



Preparing for  
Primary 1  
Guide for  
parents –  
Social,  
emotional  
and personal  
skills



# Personal, social and emotional development

- We will look at –
- Building relationships
- Self confidence and awareness
- Emotions
- Listening and understanding
- Speaking

# Top tips for developing skills to build relationships

1. Show them how to do it

Children copy what they see, if they see you being kind they will copy, if they see how you chat to others they will copy this too.

2. Help develop a positive attitude

Your child will copy you, try to make eye contact when talking to your child lots of facial expressions- smiles, sad faces, happy etc..

3. Grow interests

Talk about their interests and let them practice something they like to do e.g. football or dancing when they meet someone new they can talk about this interest.

4. Build on communication skills

You could help by role-playing opening sentences to get the chat going i.e. Hello I'm mum what's your name? They can try to continue the chat.

5. Practice manners

Manners are key so it is important to teach your child to say 'Please' and 'Thank you'. Show them how to greet adults and other children in different situations.

6. Boost confidence

Try and have as much social interaction as possible with you, family and friends. You could use social media or facetime to help your child build relationships.



# Activity ideas

## Games:

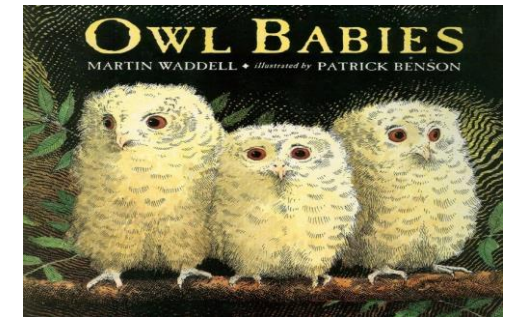
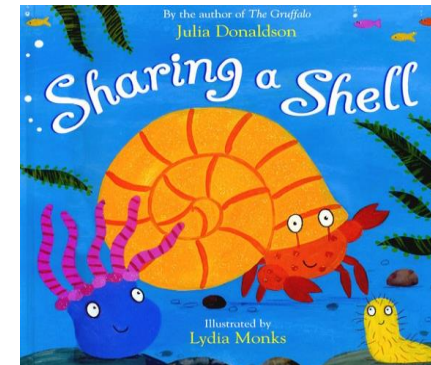
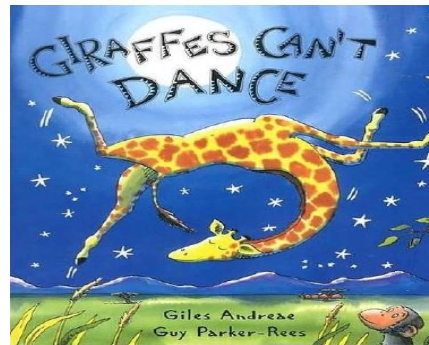
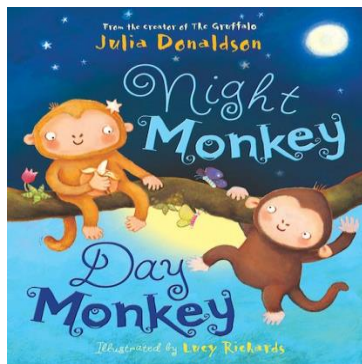
Dominoes, Snap, Monopoly, Frustration, Jenga –these games promote turn taking which will help in school.



## Reading stories:

Reading stories can help children's understanding/reaction in different situations.

