

Faustlos

What is it and what can we do about it at home?

Workshop for parents from 1st to 4th grade

27.03.2023



**COLEGIO ANDINO
DEUTSCHE SCHULE**





Faustlos

Faust = fist

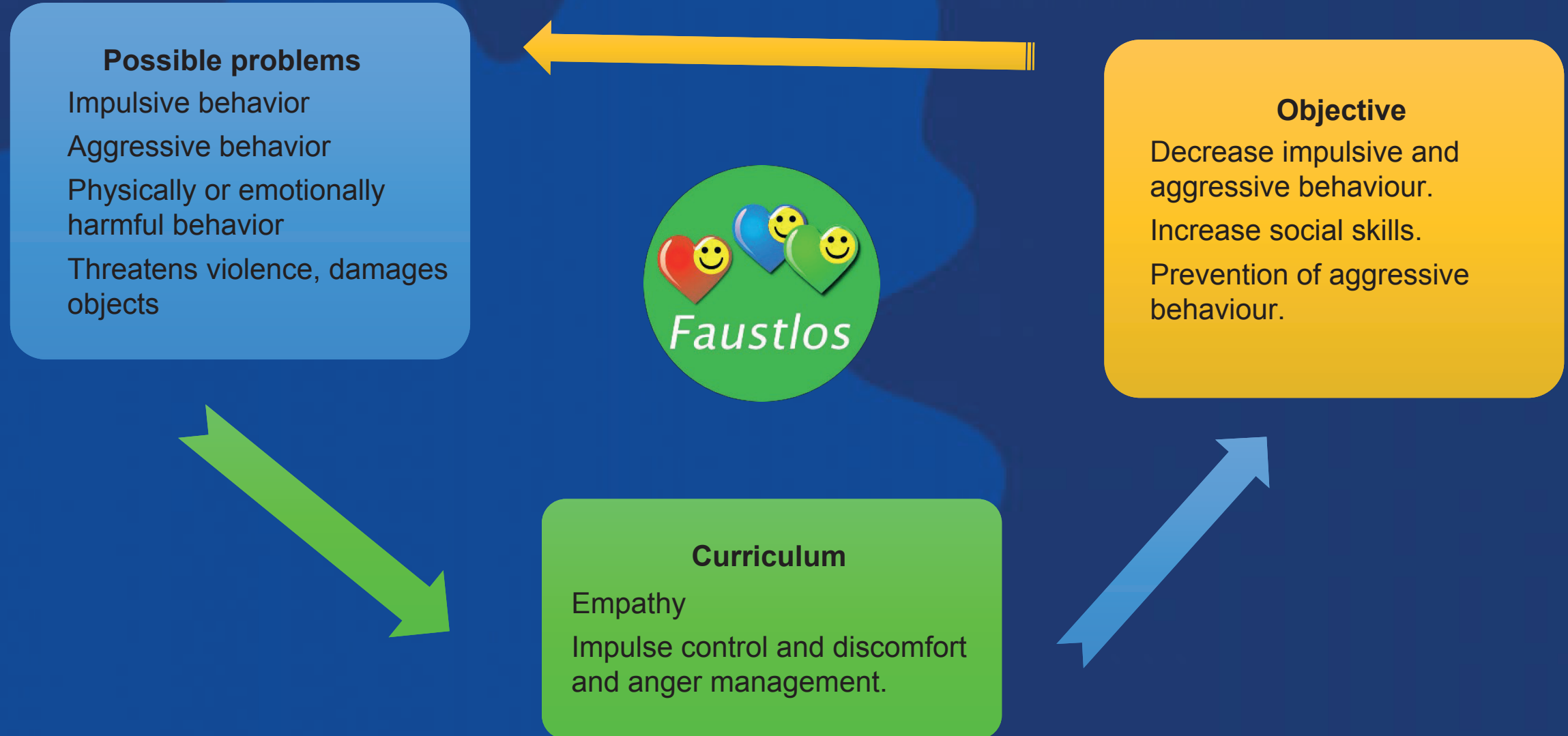
-los = without

Translation: “without a fist”





How Faustlos works?





The unit contents are...

Empathy

- Acknowledging, predicting, and communicating feelings
- Intentions
- Justice
- Active listening
- Accepting differences
- ...

