

Developing Emotionally Healthy Families, Schools and Communities Classroom Implementation

Presented by: Dr. Gerald Newmark and Debbie Johnston

How to Raise Emotionally Healthy Children Meeting the Five Critical Needs of Children, Train the Trainer, presents a vision of teaching at its best: purposeful, focused positive and caring. Based on the book “*How to Raise Emotionally Healthy Children*,” written by Gerald Newmark, Ph.D., this presentation will discuss the emotional health of children and parents, strengthening families and schools, moving rapidly and thoughtfully from concepts to action, and about positive, pleasurable, teaching methods. For further information about Dr. Newmark’s work see www.emotionallyhealthychildren.org and Train the Trainer information at www.exceptionaleducationalsolutions.com

Agenda

Introduction

The Five Critical Needs of Children

Group Activity

Need to Feel Respected

Need to Feel Important

Need to Feel Accepted

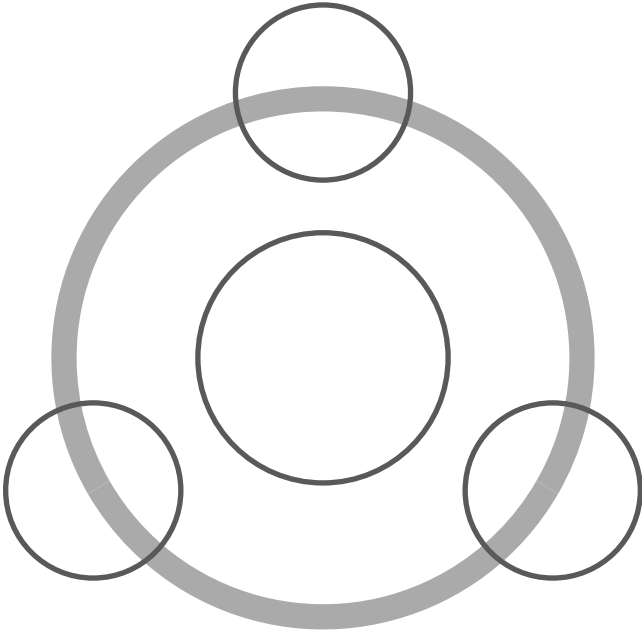
Need to Feel Included

Group Activity

Need to Feel Secure

Summary

Challenges of Teaching



Teaching Instruction Is...

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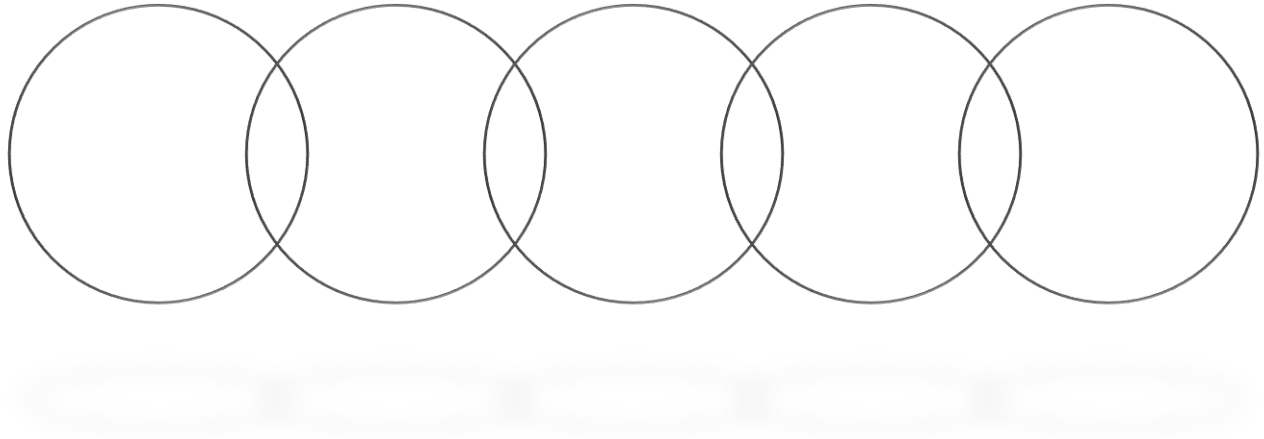
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All Children Need to Feel...



The Five Critical Needs of Children

ALL Children Need to Feel:

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Group Activity

Using one of the five critical needs assigned to your group, answer the following questions:

What is required for children to meet the need?

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What is required for families to meet the need?

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What is required for colleagues to meet the need?