Some good stories for this are:



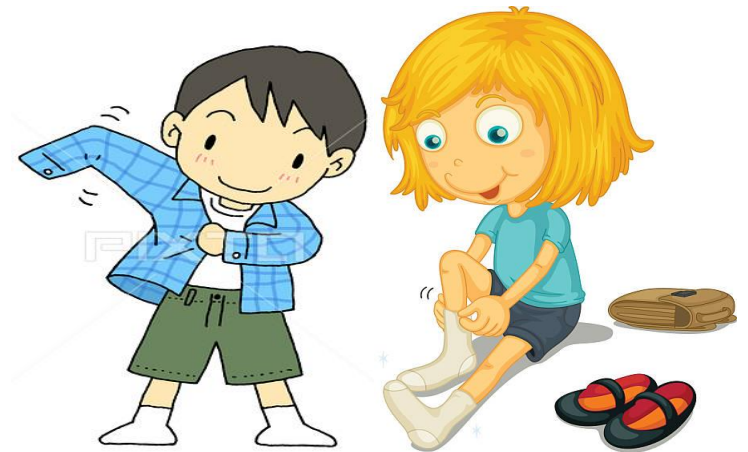


## Building self- awareness and self- confidence

From taking their first steps to learning how to read, children gain self-confidence and self-awareness as they learn new skills.

This gives them the courage to continue building their skills and abilities.

Helping them to talk about frustrations and fears will help them to be more confident in lots of situations, including moving to their new school.



# How you can help



## **Start Small**

Notice when your child is showing an interest in getting ready or “being big” and use it to help them try things by themselves.

## **Let your child do things for themselves**

It’s easier to do things for them for quickness but in school there are less adults. Therefore let them practice pouring milk, tidying their plate away and changing their shoes all on their own.

## **Practice, Practice, Practice**

Step back and let them try. They might get it wrong the first 5 times, but if they keep trying and with a little help in the right direction they will get there.



# Games and activities to build self-confidence and self-awareness



**Getting dressed:** Encourage your child to get themselves dressed in the mornings and at bedtime. Let them get stuck and wear the top inside out, it's okay, at least they tried and next time talk about it being inside out and how to fix it.



**Drawing:** Chat to your child as they draw. What are they drawing? What's happening? Who's that? Why are they doing that?



**Junk Modelling:** Encourage your child to play with junk that can be found within the house (as long as it is safe). Pick different things they need and let them create their own junk model.



# Role play and drawing to support self-confidence and self-awareness



## Role play

Let your child play with lots of real clothes. Let them try to put the things on by themselves. If you have anything with zips, buttons or poppers it's good practice for school.

**Drawing**- Using a range of writing tools and surfaces is good for building pencil control. Asking your child to talk about their picture is a good way to develop their confidence, listening and talking skills.



<u>Drawing method</u> ↓	<u>Writing tools</u> ↓	<u>Surfaces</u> ↓
Painting	Pens/pencils /crayons	Paper/card /cardboard/boxes
Printing	Chalk/charcoal	Whiteboard/chalkboard
Drawing	Paintbrush/sponge	Easel/fence/pavement/ground
Rubbing	Fingers	Malleable resources, flour/shaving foam/sand

## Talk to your child about their drawing

- What did you use to make your picture?
- What made you draw this?
- What is your favourite part of the picture?



Angry



Embarrassed



Nervous



Happy



Annoyed



Excited



## Development of feelings and emotions

Help your child to understand change and develop their awareness of how other people feel. Let them see how you react to different situations and talk more about your feelings. This is a great skill to develop as your child moves to Primary 1.

# Top tips for understanding emotions and feelings

## Change the language



When your child is upset, try not to ask:

“What's wrong?” Instead try:

“What's happened?” This will help them to think about why they are upset and what's made them feel this way

## Change the plans

Help your child cope with this by changing plans slightly.

E.g. you always go to the park then the shop. Change this by going to the shop then the park.

If your child is upset you can reassure them that plans change but that's okay.

## Golden rules

Rules give boundaries and this helps your child understand acceptable and unacceptable behaviour.

These five are used in school and nursery

Kind hands

Listening ears

Kind words

Quiet voices

Walking feet



# Top tips for understanding emotions and feelings

 **MORNING**  
CHECKLIST

	Make your bed	<input type="checkbox"/>
	Get dressed	<input type="checkbox"/>
	Eat breakfast	<input type="checkbox"/>
	Wash hands, face and brush teeth	<input type="checkbox"/>
	Ready to play	<input type="checkbox"/>



Try to make sure all the adults around your child know the rules and boundaries. This means when they go to grannies/aunties... there will be no mixed messages

Consistency is key



A morning routine

A morning routine starts the day off nicely

E.g:

Up in the morning

Breakfast

Get washed

Brush your teeth

Get dressed

Bit of down time,  
wee play with toys

Jacket & shoes on

Time to go



When learning about emotions there can be lots of confusion

# Stories and games to promote emotional understanding



**Feeling scenarios-** Talk about how different people feel when reading stories, watching films or when a friend or sibling is upset. You can also talk about how people are feeling using puppets or written notes or pictures that you make.