Impulse control

- Steps for solving the problem
- Asking for help
- Requesting permission
- Apologizing
- Managing peer pressure
- Resisting lies
- ...

Discomfort and anger management

- Anger triggers
- Calming down
- When someone bothers me
- Criticism
- Disappointment
- Accepting the consequences
- ...



Specific content: 1st grade

Empathy:

- Introduction.
- Recognizing feelings.
- Clues to recognizing other person's feelings.
- Feelings that are similar and different than mine.
- Feelings change.
- Predicting emotions.
- Communicating your emotions.

Impulse control:

- Introduction to the solution of interpersonal problems.
- Identifying the problem.
- Choosing a solution.
- Step by step.
- Does the solution work?
- Ignoring obstacles and deviations.
- Interrupting someone respectfully.
- Managing the situation when I want something that is not mine.

Discomfort and anger management:

- Introduction.
- Anger and discomfort triggers.
- Calming down.
- Internal monologue..
- Reflection
- Staying outside a physical confrontation.
- Managing mockery and pranks.



Specific content: 2nd grade

Empathy:

- Review of what has already been addressed – Hobbies.
- Cause and effect.
- Intention.
- Fairness.

Impulse control:

- Review of what has already been addressed.
- Asking kindly for help.
- Participating at the right moment.
- Playing together.
- Asking for permission – Apologizing.

Discomfort and anger management:

- Repetition of what has already been addressed – Criticism management
- Managing feeling excluded.
- Accepting consequence



Specific content: 3rd grade

Empathy:

- Review of what has already been addressed.
- Contradicting feelings.
- Active listening.
- Expressing affection and attention to someone
- Accepting differences.

Impulse control:

- Review of what has already been addressed – Holding a conversation.
- Managing peer pressure – Resisting the theft temptation.
- Resisting the impulse to lie.

Discomfort and anger management:

- Review of what has already been addressed
- Disappointment / frustration management
- Recrimination management – How to complain



Specific content: 4th grade

Faustlos is designed for grades 1 to 3.

In 4th grade, the three main concepts are studied in more detail and the topics that are more necessary according to the classroom are emphasized.

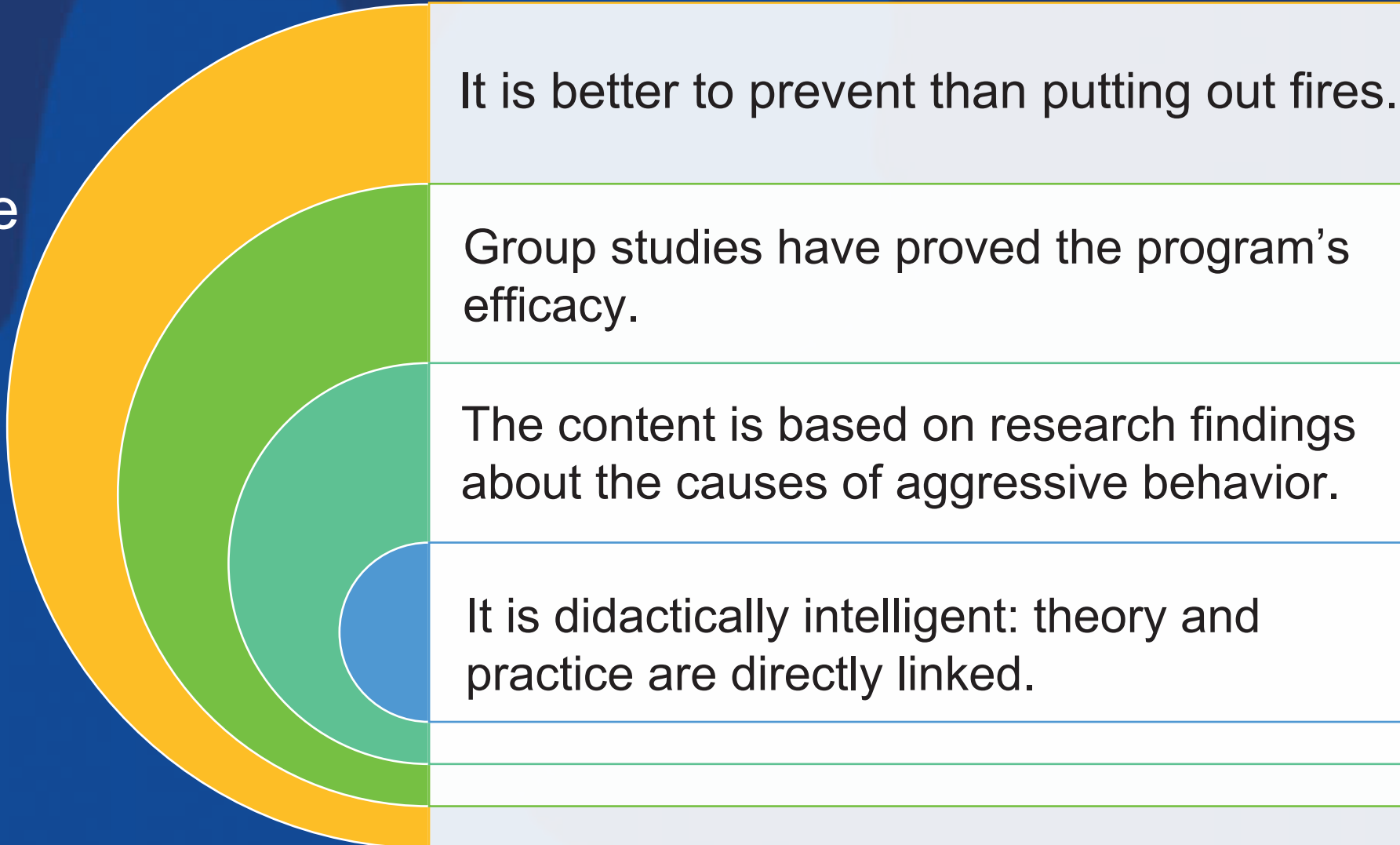
Additional resources and activities from the program are used so the same exercises will not be repeated.





