



~Nenoos Sydney Presents~

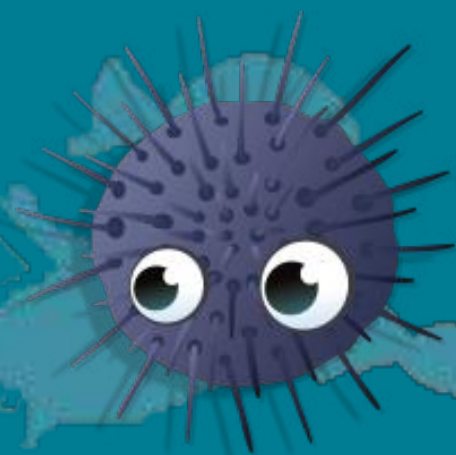
THE

EMOTIONAL INTELLIGENCE

RESOURCE KIT

5 Sequential Activities for Building
EQ in Children

fewer tantrums and meltdowns
for a happier home



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Contents

This guide includes a set of five sequential resources to help your child learn to manage their emotions and improve their interpersonal relationships. Each resource is suitable for children aged roughly three or over and builds on the previous resource.

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Welcome

Congratulations on taking this important step towards a healthy, happier family. This book is going to change your life.

Are you tired of tantrums and meltdowns? Especially when they're over the tiniest of things?

Are you worried your child isn't excelling at school?

Would you like to spend your precious family time connecting over activities you enjoy instead of battling with sibling rivalry and worrying about the path your children are walking down?

If you answered 'yes' to any of those questions then this book is for you.

The insights, activities and resources in this book can help your child learn to recognise, name and manage their emotions. It sounds simple but the benefits are profound:

- fewer tantrums and meltdowns — so you can stop tearing your hair out whenever the wheels fall off
- better family relationships — so your precious free time can become quality family time
- a calmer, happier home — and a calmer, happier you
- emotional challenges at school no longer interfere with your child's ability to learn — they can focus in class even when the fickle finger of fate throws brick in their path

I'm a parent too and I know how tough the journey can be. I worry about screen time, whether my kids are doing ok at school and whether I'm making all the right choices. But at least I know I'm helping them develop their emotional intelligence, and I want to help you with that too — that's why I wrote this book. I hope it will alleviate one of the stresses in your life!

Carolina Diaz

Nenoos Sydney

About the author

Hi! I'm Carolina Diaz, Managing Director of Nenoos Sydney — a child development service that runs extracurricular activities based on a unique, holistic, research-backed educational method.

My professional background

I've been enhancing emotional intelligence and talent through innovative childhood education since 2005 when I started a preschool in Spain. I'm passionate about improving the lives of others and am constantly seeking ways to give back to my community. This book is just one of the ways I'm accomplishing that.

Who I am

I live in Sydney with my husband and two young children. I regularly donate to charities like the Smith Family, that support kids and families doing it tough. In my spare time I enjoy photography, reading and spending time outdoors with my family.



Carolina Diaz

Managing Director, Nenoos Sydney

Emotion poster

Emotional management is a key part of creating a happy, healthy home. When children can manage their emotions, they throw fewer tantrums and interact more constructively with their family, teachers and peers. But before children can start to appropriately manage their emotions, they first need to be able to recognise and name what they're feeling and understand that it's ok to feel that way. There's no shame in feeling different emotions and they don't have to hide or suppress the way they're feeling. But there are inappropriate and appropriate ways to deal with each emotion.

What your child will learn

- To recognise when they're feeling an emotion
- To name the emotion they're feeling
- That it's ok to experience every emotion

What you'll need

- A large pieces of paper — at least A3

OR

- Some smaller pieces of paper that can be lined up to make a bigger poster

AND

- Coloured drawing or painting materials

OR

- Coloured paper
- Scissors
- Glue/sticky tape

Emotions you might investigate

- | | | | |
|--------------|------------------|-----------------|------------|
| • Happiness | • Fear | • Embarrassment | • Guilt |
| • Excitement | • Frustration | • Shame | • Shock |
| • Sadness | • Stress/anxiety | • Boredom | • Disgust |
| • Anger | • Jealousy | • Surprise | • Contempt |