**Facial expressions-** Use mirrors to make different faces, ask your child if they know how you are feeling. This will help them recognise how others are feeling when they see a certain face.

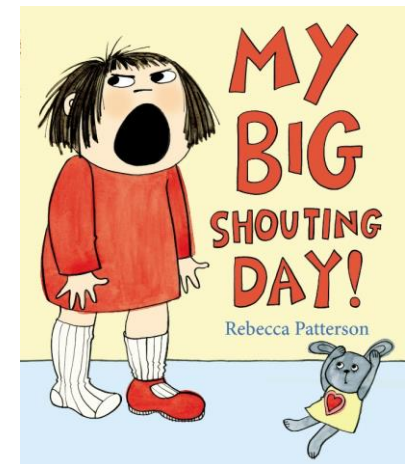
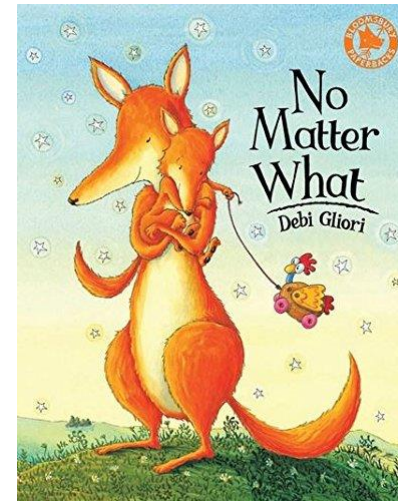


**No Matter What-** This story discusses the bond between parents and children. It focuses upon love and loss, and helps support discussing loss and death in a way that can be comforting to children.

There are many places to find information on bereavement and loss.

There are excellent resources and information on:

Child Bereavement UK





# Listening, attention and understanding skills

## To help your child:

Remember to praise them, it is not easy!

Sometimes your child may need to be encouraged and rewarded for gaining attention skills, you could give a “*Now and Next*” prompt, “If we do this NOW you can play on your chute NEXT”.

Don't rush! If your child can only manage to stay at an activity for 1 minute just work on that. You can then move onto 2 minutes and use a timer to help keep focus if needed.



# The parts of a Listener



## Top tips to support listening

- Reduce background noise, turn off tv, radio and close windows while you are working on listening and attention skills. It will make a difference
- If possible organise something for other children to do to avoid distractions
- Keep it short, 5 to 10 minutes is plenty when focusing on listening and attention skills
- Be face to face with your child and include eye contact during your game
- Sit together in a quiet room and talk about the sounds you can hear around you e.g. cars on the road, a dog barking, birds singing
- Find a noisy toy or object e.g. a loudly ticking clock and hide it around the house, go find it

# Listening skills for younger children

## Bricks and boxes

Build a wall of bricks and a wall of boxes, say ready steady boxes, (knock boxes over) or ready steady bricks (knock bricks down).

## Books

Use interactive books to gain interest in books, lifting flaps, sound buttons or puppets inside. Look at pictures talk about what is happening in them. Read the story gradually.

## Sing action songs

'Wheels on the Bus',  
'Head, Shoulders',  
'Wind the bobbin up',  
'Incy Wincey spider',  
etc.

Use whatever they are interested in to help keep them engaged, let them choose! If they love unicorns, choose a unicorn book to look at and read or play hide the unicorn. Can they listen to and follow instructions to find it? How many instructions can they follow?