Is it worth the effort?

Yes!
Because



It is better to prevent than putting out fires.

Group studies have proved the program's efficacy.

The content is based on research findings about the causes of aggressive behavior.

It is didactically intelligent: theory and practice are directly linked.

“Steps to solve problems” poster



Steps to a constructive anger and rage management



COLEGIO ANDINO
DEUTSCHE SCHULE



What do you do when you feel angry?

1. How does my body feel?
2. Calm down
 - Breathe deeply three times.
 - Slowly count backwards.
 - Think about something nice.
 - Say to yourself “calm down”.
3. Think out loud about the solution to the problem.
4. Think about the problem later:
 - Why did I get angry?
 - What did I do?
 - What has worked?
 - What hasn't worked?
 - What would I do different next time?
 - Can I be satisfied with myself?



Pasos hacia un manejo constructivo de la ira y la rabia



COLEGIO ANDINO
DEUTSCHE SCHULE



¿Qué hacen cuando sienten rabia?

1. ¿Cómo se siente mi cuerpo?
2. Cálmate:
 - Respira profundamente tres veces.
 - Cuenta hacia atrás lentamente.
 - Piensa en algo bonito.
 - Diga a ti mismo "Cálmate".
3. Piensa en voz alta en la solución del problema.
4. Piensa en el problema más tarde:
 - ¿Por qué me he enfadado?
 - ¿Qué hice entonces?
 - ¿Qué ha funcionado?
 - ¿Qué no ha funcionado?
 - ¿Qué haría diferente la próxima vez?
 - ¿Puedo estar satisfecho conmigo mismo?



“Steps to a constructive anger and rage management”



Steps to solve problems

How do I solve problems?

1. What is the problem?
2. What are the solutions?
3. For every solution, ask yourself:
 - Is it safe?
 - How do the people who are involved feel?
 - Is it fair?
 - Will it work?
4. Choose a solution and try it out
5. Does the solution work?
If not, what can you do now?



Pasos para resolver problemas

¿Cómo soluciono problemas?

1. ¿Cuál es el problema?
2. ¿Cuáles son las soluciones?
3. Para cada solución, pregúntate:
 - ¿Es seguro?
 - ¿Cómo se sienten las personas implicadas?
 - ¿Es justo?
 - ¿Funcionará?
4. Decídete por una solución y pruebala.
5. ¿Funciona la solución?
Si no es así,
¿Qué puedes hacer ahora?





And at home?