Instructions

1. Draw or cut out a circle that will represent each emotion you wish to include in your poster. The number you choose to include will depend on the age of the child and the challenges the child faces. For example, very young children might start with a poster that covers the first five emotions — unless a child particularly struggles with anxiety, in which case you might also include that emotion.
2. Draw, paint or construct a picture of a face that represents each emotion. If your child is old enough, they might like to help.
3. For children that can read or are beginning to read, also write the adjective for the emotion under the picture. (For example, happy, sad, angry, scared, anxious)
4. Talk to your child about each of the emotions displayed on the poster. Depending on the age of the child, you might ask them to tell you about a situation when they've felt each emotion and then describe how they felt and what they did about it. Or you might describe a recent situation when the child felt each emotion and remind them about what they did.
5. Put the poster somewhere where you and your child can refer to it. Many families like to attach it to a wall where the child can easily reach it. Some families like to hang it in a 'safe space' or 'time-in' space where children can go to:
 - feel safe
 - feel connected
 - calm down
 - work through their emotions
 - develop an action plan
6. Whenever your child is experiencing strong emotions, and especially when they're having trouble dealing with them, bring the child over to the poster and get them to point out the emotion they're feeling. (You might need to help them out in the beginning.) Then get them to name the emotion. If your child is not ready to participate, wait until they've calmed down and then try again.
7. Tell your child that it's ok to feel that way. You might remind them that you feel that way sometimes too.
8. If the child's behaviour was not appropriate, remind them of your rules. (E.g. It's ok to feel sad or angry but in this family we don't hit people or break things.) And tell them you know they'll handle the situation better next time.

Emotion action plan

Once your child can recognise and name their emotions, they can begin to deal with them constructively so they can effectively manage and resolve conflict and solve problems they encounter. Children need to understand that it's ok (in fact beneficial) to express anger, sadness, disappointment, frustration, boredom, excitement etc. but it's not ok to hurt someone (physically or with words), damage property or prevent other people from learning or experiencing something.

What your child will learn

- How to deal with emotional situations constructively and assertively
- How to express their emotions appropriately

How to use this action plan

- This guide includes a printable version of this action plan. Print that version of the plan so your child can refer to it whenever they need a reminder of the steps. You might like to laminate it, stick it to a piece of cardboard or stick it up on a wall in your child's 'safe place' or 'time-in space'.
- Set aside a few blocks of time during which you can run through this action plan with your child and help them practice it. Roleplay is a really great way to practice these steps and help your child learn to troubleshoot the situations they're most likely to come across.
- If your child gets into a situation that they don't handle as well as they would have liked, set aside some time after the fact to go through the mistakes worksheet with your child (the worksheet is the next resource in this guide) and then use this action plan and roleplay to help your child figure out how they could have handled the situation better and how they can now resolve the situation given they've already made the mistake.
- As your child ages, they'll begin to encounter new types of situations. If your child begins to struggle with the challenges these situations present, set aside some more time to roleplay a new set of challenges. You might find you need to do this several times until your child's problem-solving skills mature.
- You'll also need to explain to your child that this action plan may not be enough if they're dealing with a bully. If that's the case, they should tell an adult they trust what's happening and how they've tried to remedy the situation and then ask for help in resolving it.

Action plan

1. Figure out exactly how you're feeling. Ask the following questions:
 - Where did the feelings come from? (From inside yourself. The other person or people or situation didn't make you feel this way.)
 - Is this feeling masking another feeling? (E.g. Do you feel angry because you're hurt, frustrated, disappointed or scared? Or are you getting a bit hyperactive because you're nervous and excited at the same time?)
 - Why do I feel this way? (Because you care. E.g. If you didn't care about the issue, you wouldn't be angry or sad. If you didn't care about the person, you wouldn't be disappointed.)
2. Tell the other person or people how you're feeling using a firm voice that clearly reflects how you're feeling. It's really important that your tone of voice and body language match what you say and that you're not aggressive or passive. For example:
 - If you're sad, say that you're sad and use a sad voice. Don't shrug like it doesn't matter and don't try to laugh it off.
 - If you're angry, say you're angry and use an angry voice (but do not hit).
3. Tell them your opinion without blaming or shaming anyone. For example:
 - 'I think everyone should have to clean the bathroom mirror after they use it.' Not 'you always leave toothpaste on the mirror. You're so disgusting!'
 - 'I think everyone should be allowed to play if they want.' Not 'you're so mean because you won't let me play' or 'you're a horrible person because you never let Alex play footy with us but you let everyone else in our grade play'.
4. Tell them what you want them to do to remedy the situation. For example:
 - 'I want you to clean the bathroom mirror before the next person needs to use the bathroom.'
 - 'I want you to give everyone the option to play footy with us if they want to.'
 - 'I don't want to play football with you but I do want you to stop laughing about the fact that I'm not playing with you.'
5. Listen to what the other person has to say in response. Sometimes, they'll agree to do what you want if what you want is reasonable and fair. Sometimes they'll have a different opinion about what should be done. For example:
 - Maybe your older sibling didn't realise the toothpaste on the mirror was annoying you. And now that they do know, they're happy to clean it off before they leave the bathroom.
 - Maybe your younger sibling can't reach the mirror to clean it.
 - Maybe the other children don't want Alex to play with them because Alex hogs the ball or because Alex was mean to some of the other kids.
 - Maybe the other kids just happened to be looking in your direction when they started laughing but they weren't actually laughing at you.
6. Work together to come up with a solution that you can both/all accept. For example:
 - If your younger sibling can't reach the mirror, maybe you could clean it for them and they could do something else for you in return, like stack the dishwasher. Or maybe you could ask a parent to buy a small step stool or step ladder so that your sibling can reach the mirror.
 - If the other children don't want to play with Alex because Alex did something to upset them, maybe they will agree to try to work things out with Alex and if that's successful, then allow Alex to play footy with everyone else.

