



*The No.1 EQ & Brain Training Centre*

*It's all in your mind...*

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*Emotional Quotient (EQ) or Emotional Intelligence is a way of describing our "human effectiveness" and is important as it speaks of for our ability to succeed in life.*

*Each course will be offered by our dynamic trainers, who all have a background in psychology.*

*EQ-Advant-Edge-Training-CC is a level 4 BBBEE contributor*

# *What is EQ?*

EQ is a concept that is becoming more and more popular throughout the world today. It refers to our Emotional Quotient, which in turn defines our level of ability to interact successfully with others. Howard Gardener, one of the most notable theorists on intelligence states: "Your EQ is the level of your ability to understand other people, what motivates them and how to work cooperatively with them,"

We are passionate about the development of our children in South Africa! In recent years, children in South Africa have had to face increasingly difficult situations and often do not have the much-needed support to develop the level of emotional intelligence required to cope. In America and Europe it is widely accepted that EQ is important to enhance the country's economy, as it helps individuals to be more emotionally stable and happy, which in turn leads to a better work ethic. We feel that those skills should be taught to children not just to adults!

So many children don't have great social skills, suffer from anxiety, are the subjects of bullying and violence, who cannot concentrate, have sleeping problems and even show depressive symptoms. Such children don't have the skills to cope well in life and often don't have role models and slip into negative behaviour patterns.

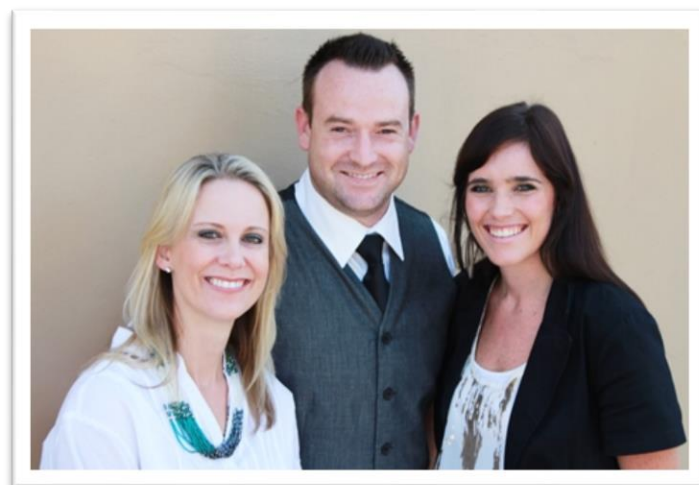
The EQ course has been extensively developed after much research into relevant professional literature, interviews with various collaborating professionals and from our own experience with clients of the various age-groups.

The information that follows will give you better insight into how the course works.



*Our courses and material are designed to be tailored to suit the specific needs of each school. The content is always evolving to ensure that it remains up-to-date and relevant to the attendees!*

- Course material is delivered in a social learning manner that requires the active involvement of the attendees.
- Role-plays and interactive learning are greatly encouraged, as we find this facilitates trust and understanding amongst the attendees.
- We make use of video and musical media where necessary and relevant to assist in illustrating the material being presented.
- Group dynamics, rules and boundaries are set to ensure maximum benefit from the experience.
- Courses can be offered on-site or at our main office.
- Costs per attendee are calculated according to the needs of the organisation/school and the tailored course package.





Intellectual property of EQ-Advant-Edge-Training-CC



# OUR VISION

The EQ Advant-Edge course has been designed in order to equip children with some of the *advantages* necessary to successfully navigate an ever-more *changing and challenging* world! For us at EQ Advant-Edge, it is of *paramount* importance to create the opportunity for our children in South Africa to get a running start and good emotional foundation!

The course is designed to promote:

- *Emotional Wellbeing*
- *Socially Appropriate Behaviour*
- *Better Understanding of Selves and Others*
- *Greater Self-Esteem*
- *Physical Wellness*

This is achieved through various sessions designed around these topics, delivered by knowledgeable facilitators with a background in the field of Psychological studies. Our facilitators are trained to make use of sound *Social and Psychological theory and practice*, to make each lesson not only enjoyable, but practical too!

- Participants are encouraged to interact through various *play-therapy, role-play and hands-on experiences*, in order to maximize understanding and absorption of the material!
- Promoting *social-learning and acceptance of self and others*, in a safe and *supportive environment*.
- Nutritional sessions are designed to help children understand what is healthy and good for them and why!
- Fun and interactive exercises and illustrations help them to make better decisions regarding healthy eating choices.
- Visualisation and relaxation exercises, teach them how to *take control of their emotions and self-esteem*, giving them the tools to develop greater well-being and exercise equanimity, calmness and self-composure!



# WHAT THE COURSE INVOLVES

Our age-appropriate courses are designed for children of different age-groups. Presently, we provide for those in the **5 to 8 year old group, as well as those in the 9 to 12 year old and high school groups!**

The courses are gender sensitive, allowing for appropriate interaction in mixed and single sexed school contexts.

Each course runs over a period of a full year to make sure that the children learn continuously how to improve their EQ.

The sessions cover topics such as:

- Decision making
- Nutritional Awareness
- Conflict resolution
- Friendship
- Stress management
- Emotional Insight
- Empathy
- False-Beliefs
- Self-Esteem
- Anger management

... and many more!



# STRUCTURE

Each course is:

- R2880.00 per school year per child or R720.00 per child per term (**each course will run for school four terms**)
- 10 sessions per term (one a week).