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What methods or activities can be used to address the need with children in the classroom?

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PERSONAL REFLECTION

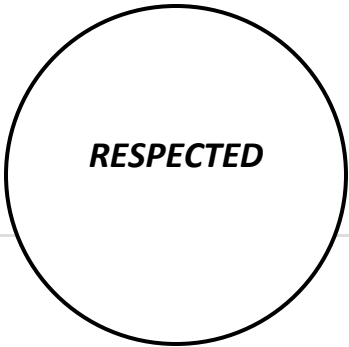
List below the personal changes that you will make to implement these changes in your classroom

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List below the activities you can implement to meet the need of the children in your classroom

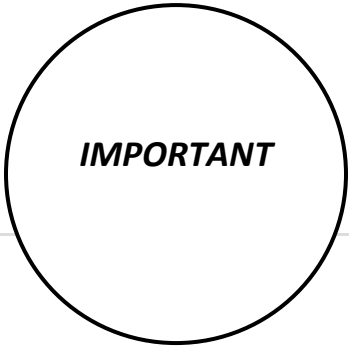
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Children Need to Feel...



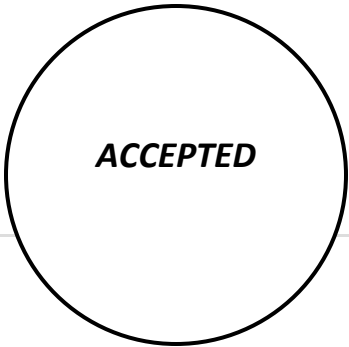
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Children Need to Feel...



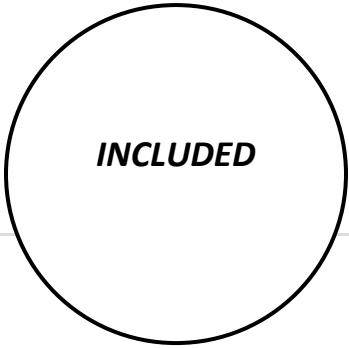
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Children Need to Feel...



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Children Need to Feel...



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Group Activity

PURPOSE

Establish concept of “The Classroom As a Learning Community” in which mutual respect and cooperation are necessary for all members to lead happy, healthy, secure lives. This concept contributes to satisfying the emotional needs of all classroom members and the learning of valuable skills in communication, problem solving, and decision making. It is part of the ongoing process in which children participate actively in their own evolution, on their way to becoming self-confident, independent, responsible, thinking, caring, civic-minded adults.

APPROACH

A classroom meeting is a major activity for teachers and children to assess how well they are doing—individually and collectively—and to decide on ways to make things better. Through sharing feelings, information, and experiences a sense of community is created.

TYPES OF MEETINGS

Goal Oriented Meetings (periodic, as needed) where the community attempts to achieve consensus. For example:

1. Identify and assign classroom responsibilities/tasks.
2. Establish classroom rules.
3. Problem Solving: Identify and solve specific problems.
4. Decision Making: Identify need for and make decisions.
5. Planning: Plan a classroom project activity.

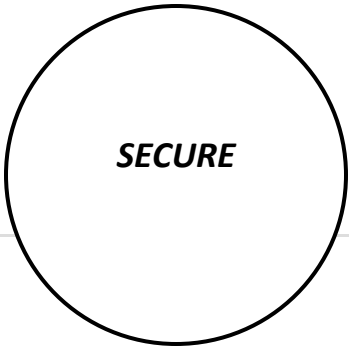
*Feedback Sessions (regularly scheduled, usually 1 x per week, ongoing)

Open-ended interactions among all classroom members as an outlet for expression of feelings, concerns, frustrations, appreciations and joy, in a safe, non-threatening atmosphere of open communication. Members address the question: “What do we see each other, or ourselves, doing that is helping or hindering us to lead happy, healthy lives?” In answer to this question, Items 3 and 4 below become the core activity of each session. (See note below regarding other items.)

1. One highlight or lowlight of my week was:
2. One thing I did this week that I didn’t like was: One thing I liked was:
3. Feedback is addressed to a specific person. (Something you did that affected me or the family positively or negatively or about which I have a question or concern.)
4. Something that is going on in my life that causes me concern, fear, joy is:
5. Something that bothers me or that I enjoy about our family life is:
6. Closing activity: each one says one positive thing about each family member.
(at the end of each meeting or periodically as desired)

(Note: Items 1 and 2 can be used to initiate sessions, as frequently as desired, with each individual taking turns and with or without family discussion. Item 5 may be introduced at any time there is a desire to include it.)