**Take turns to keep interest going.**



# Games and activities to promote listening and attention skills



**Jack-in-the-box** – Child stays crouched down until they hear the alarm/clap/bang then jump up.



**Musical Bumps/ Statues** - Play music and children must sit down/ stand still when the music stops.



**Animal sounds** - If you have 2 identical sets of farm animal toys, hide one of the animals under a box and imitate the noise it makes. Encourage the child to listen and find the animal that makes the same noise then check if it matches the animal under the box.



**Hide and Seek**- Hide two or three objects, letting your child watch you as you do it. Let them go and find each object as you ask for it.





# Games and activities to promote listening and attention skills



**Kim's game-** Start with 5 different items on a tray/table and a tea towel to cover it up e.g. Pencil, fork, hairbrush, keys, sock. Ask child to really look at what is there and then cover up and take one item away. Can they guess what one is missing?



**If you are wearing-** Child listens and pays attention to instructions from you. "If you are wearing red touch your head". "If you are wearing blue, point to your shoe". They have to pay close attention to what they are wearing and what to do!

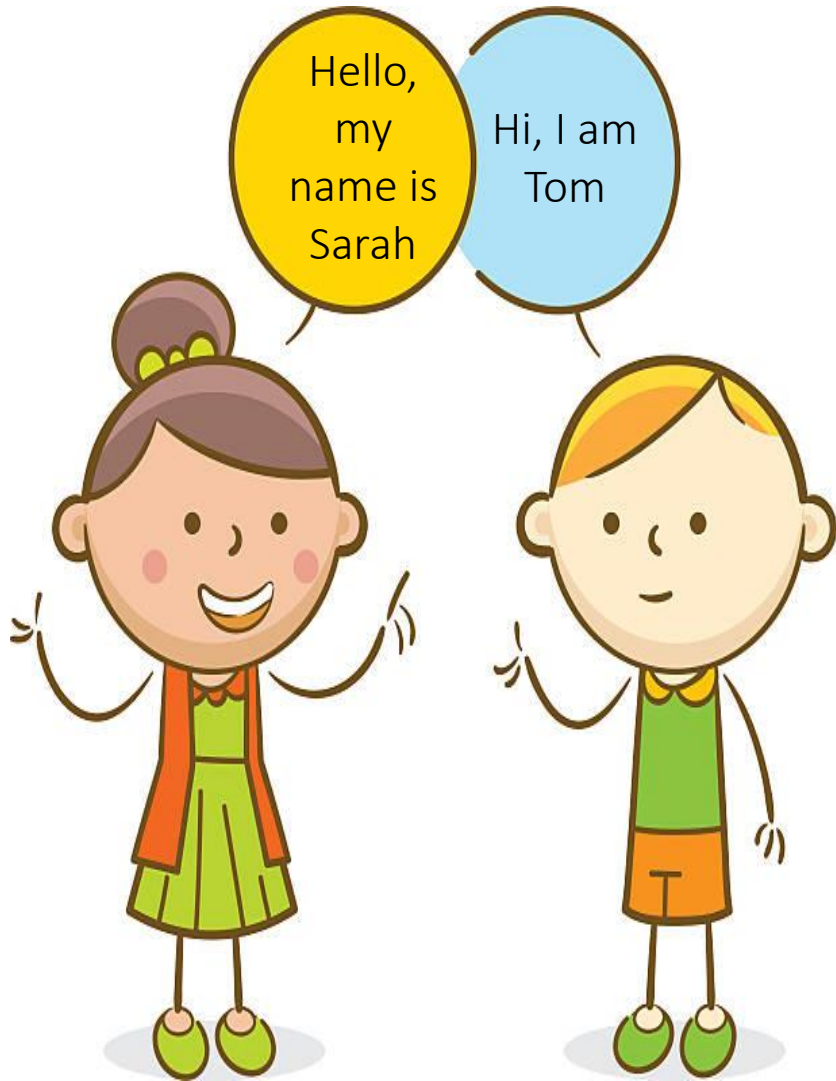


**Can you copy me-** Follow a clapping pattern, you clap a pattern, the child copies it.



**Are you listening-** When reading a story with your child, stop before turning the page at some points of the story. Ask "What do you think will happen?" "How would you feel?".