There will be a limit on the number of children (**10 to 12 maximum**), to provide more quality in each lesson.

With the course, each child receives:

- Full colour worksheets and instructions
- One-on-one as well as group facilitation
- EQ Advant-Edge folder to store their notes
- A Self-esteem building and guided relaxation CD
- A booklet on Nutritional information, to be utilised by the whole family.
- A certificate of completion at the end.




# EXAMPLES OF MATERIAL

**Advant Edge**

## "EDI" The Giraffe

Meet Edi the Giraffe! Edi has lost all of his spots and needs your help to get them back! Each week, when you have practiced your skills, you will be given a spot to stick back on to Edi!






**Advant Edge**


## Controlling your actions!

There are some things we can't control, like...


*(Fill in the empty spaces!)*


There are some things we can control, especially how we react! Let's talk about impulse control in each of these situations:



Your brother/sister/friend breaks your brand new game!




Your mom/dad/gran tells you to clean your room... again!



You overhear someone talking badly about you!

**Advant Edge**

Folder for notes



Give your child the emotional **ADVANT-EDGE!**

## The Emotional Thermometer!

This is an Emotional Thermometer! Each lesson, you can colour in a part of it, with your favourite colour, depending on how you feel! This way, we can see exactly how we are feeling!

If you like, you can write why you feel the way you do, or tell everyone else!







The following are synopses of sessions, as well as some tools for the EQ AdvantEdge course. Each session is accompanied by a full set of minute-by-minute instructions, equipping each facilitator with the tools necessary to more than adequately fill each hourly session.

Please note that where you see this sign it indicates contribution by fitness personality Lisa Raleigh.



Each session is concluded with an easy-to-remember motto, which helps them to recall the day's lesson.

Each facilitator must have a background in the field of psychology, as well as a willing desire to work with young people of all ages!

They are subject to regular training and feedback sessions, which allows the course to remain dynamic, up-to-date and relevant!

The course is designed to be tailored to each group of attendees, depending on their age, culture and socio-economic background.

## ***Autogenic Training***

In our EQ course, your child will learn special relaxation exercises (known as Autogenic Training) which help to combat a lot of negative symptoms. Autogenic Training was developed more than 90 years ago by Dr. Johannes Schulz, a German Psychiatrist, and can help your child to achieve better relaxation and concentration. Now-a-days we are open to many stimuli, e.g. computer, TV, noise etc. which, if combined with stress, can lead to physical and psychological symptomology.

There are six different techniques that should be learned to be able to master AT completely. Each technique builds upon the next one and will be taught step by step in this course. We teach different slogans which help to remember each technique easily. Visualisation is used so that the children can visualise the different techniques in interesting and creative ways. This allows each child to have a very unique, pleasant experience with every new technique and session.



## *Edi the Giraffe*

Edi the Giraffe is a mascot for the course. Each child receives a "blank" Edi, who has lost his spots. Throughout the duration of the course, after each successful session, the learner is encouraged to give him one of his spots, symbolising their journey towards growth!

## *The Emotional Thermometer*

The emotional thermometer is used as a visual guide to both the learner and their facilitator. The thermometer is "empty" and can be coloured in to the graduation that the learner most feels reflects the intensity of their emotions.

## *Session 1: Identifying emotions*

In this session, the children learn about their emotions! They learn about Edi the Giraffe who has lost his spots. Working well in each and every one of the sessions will allow the children to collect spots for the giraffe.

The children are taught about the emotional thermometer, a practical way to visually express and gauge their own emotional intensity on any given day.

At the end of the session the facilitator makes sure that each child has learned a set of new emotions and knows how to explain those emotions.

In this lesson, we also teach the children the first steps of guided relaxation. We are using autogenic training. Autogenic training was developed in Germany. It is a relaxation technique that is used successfully all over the world. We start with the breathing technique!

Encourage them to practice this every day to be able to get spot for their Giraffe!

## *Session 2: Anger management*

A recap of previous session is done, to make sure they remember.

In this session, the focus is on anger. They are asked to describe a situation when they were last angry, who made them angry, where they were, what they felt inside and what they thought at that point in time. They are asked whether everybody in the world gets angry, every human being and every animal?



The point is to understand that every person gets angry and that it is normal for us to get angry, just like we all get happy, sad, hungry, tired and so forth.

They are taught to identify different types of anger, especially their own anger-reactions.

They are taught (magical) breathing techniques to help control their own anger. They also role play different reactions that are then discussed as a group, to find alternatives to anger.

They are taught a new autogenic relaxation technique and encouraged to practice it at home. The emotional thermometer is also filled out to gauge their own level of emotion.

### ***Session 3: Anger continued.***

The theme of anger is continued in this session. They are asked if they had any physical symptoms when they got angry (stomach pain, headaches, feeling hot, feeling cold, dizziness, not able to breathe well etc). They are encouraged to identify physical signs of anger and told how those "bad feelings" in their body stem from feeling angry and that they are not healthy. They are reminded of the art of breathing again.

In a physical demonstration of the effect of anger, they lift up their arms to the side, parallel to the ground and hold them there. Another child is asked to move the other ones arm down while they think happy thoughts. Then they try it again while thinking angry or unhappy thoughts. This shows them how they are not so strong when they think unhappy/angry thoughts.

The emotional thermometer is filled out and they are given a guided relaxation.