Children Need to Feel...



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Summary

The Great Dictator (1940) by Charlie Chaplin

(Excerpt from farewell speech of the accidental dictator at the end of the film.)

I'm sorry, but I don't want to be an emperor. I don't want to rule or conquer anyone.

I should like to help everyone, if possible-Jew, Gentile, black men, white...

We all want to help one another. Human beings are like that.

We want to live by each other's happiness, not be each other's misery...

The way of life can be beautiful, but we have lost the way.

Greed has poisoned men's souls, has barricaded the world with hate, has goose-stepped us into misery and bloodshed.

We have developed speed, but we have shut ourselves in.

Machinery that gives abundance has left us in want.

Our knowledge has made us cynical; our cleverness hard and unkind.

We think too much and feel too little.

More than machinery we need humanity.

More than cleverness, we need kindness and gentleness.

Without these qualities, life will be violent, and all will be lost.

Five Critical Emotional Needs of Children

Emotional health provides a foundation for success in school, work, and life. Children's emotional well-being is no less important than physical health. Satisfying a child's five critical emotional needs—and those of parents' too— must become a family value.

Need to Feel Respected

Children need to feel respected. For that to happen, they need to be treated in a courteous, thoughtful, attentive and civil manner—as individuals, deserving the same treatment as others. One of the best ways for children to learn about respect is to feel what it's like to be treated respectfully and to observe their parents and other adults treating each other the same way.

If we want children to grow up feeling respected and treating others with respect, we need to avoid sarcasm, belittling, yelling; we need to keep anger and impatience to a minimum; we need to avoid lying; we need to listen more and talk less; command less and suggest and request more; learn how to say “please,” “thank you,” “excuse me” “I’m sorry”—yes, even to children. We need to be conscious of our mistakes, willing to admit them, and ready to make corrections, and to cultivate these values in our children.

Need to Feel Important

Feeling important refers to a child's need to feel: “I have value. I am useful. I have power. I am somebody.” This need is evident at a very early age. Pressing a button in an elevator—me! me! Children want to do things for themselves, and so often we get in their way.

Parents and teachers need to avoid being all powerful, solving all problems, making all decisions, doing all the work, controlling everything that happens. Involve your children—ask their opinions; give them things to do; share decision-making and power; give them status and recognition, and have patience with mistakes when it takes a little longer or is not done as well as you could have done yourself.

If children do not feel important, if they don't develop a sense of value in constructive ways, they frequently seek negative ways to get attention, to feel that, “I am somebody.”

Need to Feel Accepted

Children have a need to feel accepted as individuals in their own right, with their own uniqueness, and not treated as mere reflections of their parents, as objects to be shaped in the image of what parents believe their ideal child should look like. This means that children have a right to their own feelings, opinions, ideas, concerns, wants and needs. Trivializing, ignoring or ridiculing a child's feelings or opinions is a rejection which weakens the relationship. Paying attention to and discussing them, even when you do not like or disagree with what you are hearing, strengthens the relationship.

Need to Feel Included

Children need to feel included. They need to be brought in, to be made to feel a part of things, to feel connected to other people, to have a sense of community. It happens when people engage with others in activities and projects, when they experience things together in a meaningful way. It is important for the family to create these opportunities. People who do things together feel closer to one another. Family activities offer a way to become closer and also to have fun, learn, and contribute to others.

Need to Feel Secure

Children need to feel secure. Security means creating a positive environment where people care for each other and show it; where people express themselves and others listen; where differences are accepted and conflicts are resolved constructively; where enough structure exists for children to feel safe and protected; and where children have opportunities to actively participate in their own evolution and that of the family—e.g., in planning, decision-making, problem-solving and family activities.

Becoming a Student of Own Behavior

(Keeping A Daily Journal)

At the end of the day, *briefly* answer each of the questions below. (Keep this form blank as an “Original” from which to make copies.) If it is difficult to keep a separate journal, try making quick notes at the end of each day in your lesson plan book.

THE FIVE CRITICAL NEEDS – TO FEEL: RESPECTED, IMPORTANT, ACCEPTED, INCLUDED, SECURE

1. Which of my actions today were positive in regard to my child’s five critical needs?

2. Which of my actions today were negative in regard to my child’s five critical needs?

3. What did I learn about myself: attitudes, behavior, strengths, weaknesses?

4. If I were doing today over again, what would I do differently?

5. Comments and/or questions about my child’s or my attitudes and behavior.