Mistakes worksheet

Everyone makes mistakes, especially when learning something new. Your child is no different. Even though you're teaching them constructive and assertive ways to deal with their emotions, they will slip up and make mistakes along the way. Mistakes are not a bad thing. They're how we grow and learn. And it's how we deal with our mistakes that makes all the difference. As your child learns to manage their emotions, they'll need some help learning how to prevent future mistakes and sometimes they'll need help fixing the mistake they've just made — because responsible people make amends for any harm they cause, even if it was an accident.

What your child will learn

- To connect emotions with their triggers
- To connect emotions with their outcomes
- That it's ok to make mistakes
- How to learn from mistakes
- How to make amends and heal

What you'll need

- A copy of the worksheet
- Something to draw and write with

Instructions

1. After your child has experienced strong emotions and is calm, give them a copy of the worksheet.
2. If it suits your child, sit with them while they fill it in.
3. If they have trouble, give them a helping hand. In particular, you might need to help them come up with a way to fix what they did and strategies for what they could do differently next time.
4. Tell them you know they'll do better next time.

Mistakes help me grow and learn

On the next page are the instructions for completing this worksheet. A blank worksheet is included with this guide so you can print a few copies to have on hand when your child makes a mistake. Young children will usually need help filling in this worksheet but you may be surprised how well they do when given the chance to have a go themselves. Older children may be able to fill in the worksheet by themselves, especially once they've had some practice and have spent some time doing the other activities in this guide.

1. **What happened**

Have your child describe, with words and/or pictures, what happened — what was the situation that led to the mistake?

2. **What I felt**

Encourage your child to draw a picture that illustrates how they felt during the situation. What they draw could be an allegory for how they felt (e.g. when a child felt sad they might draw a rainy day), however, it's more common for children to draw a face that shows the emotion they felt. If your child needs help, they could look at their emotion poster for help.

3. **What I did**

Have your child describe what they did as a result of the situation. They could use another picture or words.

4. **The mistake I made**

Ask your child to explain what their mistake was. If they struggle, you may need to help your child identify the mistake they made but always let them try first. Older children can write down their mistake. For children that can't yet write, get them to explain their mistake and you can write it down for them.

5. **What I'll do differently next time**

Once your child understands the mistake they made, you can help them brainstorm ways to do things differently next time they encounter that situation and/or experience the same emotion. Always give them a chance to generate ideas first, on their own if they wish, and offer help if they have trouble thinking of constructive and appropriate ways to handle the situation and/or emotion. When you're done, tell your child you know they'll do better next time so they know you have confidence in them.

6. **How I'll make amends**

Depending on the type of mistake your child made, someone or something may have gotten hurt or damaged. It's important that your child has a plan for how they'll prevent that happening in the future but it's even more important that they make amends for what they did this time — even if it was an accident. Ask your child how they will make amends for their mistake. If they can't think of a solution or their idea isn't appropriate, help them come up with an appropriate way of making amends. Here are some examples:

- If your child breaks something, they might need to fix it. If it can't be mended, they might need to organise repairs and pay for it to be fixed or they might need to replace it. If it's unrealistic for them to cover the financial cost, or they don't have any money (they don't get pocket money or have an allowance) they might need to do enough work for the affected person to cover the cost. As an example, if your child breaks someone's window, they could organise for a glazier to come and replace the window. If they get an allowance, they could pay for the window replacement. If they don't get an allowance, they might wash the person's windows and mow their lawn as needed up to the value of the window replacement.
- If your child throws mud at a child in the playground, they might apologise to the child and explain how they'll stop that happening in the future by dealing constructively with the emotion that led them to throw the mud this time. They might also lend the other child their jumper so the other child doesn't have to wear muddy clothes for the rest of the day. And they might go home and wash the jumper and return it to the other child clean and dry.