### ***Session 4: Self-Esteem***

This session is about self-esteem. They are asked for examples of things they can do well. They have to list what they can do well and what they can't do as/so well (degrees of "doing well", as opposed to defining their weaknesses). They are encouraged to find more positive than negative things.

They are also asked to describe the positive aspects their friends have. This encourages self-reflection as well as a broadened emotional repertoire. Then they are asked to think of a hero (anyone: celebrity, fictional character, sportsperson etc) and list their hero's good characteristics.

Next, they are asked them to list people who care about them. This highlights the fact that there are others who value them. Now let them describe themselves on their next worksheet.



The worksheets are completed, as well as the emotional thermometer and a guided visualisation takes place.

## ***Session 5: False Beliefs***

This session is about what they should or shouldn't believe. They are asked if they have seen movies that are not real but look real? If someone has lied to them already. How did that make them feel? Do people always speak the truth?

They are taught that our belief system is like wearing/ looking through dirty glasses. (Given dirty glasses to look through). This is how our mind/ beliefs/opinions gets blurred when we believe others, even if what they say is not true, it makes us feel upset and unhappy

The Stop, Think, Act concept is introduced, and positive self-talk is encouraged.

A guided visualisation is conducted with autogenic training and the emotional thermometer is filled out.

## ***Session 6: Empathy***

This session is about putting yourself into someone else's shoes. Sitting in a circle they are allowed to change shoes (with the person to the right) and encouraged to try to feel how the other person feels, what it's like to walk in their shoes.

They then hop into the shoes (metaphorically) of their teacher, a person from a shop, their parents and so on, acting out scenarios as the other person.

They are taught to think that other people have other opinions and reactions, which are not always a result of the child's own interactions.

They complete the emotional thermometer and practice the autogenic training.

## ***Session 7: Friendship***

This session, we talk about friendship.

What is friendship?

What does it mean to have a good friend?

Why are friendships important?

What characteristics do good friends have?



Why are there "friends" who don't like you for who you are?

Are they real friends?

They have to make a list of what it means to have a good friendship/a true friend. They need to understand that they should not have to change to be in a friendship or have a friend. They are encouraged to identify problems they may experience with friends and about these. The children give each other advice how to change their problems.

Better behaviour and communication styles are summarised (positive/productive solutions to problems).

They are encouraged to try and implement those newly learned reaction/communication styles in their friendships.

They are guided through relaxation and visualisation and have to complete the emotional thermometer.

### ***Session 8: Communication***

This session is about communication styles. They are asked how they react when their mom or dad is angry or upset with them. They can either withdraw (be passive), get angry (be aggressive) or not say anything and take it out on someone else (being passive-aggressive).

It is explained that emotions can spread inside and throughout the body, by taking water colours, a bowl with water and a brush and letting them drop colour into the water. They have to watch how the colour is spreading in the water and are told how this is the same with our emotions and our bodies.

They are given options on how to better communicate and these are practiced through role-play. Skills are summarised at the end of the session.

The emotional thermometer is filled out and the guided relaxation takes place.

### ***Session 9: Nutrition***

In this session the children learn the basics of making healthy food choices in a fun way and are given examples of healthy and unhealthy food (Jungle oats (plain original), Strawberry Pops, Energade, a bottle of water, a small set of children's paints (a paint pallet), Jelly Tots, a small packet of raw almonds, an ice-cream, 2 slices of white bread, 2 slices of seed loaf, anti-freeze, plain popcorn etc.) The metaphor of a motor-car is used in conjunction with the concepts of the correct fuel versus unhealthy fuel.



The concepts of nutrition, as outlayed by our dietician, are related to healthy functioning of bodies. The effects of colourants, additives, sugars etc are connected to allergies, hyperactivity, inattention anxiety and many more health concerns. Of particular interest is the amount of anti-freeze that is used in commercial ice-cream manufacture (the same chemicals that keep car engines-fluids from freezing in the cold)

The next part of the exercise is to explain to the children the concept that healthy foods take them much further with good energy levels and brain function (low GI eating) than the bad foods.

They are required as always to complete their emotional thermometer and are guided through a self-relaxation.

### ***Session 10: Quiz session 1***

This session takes the format of the first of four Quizzes, aimed at recapping what has been learned in the previous 9 sessions. This allows the learners an opportunity to discuss any matters that may have arisen during the sessions prior, as well as allowing the facilitator an indication of how well they are doing thus far.

### ***Session 11: Emotional Awareness***

This is another emotion-recognition session. In this session the children have to combine emotions with physical feelings and colours.

The emotions that they identified in the first session have to be written up and cut up and put into a jar. Each child has to draw an emotion and act it out, while the others guess the emotion.

In another emotional recognition game, each child has to feel certain objects with closed eyes and tell what they feel, what it feels like and if it is a nice or not so nice feeling and why (a bag of stones, pieces of cold but smooth metal for the not-so-nice feeling a small teddy-bear etc).

The aim is that they identify sounds, smells and objects that make them feel nice which they can have with them or use them when they do not feel so good. They need to build up a repertoire of things they can do to get themselves out of negative feelings. They then have to describe how they feel emotionally, when confronted with these sensations.

Their guided relaxation is conducted and they are required to complete the emotional thermometer.



## ***Session 12: Problem solving techniques***

In this session, they need to perform more role-play exercises in order to try out the various problem-solving techniques.

Using an old telephone, they must think of something that is a problem to them (parents fighting, friends are not nice to them etc.) One child plays the "doctor" on the one side of the telephone and the other child must be a person phoning the "doctor" to tell him/her that they are having a problem and need the advice of the doctor.

