



# Project DITEAM12

## Diverse and Inclusive teams for children under 12

Building positive relationship with a  
child



Asociación  
Mi Hijo y Yo



PEDAGOGŠKI INŠTITUT



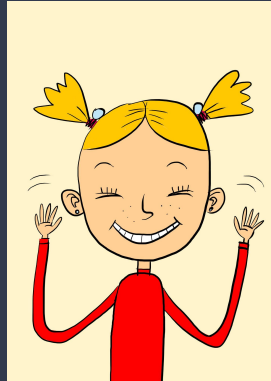
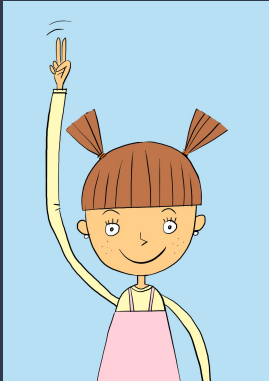


# What will you learn today?

- What is the ability to stay positive?
- Why is the ability to stay positive is needed?
  - How could children/ parents/ coaches benefit from positivity?
- How can positivity be achieved?



# What is the ability to stay positive?



Unfortunately, science says it's natural for people to dwell *more* on negative thoughts than on positive ones, and this can be even more true for children.

This negativity is usually driven by fear, doubt, or shame, which produce stress chemicals in the brain.

Positivity is having hope and confidence in one's ability to handle what's tough, along with remembering that nothing is all negative all the time. To live a happier life, it's essential to learn how to highlight the **positive** thinking and improve your outlook on life.



- Why is the ability to stay positive needed?
- How could children/parents/ coaches benefit from the ability to stay positive?

If we spend more of our time worrying about making rules, disciplining, and punishing our children instead of building strong and positive relationships with them, it may result also into children not being able to stay positive.

As a matter of fact, children will feel disconnected, emotionally insecure and misbehave.

Parents will feel stressed and unhappy.

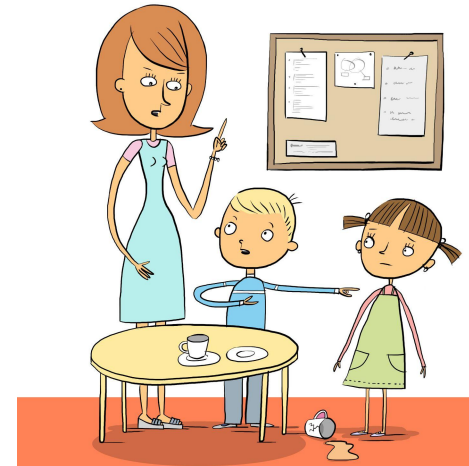




- Why is the ability to stay positive needed?
- How could children/parents/ coaches benefit from the ability to stay positive?

Many parents with children with difficult behaviour do not get much pleasure from their relationships with their children. Parents of difficult children spend a lot of time trying to stop them from being naughty.

When parents spend more time building positive relationships with their children, they often **need to do less disciplining.**

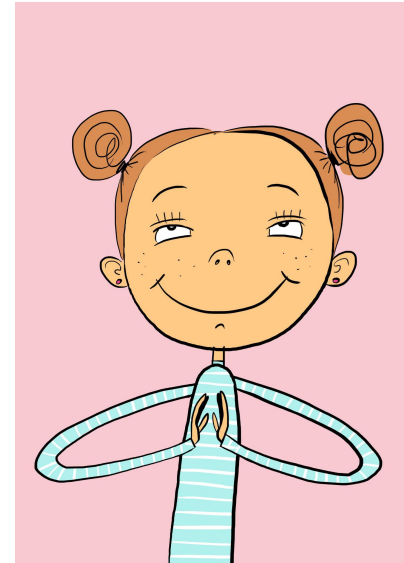




- Why is the ability to stay positive needed?
- How could children/ parents/ coaches benefit from the ability to stay positive?

The more time parents/coaches spend playing with and praising their children, the less often their children will misbehave and seek negative attention.

Parents and children feel supported and loved. Parents have less stress.