## Developing Speaking Skills

Children are surrounded by words and sounds during their daily life, they soon pick up that print in books, on buses and paper can 'say' something too. Adults and older siblings can encourage children to become confident and fluent speakers by being role models and promoting an interest in the 'stories' they tell.

# Top tips to support speech



- Read and discuss lots of stories, make up your own stories with your child as the “star”. Encourage them to make up their part in the story and then retell it
- Use puppets and dolls to retell the story and have a pretend audience to encourage confidence in expressing themselves
- Have a *family meeting* encourage your child to be part of it. What would they like for dinner? Where could the family go for a walk? Ask them about their wishes, then have a vote
- Explain how important it is to listen to others, set examples of this throughout your day, look at peoples faces. Do they look happy/ sad...? How do you know?
- When talking encourage the use of “yesterday”, “tomorrow”, “last week” in your conversation. If they say “the other day” repeat the sentence they have said with the correct terminology
- The main thing you can do is allow your child the time to chat. Make sure you listen and hear their stories

# Games and activities to promote a positive speaker

## Name three things

Name 3 things you can...

Eat with... put in a school bag... put in a lunch bag... put in a cup... find 3 things that are red...

This game can continue anywhere you go, it encourages children to think, use and discuss descriptive words, all while having fun, they can take turns asking the questions.

You can change the amounts of items being asked for e.g. 5 things or 10 things.

## Who am I?

Print or write cards with pictures on them, or just make it up!

Red Riding Hood, Goldilocks, Gruffalo, unicorn, mouse, dog.

Take turns guessing who/what they are

e.g. "I have 4 legs" "I have a tail" "I can fly"

**Guess  
Who I am!**

## I went to the shop one day...

"I went to the shop and bought"- you and your child take turns to shop

1<sup>st</sup> person says "I went to the shop and bought milk"

2<sup>nd</sup> person says "I went to the shop and bought milk and bread"

3<sup>rd</sup> person says "I went to the shop and bought milk, bread and jam"

This game helps children to listen, extend their memory, and build their vocabulary.







Examples of activities and online  
resources

# Spot The Difference

There are 6 differences in the pictures below, can you find them?