Afterwards they discuss what they thought about the solutions that were given by the doctor. Good/ productive solutions are highlighted and emphasised. This empowers the children to be able to think for themselves and find solutions. They must learn to take responsibility for their actions and see that they do not have to behave passively or use negative behaviours.

Next, they are asked to think of things that make them feel frightened and encouraged to act those fears out and let the other children guess what those fears are. In discussion, they are to find a solution to how they can overcome those fears. The session is concluded with a relaxation exercise and the emotional thermometer.

## ***Session 13: Getting rid of negative emotions***

In this session they need to understand that negative emotions and problems that get bottled up are like garbage that can get steadily increase. It gets heavier and heavier and contaminates our mind and body.

They are required to draw their "garbage" they have in their lives that contaminates their mind and happiness.

Each one receives a paper bag and has to put the "garbage" into the paper bag. They have to imagine carrying this around day and night and the burden it can represent.

They then have to:

1. Identify their feelings
2. Think why they feel that way
3. Think how they can change them
4. Think what they can say to family/friends who make them feel sad or upset
5. Say what they think in an assertive way :

Then they get to tear the garbage packet up and are told that they need to get rid of their garbage every day and make sure that the bag doesn't fill up that it gets too heavy.



A deep breathing guided relaxation takes place and the emotional thermometer is completed.

### *Session 14: How to read food labels*

This is a continuation from the nutrition session. It has become law to tell the public what a product contains. This is important because to make our food taste nicer, look brighter and more interesting, many **chemicals** have been added to our food. They are reminded about the exercise they did with paint, showing that paint is how Strawberry Pops get their colour. Various examples of food labels and chemicals that are part of regularly consumed food are given. Food additives (chemicals) in food processing are discussed, with reference to the specific coding used (E-numbers, a breakdown is included below). Illustrations are used to make these easier to recall.

E100-E199 (colourants)

E200-E299 (preservatives)

E300-E399 (antioxidants, acidity regulators)

E400-E499 (thickeners, stabilizers, emulsifiers)

E500-E599 (acidity regulators, anti-caking agents)

E600-E699 (flavour enhancers)

E900-E999 (surface coating agents, gases, sweeteners)

E1000-E1999 (additional chemicals)

For homework they are encouraged to look at the ingredients of tomato sauce sachets, like the ones which come with fast .It is highlighted that there are some that contain absolutely **no** real tomato!

Their guided relaxation is conducted and they are instructed to complete the emotional thermometer.

### *Session 15: Making a decision/choices/boundaries*

Today the children learn that they have the ability and "power" to make the right decisions. They have to understand that they have to take responsibility for their decisions, their words they choose and their actions. It doesn't help to blame others.

They are asked how they would feel in certain scenarios, such as:

- 1) Their mother blames them for not having brushed their teeth even though they did do it?
- 2) Their brother or sister tells their parents that they broke something even though they didn't?
- 3) Their friends tell them they do not want to play with them because they said something nasty to another friend, even though they didn't?

They are taught about getting the facts straight before accusing others, as well as about treating others the way they would like to be treated.





They are taught about boundaries through the use of an illustration to be completed by them, of a house without fencing. This gives them a practical understanding of the concept. Their house is then to be given a fence, with a gate, that can be opened and closed by choice.

The concept of boundaries is introduced into their guided relaxation and they are allowed to complete the emotional thermometer

## ***Session 16: Positive Self-regard***

They are asked to identify the difference between self worth, self regard and confidence. The discussion centres on the different talents that each of us have and what it would be like if we all had the same talents. Also discussed is what makes them feel confident and gives them self-worth. They are asked to identify scenarios where their self-worth is diminished and given strategies to overcome that feeling.

For the older children, a totem pole is created, using symbols or animals that represent certain strengths or character types, for example: the beaver—the symbol of patience, wisdom, and wealth; whale—symbol of strength and bravery; thunderbird—the symbol in the sky dealing with thunder and lightning. The thunderbird is located at the top of the pole. His wings are always outstretched; and the eagle—is the symbol of wisdom.

They are encouraged to stand up for themselves and practice self-affirmations!

Their guided relaxation is conducted and they are given time to complete the emotional thermometer.

## ***Session 17: Change***

This session provides them with a Reality Check! The focus is on the subjecting experience of how we see the world vs. how it really is.

The children are asked to imagine that they have invented a machine that can mould people. They can mould their entire body (as children, teenagers and adults). They can mould their abilities, what they will achieve in the future, what they will become one day, how their lives will be etc. They are the ones who can shape their future completely. They are to explore what their future could look like.

They then compare this picture with how they are now and how they want to be one day. They make a list that they can compare. For younger children, they paste pictures onto a page which will resemble their future (or draw it). The discussion focuses on: change for growth & goal-reaching



A guided relaxation takes place with a focus on their positive lives and the emotional thermometer is completed.

### ***Session 18: Controlling your inner thoughts***

The session begins with a discussion about our inner thoughts. They are to imagine that we live in a world that has two parts- the one part is what we see around us and the other part is a world where everything we think about comes true immediately. The comparison is drawn through a role-play task in which both positive and negative thoughts are displayed.

They are then asked to give real life examples of when positive thoughts/wishes have come true for them, which is paralleled to the laws of positive thinking.

They are asked if they sometimes lose their inner balance. (Smaller children are asked if they feel unsettled or unhappy sometimes without knowing why?)