# One-on-One Time with Your Child/Pupil

Strategy to build a positive  
relationship with a child

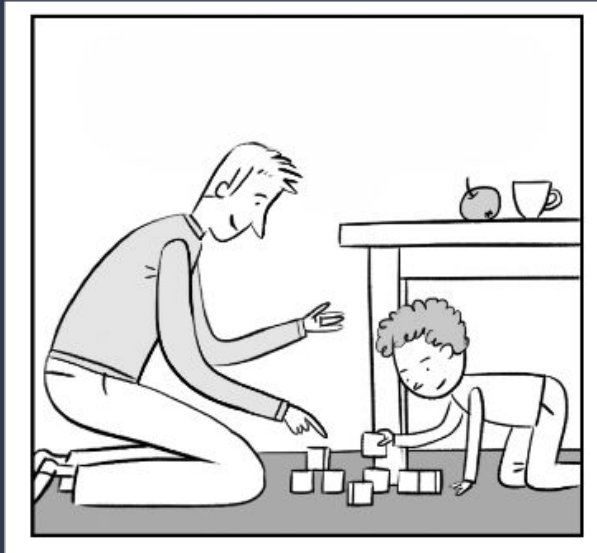
Play is very important for children. It helps them develop healthy minds. If parents/coaches show that what their children are doing is important to them, it improves their relationship.

We call this “One-on-One” time with a child.

One-on-One Time helps children to feel that their parents/coaches value them as individuals, appreciate the things that they do and are not **only** concerned with getting them to do as they are told.



# How can this competence be achieved?



1. Set aside a **One-on-One time** to attend to your child each day.

Choose a time when you are not likely to be interrupted and when your child does not have something else that they want to do like watch TV. **Switch off the television.** Tell your child that you would like to watch them play and that they can choose what to do.

2. **Make sure that your child knows that you are watching them.**

You need to sit close to your child and give them your full attention. Turn your body towards them or sit beside them.



# How can this competence be achieved?



## 3. Let things go at a **child's pace**.

Children need to do things in their own time. Try to give them that time, do not try to hurry them on.

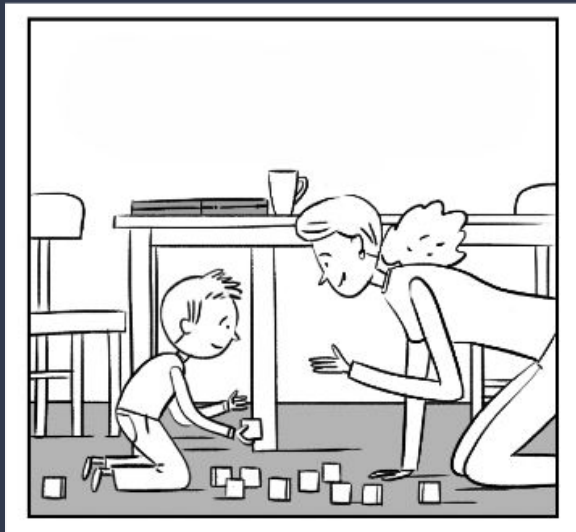
## 4. When attending to a child, give as few **instructions** or directions as possible.

Of course, you may have to take action if child does something that he or she is not allowed to do, such as ignoring an agreed behavior rule, or wants to do something dangerous like playing with matches, but generally **when you are attending the play, the child is the boss**.

## 5. Try not to ask questions unless they clearly leave the child in charge.

Instead of saying "why don't you make a car?" or "What is that supposed to be?" comment on what child is doing. Questions like this can distract a child and take their concentration away from the task.

# How can this competence be achieved?



## 6. **Listen** to what your child is saying and **watch** them.

Listening to your child is more important than talking to them at this time. If you do talk you should describe what your child is doing. If your child asks a question you can answer but do not let them put you in a position of telling them what to do. Put the choice back to the child: "I wonder what you will decide to do?"

## 7. Give **just enough help** to let it be the child's achievement.

Play alongside and copy what they are doing but try to let them keep the initiative. If they ask what to do, turn the question back by asking what they could do or think that they might do next. For children who do not have self-confidence it is particularly important that they do not get directions from adults all the time.

## 8. Make only **positive comments** and avoid critical comments.

Remember this is the child's game. There is no right and wrong in play and, within reason, what your child chooses to play is right for them. Your job is to show an interest and say something nice.



# How can this competence be achieved?



9. During the attending session try to **ignore** the things that you do not like your child to do.

Even if you help your child to choose a creative activity like making a doll or toy out of sticks and paper, she or he may still do some things that you do not like, for example aggressive acts. This is best dealt with by ignoring – pick up the paper or a magazine for a moment or two until the play returns to something that you like.

10. **You are in charge** of how long the session lasts.

You must decide when the session finishes. Give your child a “Transition Warning” when there is one minute remaining in Quality/One-on-One time.

