Use a range of emotions to support the children's understanding of more complex emotions.





- How successful was the activity?
- What worked well?
- What would you change?
- What did you learn about your child/yourself?

**PARENTWORK for the next week:**

- Use the feelings chart to support understanding of complex emotions
- Try using consequences that encourage children to discuss and reflect on what went wrong, what they can do differently.
- Model complex emotional vocabulary.
- Model positive reflection when you have made a mistake.