During their guided relaxation they are encouraged to create a visualisation where they control their thoughts and emotions and feel so very happy and calm inside. They are allowed to complete the emotional thermometer.

### ***Session 19: Impulse control and flexibility***

Relating to the previous session centred on control, they are to identify what was the problem when they couldn't control their thoughts? Did they react out of impulse? What is impulse?

Impulse control is explained to them as the ability to control the way we respond to certain situations. The children are to give examples of situations where they have little control over outcomes, such as:

- Soccer games
- Our parents
- Our siblings
- The weather

They are taught that we can control only how we... RESPOND! They are given a few scenarios and asked to provide examples of positive and negative impulses or reactions.

The example of moving house is used to illustrate compromise. The new house is smaller and the children have to decide what is important enough to take with. This is about flexibility and compromise!



The guided relaxation takes place and the positive outcomes of flexibility and compromise are highlighted. They are also instructed to complete the emotional thermometer.

## *Session 20: Quiz Session 2.*

This session takes the format of the second of four Quizzes, aimed at recapping what has been learned in the previous 9 sessions. This allows the learners an opportunity to discuss any matters that may have arisen during the sessions prior, as well as allowing the facilitator an indication of how well they are doing thus far.

## *Session 21: Bullying*

Initially, a group discussion is opened up to define what bullying means to them. This includes gaining an understanding of why they think that some people are mean to others. Also discussed are the different types of bullying (emotional, physical, cyber, social ...).

They are taught to say: **It's NOT Okay To Do That To Me!**

In discussing why some behave like this towards others, they are to speak about self-esteem being low and feeling powerful if they bully someone who is also not feeling so strong. They are reminded about their strengths and positive characteristics and that they are strong and that no-one has the right to bully them. However, they also do not have the right to bully others.

**Bullying= low self-esteem= being weak!**

Several practical scenarios focussed on bullying in the various different forms are presented. The children are then asked to react to them, in different ways, exemplifying how the different reactions can elicit certain positive or negative outcomes.

The guided relaxation takes place and they are allowed to complete the emotional thermometer.

## *Session 22: Trust*

To begin with, a recap is conducted to cover what was done during the previous session. Thereafter we begin with this week's topic. They are asked if everyone "out there" can be trusted and if not why not? They are encouraged to give examples.



The focus then turns to the difference between what we perceive and what is really happening. The Story of red-riding hood provides a useful example.

The nature of trust is discussed and various examples of scenarios are presented in which it is important to question who and how to trust and under which circumstances.

To end the session, the guided relaxation session is conducted. And they are encouraged to complete the emotional thermometer.

### ***Session 23: Similarities and differences***

They are asked to look at the other children in the course and find similarities and differences (eye colour, colour of clothes, height, size, things they like and don't like, their characteristics etc) We show them where they are the same (they all can laugh, they all wear shoes, all go to school etc etc.). Then they are shown where they are different: they all run differently, they all like different colours, have different hair etc.)

Several different role-play and team games are played in order to encourage them to work together. The games show them quite quickly that they need to work in a team to reach their end goal easier. They then have to discuss:

Discuss why it was better to work together than to try to get to the other side without help.

Ask them if they can identify other situations in their lives where they should have rather worked in a team.

What are the advantages of working in a team?

What are the advantages to work alone?

They are encouraged to fill out their emotional thermometers and engage in their autogenic training routine. For Autogenic training this session we them close their eyes, get heavy, focus on their breathing, let them see how they have had fun with their friends and enjoy working in a team.

### ***Session 24: Self-esteem, strong emotions and body language!***

They are asked if they know what it means to react wisely.

Are there right and wrong ways to react?

Are there strong and weak emotions?

They are asked to name more positive emotions rather than negative, and then asked to mimic the emotions- using body language. They must use their whole body to show the emotion, not just the face (and not the voice). They should not over-do it, it must look real! Next, they are asked if there are weak emotions?



How do they react in embarrassing, stressful situations? (face turns red, heart beats fast, can't think straight, shouts, hits). We explain that they don't just communicate with words but also with their body. *This is called body language.* They are also expected to mimic weak reactions. We talk about how one often does not have to talk to show people what you feel. It is important to feel and be confident! They role play how they would change their body language when they are feeling confident and the others vote to say if it was done well and was convincing.

After several more role-plays have been enacted, they are encouraged to fill out their emotional thermometers and engage in guided relaxation with the group, after which they discuss what they saw and how they felt. They are reminded that feeling confident also makes them feel happy and strong. Feeling confident means that we are nice to others and don't need to be mean. We react wisely.

## *Session 25: Getting rid of anger and irritation*

They are asked to identify what makes them feel irritated or angry, as well as how they handle their irritation and anger.

They have to identify what they think a bad way is to handle their irritation, by giving some examples. We then discuss how it makes them feel if people react in a bad way (venting their anger irritation in a negative way)? They have to advise the facilitator on the best way to get rid of their anger.

They then have to draw an *irritation monster* and discuss their pictures as well as their meaning. We ask them if they or their parents use bad language when they are irritated and what they think about swear words.

A game takes place in which they have to find the best alternative words/things to say to vent irritation without using actual swear words or bad words. They must be quiet and think about this for a minute or two.

*The more creative they are the better.*

E.G: Old banana peel, slimy gallbladder.

They have to choose which one is the best.

They are asked what they have learned from the session and how they would react from now on when they are feeling irritated. How can they help others and or even their parents?