# How can this competence be achieved?



11. When you get good at paying attention to your child during Quality/One-on-One time start to **do it at other times.**

When you feel confident about paying attention to your child during Quality/One-on-One time, you can do it at other times including when you are busy at some other task.

You can give your attention to your child's drawing when you are peeling potatoes or to your child playing on the floor whilst you are washing dishes.

This is a lot more useful and enjoyable for your child than just sitting together in front of the television.

Your child also has to learn that you cannot attend whilst you are watching your favourite TV programme or talking to a friend on the phone because attending means concentrating on your child.

# How can this competence be achieved?

## Spending One-on-One Time with Your Child Summary

1. Set aside a One-on-One Time to attend to child each day - at least 5 minutes.
2. Make sure that child knows that you are watching them.
3. Let things go at child's pace.
4. When attending to child, give as few instructions or directions as possible.
5. Try not to ask questions unless they clearly leave the child in charge.
6. Listen to what children are saying and watch them.
7. Give just enough help to let it be the child's achievement.
8. Make only positive comments and avoid critical comments.
9. During the attending session try to ignore the things that you do not like the child to do.
10. You are in charge of how long the session lasts.
11. When you get good at paying attention to the child during One-on-One time, start to do it at other times.



# Activities

## Role-modelling a positive sporting attitude for children

- Encourage a positive sporting attitude by cheering on your team for their efforts, even if they're losing badly. Abusing a team, umpire or anyone else for a loss can send a negative message to your pupils.
- Point out and praise athletes who don't come first. You can talk to your pupils about how hard the athlete tried, despite the result. You might like to give some examples of athletes you admire who don't always win, but who are known as good sports.
- After playing sport, ask your pupils whether they had fun rather than highlighting whether they won or lost.
- Focus on enjoyment, participation, effort and being a good sport.



# Activities

## Being positive and encouraging at junior sport

- Think about how your pupil might feel if you shout something like ‘Oh, how could you miss that?’ or ‘Can’t you run faster?’
- Compare those feelings to how your pupil might feel if you say, ‘Great shot – better luck next time!’ or ‘Keep going – you’re almost there’.
- Your tone and body language often have a big influence on your pupil too. If your pupil thinks you’re angry with her/him for missing a shot, it can take the fun out of sport, reduce the self-esteem, etc.
- Look and sound like you’re feeling positive and having fun, this can help your pupil feel the same way. At the end of the match, you can even tell your pupil how much fun you had watching him/her or your team play.



# Activities

## Practicing skills – Child Led Play during One-on-One Time

- The chance to try out activities in the safe environment of the training group.
- The opportunity to see the world through the child's eyes.



# Guidelines for a leader practicing One-on-One Time



1. Introduce that we are now going to practice spending One-on-One time with our child as a group;
2. Ask participants to be the 'Parent' / 'Coach' and another to be the 'Child'.
3. Be specific about the age of the child. Ask the child to be well behaved.
4. The 'Parent' / 'Coach' uses one of the group's suggestions from the illustrated stories.
5. The 'Parent' / 'Coach' can introduce One-on-One time by saying, **'I have 5 minutes to spend One-on-One Time with you, what would you like to do?'**

# Guidelines for a leader practicing One-on-One Time



6. You should stay physically close to the 'Parent' / 'Coach' to give support if necessary.
7. The 'Parent' / 'Coach' may need extra support in allowing the child to take the lead.
8. Allow the practice to happen for about 2 minutes - not too long.
9. Ask 'Parent' / 'Coach' / 'Child' about what the experience felt like.
10. Praise the 'Parent' / 'Coach' / 'Child' enthusiastically for being the first to do a group practice!

# Guidelines for a leader practicing One-on-One Time



11. Divide parents/coaches into pairs and ask them to practice letting the child take the lead during Quality Time.
12. Each person should practice both the role of the adult and of the child. Remind the children to behave well.
13. Walk around room and assist parents/coaches when they need help.
14. Feedback from each pair in a group discussion on how the practice went.

# Activities to do with children on when using the strategy 'One-on-One Time with Your Child'



When parents/coaches ask their children what they would like to do during One-on-One Time, children often don't know what to say. It is sometimes the first time a child has been asked this question!

Possible activities may include:

- Playing with a ball
- Skipping rope-outside
- Shopping game in the house
- Puzzles or building blocks
- Singing a song together
- Telling a story
- Encouraging the child to tell a story

Please note: Activities will be different for different ages of children and in different cultures.



