

## **Psycho education courses for children and teens**



### **Course : Emotional intelligence and value training 2019/2020**

**Objective:** They would learn about their identity; as they identify their feelings, habits and reasoning via topics brought to the forefront. This allows for the optimal psycho-emotional and moral development, whether it include younger ages or adolescents.

Ranging from sex education, to violence, racism, prejudice...we talk about PSHE oriented topics applied to age group.

Dynamic, cooperative and rich in values.

Power of cognitive change lies in debate and reflection as children and teens can challenge each other's beliefs stretching them beyond their comfort zones.

### ***Core structure and context:***

This particular abstract field encompasses my specialty and I would deliver content, prepare materials and guide discussions and cognitive play with close psychological guidance.

There would be parent meetings where we give feedback, discuss content and work as a team, scheduled regularly whilst depending on group progress. A free space of thought and truth is key to these meetings.

### ***Content Sample for Teenage demographic in last workshop:***

On a bimonthly basis, for approximately six months, teenagers (normally from ages 14 to 16) would have the opportunity to review the following:

- a) “My rights and wants”: Understanding the difference and what to fight for
- b) “The different “Me's : The masks we wear””: look at the different socio-emotional choices made when expressing one’s identity, in different roles, even at different times in life. A chance to explore identity in a creative way and self-esteem is looked into indirectly through interpersonal observations.
- c) Emotion: How to identify, express, manage and transform emotions so we can have awareness and control. *This module is however omnipresent due to this being at the backdrop of all socio-emotional growth.*
- d) Common and daily sense of “violence”: Subtle violence, gender violence, violence disguises (e.g. love), social paradigms that are difficult to identify
- e) Sexual identity, myths, the “sex concept”: at risk behaviours as well as ignorance on the emotional and cognitive impact of intimacy are dealt with. The teenagers lead with what they understand in an environment with no taboo, guided by myself towards healthy constructs, whilst exploring what would otherwise remain a silence question mark.
- f) Beliefs: Those that hold us back and those that move us forward. Allowing the teenagers to acquire rudimentary self-analysis to better their decisions and almost safety proof their moves is invaluable.
- g) *Social media and social choices: This normally is accompanied with workshops for parents*

Pre-adolescents also learn about emotional intelligence, beliefs, safety, their identity vs their social identity yet adapted to their age group and with a special consideration to their needs when transitioning from late infancy to higher demands and expectations. There is also usually a disparity in maturity so considerations are made when forming groups

***Regarding younger children art therapy as well as audio-visual approaches are employed and the topics discussed are adapted.***

*Active learning is the key.*

They require high sensory stimulation as well as intense activity in order to integrate an idea that is healthy.

The type of educational activities involved in stimulating the following process include;  
a sense of self,

- \* Healthy friendships
  - \* Work ethic ( with an understanding of goals and a direction)
  - \* Positive roles ( so as to learn about the Impact of healthy vs unhealthy “admiration” to encourage a positive sense of self based on constructive attributes)
  - \* Healthy self-esteem ( to prevent seeking validation or succumb to toxic peer pressure)
  - \* Healthy decisions ( to prevent at risk behaviours in early teenage years)
- and lastly self-control ( emotional management and understanding of Impact of words) ...

Requiring activities where they live a simulated aspect of the above so they can then choose to practice it in their day to day.

E.g. 11-year olds are encouraged to create their own constitution ( set of rules and norms for their community) once they have understood they have rights and they have wants – as well as the difference between these.... They then feel empowered by creating these so as to live with an inner compass directing their behaviours.

*Early infancy and early teenage years are powerful times to model and educate in values.*

They feel proud when they embark upon a commitment that feels special to them with children their age who can be different to them. The “feeling lost” in later years is prevented with active reflection in these years. This journey feels fun and rewarding as well as purposeful.

### ***Special considerations:***

If particular at-risk children or teens assist the sessions, there could be a need for individual or reduced groups to be formed so as to better cater to the need to structure these thoughts. As more control would be needed in these cases this would be discussed as part of parent-psychologist meetings. They could even be included in groups designed for the purpose of intervening with these at risk components.