Group discussion

1. Which daily situations can we use as learning moments for our children?

2. Which are the most challenging topics for us as parents and how can we address them home?

3. How have we addressed these topics until now and how has it turned out?





Outcomes of the group discussion

1. Which daily situations can we use as learning moments for our children?

- Place in the car
- Turn in getting up and taking a shower
- Screen time /decision to watch TV
- Rage /screams
- Sibling negotiation
- Cleaning-up
- Socialize the specific situations to reflect at home once again. ·Send the cases that are practiced in school to practice them home.
- Socialize with the families the cases and workshops that are done in school to apply them as adults



Outcomes of the group discussion

2. Which are the most challenging topics for us as parents and how can we address them home?

- Socialization
- Promote their self-esteem
- Have tools to overcome tense situations. ·How to tell the older ones without being a tattletale.
- Immediacy management.
- Limits.
- Teach them to set limits with respect but firmly ·Anger, frustration -> breathe /calmly exteriorize



Outcomes of the group discussion

3. How have we addressed these topics until now and how has it turned out?

- Give them space, but accompanied
- Do not get emotionally involved
- Ask
- Assume responsibility
- Depending on the situation: empathically or authoritatively
- Validate yourself to give example to validate the child
- Place myself in their position
- Ask - > From the person who is involved
- Be an example
- Control yourself



Ideas to support from home: **Empathy**

Play “I am... when...”

Example: “I am sad / disappointed/ surprised/ mad/ when my friends don’t let me play with them.”

You can think of examples, or you can play a game where you take a paper that will tell you which feeling you have to use for an example.

When reading a story or watching a movie together, discuss the feelings.

Name the feelings and discuss if the parents or the child has felt that way at any time. How was it? What did they do about it? How do you see it from today’s perspective?

If you see that the child is expressing a feeling, help him/her name it.

Example: “I see you’re frowning, how are you? What are you feeling?”

If the child is experiencing a feeling, offer to talk about it. “I would like to understand how you’re feeling” etc.

Support in the reflection

If your child gets home feeling upset or sad because of a situation with someone else, assess his/her feeling and help him/her think how the other person is possibly feeling.



Ideas to support from home:

Support your child in the solution of the problem, encouraging him/her to think about several options. “What do you think you can do?” and “This is an idea, but what else could you do to solve the problem?”

Don't rate the possible solutions your child gives but help him/her rate them according to the following criteria:



- Is it safe?
- How do the people who are involved feel?
- Is it fair?
- Will it work?

If one solution doesn't work, support your child in choosing another solution. Help him/ her carry out that solution.

Example: Try together what he/she could tell this friend with whom he/she has a problem.

Share with your child techniques that have worked for you to remain calm before acting. What else can your child think of?



Take advantage of daily life situations to reflect about the positive or negative consequences of doing something or of making one or another decision.



Ideas to support from home: Managing discomfort and anger

Help your child to become aware of his/her discomfort or anger.
Example: “This must have been difficult for you”, “How do you feel about what happened?”

Help your child to become aware of his/her discomfort or anger.
Example: “This must have been difficult for you”, “How do you feel about what happened?”

When your child is upset, breathe deeply together, count from 1 to 5 or help him/her think about one person or one place that they like (the beach, his/her grandmother, etc.)

You can illustrate the feeling of anger and imagine how it starts to fade. For example, we can imagine that anger is an ice cube that starts melting or that it is a big flame that starts dying out or that it is a storm that subsides and turns into a soft drizzle.

Identify which words or sentences help in calming down and write them down.
Example: “I can make mistakes”, “Nobody is perfect”, “I can calm down”.



Short films for analyzing together

- Bridge: https://www.youtube.com/watch?v=XQSd-fs_5DY
- Snack Attack: https://www.youtube.com/watch?v=38y_1EWIE9I
- Claudio remains calm
https://www.youtube.com/watch?v=BCULDWFdSbo&list=PLhRSjTsq8Xmu__kaFlva9X7YwrzfSYInn&index=2
- Possible questions for analyzing the short films:
 - What happened?
 - Who felt how and why?
 - What would I have done in the situation of one or another?
 - What could they have done differently? What could have been the outcome?
 - ...