They are guided through relaxation and encouraged to fill in the emotional thermometer.



## **Session 26: Refresh: emotions, self-esteem**

They are given a new list of emotions (There are more emotions on this worksheet than on the previous one) and are asked if they know what they mean. If necessary, we explain the emotions.

Each child has to choose three emotions and they are allowed to "play/ mime" those emotions. The others have to guess which emotions they are miming.

Let them write down their names (write them down for younger children) and let them write an emotion or good characteristic for each letter of their name e.g.:

**A** - Attentive

**S** - Sensitive

**H** - Happy

**L** - Laughing

**Y** - Young

We help younger children and discuss those characteristics and emotions with them. The others are asked if they think the wording fits for each child. We explain to them that each person has a name and an identity and that it is important to be happy with who you are. We let them now describe a person they have seen today (if possible someone who you have seen too, e.g. one of their teachers). They must describe the person in detail, what their hair looked like, clothes, shoes, colours, eye-colour, hair colour etc. It must be in detail. They will see that we do not notice all the details of people around us at all. We tell them that it is important to notice everything around us, as we are all special and should not be taken for granted. This exercise just shows them again that we can be very superficial and need to think of others and ourselves a bit more. The more in tune we are with ourselves and others the happier we are going to feel.

## **Session 27: Better Empathy**

In the session we are discussing empathy. We have talked about empathy already so we ask them if they remember what empathy means! During this session, they have to perform several different exercises. Below is an example:

*They must take a piece of paper and hold it in front of their mouths. Now they must pull different faces, mimicking different emotions. They can only see each other's eyes. Eyes don't lie. We tell them to laugh, be angry, be happy, be sad. Are they able to guess the right emotion?*

*We discuss if it was difficult for them to guess the right emotion and if so, what was difficult?*



Sometimes it is difficult to understand another person. Ask them to give you some examples when it is difficult to understand someone else.

Now show them the pictures of the illusions (3-5 pictures). Are they able to show you the different pictures in one picture?

Why are there different pictures in one?

We show them some optical illusions, as illustrated in their notes and see if they can decipher them. We ask: Do we experience this sometimes in real life too? Are there different sides to a situation? If yes, have the children experienced this already?

Other people can also be right at times, even when we think we are right. Sometimes situations can be seen from different angles.

*Relaxation:*

The facilitator relaxes them and lets them visualise that they have great friendships and that they can communicate their feelings well and understand others.

They are then encouraged to fill out the emotional thermometer.

## ***Session 28: Nervousness/Anxiety***

We like to feel understood but others also like to feel understood. If we make them feel understood they will like us and we can solve conflicts.

Today to talk about times we feel nervous or/and anxious.

We ask them if they know how it feels like to be nervous. Some of them might not admit that. We give them examples from your own life. They might feel nervous before tests, at night, when they go to a new/strange place, when others don't want to be friends with them etc.

They are asked to describe that feeling (nervousness and anxiety) in detail.

Now we let them draw the feeling. They are given a small piece of paper and asked to draw the feeling. Afterwards a discussion is held about their pictures

**Game: I pack my suitcase.**

We want to go on a journey and need to pack our suitcase. One child starts to say what he can do well and he packs it into his suitcase. The next child repeats his name and what he can do well and adds what he can do well. Each child in the circle has to repeat what has been said before and add something new. It is important to compliment them for finding good characteristics about themselves.

We summarise what they can do when they are anxious/nervous and tell them that when we use the broken record technique (always think about your good characteristics over and over again). We talk about how thoughts can make them feel good or bad. They have the choice to think positive thoughts and feel happy. The power of visualisation: With visualisation they can see the positive outcome already (e.g. being calm and relaxed while writing exams and



remembering everything, having a magic sword at night that keeps monsters away, being happy in a new place and knowing that mom is going to fetch me again.....)

**Relaxation:** During this relaxation technique, we encourage them to use a trigger by pushing the index finger and thumb together and tell them that this is the trigger they can use every day to keep them feel happy and calm all the time.

## ***Session 29: The Importance of Exercise***

The main reason we need exercise is to build and maintain strong, healthy muscles, bones and joints. *We ask the children if they know what all of these are, which constitutes a short discussion.*

If you didn't have muscles, you wouldn't be able to move. You wouldn't be able to speak, or breathe. In fact, you wouldn't be alive! If you don't use your muscles for a long time, like when you are ill in bed, your muscles become weak, and you may even have difficulty walking. We let them feel how their heart pumps, allowing them to count their heart beat over a period of a minute.

Now its time for a simple exercise: put your hand over your chest and feel your heart beating. Now, they stand up and follow our instructions as we speak:

- *Jump to the right and stand if you please,*
- *Touch your elbows and now your knees.*
- *Touch both heels, now your nose,*
- *Hands on your hips, and now on your toes.*
- *Hands on shoulders, and on your shoes,*
- *Turn to the left and read the news.*
- *Hands on heads, also on hair,*
- *Hands on hips, now in the air.*
- *Touch your face, now your feet,*
- *Clap your hands and take your seat.*



We discuss how important it is to exercise and how these days, people exercise a lot less, due to the introduction of technology that allows us to be distracted (computers, PSP, Xbox etc.) They have to help us identify different types of exercise, as well as ways that we exercise without really trying! ***Walking to and from the classroom, Running up stairs, Shopping, Swimming etc.***

We also discuss ways they can introduce more exercise into their days, without too much effort: ***Playing on the playground - jungle gym, see-saws, swings, Bike-riding with friends rather than watching TV, Jumping on a trampoline, Dancing...***





The session also consists of several word searches for the older students.