Children who have been part of a pastoral process who have been evaluated and need specific considerations e.g. more focus on impulse control or anger management, would have specific activities designed for them and would also need to be scheduled and discussed when planning groups. There is no exclusion just a respectful and conscientious inclusion process. ( ***see Creative Mindfulness course as an example of a specialised program with such considerations***)

We close the program with a “cause” so as to create a lasting impact including; either mindful connection on walks through nature or mindful cleansing of sea. Nature is a nuclear variable as it’s about a sense of “home and responsibility” that allows for the teens to see what they can visibly experience and contribute when they are giving. Nature paired with creativity. They set about a “campaign” to creatively represent that which they care about. The bigger picture, the sense of “beyond ourselves” and a sense of self pride in purposeful contribution is key in development.

Course : **Creative mindfulness for children:**  
( *This is also a specialised module included in the E.I course offered*)

**Objective:** Children gain a sense of self awareness, self-control and gain as well as learning how to understand and manage their emotions and behaviours. Mindful and meditative practise is at the core of such activities. Especially targeted for children with behavioural difficulties, emotional struggles and or a desire to learn something new and special!

**Core structure and content:**

*Modules include:*

- ◆ Art therapy-based activities where we are fully present and learn to be purposeful with our intention.

These give me room for analysis of the subconscious realities pertaining to the child whilst they are just feeling a freedom to express

- ◆ Meditative training through movement to enhance self-observation

Children are present beings until the age of 5 usually but when we want to encourage self control and self observation this practice is remarkable. It also helps their nervous system, their emotional management and their purposeful connection with their bodies. I include movement as children are in their fire element so I honour their movement as their “resting” place.

- ◆ Communication with self-awareness

Aiding in conflict resolution and constructive emotional expression for interpersonal relationship success

- ◆ Breathing control and awareness

Learning about their breathe will always help them know that “being centred” is valuable thanks to repeated experience. They will know how to self soothe and understand themselves better this way. They wont get lost in the moment as easily ( future stress, conflict....) but know their internal reality and their needs. We encourage taking responsibility and self respect through awareness (they would be less inclined to surpass their

own limits). Breathe connects them to the essence of life preventing future mental health issues such as anxiety, depression, chronic fear. Children that know how to be present and aware are children who are protecting themselves from their future mind taking over by being present.

◆ Sound and movement coordination to enhance being “present”

This is a form of meditative practice where we actively put into function their awareness. Through sensorial training a child is here, now and fully committed with all of his conscious awareness. Also sound is extremely important in terms of emotion and memory. Expressing themselves through their bodies will take what they learnt through meditative scanning to purposeful action.

Contrary to Emotional intelligence course, The mindfulness content is integrated and not structured. I vary and personalize for the children I have at hand allowing them to feel it is a special moment for them. Its not as overtly educational as they feel they spend quality time with themselves with new direction rather than a richness in interaction. Due to high demand this is provided as a course but elements of Mindful activity and presence is omnipresent in all my psycho educational child activity.

### ***Service for parents***

As mentioned above I include parents and wanted to describe a little more about this.

Psychologically speaking due to my specialty as a family and educational health professional Sessions for parents are given out alongside the course so as not to provide a “child centred focus” but a family guided experience.

We can speak about concerns that can be clarified including: managing new technologies, routines, social and personal sense of self, self-esteem building, communication and at-risk behaviours.

These are usually group parental sessions when one broad topic is raised such as the use of technology or talking about difficult topics such as death or sexuality yet I am also available for parents to reach out and have private sessions to better understand explorations or in need of assistance. You can join the child in the “learning process” and be an active witness to his or her growth.

### **A little relevant background:**

Psychology degree specialising in systemic psychology and deep rooted trauma from early infancy to early adulthood ( Granada, Madrid, Spain & Paris, France )

MA in clinical intervention in socio-emotional difficulties in educational environments (Madrid, Spain)

Health psychology specialisation via specific work experience in Child Autism Centre ( Cádiz, Spain): Use of personal art therapy method to channel aggression and anxiety into positive and free outlets of expression

Honours in Project development in bilingual emotional intelligence program for child oncological wing

Honours in Systemic psychology Thesis applied with Gestalt and creative psychology methodology  
Psycho emotional training for perinatal care (Chile and Cuzco, Peru)

EMDR training with psychosomatic work in mother care environments and female trauma cases  
( Marbella, Spain) 2017-2018

Need advice?

Or more information?

A Free brief consultation can outline the journey that would be best suited for your needs. I require a connection to better feel what would provide you best results.

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