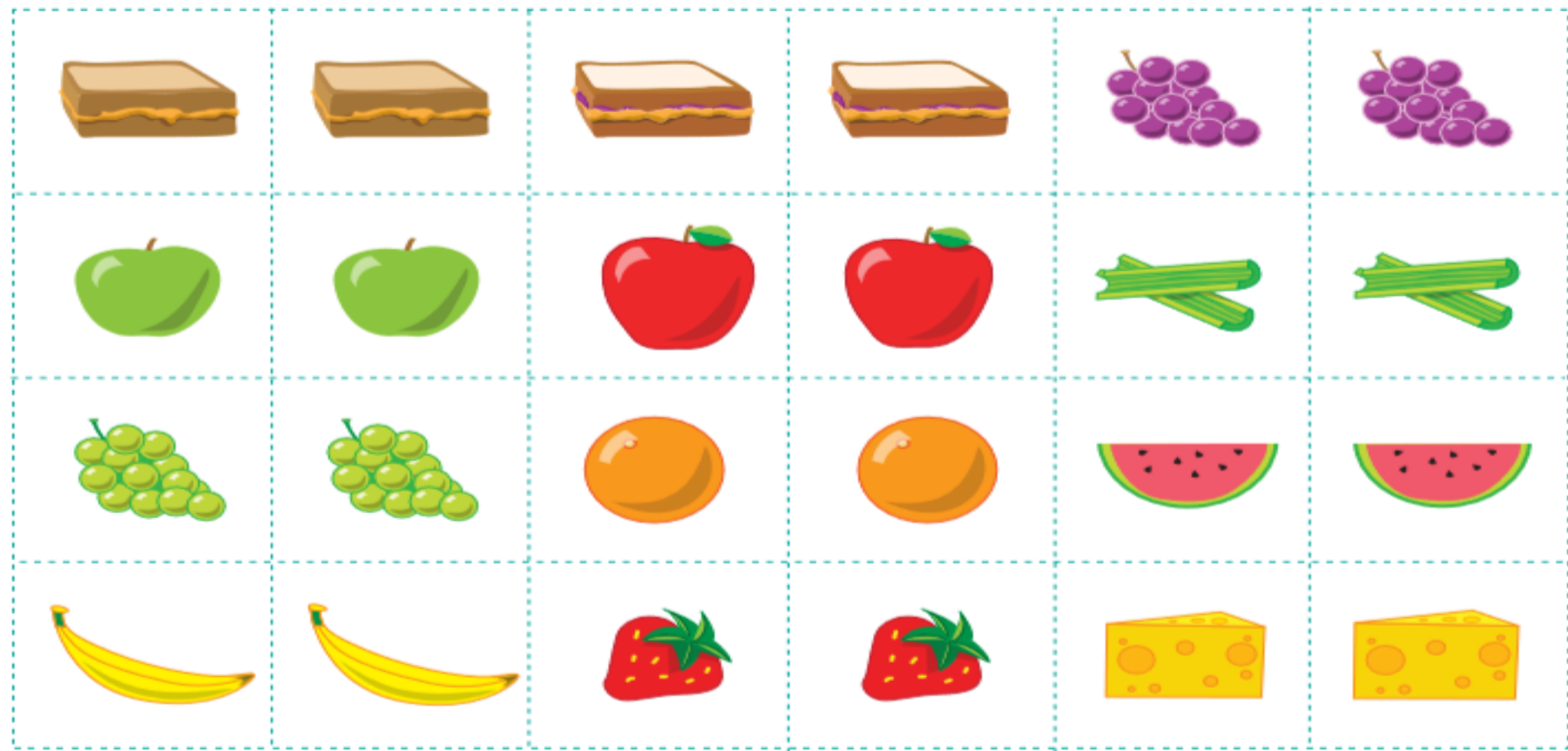


Encourage your child to talk about the differences in the pictures.