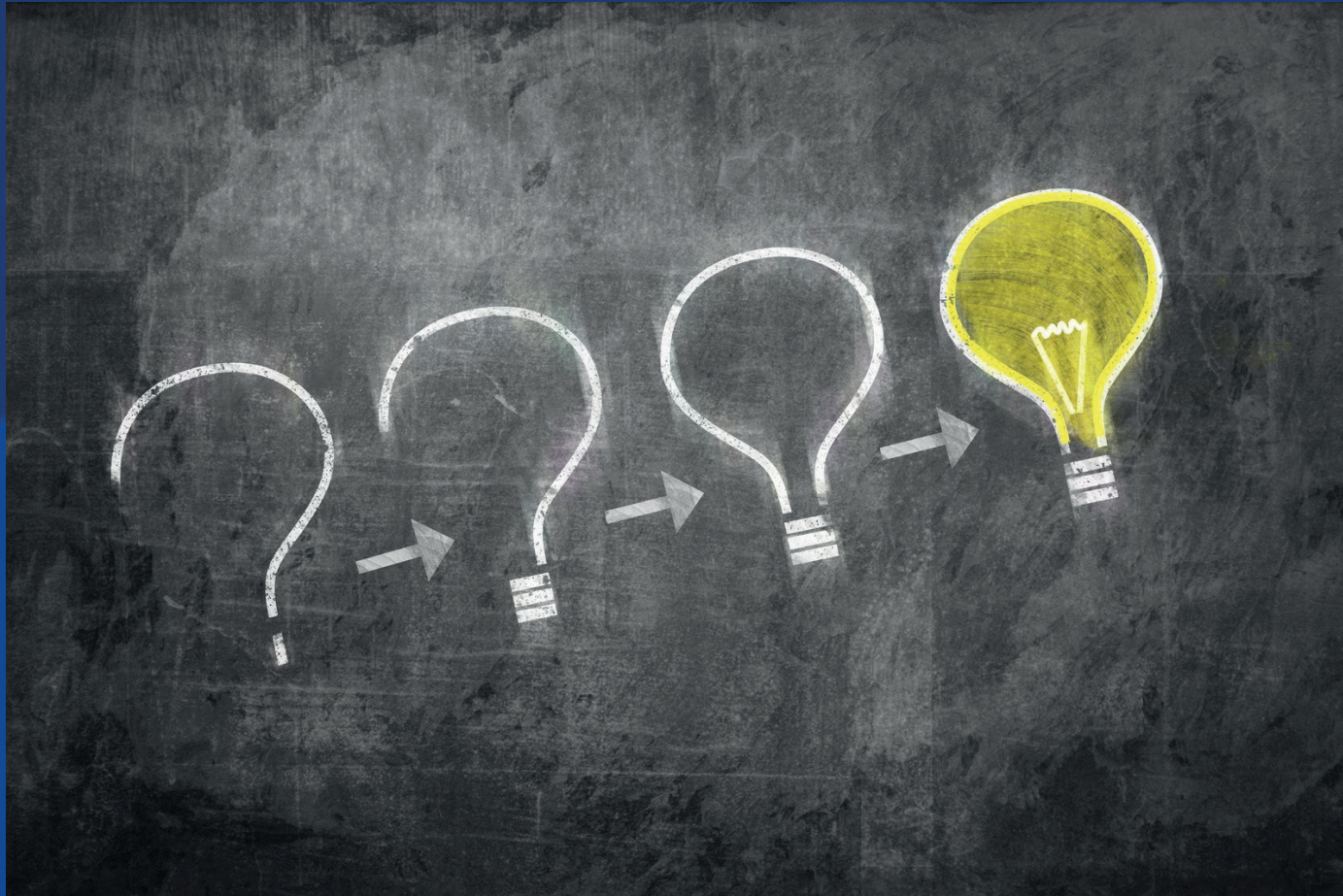
Modelling as an example



Children learn more by imitating others' behavior than by what is said. Adults must also name their feeling (“I am disappointed, because it didn't work like I wanted to”), manage their discomfort (“I am very angry right now, I will leave for a moment to calm down and then we can talk”) and control their impulses (practice techniques such as breathing, reflection, mindfulness, etc.)



It is easier for children to imitate this adult behavior if the adult says what he is doing while he or she regulates.



If you have questions

Contact: Laura Schütt, lschuett@colegioandino.edu.co