Let's get arty

Once children learn to recognise and manage their own emotions, the next step is to recognise emotions in others. After all, when two or more people experience conflict, all parties will have an emotional reaction to the conflict and may also have had an emotional reaction to the situation that led to the conflict. When your child can recognise the emotions others are feeling, they can empathise with others. This can help them identify mistakes before they make them and it can help them make better decisions about how they'll interact with their family, teachers and peers.

What your child will learn

- How to recognise emotions
- Empathy
- That it's ok to feel different emotions
- How to describe emotions through drawing or painting
- Careful observation skills

What you'll need

- At least two people — you can do this activity with one child and an adult or multiple children
- Pieces of white paper — square is best but any shape will do
- A black texta for each child
- Coloured pencils, crayons, textas, pens or paint (and paintbrushes, water etc.) — whatever materials each child prefers to use

Emotions you might investigate

- | | | | |
|-------------|------------------|---------------|--------------|
| • Happiness | • Stress/anxiety | • Frustration | • Contempt |
| • Sadness | • Embarrassment | • Shock | • Excitement |
| • Anger | • Shame | • Boredom | |
| • Fear | • Surprise | • Disgust | |

Instructions

7. Have each child draw the outline of a face on the first piece of paper with their black texta.
8. Name an emotion and describe it.
9. If you're doing this activity with two or more children, get them to act out the emotion. If you're doing this activity with one child, you act out the emotion for them.
10. Get the child/children to look at the facial expression that represents the emotion.
11. Ask questions like 'what shape is the mouth making?', 'are their teeth showing?', 'do their eyes change?', and 'what are the eyebrows doing?'
12. Ask each child to draw or paint what they see on the outline of the face that they drew. This time, they should use their coloured art materials.
13. Encourage each child to think about a time when they felt that emotion. (For very young children, you might remind them of a recent experience that caused them to feel the emotion.) Ask them how they felt when they had that experience. Explain that we all feel that way some times and that's fine.
14. Repeat the process with a few different emotions. Depending on the age and attention span of each child, four emotions is probably a good number to do in each session.
15. When all the drawing/painting is finished, talk about the features of each of the emotions depicted in the artwork and what information those features tell us. Explain that we can look at other people's facial features at any time to help us figure out how another person might be feeling.

Feeling Charades

Learning to recognise the emotions that other people experience, can be a particularly difficult skill to master, especially since we all show and react to emotions differently. And that in itself is an important idea for children to understand. Seeing how other people show and react to emotions in a safe and fun setting is a great way for children to learn this important skill and prevent mistakes at the same time.

What your child will learn

- What emotions look like
- How to recognise emotions
- Empathy
- That it's ok to feel emotions
- Inappropriate ways to express emotions
- How to express emotions constructively
- That other people won't always express and respond to emotions in the same way that your child does

What you'll need

- At least four people
- Paper and a pen
- An egg timer or another timekeeping device
- Enough space to do a bit of acting

Emotions you might investigate

- | | | | |
|------------------|-----------------|----------------|-------------|
| • Happiness | • Excitement | • Shock | • Obstinacy |
| • Sadness | • Frustration | • Boredom | • Smugness |
| • Anger | • Jealousy | • Guilt | • Suspicion |
| • Fear | • Concentration | • Shame | • Relief |
| • Stress/anxiety | • Determination | • Exasperation | • Silliness |
| • Embarrassment | • Confidence | • Horror | • Disgust |
| • Surprise | • Curiosity | • Indifference | • Contempt |

Instructions

1. Split into at least two teams
2. Team 1, one person: Choose an emotion and write it on a piece of paper (if you're playing the game with someone who can't read, draw the emotion or whisper it)
3. Team 2, one person: Look at (or listen to) the emotion, start the timer and then act out the emotion without making any sounds or talking
4. Team 2, the rest of the team: Try to guess the emotion before the time runs out
[If the time runs out and team 2 doesn't guess the emotion]
5. Actor: Start the timer again
6. All other teams (minus the person who chose the emotion): Try to guess the emotion before the time runs out
[If the time runs out a second time before anyone guesses the emotion]
7. Actor: Tell everyone which emotion you were trying to show
[End of the round]
8. Anyone: Give a point to the team that correctly guessed the emotion (if it was correctly guessed)
9. Everyone: Talk about how the actor expressed the emotion — Was the way they expressed the emotion appropriate? If not, what are some appropriate ways to express the emotion?
10. Everyone: Repeat the above steps until each team has had a go at acting out an emotion — depending on the number of people playing and the time you have available, you might like to keep playing until everyone has had a go at acting an emotion

Alternative version

Instead of having one actor, if you have enough people playing, you may wish to have two or more actors for each emotion. If you choose to play this way, have one actor express the emotion and have the other actor/s show how someone might react.