# Possible Benefits of strategy 'One-on-One Time with Your Child'



It improves bonding and the relationship between parent/coach and child

It builds self-esteem of children

Children feel that they are valuable and loved.

It builds children's learning skills and problem solving.

It is an important step in teaching your child/pupil to want to do what you ask.

Play helps develop children's creativity and their understanding of the world.

One-on-One Time with your child/pupil gives you a chance to learn a lot about child's interests and abilities.



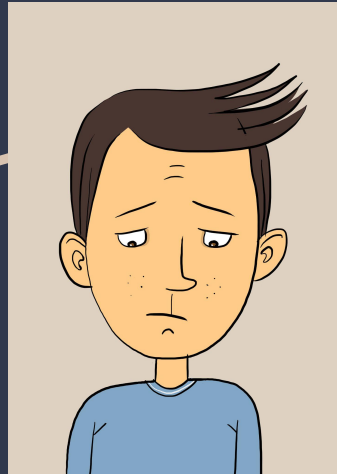
# Activities

## Talking About the Feelings with Your Child

- Allowing children to become aware of and to talk freely about their emotions.
- Learning how to help children to learn to regulate their emotions.



# Activities to do with children when using the strategy 'Talking About the Feelings'



There are 6 basic emotions: Happy, Sad, Angry, Disgusted, Surprised, and Afraid. Even babies can feel and express these emotions. As we get older, we learn to identify lots of other emotions like excited, frustrated, proud, lonely, peaceful, guilty, or confused.

Acknowledge child's feelings - even the difficult ones.

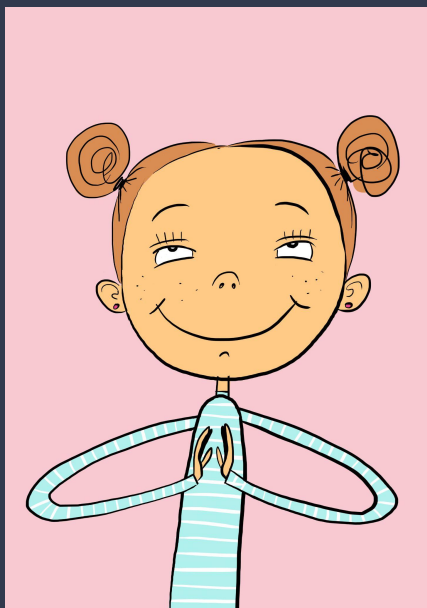
Get down to child's level when talking about feelings.

Use physical and verbal support to make your child feel accepted and loved.

Commenting on feelings should be specific and connected to the child's behaviour.

Share your feelings with the child.

# Possible Benefits of strategy 'Talking about Feelings'



It helps children communicate about their feelings.

It helps children connect feelings to actions and body language.

Children learn that all feelings are okay, they just are!

We can see and learn about our child's feelings.

It becomes easier for children to connect to our feelings too.

It helps children recognize the feelings in other people.

It gives them choices about how to behave.





# Good Practices

Examples of good practices in  
achieving calm, patience and staying  
positive behaviour in children



# One-on-One Time Strategy Example

## Tips

Name the Child when you  
speak to her/him;

Praise the child when s/he is  
behaving well.

Maya and her grandmother are playing dress up...



Maya pulls out a fancy scarf.



Maya finds a dress to wear...





# Think/ Practice!

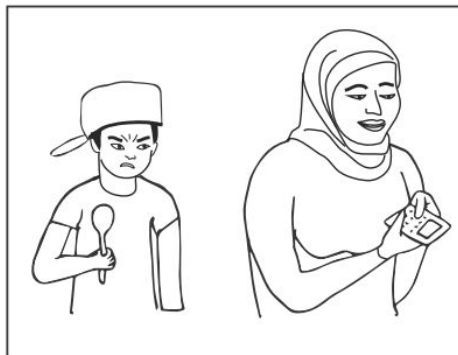
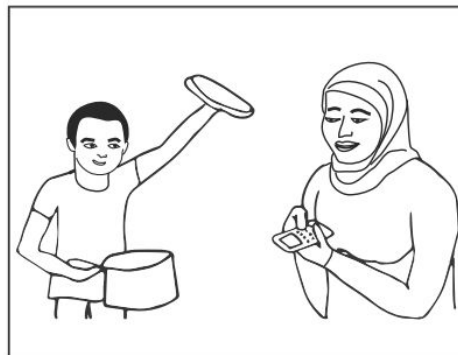
## Questions for Illustrated Story:

- How does Maya's Granny show attention to her?
- How does her Granny play with Maya without controlling the game?
- How does this make Maya feel?

