Parent Education Resource Package for Primary Schools

Helping children manage their emotions:

How to develop children’s emotional intelligence?   
  
Worksheet on Emotional Dialogue Exercise

**Objectives:**

1. To help parents acquire the skills required to engage their children in emotional dialogue.
2. To help parents cultivate empathy in their children through using emotional dialogue skills.

**Activity:**

**Role Play**

1. The instructor will invite parents to play the role of children and express their children’s situation. The instructor will play the role of a parent and demonstrate the skills of emotional dialogue.
2. After one to two scenarios are completed under the instructor’s lead, parents will be invited to form groups of two and take turns playing the role of the child and the parent to practise the skills of emotional dialogue.

**Activity Duration:** About 5 minutes

**Instructions:**

1. Like other skills, empathy is a skill that needs to be learnt and practised before it can be used effectively and skilfully. Therefore, parents can try to use various scenarios at home to help their children understand other people’s feelings, thoughts and intentions from the others’ perspective and not their own. People with higher empathy have better development in social skills and altruistic behaviour.
2. Engage your child in emotional dialogue by saying “If \_\_\_\_\_\_\_\_\_ (describe a situation), what do you think he/she would feel and think? What would he/she want to do?” Pay attention to whether your child’s responses include the person’s feelings, thoughts and intentions. Building up on the child’s responses, discuss some of their past experiences to deepen their understanding of emotions and enhance their empathy for other people.

**Exercise:**

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| Scenario | The person’s feelings, thoughts and intentions |
| 1. “If your classmate is late for school and the teacher has started the class before he/she arrives at the classroom, what do you think he/she would feel and think? What would he/she want to do the most at that moment?” |  |
| 1. “If your older brother’s new watch was dropped and damaged by a classmate, what do you think he would feel and think? What would he want to do the most at that moment?” |  |
| 1. “If your classmate could not go on the annual school trip because he/she was sick, what do you think he/she would feel and think? What would he/she want to do the most at that moment?” |  |
| 1. “If your little sister left her homework bag on the bus, what do you think she would feel and think when she realises this after arriving at school? What would she want to do the most at that moment?” |  |
| 1. “If your best friend lost an important game, what do you think he/she would feel and think? What would he/she want to do the most at that moment?” |  |
| 1. “If your best friend was misunderstood by the teacher and punished for breaking the school rules, what do you think he/she would feel and think? What would he/she want to do the most at that moment?” |  |
| 1. “If a father works hard every day and receives indifferent responses from his children when he asks them about their day after coming home, what do you think he would feel and think? What would he want to do the most at that moment?” |  |
| 1. “If your grandmother usually loves to use her mobile phone to contact her family and her mobile phone suddenly stops working today, what do you think she would feel and think? What would she want to do the most at that moment?” |  |