Important: When playing the alternative version, it's vital that everyone understands that they must not hurt anyone. So, for example, if the emotion for a round is anger, actors must not hit or shove each other. They can pretend to do such things, but they must not make contact so an accident doesn't happen.

Bringing it all together

The whole is greater than the sum of its parts.

When trying to keep your body fit, you might exercise your quads by doing lunges, build your biceps by doing bicep curls and strengthen your stomach muscles by doing sit-ups. Doing each exercise will help the muscle group you're working, but doing all the exercises will keep you much fitter than if you only do one of them. And doing the exercises once isn't going to do you much good — you have to keep doing them regularly if you want to see a benefit.

The sequential resources and activities in this guide work together just like physical exercises. Using each in isolation will produce a benefit but doing them all and doing them regularly, will produce a much greater benefit.

The skills developed by each activity are vital for emotional maturity and will help your child manage their emotions. But when your child develops all these skills, your child will have a great set of tools that will help them manage their emotions, understand the emotions of others and deal competently and confidently with some of the most difficult situations they will face as they age.

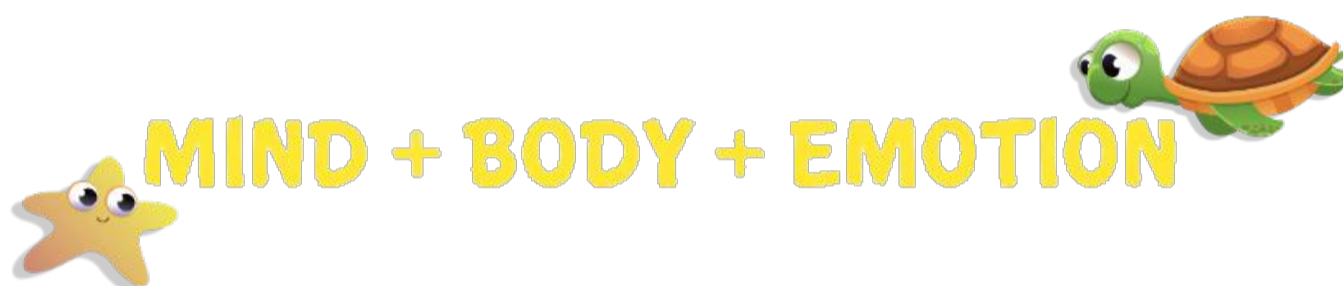
These tools and skills will help your child grow into a well-adjusted adult who can conquer any emotional challenge life throws at them.

I encourage you to get together with your child on a regular basis to complete these activities and use these resources. The more your child practices and uses these skills in a safe and loving environment, the better they'll be able to bring them to bear when the pressure is on.

These skills form a vital part of your child's development. But of course, they're not the only skills your child will need.

Critical thinking, problem-solving, decisiveness, literacy, financial literacy, creativity, communication skills, imagination, ingenuity, numeracy, a love of learning, flexibility, independence, intrinsic motivation, persistence and strategic thinking are all critical skills that every child will need as they progress through school and enter the workforce. And when you consider how rapidly workforce needs are changing as a result of technological advances such as robotics and artificial intelligence, these core skills will be even more important than ever because we just can't know what niche skills the jobs of the future will require.

Now I know you want to support your child's learning, that's why you requested this book. So, when you're ready to take the next step and help your child build these cognitive skills and other vital life skills, take a look at our extracurricular activities. Each program promotes cognitive, physical and emotional development using our unique, three dimensional, research-backed educational method.



Our Mind, Body, Emotion (MBE) method uses specially designed tools to develop our students' talents, IQ, emotional intelligence, social skills and other cognitive and psychological skills. Our MBE method also incorporates a physical component in the form of educational kinesiology and yoga, which prepares our students' brains to efficiently absorb and process information and helps each child relax and start every class feeling motivated and ready to learn.

Each of our programs focuses on specific goals and is taught by fully qualified teachers. These programs are taught in over 200 schools around the world and over 50,000 classes are run every year.

Discover the most comprehensive
after school programs available
in Australia now