The guided relaxation takes place and they are encouraged to fill in their emotional thermometers!

### ***Session 30: Quiz session 3.***

This quiz is based on the topics of some of the previous sessions and is designed to test their ability to recall and implement some of the things they have learned so far.

For each question, they may use a life-saver, which is to ask for help from the facilitator. It is important that they are not given the answer, but rather facilitated towards an understanding or the correct recollection.

### ***Session 31: Better Communication***

In this session we revisit the topic of communication, elaborating on the importance, by engaging in several interactive games. An example of which is given below.

We give them each a piece of paper and allow them to draw a picture of a house, cars, trees etc. It must be a simple drawing. Now one person stands in front of the group with his drawing and gives the others a blank piece of paper. The person in front has to explain to the others what they have to draw. S/he is not allowed to use their hands or any other gestures. He has to explain the picture his picture with clear and simple *verbal* instructions. When the others have drawn the picture it has to be compared with the original picture. Does it look the same? Are the proportions the same? Has s/he explained it well enough? Each is to have a turn. We then discuss what was difficult for them. Why did some of them not get the right picture? Why were the proportions incorrect?

*We relate this to daily life:*

*Do their teachers, parents, friends tell them something and they do not know what to do? Or do they tell others what they should do and they do not do it? Do they feel misunderstood because of that?*

They also play a game similar to broken telephone. However, this involves telling a story that inevitably gets distorted along the way.

We relate this to how information gets changed when people communicate poorly.

We help them to relax them and allow them see how well they can communicate, that others understand what they say, they know what they want to say and feel confident within themselves.



## ***Session 32: Learning to solve conflicts***

Today we learn how we can solve conflicts. (Often children think that they are helpless and that only adults can solve problems. This can cause depressive feelings in children).

We create stories where everyone has to contribute a sentence. The stories must be about children who had problems with others and who were able to solve the problems.

We start the process by introducing the story: *The child who could solve a conflict (e.g. there was a child (you can also give him/her a name) who had a friend. They had been friends for a long time already and always had a good time together. One day one of them was very angry with the other one and they had a big fight. They hit each other.....*

In this session the children have to learn to solve conflicts. They need to learn to listen to each other and use the techniques they have learned in the last sessions.

The next few exercises help them learn to listen to each other, argue their point, to work together and to find a solution/compromise (even if they have a different point of view).

We also discuss the act of making a positive gesture after resolving conflict.

After we solved a conflict it is always good to show a positive gesture.

Today we do/practice that by giving a present to someone. (Today I can help you with your homework, I'll allow you to use my pens, I share my lunch with you when you do not have food etc etc). They really have to do what they offered to do. They need to report back how they felt when they gave a present like this. We end by relaxing them and allowing them to see how they are able to stay calm and relaxed when they are in a conflict situation. They are encouraged to fill in the emotional thermometer.

## ***Session 33: Five Food Groups***

Our bodies are more incredible and complicated than any other man made machine, so it is important that we look after it. We discuss whether or not they have ever noticed all the things our body can do without you having to try:

It works hard on growing bigger and stronger.

It repairs itself (like healing a cut or a broken arm).

It changes itself from a child to an adult.

It runs all the systems needed to keep the body working, like digesting your food and pumping your heart.

A rectangular box containing the name "Lisa Raleigh" written in a green, cursive script.

To look after this amazing machine you need to keep it supplied with the right kind of fuel. The body is then compared to a car. We explain to them that the kind of fuel you buy depends on the kind of fuel your car needs to run. Our body is the same. If it doesn't get the right kind of fuel then it doesn't work very well or, like a car, it could break down.

With examples, we discuss that in order to keep our body functioning at its very best, we need to eat from these **five food groups**:

1. Fruits and Vegetables
2. Grains and starches
3. Milk and dairy
4. Meat/fish and non-meat alternatives
5. Healthy fats and oils.

*We take some time to name different foods, and ask the children which group this would fall under, allowing them to ask about any foods they are unsure of.*

*We encourage the learners to think about their own lunches, or examine the contents of their lunchboxes. Together, we discuss some healthy items for their lunchboxes, or what they could include in their own lunches to make them more balanced.*

We got through the guided relaxation and allow them to fill in their emotional thermometers.

## **Session 34: Calories**



We discuss today the importance of calories! Remember how we said that food is like fuel to our bodies? Well, calories allow us to measure HOW MUCH fuel we are putting into our bodies. A calorie is a unit of measurement, but it doesn't measure weight or length. A calorie is a unit of energy. Our body needs energy from foods to function, so when you hear that something contains 100 calories, it's a way of describing how much energy your body could get from eating or drinking it. Your body needs calories for energy. But eating too many calories and not burning them off through exercise will leave too many leftover calories in your tummy. Since these calories go unused, they are stored in the body as fat. A little bit of fat is fine, but too much is unhealthy, so we need to make sure that we take in just enough calories that our body needs for the amount of exercise we do each day.

So, how much should we be eating?



### **Children need roughly:**

About 5 servings of fruit and vegetables daily

About 5 servings of grains and starches daily

About 2 servings of meat daily

About 2 servings of dairy daily

About 2 fats daily

*We go on to discuss what each serving looks like, by giving examples. After this the children are allowed to make their own imaginary meals.*

The children are guided through relaxation and their emotional thermometers are filled out.