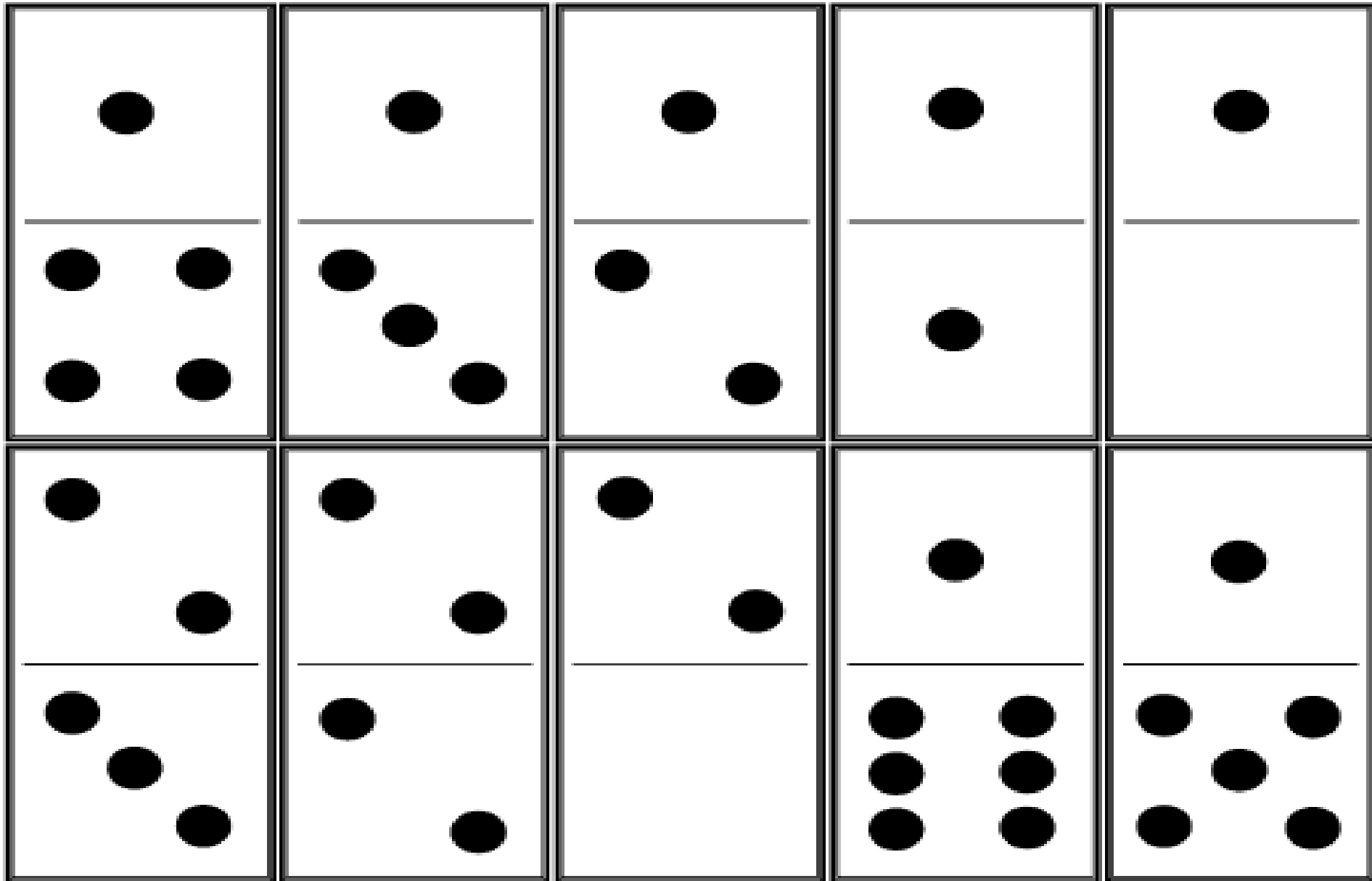


# Snack Time Memory Game

- 1 Cut out and place the cards face down on a flat surface.
- 2 Players take turns looking under two cards.
- 3 If the pictures match, the player keeps the cards and gets another turn.
- 4 The player with the most cards at the end wins!



# Dominoes







# MORNING CHECKLIST



Make your bed



Get dressed



Eat breakfast



Wash hands,  
face and  
brush teeth



Ready to play

# Online stories:

Being Kind – <https://www.youtube.com/watch?v=kAo4-2UzgPo>

Selfish Crocodile- [https://www.youtube.com/watch?v=0-NhjfJ\\_RZI](https://www.youtube.com/watch?v=0-NhjfJ_RZI)

The Hare and the Tortoise - <https://www.youtube.com/watch?v=01WM87zelzY>

The Little Red Hen - <https://www.youtube.com/watch?v=2E72TZy0LNo>

The Lion and the Mouse - <https://www.youtube.com/watch?v=0F2dNzlf4jo>

It's My Turn <https://www.youtube.com/watch?v=xJBk9mJwkel>

No Matter What- <https://www.youtube.com/watch?v=tD6e3rxL9Is>

# Online resources:

Managing feelings- <https://www.bbc.co.uk/bitesize/articles/zmmgrj6>

Questions when drawing - <https://minds-in-bloom.com/8-questions-to-ask-children-about-their/>

Tips with drawing - <https://www.booktrust.org.uk/news-and-features/features/2017/july/tips-for-talking-about-drawing-with-children/>

Starting school- <https://www.bbc.co.uk/teach/starting-primary-school/zvbthbk>

Big hopes big future - <https://www.home-start.org.uk/Pages/Category/big-hopes-big-future>

Starting school- <https://www.parentingacrossscotland.org/news-events/posts/how-well-do-we-prepare-young-children-for-the-move-to-primary-school/>

Go explore app- mindfulness- <https://www.bbc.co.uk/mediacentre/latestnews/2020/cbeebies-mindfulness-app>