# When we do not pay attention...



Adam is playing with pots and pans while Mother is sms-ing





# Think/ Practice!

## Questions for Illustrated Story:

- How did Adam feel when his Mother ignored him?
- What does Adam do to get attention from his Mother?
- How does his Mother feel about Adam?
- How could his Mother give attention to Adam?

# Talking about the Feelings with Children

Trying to help out...



Alex is helping his mother sort out the washing...





# Think/ Practice!

## Questions for Illustrated Story:

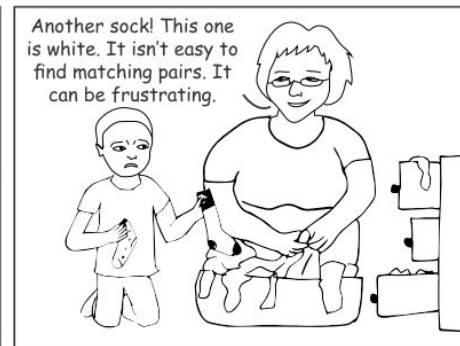
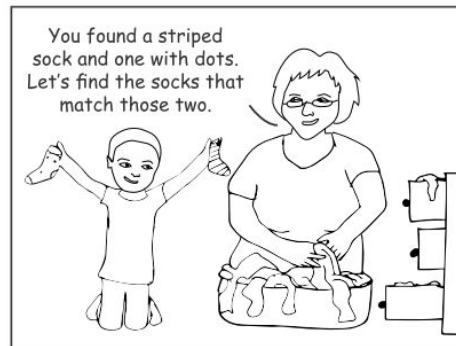
- *Identify Alex's and his mother's feelings in this story.*
- Is it necessary for his Mother to correct Alex?
- How do his Mother's corrections make Alex feel?
- Why is the Mother's reaction to Alex's feelings unhelpful?
- How could his Mother be more supportive of Alex's emotions?
- How could his Mother respond differently?

# Talking about the Feelings with Children

Trying to help out..



Alex's mother tries a positive approach  
to encourage Alex while sorting out the washing...







# Think/ Practice!

## Questions for Illustrated Story:

- What does Alex's mother do differently this time?
- How does she encourage Alex to keep looking?
- How does she acknowledge Alex's feelings?
- How can you help your child to notice his or her feelings?



# What have you learnt?

- If we spend all our time worrying about making rules, disciplining, and punishing our children instead of building strong and positive relationships with them, it will result also into children not being able to stay positive.
- Play is very important for children. It helps them develop healthy minds. If a parent/coach shows that what their child is doing is important to them too, it improves their relationship with their child.
- One-on-One Time helps children to feel that their parents/coaches value them as individuals, appreciate the things that they do and are not **only** concerned with getting them to do as they are told.
- Being aware of emotions is very important for children. When parents name feelings, or comment on them, it helps them to develop emotional control.
- Talking about feelings with children is an important step to help children manage anger, disappointment, and frustration – emotions connected to challenging thoughts and difficult behaviour.
- Talking about feelings brings awareness to the positive emotions such as a sense of peace, happiness, or calmness. It can also allow children to appreciate a beautiful moment or feeling of love!



# Sources

Lachman M.J and Hutchings J. with Lucie Cluver, Frances Gardner, Sibongile Tsoanyane, and Catherine Ward, illustrations by Shifran Perkel and Orli Setton, 'Parenting for Lifelong Health Programme for Young Children – European Version | Facilitator Manual', Fifth Edition: February 2018, WHO, UNICEF.

Havrdová E., Vyhnanáková K., (2018) Dobrý začátek: Ověřené postupy pro rodiče. Schola Empirica, ISBN: 978-08-905748-7-8

Webster-Stratton, C., (2005) The Incredible years, A Trouble-shooting guide for parents of children aged 2-8 years. The Incredible Years, Seattle, 2019. ISBN: 978-1-892222-04-6

Hutchings, J. (2013), Little Parents Handbook. University of Wales Bangor School of Education. ISBN: 978-1842201312

Palmer, S. (2008), Detoxing Childhood: What Parents Need to Know to Raise Bright, Balanced Children, Orion, ISBN 978-0-7528-8370-0

Palmer, S. (2006), Toxic Childhood. How the Modern World is Damaging Our Children and What We Can Do About it. Clays Ltd., ISBN 978-0-7528-8091-4