## ***Session 35: Choices and Reactions***

Today we want to talk about choices. We ask the children if they know what it means to have choices. They must give us an example of when we have choices (e.g. when we choose what we want to eat). We ask them if they think that we can choose how to react as well.

We give them different scenarios and ask them how the person could react, such as:

*A mother and child are in the supermarket. The child sees a sweet that he/she wants very much. The mother doesn't want her child to have the sweetie. How can the child react?*

Now we let them role play the following scenario:

*A child is at school and is playing with his/her friends. They get carried away and play a bit rough. During their play they break a toy from another child. The child's friends say that they should keep quiet and not tell anyone. How will the child react?*

What are the implications in this scenario? We remind them of the assertiveness session. We can shout at others, withdraw or say what we think in a calm and straightforward way. It is best to say calmly what we want to say to bring our point across. Everyone can do this- not just adults.

We then take them through guided relaxation and allow them to complete the emotional thermometer.

## ***Session 36: Choices and reactions continued***

We begin by recapping what they learned last session and discussing if they were able to implement it. We ask them if they remember why it is good to think about their reactions/choices they have in certain situations first.



Generally if we think about our reaction first we don't react on impulse and don't make the wrong choices easily. What implications can wrong choices have? Sometimes we do not feel like doing things. There is a difference between being "bullied" into doing something our friends want you to do and helping at home (doing your chores) or doing your school work. We discuss what the difference is. The children have to complete a worksheet that gives them choices between when they should choose to say yes or no.

By knowing that they can say no to certain situations and needing to say yes in certain other situations they learn to stand up for themselves and to take responsibility.

To end, we take them on a guided relaxation, allowing them to feel confident enough to make the right choices and decisions. Thereafter they are allowed to complete their emotional thermometer.

### ***Session 37: Differences and manners***

Today we talk about differences again. We remind them about the session they had earlier in the course and how the world would be if we were all the same. Is it nice or bad that we are not the same? Why?

They play a game with cards involving different children from different nations. They are encouraged to identify how each face is different. Why is it important that we are all different? Where is it important that we are the same? (We want to help them to understand that we need to be different to have new ideas, be a colourful nation, have different tastes, be good at different things etc. Now we need to understand that it is important that we all are the same in behaving according to certain rules, e.g. be polite, say thank you and please, not to steal, not to lie etc).

It takes all colours to make a beautiful rainbow, just as it takes all kinds of people to make a beautiful world. They are given a worksheet where they have to choose with which person they would like to be friends. After they chose with whom they want to be friends, we ask them why they chose those children and how they think those children will be different to them. It is important to see differences in others and to accept them. This helps us to live together in a much happier and peaceful environment. However, even though we are different we should ALL behave the same in certain situations (in a polite and well mannered way). It is ok to be different but we need to have good manners and be polite to respect others and feel respected. We discuss shortly what respect means if they do not know it.



They are taken through the guided relaxation and allowed to fill in their emotional thermometers.

### ***Session 38: The ripple effect***

Today we speak about emotions again. This time the children need to learn that emotions from one person can affect another person. It can influence others how they feel and think. We ask them what happens when they throw a stone into the water. Normally we can see many circles where the stone fell into the water. One can even feel it on the edge of the lake although we might have thrown the stone into the deep end of the lake. This is a ripple effect. This is what happens with our emotions as well- they have a ripple effect on others around us. They use the feeling cards provided and play the following game:

*"Pick of the day": Place all the cards face up on a large surface. When the children sit down next to the cards, we ask each of them to pick a feeling card. Discuss the reasons for their pick.*

The discussion leads into the next exercise. The following skills are covered: identify, label, express, assess depth of feelings. Know the difference between feelings and actions. Introduction to self-talk and non-verbal skills. Self-awareness. The children should learn that their feelings/emotions have an impact on how they feel and behave and also how other people feel and behave. They have learned in the previous sessions that they have a choice how they want to react to certain situations and feelings. By using positive self talk they can "talk themselves out" of negative situations/emotions and gain control again. The guided relaxation takes place and they fill in the emotional thermometer.

### ***Session 39: Stress management***

We identify some situations that you have made you feel stressed out, like taking a big test, talking in front of people, playing an instrument in front of people etc.

We ask them what they can do to relieve their stress/tense feeling? We guide them to see that relaxation techniques work well and ask them if they have tried to use them already when they felt stressed. They are then encouraged to give the group some examples.

We discuss the various techniques they have learned in the course, from using their affirmations, to the autogenic training first discussed. They have to be able to display these skills and if they still have difficulty, we facilitate them.

During their guided relaxation, they are encouraged to find a relaxing place and enjoy being calm.



After their relaxation, they are allowed to complete the emotional thermometer.

### ***Session 40: Quiz Session 4.***

This session takes the format of the fourth of four Quizzes, aimed at recapping what has been learned in the previous 9 sessions. This allows the learners an opportunity to discuss any matters that may have arisen during the sessions prior, as well as allowing the facilitator an indication of how well they are doing thus far.

Hereafter they are awarded their certificates for completion of the course!





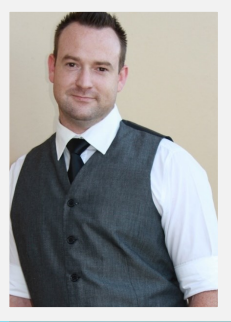


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